

SCAN

Vol 23 Number 1 February 2004

Curriculum K-12 Directorate



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Editor: Sally Basaiah
 Graphic Designer: BIAGDESIGN
 Review Coordinator: Elizabeth Maxwell
 Subscription enquiries:
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 Fax: (02) 9886 7413
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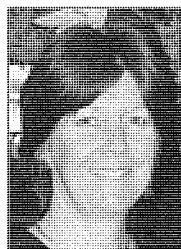
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From the Editor



Welcome back to *Scan* for 2004. *Scan* will continue to support making a difference to the education of students and the professional development of staff. I can attest that continued study into teacher-librarianship motivates one to make the most of the opportunities that present themselves. I look forward to new challenges, and hope that your recent holidays have been a time of reflection and revitalisation.

In this first issue of *Scan*, the feature article by Peter Gould brings to our attention the importance of understanding the language of working mathematically. The literacy demands of the *Mathematics K-6 syllabus* are explicit and have considerable implications for the way we teach mathematics and support numeracy.

In her article, Deb McPherson writes about how ICT is integrated into the new *English Years 7-10 syllabus* and stresses that this is an area in which teacher-librarians can provide further support to their colleagues in the implementation of this syllabus.

The articles by online and technical facilitators, and participants in the Quality Teaching Program (QTP) 3.8, *Linking syllabus outcomes and information skills*, provide a model of teacher-librarians and teachers working together using ICT. As an online facilitator, I am aware of the powerful impact that involvement in a course such as this can have on the way teachers teach and how they view the roles of teacher-librarians. I would encourage you to consider engaging in an online activity; perhaps a rap or book rap. This could be one of those exciting new challenges to undertake in 2004!

Ross Todd's introduction to *Research columns* continues to focus on evidence based practice. Dr. Violet Harada shows us what action research could look like in the classroom, and how this inquiry process demonstrates how students learn, as well as *what* students learn.

I hope these snapshots of teaching and learning in our classrooms and school libraries will provide you with food for thought to add to your repertoire of ideas this year. Don't forget to visit *School libraries and information literacy* at <http://www.schools.nsw.edu.au/schoollibraries/> for further Teaching ideas.

As the time has come for me to return to school, this issue will be my last as *Scan* Editor. The opportunities that I have experienced as Editor and the many educators who I have met along the way have been an inspiration. These memories will add to my toolkit as I embark on the challenges in 2004 as a primary school teacher-librarian. Thank you for your support,

Sally Rasaiah

Currents



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

In 2004 we look forward to another exciting and challenging year and I wish you all the very best. The team here at Ryde is keen to support you in your endeavours so please do not hesitate to contact me if you have issues to discuss or would like to request support, including for professional development.

Quality teaching

It was a pleasure to attend the *Pedagogy in practice* conference in Newcastle in January of this year. The conference was co-sponsored by the NSW Department of Education and Training, and The University of Newcastle. It provided an opportunity for educators in NSW government and non government schools to share their experiences in implementing the model of pedagogy provided by the *Quality teaching in NSW public schools* discussion paper (available at <http://www.curriculumsupport.nsw.edu.au/qualityteaching/>) It was also an opportunity to hear from key

researchers whose work has informed this model of pedagogy, including Professor Fred Newmann (whose visit was supported by the Australian-American Fulbright Commission), Professor Jennifer Gore and Dr James Ladwig.

Key themes emerging from the conference included the importance of our professional learning community within and beyond our schools, the imperative of a commitment to collaboration, for example through teaching teams, and strong professional communication and support.

A range of wonderful examples of reflecting on and using the pedagogy framework were shared by principals, teachers and teacher-librarians, and other educators who presented at the conference. We will continue this discussion through *Scan* and in the ways we work with teachers and teacher-librarians in regions in 2004. Watch our web site at <http://www.schools.nsw.edu.au/schoollibraries> for opportunities such as a possible virtual conference. If you would like support for related professional development and exploring what the model looks like for teacher-librarians please contact me.

Supporting new syllabuses

Key articles in this issue help us understand concepts and issues relevant to working with teachers to support literacy and numeracy.

In her article, Deb McPherson clarifies issues relating to quality teaching

embedded in the new *English Years 7-10 syllabus*. This has relevance to teachers and teacher-librarians K-12. Links to the English K-6 syllabus, and understandings related to the three core dimensions and related elements of the NSW pedagogy model are part of this exploration. Three of the book raps available in 2004 support teaching and programming for the new *English Years 7-10 syllabus*. These are great opportunities for teachers and teacher-librarians to collaborate. More information on raps for 2004 is available on the inside back cover of this issue and at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/>

Evidence based practice

The continued focus on evidence based practice in Ross Todd's *Research columns* reminds us of the importance of professional accountability and the difference we make to student learning. It was wonderful to see many reflections on the use of the action research model as an approach to evidence based practice at the *Pedagogy in practice* conference in Newcastle.

I would like to take this opportunity to thank Sally Rasaiah. Her contributions to *Scan*, the work of our team in providing statewide support for teachers and teacher-librarians working together, and the professional teacher-librarian community has been invaluable. The team will certainly miss her and we wish her well. ■

The language of working mathematically



Peter Gould,
Chief Education
Officer,
Mathematics, at
Curriculum K-12

Directorate, explains how the nuances of the English language impact on critical literacy in mathematics.

Learning the language

How do you develop a classroom in which reflection and communication are valued? The truth is that it is not easy to do this in mathematics without addressing what it means to work mathematically. Working mathematically in the new *Mathematics K-6 syllabus* requires students to be involved in: questioning, applying strategies, communicating, reasoning and reflecting. Students are expected to develop and use appropriate language and representations to formulate and express mathematical ideas. This requires careful thought being given to the role of language in learning mathematics.

Contrary to the belief that mathematics makes less use of language than other subjects, is the growing realisation that mathematics has its own unique "language structures". During reading, we often leave out words, change their order or even change the words. Language is normally full of redundant information. This allows us to understand by skim reading or to gain meaning from the use of keywords and

contextual clues. However, in expressing and interpreting ideas in mathematics, word order is very important. Consider the following two questions that contain exactly the same words:

What number is half of four?

What number is four half of?

The two questions have different answers reflecting totally different deep structures. Even if the second question had been written as "Four is half of what number?" the difference in meanings (semantic structure) would persist.

Otherwise insignificant small words such as "to", "of" or "by" become vitally important for making sense of mathematical language. Compare "increase by one third" to "increase to one third". This example also raises the problem of fraction names. In naming fractions, the English language mixes ordinal names (*He finished third, fifth and sixth in his last three races*) with ways of describing parts of a whole. The third fifth has meaning as a hybrid; an ordinal fraction.

Language processing demands are often far more complex than the requisite underlying number facts suggest. The following question demonstrates this difficulty.

A soccer team scored 6 more goals this month than they did last month. They scored 13 goals this month. How many did they score last month?

The clues from the syntax of the first sentence suggest an addition of six, yet the question requires a subtraction. Another difficulty is introduced by reversing the time sequence. This

month's results are described before last month's results. When you attempt to "make sense" of this question you may be aware of rereading parts of the question and attempting to "attach" information to this month and last month.

The order in which information is presented in language is often at odds with the order in which it is processed in mathematics. This mismatch occurs even with very simple statements such as "take six from twelve". Weaker readers process information in the same order that it is encountered. Even students, fluent in everyday spoken English, may still have problems with "the number five is two less than what number?" The "five", "two" and "less" in that order suggest that the answer is "three". The way the words are put together (syntax) produces a different result. The mental restructuring that is necessary to recover the meaning may overload a student's processing and memory capabilities. If this occurs, students often give up and guess what to do with the numbers.

Confusion over the order needed to process information in text may lead to inappropriate simplifying strategies. This is commonly demonstrated by students attempting division questions. Not only is there no consistent left to right processing of meaning in English, for example:

What is three divided by six?"
Divide three into six.
Divide three into six equal parts.

but this lack of "order" is perpetuated by two different symbolic orders:

$$3 \div 6$$

$$6 \overline{) 3}$$

Little wonder students create a rule of "always divide the small number into the big number".

More or less

The terms *more* and *less* are particularly troublesome. Consider the following three questions, each of which involves the numbers three and five and uses the relation *more than*:
Which number is three *more than* five?
Five is how many *more than* three?
Five is three *more than* which number?

In the first question the "three" and "five" are separated by "more than" and the answer is the sum of three and five. This agrees with a "keywords" approach, common in teaching, which links the phrase "more than" to addition. A student applying this approach to the second and third questions would be surprised to find that the answers have changed! A "keywords" approach in teaching how to unpack mathematical language may be counterproductive.

Implications for the classroom

Instead of concentrating on identifying a keyword or using the size of the numbers to guess the operation, students need experiences in finding the meaning of problems. Semantic structure is best explored by having students model or construct a representation of the network of concepts in the problem. This sounds much harder than it is.

Start by reading the problem aloud and assisting students to model or represent the problem as they "see it". This may involve using concrete material for younger students or pictorial representations (drawings) for older students. The way the student models and describes the relationship in the problem is more important than selecting an operation.

The problem of *more* and *less* may be compounded by the incorrect use of *less*. Grammatically, *fewer* applies to number and *less* applies to quantity.

Questioning

Questioning is a central component of a teacher's repertoire of instructional

techniques. Look at the way that questioning is used in the following exchange.

Teacher: "Let's see if we remember how rectangles are different from other geometric shapes? How would you describe a rectangle?...Kim?"

Kim: A rectangle has straight parallel sides.

Teacher: "Hmm. Do you mean like this?" (Teacher sketches a regular hexagon on the board.) "Ryan?"

Ryan: "No. That's a hexagon because it has six sides. A rectangle has four sides with all of its sides parallel."

Teacher: (Looks perplexed, then draws four unconnected parallel line segments.) "Four parallel lines. Is this what he means Sarah?"

Sarah: "No, it's got to be closed. A rectangle has four sides with only the opposite ones parallel."

Teacher: (Sketches a parallelogram with no right angles.) "Like this?"

Robert: "No, for a rectangle, all four of the angles have to be right angles."

Teacher: (Draws a rectangle.) "So this is a rectangle. What would be a good way to describe a rectangle to someone who wasn't here?"

What is interesting in this exchange is the way that the teacher intentionally creates counter examples from the students' descriptions. Counter examples are very important in developing an idea in mathematics. They form a "negative image" of a rectangle. The questions also prompt the need for precision of language in mathematics.

The challenges of learning mathematics in English

Like Mathematics, English as a language has been enriched by the contributions of many cultures. However, the rich cultural heritage of the English language can, at times, make learning mathematics more difficult than it is in other languages. In English, when children learn to count, they experience more difficulty with the "teens" than with other equal spans of number words. It is not unusual for students to confuse twelve and twenty or thirteen and thirty; they sound very similar.

The order of naming also changes in a rather confusing way in the teens. For example, fourteen names the four first, although when written as a numeral, fourteen names the ten first. Those who learn to count in languages rooted in ancient Chinese, such as Chinese, Japanese and Korean, do not encounter this difficulty. These languages are transparent in their presentation of the base ten numeration system. The spoken numeral corresponds exactly to the implied quantity represented in symbolic form.

Number	English	Chinese	Japanese	Korean
1	one	yi	ichi	il
2	two	er	ni	ee
...
10	ten	shi	juu	shib
11	eleven	shi-yi	juu-ichi	shib-il
12	twelve	shi-er	juu-ni	shib-ee
...
20	twenty	er-shi	ni-juu	ee-shib
21	twenty-one	er-shi-yi	ni-juu-ichi	ee-shib-il

The challenges of learning mathematics in English are not restricted to the whole numbers. In East Asian languages, the concept of fractions as part of a region is embedded in the language. While English speaking children struggle with the confusion that results from fractions and ordinals sharing the same terminology, Japanese students do not. For example, in Japanese, one third is spoken as *san bun no ichi*, which is literally translated as "of three parts, one". Thus, unlike the English word *third*, the Japanese term, *san bun* (three parts), directly supports the concept of the whole divided into three parts.

Teaching to link

We cannot change our language of instruction but we can use our knowledge of the challenges to learning mathematics created by the English language to improve instruction. It is not unusual for words and ideas to become disassociated. Practicing teachers offer many examples of exchanges with students that typify the ambiguous links that are sometimes formed with mathematical concepts.

Teacher: *Do you know what volume means?*

Student: *Yes*

Teacher: *Could you explain to me what it means?*

Student: *Yes, it's what is on the knob on the television set.*

Unless language is linked to mathematical processes through constructive experiences, mathematics learning can become a random association of arbitrary rules. We can also use the rich cultural heritage of mathematics to understand mathematics. Have you

ever wondered why there are 60 minutes in an hour or 360° in one revolution? Why not 100 minutes in an hour or 100° in a straight line? When many children initially read the digits on a digital clock readout, they do not think of 60 of anything.

To find the answer to the question "Why are there 360 degrees in a circle?" you need to understand some things about a line of ancient peoples (Sumerians, Akkadians and Babylonians) who lived in Mesopotamia, now called southern Iraq, almost 5000 years ago. Sumerians built cities and supported the people with irrigation systems, a legal system, administration and even a postal service around 3500 BCE. Writing developed, based on cuneiform, and counting was based on a sexagesimal system, that is to say, base 60. The Akkadians invaded the

Unless language is linked to mathematical processes through constructive experiences, mathematics learning can become a random association of arbitrary rules.

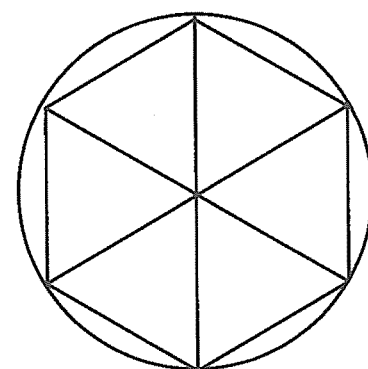
Sumerians and began to mix with the more advanced culture of the Sumerians around 2300 BCE. The Sumerians, however, revolted against Akkadian rule and by 2100 BCE they were back in control. The Babylonian civilisation in

Mesopotamia replaced the Sumerian civilisation from around 2000 BCE.

The Babylonians inherited the base of 60 for their number system from the Sumerians and Akkadians. However, a significant advance by the Babylonians was the introduction of a positional number system. This means that very large numbers can be written quite economically. The major drawback of the number system was that it did not have a zero. You might be surprised to learn how recently the symbol zero was introduced into our own number system and why our number system is called Hindu-Arabic.

One theory as to why we have 360 degrees in a circle relates to astronomy and the circular track of the sun's annual path across the sky. This theory looks at subdividing the circular path into 360 degrees to track each day's passage of the sun's whole journey.

An alternate explanation relates to subdividing a circle. If you draw a circle and then, keeping the same radius, step off distances around the circle until you get back to your starting point, you create a regular hexagon.



This hexagon is made up of six equilateral triangles. Each angle of the equilateral triangle is one unit, 60 in a base 60 system, and six units then form 360° in a circle or three units (180°) form a straight line! Mathematics, history and geometry are part of our lives, everyday.

For more information on Babylonian mathematics see *An overview of Babylonian mathematics* at http://www-groups.dcs.st-and.ac.uk/~history/HistTopics/Babylonian_mathematics.html and the review at the end of this article.

Learning to argue mathematically

Learning to argue mathematically contributes to developing shared understandings of mathematics. The ways in which students seek to justify claims, convince their classmates and teacher, and participate in the collective development of publicly accepted mathematical knowledge, contribute to mathematical argument. Once students begin to freely agree and

disagree, the teacher can extend his or her expectations for how children should interact and talk with one another during a mathematical argument. This can include the types of questions that might be appropriate or even how to mount a challenge to someone's work or justify your reasoning. In a culture that demands student understanding, teaching mathematics is more than merely telling or showing students; teachers must enable students to create meanings through their own thinking and reasoning.

Learning to argue about mathematical ideas is fundamental to understanding mathematics. This is also emphasised

by Palincsar and Brown when they wrote that:

...understanding is more likely to occur when a child is required to explain, elaborate, or defend his

position to others; the burden of explanation is often the push needed to make him or her evaluate, integrate and elaborate knowledge in new ways. (1984) ■

References and further reading

An overview of Babylonian mathematics [website] at http://www-groups.dcs.st-and.ac.uk/~history/HistTopics/Babylonian_mathematics.html (Cited 5.12.03)
Mathematics K-6 syllabus 2002, (2002), Board of Studies NSW.
 Palincsar A.S. & Brown A.L. (1984) 'Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities', *Cognition and Instruction*, 1(2), pp 117-175.

Past Scan articles about supporting the teaching of numeracy:

Cook, J. (1999) 'Maths on the Net', *Scan* 18(1), p 24.
 Gould, P. (1998) 'Mathematics K-6: the outcomes addendum', *Scan* 17(3), p 4.
 Gould, P. (2002) 'More than words', *Scan* 21(1), pp 8-12.
 Maher, C., Graham, P. & Lannen, B. (1999) 'Mathematics + collaboration + technology = success', *Scan* 18(1), pp 20-23.
 Special collections of reviews of numeracy resources have appeared in: *Scan* 18(2); 18(3); 18(4); 19(2); 20(2); 20(4).



An overview of Babylonian mathematics http://www-groups.dcs.st-and.ac.uk/~history/HistTopics/Babylonian_mathematics.html

Using an advanced positional number system with a base of 60, the Babylonians created the divisions of time which have survived for 4000 years. This site explains the legacy of mathematics, left to us by this ancient civilisation, which underpins many theories in geometry, algebra and arithmetic calculations today. *Pythagoras's theorem in Babylonian mathematics* examines some ideas in geometry and basic number theory, while *Babylonian numerals* gives details on notation and the reasons why the Babylonians used base 60. The information on this site supports the *Working mathematically* strand of the *Mathematics K-6 syllabus 2002*, which requires students to have background knowledge of mathematics, including the history of mathematics and mathematicians. Additional online resources are also suggested, such as *History topics index*. Teachers will need to allow time to assess the curriculum relevance of these linked sites. S. Rasiaiah

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Mathematics – History; Civilisation, Assyro-Babylonian
PUBLISHER: University of St. Andrews, 2000
REVIEW DATE: 5/12/03 [510.9] SCIS 1156668

BRUCE, Lisa

Maths all around us [series] Heinemann, 2003

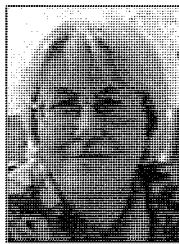
A series such as this one allows the young reader to become involved in the content by relating the concepts to familiar experiences. Each concept is complemented by brightly coloured photographic reproductions and provides ample opportunity for teachers to promote student discussion, especially as each double page spread poses a question. The counting book allows children to look at one more, shapes and pairs, all in the context of a simple children's book, while the *Patterns in the park* title supports the new *Patterns and algebra* strand. Teaching points are given at the end of the books with follow up activities. Large headings, different sized fonts and labels will attract young readers, while promoting and linking the literacy aspects of the mathematics syllabus. L. Wilson

USER LEVEL: Early Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
 \$22.00 each

Titles in this series include:
Counting your birthday
Patterns in the park
Shapes at home
Size at school

SCIS 1140896
 SCIS 1140519
 SCIS 1140523
 SCIS 1140520

Quality teaching and implementing the new English Years 7-10 syllabus



Deb McPherson is Chief Education Officer, English, at Curriculum K-12 Directorate. The

new English syllabus for Years 7-10 has significant implications for teacher-librarians. In this article, Deb explores some of the ways that teacher-librarians can support students and colleagues in the implementation of this innovative new syllabus.

The new English Years 7-10 syllabus is to be implemented in 2004 for Years 7 and 8. This syllabus confirms the best practice occurring in our schools today and will provide a rich learning experience for students in Stages 4 and 5. It is a syllabus that will prepare students for Stage 6 English while building on the K-6 English syllabus. It is also a syllabus that has great potential to support the Department's pedagogy paper, *Quality teaching in NSW public schools*.

Teacher-librarians will play a crucial part in collaborating with English teachers as they consider the implications of the new syllabus in areas such as: content and text requirements; planning and programming; teaching

and learning; resources; and integration of ICT. Teacher-librarians can use their knowledge and understanding of the *Quality teaching in NSW public schools*: discussion paper, as a useful reference point for planning units of work with English teachers for the new syllabus.

Content

Many teachers have welcomed the reduction in outcomes in the new syllabus; from over one hundred to just eleven outcomes. Programming, registration and reporting will relate to the new eleven outcomes.

As with Stage 6, the content for English at Stages 4 and 5 is based on the relationships between language and meaning. "Meaning is shaped through the processes of responding to and composing texts." *English Years 7-10 syllabus* p 16.

Cross curriculum content has been clearly defined in the new *English Years 7-10 syllabus*, on pages 9-11. This content has been placed in the essential content, *Students learn to* and *Students learn about* for each outcome. Cross curriculum content confirms that skills and knowledge already being addressed in many schools' present programs, for example ICT, are integrated into the new *English Years 7-10 syllabus*.

Literacy has always been a major part of English syllabuses. The statement on literacy on page 10 of the new syllabus draws attention to the responsibility of all secondary teachers to develop students' literacy skills and

understanding as well as acknowledging that English teachers play an especially important role. The teaching of English focuses on the continued development of students' skills in speaking, listening, reading and writing and emphasis is given to the development of students' visual literacy and their understanding of the effects of technology on meaning.

ESL scales, published by Curriculum Corporation in 1994, are used in the new *English Years 7-10 syllabus*. The presence of the ESL (English as a Second Language) scales outcomes beneath the content of the new syllabus has several implications for schools with an ESL allocation. The ESL scales outcomes, as outlined in the syllabus, can be used to assess an ESL student's current level of language proficiency. They can be used to program units to meet a student's language learning needs while working towards syllabus outcomes and to report on a student's level of language performance at the end of a teaching and learning sequence.

The detailing of the specific content for each outcome is a change from the previous syllabus. While there are no prescribed texts in the new syllabus such as for the Higher School Certificate English courses, there are specific text requirements as part of the essential content.

Students in Stage 4 "must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities." *English Years 7-10 syllabus* p 19.

Students will do this by: close reading; listening to or viewing at least two works of fiction; reading a wide range of poetry; viewing at least two films or films on video or DVD; reading at least two works of nonfiction; and reading at least two drama works. There are two other layers of text requirements outlined on p 19 of the syllabus:

In each Year students must study examples of

- spoken texts
- print texts
- visual texts and media and multimedia which should, over both stages, include texts drawn from radio, television, newspapers, the internet and CD-ROMs.

The selection of texts must give students experience of:

- A widely defined Australian literature, and other Australian texts including those that give insights into Aboriginal experiences and multicultural experiences in Australia
- literature from other countries and times
- cultural heritages, popular cultures and youth cultures
- picture books
- everyday and workplace texts
- a range of social, gender and cultural perspectives.

In Stage 5, students have the added requirement of an experience of Shakespearean drama.

The new *English Years 7-10 syllabus* will continue to require the close and detailed study of texts. Teacher-librarians would already be aware that teaching opportunities in a single text can meet multiple syllabus requirements. For example, *Papunya School book: of country and history** is an Australian non fiction picture book

providing insights into Aboriginal experiences. *Nips XI* is an Australian work of fiction with insight into multicultural experiences in Australia, providing opportunities to address a range of social, gender and cultural perspectives. *Nips XI* offers teaching and learning opportunities for students to demonstrate Stage 4 Outcome 1: *Students learn about*: 1.19 types of humour and how humour is expressed in texts. The diversity of the types of texts and range of experiences of text required by the syllabus will influence what and how we collect resources.

*There will be a book rap on *Papunya School book: of country and history for Stage 4 English, in Term 2 2004*. Further information can be found at <http://www.schools.nsw.edu.au/schoollibraries/>.

Many teacher-librarians will have already downloaded the Board of Studies web publication, *Fiction, film and other texts* for their English

faculties. This support document provides annotated lists of suitable texts to use in the English classroom and will help teachers to select texts to meet syllabus requirements. In

addition *Fiction, film and other texts* has an appendix which maps texts against many of the syllabus requirements to show how a text might provide teaching opportunities that address a range of syllabus requirements. Some teachers are asking their teacher-librarians to participate in planning and selection of appropriate resources for both years in Stage 4. Non fiction, fiction, poetry and picture book collections are being sought to help support the implementation of the new syllabus.

Programming and planning

Faculties implementing the 1987 *English Years 7-10 syllabus* would usually program for four separate

years. In 2004, programming will be more closely linked to what students know and can do and teaching requirements will be towards Stage outcomes across a two year period. A closer relationship will develop between registration, recorded assessment, programming and planning. Teachers will modify current programs to address Stage outcomes, the essential content and the text requirements for each year. Many existing units of work that have been developed by English teachers and teacher-librarians will form the basis of these adapted programs. Teacher-librarians also have a key role in planning and teaching explicit information skills related to the English syllabus outcomes.

Teaching and learning

The 1987 *Years 7-10 English syllabus* reflected the strong influence of the personal growth theory. The new *English Years 7-10 syllabus* is underpinned by a variety of theoretical approaches and teachers will use a range of approaches in implementing syllabus requirements. This new syllabus requires the explicit teaching of *learning to* and *learning about* content. A number of the outcomes would be well supported by an information process approach. (see *Information skills in the school*).

The new *English Years 7-10 syllabus* is inclusive of all students. There is a section in the syllabus on supporting students who have not yet demonstrated Stage 3 outcomes. Additional content is suggested to encourage students "to progress beyond the essential content... in order to broaden and deepen their skills, knowledge and understanding, and to extend their interest in English" (*English Years 7-10 syllabus* p 14). English teachers have often collaborated with teacher-librarians to develop strategies to support lower achieving students and to extend higher performing students. Such strategies to assist students to

demonstrate Stage outcomes and to broaden and deepen learning experiences of gifted and talented students will be an important part of the implementation of the new English syllabus.

A clear continuum from Early Stage 1 to Stage 6 is established in the new *English Years 7-10 syllabus*. This continuum will assist teachers in primary and secondary schools to support students at the critical transition points of Years 6 and 7 and Years 10 and 11.

Assessment

Teachers using the current 1987 *English Years 7-10 syllabus* have been operating with a large number of outcomes which were developed after the syllabus was released. From 2004, assessment in Stage 4 can be based on a manageable number of outcomes and reporting will be informed by outcomes based assessment.

A focus on assessment as an integral part of teaching and learning will mean some changes to approaching programming and developing units of work.

Assessment will be used as a learning tool and feedback and reporting will be both explicit and related to demonstration of the Stage outcomes. For related outcomes, teacher-librarians can plan assessment tasks with teachers with explicit teaching of information skills.

Integration of ICT

ICT was not stressed or mandatory in the 1987 *English Years 7-10 syllabus*. I don't think the term had been coined then! In the new *English Years 7-10 syllabus*, Outcome 3 in both Stages requires specific technology knowledge, skills and understanding. TILT Plus English courses were part of

the Department's strategy to assist English teachers in this area. Workshop leaders, trained in these courses, will be available in all the regions in 2004. English teachers will require increased access to ICT facilities such as the Internet and computer rooms and in school support from their colleagues, such as the teacher-librarian, who are familiar with ICT. Programming and units of work will need to reflect the integration of ICT. Teachers will depend on their teacher-librarians for support with the identification and review of suitable ICT resources, as well as the explicit teaching of related information skills with electronic resources.

Resources

I have a t-shirt that I bought while on exchange teaching in Colorado that reads "So many books so little time." I should probably get a new one that

reads "So many texts to read, review and select and so little time so ask my teacher librarian for help!" Certainly the new and wider variety of text requirements, including film and multimedia, means that teachers and

faculties will need the support of their teacher-librarian regarding access to recent and relevant reviews of appropriate texts. When I was at Lisarow High I was always grateful to the teacher-librarian, Sandra McCormac, who faithfully kept me up to date with the latest relevant *Scan* reviews including fiction, non fiction, film, poetry, drama, picture books and web sites and had the latest books available for me to read. Teacher-librarians will continue to have a vital role to play in supporting teachers by selecting texts for the library (including visual and multimedia texts) that reflect the increased demands of the 2004 *English Years 7-10 syllabus*.

Teacher-librarians can also alert English teachers to the range of resources available at the Curriculum K-12 Directorate web site. The English site, containing teaching units and learning ideas, can be found at <http://www.curriculumsupport.nsw.edu.au/english/index.cfm>. Other collaborative resources such as raps and Teaching ideas can be found on the *School Libraries and Information Literacy* site at <http://www.schools.nsw.edu.au/schoollibraries/>. These resources support the integration of ICT and model ways of programming and collaborating in implementing the new syllabus.

For ESL students and for hearing impaired students, the subtitling available on DVD machines can make texts more accessible. The school library with its Internet access, availability of newspapers and magazines, collections of appropriate videos and DVDs as well as everyday and workplace texts such as brochures will continue to be an excellent source of materials for English teachers in the classroom. The majority of existing resources will continue to be relevant and used in English classrooms.

The emphasis on enjoyment and the active student centred nature of the 1987 *English Years 7-10 syllabus* has been continued in the new *English Years 7-10 syllabus*. The syllabus provides specific text requirements, more explicit statements of content requirements and the place of ICT in the English classroom, while still centred on the students' ability to use, understand, appreciate, reflect on and enjoy the English language.

Quality teaching in NSW public schools

The *Quality teaching in NSW public schools* discussion paper links directly to the new *English Years 7-10 syllabus* as there is so much potential in the new syllabus to reflect the dimensions and elements of the NSW model of pedagogy. The model is based on the

best Australian and overseas research and is derived from thousands of classroom observations. It is a realistic model which clearly articulates the elements of successful teaching.

The three dimensions: Intellectual quality, Quality learning environment and Significance are strongly reflected in the rationale, aim, objectives, outcome and content of the new syllabus. The syllabus brims with the elements of the model. The eighteen elements are reflected in our best teaching practice and in our most successful units and assessment tasks. This is not to suggest that all elements have to be present all the time, but teaching and learning programs should start with what students already know and then teachers should ask:

- What do I want my students to learn?
- Why does that matter?
- What evidence will I collect to demonstrate what they have learned?
- What am I going to get them to do?
- How well do I expect them to do it?

These questions lead us to consider how the three dimensions of the model fit into our teaching practice.

Intellectual quality

To integrate intellectual quality into a program and units of work, teacher-librarians and English teachers need to ask: what are the central concepts and ideas they want their students to learn? Taking the Stage 4 outcomes and content as a starting point, and looking at Outcomes 3, 8 and 10, they could decide that cultural expression in texts and the connections between and among texts are two concepts that they want their students to explore. Let us imagine that an English teacher approaches their teacher-librarian to help develop a unit around *Shrek*, a film that explores these concepts. The teacher may be seeking support about resources, eg. folk and fairy tales, myths and legends and related web sites that would address the selected outcomes. Students would need to

engage with the deep knowledge of cultural assumptions and intertextuality and would need to demonstrate their deep understanding of these concepts in the tasks they undertook.

Knowledge is subject to political, historical, social and cultural implications. When students are asked to "identify and describe the ways assumptions underlying cultural expressions in texts can lead to different reading positions" (Stage 4 content point 4 in Outcome 10), they are exploring how information and knowledge are constructed. Such problematic knowledge is part of intellectual quality. In the *Shrek* unit, students need a sophisticated understanding of how societal attitudes and values can change as they discuss and analyse the role of Shrek, the ogre, as the hero, and of Princess Fiona as the rescuer.

Higher order thinking is another important part of syllabus requirements. The syllabus content contains repeated references to analysis, synthesis, assessment and evaluation. In Stage 4, Outcome 8 content point 2 refers to students learning to "synthesise information from texts with similar subject matter." In the *Shrek* unit, students could explore the transformations of the ogre and the princess and compare them with the transformations in the fairytale *Beauty and the Beast* and related texts such as McKinley's *Rose daughter* and Donna Naploi's *Beast*.

The syllabus specifically mentions metalanguage in Stage 4, Outcome 4 and again refers to the need to use the language of the subject in Outcome 11. Outcomes 4 and 5 are about the use of language and the need for students to make informed language choices and to engage with the language forms, features and structures of texts appropriate to different purposes, audiences and contexts.

The introduction and discussion of language use, for example, about the language needed to analyse the visual images in *Shrek* and the allusions to other

stories, requires engagement in substantive communication. Given the context, this will be no superficial conversation, no 'guess what's in my head' exchange, but a considered and substantial verbal and/or written exchange.

The research shows that lifting the intellectual quality of our teaching practice, our units and our tasks will directly improve students' learning. There is no 'dumbing down' advocated here, no busy work to keep students compliant, but rather vigorous and challenging teaching, that leads to improved student learning.

Quality learning environment

Collaborative planning to set explicit quality criteria and allow for some student direction, will result in teaching the content of Stage 4 Outcome 11 where students learn to "choose and negotiate with the teacher appropriate tasks and assessment criteria." A *Shrek* unit, that reflected the model elements, would contain explicit quality criteria about the students' tasks and should allow for some choice of activities through mandatory and student selected tasks.

High expectations are implicit in the new syllabus from the statement in the rationale that 'English in Years 7-10 is both challenging and enjoyable' to the requirement that texts become 'increasingly sophisticated as students move from Stage 4 to Stage 5' (p 19). Teacher-librarians can work with English teachers to select challenging texts, including texts from cultural heritages, popular cultures and youth cultures which will lead to greater student engagement. Social support would be manifest in a library where students could select some of the texts in a wide reading activity conducted in an atmosphere of mutual respect. The content of the unit would allow interesting text selections around difference and diversity, one of the cross curriculum content areas embedded in the syllabus. Student self regulation is a feature of class-

teaching & learning

rooms where students know what they have to do and are clear on their roles and responsibilities (Stage 4 Outcome 11 content points 7, 9, 10, 15 and 20).

Significance

Students need to see why, and understand that their learning matters. The *English Years 7-10 syllabus* requires teachers to provide students with personal social and cultural contexts outside the classroom. In Stage 4, Outcome 1, content points 1 and 13, students learn about "links between the ideas, information, perspectives and points of view presented in texts and their own background and experience." They learn about "the ways their own background and experience affect their responses to texts." In developing a unit on *Shrek*, the teacher-librarian and the English teacher would clearly draw on the fairytale narrative experiences of the class. Well known stories may have different interpretations in different cultures and *background knowledge*, cultural knowledge and inclusivity could all be used in the unit.

This new syllabus is recursive. Content points reinforce and repeat themselves for example, reference to the use of students' own background and experiences can be found throughout the essential content. Connections to other subjects, knowledge integration, can be made through the visual and critical literacy demands of the syllabus and the wide range of text requirements from everyday and workplace texts to non fiction and filmic texts.

A key element in the significance dimension is connectedness, that is, making the learning students are engaged in relevant outside the classroom. Stage 4, Outcome 9 (*students demonstrate understanding that texts express views of their broadening world and their relationships within it*) is a clear indication of the significance of connectedness in this syllabus. It is important that we provide an audience

outside the classroom. One of the tasks for a unit of work on the film *Shrek* could involve a student posting their alternative film review on a web site like the *Internet movie database* at <http://imdb.com/>. They could use ICT to see their words reaching a worldwide audience. Their schoolwork would be published and connect with the real world.

It's fitting that the last element in the NSW model for quality teaching should be narrative. In Stage 4 Outcome 9, content points 4 and 7 require students to 'explore the role of story in shaping their experience of, response to composition of texts' and learn about "the ways in which story creates a world within which characters interact and shape action." A logical outcome of a *Shrek* film unit, as students have acquired skills, knowledge and understanding about film techniques and language, is the creation of a student's own story, be it as a storyboard, film script, web page or short story.

Continued implementation in 2004

In 2003, thirteen rural and metropolitan schools throughout NSW

developed materials to support the implementation of the new syllabus. These resources will be shared with other schools across the state through *Teaching and Learning Exchange*, English network meetings and the *Curriculum K-12 Directorate*.

In 2004, sixteen other schools will develop materials to support the implementation of Stage 5. Many of these schools are looking at their work through the lens of *NSW Quality teaching* model, which provides a stimulating 'way in' to the new *English Years 7-10 syllabus*.

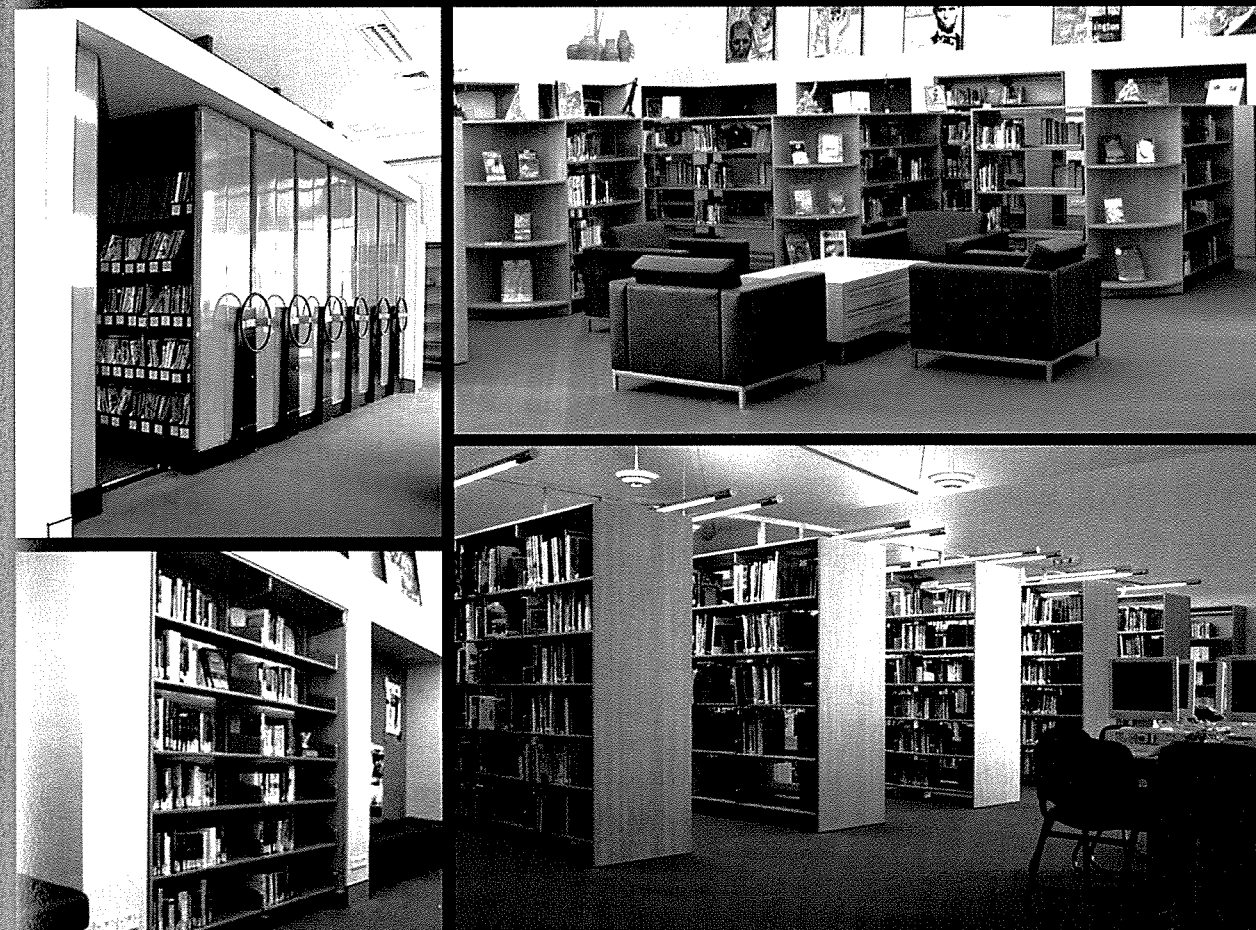
Teacher-librarians with their access to and understanding of ICT, their key role in developing information skills for students and their experience with a wide range of texts from web sites to the latest fiction, non fiction and poetry, can support the teaching of the new English syllabus. They can use their skills, knowledge and understanding to work with their colleagues to develop programs and units of work that draw on the best resources, select the most appropriate teaching and learning strategies and reflect the pedagogy of the *Quality teaching in NSW schools* discussion paper. ■

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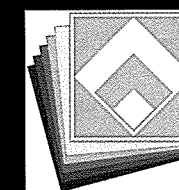
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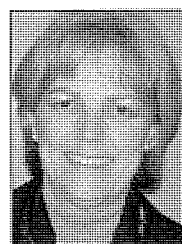
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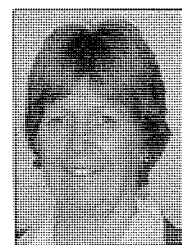
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An overview of the Quality Teacher Program 3.8-Linking syllabus outcomes and information skills across the key learning areas



Elizabeth Maxwell,
Curriculum Adviser
and Review
Coordinator,

School Libraries and Information Literacy Unit, was an online facilitator for Quality Teacher Program 3.8 – Linking syllabus outcomes and information skills Community and Family Studies Stage 6, 2003.



Sally Rasaiah,
Curriculum Adviser
and Editor Scan,
was an online
facilitator for

Quality Teacher Program 3.8 – Linking syllabus outcomes and information skills PDHPE K-6, 2003.

Research tells us that for a school to become an information literate community, there needs to be an understanding and appreciation of the roles within that organisation, and that all stakeholders need to be learners. The teacher-librarian can be seen as a learning advocate within a school who can model and encourage learning behav-

iours whilst being learners themselves (Brian-Davies 2000). The teacher-librarian needs to be a leader in the integration of ICT into teaching and learning, showing the possibilities of technology in education. Participation in the Quality Teacher Program (QTP) 3.8 *Linking syllabus outcomes and information skills*, enables teacher-librarians to model this paradigm to staff in collaborative planning and teaching, underpinned by an understanding of the roles of teachers and teacher-librarians and the value of using the information process to support syllabus outcomes.

As collaborative partners, teachers and teacher-librarians in a school learning community adopt the roles of teacher and learner. Professional development, such as that afforded by participating in this online course, is an essential component for the development of the school as a learning community. Working together as partners in QTP 3.8, teachers and teacher-librarians bring curriculum expertise and information literacy together, culminating in a unit of work, which can then provide further teaching ideas for colleagues. Three courses have been available:

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

The courses, convened by School Libraries and Information Literacy

Unit, were developed collaboratively with the related key learning area teams. The seven week online course requires the partners to investigate ways that some of the outcomes in the *Biology Stage 6 syllabus*, the *Community and Family Studies Stage 6 syllabus* or *PDHPE K-6 syllabus* can be achieved using an information skills approach. Each of the partners brings different expertise to the course:

- classroom practice and subject knowledge
- an understanding of the link between learning and effective information use

Being part of a larger group of colleagues from other schools who are participating in this program enables members to engage in online discussions, contribute ideas, and share material via a password protected forum.

What the course looks like

- Week 1** Building a shared understanding
- Week 2** The syllabus and information skills
- Week 3** Applying and information process framework 1
- Week 4** course break and teleconference
- Week 5** Applying and information process framework 11
- Week 6** Applying and information process framework 111
- Week 7** Influencing classroom practice

Communication by online facilitators is an essential component and contributes to the success of the project. Since the entire project is conducted online, the benefits of face to face contact are not available and so the encouragement and support must be delivered, at the point of need, using electronic means. The teleconferences midway through the courses were very successful in addressing the issues of detachment and isolation that can occur in online delivery.

Examples of units of work that have been produced as a result of participation in QTP, will be made available

from *School Libraries and Information Literacy* at <http://www.schools.nsw.edu.au/schoollibraries/>. ■

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Technical support Linking syllabus outcomes and information skills online courses



Vicki Lowery,
Senior Project
Officer, provided
online technical
support for the

operation of the WebBoard in the Quality Teacher Programs.

I have provided technical support to several of the *Linking syllabus outcomes and information skills* online courses. It is a role I enjoy as I am able to 'meet' teachers in so many schools that I would never be able to get to in person.

These courses make it possible for teachers to learn a range ICT skills which will become increasingly important as the Department extends its use of the Internet for teacher professional development. Teachers need to know the technical skills of how to navigate the Internet to reach

the discussion board and how to post a message on a board. They also must communicate, interact, and share information electronically with a group of people they do not know personally.

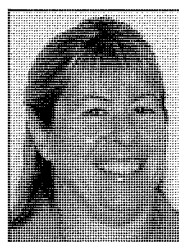
My role is to provide help and support in using the WebBoard so that technology issues do not become a barrier to communication. There is nothing worse than feeling hesitant about the whole concept of making one's thoughts public and then finding that you don't quite know how to use the technology or that the technology is not working the way you expected. Frustration can set in very quickly if there is no quick access to technical support.

Good technical support should be available as soon as a problem occurs. This is especially so for a teacher who has set aside precious free time to log on to the Internet and carry out the tasks required by the course. If the teacher has a technical problem which cannot be solved straight away, that teacher may have to wait days before having time to try again. ■

I have therefore encouraged teachers to contact me as soon as a problem occurs. Teachers often don't ask for help straight away. They may think they will interrupt someone if they ask, what they feel, may be a trivial question. My response is that it's better to ask quickly thereby preventing hours of frustration.

It's always gratifying to watch the development of a successful online program. Most participants begin hesitantly, then slowly gain confidence and, by the end of the course, are chatting amongst themselves as though they were old friends meeting in the same room. They often find that they share the same issues and concerns and that online communication can provide a support network and effective professional development, especially for teachers who are geographically isolated. When that happens, I feel I have achieved my goal of providing technical support to a level where the technology becomes transparent, enabling everyone to concentrate on effective communication. ■

Linking syllabus outcomes in Stage 6 Biology with information skills



Susan Hannigan,
teacher-librarian at
Vincentia High
School, has been
involved with the

Quality Teacher Program (QTP): as a participant and online facilitator.

The Quality Teacher Program Linking syllabus outcomes and information skills – Biology Stage 6, provided teacher-librarians and Biology teachers with an opportunity to collaboratively develop units of work that help students use and manage information when undertaking this Biology course.

Time constraints and the demands of covering syllabus content can mean that students do not always have opportunities to develop and refine their information skills. The Biology syllabus clearly states that students will develop skills in planning, organising, selecting, locating, and gathering information (*Biology Stage 6 syllabus* p 30). Elements of this are repeated in the student requirements in all topics and reiterated in the outcomes. Teacher-librarians, with their knowledge of the information skills process, collaboratively plan and teach with Biology teachers during the QTP course. This collaboration facilitates the development of learning experiences that explicitly teach information skills whilst achieving the outcomes of the Biology syllabus.

I was offered the opportunity to work with a Biology teacher at Vincentia High on the Quality Teacher Program (QTP).

The group in this project comprised teacher-librarians and Biology teachers from a range of high schools and two online facilitators for the course.

The Biology teacher and I both looked forward to undertaking the program. Each time we came together, we found that we had animated discussions about what we had undertaken, what we had read and what we were required to complete each week. Our understanding of each other's role and appreciation of each other's perspective developed. The need to combine our efforts to better provide learning opportunities for our students was quickly recognised. Although I was

familiar with aspects of the senior Biology syllabus the project gave me an opportunity to become more knowledgeable about the whole document. It was immediately apparent how deeply embedded information skills are in the syllabus.

I have now worked on topics integrating information skills with two Biology teachers. The first focused on Module 9.4 *The search for better health*. The second unit of work supported Module 8.5 *Evolution of Australian biota*. Working on both topics was rewarding. At the time of our first delivery of a unit, the teachers and I recognised the need for

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some modifications to better suit the particular students. Since then I have worked with one of the teachers on a number of different learning activities. This collaboration has been ongoing since my participation in QTP.

Enhancing this QTP experience was the fact that it was supported online. This was exciting. Even though I had completed some university subjects involving online delivery of coursework fairly recently, my partners and I were apprehensive about the use of technology. Some of the technological activities were simple. WebBoard presented some challenges and a great sense of satisfaction was achieved when work was successfully delivered online in the final weeks of the program. Confidence and skill in using ICT was enhanced during the courses. This is overwhelmingly acknowledged by all participants. It is important that

teachers keep current and have confidence in their ability to use ICT, especially with the requirements of the new Years 7-10 syllabuses. WebBoard has since been used in the TILT Plus Science datalogging courses.

I participated in QTP 3.8 as a participant, facilitator and co facilitator. Each of the groups of participants in the programs with which I have been involved has interacted differently. During this time, it has been obvious that participating teachers and teacher-librarians have enjoyed working together and have appreciated this type of professional development.

In 2003, I had the opportunity to attend the QTP conference in Sydney. This gathering provided a forum to see the extensive range of syllabus areas supported by QTP, as well as those programs focusing particularly on information skills. It was an

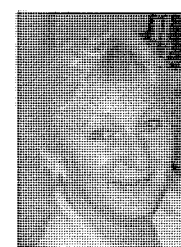
enjoyable two days of exchanging ideas and educational experiences.

The QTP project provided me with an opportunity to become more knowledgeable about Biology syllabus requirements, combine this with my information skills expertise and develop my professional relationship with my colleagues. This helped us develop focused learning experiences for our students using the information skills framework to support Biology content and outcomes. I further benefited from learning some of the responsibilities and skills required to be an online facilitator. ■

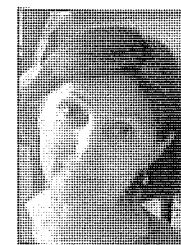
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Quality Teacher Program 3.8 Linking syllabus outcomes and information skills in PDHPE K-6



Cath Keane is
teacher-librarian at
Parramatta East
Public School. Cath
participated with



Julie Douglas a
Year 6 teacher, in
Quality Teacher
Program 3.8, to
develop resources

supporting Personal Development Health and Physical Education (PDHPE) K-6, at Parramatta East.

Time management

My colleague, Julie, and I knew that we would have to manage our time efficiently if we were to complete the weekly requirements of QTP 3.8 in the busiest term of the school year. When an overview of the coursework and details for logging on to the site arrived at the beginning of Term 4, we met after school to access the site and plan our approach. In order to incorporate the course within a perceived need at that time of the year, we decided to develop a unit of work that would be relevant to the needs of the Year 6 class at that time. The relief days, allocated to support participants, were planned to be taken towards the end of the seven week course and

slotted into the school timetable when other activities were not scheduled.

Choosing the topic

Julie and I were accustomed to collaborative programming and teaching and had previously focused on HSIE, Science and Technology and English outcomes. Our first task was to look for opportunities in the *PDHPE K-6 syllabus* for joint planning and teaching between classroom teacher and teacher-librarian.

Many of Julie's Year 6 students were experiencing difficulties with literacy, numeracy and interpersonal relationships. With this in mind, we decided to plan a unit of work based on the *Interpersonal relationships* strand to

develop students' *Communicating, Interacting* and *Problem solving* skills. This resulted in collaboration involving fifty five students, two classroom teachers, an English as a Second Language teacher and the teacher-librarian working together in the library one afternoon each week.

Results of participation in QTP

The shared understanding that was formed between the teacher-librarian and other teachers in the school during the course was a cornerstone that has been built upon, providing ongoing collaborative opportunities. The ICT requirements of the course were an obstacle initially, but with the support of the facilitators, skills

were gained and strengthened as the course progressed.

The whole school benefited from our involvement in QTP. Julie and I were so pleased with the positive

outcomes of this unit developed that we approached the staff at a meeting and all agreed that it should be repeated at Parramatta East Public School. ■

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'Quality teaching in NSW public schools' [kit] includes:

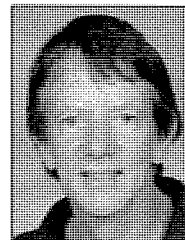
Quality teaching in NSW public schools: a video introduction

Quality teaching in NSW public schools: discussion paper

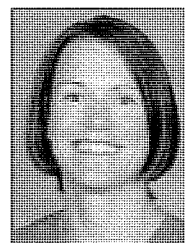
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityTeaching/index.cfm>

Participation in a Quality Teacher Program (QTP) at Great Lakes College



Malcolm Peisker
is the teacher-librarian at Great Lakes College, newly established



in 2003, comprising a senior campus, two junior campuses and Great Lakes

Technical and Further Education (TAFE) campus. Malcolm's partner in the Quality Teacher Program 3.8, *Linking syllabus outcomes and information skills - Community and Family Studies Stage 6*, was **Ann Belcher**, a Technology and Applied Studies (TAS) teacher at Great Lakes College.

Partnerships

The QTP 3.8 course gave the teacher-librarian and teacher a chance to work together to develop a clearer understanding of how the syllabus outcomes for Community and Family Studies (CAFS) and information skills can be linked to a teaching and learning activity. This involved identifying effective information based learning activities and constructing a model with which to apply an information process framework for a part of the Stage 6 syllabus; a section of Module 9.6 *Individuals and work*. The syllabus requires students to analyse how employee and employer rights and responsibilities are supported by workplace structures (including a safe work environment, work conditions, WorkCover and unions) and how these influence well being and work practices.

This topic was chosen because it was an area of the syllabus that required

students to find and use accurate and appropriate information from a variety of sources. The timing of this was also relevant and meaningful for the Year 12 students, who were within weeks of leaving school. The new campus library had access to a number of suitable resources as well as to the resources that TAFE had available through their networks. The TAFE intranet also has a well signposted web links page for students.

Information skills that dealt with the selection and use of information were targeted. The emphasis on these skills was to enable the students to select and critically analyse appropriate information in order to prepare and write a report. This required students to demonstrate deep knowledge and higher order thinking skills to effectively complete the task.

To provide feedback for students and to assist the teacher and teacher-librarian to evaluate how the student was using the information, signposts were developed

The QTP 3.8 course gave the teacher-librarian and teacher a chance to work together to develop a clearer understanding of how the syllabus outcomes for Community and Family Studies (CAFS) and information skills can be linked to a teaching and learning activity.

that were linked to the outcomes indicated for the activity. Signposts provided a method of breaking down components of the task and worked as a progress checklist for students.

The next stage involved planning in detail a jointly presented information skills based teaching and learning sequence for the activity. Teaching strategies included:

- providing students with structured ways of identifying relevant sources
- using evaluation guidelines for sources identified
- note taking strategies and scaffolds to assist in interpreting keywords
- organising information relevant to the task.

Support provided by facilitators

The course online facilitators were Liz Maxwell, Curriculum Adviser and Review Coordinator, School Libraries and Information Literacy Unit and Katrina Middlebrook, Head Teacher Personal Development Health and Physical Education (PDHPE) at Macarthur Girls High. Vicki Lowery provided technical support. Teachers and teacher-librarians from fourteen schools participated in this course and shared their experiences. Throughout the course, all groups received support from Katrina and Liz via the WebBoard in online discussions. Each week, the facili-

tators communicated with all groups giving suggestions and encouragement in response to coursework submitted. This correspondence was able to be read by all participants on the WebBoard and provided plenty of scope for reflection on coursework and planning.

Midway through the course there was a teleconference which allowed all participants and facilitators to speak to each other.

The WebBoard also allowed all participants to share the planning and templates developed for their respective work units, as the weeks progressed. This has proved invaluable for these schools to be able to access a bank of different learning activities for various topics in the CAFS syllabus.

Logistics

Completing the tasks seemed to be overwhelming at first, with an increased workload involved in the setting up of a new library. Logistically, it was difficult to meet on a regular basis due to school commitments. Eventually, twice weekly meetings were scheduled; once to discuss the weekly task, then again to share the understandings. The grant provided valuable support for participating in the project.

Reflections on the working partnership

As a result of the collaborative planning required in the coursework, we have developed a stronger classroom teacher and teacher-librarian working relationship. The topic that was designed will be developed further for next year's students, and we have spoken to colleagues about ideas shared and gained. Malcolm is planning to use some of the strategies and skills that were developed with teachers from other faculties. Ann has developed strategies to more effectively use library resources and current and relevant subject information. Completing the course gave her the time to review current teaching practices regarding the implementation of information skills

and to better structure activities that involve student research.

The collaborative process that Ann and Malcolm worked through has provided some positive reflections. The model that they worked on for supporting syllabus outcomes within an information skills framework, allows a sequential development of skills related to outcomes with checklist strategies implemented through the use of signposts to indicate learning being achieved. Both partners have a clearer understanding of each others' roles in the teaching and learning program in the school and of the links between syllabus outcomes and information skills. ■

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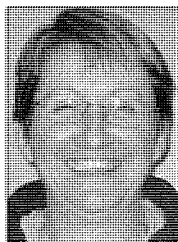
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Facilitating a Quality Teacher Program



Katrina Middlebrook,
Head Teacher
PDHPE at
Macarthur Girls

High, was involved in writing the online course for the Quality Teacher Program 3.8 Linking syllabus outcomes and information skills to Community and Family Studies Stage 6. Katrina shares her experience as a facilitator for this project.

... it was quite a different experience having the responsibility of supporting school teams (CAFS teacher and the teacher-librarian) to work their way through the weekly tasks, providing meaningful feedback and helping them stay on track.

Facilitating an online course was a new experience for me. I was already familiar with the Quality Teacher Program for Community and Family Studies (CAFS) as I had been involved in the development of the online course.

However, it was quite a different experience having the responsibility of supporting school teams (CAFS teacher and the teacher-librarian) to work their way through the weekly tasks, providing meaningful feedback and helping them stay on track.

The following points outline my major roles as an online facilitator. This involved assisting participating school teams to:

- select a topic and related outcomes from the CAFS syllabus that lent themselves well to the information skills process. The section of the syllabus selected for the unit needed to be manageable, and able to be completed in the timeframe of the online course. When making these decisions, consideration was given to the busy nature of teacher's lives. Teachers chose a range of topics from the Preliminary and HSC Course, with examples including: researching family structures using the Australian Bureau of Statistics (ABS) web site; stress management in conflict resolution; support for parents and carers; and supportive workplace structures. Some topics involved more time and energy than others. Ultimately, the teachers involved had to make a judgement about how much time and energy they could give, in addition to normal teaching duties.
- understand the information skills process and how to explicitly teach and support these skills in the teaching and learning activities (this is why the CAFS teacher needed to work in partnership

with the teacher-librarian). I found that many teachers had a good understanding of the fundamentals of researching but they needed advice and guidance about what explicit teaching of these concepts looked like and the strategies to support the development of the information skills. For example, teams needed advice about how they could support students "locating" information through the teaching and learning process, and where scaffolds could be used to support students through steps in the information skills process.

- ensure that the teaching and learning experiences, designed as part of the task, assisted students to work toward the achievement of syllabus outcomes. This might sound like an obvious statement; however, as teachers we need to make sure that the teaching and learning experiences we design or select actually assist students to achieve syllabus outcomes. We need to have a clear idea of what evidence will be used to make judgements about the standard of student work. That is, what will students know, understand, and be able to do, and to what standard. In the QTP CAFS course, this evidence was labelled as "signposts". The signposts were used as evidence as to whether the students had achieved the identified outcomes from the syllabus, and to what extent.

At the end of Week 4 of the course, a teleconference was held where all school teams participated in a telephone hook up. This was an

important step in clarifying expectations for the course, especially around the application of the information skills process. As online learners, it was still important to have a "personal touch" through hearing a voice, being able to put a face to a name through a photo, being able to call someone for help, if necessary, and getting responses to messages posted online.

This last point was critical to the success of the course. As learners, feedback is more relevant if provided sooner rather than later. Therefore, as much as possible, feedback was provided within 24 hours of school teams submitting their weekly course work online.

This last point was critical to the success of the course. As learners, feedback is more relevant if provided sooner rather than later. Therefore, as much as possible, feedback was provided within 24 hours of school teams submitting their weekly course work online. In this way, adult learning needs are no different to students. All learners want immediate feedback about how they are progressing and what they can do to improve the quality of their work.

Many of the participants were concerned about their ability to cope with the technology involved in completing an online course. Fortunately, there was online technical support and participants could make a telephone call to follow up any persistent problems. My role also included reassuring participants and providing simple tips about how to do some of the more difficult tasks

such as: loading word documents; saving files to the desktop; posting new messages; or responding to other postings on the discussion board. By the end of the course, participants had learnt a range of technology skills and, if they could not perform some of the more technical operations, they soon learnt to ask for help from other school teams through the discussion board.

One of the major benefits of working in an online environment was that the participants were able to add to their understanding of issues by reading the responses submitted by the other participating school teams. School teams had responded to each of the tasks from their own particular perspective; for example, being a rural school, senior high or girls high school. This was what added to the richness of the course.

One of the best outcomes I witnessed during the course was the development of a strong working relationship and a mutual respect between the CAFS teacher and the teacher-librarian. This bodes well for the future in these participating schools as teachers have seen the benefits of working closely with the teacher-librarian when programming and resourcing courses. ■

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Teaching and learning sequence	Who
Presenting: how can I present the information?	
Information skill: combining information to write the report and explanation	CT TL

Teaching and learning sequence	Who
Assessing: what did I learn from this?	
Information skill: assessing the usefulness of tasks for HSC	
Student interview with teacher to discuss marks and student evaluation	CT

*proformas were supplied to students but not reprinted as part of this article.
Figure 2.

Mental Health Association of NSW inc
<http://www.mentalhealth.asn.au/org.htm>

The organisation's mission, to provide information and education about a wide range of mental health issues, is successfully realised on this site. A simple and spacious layout, making efficient use of headings and bullet points, and an overall tone of friendly and helpful advice, are designed to help readers digest the large amount of information online. Within Downloads, site users will find Fact sheets on such issues as Anger management, and large information kits on topics including Stress and Anxiety. NSW Health documents include the colourful Family help kit and the Care and support pack for families bereaved by suicide. The site is practically useful for the Stage 6 syllabus Community and Family Studies core study: Parenting and caring, and students will find the site helpful as a database of resources, and as an interesting source of topical and well written information. C. Thomas

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Mental health; Mental Health Association NSW
PUBLISHER: Mental Health Association NSW
REVIEW DATE: 16/1/04 [362.2] SCIS 1159851

Life without barriers
http://www.lwb.org.au/service_options_details.html

Working models for the support of people with a range of physical, emotional, and behavioural needs are provided on this regularly updated site. The registered charity was set up to offer home and out of home support, and the web site offers a straightforward explanation of their Service options, clearly organised into Locations and community headings. The charity's work within regions is described in precise and practical terms, and makes interesting reading. Opportunities contains detailed information of the physical and emotional support roles of carers, found in Download information package. This, and the potential of the web site as a case study of a support service, could make it useful for the study of the topic: Parenting and caring, within the Community and Family Studies Stage 6 syllabus. C. Thomas

USER LEVEL: Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Community services; Disabled; Life Without Barriers
PUBLISHER: N.S.W. Life Without Barriers
REVIEW DATE: 20/1/04 [362.4] SCIS 1159872

A sample of suggested Internet resources for Support agencies

Health	Welfare
Disability Services http://www.dadhc.nsw.gov.au/DADHC	Child Support Agency at http://www.csa.gov.au Centrelink at http://www.centrelink.gov.au
Tresillian Family Care http://www.cs.nsw.gov.au/Tresillian/about.htm	Children's welfare Agencies http://www.acwa.asn.au
Karitane http://www.swsahs.nsw.gov.au/karitane	Family Services Australia at http://www.fsa.org.au/
Australian Cerebral Palsy Association http://www.acpa-inc.org.au	Family Support Services Association of NSW at http://www.fssansw.asn.au
Mental Health Ass of NSW at http://www.mentalhealth.asn.au/org.htm	Department of Family and Community Service at http://www.facs.gov.au/
Life without barriers at http://www.lwb.org.au/service_options_details.html	Family Support Services Association of NSW at http://www.fssansw.asn.au/
The Spastic Centre at http://www.thespasticcentre.org.au	The Salvation Army at http://www.salvationarmy.org.au
Department of Health and Aging at http://www.health.gov.au/	The Smith Family at http://www.smithfamily.com.au/ Samaritans at http://www.samaritans.org.au
	Anglicare Australia at http://www.anglicare.asn.au/services/family/family.shtml
	Mission Australia at http://www.mission.com.au/cm/index.aspx
	Australian Red Cross at http://www.redcross.org.au/default.asp
	Catholic Welfare Australia at http://www.centacare.com.au

Parenting	Community
Relate http://www.relate.gov.au/	NSW Department of Community Services (DOCS) http://www.community.nsw.gov.au
NSW Parenting www.parenting.nsw.gov.au	Local Community Services Association LCSA http://www.lcsa.org.au/Neighbourhood_Community_Centres/Find_Centre/Find%20_Region_IL.htm

Figure 3.

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

one 2004



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

University, New Brunswick, New Jersey, USA.

I am very pleased to see that the focus on evidence based practice is being discussed in many forums across the world. Professor Ken Haycock, in his recent editorial to the Canadian journal, *Teacher Librarian*, makes the claim:

We are almost at a tipping point, but now need ... to speak in the language of decision makers – not 'library, library, library', but 'student achievement, literacy and learning'. ... It will take each of use to make it happen. Begin with a brief presentation to your school board or principals' association, without asking for anything, just about how you collaborate and what results. We can do no less if we believe that we make a difference in the lives of young people and their teachers"

(Haycock 2003, p 6).

If every teacher-librarian across Australia did this simple task based on some local evidence of impact, motivated by a fundamental belief that school libraries do make a difference, without asking for anything, without a "must" or "should" in the dialogue, then understanding of our mission will be considerably advanced beyond

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 presents action research into a model of inquiry based learning carried out with kindergarten students. The success of this process was made possible by collaboration between the teacher-librarian and classroom teacher.

the walls of the school library. I pose this challenge to you all.

Recently I attended Treasure Mountain #11, the annual research retreat for school library researchers in Kansas City. Its theme was *Evidence based practice*, and this provided an opportunity for the 80 participants to share current research, theory development and best practice. This took place prior to the commencement of the American Association of School Librarians' eleventh national conference and exhibition which brought in some 3500 teacher-librarians to address the theme *Information matters*. People are clearly talking about learning-centred best practice and how this might be enabled in each school, and how the learning outcomes can be leveraged to enhance much needed school library infrastructures.

Recently, I visited a large public school on Cape Cod, and spoke with the new teacher-librarian there, whose clear agenda is authentic research, authentic assessment and authentic learning through the school library. Her budget for this Grade 9–12 school of 2000 students is almost nothing, her information technology infrastructure in her words is "bits and pieces, rather than bits and bytes for effective learning" and there is one library administrative support person. Daunting? Give up? Her challenge is to build the school library from the ground up, engaging the students and teachers in a rich learning experience and charting the learning outcomes which then become her case for improved infrastructure.

One of the forces behind this agenda in the United States is the *No Child Left Behind** Act of 2001. This law sets

strict requirements and deadlines for states to expand the scope and frequency of student testing, revamp their accountability system, and guarantee that every classroom is staffed by teachers qualified to teach in their subject area. It requires all school districts of all states to submit plans to the Secretary of Education that demonstrate that they have adopted high achievement standards and are providing all students, including those with learning disabilities, with challenging academic content and effective teaching practices. Through the National Assessment of Educational Progress test measurements, there is the expectation that the percentage of students proficient in reading and mathematics must continue to grow and the test score gap between advantaged and disadvantaged students must narrow.

This is a clear call to accountable practice. Under the Act's accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress, must provide supplemental services, such as free tutoring or after school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run. These are strong measures. These are also strong messages for the school library to engage in programs that are accountable to student learning outcomes.

This *Research column* is provided by Dr Violet Harada, Associate Professor in the Library & Information Science Program at the University of Hawaii. Dr. Harada's fields of interest include information literacy instruction, school library media administration, multiethnic collection development, and marketing and strategic planning. Her research builds on Dr. Carol Kuhlthau's *Information search process*** , and focuses on intervention and assessment strategies in teaching

the information searching process. Lyn Hay (from Charles Sturt University) and I had the pleasure of teaching Dr. Harada's class of teacher-librarians earlier this year when we visited Hawaii, and enjoyed rich intellectual and cultural hospitality there. Dr. Harada documents an action research project, and provides a useful model of inquiry learning through the school library. Its personal nature, as well as the collaborative, diagnostic and reflective process clearly provided a

rich learning experience for students and an opportunity to gather meaningful evidence of learning outcomes.

**No Child Left Behind* [website] <http://www.ed.gov/nclb/landing.jhtml> (Cited 19.11.03)

** NSW DET teacher-librarians would refer to the *Information Skills in the Schools* document. ■

Action research: How teacher-librarians can build evidence of student learning

Dr. Violet H. Harada

As teacher-librarians, we all provide instruction to students in a range of information literacy skills and concepts. We collaborate with classroom teachers as much as possible in ensuring that the instruction results in meaningful and connected learning. Very real questions that we need to address in our teaching are: What learning is actually taking place? How do we capture evidence of this learning?

Action research is a powerful means to answering these questions. While the term "research" often intimidates the busy teacher-librarian, "action research" is uniquely suited to studying real problems and issues and using the findings to inform future decisions and improvements. Action research is a solution oriented investigation that is group or personally owned and conducted. It is a means to more systematically and rigorously examine one's teaching and its impact on student learning.

Simply put, action research is a combination of both action and research. It is based on the premise that practitioners can act as catalysts for each other's learning and professional growth. By using the tools of inquiry to learn the craft of teaching, school professionals effectively model the practices that they wish their own students to demonstrate. The art of this research involves framing key questions, reviewing the literature, collecting and analysing data, and communicating and using the findings to improve practice.

While the concept of action research can be traced back to the early works of Dewey in the 1920s and Kurt Lewin in the 1940s, it was Stephen Corey and others at Columbia's Teachers College, who introduced the term *action research* to the educational community in 1949. Corey (1953) defined action research as the process through which educators study their own practice to solve their professional problems. The prevailing focus of action research is to expand the

practitioner's role as inquirer about teaching and learning through systematic school based research (Burnaford, Fischer, & Hobson, 1996; Calhoun, 1994; Copper, 1990). It is generally collaborative and includes characteristics of case study methodology (Belanger, 1992).

What might action research look like in actual practice? In this article, I describe one such study conducted by a teacher-librarian and a kindergarten teacher at a primary school in Hawaii. As a university partner in the collaborative study, I worked closely with the team as they designed and developed their work. My role was to contribute pertinent research and readings and to facilitate their discussions throughout their study. This brief report includes:

- school background
- information on the school team
- research questions formulated
- summary of the student learning experience
- strategies and tools used to assess student learning
- team findings and action.

What might action research look like in actual practice?

In my conclusion, I also present broad guidelines that other teacher-librarians might use to initiate action research in their own settings.

School background

Waikele Elementary School in Hawaii is a relatively new school, having opened in 1998. Presently, the school's diverse population of grades K-6 stands at 840. Located on the island of Oahu, the greatest percentage of students are Filipino Americans (46%) with smaller numbers from other Asian groups including Japanese, Chinese, and Korean Americans. Approximately 17% of the population is Hawaiian, Hispanic, African American, and Caucasian. Nearly 15% of the students have limited English proficiency and another 5% are in special education programs. Waikele services a largely middle class community.

The school strives to build a strong sense of community with a focus on stewardship of the *aina* (Hawaiian word for the land and its resources) and respect for people from all cultures. Teaching in most of the classrooms reflects a constructivist approach to learning. As part of their ongoing professional development, the faculty has been engaged in a study of student centered, inquiry focused learning for the past five years. In grade level and cross grade teams, they have implemented a project based emphasis in their curriculum. Faculty members have also established various study groups to examine specific issues related to improving student centered learning.

Information on the school team

The team members for this action research study were Debbie Lum, the teacher-librarian, and Kathy Souza, one of the kindergarten teachers. Debbie has been a critical team member and leader in the school wide effort to develop inquiry focused

learning. She has been a classroom teacher for eighteen years and a teacher-librarian for nine years. Kathy Souza has been a teacher for eight years. She has worked primarily with lower primary students at Waikele.

Research questions formulated

As a team, Debbie and Kathy had developed and implemented several integrated projects prior to this study. In 1999 and 2000, they participated in a statewide Partnerships Project, which targeted school teams designing and implementing inquiry based instruction (Harada, 2001). As participants in this project, Kathy and Debbie focused on creating an inquiry experience for their kindergarten students (Harada, Lum, & Souza, 2003). They saw this as a rich opportunity to develop their own action research centering on the following questions:

- How can we nurture inquiry in kindergarteners?
- How do we measure students' progress and performance in an inquiry focused project?
- What roles do we assume as teaching partners in inquiry learning?

Summary of the student learning experience

The opportunity to initiate this project presented itself when several students in Kathy's class discovered a strange bug on the school playground during recess. Kathy captured the bug in a container and brought it back to the classroom. The mystery bug generated tremendous excitement among the youngsters. They were curious and eager to learn more about it.

Generating questions and developing search strategies

The kindergarteners had a flood of questions they wanted to answer about the insect and three of the

students volunteered to be the "bug investigators" for the class. The trio decided that the place to start was the school library, so they made an appointment with the teacher-librarian. They combed the library shelves together but were not successful in their efforts. At that point, Debbie suggested that the team might contact a "bug expert." They loved the idea. In the classroom, Kathy helped the students photograph the bug using a digital camera and they sent the image along with the following email message to an entomologist at the local university:

Der Dr. Kumashiro: We fownd a bug on the sidwok at or school. It is red and black. It has 2 antennae and small squares on its back. Can you hlp us? We want to no if this bug is dangris and if it pichas and what it can do. Can you tell us its name too? From kaya and mark and westin

Collecting information

The youngsters were delighted when Dr. Kumashiro responded with vital facts regarding the insect. He informed them that it was an assassin bug. He explained that it ate small cockroaches and used its mouth like a sharp needle to pierce small insects and suck out their juices. He mentioned that it could also bite people. In addition, Debbie borrowed a CD-ROM from another library that described the bug as a bloodsucking, cone nosed insect. The students also eventually found a photograph of the insect on the Internet.

Disseminating information

The young bug investigators shared all of this information with their peers. In addition, they wanted to get the word out to everyone else in their school. How might they do this? At first, they wanted to draw posters. When Debbie and Kathy suggested that they might create a video that could be aired over the school's closed circuit system, the students leaped at this possibility.

Synthesising and organising information

The first step was brainstorming the content of the videotape. The students contributed the following possibilities:

- Where you might find the bug?
- Look out for the bug.
- Don't touch the bug because it can bite you.
- Let it go! Watch out! Walk away from it.
- What it is called?
- The bug eats cockroaches.

After some discussion with the adult members of the team, the students wrestled with "What should we say first? Second?" They created the following tentative outline:

- Introduce ourselves.
- How we found the bug.
- How to be safe.
- How we got information.

Students then proceeded to broaden their outline:

- How we found the bug.
- We found the bug on the sidewalk near *Hale Aloalo* (Hawaiian name for one of the classroom buildings).
- Mrs. Souza used a container to catch the bug.
- We show a picture of the bug.
- We tell the name of the bug.
- How to be safe.
- We learned this bug can bite and can be anywhere.
- If you see one of these bugs don't pick it up.
- How we got information.
- We had some wonderings (questions) about this bug.
- We went to the library and didn't find any information.
- We emailed an entomologist who gave us information.
- The assassin bug sucks the juice of other insects with their long beaks.
- They can also fly.

At this point, Kathy asked the students to identify what they felt was the critical message. They replied, "how to be safe." She suggested they move that part of their presentation to the end. They agreed.

Preparing for presentation

The students chose their parts and drafted what they wanted to say in the video. During this phase, they dictated their thoughts to Kathy, who recorded them on chart paper. These recorded responses became the students' scripts. She also helped the students with changes to their scripts as individual needs surfaced. For example, Kaya was an emergent reader, who often strung letters together without any concept of word sense. Kathy devised picture cues to help her "read" the complete text independently. Mark was an English as a Second Language student, who experienced difficulty reading his script because it did not match his normal speaking style. For instance, his original line was "If you see one of these bugs, don't pick it up." Working with Souza, he revised to "If you see this bug, don't touch it."

At home, the families also got involved as students watched how television news anchors behaved in front of the camera and listened to their styles of news delivery. The children shared their observations about newscasters with Kathy and used their free times during class and recess to rehearse.

Debbie also assisted with the rehearsals and helped the students videotape their rehearsals. She encouraged them to critique their peers' use of visual aids, gestures, eye contact, and volume. While viewing Westin's video clip, for example, they discovered that he always looked off to the right rather than at the camera. When the group reviewed the video clips, they noticed that all their voices were not loud enough. Debbie had them do oral exercises to help with volume and articulation. The children also worked

on how high Kaya should hold the picture of the bug and where they should stand so the camera would be able to pan in one direction.

The school's technology coordinator and video specialist joined the instructional team and helped the students conceptualize and produce a two minute video that was shown to the entire school and at a parent night at Waikele. The entire experience occurred over a period of six weeks.

Strategies and tools devised to assess student learning

As part of their action research, Kathy and Debbie realised the importance of collecting evidence. They wanted to maintain an ongoing system of assessment and reflection. Rather than quizzes and worksheets, they decided on the following data collection strategies that would provide evidence of student understanding:

- memory chart of information retrieved by the students
- criteria to assess the video performance
- data chart to log audience feedback after the video preview
- class created web of the inquiry process.

In addition, Debbie and Kathy agreed to maintain anecdotal logs that they would share with each other and with me as the university partner. I elaborate on these various assessment strategies below.

Memory chart of information retrieved by the students

As the kindergarten team collected their information from the entomologist and through the CD-ROM and the Internet, Debbie and Kathy helped the students create a memory chart out of newsprint, shown in *Figure 1*. By recording this information, students were able to see their own progress in gathering facts. The teacher and library media specialist helped them organise the chart by using key

Key headings	What we found out
1. How we found the bug and what we did with it.	Found on sidewalk near playground. Mrs. Souza put bug in container.
2. How we got information about the bug.	Made up questions about the bug. Looked at bug books in the library (nothing). Sent email to Mr. Kumashiro, bug expert. Checked CD-ROM. Looked on the Internet.
3. What we found out.	Name is assassin bug. Sucks juice out of other insects with beak. Can fly. Can bite. Can be anywhere at our school.
4. Advice to people.	If you see the bug, don't pick it up. It can bite.

Figure 1 Memory chart of information collected.

headings. By discussing the information on the memory chart, the students could review the sequence of their information gathering. They could also identify the information already collected and determine whether they needed additional facts. In addition, the chart served as an artifact displaying both process and content involved in this science based project.

Criteria to assess the video performance

By watching television newscasters at home, the students and their families suggested tips for "how a good news caster performs on camera." Based on

the suggestions, Kathy, Debbie, and the students devised the following criteria to assess the students' performances:

- get your information correct
- stand straight
- do not fool around
- speak loud and clear
- look at the camera.

The students used these criteria to critique their rehearsals as well as their final taping.

Data chart to log audience feedback

The students were eager to find out what other people thought about their

Who reported this?	Who said what?	When was this reported?
Erin	Mark, gr. 6, said he found assassin bug near the cafeteria.	Feb. 7
Roland	His sister in gr. 2 said she wants to do a video like this.	Feb. 8
Mrs. Souza	Custodian told her he is keeping is eye out for assassin bugs.	Feb. 8
Leilani	Romulo, gr. 5, said the video was "awesome." He found the bug near his classroom.	Feb. 10
Mrs. Lum	Two teachers have asked to do similar projects with their students.	Feb. 11

Figure 2 Sample of data chart of audience feedback.

video. They were not really interested in a critique of their performance as much as they wanted to know whether others felt their message was an important one. To help gather this type of information, Kathy devised a simple classroom data chart to log any feedback received for approximately a month following the viewing. Along with the instructors, all the students in Kathy's class were encouraged to report any evidence of audience response to the video. Figure 2 is a partial example of the chart.

A sense of stewardship in relation to the environment and an awareness of social responsibility resulted from this project. Older students and the custodian reported sightings of the assassin bug to Kathy's youngsters and informed them they were careful not to handle the insect. Since this study, the investigators and other members of the class have also been motivated to tackle other issues and problems dealing with the school environment. For example, several students have asked to study other insects found on the campus. The class also elected to participate in a campus beautification project with other grades.

Class created web of the inquiry process

Debbie and Kathy wanted to find out how much of the inquiry process these kindergarteners actually compre-

hended. Since the entire class had been closely following the investigation, the co-instructors decided to have all of the students collaborate on a web or mind map that captured this experience, as shown in see Figure 3. By using this visual representation of the process, the instructors and the students were able to clearly see the scope of the work involved.

Students articulated the following notions about the process in their map:

- An inquiry is fueled by a desire to know something.
- Prior knowledge must be considered as part of an investigation.
- Questions (wonderings) shape an inquiry.
- Information may not be easily found.
- Ethical management of information is critical.
- Knowledge gained should be communicated.

The instructors decided to retain this web and have the students continue to expand upon it through the rest of the school year.

Anecdotal logs written by teacher-librarian and teacher

Kathy and Debbie kept brief, informal logs of their observations and their insights. Through this ongoing documentation, they gained critical perspectives on how their kindergarteners learned and how their own roles supported the quality of the learning experience. By keeping these logs, they were able to identify questions for further exploration and to describe new understandings gleaned.

Team findings and action

Through close examination of student artifacts and performances and through their own logs and conversa-

tions, the instructors were able to formulate responses to their three research questions.

How can we nurture inquiry in kindergarteners?

First, the experience confirmed their belief in children as natural learners, who are imbued with a sense of curiosity about the world around them. This curiosity led the kindergarteners to hunt for explanations and to actively seek relationships with others that extended their understanding. Openness and flexibility in the curriculum were essential for such learning to occur. As Short and others (1996) have emphasised, space to explore and time to wonder were necessary conditions for inquiry learning.

Second, Debbie and Kathy recognised the centrality of student generated questions in the inquiry process.

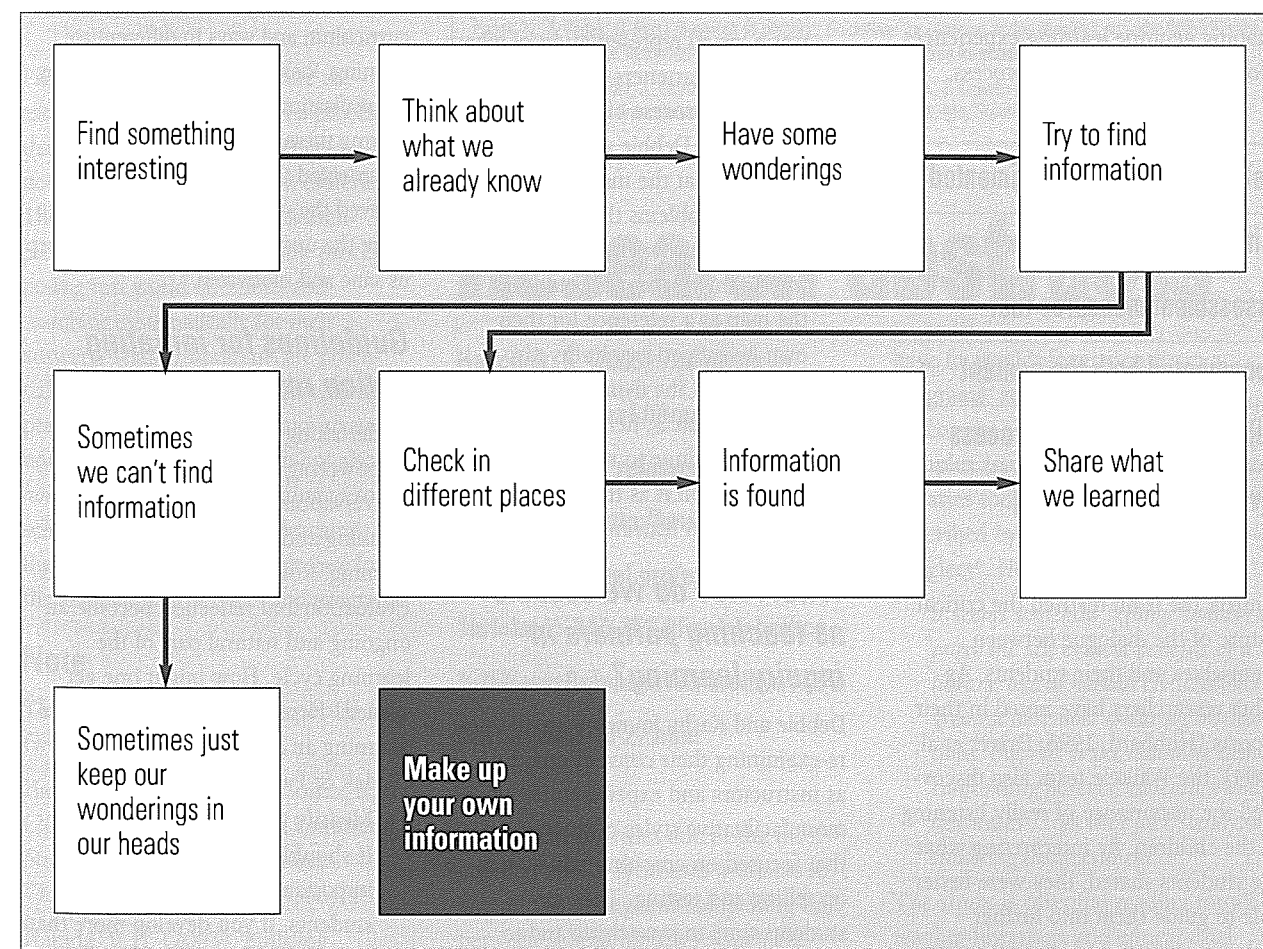


Figure 3 Web representation of inquiry process.

These questions framed what the children wanted or needed to know. Kathy reflected, "I now realise that when questions come from the children, they are much more powerful and purposeful [than teacher-generated ones]." The children were also encouraged to raise new questions that surfaced as a result of the information they were gathering. Kathy observed, "Children now come up to me and say they have a new wondering they want to investigate. They also suggest sources for information with which they might start."

Third, they discovered the importance of a child's genuine ownership in the process. Debbie noted, "When students are part of the collaborative team, they help to set goals and they problem solve how to meet these goals." Kathy added, "If students are involved in the planning and learning process, it becomes much more meaningful for them. It is no longer the teacher's plan but it is OUR plan." Shaping genuine learning experiences evolves into a negotiated process.

Debbie and Kathy experimented with several alternative assessment measures that documented both the content being studied and the process involved in that learning.

Fourth, the team realised the critical nature of the dialogue between themselves and their students. As other researchers have noted in their reports (Hubbard, 1996; Driver et al, 1994), the Waikele team also discovered the importance of really listening to the children. By interpreting what the students shared, they were better able to guide them into further dialogue, action, and understanding.

How do we measure students' progress and performance in an inquiry focused project?

Debbie and Kathy experimented with several alternative assessment measures that documented both the content being studied and the process involved in that learning.

- The memory chart was an artifact visible to the entire class. It was expanded and modified over time to capture new information.
- Criteria to assess students' video performance was crucial in examining the final product. Importantly, students and families participated in developing the criteria that was used in both the rehearsals and the final taping.
- Capturing audience feedback via a data chart was a creative method of involving the entire class in gathering school response to the video.
- Finally, the mind mapping activity was a visual representation of what the kindergarteners understood about the process of learning. As facilitators, Debbie and Kathy could look at the map and anticipate the problems their students might encounter in future projects. Importantly, students could use the map as a reference for their own investigations. Kathy also emphasised the dynamic nature of the map, that is, her students would continue to revise and expand upon it as they progressed in their own learning.

What roles do we assume as teaching partners in inquiry learning?

Debbie and Kathy found themselves re-examining their conventional roles as instructors and experimenting with more facilitative styles of interaction that focused on coaching rather than on telling and testing. They gave students time to investigate and to pose questions that helped them think

about the steps being proposed. Where appropriate, they made suggestions, offered options, and raised further questions that stretched the students' thinking and encouraged connections. Importantly, they invited students to make thoughtful choices. Throughout the experience, they became acutely conscious of the importance of careful "kid watching and kid listening."

Both of them gained deeper insights into the synergy of collaborative curriculum planning. Their meetings ranged from short, informal debriefings, to longer discussions in the mornings and after school. To these sessions, Kathy brought her experiences with the kindergarten curriculum and instructional strategies, and her knowledge about the developing strengths and needs of her young students. In turn, Debbie shared her expertise in curriculum development and information literacy skills as well as her knowledge of a range of resources. Together they explored standards in the curriculum and ways to differentiate learning. Risk taking was cushioned by the realisation that both of them were sharing these challenges. They commented that working as a team relieved the stress. "Having someone to share the ups and downs helped to keep us sane and motivated."

Guidelines for initiating action research

Undertaking action research is an empowering activity. It provokes conversations that stretch one's thinking and promotes self initiated learning. Roles for the adults change. Evaluation and reflection become an ongoing and natural part of the learning cycle. How might one get started? Here are some guidelines for planning an action research project (Padak & Padak, n.d.):

- Identify your research question. It should be an issue that is important to you and your students. If you develop more than one question, each needs to be

- related to the others so that together they are linked to the overall issue.
- Collect the data. It is critical that your data be directly related to your research question(s). Use more than one strategy or source of information. This will strengthen the validity of your results.
- Analyse the data. This involves examining the data to answer your questions. It may require sorting the data according to the question; it may involve categorising your results so that you can arrive at a coherent summary of your findings.

Padak and Padak aptly capture the essence of action research as a process that results in useful knowledge.

Padak and Padak aptly capture the essence of action research as a process that results in useful knowledge. It is not highly technical; it is not esoteric. They state that the action research process is basically the inquiry process; posing real world questions and searching systematically for their answers. Teacher-librarians are potentially powerful partners in developing practices that effectively demonstrate not only *what* students learn but also *how* they learn. By contributing to solid school evidence of student learning, they also build an undeniable case for the value of their services and programs.

Note

This study has also been reported in two other sources:
 Harada, V. H., Lum, D., & Souza, K. (2003). Building a learning community: Students and adults as inquirers. *Childhood Education*, 79 (2), 66-71.
 Harada, V. H. (2003). Building evidence based practice through action

research. In D. V. Loertscher (Ed.), *Evidence based practice and school library media programs. Treasure Mountain Research Retreat #11*, Oct. 22-23, Kansas City, MO (pp. 65-74). Retreat edition. San Jose, CA: Hi Willow Research and Publishing.

Acknowledgments

The author gratefully acknowledges the members of the action research team: Debbie Lum, teacher-librarian, and Kathy Souza, kindergarten teacher, at Waikele Elementary, Hawaii. ■

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Burnaford, G., Fischer, J., & Hobson, D. (Eds), (1996) *Teachers doing research: Practical possibilities*. Mahwah, NJ, Lawrence Erlbaum.

Calhoun, E. F. (1994) *How to use action research in the self-renewing school*, Alexandria, VA: Association for Supervision and Curriculum Development.

Copper, L. R. (1990) *Teacher as researcher: Attitudes, opinions and perceptions*, Paper presented at the Annual Meeting of the American Educational Research Association. Boston, MA. (ERIC Document Reproduction Service No. ED 322 130)

Corey, S. (1953) *Action research to improve school practice*, New York: Teachers College, Columbia University.

Driver, R., Asoko, H., Leach, J., Mortimer, E., & Scott, P. (1994) 'Constructing scientific knowledge in the classroom', *Educational Researcher*, 23(7), pp 5-12.

Harada, V. H. (2001) 'Professional development as collaborative inquiry'. *Knowledge Quest*, 29(5), pp 13-19.

Harada, V. H., Lum, D., & Souza, K. (2003) 'Building a learning community: Students and adults as inquirers', *Childhood Education*, 79(2), pp 66-71.

Hubbard, N. (1996) 'Taking a risk: Learning about physics with young children' In G. Burnaford, J. Fischer & D. Hobson (Eds.), *Teachers doing research: Practical possibilities* (pp 109-116). Mahwah, NJ, Lawrence Erlbaum.

Padak, N., & Padak, G. (n.d.) *Research to practice: Guidelines for planning action research projects*. Ohio Literacy Resource Center. Retrieved November 3, 2003, at <http://literacy.kent.edu/Oasis/Pubs/0200-08.htm>

Short, K. G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M. J., & Crawford K. M. (1996) *Learning together through inquiry: From Columbus to integrated curriculum*, York, Me, Stenhouse.

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Haycock, K. (2003) *The crisis in Canada's school libraries: The case for reform and reinvestment.*
Available at: <http://www.learningchannel.org/external/?url=http%3A%2F%2Fwww.bctf.ca%2FNewsReleases%2Farchive%2F2003%2F2003-10-27.html>

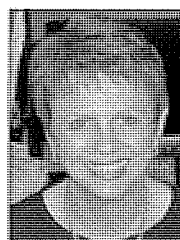
This report provides one of the most comprehensive syntheses available to date of the strong and compelling link between school libraries which are well stocked, well staffed, and which

have focused information literacy programs, and student learning outcomes. The report is set against the complex issues facing Canadian school libraries today, a state of affairs described by Dr Haycock as one of "neglect". He concludes:

It seems somehow strange to have to prove the self evident benefits of a library, one of human civilization's greatest and most enduring institutions. But this is the daunting task confronting parents, educators and advocates ... as they face steady and troubling disinvestment.

The study is essential reading for all teacher-librarians and educational stakeholders across Australia. ■

Continuing the focus on pedagogy



Wendy Mason
is Acting
Manager
Pedagogy
Support

Phase 2 resources

Continuing the discussion about classroom practice

This document provides suggestions on ways that the following two resources can be used to support and extend teacher professional learning and dialogue over time.

A classroom practice guide

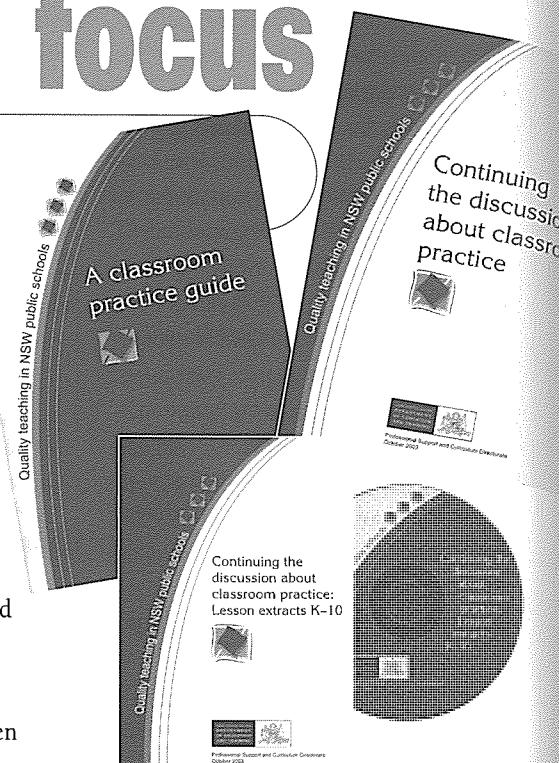
The guide elaborates the eighteen elements of the NSW model of pedagogy in terms of a description of each element, a 1-5 coding scale, notes and suggestions to help clarify what it might mean to teach well in relation to each element.

Continuing the discussion about classroom practice: Lesson extracts K-10

Nine videotaped fifteen to twenty minute extracts are provided in video and DVD form as professional learning tools to assist teachers to use the classroom practice guide and deepen their understanding of the elements of the NSW model of pedagogy.

Using the resources

The approach taken to professional learning about the NSW model of pedagogy as it relates to classroom practice is referred to as "coding". Coding involves assigning a score or a "code" from a 1-5 rating scale for each of the eighteen elements of the model, after observing classroom practice or when planning units of work or individual lessons. The guide emphasises that coding should only be used when teachers have agreed to its use in relation to their work for the purpose of professional development.



The process of "coding" classroom practice supports teacher professional learning in a number of ways:

- it assists teachers to understand the elements of the model by being able to identify and name each element as they observe it in different examples of classroom practice
- it helps teachers within a school or a group to come to a shared understanding of the eighteen elements of the NSW model of pedagogy through collegial discussion
- in the long run, it helps teachers develop a deeper understanding of quality pedagogy, which in turn will help them to improve their own classroom practice.

Nine lesson extracts are provided to support teacher professional learning in two ways:

- they provide opportunities for teachers to start using the coding process
- they provide a common basis for discussion and for developing a shared understanding of what each of the eighteen elements looks like in classroom practice.

Background

In June 2003, schools received the first phase of materials to support professional discussion about the *Quality teaching in NSW public schools: Discussion paper*. This included multiple copies of the discussion paper, an introductory video and copies of the support document *Quality teaching in NSW public schools: Starting the discussion*. An annotated bibliography was also made available on the Internet. In the August edition of *Scan*, the Director of Professional Support and Curriculum, Robert Randall, discussed the background to the NSW model of pedagogy and the rationale for the renewed focus on pedagogy.

In November 2003, the second phase of the support materials, which focus on classroom practice, were made available to NSW public schools on request. Schools were notified about the ordering process in memorandum DN/03/00512. They are intended to be used by schools after they have introduced the discussion paper to their school community and have committed to a strategic focus on quality teaching in their school plans.

Each extract has been coded by an experienced team led by Dr James Ladwig and Professor Jennifer Gore from the University of Newcastle. The comments include an agreed "code" that the team assigned for each of the elements, along with an explanation of how these scores were determined. These coder's notes can be used after teachers have independently viewed

the lesson extract to strengthen the professional dialogue.

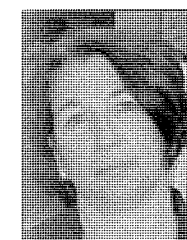
There has been a very positive response by the teachers who have had an opportunity to trial the coding process during the development of the Phase 2 resources. They agree that the process does promote substantive communication about the dimensions and elements of the NSW model of pedagogy. It is

through these professional conversations that a deeper understanding of the model is achieved.

Further information

For more information, visit www.curriculumsupport.nsw.edu.au and go to *Quality teaching* at <http://www.curriculumsupport.nsw.edu.au/qualityteaching/>

The School Magazine and teaching units



Sue Bremner,
Senior Curriculum
Adviser, K-6,
provides strategies
for using the

teaching units which support The School Magazine.

The *School Magazine* has been in continuous publication since February 1916. The central idea behind the magazines was initially to give readers "...pleasure and perhaps a little wisdom too". The words of the original editors continue to be the theme pursued by the current editor, Jonathan Shaw.

The *School Magazine* has an extensive and impressive list of authors and illustrators who have contributed over the years. The magazines are lively and visually appealing. Students enjoy opening them up to see what the current issue has to offer. The role of the illustrations is certainly one area that can be further exploited by teachers, as the articles, poems, stories and plays use many different styles.

Teachers have a special interest in providing a range of texts written for a range of purposes and audiences. Reading material is closely linked to the teaching of reading, which is where teaching units for *The School Magazine* fit in. Since September 1997, teaching units have been developed for every even numbered issue of the magazine. The units are now linked to the reading outcomes from *English K-6 syllabus*, giving teachers focused teaching strategies to use with their students in Stage 2 and Stage 3.

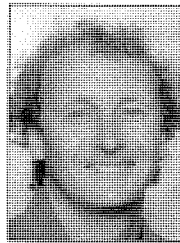
Students need to learn to read and view texts, moving from short predictable texts on familiar topics to reading an extensive range of texts that make increasing demands on them as readers. They also need reading skills for dealing with print and comprehending texts, while continuously developing a more comprehensive range of skills that are appropriate to the types of text being read. We do read differently for different purposes – that is something experienced readers know, but it is important not to take this as a "given". *The School Magazine* provides a wide range of types of literary and factual texts which demand different types of reading.

Purposes for reading vary, and different texts have a range of aspects to be explored. The reading questions and activities are varied to suit what the text offers and encourage teachers to develop a range of tools to support critical reading of texts.

All *The School Magazine* texts are composed by author/authors. Texts reflect a particular social, cultural and historical context and also reflect a particular readership. If you consider that language is a set of choices, and we choose to write something one way rather than another, it is clear that critical reading is an essential part of being literate. Why did the author write things a particular way? What resources of the language were used or not used?

In the early years, students learn that texts convey meaning and that there are different texts for different purposes. They need to compare texts written for different purposes, texts that deal with different topics, and texts constructed for different audiences. By the time they leave primary school, readers are expected to critically look at texts and the way the author has used the resources of the language to create certain effects and set up the reader to respond in particular ways.

Using *The School Magazine* and teaching units in the classroom



Greg Spiers
teaches upper
primary classes at
Balgowlah North
Public School and

has used *The School Magazine* and the teaching units to support the literacy program at Balgowlah North.

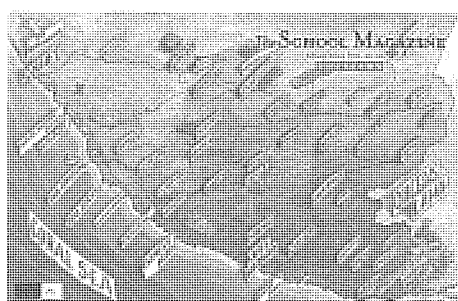
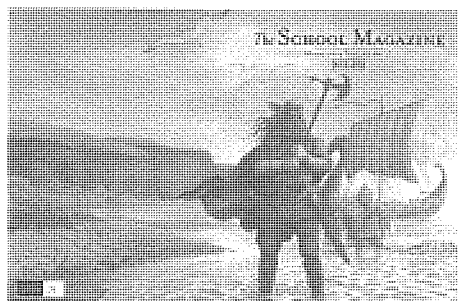
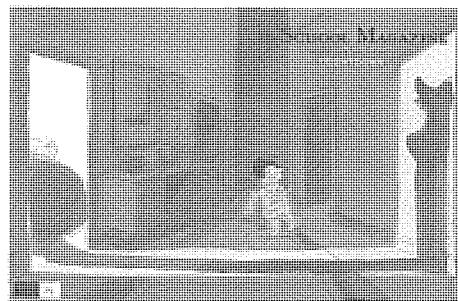
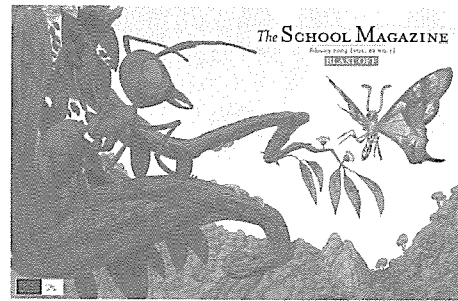
Teachers looking for motivational resources that will engage and inspire students, address syllabus outcomes, and allow students to work in groups or independently, may find that *The School Magazine* helps to meet their requirements in a balanced literacy program.

The School Magazine addresses all these issues and more. The teaching units cover a range of types of texts providing teaching and learning activities that allow students to predict, infer and investigate structure of different types of genre.

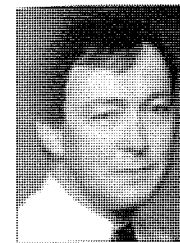
The magazines are bright and colourful, present fantastic stories full of imagination, and include plays, puzzles, activities, book extracts and reviews. Each of the four levels of the magazine, *Countdown* (interest level 8-9 years old), *Blast off* (interest level 9-10 years old), *Orbit* (interest level 10-11 years old) and *Touchdown* (interest level 11 years and above) contains material from Australia and overseas, classic stories and literature by new authors.

The links to other key learning areas such as HSIE and Creative Arts provide a range of teaching opportunities for students in Stage 2 and Stage 3. Using class sets of magazines facilitates shared and guided reading in a literacy program.

The School Magazine has stood the test of time. The format may have changed over the years, but not the quality. Students and teachers will enjoy using these resources. ■



Mathematics resources K-6



Peter Gould
is Chief
Education Officer,
Mathematics,
at Curriculum
K-12 Directorate.

All the lesson activities have been "classroom tested" with Stage 2 students.

Additional copies of this resource are available through DET sales for \$24.00.

Teaching measurement Early Stage 1 and Stage 1 is designed to help teachers plan practical, meaningful programs in the mathematics strand of measurement. Important components of this resource are its emphasis on knowledge of units and their structure, practical activities, student recording and estimation skills.

The material in the book is based on a conceptual framework that reinforces the similarity of the measurement processes across length, area and volume. Measurement of mass is also included

The measurement framework is organised into levels of increasing difficulty. Practical activities support each level of the framework and are designed to develop students' knowledge of the ideas of measurement, as well as the procedures and skills involved in measuring.

Teaching about angles Stage 2 is a practical resource to assist with teaching two dimensional space in the new *Mathematics K-6 syllabus*.

It is a collection of practical lessons designed to assist students to understand what we mean by angles. The activities provide opportunities for students to abstract the angle concept from a range of situations where they can initially see both arms of the angle, then only one arm and finally where they need to imagine both arms of the angle as in the rebound of a ball.

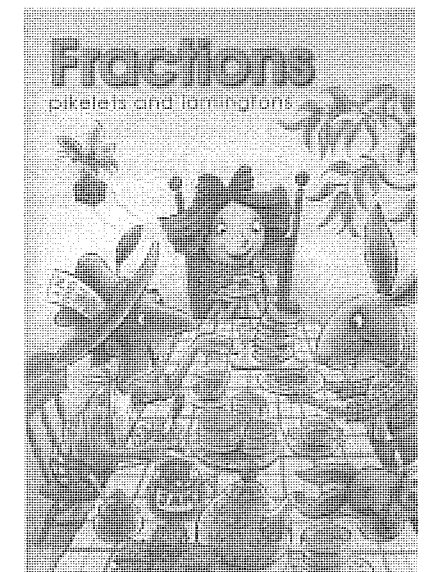
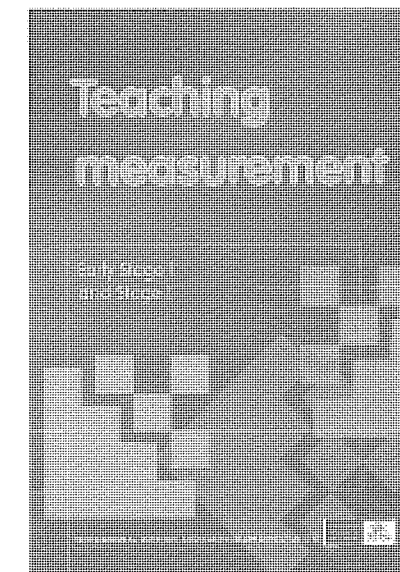
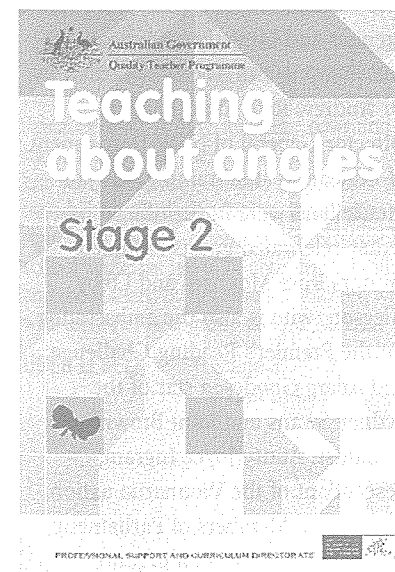
This resource is available through DET sales for \$23.00

Fractions: pikelets and lamingtons provides a suggested teaching sequence to develop the fraction concept from Kindergarten to Year 6. The teaching activities emphasise sharing pikelets and lamingtons and recording how the shares were achieved. This resource also outlines the research underpinning the approach used to introduce fractions, as well as samples of student responses to the activities. A CD-ROM accompanies this resource. The book provides some sample learning objects for sharing pikelets and lamingtons.

This resource is available through DET Sales for \$24.00 (Phone (02) 9793 3086) ■

References and further reading

- Fractions: pikelets and lamingtons*, (2003) NSW Dept. of Education and Training, SCIS 1146670
- Teaching about angles*, (2003) NSW Dept. of Education and Training, SCIS 1146249
- Teaching measurement*, (2003) NSW Dept. of Education and Training, SCIS 1134548



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

Everything you wanted to know about the Premier's Reading Challenge in 2003 and 2004



Rosie Charles
is Special Projects Officer, English.

ever wanted to ask Adam Goodes signed by Adam. Other schools with high levels of participation were invited to the reception, after which refreshments were served in the gardens of Government House. There were 25 schools represented.

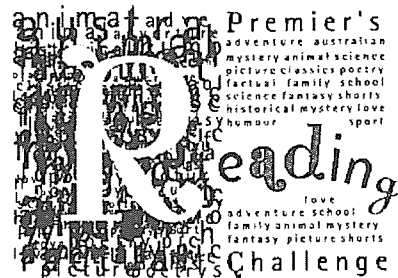
The reception was an opportunity to recognise the schools with the outstanding levels of participation in the Premier's Reading Challenge 2003 and to thank our very supportive sponsors: The Dymocks Literacy Foundation, our major retail sponsorship partner; and *The Sun-Herald*, our principal media partner.

The Premier used the occasion to officially launch a new Challenge. The Premier's Reading Challenge for Years 3 and 4 which is open to all students who are in Years 3 and 4 in 2004. Students going into Year 5 in 2004 are also eligible. Students were able to start reading from September 2003 for this Challenge which closes by 1 September 2004 and runs in conjunction with the Year 5-8 Challenge. It is very similar to the 5-8 Challenge. Students need to read fifteen books from the book list and five more of their own choice, which can also be from the book list. The 3-4 Challenge has its own book list. Students in the 3-4 Challenge can read books on the 5-8 list to qualify.

The Premier's Reading Challenge was a huge success in 2002 and 2003. There were 8 245 students from Years 5 to 9 from 556 schools who received individual certificates signed by the Premier for successfully completing the Challenge. This was a 40% increase on the first year of the Challenge.

On Tuesday 25 November, 2003 the Premier, Mr Bob Carr, held a reception at Government House at which eleven schools with outstanding levels of participation across six categories were awarded with special school certificates.

These eleven schools also received book packs for prizes, including signed copies for the primary schools of two Paul Jennings' books, *The gizmo* and *Unreal*. All the schools received a copy of *All the questions you*



The Premier also announced the inclusion, for the first time, of newspaper texts in students' personal choices for the 5-8 Challenge. Students participating in the Premier's Reading Challenge 5-8 may select newspaper texts for two of their five personal choice readings. The newspaper texts are arranged in categories and you need to read the series of articles in the category you select. Some of the categories already available are *Good sports* and *A walk on the wild side*.

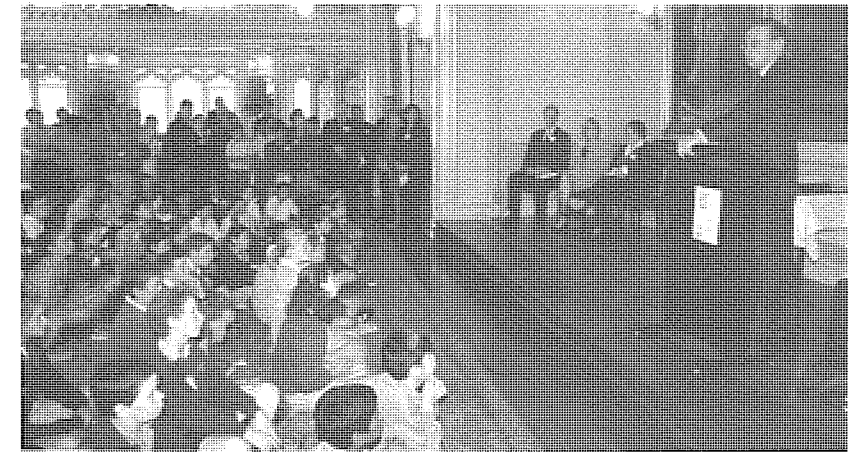
The Premier, Mr Bob Carr, the Deputy Premier and Minister for Education and Training and Aboriginal Affairs, Dr Andrew Refshauge, and the Director-General of NSW Department of Education and Training, Ms Jan McClelland were in the official party. Other celebrated guests included authors Rose Moxham and Libby Gleeson, who is also the ambassador for the Premier's Reading Challenge, and Adam Goodes, a star of the Sydney Swans and joint Brownlow medallist, Auntie Joyce Ingram, descendant of the Wonnarua nation, and several Members of Parliament; Barry Collier, Karyn Paluzzano,

Barbara Perry, Alan Shearan, Tony Stewart and Virginia Judge, plus the Premier's Reading Challenge team.

Check out the Premier's Reading Challenge web site at <http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm> for lots of valuable information on the Challenge. You will be able to download your student reading record and find out the rules for entry and all the instructions. You will also be able to check out all the latest news on the reception with photographs, including a list of the highest participating schools.

There are also directions on how to access the selected newspaper texts and all the book lists for the 3-4 and the 5-8 Challenge.

Rosemary Charles
Special Projects, English
Curriculum K-12 Directorate
3A Smalls Rd
Ryde 2112
Phone: 02 98867336
Fax: 02 9886 7654
email: rosemary.charles@det.nsw.edu.au



The Premier, Mr Bob Carr, addresses students at the Premier's Reading Challenge reception, in the Ballroom at Government House.

These eleven schools had outstanding levels of participation in the Premier's Reading Challenge in 2002 and 2003.

- Bellbrook Public School
- Berala Public School
- Binya Public School
- Como Public School
- Darlington Public School
- Denman Public School
- East Hills Boys High School
- Hargraves Public School
- Llandilo Public School
- St Francis Xavier School, Woolgoolga
- Sydney Grammar School, Edgecliff Preparatory School

PERSHALL, Anna & PERSHALL, Mary K.

Two weeks in grade six

Penguin, 2003 (Puffin)
ISBN 0143300202

The dialogues between school students, and their reactions to many familiar events, ring true in this appealing novel which appears on the Premier's Reading Challenge. As revealed by the biographical page, Anna Pershall is only fourteen, cowriting the book with her author mother. Covering the beginning of Semester 2 in Kaitlin and Shelley's last year of primary school, it concerns the forging and breaking of friendships amid developing insecurities about high school. These significant themes colour the petty squabbles that overshadow most school work that has to be completed. Resilient Kaitlin surprises herself, and the readers, by her efforts to succeed while working with the others who sit at her new group table. I. McLean

USER LEVEL: Stage 3
Paper \$14.95 SCIS 1126767

Vashti Farrer

<http://www.vashtifarrer.com>

Farrer's web site is a straightforward set of pages, colourful, simple to use, and brief in content, about herself and her picture books. Choices include *About the author*, and *Links* to sites with an authorial connection. Books are displayed by cover, which then reveal a miniscule summary, and details for teachers on how to access each resource. Books comprise: four historical fiction; two plays for reading or performance; and four narratives, including the new story for Stage 2: *Lulubelle and her bones*. There is one historical non fiction story about horses: *Walers go to war*. Some of the books are included in The Premier's Reading Challenge, and the site could be useful for teachers wanting information about those books. C. Thomas

USER LEVEL: Community Professional
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Authors, Australian
PUBLISHER: V. Farrer, Australia
REVIEW DATE: 16/12/03 [A823] SCIS 1155116

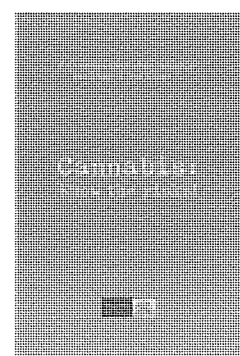
Resources to support the *Personal Development, Health and Physical Education Years 7-10 syllabus* and *PDHPE K-6 syllabus*.

Elizabeth Callister, Manager Drug Education Unit, explores the ways that some of the resources developed by this unit, can be used by teachers.

This resource addresses knowledge, understanding and skill outcomes from the *Personal Development, Health and Physical Education (PDHPE) Years 7-10 syllabus* (2003).

The teaching and learning materials for Years 7 and 8 (Stage 4) focus on: the health effects and possible consequences of cannabis use; why people use and do not use cannabis; the laws and school policy relating to cannabis; and where to find accurate information about cannabis or help for a cannabis related problem. Students also develop refusal skills which will assist them to make healthy decisions if offered cannabis.

The materials for Years 9 and 10 (Stage 5) build on the learning from Stage 4 and explore the harms and social influences associated with

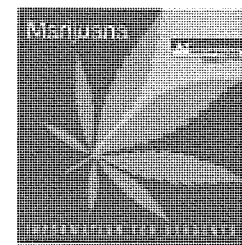


cannabis and other drug use. Stress is often presented as a reason for drug use and students have the opportunity to discuss safe methods of stress relief without the use of harmful drugs. A board game has been developed for Stage 5 to revise knowledge of cannabis use and develop positive attitudes towards choosing not to use drugs including cannabis.

Copies of the resource were distributed to all government central and high schools during November, 2003.

The resource is also available for purchase from DET Sales (Phone (02) 9793 3086, Fax 9793 3242) at a cost of \$85.00 per unit.

Cannabis: Know the risks! is supported by a pamphlet, *Marijuana: information*



for students, which provides answers to many questions young people have about

cannabis. Multiple copies were provided to schools for use in the classroom and distribution to students.

One day workshops for teachers are being conducted across New South Wales in the 2003 and 2004 school years to support the implementation of *Cannabis: Know the risks!*. The workshops will provide participants with further information about cannabis, ideas for implementing *Cannabis: know the risks!* and planning for cannabis education within PDHPE. Any teachers interested in these workshops should contact Tracey Cross, Principal Education Officer in Drug Education on 02 9246 5642 or their local Drug Education Consultant.

Out of reach! kit

The *Out of reach!* kit for Kindergarten, explores the identification and safe storage of hazardous substances, including medicines, so that young children are aware of the potential harms associated with them. The kit includes a big book of fiction, written

by Margaret Wild, duplicate booklets, posters of common household substances and medicines, an audio tape containing a narration of the story, and a teacher's manual.



Doctor Gemma kit

The *Doctor Gemma* kit, for Years 1 and 2, focuses on the identification and safe storage of prescription and over the counter medicines so that young children recognise these substances and

act in an appropriate manner around them. The kit includes a big book of fiction, written by Margaret Wild, duplicate booklets, posters of medicines and the contents of a first aid kit, an audio tape containing a narration of the story, and a teacher's manual.

Smoke screen: a smoking prevention resource

Smoke screen: a smoking prevention resource aims to provide young people with knowledge relating to the effects

of smoking and the skills to advocate against smoking. Particular attention is given to product placement in films, television programs and cigarette packaging used to recruit young people, especially females. It targets students in Years 5 to 8.

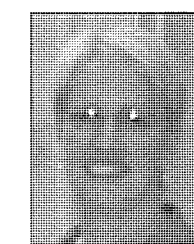
Availability

The above resources are available from DET Sales for purchase by non government schools (Phone (02) 9793 3086; fax. 9793 3242). ■

References and further reading

- Cannabis: know the risks!* [kit] a cannabis education resources for Stage 4 and Stage 5, NSW Department of Education and Training, 2003. SCIS 1128949
- Doctor Gemma* [kit] (2001) NSW Department of Education and Training. SCIS 1046833
- Drug education: an annotated bibliography for K-12 teachers: including units of work for primary and secondary teachers*, (1999) NSW. Dept. of Education and Training. SCIS 971077
- Out of reach!* [kit] (2001) NSW Department of Education and Training. SCIS 1046815
- Smoke screen: a smoking prevention* [kit] (2001) NSW Department of Education and Training. SCIS 1042583

State Library of New South Wales Inside Infocus



Infocus is one of several services offered to schools by the State Library of New South Wales Education and Training Branch. **Niki Kallenberger**, Manager Education and Training at the State Library, explains how this resource service can support teacher-librarians, teachers and HSC students.

Infocus is designed to provide HSC students (and their teachers) with relevant information for their studies and extend the range of resources available to them through school and public libraries. Resources drawn from the State Library's collections are selected for their curriculum relevance, content, format, and readability. Approximately 1600 resources are currently available, supporting more than 20 HSC syllabus areas.

The State Library collects material in almost all subject areas and its collections total approximately five million items. *Infocus* resources, drawn from these vast collections, include reproductions of:

- published material, such as newspaper and journal articles, and book extracts

- unpublished material, such as maps, photographs, diaries, letters, sound recordings, and ephemera.

The resources in *Infocus* can be found by searching the database on the web site, at <http://infocus.sl.nsw.gov.au/res/home.cfm>. Member schools and libraries are sent print copies of this list. New resources are added to the list four times a year, coinciding with the beginning of each school term.

Infocus offers membership to schools, TAFE and public libraries, and just over 400 such libraries are current members. Member libraries select the resources they require and fax an order to the State Library. We aim to dispatch items within one working day, following it with an invoice for payment within 30 days. The annual



The staff at Infocus left to right: Barry Nunn, Kathleen Alexander, Nishi Pandey, Niki Kallenberger, Assiye Keskin, Janine Mayne.

membership fee is \$75 (plus GST) and resources range in price from \$3 to \$35 (plus GST). There are no minimum purchase requirements. Because all material is cleared for copyright, member libraries can add *Infocus* resources to their collections.

Infocus members are entitled to a range of added benefits including: easy access to interlibrary loans through the State Library; attendance at members' only seminars (such as the HSC Summit); a 10% discount at the Library Shop; and a quarterly newsletter, *Close up*.

Teachers and students can use *Infocus* through their school library, or directly via our web site. We welcome purchases from individuals. Payment by cheque or credit card should accompany an order. An order form can be accessed at <http://infocus.sl.nsw.gov.au/res/ordform.cfm>. A complete set of *Infocus* resources is available for use in the State Reference Library, located in the Macquarie St Wing, and open Monday – Friday 9.00 am to 9.00 pm, Saturday and Sunday 11.00 am to 5.00 pm.

What happens behind the scenes?

Infocus staff follow the steps in the information skills process as we identify new resources to include in *Infocus*.

Defining

The starting point for defining our research directions each term is always HSC syllabuses, lists of prescribed texts and the like. We look to see what *Infocus* hasn't covered, which resources might need updating, and which might be supplemented with additional resources. We also look to see what is in high demand. Defining our research is made even easier by the valuable information we get from students, teachers and teacher-librarians via 'Topic suggestion' forms.

These suggestions are matched to State Library collections with additional expertise accessed when necessary. Such assistance can be particularly useful when looking for unique heritage material, as the specialists working with this material have in depth knowledge of these vast collections. This matching process gives us a sense of feasibility, and helps ensure our research is both efficient and effective.

We draw up a list of topic areas for our research, with a goal of finding three to five items on each topic. Overall, we aim to add 40 or more new resources each term. The requirements of the Board of Studies NSW documents dictate what to look for in potential resources. This determines the approach we want to take on a particu-

lar topic. For example, do we need an historical perspective? Do we need up to the minute resources? Do we need Australian or International resources?

Locating

Locating potential *Infocus* resources begins with a thorough search of the State Library's catalogues. This is an essential starting point, because if an item is not held by the Library, it can not be included in *Infocus*. The search includes the wide range of indexes and databases that the Library subscribes to. The most useful items are often periodicals in the Library's collections. The databases, *Proquest* and *Factiva* are used frequently to search for these periodicals as they offer a high proportion of their content in full text format.

Selecting

Criteria such as relevance to HSC syllabus requirements, readability, currency, accuracy and authority are used to select the most relevant resources for *Infocus*. Preference is given to items that schools and public libraries are unlikely to have in their collections, and may find difficult to acquire in other ways. In assembling a group of resources on a topic, we try to make sure that each contributes a distinctive perspective, covers a different aspect of the topic or complements the others in some way.

One further consideration in selecting *Infocus* items is copyright. Clearing the copyright on *Infocus* resources is essential so that member libraries can add them to their collections. Our task is made easier because *Infocus* has a voluntary licence with Copyright Agency Limited (CAL), the Australian copyright management agency. Clearance of copyright owners represented by CAL (and its cousins in the US and UK) is automatic, and *Infocus* pays an agreed fee for each copy of the resource sold. If a copyright owner is not registered with CAL, then *Infocus* contacts them directly to seek permission to use the item. In the majority of cases the author or publisher gives permission so that HSC

students can have easy access to their material. If permission is not given then an article can not be added to *Infocus*.

Organising

Each resource is annotated to indicate substance, scope and relevance. We use keywords from syllabuses in these annotations, knowing that they will be picked up in a search of the web site. We assign subject headings, using *SCIS Subject Headings* (5th edition) as our starting point.

Presenting

The resources are presented very simply. The distinctive lime green cover sheets contain the full bibliographic details, and the descriptive and copyright information of the resource. Most are black and white photocopies, but we use

colour copying where necessary. Unique heritage materials are more complex to reproduce, and frequently require colour copying and other technologies.

Students and teachers can select *Infocus* resources for purchase from the web site, searching by keyword and/or HSC subject in Search Infocus. Browse leads to HSC subjects and Topics. Display All contains descriptions of all the items related to a topic.

Assessing

Which *Infocus* resources are purchased, and in what volume, is an indicator of the effectiveness of our research. Orders for new items usually arrive within a day of the *Topic list* being updated each term. The sales statistics of the most recent resources and the suggestions received, inform the research process. ■

The range of resources currently available in *Infocus* to support HSC English Area of Study: *The journey* (Note: more resources for this Area of Study will be added in 2004)

Rabbit-proof fence, Australian Film Finance, 2002. SCIS 1104141

Skrzynecki, P. *Immigrant chronicle*, University of Qld. Press, 2002. SCIS 1119708

Online collections

Antartica collections at <http://www.sl.nsw.gov.au/antarctica/> Cited 14/11/03

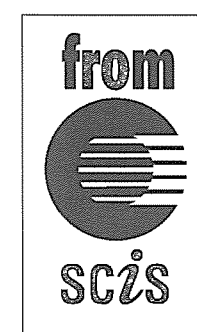
Matthew Flinders Electronic Archive <http://www.sl.nsw.gov.au/flinders/> Cited 14/11/03

Map collection at <http://www.sl.nsw.gov.au/online/maps.cfm> Cited 14/11/03

Nelson Meers Foundation Heritage Collection at <http://www.sl.nsw.gov.au/heritage/> Cited 14/11/03

PictureAustralia <http://www.pictureaustralia.org> Cited 14/11/03 see review this issue.

Schools Catalogue Information Service in New South Wales (SCIS)



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

Catalogue Information Service).

The SCIS cataloguing unit in New South Wales is located in the Curriculum K-12 Directorate as part of the School Libraries and Information Literacy team. There are six members of the unit engaged in cataloguing resources to the SCIS database, which is housed in Melbourne at the Curriculum Corporation. The Corporation manages the database. The records from New South Wales and the other states are added to the database as soon as they are created. This means that as soon as the records are created they are available for ordering through *SCISWeb*.

The NSW cataloguers add up to 12 000 records each year to SCIS. The resources catalogued are received from schools and publishers. Schools in NSW send resources to Smalls Road Ryde if they cannot locate a SCIS

record for the resource. The NSW SCIS team catalogues the resources and returns them to the schools.

Publishers also send review copies of their latest publications to the unit for cataloguing. Once the resources from the publishers are catalogued they are sent to the Department's review team for evaluation. Some of these resources are selected for review.

Books, videos, computer software, CD-ROMS, CDs, music, maps, posters, web sites, any format of resource that would support teaching and learning and be appropriate for a school library is catalogued by the NSW SCIS unit. All schools are eligible to send resources to the SCIS unit at Ryde for cataloguing. To arrange this you can email Anne.Dowling@det.nsw.edu.au or phone Anne on (02) 9886 7587. ■

Ready for work. Vocational learning in all key learning areas for Stage 5 and Stage 6



Elissa Kesby is the Careers Adviser and Vocational Education Coordinator at Pennant Hills High School.

For schools to fulfil their responsibility to their students, they need to provide them with a broader range of skills and qualifications resulting in wider opportunities and choices of multiple pathways and transitions to the workforce. The new framework is designed to assist schools to do this...the framework now embraces vocational learning, enterprise education and vocational education and training (VET).

New framework for vocational education in schools: a comprehensive guide about pathways for young Australians in transition: policy directions. (2001)

School to Work Planning is everyone's business

With the idea that school to work planning is not just the domain of careers advisers and vocational education teachers, VET in Schools Directorate has produced eight documents which support vocational learning across all the key learning areas in the Stage 5 and Stage 6 programs of study. All teachers have an opportunity to highlight the relevance of their subject to the world of work.

School to Work programs in schools have been supported with School to Work training and evaluation sessions with clusters of schools sharing ideas on implementation, funding grants to support initiatives in schools and the

Employment related skills logbook for all students in Years 9 to 12. The logbook is presented in a strong plastic portfolio style folder for individual use by these students. They are encouraged to complete a record of their participation in work, community and classroom activities. By so doing, they define the key competencies and skills which are being developed for their place in a dynamic and changing workforce of the future. By linking these activities to transferable employable skills, students might see the relevance of participating and learning in a variety of settings.

Employment related skills logbook

The logbook encourages students to seek verification from teachers and others to provide proof that these competencies and skills have indeed been tested. We are used to defining work skills and competencies with part time jobs, work experience and participation in team sports, for example, to embody those skills valued by employers such as: communication; problem solving; working with others; and organising. These key competencies, however, are not readily understood as being achieved in the classroom through the academic curriculum.

The eight documents have been produced to support this belief that classroom learning in the academic curriculum does provide opportunities to demonstrate the key employability competencies. The inclusion of vocational learning into the curriculum for Stage 5 and Stage 6 by 2005, is the next step in the School to Work process being driven by the new

framework of the Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA).

Vocational learning in... for English, Science, Mathematics, Languages, Human Society and Its Environment, Personal Development Health and Physical Education, Creative Arts and Technology and Applied Studies, support the range of subjects taught within these key learning areas in Stage 5 and Stage 6. Reference to Stage 6 skills developed through different subject areas are expressed in a more sophisticated way than the Stage 5 skills, which are expressed more simply under the headings: Communication skills, Practical skills, ICT skills, Social skills, Creative skills, Leadership skills, and Numerical skills.

The booklets have a standard format divided into three sections:

1. Introduction: emphasises the relevance of the logbook, its connection to the various Stage 5 and 6 syllabus statements, and the fact that the associated learning is recognised by industry and training organisations for skills learned and credit transfer to further training.
2. Employment related skills in the classroom: the logbook is the point of reference for the second section which reproduces the pages of the logbook with plenty of examples of employment related skills used in the classroom, in the particular subject area.
3. (KLA) and vocational learning: learning activities, further contact information and ideas for further courses and careers research that the students could undertake to enhance their school to work pathways.

Implementing vocational learning strategies in the classroom

Using the cross curriculum approach to vocational learning within the academic requirements of the School Certificate and Higher School Certificate, does not mean additional work. Across the curriculum, mapping in careers education delivery that was done at Pennant Hills High in the 1990s, was positive proof that students were exposed to vocational learning in a range of both classroom and extra curricular activities. A more formalised vocational context is created with these support documents across all key learning areas. The incorporation of the student logbook into the teaching and learning picture of any one subject, can only reinforce to the student the relevance of that subject to future work and career pathways.

While many schools keep the ownership of the logbooks with key personnel within the school to make the logbooks available to students, storage and student access issues are still a major challenge to many. Students at Pennant Hill High can have their logbook 'on line' by downloading the floppy disc that accompanied the logbook loaded onto the school's intranet. We have found this to be an effective alternative to storing hundreds of folders. In this

way, students have secure access to their own folders with a personal pin number, and can be given the opportunity to fill in their 'virtual' logbooks in the classroom for each subject and print the pages to be included in their hard copy

folder. Teachers can use this as an additional method of tracking students' involvement and participation for their school reference when they leave secondary school. ■

References and further reading

- Employment related skills logbook, (2003) NSW Dept. of Education and Training. SCIS 1113010
- New framework for vocational education in schools: a comprehensive guide about pathways for young Australians in transition: policy directions, [2001?] Ministerial Council on Education, Employment, Training and Youth Affairs. SCIS 1089131
- New framework for vocational education in schools: implementation, [2001?] Ministerial Council on Education, Employment, Training and Youth Affairs. SCIS 1089130
- Vocational learning in creative arts, (2003) NSW Dept. of Education and Training. SCIS 1122765
- Vocational learning in English, (2003) NSW Dept. of Education and Training. SCIS 1122762
- Vocational learning in human society and its environment, (2003) NSW Dept. of Education and Training. SCIS 1122767
- Vocational learning in languages, (2003) NSW Dept. of Education and Training. SCIS 1122772
- Vocational learning in mathematics, (2003) NSW Dept. of Education and Training. SCIS 1122751
- Vocational learning in personal development, health and physical education, (2003) NSW Dept. of Education and Training. SCIS 1122770
- Vocational learning in science, (2003) NSW Dept. of Education and Training. SCIS 1122756
- Vocational learning in technological and applied studies (technology subjects and courses) (2003) NSW Dept. of Education and Training. SCIS 1122768

Suggested Internet resources

- Australian careers at <http://www.jobsearch.gov.au/joboutlook> (Cited 10/12/03)
- Australia's Vice Chancellor's Committee at <http://www.avcc.edu.au/> (Cited 10/12/03)
- College and university homepage at <http://www.mit.edu:8001/people/cdemello/univ.html> (Cited 10/12/03)
- Gradlink at <http://www.gradlink.edu.au/> (Cited 10/12/03)
- Job guide 2003 at <http://www.jobguide.detya.gov.au/> (Cited 10/12/03) SCIS 1130200
- Mac your career at <http://www.macyourcareer.com.au/index.html> (Cited 10/12/03)
- My career.com.au at <http://www.mycareer.com.au/jobseeker/home.aspx> (Cited 10/12/03)
- Myfuture at <http://www.myfuture.edu.au/> (Cited 10/12/03) SCIS 1101253
- NSW Department of Commerce Office of Industrial Relations at <http://www.dir.nsw.gov.au/> (Cited 10/12/03)
- Studylink at <http://www.studylink.com/> (Cited 10/12/03)
- TAFE at <http://www.tafensw.edu.au/> (Cited 10/12/03)
- The self-directed search is the world's most widely used career interest inventory at <http://www.self-directed-search.com/aboutsds.html> (Cited 10/12/03)
- Yellow pages at <http://www.yellowpages.com.au/> (Cited 10/12/03)

Briefly...



KOALA-Kids Own Australian Literature Awards

KOALAs are the only book awards in New South Wales nominated and voted by students. Celebrating its seventeenth year, KOALA announced the following winners for 2003 at a ceremony at Meriden School on 30th October. The winners were:

PICTURE BOOK: *Diary of a wombat* by Jackie French and Bruce Whatley.

YOUNGER READERS *The big, big, big book of Tashi* by Anna Fienberg and Kim Gamble.

OLDER READERS *Just disgusting* by Andy Griffiths and Terry Denton.

REMEMBER

By joining KOALA, young readers can have a voice about the books they read. Involve your students in this

valuable learning activity supporting literacy by renewing your membership.

For information about KOALA, contact KOALA Council by emailing: koalansw@hotmail.com or visit the web site www.koalabooks.com.au/koalanswawards.html ■

(Continued inside back cover).

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.

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

Guest 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*.

Le petit prince

<http://www.lepetitprince.com/fr>

There is animation and many interesting choices on this site of the prince's books and marionette shows. English language options are limited however, and hard to find, and interactive choices such as *Découvre les animaux de la ferme*, with sound, animation, and reading, will be difficult for younger students to use on their own. *Le géographe* gives a short history of le Petit Prince, and details of new editions, and *L'espace multimédia* allows visitors to play an extract from the petit prince CD-ROM. *Le club* allows students to send and read letters and enter competitions. The king's page, *Le roi*, gives details of current shows that will interest students. D. Yule

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: French K-10

SCIS SUBJECTS: French language text; Life on other planets; Saint-Exupery, Antoine de.
PUBLISHER: Little Prince, France
REVIEW DATE: 16/12/03 SCIS 1156774

Discovering computers 2001

<http://www.scsite.com/dc2001/default.cfm>

A fantastic resource, this site can be used in conjunction with many current technology textbooks, including the one upon which the site is based, and all educational tools are free to use. Teachers can integrate the useful Checkpoint quizzes and varied practice tests with learning activities to provide students with multiple pathways to achieve outcomes. At the movies contains downloadable audio files for students needing support to access information. Hands on activities can be used to allow students to identify and use various devices and types of software. Research activities can be set on any area of computer technology by accessing the categorised Web info section. One of the best features of this site is its integration with *Webopedia* for accessing vast amounts of information related to computer technology. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Information Technology Stage 6

SCIS SUBJECTS: Computers; Internet (Computer network)
PUBLISHER: Thomson Course Technology, USA
REVIEW DATE: 16/12/03 [004] SCIS 1157113

The most complex machine

<http://math.hws.edu/TMCM.html>

A course based site, the information provided can be used to resource any technology based lesson across several key learning areas. The labs section is a valuable resource for students completing outcomes related to processor functions and architecture, and using various types of software. Embedded applets allow students to complete hand on activities based on electronic circuit design and computer logic. Included chapter summaries are supported by detailed information and diagrams, a great source of information for class research activities or projects. Assessment of outcomes is addressed with past examination questions being included. Although dated, these are related to the site's content. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Information Technology Stage 6

SCIS SUBJECTS: Computers
PUBLISHER: D. Eck, USA
REVIEW DATE: 16/12/03 [004] SCIS 1157134

Obsolete Computer Museum

<http://obsoletecomputermuseum.org>

Finally a web site has been developed to address computer technology from the early days of computer evolution. *Exhibits* allows teachers to take a stroll down memory lane and revisit such computers as the Amstrad PC-20 to the Big old Wang. Students can access descriptions and graphics to appreciate the progression in design to the development of the processor in its current form. Originally built as a bulletin board for computer enthusiasts, the

site now provides users with access to examples of computers which have contributed to, or hindered, the technology we use in classrooms. Teachers can build research modules around the site content to promote the use of secondary sources of data, and to allow students to build on their knowledge of the history of computers and their impact on society. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Information Technology Stage 6
SCIS SUBJECTS: Computers – History
PUBLISHER: T. Carlson, USA
REVIEW DATE: 16/12/03 [004.09] SCIS 1157116

L'internaute magazine

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

Excellent and current information on what to do and where to go in France, especially Paris, is found on this huge site. Users can type in choices to research, or select such topics as *Sortir*, which includes markets as well as monuments, and *EmploiCenter*, which has links to employment and allows students to lodge a résumé. *Internet pratique* allows advanced students to read about current multimedia issues such as *Surfer mieux et plus vite*. *Junior* has *Interviews* with French students on their Internet surfing habits, *Jeux*, and *Sites BD*. *Actualité* is well supported by cultural and sporting photos. Chat introduces virtual interviews with French speakers in the news. Stage 6 topics covered on the site include: *Lifestyles; Entertainment; Current issues; Careers and occupations; and Technology*, and HSC Outcomes include: 2.1; 2.3; 3.1; 3.2; 4.1; and 4.2. D. Yule

USER LEVEL: Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Continuers; Extension*
SCIS SUBJECTS: French language text; Internet (Computer network) – Periodicals; Websites – Directories – Periodicals
PUBLISHER: Benchmark, France
REVIEW DATE: 16/12/03 [004.67] SCIS 1156641

Living Internet

<http://livinginternet.com>

Providing detailed histories of people who have developed and shaped the Internet, this site is a comprehensive resource. Teachers and students can access indexed and cross referenced information on a wide range of topics, which include: *Internet; Web; Email; Usenet; History; Design; Use; and Security*. Answering questions about *How the Internet was invented* and *How the Internet is managed*, the site addresses outcomes related to the foundations of web software design, and the people who have shaped the building of the Internet, from ARPANET to *The World Wide Web* we rely on today. The content of the site is updated regularly and links are maintained to over 2 000 related sites which would require time to check for syllabus relevance. This informative site is useful for delivering technology based subject content. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Information Technology Stage 6

resources

SCIS SUBJECTS: Internet (Computer network)
PUBLISHER: Livinginternet.com, Canada
REVIEW DATE: 16/12/03 [004.67] SCIS 1157122

www.cyberbullying.ca: Always on? Always aware?

<http://www.cyberbullying.ca/>

When new communication technologies are misused, cyber bullying becomes a concern. This site is excellent for those wanting information and strategies about the problem, such as the signs to look for if you suspect a friend is being cyber bullied. Examples discuss the technology used in **Email**, **Web sites**, **Small Text Messages (SMS)**, **Chatrooms**, and provides practical tactics for victims. **Facts and news** contains a large number of news and research articles, and **Talk the Talk** includes a contemporary dictionary and resources for understanding online talk. These three sections in particular, will give site users an in depth knowledge of all aspects of cyber bullying. Clear layout of content, and plain language, make this site a most valuable resource. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECT: Bullying; Internet (Computer network) – Safety measures; Protective behaviours
PUBLISHER: www.cyberbullying.ca, Canada
REVIEW DATE: 16/12/03 [004.67] SCIS 1156730

EdNA online

<http://www.edna.edu.au/edna/page1.html>

ABSTRACT

Designed to promote the Internet for all levels of learning, education and training, this government funded web site uses the Australian curriculum as the basis for its organisation. **BROWSE** education is useful for students and staff, with **School** education enabling access to **Curriculum resources**, categorised according to Key Learning Areas (KLAs) and cross curricula criteria, **Policies, issues & priorities** and **Professional learning & leadership**, with links to discussion groups, professional associations and **Teacher exchange programmes**. In **Curriculum resources**, there are annotated sites in all KLAs for all school user levels relevant to syllabus content areas. **Early childhood** resources for children 0-8 years are also provided. Each KLA provides links to sites with lesson plans and units of instruction. Headings and annotations enable quick and efficient access to a wide range of educational issues as well as syllabus content areas. F. Campbell

USER LEVEL: Professional
PUBLISHER: Education.au Limited, Australia
REVIEW DATE: 16/12/03 [025.06] SCIS 1014033

School library journal

<http://slj.reviewsnews.com>

Although created for teacher-librarians, this site also has a wealth of interesting information for English teachers. Much of the material is American specific; however users will find, under **Sections**, a large number of articles, all posted in 2003, dealing with issues relevant to Australian classrooms. In particular, **Building influence**, **Focus on**, and **Up for discussion**, feature current debates on such issues as print versus electronic materials, moral and ethical perspectives in stories, and fears engendered by picture

books. **ArtSpeak** analyses picture book techniques and is very pertinent for the *English 7-10 syllabus*. **Web site reviews** gives links to sites on a wide range of topics, from the CIA, to science, to plagiarism, and the very practical articles in **What works**, that describe teachers' successes with topics such as encouraging reading. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
SCIS SUBJECTS: Books – Reviews; Children's literature – Reviews; School libraries – Periodicals; Websites – Reviews
PUBLISHER: Reed Business Information, USA
REVIEW DATE: 16/12/03 [027.805] SCIS 1155099

Books we have read and loved

www.readingwoman.com/index.html

The sharing of good books is the impetus for this web site of a respected review publication. Reviews of older and recent **Short stories** and **Great reads** are succinct and informative, and include novelists Malouf and Winton. Each review has an excerpt and could be useful for teachers looking for additional texts for the Area of Study, and those looking for new class sets. There's a bit of fun with the **Opening line game**, and an essay on war fiction in **Thoughts on reading**, shows the wide scope of the site. Feminist web site literature links in **Book links**, could aid students of *English Extension 1* and *2*, researching an area of interest. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English Stage 6
SCIS SUBJECTS: Books – Reviews
PUBLISHER: Reading Woman, USA
REVIEW DATE: 16/12/03 [028.1] SCIS 1155018

Good reading magazine

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

An online taste of this excellent magazine which reviews contemporary fiction and non fiction, the site's strength is its articles and reviews from past editions. **Reviews**, a small library of well written opinions of books currently on bookstores' shelves, and **Articles**, substantial extracts from the print magazine, are the most useful sections for teachers. A clear and spacious layout of content and choices, with simple blue and white text, makes the site a pleasure to use. Users can browse through **Back issues**, a great resource for those who love reading, and read and place **Classifieds**. Contributions are also open for **Letters**, an interesting area for information sharing, and this section currently includes a teacher-librarian's letter about the value of verse novels. C. Thomas

USER LEVEL: Community Professional
SCIS SUBJECTS: Books – Reviews – Periodicals
PUBLISHER: Good Reading Magazine, Australia
REVIEW DATE: 16/12/03 [028.105] SCIS 1155127

Guardian unlimited: weblog

<http://www.guardian.co.uk/weblog>

Weblogs, online diaries posting comments and Internet links to the news, are explained and explored in this terrific resource. **What's a weblog?** illustrates the scope and usefulness of this huge site. Follow the **guide to weblogs** to access information and tools such as *Build a weblog*. Weblogs shown here, cover enormous ground in style and content, such as music, Garry Kasparov, and the 1973 Chile coup.

The site will be especially useful for senior students studying media at TAFE, and to those creating and analysing Internet technologies. **Weblog specials** has a subject guide to journalism links. **World weblogs** is an intriguing list of sites, helpfully edited by *The Guardian*, and the newspaper's weblog site certainly helps newcomers gain an understanding of the phenomenon. C. Thomas

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: English; TAS
SYLLABUS: English Stage 6; Information Processes & Technology Stage 6; Information & Software Technology 7-10
SCIS SUBJECTS: Foreign news; Websites
PUBLISHER: Guardian, UK
REVIEW DATE: 16/12/03 [070] SCIS 1156016

Odyssey of the mind: welcome to the odyssey of the mind website

<http://www.odysseyofthemind.org>

Promoting an international competition fostering creative thinking and problem solving skills amongst K-12 students, this program challenges teams to select one of five competitive problems to be solved throughout the school year. **Practice problems** provides a range of *Long term problems*, *Spontaneous problems*, *Learning activities* and *Online games*. **How to use Odyssey of the Mind** and **NASA curriculum activities for the classroom** explains how challenges can be used across the curriculum to encourage independent critical thinking and creativity. Australian teachers familiar with *Tournament of the minds*, will recognise the potential for *Odyssey of the mind* to foster divergent problem solving talents in their students. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Problem solving
PUBLISHER: Creative Competitions, USA
REVIEW DATE: 16/12/03 [153.4] SCIS 1084271

Tournament of Minds

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

Problem solving open ended challenges in *Language literature*, *Maths engineering* and *Social sciences* are posed in this program, open to students from school entry to Year 10. *Tournament of Minds* is an Australia wide, interschool program involving teams of seven students from each participating school, with a mixture of students from at least two year levels. **Results** provides a list of winning schools in 2003, while **News and events** contains dates for registration in 2004. Teachers seeking stimulating extension activities, which develop the talents, skills and creativity of their students in a collaborative and competitive arena, may find that this program meets their needs. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
SCIS SUBJECTS: Problem solving; Tournament of Minds
PUBLISHER: Tournament of Minds, Australia
REVIEW DATE: 16/12/03 [153.4] SCIS 1104448

Tribal: le magazine de la tribu jeune!

<http://www.tribal.be>

Young people have access to the latest youth language and culture on this Belgian magazine site. Tool bar choices of: **Actu (News)**, **Tv**, **People**, **Sports**, **Ciné**, **Musique**, **High-tech**, **Sciences**,

BD/Libris, **Style**, **Culture** and **Fun**, have 50 word summaries of the magazine's articles, which students can read in extended form. Student attitudes to piercing, smoking, love on the net, new programs, films and favourite stars, are expressed in a lively manner. Also on the home page, **Rejoins-nous** gives the opportunity to contribute to the magazine, while *Dernières Brèves* and *Archives* have reviews of past issues. Articles are written in an accessible style, but a good knowledge of French is needed, as information in English is very limited. The site would be useful for the theme study, *The young person's world*. Teachers might like to check the articles first to ensure suitability. D. Yule

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: French K-10; French Stage 6: *Continuers*
SCIS SUBJECTS: Adolescents in Belgium; Belgium – Social life and customs; French language text
PUBLISHER: Le Projet Tribal, Belgium
REVIEW DATE: 16/12/03 [305.235] SCIS 1156616

Democracy

<http://www.abc.net.au/civics/demos/defaultframes.htm>

Written for students, the site clearly examines the development of democracy across time, looking closely at the rights and responsibilities of citizens, and their relationship to **Power**. It is an excellent resource for the topic: *Changing rights and freedoms* in the Stage 5 History syllabus, with links to historical documents that have impacted on the rights and freedoms of people in Australian and other democracies. It includes a range of modern activities that students can pursue independently, and provides a **Glossary** and large bank of resources for **Teachers**, with links to syllabuses. Unusually constructed in red and black print on a yellow background, the site is visually striking, easy to use, and a great research tool for students. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Democracy
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 16/12/03 [321.8] SCIS 1065164

Nouveaux services emplois jeunes

<http://www.nsej.travail.gouv.fr/>

Designed for the use of young French speakers seeking employment, this well organised site offers practical information related to the French Stage 6 topic *Post school options*. Young people are asked to select the sector in which they wish to work, for example, **Environnement**; **Sport et tourisme**; or **Prévention et Sécurité**. In **Infos pratiques**, students can find forms to fill out online to obtain work. The site allows students to simulate a real job search in France and analyse, process, and respond, with the teacher's help, to a variety of text types. The site covers the Outcomes: 3.1, 3.2, 4.1, 4.2, 2.1, and 2.3. D. Yule

USER LEVEL: Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Continuers; Extension*
SCIS SUBJECTS: Employment – France; French language text
PUBLISHER: Ministère des affaires sociales, du travail et de la solidarité, France
REVIEW DATE: 16/12/03 [331.3] SCIS 1156625

All prices in the availability statement include GST.

Discover League of Nations<http://www.nla.gov.au/guides/discoverguides/leagueofnations.html>

A great resource for teachers and students undertaking the Modern History topic A11: *The failure of the League of Nations*, the site contains a table of research and catalogued web sites which link to a superb range of primary and secondary sources. These web site links include *Frequently asked questions about the League of Nations archives*, a photographic archive, statistics, and the *Catalogue*, which assists with locating documents. An *outline history (1920-1946)* provides a good overview of the League of Nations. The site is a good starting point for the study of this topic, and will be useful for both class work and research tasks. A. Byron

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
SCIS SUBJECTS: International cooperation; League of Nations – History; National Library of Australia
PUBLISHER: National Library of Australia
REVIEW DATE: 16/12/03 [341.22] SCIS 1156140

Discover United Nations<http://www.nla.gov.au/guides/discoverguides/unitednations.html>

Providing teachers with a range of links useful for the History topic, *People, power and politics in the post-war period*, and the Focus Area 4G3, *Global change in Geography*, this site is well organised and easy to navigate. Links include several documents and publications sites, and the *United Nations system of organizations. UN-I-QUE: InfoQuest* is a useful search tool for students undertaking independent research, or teachers wanting to locate specific information or documents. *Catalogue* will assist with locating a range of historical and contemporary documents on this topic. The site is a good tool for assisting students in developing electronic research skills. A. Byron

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10; Geography 7-10
SCIS SUBJECTS: International cooperation; National Library of Australia; United Nations – History
PUBLISHER: National Library of Australia
REVIEW DATE: 16/12/03 [341.23] SCIS 11562143

NSW Heritage Office<http://www.heritage.nsw.gov.au/>

Fifteen easily accessed choices, including the skills for **Researching heritage items** and content areas such as **Natural heritage**, efficiently lead teachers into this interesting resource. The information is particularly useful for the topic, *Investigating history*, and for the elective, *Constructing history*. There are interesting perspectives on **Aboriginal heritage** and the protection of Aboriginal sites across NSW. Extensive thematic studies feature within the **Multicultural heritage** section, which focuses on *Chinese, Greek and Italian communities*. These studies provide a great starting point for the topic, *Changing rights and freedoms*, looking at the experiences of migrants. For students has a useful link to a NSW based **Teaching heritage website**. A. Byron

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Historic buildings, sites, etc – Conservation and restoration; New South Wales – Heritage Office; New South Wales – Historic buildings, sites, etc

PUBLISHER: NSW Heritage Office
REVIEW DATE: 16/12/03 [353.7] SCIS 1156062

AskERIC lesson plans<http://askeric.org/Virtual/Lessons/>

A collection of more than 2 000 lesson plans and education related links make up this site. Lesson plans are categorised in a loose alignment to KLAs, and perusal of the search facility **Topics A-Z**, reveals further subjects such as **Agriculture and Journalism**. Lessons, written by teachers from around the world, are generally creative and useful, and include: *Objectives, Materials, Procedures, Assessment*, plus useful *Internet links* to the topic. Users can search by key word and student grade, from kindergarten to *Higher education*, and educators will find this is an efficient way to locate a great deal of non lesson based links, such as **Stuttering and Art therapy**. Clearly defined choices enable easy access to a range of relevant teaching material. F. Campbell

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS; VOC ED
SCIS SUBJECTS: Classroom activities; Teaching – Aids and devices
PUBLISHER: ERIC Clearinghouse on Information & Technology, USA
REVIEW DATE: 16/12/03 [371.33] SCIS 1112950

Don't suffer in silence<http://www.dfes.gov.uk/bullying/index.shtml>

Offering a downloadable *Anti-bullying pack* of resources to help minimise bullying, this government site also has a very wide range of student friendly links. Content, layout, and language are conservative, but it does offer online multimedia, and multilingual advice. An *Anti-bullying Charter* for schools has a concise list of ideas to consider, and there are pages of ideas for both parents and students. Advice to students includes discussion on ways to respond to bullying, including cyber bullying, and there are strategies for the families of both bullies and victims. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Bullying; Protective behaviours
PUBLISHER: Dept. for Education and Skills, UK
REVIEW DATE: 16/12/03 [371.5] SCIS 1156767

Www.bullying.org: where you are not alonehttp://www.bullying.org/splash_page/bullying.cfm?sRes=768

As a medium for sharing stories and resources to eliminate bullying, this excellent site is practical, efficiently laid out, up to date, and demonstrably useful for the whole community. **About us** and **History** explain the origins of the site and also help explain its positive impact on communities who have interacted with site information. Lesson plans, a readable *e-zine* of news, and games for students, form some of the content of this large site. Articles by researchers setting out practical steps for minimising bullying can be found in **I want to learn**, and, in **I want to share**, submissions of such things as pledges, artwork, and poems, form an interesting part of the site, quite in keeping with its premise. An online anti bullying course is being developed. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional

KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Bullying; Protective behaviours
PUBLISHER: www.bullying.org, Canada
REVIEW DATE: 16/12/03 [371.5] SCIS 1156724

Reaching out: the evolution of communication<http://library.thinkquest.org/26451/newmenu.html>

Dealing with all aspects of communication, this extensive site could be helpful when studying the units *Way out communication* and *Global connections*. From the main menu it is possible to access a comprehensive **Timeline**, information on **Inventors and inventions**, **Signs and symbols**, the **Spoken word**, the **Written word** and **Mass media**. A **Special features** section includes articles on speech technology and a video gallery featuring videos from NASA which can be downloaded. An **Interactivity** topic includes an online quiz and a search engine to allow Boolean searches. Information presented is often accompanied by pictures, but many grammatical errors limit the usefulness of sections of this site. J. Eade

USER LEVEL: Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Communication; Inventions; Inventors
PUBLISHER: ThinkQuest, USA
REVIEW DATE: 16/12/03 [384] SCIS 1157152

Vive les fêtes<http://www.vivelesfetes.net/accueil1.htm>

Vibrant images dominate this exciting site. Appealing and interactive, with easy to use drop down menus, the site has a plethora of festivals to research, including **Noël, Halloween, Premier mai, and Mardi gras**. Within festival categories are histories, large and colourful photographs and drawings, song lyrics, activities such as flower making, and plenty of festival based recipes. Especially applicable for the French Continuers Stage 6 syllabus topics, *Current issues* and *Arts and entertainment*, the site has broad appeal as it has interesting material and is a pleasure to browse. Teachers should note that this enthusiastic site is solely in French, but its material, layout, and language should encourage the French beginner to persevere. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: French K-10; French Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Festivals; French language text
PUBLISHER: C. Maman, France
REVIEW DATE: 16/12/03 [394.2] SCIS 1155005

English online: English units<http://english.unitecnology.ac.nz/resources/units/>

Efficiently organised and extremely useful, this New Zealand site offers many English units on a multitude of topics relevant to K-12 students. Units are clearly laid out in *Oral, Visual, and Written* sections, and comprise solid resource material loaded with ideas, information, cross references, and activities. Senior units concentrate on texts, the others deal with texts, skills, language, and themes in English. Objectives and outcomes are very similar to NSW syllabuses. **Verbals on visuals**, for example, is an excellent resource for understanding and using picture books within the *English 7-10 syllabus*. Units include plenty of visual literacy, non fiction and genre studies, and the use of and deconstruction of

technology and multimedia. The ability to search units for a topic is a fast way for teachers to assess the site's usefulness. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10: English Stage 6
SCIS SUBJECTS: English language – Study and teaching
PUBLISHER: New Zealand Ministry of Education, NZ
REVIEW DATE: 16/12/03 [428.007] SCIS 1155106

Snapdragon<http://www.bbc.co.uk/wales/snapdragon/yesflash/menu.shtml>

While dashing across the screen on a skateboard, a delightfully bright red, Welsh dragon invites students to participate in a range of interactive literacy and numeracy activities. Entertaining hypertext links include: **For grown ups**, **Just for fun**: **Learning games**: and **Creative Activities**. With prompts and self explanatory tools for easy navigation, emergent readers will have many opportunities to independently develop their reading, listening, and observation skills. Snapdragon guides and praises these efforts, and a simple self assessment task appears at the end of each activity. Most activities have sound, and some include both English and Gaelic, which provide another element of fun for young and old alike. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Educational games; Literacy – Problems and exercises, etc; Numeracy – Problems and exercises, etc
PUBLISHER: BBC Education, Wales
REVIEW DATE: 16/12/03 [428.0076] SCIS 1137638

Kinderweltspiegel<http://www.wdr.de/tv/kinderweltspiegel/>

Young German speakers will be entertained by the choices on this site: **Rückschau; Spielplatz; Team; Vorschau**; and **Schatzkiste**. In the latter, there are a great number of texts about or from children in countries around the world, organised into the topics: **Sitten, Länder, Traumberufe** and **Kindersteckbriefe**. These texts are short paragraphs, varying in difficulty. The Australian section, for example, has seven choices of places, events, and people, each with a clear photograph and text. It would not be difficult to develop some support activities so that older students could use the site. Y. Stoeger

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Languages
SYLLABUS: German K-10
SCIS SUBJECTS: Children as authors; Children in Germany; German language text; WDR (Radio station)
PUBLISHER: Westdeutscher Rundfunk, Germany
REVIEW DATE: 16/12/03 [438] SCIS 1157172

Juma: das jugendmagazin<http://www.juma.de/v.php?fl=welcom.html>

The lives of young Germans are explored on this excellent site, through a wide range of contemporary issues and stories. All articles from the current magazine are online, together with teacher notes from **TIPP An Archive** dating back to 1999 holds copies of both the magazine and **TIPP JUMA neu** and **Archiv** contain articles on topics ranging from rap music to circus performers. Students can find pen pals using **Briefreunde**, and contribute short pieces to **der Club** using **Forum** and **Jumix**. While some of the material can be

resources

adapted for a range of learner levels, the site is most useful for students fluent in German. The site is easy to navigate, but patience is required when downloading articles. Y. Stoeger

USER LEVEL: Stage 6
KLA: Languages
SYLLABUS: German Stage 6: *Continuers; Extension*
SCIS SUBJECTS: German language – Periodicals; German language text
PUBLISHER: Tiefdruck Schwann-Bagel, Germany
REVIEW DATE: 16/12/03 [438.05] SCIS 1157124

Brennpunkt online

<http://www.brennpunkt.nelson.co.uk/default.html>

Even if *Brennpunkt* is not used as a main course book, this site, developed by the same publisher, has plenty of useful ideas and activities for teachers and students. *VocabNet* contains Internet activities combined with interactive vocabulary quizzes to revise the vocabulary found in the chapters of *Brennpunkt*. *GrammarNet* has multiple choice, interactive grammar quizzes, based on grammar chapters in *Brennpunkt*. *DeutschNet* is a direct link to web sites in Germany and elsewhere in the German speaking world. These links could be used to promote discussion, provide reading stimulus, or simply for interest and enjoyment. The site is aimed at senior students with a good knowledge of German. E. Robertson

USER LEVEL: Stage 6
KLA: Languages
SYLLABUS: German Stage 6: *Continuers; Extension*
SCIS SUBJECTS: German language – Grammar – Problems, exercises, etc.; German language – Vocabulary – Problems, exercises, etc.
PUBLISHER: Nelson, UK
REVIEW DATE: 16/12/03 [438.2076] SCIS 1156814

Adopt an escargot

<http://www.adoptanescargot.com>

On this cute and enthusiastic site with simple French and large print, the Grand Escargot, with whom students can communicate, claims that the site is for all French learners. A good place to start is **What in the world is this?**, which will explain the site, and **Plan du site** which both describe sections of the site in English. **Mes élèves ont dit** and **Mon prof a dit** provide useful and entertaining classroom language. **Il était une fois** puts the snail at the centre of a variety of engagingly visual adventures, useful for students who are studying the imparfait and passé composé, and the topics of relationships, daily activities, school, shopping, and hobbies. Most **Bonnes idées**, involve adopting an escargot, and students may like to vote on a motivational class activity, or design their own escargot adventure book. D. Yule

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: French K-10; French Stage 6: *Beginners*
SCIS SUBJECTS: France – Civilisation; French language
PUBLISHER: Adopt an Escargot, USA
REVIEW DATE: 16/12/03 [448] SCIS 1038203

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

Ask Dr Universe: science questions and answers for kids of all ages!

<http://www.wsu.edu/DrUniverse/Contents.html>

Tackling a diverse range of subjects, this university academic answers questions posted online in **How do I submit my question?** The resources of the University of Washington and online experts are used to research the many and varied questions asked such as, "Are worms animals?" and "Who invented language?" **Favourite links** are provided, including **Ask your questions at Scientific American's ask the experts** and teachers would need to allow time to verify the curriculum relevance of these linked sites. A keyword search is available for retrieving questions from the archives. This presents an opportunity for teachers and teacher-librarians to explicitly teach online searching techniques in the context of the information skills framework. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science 7-10; Science & Technology K-6; Senior Science Stage 6
SCIS SUBJECTS: Science
PUBLISHER: Washington State University, USA
REVIEW DATE: 16/12/03 [500] SCIS 1156301

High school scientific thinking WebQuests

<http://www.1001-periodic-table-quizquestions.com/webquests/science-webquests.html>

The draw card of this site is the Webquests which address all areas of science. It enables teachers to access current papers on educational theories and practice, and deals with science based content and assessment. *Webquests about scientific thinking* and *Links about scientific thinking* promote resources based on student centred and problem based learning which can be used to develop science programs and learning activities to address all Science outcomes. Students will develop skills in the use of technology and gathering information from secondary sources. **Science webquests index** features direct links to interdisciplinary webquests which allow students to achieve many outcomes while developing a general knowledge of scientific principles and laws. Students can be challenged by attempting a variety of higher level thinking and problem solving activities to maintain their motivation and increase their knowledge of science. Many interesting links would need to be checked for syllabus relevance. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Information Technology Stage 6; Science 7-10; Senior Science Stage 6
SCIS SUBJECTS: Science – Quizzes
PUBLISHER: A. Botha, South Africa
REVIEW DATE: 16/12/03 [500] SCIS 1157191

Science & health: resources from the New York Times and learning network

http://www.nytimes.com/learning/general/subjects/science_index.html

The focus of this wide ranging site is recently reported science and health issues. These issues are explored in a comprehensive range of *Lesson plans*, organised by topics such as **Disease**, **Environmental issues**, **Natural disasters**, **Evolution**, **Genetic engineering**, and **Space**. Students can access newspaper articles by title, and background material in *Issues in depth*. Teachers can use

the outcomes based lesson plans, presented in a series of steps, to develop the concepts discussed. This very useful resource also includes *Science Q & A*, many thematic crosswords and entertaining Slideshows. The site is well laid out, easy to use, and provides contemporary information in a readable form. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7-10
SCIS SUBJECTS: Health education; Science; Science – Study and teaching
PUBLISHER: New York Times, USA
REVIEW DATE: 16/12/03 [500] SCIS 1157634

Community science action guides

<http://www.fi.edu/guide/>

Environmental education under the main headings of **Water**, **Energy**, and **Life science**, forms the focus of this terrific site for science teachers. A series of dynamic lessons and experiments are presented in content packages, supporting student investigation into science issues pertinent to local communities. Some of the resources provide background information, while others offer a structure for conducting community action projects, such as **Counting flushes carefully**. Some of the topics covered include water conservation, conservation of oil resources, ethics and genetics, inheritance, global warming, and nuclear energy. The site has much to offer, including a great number of links that will need to be checked for syllabus relevance, and is well worth a browse. J. Morgan

USER LEVEL: Professional
KLA: Science; ST
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Classroom activities; Energy conservation; Life sciences; Science – Problems, exercises, etc.; Science – Study and teaching; Water
PUBLISHER: Franklin Institute, USA
REVIEW DATE: 16/12/03 [507] SCIS 1120469

SOFWeb maths: maths resources & games

<http://www.sofweb.vic.edu.au/students/kids/vclass/maths.htm>

Ideabank is a database of KLA links, lessons and ideas. It is part of a huge site, developed by the Victorian Department of Education and Training, to provide curriculum ideas and support for teachers, parents and students. *Maths resources & games*, linked to *SOFWeb's virtual classroom*, has links to related sites, and, *Logic games and puzzles*, provides opportunities for interactive learning experiences. Sorted by levels, and in strands, ideas are written with prerequisites, resources needed and complete instructions and links where necessary. Ideas include using socks to teach odd and even numbers, tens frames and MAB blocks. The perimeter and area of 2D shapes can be found using *Excel*, while graphics, calculators and software are used for sophisticated algebra lessons. L. Wilson

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Educational games; Mathematics – Study and teaching; Number games
PUBLISHER: Department of Education & Training, Australia
REVIEW DATE: 16/12/03 [510.7] SCIS 1157129

Maths across Oz

http://www.palmdps.act.edu.au/australia_maths/mainpage.htm

Maths across Oz is part of the comprehensive Palmerston District Primary School web site, administered by the teacher-librarian. **Where is Australia?** and **How Big is Australia?** provide teachers and students with opportunities to experience instruction for specific mathematics and computer skills outcomes. Clear instructions explicitly guide students through the use of publisher to undertake and report on their investigation. This could be a valuable resource for the teacher who is not confident in teaching mathematics and computing skills together, and a very relevant and interesting learning opportunity for students. The teaching and learning experiences thoroughly embrace many of the elements in the *Quality teaching in NSW public schools* model. L. Wilson

USER LEVEL: Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Australia – Geography – Problems, exercises, etc.; Mathematics – Problems, exercises, etc.; Word processing – Problems, exercises, etc.
PUBLISHER: Palmerston District Primary School, Australia
REVIEW DATE: 16/12/03 [510.76] SCIS 1156700

Astronomy webquests

<http://www.the-solar-system.net/webquests/astronomywebquests.html>

Fourteen comprehensively resourced webquests provide students and teachers with the opportunity to investigate numerous concepts and objectives, while increasing skills and knowledge. These cross curriculum technology activities, although predominantly text based, provide tasks with excellent resources. The tasks guide users with Internet searches for information, and reporting. Examples include **Asteroid mining – an action comedy puppet show**, and several *develop a website* activities. Bloom's Taxonomy based extension activities will challenge advanced students, while graphics based quizzes provide meaningful activities for Life Skills students. Webquests can be used independently by students, or for teachers to build their own class specific activities. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science 7-10
SCIS SUBJECTS: Astronomy – Webquests
PUBLISHER: A. Botha, South Africa
REVIEW DATE: 16/12/03 [520] SCIS 1146555

Biology lessons for prospective and practicing biology teachers

<http://www.biologylessons.sdsu.edu/>

Detailed biology lesson plans involving such things as prediction, data collection, structured experiments, and interpretation of results, can be found on this comprehensive and interesting site. Lessons have some literacy content and can readily be adapted by teachers using simple materials. The underlying instructional philosophy is constructivist, and the lessons are designed to produce conceptual change and address some common alternative conceptions. The lessons are outcomes based and include such topics as **Osmosis**, **Cells**, **Mitosis**, **Food webs**, **Communities**, **Variation**, **Reproduction and growth**. Each lesson has a multitude of clearly laid out choices for teachers, including **Knowledge**

resources

mapping, an American term for a system of organising and understanding concepts. J. Morgan

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Biology – Study and teaching
PUBLISHER: San Diego State University, USA
REVIEW DATE: 16/12/03 [570.7] SCIS 1157638

Rainforest: A virtual interactive tour

<http://www.msu.edu/~urquhar5/tour/active.html>

An interactive site providing facts about plants and animals in the rainforests of Costa Rica, Nicaragua and Peru, and of the people who live on the fringes of the rainforests, this site is visually appealing and is ideal for use with the unit *Global environments: rainforests*. Information is accessed by rolling the cursor over a rainforest scene to find hidden pictures within. Once selected, a page of facts is displayed containing photographs and large, simple text. The interdependence of plants and animals is highlighted by the use of hyperlinks within pages. Issues of rainforest destruction by deforestation and rebuilding through reforestation are also presented, as well as recommendations not to purchase certain rainforest woods. J. Eade

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Rainforests
PUBLISHER: Michigan State University, USA
REVIEW DATE: 16/12/03 [577.34] SCIS 1157214

Shedd: the world's aquarium

<http://www.sheddaquarium.org/SEA/index.cfm>

Easy to navigate, this excellent site could be useful for students from K-12. Lesson plans; Interactives, and Explorer's guide provide a variety of marine learning experiences. Squish the fish is a wonderfully interactive story for K-3 students that changes as a result of choices made. Students can read the story, accompanied by a variety of voices portraying each sea creature. A click and drag activity checks understanding of camouflage and behaviour, and Squish coloring pages will provide the stimulus for retelling the story, or creating a coral reef display. Older students will learn about habitat and habits from the interactive Build-a-fish, and links under Fact sheets provide a wealth of information on shape, colour, diet, behaviour, adaptations, camouflage and predators; most useful for creating databases. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Marine biology – Study and teaching; Marine ecology – Study and teaching
PUBLISHER: J. G. Shedd Aquarium, USA
REVIEW DATE: 16/12/03 [577.7] SCIS 1156632

Welcome to MendelWeb

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

Presenting extensive material based on Gregor Mendel's 1865 paper, Experiments in plant hybridization, the site is a series of papers, essays and commentaries on Mendel's ideas and experiments. Specifically designed as an educational resource, the site is

especially applicable to the module *Blueprint for life* in the *Biology Stage 6 syllabus*. Links facilitate understanding of the structure of a flower, and an interactive form enables the calculation of means, medians and modes. This regularly updated site is constructed for ease of use and navigational instructions are explicit. Language and format will suit senior students, and games and discussion opportunities allow for in depth research. A. Frost

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Genetics; Plants
PUBLISHER: R. Blumberg, USA
REVIEW DATE: 16/12/03 [580] SCIS 1156309

EnchantedLearning.com: names of males, females, babies and groups of animals: what are the males, females, babies, and groups of animals called?

<http://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml>

Clear and colourful, this huge site will appeal to students studying animals and gathering material for information reports. Presented as a table, with six columns for each animal, information is available at a glance. Many animal names are underlined, providing a link to a labelled diagram and information under headings such as: *Anatomy, Behavior, Diet, and Classification*. Label me! Printouts and Animal pages to colour online provide immediate assessment activities, while some parts have Answers allowing students to check their responses. All about nature: animals to paint online provides an electronic options design. Using hyperlinks or the back button connects all parts of this exciting site. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: English; HSIE; ST
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Animals
PUBLISHER: EnchantedLearning.com, USA
REVIEW DATE: 16/12/03 [590] SCIS 1156643

KidsHealth: for kids

<http://www.kidshealth.org/kid/>

Colourful headings, boxed information, and eye catching graphics will attract students to explore this extensive site. Designed to promote the physical and emotional well being of children, a variety of activities convey this message. Twelve topics are listed and the cursor gives a summary of contents. Topic buttons connect to articles, definitions, quizzes, question and answer, tips and games on such choices as *Everyday illnesses & injuries, My body, and Growing up*. Check it out highlights a fabulous section: *How the body works*, which showcases each of the body's systems through movies, and consolidates knowledge with an Activity page, with printable pages and answer sheets. Each fully animated clip has a light hearted yet technically correct commentary. This site will certainly support the achievement of outcomes in all strands of the PDHPE K-6 syllabus. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Child development; Children – Care and health; Exercise; Health education; Nutrition; Physical fitness; Sex education

PUBLISHER: Nemours Foundation, USA
REVIEW DATE: 16/12/03 [613] SCIS 1097878

Kids: explore the world of nutrition with nutrition exploration

<http://www.nutritionexplorations.org/kids/activities-main.asp>

Promoting an active lifestyle through healthy eating habits is the focus of this entertaining site. Students are invited to Feed the monster, to ensure that Mungo the Nutrition monster has a balanced diet. In Breakfast detective a drag and drop game consolidates knowledge of the Food guide pyramid, which has its own links providing information about each of the food groups. Food riddles and Make-a-shake offer more interactive learning fun, while Milk maze and Nutrition tracker can be downloaded. Nutrition café is just one of the great sites featured in Fun links and healthy recipes are promoted in the Kitchen. Brightly flashing subliminal messages promote the interrelationships of nutrition, strength, energy and fun in this excellent site which will readily support the Science and Technology unit, *What's for lunch?*, and the *Personal health choices* strand in the PDHPE K-6 syllabus. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS: Diets; Nutrition
PUBLISHER: National Dairy Council, USA
REVIEW DATE: 16/12/03 [613.2] SCIS 1156644

Learning tools

<http://www.dairycouncilofca.org/activities>

Interactive activities, based on the food pyramid, can be accessed from Food pyramid match game on this site. The first activity involves building the pyramid by dragging the various food groups to their correct positions, then categorising food items on the pyramid. If the wrong category is selected, the item will not be accepted and, as each is correctly placed, the number of suggested daily servings is displayed. BreakFAST and jump to it and My very own pizza provide interactive fun while encouraging healthy eating habits. This site would be useful in supporting PDHPE K-6 outcomes PHS2.12 and PHS3.12 and the Science and Technology K-6 unit, *Eating out*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS: Dairy industry – United States; Diets; Food – Problems, exercises, etc.; Nutrition
PUBLISHER: Dairy Council of California
REVIEW DATE: 16/12/03 [613.2] SCIS 1157204

KidsHealth: welcome parents

<http://www.kidshealth.org/parent/>

With a mission to improve children's well being, this large site provides parents with practical advice about family health issues. The user friendly contents page offers regularly updated feature articles and links to a huge range of topics including: Emotions & behaviour; Growth & development; First aid & safety; Positive parenting; and In the news. The Infections chapter has a multitude of entries, each with Signs and symptoms; Description; Prevention; Incubation; Duration; Contagiousness; Home treatment; Professional treatment; and When to call your doctor. Each article is reviewed and updated by a named medical expert. Keyword

Search options for additional information, and excellent links for Kids and Teens, are available from the main page. C. Keane

USER LEVEL: Community Professional
SCIS SUBJECTS: Child development; Children – Care and health; Health education; Nutrition; Parent and Child
PUBLISHER: Nemours Foundation, USA
REVIEW DATE: 16/12/03 [613.2083] SCIS 1156655

Excite: National Center for Chronic Disease Prevention and Health Promotion

<http://www.cdc.gov/excite/index.htm>

The study of public health and epidemiology is explained on this excellent site in a collection of teaching materials. Epidemiology in the classroom contains instruction in the principles and practices of epidemiology, including the scientific method of inquiry, basic biostatistics, and outbreak investigation. Within this section, An introduction to epidemiology is an excellent summary, covering concepts and terms in an approachable style. Students can work on a range of exercises in topics such as *Legionnaires' disease, smoking, and the effects of electromagnetic radiation on health*. Careers in public health are included to give a sense of the daily life of a disease detective. The site is most applicable to the core topic, *The search for better health* in the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Communicable diseases; Health – Careers; Health education
PUBLISHER: Centers for Disease Control and Prevention
REVIEW DATE: 16/12/03 [614.4] SCIS 115715

Berthillon Glacier

<http://www.berthillon-glacier.fr/>

Who can resist ice cream, particularly from the world famous Berthillon? From *Présentation*, students can access details of the *Historique* and *Fabrication artisanale* of these famous ice creams and sorbets. *Glaces et sorbets* gives an extensive menu of delectable flavours, and *Nos spécialités* introduces the ice cream cakes with clear product images. *L'accès* shows a map of Ile St Louis, Paris, where the original ice cream café is located. The site is small, spacious in layout, clear, and easy to use. It is particularly relevant for the topics *Entertainment; Occupations; Daily life; Traveller abroad; and Leisure*. D. Yule

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: French K-10; French Stage 6: *Continuers*
SCIS SUBJECTS: Berthillon Glacier; France – Social life and customs; French language text; Ice-cream, ices, etc
PUBLISHER: Berthillon, France
REVIEW DATE: 16/12/03 [637] SCIS 1156755

Biotechnology online

<http://www.biotechnology.gov.au/biotechnologyOnline/>

Balanced, up to date information is provided specifically for Australian schools on this excellent site. Information, case studies, and activities are found under the main sections of *What is biotechnology?*, *Human uses*, *Environment*, and *Food and*

agriculture. The site can help students explore points of view on current practices, and the ethical and moral questions in the biotechnology debate. Within **Teacher resources**, users will find a **Glossary**, **Teacher advice**, a **Worksheet index**, and an **Interactive index** providing a short description of these activities. A wide range of topics is covered, including selective breeding, reproductive technologies, protein synthesis, gene splicing, DNA profiling, cloning, genetic testing, and gene therapy. The site is highly relevant to the Science Stage 5 syllabus, and to the core topic: *The blueprint of life* in the *Biology Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
SCIS SUBJECTS: Biotechnology – Study and teaching
PUBLISHER: Biotechnology Australia
REVIEW DATE: 16/12/03 [660.607] SCIS 1058950

Educational web adventures

<http://www.eduweb.com/portfolio/visualartsadv.php>

The artist's toolkit, one of nine web adventures featured, cleverly uses animation and sound to engage students in a range of activities. Explore the toolkit contains concepts of line, colour, space, shape, balance and rhythm, while *Encyclopedia* offers fabulous examples of works for investigation and discussion of visual elements and principles used. Videos in *See artists in action* are inactive but this does not affect the usefulness of this site. A **Pintura: art detective**, an interactive art history game also linked to this homepage, is worthy of investigation. It features a 1940s noir detective investigating works of six famous artists, including Raphael and Picasso, to identify a mysterious painting. Teacher resources, selected works of art, a study worksheet, and questions about composition, style, and subject, provide learning experiences for students to achieve the knowledge, understanding, values, and skills outcomes, as described in the Visual Arts strand of the Creative Arts syllabus. C. Keane

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Art appreciation; Art – History; Artists; Educational games
PUBLISHER: Eduweb, USA
REVIEW DATE: 16/12/03 [701] SCIS 1146891

Australian art review

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

An insight into the workings of the art world from the perspective of the art critic can be found on this intriguing site. Prominent Australian critics review recent exhibitions held at major galleries, and also the state of the art market. Reviews cover such shows as contemporary Aboriginal art, the modernist artists Bonnard and Picasso, and the postmodern artist Hossein Valamanesh. The site is easy to navigate with links to current and past reviews at **Exhibitions**, **artists' Profiles**, and information about **Collecting**. Images of exhibition artworks are displayed, and fifty Australian galleries are linked to the site. This site would be useful when introducing students to the complexities of the art world and the role of the art critic. L. Flemons

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Art criticism; Art – Periodicals
PUBLISHER: Media, Australia
REVIEW DATE: 16/12/03 [705] SCIS 1157194

Picture Australia

<http://www.pictureaustralia.org>

Nearly one million Australasian images in 29 collections, from the nineteenth century to the present, can be accessed on this extensive site. **About us** and **FAQs** will help users judge the parameters of the site and usefulness of content. Material is clearly laid out in **Picture trails**, where twelve themes, such as **Indigenous Australia**, **Travel**, **Sports**, **Arts and literature**, **History**, and **The environment**, provide thumbnail images. **More information** then leads to the **Original image** at its source. Extensive **Links** to Australian libraries and supporting organisations also help the location of useful images. Teachers will find a free package in **Promotional materials**, and wide ranging visual support for all key learning areas. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Photography, Video & Digital Imaging Stage 6
SCIS SUBJECTS: Art, Australian – Collections; Australiana – Pictorial works
PUBLISHER: National Library of Australia
REVIEW DATE: 16/12/03 [708.994] SCIS 1033729

Château de Versailles: site officiel de Château de Versailles

<http://www.chateauversailles.fr/>

The chateau's history, construction, and art collection are described on this mildly interactive and information dense site, and can be viewed in English. **A la découverte des lieux** offers maps and choices to explore parts of the complex. Here, **Le Château** explains the interesting lifestyle of King Louis XIV, in **Roi soleil**. Small numbers on the bottom toolbar offer the site's choices. Once found, the written text and photographs are informative and appealing. **Education** is well worth a look with its material for teachers, and a terrific photographic show of the chateau's fountains. D. Yule

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: French K-10; French Stage 6: *Continuers*; History 7-10
SCIS SUBJECTS: Art, French – History; Chateau de Versailles (Versailles, France); Gardens, French; Louis XIV – King of France
PUBLISHER: Chateau de Versailles, France
REVIEW DATE: 16/12/03 [725] SCIS 1156791

ZDF.de

<http://www.zdf.de>

Information on a great variety of topics is to be found on this huge site, which is operated by one of Europe's biggest television channels. The site is ideal for those wishing to explore current issues, or simply peruse the television guide, and it is a most useful resource for teachers. A large number of topics within a busy and colourful layout, shows the site has plenty to offer, but it also takes time to sort through the material. **News**, **current affairs** and **tourism** are the site's focus, and topics include **Reise und Lebensart**, **Wetter**, and **Sendungen A-Z**. Many videos, such as a clip of the outback train *The Ghan*, and many animations, make the site most interesting to browse. Y. Stoeger

USER LEVEL: Stage 6 Professional
KLA: Languages

SYLLABUS: German Stage 6: *Continuers; Extension*
SCIS SUBJECTS: German language text; Television – Germany; Television programs
PUBLISHER: ZDF, Germany
REVIEW DATE: 16/12/03 [791.45] SCIS 1031833

Todesursache: Mord: das online krimi adventure

<http://www.todesursache-mord.de/>

Presenting engaging detective games, the site contains two interactive narratives in the style of Sherlock Holmes. In the murder mysteries, **Mord ohne Ausweg** and **Das letzte Wort**, players use written and visual texts to work out the order in which they will investigate the case, and interview the suspects. Cases do not have to be solved in one sitting; they can be saved and picked up at another time. The German text will suit advanced students. Clever graphics, animation, sound effects and dialogue all add interest. Y. Stoeger

USER LEVEL: Stage 6
KLA: Languages
SYLLABUS: German Stage 6: *Continuers; Extension*
SCIS SUBJECTS: Adventure games; Computer games; Detectives; German language text; Mystery and suspense stories
PUBLISHER: IT-Services Thomas Holz, Germany
REVIEW DATE: 16/12/03 [793.93] SCIS 1157163

Personal Best Program

<http://www.amp.com.au/sport>

AMP has joined forces with the Powerhouse Museum to foster the achievement of personal goals, and promote a unique, eclectic exhibition of Australian sporting legends and memorabilia. **Sport: more than heroes and legends** provides **Exhibition dates** for the **Powerhouse Museum** and highlights of the exhibition, including elite athletes, legends, weekend players, and spectators. **Community hero** enables the public to nominate local sporting identities for inclusion in the exhibition. **Sports celebrities** are showcased in the **Wall of fame** with thumbnail photographs and a biography. **Coaching clinics**; and **Personal best grants** offer community support and sponsorship, while **Useful links** highlights related web sites which would need to be checked for relevance. This informative site is easy to navigate and could be useful for the PDHPE HSC Option 2: *Sport and physical activity in Australian society*. C. Keane

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Sports; Sportsmen and sportswomen, Australian
PUBLISHER: AMP, Australia
REVIEW DATE: 16/12/03 [796.0994] SCIS 1156819

Stravaganza: city of masks

<http://www.stravaganza.co.uk/default.asp>

Conveying the magic and mystery of the books in this trilogy, this site is an artistically presented multimedia adjunct to the narratives of British writer Mary Hoffman. There are extracts from *City of masks* and its sequel, *City of stars*. The third book in the series, *City of flowers* is due to be published early in 2005. Using 'stravagation' as a means of travelling through time and space, characters are absorbed into alternative worlds. Interactive maps and character studies are provided from magical *Talia*, a country existing in a

parallel dimension, to enhance the historical fantasies. Notes on the author along with interactive games and activities add to the fascination. For students who have already experienced the adventures of young Lucien and Georgia, the site is informative, engaging and visually exquisite. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Children's literature, English; Fantasy
PUBLISHER: Bloomsbury, UK
REVIEW DATE: 16/12/03 [823] SCIS 1156666

Tales of the Otori

<http://www.talesofthetori.com/nightingale/index.htm>

Capturing the elegance and mastery of the tales of the Otori in multimedia format, this site supplements Lian Hearn's acclaimed fantasy novels set in medieval Japan. It focuses on **Book I**, *Across the nightingale floor* and **Book II**, *Grass for his pillow*, with **Book III** to be included when released. The setting of the narrative, **Takeo's world**, is presented as an archaic map with links to photographs depicting significant realms within the story. Symbols of **The clans** and information on the characters within each provide a useful cross reference for the reader. As an interesting adjunct, the author's handwritten first page and its Japanese translation are also included. **Links** to the UK, US, German, and French sites for the trilogy enable students to make a comparison of the different visual representations of the book covers as they have been interpreted by other cultures. A beautiful and informative site, this is a valuable online teaching and learning resource. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Preliminary*
SCIS SUBJECTS: Adventure stories; Children's literature, English; Fantasy; Japan – Fiction
PUBLISHER: L. Hearn, USA
REVIEW DATE: 16/12/03 [823] SCIS 1156661

Batobus Paris: explorez Paris en 8 escales

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

Providing an attractive focus for reading, writing, and speaking tasks for HSC Outcomes 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, and 4.3, in the Stage 6 topic *Leisure and interests*, this user friendly site allows students to take a virtual trip along the Seine River. River stops on the tour's line of travel offer a map and tourist information. Students can discover the history of buildings and the quarters, enabling them to plan their own sightseeing tour. More information about sites visited is found in **News**, which summarises the tour and takes users to each monument's own web site. Junior students studying the topics of *Transport and Travelling* will also enjoy the attractive visuals and the relatively simple language. Primary students could also use the site. There is also an English language option. D. Yule

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: French K-10; French Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: French language text; Paris (France); Seine River
PUBLISHER: Compagnie des Batobus, France
REVIEW DATE: 16/12/03 [914.4] SCIS 1156626

All prices in the availability statement include GST.

FUAJ: Fédération unie des auberges de jeunesse<http://www.fuaj.org/>

The trombinoscope on the homepage allows students to view different French youth hostels, and Forum shows reviews of various hostels. This user friendly site allows students to select appealing *Classes de découverte* 2003-2004!, or choose a hostel according to the Eté and Hiver activities that it offers, such as: *gastronomie*; *mer*; *environnement*; and *patrimoine*. Students can also investigate the organisation's *Histoire*, find out how to join, and the rates. Under *Actualité*, then *Guide et brochures* 2004, students can read in *Volontariat* how they can make a personal contribution to an intercultural project. Particularly suited to Stage 6 writing and speaking skills, and the topics: *Leisure and interests*; *Daily life*; *Travel and tourism*, and *The young person's world*. Outcomes covered include: 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, and 4.3. D. Yule

USER LEVEL: Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Beginners; Continuers; Extension*
SCIS SUBJECTS: France; French language text; Youth hostels – France
PUBLISHER: Fédération unie des auberges de jeunesse, France
REVIEW DATE: 16/12/03 [914.4] SCIS 1156630

Gîtes de France<http://www.gites-de-france.fr>

How can a French teacher describe a gîte, the economical and typically French version of holiday h tes accommodation? In this official site of the organisation Gites de France, the different types of gites, chalets-loisirs, and chambre d'h tes available are described in Nos formulas d'h bergement. Choisir une destination en France allows students to select a region and an extensive description of that area is revealed. The site enables students to research holidays in France, and it offers insights into French lifestyles and the rural environment for the topics of *The individual* and *The French-speaking communities*. The site also advertises promotions, and invites entries to competitions such as *Gagnez vos vacances*, and it allows teachers to cover the outcomes: 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, and 4.3. D. Yule

USER LEVEL: Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Beginners; Continuers; Extension*
SCIS SUBJECTS: France; French language text; Hotels, motels, etc. – Directories
PUBLISHER: F d ration Nationale des Gites de France, France
REVIEW DATE: 16/12/03 [914.4] SCIS 1156629

Tahiti tourisme: site officiel de l'office du tourisme de Tahiti & ses  les[http://www.tahiti-tourisme.pf/](http://www.tahiti-tourisme.pf)

The sound of waves and Tahitian music accompany this visually stunning and detailed site. *Identity* explores the ethnic and religious background of Polynesians, as well as *History*, *Art and culture*, and *Tastes*. *Visit the islands* has a short description with flora and fauna, while *Green tourism* has specific walks with geographic and horticultural details. Water sports abound in the

clear waters of this diverse island group, and *General background* provides practical travelling information. This superb site is useful for the French Continuers Stage 6 topics: *Environment*; *Daily life*; *Traveller abroad*; and *Leisure*, and will inspire students to create their own promotion. D. Yule

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: French K-10; French Stage 6: *Continuers*
SCIS SUBJECTS: French Polynesia; Tahiti
PUBLISHER: Office du tourisme de Tahiti et ses  les, Tahiti
REVIEW DATE: 16/12/03 [919.62] SCIS 1156763

Some notes on medieval English genealogy<http://www.medievalgenealogy.org.uk/>

An excellent guide to resources on medieval family history, this site is mainly text, making it most suitable for teachers. Students may search names in the ancestry lists, or explore the *Guide* for interesting information on *Handwriting and language*. Documents from medieval times, including *Church records*, *Parish registers*, and *Public records*, provide the perfect stimulus for genealogy research projects in Stage 4 History, in either *Investigating history*, or, *Societies and civilisations of the past*. *Sources* may also assist student research, with access to such links as *Internet libraries*. The site is easy to navigate and a good source of hard to find information. A. Byron

USER LEVEL: Stage 4 Professional
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Genealogy – Sources; Great Britain – History – Sources; Middle Ages – Sources
PUBLISHER: C. Phillips, England
REVIEW DATE: 16/12/03 [929] SCIS 1156056

News in science: ancient worldshttp://www.abc.net.au/science/news/ancient/AncientRepublsh_924421.htm

Articles explaining the uses of science in archaeology feature on this easily navigated site. An interesting one page piece on Otzi, the five thousand year old corpse found in the Italian Alps in 1991, examines the archaeological evidence of his life and death. Links to related stories offer further reading, making the site a useful introduction for the case study option in the *Ancient History Stage 6 syllabus*, *Preserved human remains*. This site has clearly presented information, and provides a rationale for linking such scientific discoveries as DNA with archaeological evidence. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Archaeology; History – Ancient; Otzi (Ice mummy)
PUBLISHER: ABC Science Online, Australia
REVIEW DATE: 16/12/03 [930.1] SCIS 1156171

Theban Mapping Project<http://www.thebanmappingproject.com/>

The combination of archaeological data, interactive study tools, and visually appealing images, makes this outstanding site an excellent resource for the study of ancient Egypt. Containing a plethora of information on the Atlas of the Valley of the Kings and the Atlas of the Theban Necropolis, the atlases can be slow to download but are impressive once completed. Clear aerial photographs enable students to explore the entire area, as well as individual temples,

tombs, and palaces. Models of tombs, including a 3D recreation, are explored through images, tours, and the written word. Information on various Pharaohs is provided, along with articles and a comprehensive database on the Valley of the Kings. Stage 6 Ancient History students will find the site most rewarding. A. Frost

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Archaeological expeditions; Egypt – Antiquities; Egypt – History; Theban Mapping Project; Tombs; Valley of the Kings (Egypt)
PUBLISHER: Theban Mapping Project, Egypt
REVIEW DATE: 16/12/03 [932] SCIS 1120727

Tour Egypt feature: Deir el-Medina<http://www.toureygypt.net/featurestories/medina.htm>

An interesting and well written essay on Deir el-Medina, plus Kahun and Giza, forms the content of this site. It carefully examines the community dedicated to the building of the tombs, including those in the Valley of the Kings and Valley of the Queens. The beginning and end of Deir el-Medina is reviewed, the towns and workers discussed, and the roles of other people such as the scribes are outlined. This would be a valuable site for students using Deir el-Medina for the Focus study: *Ancient societies in the Ancient History Stage 6 syllabus*. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Dayr al-Madinah site (Egypt); Egypt – Antiquities
PUBLISHER: Tour Egypt, USA
REVIEW DATE: 16/12/03 [932] SCIS 1156214

The Greeks: crucible of civilization<http://www.pbs.org/empires/thegreeks/htmlver>

An interactive site based on the American television series of the same name, this attractive site works best with software such as Flash 4 and Quicktime Plug in. Home page images of Cleisthenes, Themisticles, Pericles, Socrates, and Aspasia, will take the user to information on their lives. Educational resources are tailored specifically for use with the resources on the web site. Interactive site activities include: *Life in Athens*, *Interactive maps*, and *Speak like an ancient Greek*, all of which are entered via the home page graphics, as is an interactive *Timeline*. Also included are interviews with those involved in *The making of the Greeks*. Students and teachers will find this to be an excellent interactive site. F. Campbell

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English 7-10; History 7-10
SCIS SUBJECTS: Athens (Greece) – History; Civilisation, Greek; Greece – History – 500-404 B.C., Classical period
PUBLISHER: PBS, USA
REVIEW DATE: 16/12/03 [938] SCIS 1139457

Hellenic Macedonia: history and civilization from antiquity to the present<http://www.macedonian-heritage.gr/HellenicMacedonia/en/C1.1.html>

Presenting the ancient society of Aigai (Vergina), the capital city of Macedonia, this site outlines the archaeological research completed in

the area and the findings of the excavations. From the Macedonian tombs and the Mother of the Gods sanctuary, to villages and farms, everyday life is examined with a straightforward text and small, but clear, photographs. Many embedded links provide additional information on Greek history and civilization. The site would be suitable as an introduction to a case study of Vergina. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Civilisation – Greek; Excavations (Archaeology); Hellenism – History; Macedonia – Civilisation; Macedonia – History
PUBLISHER: Ekdotike Athenon, Greece
REVIEW DATE: 16/12/03 [938] SCIS 1156120

Mysteries of the Minoans<http://www.dragonridge.com/greece/minoan1.htm>

A personal and knowledgeable view of Minoan society is presented here in small font, vibrant colour, and language appropriate for senior students. A timeline summarises the period, then short descriptions of Minoan society, from Neolithic times to Late Minoan, allow the voice and enthusiasm of the author to come through. Palace periods are the focus of this small site, and there are several links to palace sites. The development of settlements, arts and crafts, royalty, and Minoan legends are outlined. Photographs of artefacts enhance the text, and information is given on *Plato and the Atlantis myth*. The site will be useful for the Focus Study: *Bronze Age society - Minoan society in the Ancient History Stage 6 syllabus*. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Civilisation – Aegean; Crete – History; Minoans
PUBLISHER: Pulse Ventures, USA
REVIEW DATE: 16/12/03 [939] SCIS 1156230

Medievalhistory.net<http://www.medievalhistory.net/>

Students can read Anglo Saxon stories and listen to Gregorian chants and a *Monty Python and the Holy Grail* excerpt on this excellent site. Material is organised to present characters in time frames and settings, which promotes a better understanding of often confusing historical events and legends. The oral traditions of epic poetry are continued by Germanic tribes, preserving history and legend until the Anglo-Saxon chronicles. Fine images of Medieval coins, *The true tale of Macbeth*, *The Crusades*, and a range of structures within *Medieval construction*, give fascinating insights into this age. Combining primary sources with modern scholarship, this text heavy site will support the study of Topic 2 in the *History Years 7-10 syllabus*, and Option 10: *The Crusades – campaigns of the cross?*, in the *History Extension Stage 6 syllabus*. C. Keane & A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6; History 7-10; History Stage 6: *Extension*
SCIS SUBJECTS: Middle Ages
PUBLISHER: Medievalhistory.net, Netherlands
REVIEW DATE: 16/12/03 [940.1] SCIS 1156051

All prices in the availability statement include GST.

Quercy.net: le portail internet du Quercy<http://www.quercy.net/>

Giving students a great appreciation of rural France and its long and rich history, *Découverte* introduces **Tourisme**, **Promenades** and **Photos** of this beautiful region. *Tourisme* provides an interactive regional map: **Cabrerets** gives access to the **Centre préhistorique de Pech Merle** and its ancient cave art, which promotes comparisons with Aboriginal art; and **St Cirq Lapopie** is known as one of the most beautiful villages of France. Back on the homepage, *Histoire*, **Hommes et femmes célèbres** introduces famous people of the Lot River area, including Egyptologist, Champollion and author, *Capy*. *Occitanie* presents the culture and language of the south west of France and *Lieux* provides virtual visits of **Châteaux**, **Eglises** and **Nature**. *Rugby* provides the latest news of the sport about which the locals are passionate. From the homepage, visitors can also check the weather and see what is on in the **Cinéma**s. This site is relevant for **Topics**, **Travel**, **Leisure**, **Lifestyles**, and **Rural life**. D. Yule

USER LEVEL: Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Beginners; Continuers; Extension*
SCIS SUBJECTS: France – Social life and customs; French language text; Lot (France); Quercy (France)
PUBLISHER: Quercy: Quercy. net, France
REVIEW DATE: 16/12/03 [944] SCIS 1155121

C-SPAN American writers 11: the twentieth century<http://www.americanwriters.org/>

The web site complements the 2002 television series, continuing the emphasis on writers who have influenced American history. The site covers the time period 1600-1975, despite its subtitle, and is efficiently organised into choices of *writer*, *work*, *place* or historical period. Writers include novelists, essayists, and journalists, with brief information on text and creator, with more extensive research links offered. The **Gettysburg address**, for example, gives users the original text, context notes, and comprehensive links to *Websites about the work*, and (1850-1865) **Slavery & the Civil War**. **Classroom** features excerpts, a short but useful selection of topics and ideas, an online *Crossword puzzle*, and an extensive range of videos. Registering to join the *Online book club* will allow access to video clips which accompany thematic lesson plans. This site is well worth a look for English and history teachers. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; Modern History Stage 6
SCIS SUBJECTS: Authors, American
PUBLISHER: C-SPAN, USA
REVIEW DATE: 16/12/03 [973] SCIS 1155089

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

Literacy and Numeracy 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. Please note all syllabus references apply to the most recent or upcoming new syllabuses for implementation in 2004-2005.

Dorling Kindersley readers. 4, Proficient readers [series]

Dorling Kindersley, 2003 (Marvel)

Depicting a character originating from the Marvel comic, created in 1962, this series tells the story of the Hulk. Covering a vast area, these books look at the Hulk, and the social aspects of the time that influenced the creation of this character. Also featured are the stories behind the series, the main characters and the facts behind the fiction. Other Marvel comic characters are discussed in the margins, comparing and linking them to the Hulk. These comprehensive books are suitable for integrating a wide range of activities across several key learning areas, and might add a wonderful dimension to any library, enticing readers to become involved. E. Derouet

USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K-6
 Paper \$8.95

Titles in this series include:

The Incredible Hulk's book of strength SCIS 1131567
The story of the Incredible Hulk SCIS 1131561

JENNINGS, Paul

The Reading bug – and how you can help your child to catch it

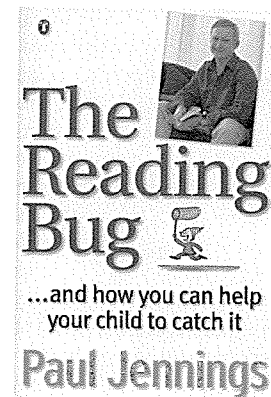
Penguin, 2003

ISBN 014300087X

[028.5]

One of Australia's most popular children's writers uses his speech and educational training to provide advice to adults in his latest

offering. Sidestepping complex jargon, this practical guide is sure to appeal to those who wish to help children read. Each chapter clearly describes specific components of the reading process, and numerous examples are offered to clarify concepts. Illustrations abound, adding humour, and comprehensive lists of suggested reading titles are included to assist in appropriate book selections for children of all ages. Compatible with the whole language model of reading, Jennings also discusses, and discounts, phonics and sight words. This excellent book is an invaluable resource for parents, as well as primary and secondary teachers. H. Gardiner



USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$17.95 SCIS 1140819

Wings [series]

Era, 2003

The successful collaboration between authors and educators has produced this developmental literacy series of Australian texts for early readers. Through fiction and non fiction titles, these texts aim to provide reading opportunities at instructional level, engaging the reader with material that is familiar and accessible. The series has deliberately been designed with Reading Recovery influences. The texts have been banded into colour groups and levelled within each band. A careful selection of titles could also provide material for older students as the books could be used at instructional or independent levels. The language is appropriately supported by photographs and illustrations and a teacher's guide is also available. F. Kyle

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 Paper \$6.60 each

Titles in this series include:

Friday nights SCIS 1138981
Hats SCIS 1138974
Making a boat SCIS 1138972
My skateboard SCIS 1138978
Secret notes SCIS 1138969
Sports bag SCIS 1138976

Bang on the door [series]

Oxford University Press, 2003

Simply and boldly illustrated, with colouring book type illustrations, matte colours, and minimal text, these books are a fun way to help students learn literacy and numeracy concepts. The informality of word choices in *Shark goes zoom* and *Zebra's rainbow* might be confusing for readers looking for an authoritative guide, but some might enjoy the aside comments. Although the counting book is not an emergent book for students learning numbers, and *Zebra's rainbow* is playfully inaccurate with colours, these books

will amuse and provide students with the opportunity to debate the choices made. S. Bremner

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

Titles in this series are:

How many spots, triceratops? SCIS 1140665
Shark goes zoom! SCIS 1140655
Sheep says baa! SCIS 1140659
Zebra's rainbow SCIS 1140667

DK readers [series]

Dorling Kindersley, 2003

Young readers will enjoy these informative books that are part of a four level reading program in this British series which has twenty titles at each level. Providing a great introduction to non fiction texts, the combination of report, recount and explanation styles engages readers and adds to their general knowledge. The design layout, featuring large bold print and fact boxes, makes these resources accessible for the early or struggling reader. The beautiful photography used certainly adds to the appeal, especially in the title, *Amazing buildings*, which could also be used by older students as the content is informative and accessible without being juvenile in its presentation. F. Kyle

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 Paper \$6.95 each

Titles in this series include:

Amazing buildings SCIS 1126615
A trip to the zoo SCIS 1124005

**Picture books**

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

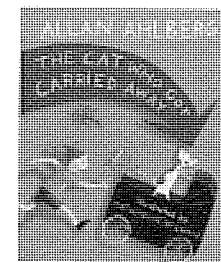
AHLBERG, Allan

The cat who got carried away

Walker, 2003

ISBN 07344596327

Filled with word play and visual humour, this is an entertaining mystery. What has happened to everyone's pets? Are they lost or stolen? A combination of everyday and unusual activities and incidents in the Gaskitt family, keeps the reader guessing until the very end. The liberal, brightly



coloured line drawings and maps scattered on every page, add to and are part of the story, making this publication both a picture book and an early chapter book that begs to be enjoyed and shared by all the family. It also lends itself to being used as a stimulus for discussions regarding the purpose and creation of wanted posters, maps and timetables. N. Chaffey

USER LEVEL: Stage 2 Stage 3
\$24.95

SCIS 1134903

ALLEN, Pamela

Cuthbert's babies

Viking, 2003
ISBN 0670040738

Cuthbert doesn't even want a baby brother, much less four baby sisters! Suddenly no longer a much loved and indulged only child, and longing for the company of boys, he fantasises three big, bad, noisy pirates, loudly expressing his anger, jealousy and fear of rejection. Some realities of family life are treated gently and amusingly, and Cuthbert begins to develop a protective relationship with the new babies. The circular shape of the story provides a satisfying ending for Cuthbert and his mother, and the reader. This highly recommended picture book will be useful in the *Change and continuity* and *Cultures* strands of HSIE for Early Stage 1. W. Smith

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
\$25.95

SCIS 1128191

BOYCE, Katie

Hector the hermit crab

Bloomsbury, 2003
ISBN 0747556288

Hector lives on the bottom of the ocean. He is an incredibly shy creature but one night, while he is sleeping, a flower grows on the side of his shell. Hector does everything he can to rid himself of this horrible addition. He pokes, saws, chops, prunes and even tries to repot it. All his efforts are futile as new flowers keep appearing. Swirls of brightly striped colours dance across the pages and the written text takes on strange directions and angles as it mirrors Hector's actions. These visual images are sure to engage a young audience who will be satisfied by the resolution to this narrative. This picture book would be an excellent stimulus for encouraging discussion during shared reading. J. Hancock

USER LEVEL: Early Stage 1 Stage 1
\$24.95

SCIS 1141676

BRECON, Connah

Sherlock Bones

Lothian, 2003
ISBN 0734404735

This is a clever, intriguing picture book that maintains its simple appeal. Old fashioned type in different sizes spells out a basic lost and found

story that a pre schooler would also enjoy. Bright, glossy illustrations focus on the adorable protagonist, a dog with a moustache. Slightly older children could appreciate, with explanation, the references to the original story of Sherlock Holmes. The colourful double page illustrations reflect the naïve drawings of the young narrator, and complement the exaggerated descriptive passages and use of opposites in such a way that this resource could be a useful stimulus for writing in the classroom. It is pleasing to find a book for very young children that works on many different levels, and adults will enjoy discovering the hidden puns. S. Taylor

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$26.95 SCIS 1125933

COX, David

Hello puppy!

Penguin, 2003
ISBN 0670040568

Was this whimsical picture book inspired by an actual granddaughter and grandfather relationship? Young Bridie is not permitted to have a puppy, so she casts a spell on Granddad and he is transformed into a human sized pup. Still dressed in Granddad's familiar hat and sweater, this pet fills an aching void in Bridie's life. Although he cannot do many things that conventional puppies can, he does have other unique and important skills, such as the ability to buy ice creams. The sparse, yet warmly affectionate, written text spans across four seasons in suitably large font, complemented by soft ink and water colour illustrations. It reminds us that nurtured, imaginative children can grow and flourish just like Mum's beloved seedlings. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1129540

DALY, Niki

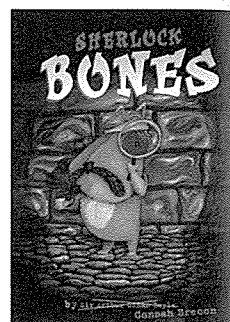
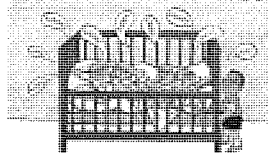
Once upon a time

Lincoln, 2003
ISBN 0711219583

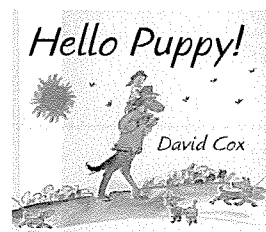
Living in a barren sheep farming community in South Africa, a young African schoolgirl, Sarie, confides in her elderly neighbour, Ou Missus, her fears of reading aloud in class. Illustrated with soft watercolour paintings, the heat and expanse of this rugged environment are well portrayed in this picture book. Although Sarie struggles to read, and she is teased by other students, when she finds the right book, her fears are overcome and the letters and words start to make sense. The book is doubly useful to show empathy with students who are learning to read, while also providing a valuable insight into life and learning in another country. L. Pratt

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$27.95

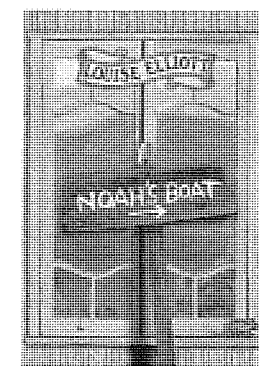
SCIS 1120120

**Cuthbert's Babies**

Pamela Allen



David Cox



ELLIOT, Louise

Noah's boat

Lothian, 2003
ISBN 073440459X

The amazing story of Noah's mission to save the animals of the world from flood is worthy of retelling over and over. Here is a very different Australian version. Noah is depicted as a swagman, and elephants and zebras have been replaced by possums and cassowaries. The illustrations are highly unusual as cartoons have been laid over photographs. Such a mixture of genres does make a rather uneven opening, with the inclusion of neon text and gothic images. As the story unfolds, readers will be drawn into this classic tale with a twist, and inspired to create their own mixed media representations of this delightfully innovative picture book. S. Taylor

USER LEVEL: Stage 1 Stage 2
\$26.95 SCIS 1129538

EVANS, Fran

Little Whale's song

Koala, 2003
ISBN 086461487X

A charming feature of this book is the illustrations. The use of evocative colours allows the reader to join the little whale under the sea. The story is simple: a young whale is separated from his family and, unable to make his own sound, is unable to call them. Meeting a variety of sea creatures in his search, Little Whale introduces the reader to a range of sea creatures and some of their habits. The uncomplicated narrative provides some clear messages about the power of finding one's own voice, and responsibility to oneself. This delightful picture book would work well in a shared reading experience. F. Kyle

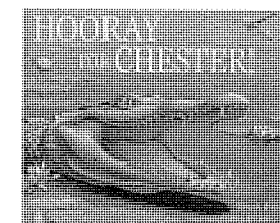
USER LEVEL: Early Stage 1 Stage 1
Paper \$10.95 SCIS 1123608

FOTI, Rina A. & HICKMAN, Ellen J.

Hooray for Chester!

Benchmark, 2003
ISBN 1876615125

Chester the crocodile, a newcomer to Greenbush Swamp, feels left out: an heroic feat soon alters public opinion. Set in a northern Australian wetland, bright acrylic gouache illustrations by Hickman characterise this picture book, in which anthropomorphic bird and animal inhabitants play, embodying the narrative themes of intrusion, rejection, bravery and acceptance. While young readers are relishing the behaviour of lively animal characters and the story's exciting events, teachers will appreciate the opportunities to explore narrative patterns and use of language. The book has a place in discussions of peer



behaviour and group treatment of newcomers, as well as in studies of Australian animals and wetland ecology. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1129551

GONSALVES, Rob & THOMSON, Sarah L.

Imagine a night

Simon & Schuster, 2003
ISBN 0689852185

There is something a little disturbing about the beautifully executed illustrations in this picture book. The works are in darkish blues and browns, suiting the night theme, and this gives the large format images a sombre quality. Gonsalves has used the Escher technique of one image gradually morphing into another, to good effect, although this could be scary as imaginative and moody figures evolve from innocent images. Evocative words accompany the illustrations, but this is primarily an art book, and interestingly, Thomson's text was inspired by the paintings. The aim is to show the imaginative pre sleep world, where the impossible may happen and, in that, the book succeeds very well. K. Ashley

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
\$24.95 SCIS 1141680

GOODHART, Pippa & PAINE, Colin

Arthur's tractor

Bloomsbury Children's, 2003
ISBN 0747550468

Described on the cover as a "fairy tale with tractors and princesses!", this clever and funny picture book certainly satisfies and surpasses expectations. Arthur the farmer is ploughing his field, and tinkering with faulty machinery, almost totally oblivious to the amazing scenes that are unfolding around him. A damsel in distress, Lady Edith, is being pursued by a dragon! Keen eared listeners and sharp eyed viewers will be amazed by the cleverly bizarre departures and clashes of the written and illustrated texts, not to mention the discovery of anachronistic objects and fairy tale character cameos. It is so handy for Arthur that dragon breath makes a great welding tool. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1131693

HARPER, Piers

Snow Bear

Koala, 2003 (A soft-to-touch book)
ISBN 0864614888

A polar bear cub is determined to discover his great white world in this gentle picture book. Snow Bear's impatience for adventure, however, separates him from his mother and it takes a kindly Eskimo girl and a team of huskies to return him to safety. Each double opening reveals an arctic scene depicted in white, frozen blue, and purple with gold touches. At least one part of each scene also contains a touch and feel element. It is possible that this could disrupt the flow of the story. Such gimmicks, similar to pop out

resources

sections, often work best in toddler books where the written text is minimal and there is a greater need for tactile stimulation. S. Taylor

USER LEVEL: Early Stage 1
\$26.95 **SCIS** 1134559

HEIDE, Florence Parry & MEADE, Holly
That's what friends are for

Walker, 2003
ISBN 0744580609

While this picture book's story is very didactic, the colourful, textured collage illustrations, set onto painted backgrounds, give the characters personality and expression while also giving the narrative an engaging and eye catching form. Set in the jungle, an assortment of animal characters, humanised through their actions and thoughts, set out to find a solution to a problem. Young children will enjoy the accumulative repetition of the story, each friend offering advice, and the eventual satisfying resolution. The importance of friendship, and helping a friend in need, is the central theme. The illustrations provide useful examples of shadow and collage techniques for visual arts activities. N. Chaffey

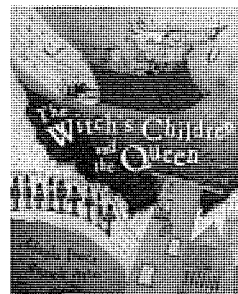


USER LEVEL: Early Stage 1 Stage 1
KLA: CA
SYLLABUS: Creative Arts K-6
\$27.95 **SCIS** 1130400

JONES, Ursula & AYTU, Russell
The witch's children and the Queen

Orchard, 2003
ISBN 1841214167

When the witch's children walk the streets on their way to see the Queen in this appealing picture book, all the buses quiver and hide in flight, especially the number sixteen bus. From the time they board the bus, magic, mischief and mayhem ensue in their quest to reach the palace. Although their intentions are good, their lack of skill and control invariably lead to trouble. The ending is reassuringly satisfying with the message that mum is there to save the day. Bright, colourful illustrations complimented by a clear, bold font add to the humorous storyline, which contains witty, repetitive text, sure to enthuse young readers thirsty for simple, imaginative tales. J. Eade



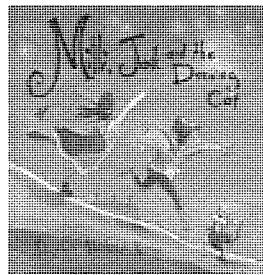
USER LEVEL: Stage 1 Stage 2
\$27.95 **SCIS** 1134610

KING, Stephen Michael
Milli, Jack and the dancing cat

Allen & Unwin, 2003
ISBN 1865087483

This delightful picture book engages readers of all ages in its celebration of creativity and friendship. The importance of artists and artisans is underscored, as a solitary shoemaker, who longs to be free

to create and move beyond the practicalities of her everyday work, meets with a couple of free spirits. These travelling players dance their way into her life, and together they make the ordinary extraordinary, and enrich a community. The water colour, pen and ink illustrations are both whimsical and poetic, creating the setting, giving form to the characters, supporting, and enriching the text while intoxicating the reader with their charm. N. Chaffey

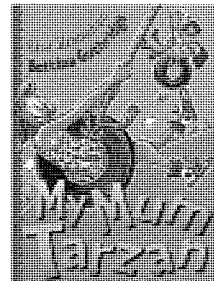


USER LEVEL: Early Stage 1 Stage 1
\$24.95 **SCIS** 1137111

SHANAHAN, Lisa & GUTHRIDGE, Bettina
My mum Tarzan

Hodder Headline Australia, 2003
ISBN 0733614698

Bursting with exaggerated colour and content on each double page spread, this quirky picture book provides glimpses of the exciting lives of the main characters, albeit in their imaginations. Mum is the star, and like many stars, appears larger than life. She is certainly the major figure in her daughter's life and children will enjoy observing and talking about each humorous incident. A shared story at bedtime hints at the fantasy and highlights the loving relationship between mother and daughter. Although only featured once, Dad is also an important part of this loving family. In addition to captivating young children with its outrageous humour, this book will be an excellent resource for a study of the unit, *This is me!* C. Keane

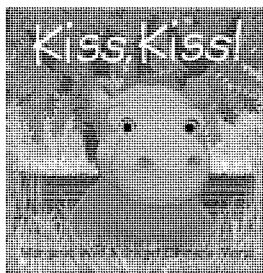


USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
\$27.95 **SCIS** 1134716

WILD, Margaret & STREVEN-MARZO, Bridget
Kiss, kiss!

Little Hare, 2003
ISBN 187700314X

The close physical and social relationship between mother and child is the focus of this picture book for the very young, told from the point of view of the child. Bright, flat, clear acrylic illustrations show a variety of African animal mothers and babies, in their natural settings, as the little hippo protagonist goes wandering. The book's simple message is gently offered, the story has a satisfyingly circular shape and resolution, and the whole text is totally accessible to its target audience. Ideal for parent and child to share, the book may have less relevance for the classroom. W. Smith

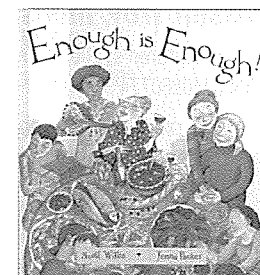


USER LEVEL: Early Stage 1
\$19.95 **SCIS** 1129592

WILLIS, Scott & PACKER, Jenna
Enough is enough

Scholastic, 2003
ISBN 1865045764

Simply going shopping can be difficult if you don't speak the language. This colourfully illustrated narrative, set in an Italian market place, tells the tale while providing opportunities for the teacher to focus on multicultural and anti racism perspectives. Mathematical language is another feature of the book. It could be used as shared reading when discussing how to make new friends, and can also be enjoyed for its humour, with young students eager to find Balthus on each double page spread. This multi faceted picture book would be a valuable inclusion in a school library, being useful for ESL and mainstream students. A. Arnott

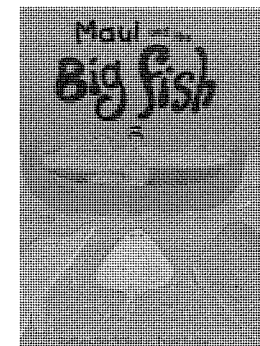


USER LEVEL: Stage 1 Stage 2
\$24.95 **SCIS** 1140650

WILSON, Barbara Ker
Maui and the big fish: a Polynesian creation myth

Frances Lincoln, 2003
ISBN 0711220662 [398.20996]

The legendary Polynesian story of Maui-tiuhanga is retold in this colourful picture book. When just a baby, Maui was cast out to sea by his mother as she thought he was dead. Rescued by the god Tama, he was taken to the underworld where the gods lived. As he grew, Maui wished to live with his mother so, turning himself into a pigeon, he flew to her. Resuming the appearance of a boy, he announced his arrival, but was not welcomed by his brothers who despised him. Hiding away in the canoe one morning, Maui is determined to join his brothers' fishing trip and prove that he is a great fisherman. Clearly told with engaging visual support, this book would make a great accompaniment for multicultural study. E. Derouet



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$27.95 **SCIS** 1138870

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 at 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

***Aussie nibbles* [series]**
Penguin, 2003

For newly confident readers who are eager to read a chapter book, the stories in this series certainly fill a niche. The stories unfold in well constructed short chapters with large font and supportive illustrations: Bad Buster Reed needs a friend; the local community assists in the removal of a huge hole that mysteriously appears in a front yard; and Susie a shy girl, is often bullied, but determined to summon up the confidence to warn a classmate about impending trouble. Young students will relish the opportunities to predict events while enjoying the humour, nonsense and adventure provided by the identifiable, and sometimes exaggerated, characters in these satisfying narratives. C. Keane



USER LEVEL: Stage 1 Stage 2
Paper \$9.95 each

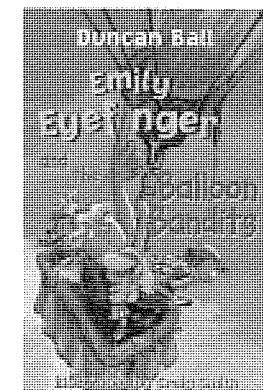
Titles in this series include:

Bad Buster **SCIS** 1119301
The monster hole **SCIS** 1129610
Susie the lifesaver **SCIS** 1137721

BALL, Duncan
Emily Eyefinger and the balloon bandits

HarperCollins, 2003
ISBN 020719940X

Emily Eyefinger is back with more adventures to captivate young readers who love humour with a little mystery and suspense. Emily, born with an eye on the end of her finger, uses this unique feature to save her teacher from embarrassment and possible injury at the opera, and to assist the capture of jewel thieves from a maze. An adventure to the frozen Arctic provides snippets of historical information in yet another adventure. Only one black line drawing for each of the six short stories in this collection provides just enough support for young readers. This entertaining book will not remain on the library shelf for long. C. Keane



USER LEVEL: Stage 2
Paper \$11.95 **SCIS** 1119224

BROOME, Errol

The Judas donkeyFremantle Arts Centre Press, 2003
ISBN 1920731180

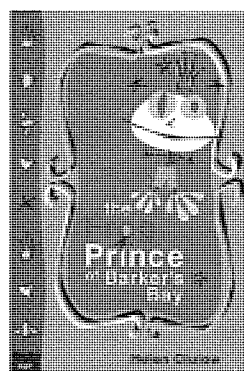
Francesca dreams of owning a horse. However, when Gramps takes pity on a Judas donkey and brings it to live in his backyard, Francesca knows that a horse may be out of the question. How will Francesca overcome the embarrassment of owning a pet donkey? Who will believe that a donkey is just as good as a horse? The light hearted plot moves at a constant pace with selected explanations of environmental issues. Large, clear print, and simple black and white illustrations are also appealing features. Used in the context of independent reading or reading aloud, this engaging novel should prove to be popular with young students. H. Gardiner

USER LEVEL: Stage 2
Paper \$14.95 SCIS 1138788

CLULOW, Helen

The frog prince of Barker's BayUniversity of Queensland Press, 2003
ISBN 0702233358

A modern twist on an old fairy tale works well in this novel and would appeal to the independent Stage 2 reader, or the younger Stage 3 reader. This humorous innovation describes Alison's frog kissing quest and, although the sudden transformation of the frog into almost a prince is a bit of a stretch, once accepted, the underlying theme of loyalty and friendship emerges. Predictable at times, it is a text that should prove a welcome addition to the school library, and handy for that study of fairy tales often undertaken by Stage 3 English teachers focusing on text and context reading outcomes. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$14.95 SCIS 1138014

COGHLAN, Jo

SwitchedFremantle Arts Centre Press, 2003
ISBN 186368350X

Adults could easily dismiss this text as light hearted nonsense. Certainly the plot is far fetched and the characters fairly one dimensional. It is the choice of theme that is important. When twelve year old Garry suddenly finds himself in the body of amateur diving expert, Rorgan Tyne, the important issue of personal identity is raised. Many senior primary students grapple with the notion of who they really are: they dislike their personal appearance and indeed, many harbour a secret desire to be someone else, even if only temporarily. Those needing encouragement to read fiction texts in particular, would find this a perfect vehicle for such an exploration. S. Taylor



USER LEVEL: Stage 3
Paper \$14.95 SCIS 1124112

*Cover designer: Marion Duke, Fremantle Arts Centre Press

COVILLE, Bruce

Russell Troy, monster boyHodder Children's, 2003 (A magic shop book)
ISBN 0340860774

A *what if* story, this will attract developing readers with a taste for fantasy, who want to progress beyond first chapter books, and competent readers looking for a quick read. The nuances of adventure and suspense and the mixture of menace and magic, combined with a young male hero who is struggling with the local bully and inadequate parents, will have wide appeal. This is a cautionary tale, the moral of which is that you need to be careful about what it is you desire and always read the instructions first, then follow them! The result in this story is monstrous Halloween mayhem. N. Chaffey



USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1134588

FIENBERG, Anna, FIENBERG, Barbara & GAMBLE, Kim

Tashi and the royal tombAllen & Unwin, 2003
ISBN 1741140900

Tashi is an unlikely hero for those who have not read his previous adventures. The first of two separate stories in this book recounts Tashi's near death experience at an archaeological site, when he manages to outwit the evil baron and appease the spirit of an ancient warrior. In the second story, Tashi's quest is to retrieve the precious *Book of spells* which contains medical remedies for the people of his village. Gamble's line drawings provide minimal assistance and allow young readers' imaginations to fill in the gaps. These well constructed stories will appeal to those who enjoy adventure with a mix of fantasy. C. Keane



USER LEVEL: Stage 2
Paper \$11.95 SCIS 1137880

GERVAY, Susanne

Super JackAngus & Robertson, 2003
ISBN 0207199183

In this very appealing sequel to *I am Jack*, family life is causing problems for Jack, the twelve year old narrator. When Rob, Jack's stepfather, brings his other son Leo on a holiday to the Gold Coast, Jack finds Leo a trial, while his sister Samantha seems to forget that Rob is not her real dad. The book examines the subject of families from every angle. There are some great character portrayals, such as Jack's Nanna, who only buys bargains and regularly arrives home with very odd purchases. Amusingly told in first person, present tense, and short sentences which verge on



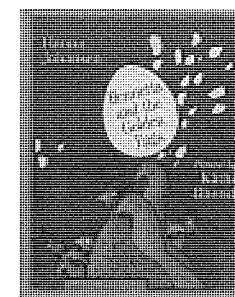
stream of consciousness, the novel's subject matter and style will certainly entertain young readers. A. Soutter

USER LEVEL: Stage 3
Paper \$13.95 SCIS 1143465

JOHANSEN, Hanna & BHEND, Kathi

Henrietta and the golden eggs/ translated by John Barrett. Wakefield Press, 2003
ISBN 1567922104

An unusual tale, translated from German, this delightful narrative will long stay in the minds of those who come across it. Henrietta leads the miserable life of a battery hen but, despite over crowded conditions, she refuses to allow her spirit to be crushed. With shades of the classic *Animal farm*, Henrietta, the smallest of them all, leads the way to a better life. Detailed black and white sketches depict depressing farm life perfectly. Interestingly, the illustrator chose to retain the monochrome effect rather than change to colour after Henrietta finds happiness for her brood, and hence the text remains consistent, both visually and verbally. This delightful book would be a useful addition to any school library. S. Taylor



USER LEVEL: Stage 1 Stage 2
\$29.95 SCIS 1124112

KIMPTON, Dianna

Edison's fantastic phonographFrances Lincoln, 2003
ISBN 0711218641

Students carrying out a study of how information can change the ways people behave would find this an excellent resource. Written in simple narrative form, it tells the story of Edison and the development of his phonograph. The large, colourful illustrations support the text by incorporating technologies of the time, including life without the electric light bulb and many of the appliances we take for granted. The authors have included a one page biography of Edison. A thought provoking resource for classroom shared reading it will stimulate class discussions and student curiosity. It may also be used in a study of the Stage 2 HSIE unit, *The way we were*. J. Hancock



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$24.95 SCIS 1136973

LEESON, Robert

Onda – wind riderWalker, 2003
ISBN 0744590817

A spirit of the air, Onda can only find true happiness if she is successful in performing her special given task, a task that involves uncovering a deception and sorting out the romantic entanglements of four unhappy humans: a prince, a princess, a ploughman, and a

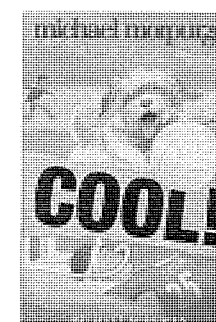
milkmaid. Readers who enjoy the fairy tale genre will find this magical and original story, quite delightful. The writing's poetic quality, gentle humour, and the short action filled chapters, make the tale a good choice for reading aloud. The quirky narrative provides opportunity for discussion about honesty and deceit, love and compatibility, the nature of true happiness, and also the traditional form, characters, and elements of the fairy tale. B. Richardson

USER LEVEL: Stage 2 Stage 3
Paper \$13.95 SCIS 1138203

MORPURGO, Michael

Cool!Collins, 2003
ISBN 0007131046

After being hit by a car while trying to save his beloved dog, Lucky, Robbie lies in a hospital bed trying to wake from a coma. Combining flashbacks of his accident with memories of his parents' deteriorating relationship, Robbie is the narrator of this story. The characters come to life through his eyes as they try for many weeks to rouse him from his comatose state. Robbie's frustrating efforts to respond to the surrounding stimuli will have young readers willing him to succeed. Although not the usual subject matter for young readers, illness and death are important topics for discussion, and this novel manages to broach these in a satisfying and enthralling manner. E. Derouet

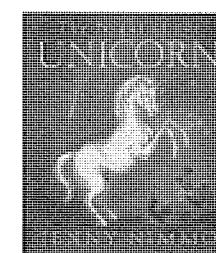


USER LEVEL: Stage 2
Paper \$13.95 SCIS 1128888

NIMMO, Jenny

The night of the unicornWalker, 2003
ISBN 0744590728

Amber is woken by a special occurrence which signals fantastic changes in this animal fantasy set in a rural locality in the United Kingdom. A night of shooting stars heralds the arrival of a unicorn into an engaging community of chicken, dog and cat characters. Influenced by this event are the life and death politics of the henhouse, and the life of an abandoned boy. A mixture of differing facets of family, compassion, friendship and magic, influences the lives and brings together all of the characters, both animal and human, while the menace and omnipresence of a fox add mystery, suspense and drama to the plot. Quaintly proportioned, those who enjoy animal adventures and fantasy will like this book. N. Chaffey



USER LEVEL: Stage 2 Stage 3
\$19.95 SCIS 1138230

PRIOR, Natalie Jane

Lily Quench & the magicians' pyramidHodder, 2003
ISBN 0733616534

Lily Quench will amaze young readers yet again with her daring deeds. She saves Queen Dragon and, with her help, locates the Eye

No - others by author

resources

Stones before the evil magicians find and imprison them. Goodies and baddies are well defined, and a series of complications, with a few twists to taunt the reader's predicting skills, are satisfyingly resolved. These features, combined with a wealth of excellent descriptive passages, enable this book to be used as a model for narrative writing. Black and white sketches by Janine Dawson are scattered sparingly throughout to support the text without being overpowering. This fantasy adventure will appeal to old and new fans of the series, while the hint of another adventure will have them impatiently waiting for more. C. Keane

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1140684

A Steve Parish story book [series]

Parish, 2003

Intended for the very young, this series uses photographic montage to illustrate quaint stories written by Rebecca Johnson. Featuring some of the less familiar Australian native animals, parts of each narrative have a factual base, but much of the antics of and interactions between the characters are humanised and fictional. Although the animal characters in these stories are not clothed, the tone is reminiscent of Beatrix Potter's animal adventure stories. The large type and eye catching colour photography, which dominates each page, combine well with the small format to make these resources manageable for little hands. The alliteration used in the titles may assist teachers when introducing single sounds. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$4.95 each

Titles in this series include:

<i>Bilby's burrow</i>	SCIS 1124322
<i>Clever clownfish</i>	SCIS 1124317
<i>Cranky crocodile</i>	SCIS 1124312
<i>Little devils</i>	SCIS 1124320

THIELE, Colin

Wedgetail

Lothian, 2003
ISBN 0734406045

Fact and fiction are woven together to inform and challenge the reader to appreciate differing points of view, and eventually form their own viewpoint. While the interplay of issues concerning the conservation of the landscape and native fauna, along with the impact of human activities on both, are timely and current, the style of the writing is that of a traditional narrative. Focusing on the life of an abandoned wedgetail chick in a national park, the ensuing complications for all concerned become the action of the plot. This emotive story could be used as a catalyst to debate conservation issues or as an enrichment activity when working toward *Environments* and *Living things* outcomes. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$14.95 SCIS 1140669



Fiction for older readers

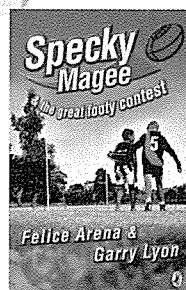
Resources are arranged alphabetically by author.
Some of these items are also suitable for upper primary students.

ARENA, Felice & LYON, Garry

Specky Magee & the great footy contest

Puffin, 2003
ISBN 014330061X

Thirteen year old Specky Magee loves football, and he is the star forward in his Australian Rules football school team, in this simple, enjoyable novel about friendship and teamwork. Everything changes when the bully Derek joins the team, joined on the sideline by his aggressive and bombastic father. In playing the game and keeping his friends, Specky battles Derek when the great footy contest begins. This novel deals with the issue of bullying and making choices when the odds are against you, and is the second novel about the adventures of Specky Magee. The dilemmas faced by Specky will appeal to young readers, even those who do not follow Australian Rules football. F. Campbell



USER LEVEL: Stage 4
Paper \$14.95 SCIS 1123998

BERTAGNA, Julie

Exodus

Macmillan Children's Books, 2003
ISBN 0330420887

In the not too distant future, the world's population must search for new habitats as rising oceans submerge the land. Caught in the midst of environmental disaster is fifteen year old Mara. With her homeland slowly drowning, she must lead her fellow islanders on a dangerous voyage to the sanctuary of New Mungo, a towering metropolis. Unfortunately, the dream of discovering a safe haven is quickly shattered. The beautifully crafted plot explores many themes, including survival, alienation, and segregation. Featuring strong characterisation and dark settings, this powerful novel offers a sense of hope, despite the overwhelming challenges of a sterile and oppressive world. It is an engrossing read. H. Gardiner

USER LEVEL: Stage 5
Paper \$14.95 SCIS 1140821

BROOKS, Karen R.

The book of night, Cassandra Klein

Lothian, 2003 (Takeaways)
ISBN 073440509X

On the brink of Hallowe'en it is said that whoever is born of a spellcaster and a Dolreadan will mend the broken heart of this

world. Young Caz Klein fits the bill exactly, and must journey off the world of Dolreada to restore the magical world of Morphea, while her magical mother lies helpless, beneath the waters in ailing Atlantis. Characters, concepts, and events of Russian, Norse, Celtic, Gaelic, and Ancient Greek mythology have been expertly blended in this third book of the Morphea stories. A twenty page glossary provides information about mythological references. As with all quests this journey of friends challenges the protagonists and generates change of a most fundamental kind. W. Bowie

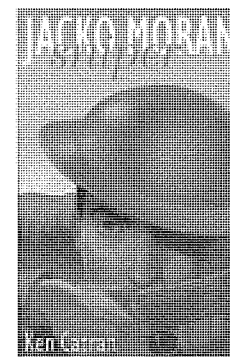
USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1139032

CATRAN, Ken

Jacko Moran: sniper

Lothian, 2003
ISBN 0734405510

As a result of his exposure to mustard gas during his time serving in the trenches in France, Jacko Moran, 43 years of age, is dying from a serious lung infection. He relives his war experiences with mixed emotions. With his mother dead and an uncaring, alcoholic father, he has nothing to lose when he joins the army to fight in Gallipoli and France. A natural fighter, this New Zealand soldier becomes known in the German ranks as *Todeshund*. Readers are plunged into a descriptive account of the horrors of war as ghosts of Jacko's past come back to him as he is dying. The reader and Jacko are immediately connected, and although his death is inevitable, it is also tragic. E. Derouet



USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1137114

COLFER, Eoin

Artemis Fowl: the eternity code [sound recording]

/ read by Adrian Dunbar. Penguin, 2003 (Puffin audiobooks) (210 min.)
ISBN 0141804912

The third book in the popular Artemis series is given a lively, entertaining, and upbeat reading here. Well known characters with previous histories: Holly Short, Mulch Diggins, and Butler, make reappearances, which may confuse those who have not encountered Artemis before. The combination of American gangsters, fairy folk, Irish mythology, futuristic technology, and the cunning Artemis, is a high interest vehicle for the many voices of Adrian Dunbar. Themes of greed, environment, and family, enhance this multilayered text. The recording would appeal to students who find reading a challenge, while avid readers would be given an added dramatic dimension to the nefarious world of Artemis Fowl. B. Hull

USER LEVEL: Stage 4
\$24.95 SCIS 1141132

CRUTCHER, Chris

Staying fat for Sarah Byrnes

HarperCollins, 2003
ISBN 0060094893

The author's gift for quirky language will appeal to teenagers in this story of the friendship between Eric, a fat boy, and Sarah, a girl badly scarred by facial burns. Both are outcasts through their schooling because of these visual differences. The story, told in first

person and present tense by Eric, relates what happens when Sarah, the tougher of the two, succumbs to the pressure. Eric tackles his weight by swimming, and the novel also explores the issues of bullying, body image, religion, and domestic violence. There are some confronting descriptions of physical abuse. The text is a great read, but some caution may need to be exercised by teachers of younger students. A. Souther

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1126898

DISHER, Garry

Eva's angel

Hodder, 2003
ISBN 073361535X

Matt, a young restorer, working and studying in Venice, meets Eva Hicks, an ingenue and another expatriate Australian, hopeful of furthering her vocation in this city redolent of human artistic endeavour. Their youthful vigour and enthusiasm contrasts the domain of art majordomo Nye, whose Australian government patronage stifles all but the least creative of his coterie of acolytes. Amid the beautiful scenery of Tuscany, evocative descriptions of Venice, and Carnevale, a powerful mystery unfolds with a full range of delicious characters who are drawn with tightly restrained passion. Teachers should note there are sexual references, pornography, and date rape scenes in the novel. Students accessing this book should be reminded of sources of support within the school, should the book raise any concerns for them. W. Bowie

USER LEVEL: Stage 6
Paper \$16.95 SCIS 1137123

DUBOSARSKY, Ursula

Abyssinia

Penguin, 2003
ISBN 0670041092

Two young sisters, inseparable in a bizarre world, live amid strange happenings, even stranger characters, and bewildering disappearances. A doll's house and its dolls, which seem to emulate the lives of the weird family who own it, feature in this mystifying and haunting story which leaves one confused and puzzling over what it was really all about. One certainly stops to ponder about what appears to be happening, about the strangeness of the characters and the consequences of the baffling disappearances. Well crafted, as always, by this respected author, avid readers will doubtless enjoy this thriller set in the fictional world of Abyssinia, even though they may end up feeling somewhat perplexed. M. Busch

USER LEVEL: Stage 5 Stage 6
Paper \$18.95 SCIS 1134490

FISHER, Catherine

The Snow-walker trilogy

Red Fox, 2003
ISBN 0099448068

Three fantasy books in one package will appeal to readers interested in Norse mythology and sagas. The book is a fascinating read. As we journey through the fantastic, snowy wilderness of the far north, into the regions of Hel. Kari, son of the wicked Snow-walker queen, Gudrun, battles against her icy grip for his soul and ultimately the fate of humankind. Helping Kari is a young heroine, Jessa, who reveals physical and mental strength fighting a variety of foes. One of the charms of this trilogy is the quotations from Norse

poems, which may inspire young readers to explore this area of literature in the form of texts such as *Voluspa* or *Njal's saga*. H. Cobban

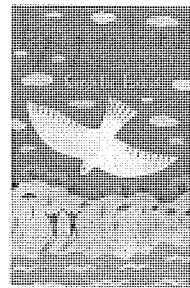
USER LEVEL: Stage 5
Paper \$18.95 SCIS 1132723

FORBES, Curdella

Flying with Icarus and other stories

Walker, 2003
ISBN 0744590671

A Caribbean setting gives these seven short stories a flavour curiously reminiscent of Brer Rabbit and Brer Fox. Actually it is not the setting, but the language used by the characters and through the descriptive, emotive passages, which evokes this feeling. In traditional Jamaican tales, Icarus was a man who flew too close to the sun and burnt his wings. In the title story of this book, a girl going through the trauma of her parents' divorce cares for an injured seagull which she names Icarus. Young readers will develop empathy for this character and others, many of whom are also children. These stories will read very well aloud, allowing much scope for voice characterisations by an enthusiastic adult reader. The author has a wonderful way with words. A. Beedles



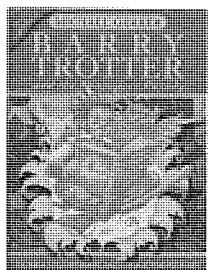
USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1136767

GERBER, Michael

Barry Trotter and the shameless parody

Viking, 2003
ISBN 0670041475

Barry Trotter, the laziest, oldest, and most famous student at Hogwash School for Wizards, goes to seek the help of J. G. Rollins in an attempt to stop Hollywood tampering with his story. Written in the style of *Hitchhiker's guide to the galaxy*, this increasingly silly and convoluted book sends up everyone and everything in the Harry Potter industry. The author has had a lot of fun writing it, and it is occasionally very clever and very funny. Sexual innuendo, adult language, and elevated satirical references make this an adult book, and it will be fully appreciated by those who like their satire topical and densely woven, and who perhaps seek a slightly darker, humorous adult side to Harry Potter. C. Thomas



USER LEVEL: Stage 6 Community Professional
\$19.95 SCIS 1136904

HEARN, Lian

Grass for his pillow

Hodder, 2003 (Tales of the Otori 2)

Maintaining the momentum and tension built in the first title of the trilogy, this sequel to *Across the nightingale floor* continues the adventures. A well researched quest set in feudal Japan, it features strongly drawn characters, female and male. Conflicting aspects of identity and loyalty unravel as key protagonists face significant challenges and seek personal peace as their destiny unfolds. The work subtly explores themes such as love, friendship, social expectations, betrayal, revenge,

peace, war, and the place of men and women in society. There are spiritual elements and special powers possessed by particular groupings which enrich the whole. There are some well written semi explicit sexual descriptions in context. This is a powerful, probing work offering many discussion points. C. Foley

USER LEVEL: Stage 5 Stage 6 Professional
Paper \$29.95 SCIS 1122577

HICYILMAZ, Gayle

Pictures from the fire

Dolphin Paperbacks, 2003
ISBN 1858818966

Emilia and her family, Romanian gypsies, have fled persecution in their homeland to seek a better life in another European country. The family soon realises that nowhere is safe. It is the constant struggle for happiness that leads Emilia to create a pictorial journal of the suffering she endures at the hands of strangers and her parents, who lock her in her room. Pertinent to contemporary global events, this haunting novel highlights the dehumanisation of refugees. Used with careful planning, it is sure to generate a great deal of discussion amongst older students regarding human rights, racism, and the need for tolerance. H. Gardiner

USER LEVEL: Stage 5
Paper \$14.95 SCIS 1140337

HOFMEYR, Dianne

The waterbearer

Hodder Children's, 2003 (Hodder silver)
ISBN 0340854448

Vivid, dramatic, and gripping, this tale recaptures the romance and adventure of the courageous Shirazi Persians and Omani Arabs who sailed on the monsoon winds down the coast of Africa. Shipwrecked Maji, who has sailed from northern Kilwa, is captured by traders from the Kingdom of Gold, and marched inland to slavery within the drought stricken city. Only the discovery that he has water divining talents saves his life, and when the opportunity arises he escapes. The fierce beauty of the African sea and landscape is beautifully evoked in lyrical prose offering a sense of history, adventure, mystery, excitement, and a touch of young romance. Maps of the African coast, trade routes, and the kingdom, are included. B. Richardson

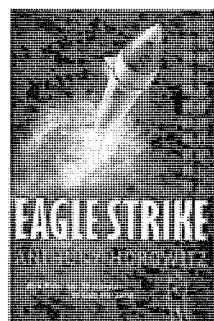
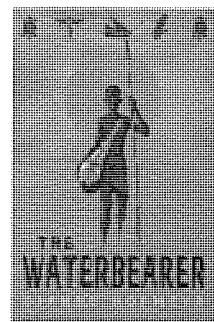
USER LEVEL: Stage 3 Stage 4
Paper \$17.95 SCIS 1139866

HOROWITZ, Anthony

Eagle strike

Walker, 2003 (Alex Rider series)
ISBN 0744590574

Alex Rider is a reluctant fourteen year old MI6 agent, akin to a young James Bond, in the fourth book of his adventurous life in espionage. While holidaying in the south of France with his friend Sabina, an extraordinary series of events unfold, and Alex is again drawn into a world of espionage, danger, nuclear terror, and a fight to save the world. The sinister and



twisted Damian Cray, pop star, human rights campaigner, and the power behind *Gameslayer*, a new computer game console, leads this reign of terror. This will be an enjoyable read for adolescents, as Alex Rider's adventures provide mystery and suspense, with a final shocking twist, possibly leading in to another instalment. F. Campbell

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1138121

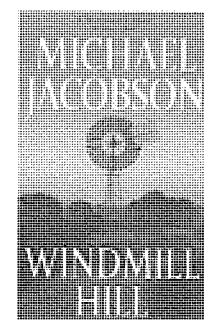
JACOBSON, Michael

Windmill Hill

Hodder, 2003
ISBN 0733617573

Set in Tasmania's west coast, with links to war torn Europe during World War 1, the novel's simple style and gentle descriptions will absorb readers' emotionally into the plot. This poignant tale about relationships has a journey as its central theme, as, on a number of levels, it traces a grandfather and grandchild's physical journey and developing relationship. The text would be valuable support material for the *Area of Study: The Journey* in the *English Stage 6 syllabus*, as the grandfather has an emotional journey of remembrance, and the grandson is on a journey of self discovery. A range of supplementary issues including friendship, war, illness, and ethics, offers a variety of classroom applications. B. Kervin

USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1114581



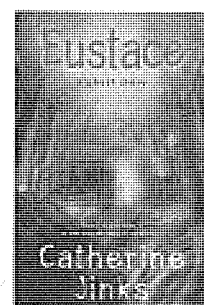
JINKS, Catherine

Eustace: a ghost story

Allen & Unwin, 2003
ISBN 174114079X

Allie knows that her school camping trip to the gold rush town of Hill End will not be a typical excursion. Her eccentric mother has decided to accompany the group as a supervisor, and handsome Jesse Gerangelos still does not notice Allie's existence. In addition, Allie realises that supernatural forces may be responsible for the unexplained events dogging the students. Although the plot maintains a steady pace, and builds mystery, some incidents seem to occur without explanation. Dialogue is handled well. Teachers should note that there is some assumption students will have read the preceding title, *Eglantine*, as reference is made to previous happenings. H. Gardiner

USER LEVEL: Stage 3 Stage 4
Paper \$13.95 SCIS 1134489



KNIGHT, Kathryn

Watershed

Lothian, 2003 (Lothian YA fiction)
ISBN 0734405103

Identity and independence, loss and change, friendship, rights and responsibilities, risk taking and consequences, are some of the concepts explored in this very readable novel. Lin and Leni find it difficult to adjust to Lin's forced move to the outskirts of the city. Leni, feeling bereft of support and frustrated by the restrictions imposed by her Greek family, runs away, and with Lin's reluctant

help, finds a hiding place in bushland near her friend's home. There she becomes closely involved with Lance, another alienated teenager. The complexity of the issues facing the teenagers, the frustrations of Leni, and the mixed emotions of Lin to her friend's actions and the position she has been placed in, are honestly and realistically portrayed. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$16.95 SCIS 1137118

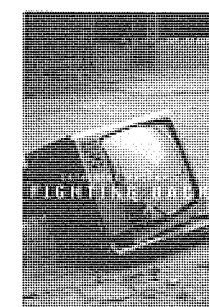
MACPHAIL, Catherine

Fighting back

Bloomsbury, 2003
ISBN 0747563365

The great strength of this novel is the characterisation. It is the story of a girl and her mother, forced to move to a thirteenth storey flat on a notorious council estate after losing their comfortable home as a result of a bitter divorce. They are harassed by one family but find that most of their neighbours are kind, decent people. Set in Glasgow, this fast paced narrative reveals ordinary people standing up for their rights, refusing to be intimidated and overcoming their fears to challenge bullying. The story is told by Kerry, the daughter, who is at times critical of her mum but also sees her strength. Dealing realistically with topical issues, this book will be enjoyed by thoughtful readers. A. Soutter

USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1137780



McCOMBIE, Karen

In Sarah's shadow

CollinsFleming, 2003
ISBN 0007126808

An intriguing story, with its motifs of light and shadow, this novel deals with the themes of sibling rivalry, family relationships, love, and friendship. Issues of parties and teenage sex are also touched upon. The change of narrators and their differing perspectives on the same situation is an absorbing technique, challenging readers to question their own perceptions and interpretations of people and events. Issues covered revolve around perceptions: of one's self, peers, friends, and family. It is a thought provoking novel, which readily lends itself to class reading and discussion. B. Hull

USER LEVEL: Stage 5
Paper \$15.95 SCIS 1126216



MASSON, Sophie

The tempestuous voyage of Hopewell Shakespeare

Hodder Children's, 2003
ISBN 0340865814

Drawing upon Shakespeare's plays for inspiration, this unusual novel moves from the seedy streets of Elizabethan London to the entrancing Globe Theatre, and on to the fictional and mystical Lost Island. Readers follow Shakespeare's kinsman Hopewell, as he seeks adventure on the high seas to escape the dreariness of

everyday life. Along his journey, he meets a host of elusive and dastardly characters. Intertextuality is a key characteristic of the intriguing plot, with numerous textual elements reflecting *The tempest* and *Twelfth night*. Confident readers could be challenged to identify the implicit references to other Shakespearean works. English teachers should find this versatile novel an ideal inclusion on the Stage 5 reading list. H. Gardiner



USER LEVEL: Stage 5
Paper \$17.95 SCIS 1140670

MORGAN, Damian

Gil's quest ✓

Koala, 2003
ISBN 0864615523

Originating in Mesopotamia and dating from 2000 BC, the epic of Gilgamesh is lyrically retold here, offering some insight into early Middle Eastern culture and the flowering of civilisation. In the traditional nature of the quest, the spoilt and self-centred Gil sets out on an exciting and dangerous journey. He returns a wiser and better young man, more ready and more suited to take on the duties attendant to the throne he has inherited from his human father. The eye catching cover invites reader attention, and the fast paced, action packed story holds the attention from beginning to satisfying conclusion. Themes explored include: man and nature; death; love; friendship; adventure; and combat. B. Richardson



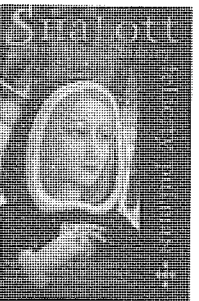
USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1135154

PULMAN, Felicity

Shalott: the final journey

Random, 2003.
ISBN 174051856X

Called back in time to Camelot to save Guinevere and Lancelot's baby, Callie is immersed in turmoil. Upon her return, she becomes separated from her group but is determined to fulfil her quest. After enduring her own dramatic journey and returning home, she is horrified to discover that her companions are still trapped in the past. Callie witnesses her companions' danger through the screen of her computer, and is frustrated by her own inability to reach them. Can Callie rescue them without sending them into cyberspace forever? Although this is the last title in the series, it is not necessary to have read the previous two to enjoy this gripping tale with its unexpected yet satisfying ending. E. Derouet



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Paper \$15.95 SCIS 1137125

SHILLITOE, Tony

Caught in the headlights

HarperCollins, 2003
ISBN 0207199167

The mallee country between Adelaide and Melbourne is the isolated rural setting of this novel; the perfect backdrop for a

quintessentially Australian thriller. Told in the present tense by country boy Adam, this very competent narrative relates how the arrival of city bred Josh and his tragically unhappy and angelically beautiful sister Megan, causes some problems. Ordinary country life is exposed amid a wave of drugs in school, illegal spotlight shooting, barn burning, and a skeleton in a disused well. There is challenge, mystery, resourcefulness, and adventure, in this powerful presentation of adolescent consciousness. W. Bowie

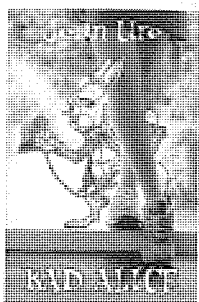
USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1136318

URE, Jean

Bad Alice

Hodder Children's Books, 2003
ISBN 0340817607

Ure is a master of dialogue, and she uses that skill to tell the story in this sad novel. The thirteen year old narrator, Duffy, has Tourette's syndrome, and his new friend, mad Alice, is temperamental and unloved by all. Their friendship, the issue of being misunderstood by adults, computers, and Christianity, are explored while Duffy stays with his nan over summer. The characters are rounded, the dialogue works, and the plot develops while the reader is allowed to think about the way things are going. In a sophisticated Cormier like tale within a tale, Alice reveals sexual abuse by her adoptive father to Duffy in a parody of *Alice in Wonderland*, and he in turn seeks and receives help from his grandmother. This issue and Duffy's social isolation are resolved realistically. C. Thomas



USER LEVEL: Stage 6 Community
Paper \$17.95 SCIS 1138876

Information, poetry and drama

Resources are in Dewey order.

Aboriginal education K-12: resource guide

NSW Dept. of Education and Training, Professional Support and Curriculum Directorate, 2002 (Release 2003)
ISBN 0731381653 [016.994]

ABSTRACT

Containing approximately 400 reviews of resources related to Aboriginal studies, the resource aims to help teachers choose texts which are relevant and culturally appropriate. Reviews cover all media and contain key aspects of the text, with the most appropriate stage and syllabus usage noted. **Easy guide & curriculum links** pages illustrate the cross curricula potential for each text. The resource also includes: notes on the consultation process used in its creation; a **Glossary** of the correct terms to use when referring to Aboriginal peoples and their culture; and a list of **Selection criteria** for schools collecting resources for the teaching of Aboriginal Studies, Aboriginal perspectives and the mandatory content components of new Years 7-10 syllabuses. C. Thomas

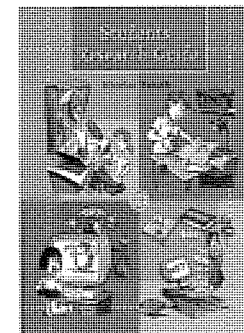
USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6
Paper \$24.00 SCIS 1092008

BRASCH, Nicolas

Students' research guide

Harcourt Education, 2003
ISBN 1740707710 [025.04]

This research guide, directed at students and teachers, simplifies the process of finding relevant resources, by selecting and using the best tool for the job. Basic research steps from definition through to presentation are covered. Varieties of information sources, often overlooked by primary students, are discussed, including newspapers and magazines, and using the phone book and the Internet to locate organisations is also mentioned. **Think about it** encourages students to be careful about sources of information, particularly on the Internet, and to be aware of possible author bias. Attention is also given to bibliographies and the issues involved with plagiarism. Clear activity sheets, **Contents**, **Glossary** and **Index** make this book very user friendly. A. Beedles



USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$24.20 SCIS 1134882

Amazing achievements

/ edited by Matthew Turner. Kingfisher, 2003 (Facts & records)
ISBN 0753409368 [030.2]

Students needing literacy support will surely find stimulation in this well designed publication. Six colour coded chapters cover our world through the aspects of **Civilization**, **Culture**, **Science and technology**, **Engineering**, **Sport and Exploration**, and **Endurance**. The **Contents**, **Index** and **Glossary** make the information very accessible while **Databank** and **Facts and figures** boxes provide bite sized pieces of information which will not overwhelm young readers. Information is recent, with some records and feats from 2002 being recorded. The busy format uses photographs and illustrations to good advantage. In particular, readers needing encouragement will find much to capture their attention in this dynamic book. A. Beedles

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$14.95 SCIS 1123239

PRIESTLEY, Chris

Witch hunt

Hodder Children's Books, 2003
ISBN 0340860561 [133.4]

Using dialogue and events taken from the court records, this interesting and insightful text tells the story of the Salem witch trials in Massachusetts, 1692. The composer skilfully delineates the historical

context for the trials, and takes great care to accurately recount what really happened during this tragic episode. The language and style are accessible for a teenage audience, and the story of the trials is presented in a coherent, though somewhat detached, manner. Priestley's text would serve as an excellent resource for examining the themes of injustice, violence, and power, and for providing background knowledge to Arthur Miller's play *The crucible*. A. Anderson



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$16.95 SCIS 1136912

No body's perfect: stories by teens about body image, self-acceptance, and the search for identity

/ compiled by Kimberley Kirberger
Scholastic, 2003
ISBN 0439426383 [155.5]

Dealing with many of the issues which confront teenage girls, the book has 24 steps of goals and guidance, such as **Give yourself a break**; **Embrace your uniqueness**, and **Go beyond your comfort zone**. The author uses compelling stories, essays, and poems written by American teenagers, as well as personal stories and advice to illustrate each step. Issues such as eating disorders, drug use, depression, and self esteem are confronted in an overall theme of self and body acceptance. The book offers teenage and adult readers valuable insights, and encourages self acceptance through the experiences of others. This will be a valuable addition to any high school library. M. Busch

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$18.95 SCIS 1129814

RIMM, Sylvia B.

See Jane win for girls: a smart girl's guide to success

Free Spirit, 2003
ISBN 1575421224 [158.1]

From the author's interviews with 1000 American women, comes this follow up to the two *Jane* books for adults. Covering strategies the women used while growing into successful adults, the book addresses pivotal issues affecting young people, such as goal setting, self esteem, coping with change, and managing relationships. The book's theme, that anything is possible, is especially important for those girls whose progress may be impeded by narrow conceptions of gender. Information and advice is practical, and presented in a readily accessible style. Parents and teachers will find this text interesting. A. Anderson

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$29.95 SCIS 1141634

All prices in the availability statement include GST.

GANERI, Anita

A year of festivals [series]

Franklin Watts, 2003

Introducing the main religious festivals throughout the year, the fascinating story behind each is detailed in this series. Further descriptions about how the festivals are celebrated around the world today, illustrate their similarities and differences and the cultures of each country. Colourful photographs and quotations from the religious books give students practical and simple information about these celebrations. Exciting activities allow students to learn more through participation. A glossary of terms defines keywords in each religion and further resources, including web sites, are listed. This practical series provides suitable support for the *Cultures* strand, of the *HSIE K-6 syllabus*. Attractively presented and easy to read, this series lends itself to research and skill development. L. Singleton

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$32.95 each

Titles in this series are:

Buddhist festivals through the year SCIS 1131604
Christian festivals through the year SCIS 1125696
Hindu festivals through the year SCIS 1127175
Jewish festivals through the year SCIS 1127177
Muslim festivals through the year SCIS 1125698
Sikh festivals through the year SCIS 1131579



PELUSEY, Michael

Australian people and their beliefs [series]

Macmillan, 2003

The aim of this series is to introduce students to the six major religions practised in Australia. This well presented series of hardcover texts supports the *Cultures* strand of the *HSIE K-6 syllabus*. Each book studies one of the major religions: *Buddhism, Catholicism, Greek Orthodox, Hinduism, Islam* and *Judaism*, and, using a child as the focus of a case study, outlines the day to day life of a child growing up in the religion in Australia. The series provides an overview of topics such as the history of the religion, beliefs, holy book, food, marriage and death traditions. The language is accessible for students to use in research and to form a foundation for future study in the area. L. Singleton

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$27.95 each

Titles in this series include:

Buddhism SCIS 1135640
Catholicism SCIS 1135638
Greek Orthodox SCIS 1135600
Hinduism SCIS 1135647
Islam SCIS 1135644
Judaism SCIS 1135653

COOPER, Gilly Cameron

How the world beganAnness, 2003 (Myths and legends from around the world)
ISBN 0754810712

[291.2]

Beautifully illustrated, with insets of maps, photographs, drawings, and historical data, this overview of creation stories includes myths

from West Africa, Egypt, Babylon, India, Borneo, and Polynesia. The Dreamtime of Aborigines is clearly dealt with in the format of a father taking his son on a journey to pass on his knowledge. The myths provide a unique insight into the ethnic groups who believed in them, and a glossary assists the reader with a quick reference to gods and mythological terms. The book supports outcomes in English where resources must give students insight into the Aboriginal experience, as well as literary and cultural heritages from other countries and times. F. Campbell

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
 \$14.95 SCIS 1127854

Dreaming narrative [series]

Working Title, 2003

These strong narrative tales tell us something about the environment and Aboriginal beliefs, while exploring moral and ethical behaviours. The spotted cat is a wonderful cross cultural collaboration which tells of the quoll who kills a monster to restore order to the country. The magic fire of Warlukulangu is a creation story involving family obligations, as well as a classic tale of deceit and revenge. Each story is boldly illustrated by Northern Territory school students, with a short and poignant text that smoothly moves the story along. Also included are useful background notes to the narratives' cultural and geographical place in Aboriginal society. B. Corr

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 Paper \$11.95 each

Titles in this series include:

The magic fire of Warlukulangu SCIS 1126902
The spotted cat SCIS 1126907

NUSBACHER, Aryeh S.

War and conflict

Heinemann Library, 2003 (Just the facts)

ISBN 0431161453

[303.6]

That we live in violent times is a huge political, social and cultural issue, so looking generally at war and conflict as the issue in itself, rather than a history of a specific conflict, may support informed consideration and understanding. Following the series pattern of well illustrated double page thematic bites, this timely book discusses the history, nature, weapons, impact and consequences of conflict. Attitudes about, and efforts to prevent or redress conflict, are also considered. The orientation is slightly European, and most issues are dealt with through examples, which, while effective, could lead some readers to miss the general points. Statistics, contact organisations, and a glossary are provided. G. Spindler

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
 \$36.30 SCIS 1131810

MONTANO, Josie

Stuff they don't teach you at school

Thomas C Lothian, 2003

ISBN 0734404603

[305.235]

Many of the problems confronting adolescents are dealt with in this fun dictionary. There is plenty of information and some good

advice on teenage issues, dealt with in an amusing and entertaining way. Typical topics include: chocolate, family, hangovers, sex, drugs, exams, depression, problem solving, and stalking. Each entry has a dictionary definition, followed by the author's definition and explanation, with suggestions on what to do or not to do. The book offers a light hearted response to teenager's questions, and should be seen in this light, as its treatment of serious issues such as rape and homosexuality is not particularly helpful. M. Busch

USER LEVEL: Stage 4 Stage 5
 Paper \$16.95 SCIS 1118200

WALKER, Kate & ARGAET, Elaine

Spies and spying [series]

Macmillan Education Australia, 2003

A variety of aspects are explored in this well presented series with detailed contents, clear headings, short sentences, plenty of visual information, and support material. Each double page topic uses a narrative style with graphics and photographs to present information, plus background and vocabulary information about the topic. Information is well researched and includes new material such as the Navajo code talkers. There are Australian links including the Krait mission; attack on the Rainbow Warrior in NZ, and the Sydney Olympics. The series is a valuable tool for a range of classroom uses, from the historical aspect of spying, to the development of mathematical codes, and the use of technology in spying. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10
 \$27.95 each

Titles in this series are:

Famous spy cases SCIS 1129726
So you want to be a spy SCIS 1129609
Spies and their gadgets SCIS 1129614
Spies in history SCIS 1129600
Super spies of World War I SCIS 1129730
Super spies of World War II SCIS 1129732

World of knowledge [series]

Belitha, 2003

Each book in this worthwhile series looks at information from a world wide perspective. The seven or eight chapters in each book focus on a specific aspect of the topic including: advances and changes though the ages in **Medicine**; aspects of civilisations in **Inventions**; or differing geological and geographical perspectives in **Changing landscapes**. Students will find much of the information stimulating because of the references to famous people or places. Each paragraph develops from fairly simple to more complex concepts and these are often in an historical order. The books would be most useful as a whole school resource, as there is material that is cross curricula in each. D. Low

USER LEVEL: Stage 2 Stage 3 Stage 4
 \$36.30 each

Titles in this series include:

Changing landscapes SCIS 1131516
Inventions SCIS 1131512
Medicine SCIS 1131510

Joe's conference [videorecording]

Boathouse, 2000 (15 min.)

ISBN none

[345.944]

Joe steals a car, and in dealing with the consequences, he faces the choice of attending court or participating in a youth justice conference. Modern images and contemporary music support a range of challenging themes, with an emphasis on the victims of crime, youth conferencing, legal aid, and juvenile crime. In the course of the story, authentic recounts from young people who have participated in similar programs assist in reinforcing key ideas through real life experience. The program would make suitable and pertinent viewing for teenagers given the issues with which it deals. It has specific application to the subject *Law*, in Commerce Years 7-10, and might also prove appropriate to the Focus study, *Crime*, in Legal Studies Stage 6. A. Fisher

USER LEVEL: Stage 5 Stage 6 Community
KLA: HSIE
SYLLABUS: Commerce 7-10; Legal Studies Stage 6
 \$49.95 SCIS 1117932

BRASCH, Nicolas

Drugs in Australia [series]

Echidna, 2003

The volumes in the series offer straightforward information on common drugs within Australian society. Cocaine, amphetamines, and drugs relating to medical research are the focus here. The information relays the main facts without overly dramatising the issues involved with use and abuse. Concise sentences and colourful graphics make these books easy to read for students involved at all stages of high school education, particularly those completing work in the PDHPE syllabus. Whilst consistently highlighting potential health issues, the absence of judgemental statements is of benefit for many students who often mistrust hyperbole or scare tactics. This series is recommended as a valuable resource. R. Cox

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
 \$29.70 each

Titles in this series include:

Amphetamines SCIS 1142695
Cocaine SCIS 1142698
Drugs and medical research SCIS 1142706
Drugs in medicine SCIS 1142711

BRUCE, Jill B

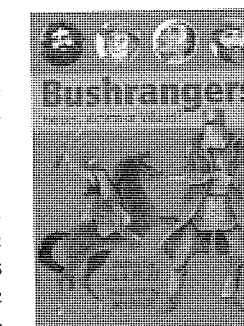
Bushrangers: heroes, victims or villains?

Simon & Schuster, 2003

ISBN 0731811917

[364.1]

Although not supported by explicit subject matter in the *HSIE K-6 syllabus*, the stories of some bushrangers are relevant to aspects of the syllabus: the development of democracy; significant Australians; the difficulties and hardships of life; and gold. Ned Kelly, Jack Donahue and Ben Hall are just a few of the Australian bushrangers whose lives are showcased in this accessible resource. It explains what bushrang-



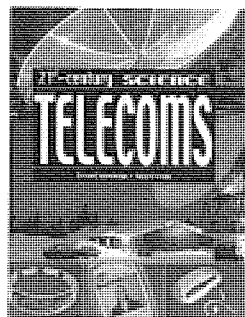
ing was and why these men chose this life, encouraging students to decide whether the bushrangers' actions made them victims, villains or heroes. Always a popular topic, it can provide an interesting insight into life in the early part of white settlement in Australia, when linked with in depth studies of Australian history. L. Singleton

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$14.95 SCIS 1139184

21st-century science [series]

Watts, 2003

Robust in construction and very well illustrated, the books in the series cover the fields of materials and telecommunications. Each is suitable as a ready reference for students and their teachers as either a library or classroom resource. Written in easy to understand language, the books begin with an historical introduction to the topic and then expand into the topic in depth. Clear headings, bold subheadings and labelled images combine with a two page glossary and comprehensive index to provide accessible information in an otherwise dense text. The titles suggest a scientific approach and subject matter, but the content has much broader application, including an excellent section on environmental impact. D. Low



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Biology Stage 6; Design & Technology 7-10; Science 7-10
 \$35.95 each

Titles in this series include:

Genetics: present knowledge, future trends SCIS 1120777
New materials: present knowledge, future trends SCIS 1136297
Telecoms: present knowledge, future trends SCIS 1136299

SHAW, Ron

Great scientists and discoveries

Wizard, 2003
 ISBN 1876973706 [509]

Suitable for any science class, this black line master book is an excellent teaching tool. It has particular usefulness in the *Science 7-10 syllabus* addressing the outcome 4.5 in describing some recent scientific contributions made by scientists. The book profiles some of history's most outstanding scientists. Details of each scientist's life, challenges, breakthroughs and contributions to society are well addressed. It is concise, easy to read and has appropriate student recall and research questions for each scientist listed. Additional research tasks are provided on modern scientists and Nobel prize recipients. A list of useful web sites is provided to assist with student research. These would need to be evaluated to determine their appropriateness. This is a valuable and time saving teaching resource. I. Mavin

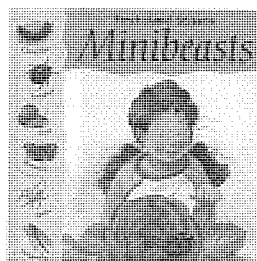
USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
 \$29.95 SCIS 1139788

HUGGINS-COOPER, Lynn

First-hand science [series]

Watts, 2003

Simple narrative and factual text combine well to support concepts presented in the visually attractive resources from this series. The narrative elements would appeal to younger students, while some of the factual concepts are more likely to be understood by Stage 2 students. The colourful illustrations support both the narrative and factual content. *Minibeasts* is particularly relevant for learning about the *Living things* strand outcomes of the *Science and Technology K-6 syllabus*. *Weather* has some links to outcomes in the *Earth and its surroundings* strand. The variety of font styles and sizes, fact boxes and life cycle representations add to the appeal and accessibility of the information. A. Arnott



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$32.95 each

Titles in this series include:

Minibeasts SCIS 1125677
Weather SCIS 1125680

FACCHINI, Fiorenzo

Early humans [series]

Editoriale Jaca, 2003

Students studying 9.8 Option - *The human story* will appreciate this series as it describes a day in the life of the first humans belonging to the genus Homo. Each book is divided into two distinct sections, with the first providing relevant, basic information about each form of early human life. The second section combines this information into an easy to read story, describing a typical day in the life of each species. Colourful drawings, photographs and tables will captivate student attention. The information is presented in an uncluttered, simple format. Each book concludes with a detailed glossary. This series succeeds in linking the science, history and cultural aspects of early human life. I. Mavin

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
 \$33.00 each

Titles in this series are:

A day with Homo erectus SCIS 1140663
A day with Homo habilis SCIS 1140666
A day with Homo sapiens SCIS 1140652
A day with Neanderthal man SCIS 1140661

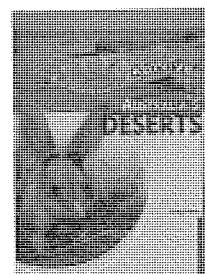
PYERS, Greg

How animals and plants survive in [series]

Heinemann Library, 2003

Australia's varied landscapes, including deserts, oceans and coasts, grasslands and wetlands, and forests, are showcased in this well presented series. The amazing photography featured in each makes these books visually appealing. Focusing on the flora and fauna native to each particular landscape, this series would be an

extremely useful resource for teaching the Stage 2 unit *Our Australia*; the Stage 3 unit *Change for the better* and the Stage 5 topic of *Investigating Australia's identity*. Throughout the text the central concepts are highlighted in bold, appearing later in the glossary. This feature adds an extra dimension to supporting the students' understanding of the valuable text. S. Rusden



USER LEVEL: Stage 2 Stage 3 Stage 5
KLA: HSIE; ST
SYLLABUS: Geography 7-10; Science & Technology K-6
 \$29.70 each

Titles in this series are:

Australia's deserts SCIS 1120329
Australia's forests SCIS 1120720
Australia's grasslands & wetlands SCIS 1120358
Australia's oceans & coasts SCIS 1120722

Biomes atlases [series]

Harcourt Education, 2003

The emphasis in this excellent series is on the study of the world's unique regions or biomes. Distinctive aspects of climate, plants, and animals which are particular to ecological regions throughout the world, comprising the biosphere, are presented clearly and comprehensively in an interesting and informative style. Photographs are stunning, and detailed maps support key themes and concepts. Boxed information investigates specific features such as sustainable forests, providing up to date information on contemporary issues. An emphasis on both geography and biology makes this a useful resource for the Geography Stage 4 topic, *Global environments*, and also the Core content and Optional studies of ecosystems in Science Years 7-10. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; Science 7-10
 \$39.60 each

Titles in this series include:

Temperate grasslands SCIS 1134690
Tropical forests SCIS 1134684
Tropical grasslands SCIS 1134689
Wetlands SCIS 1134687

SCHAEFER, Lola

Flowers

Raintree, 2003 (Plants)
 ISBN 1844210642 [582.13]

Written in large bold, easy to read text this title is from a series of books which focuses on plants and plant parts. It briefly examines the characteristics of flowering plants such as size, smell, appearance and number of flowers, as well as how people use plants. The colourful, photographic illustrations are clearly labelled but may lack audience appeal. The series could have been enhanced had it explored the purpose of each part of the plant and the reason why plants have fruit and flowers. It has limited application in an investigation of *Living things*. A final quiz questions the reader on their understanding of plant parts. J. Hancock

USER LEVEL: Early Stage 1 Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6
 \$22.00 each SCIS 1140642

Titles in this series include:

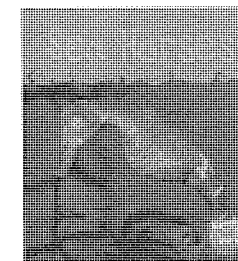
Plant ABC SCIS 1140547

SCHAEFER, Lola

Read and learn [series]

Raintree, 2003

Presented in a question and answer format, this is an excellent series for young students who will be attracted to the superb, labelled, colour photographs and the large, bold, simple text. Each question posed is answered over a two page spread, while clear contents and index pages assist in the location of specific topics. Two other useful features that assist the understanding of the text are a simple quiz, which requires students to search the book to find the pictorial answer, and a glossary, which supplies not only a written definition, but also a picture. This series would be invaluable for use with the *Living things* strand of the *Science and Technology K-6 syllabus*, particularly when studying *What's alive?* and *Mini-worlds* units. J. Eade



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$22.00 each

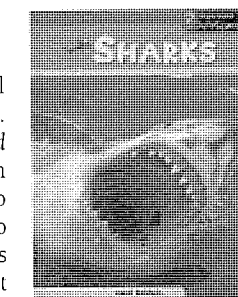
Titles in this series are:

Barnacles SCIS 1140493
Hermit crabs SCIS 1140495
Lobsters SCIS 1140491
Sea horses SCIS 1140492

Infosearch [series]

Heinemann, 2003

The striking covers of these books will ensure children want to open them. Each begins with *Where would you find a ?* and the reader is placed in an exciting, easy to visualise scenario where the relevant animal appears to be in close proximity. Chapter headings take the form of questions about various aspects of the creature's life, including the risk of becoming endangered. Interesting snippets of information are interspersed with eye catching photographs. Other features include **Did you know?**, **Index**, **Glossary** and a double page **Fact file** filled with bullet point facts. One notable omission is the absence of labelled body diagrams, even though body parts are discussed in the text. Titles in this series will support the Science and Technology strand *Living things*. A. Beedles



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$33.00 each

Titles in this series include:

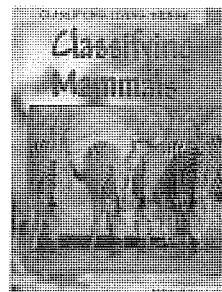
Sharks SCIS 1134944
Whales SCIS 1134940

Classifying living things [series]

Heinemann Library, 2003

Each book in this series explains in depth the classification of animals into their various groups such as mammals, reptiles or amphibians. It

contains an excellent description of the meaning of classification and the reason why scientists classify things. New or challenging terminology is explained in brackets within the text without the reader having to consult a glossary. There is, however, a glossary in each book. Annotated photographic illustrations enhance each chapter. This excellent series would be useful for investigating the *Living things* strand in Science and Technology K-6 and as useful aid in the modelling of how to use databases. J. Hancock



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$34.10 each

Titles in this series include:

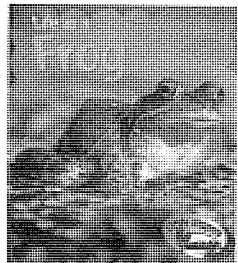
Classifying amphibians SCIS 1139985
Classifying insects SCIS 1140590
Classifying mammals SCIS 1140587
Classifying reptiles SCIS 1140580

PARKER, Vic

Life as a [series]

Oxford Heinemann Library, 2003

Providing excellent resources for studying the Science and technology K-6 units *Growing up* and *Cycles in our world*, this information series would appeal to the independent reader. Bold, eye catching captions and colourful photographs explain how selected animals grow and change. As the language and difficult vocabulary is kept to a minimum, the text is easy to understand. Labels and page headers assist the reader in predicting and comprehending the text, making this a useful inclusion in any class or school library. This series could be used effectively as a model for the writing of explanations and information reports. J. Hancock



USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 \$22.00 each

Titles in this series include:

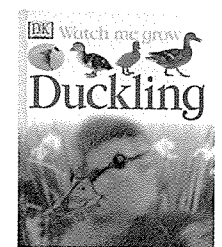
Life as a butterfly SCIS 1134623
Life as a frog SCIS 1134620

MAGLOFF, Lisa

Frog

Dorling Kindersley, 2003 (Watch me grow)
 ISBN 1405301619

Did you know a male frog croaks to tell female frogs where he is? This is just one of the interesting facts contained in this easy to read, informative book. Each double page spread contains realistic, colourful illustrations and labelled photographs. These are complemented by large bold text and snippets of information in accessible fact files. The series explores various concepts: life cycles; interdependency; specific features; behaviours; and animal needs. It gives the reader relevant information about the features and characteristics of the animal as well as the purpose of each feature. This would be an excellent resource for



students carrying out an investigation of *Living things*. J. Hancock

USER LEVEL: Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6
 \$12.95 each SCIS 1131276

Titles in this series include:

Duckling SCIS 1134614

HARVEY, Bev

Animal families [series]

Macmillan, 2003

Each book in this series offers a contents page, glossary, index location map, and scientific names page. Photographs accompany the simple text. The information could only be considered a starting point for any study of the subject matter, but each book provides a good model for the writing and presentation of information reports. The labelled pictures, map legends, graphs and tables are excellent examples for demonstrating the effectiveness of visual images in presentations. The texts may be suitable for use with Phase 2 ESL students. There are no direct links to any syllabus outcomes. A. Arnott

USER LEVEL: Stage 1 Stage 2
 \$21.95 each

Titles in this series are:

Bear family SCIS 1123227
Cat family SCIS 1123225
Dog family SCIS 1123224
Dolphin family SCIS 1123221
Hawk family SCIS 1122274
Horse family SCIS 1122275

Body needs [series]

Heinemann Library, 2003

The liberal use of colour photographs and illustrations, coupled with the logical and well organised format, make these books an ideal student reference. Written in short and simple sentences, each book clearly explains complex scientific processes. The books focus on a specific nutrient and explain what the nutrient is, where it is found, how it is used in the body, how it is digested, the impact of excess intake, and related health concerns. A useful glossary of terms and a resource page with some useful web sites concludes each of these visually appealing and useful texts. C. Barlow

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7-10, Food Technology Stage 6
 \$36.30 each

Titles in this series are:

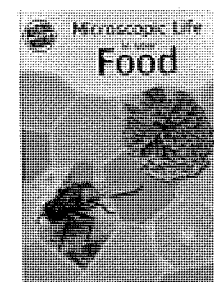
Carbohydrates for a healthy body SCIS 1139996
Fats for a healthy body SCIS 1139994
Proteins for a healthy body SCIS 1140569
Vitamins and minerals for a healthy body SCIS 1139992
Water and fibre for a healthy body SCIS 1140572

Micro world [series]

Watts, 2003

Extravagant use of colour photographs characterise the books in this series. Well organised layout and the use of simple headings combine with graphic close up photographs to make the books appealing to students. Focusing on the role of micro organisms in

relation to human beings, the information is expressed in simple and relevant terms. *Microscopic life in your food* is relevant to the Food Technology syllabus, and the food strand of the *Design and Technology 7-10 syllabus*, providing succinct, relevant information on areas such as food poisoning, food safety, and the use of micro organisms in food production. *Microscopic life in your body* is relevant to junior science. C. Barlow



USER LEVEL: Stage 4 Stage 5
KLA: PDHPE; Science; TAS
SYLLABUS: Design & Technology 7-10; Food Technology 7-10; Science 7-10
 \$35.20 each

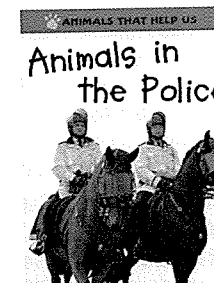
Titles in this series include:

Microscopic life in your body SCIS 1136352
Microscopic life in your food SCIS 1136345

Animals that help us [series]

Watts, 2003

The titles in the series inform the reader about the roles that animals play in the day to day lives of disabled people and in the police force. The books describe the way the animals are trained and their relationships with people that have enriched the lives of many and made independence possible for others. The language is easy to read and supported by colour photographs and anecdotes. This interesting series could support the *Social systems and structures* strand of the *HSIE K-6 syllabus* and the *Living things* strand of the *Science and Technology K-6 syllabus* as it looks at the ways in which living things interact. L. Singleton



USER LEVEL: Stage 1 Stage 2
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$17.95 each

Titles in this series include:

Animals as carers SCIS 1131713
Animals in the police SCIS 1131711

A world of recipes [series]

Heinemann Library, 2003

A range of recipes, accurately reflecting specific cultures, are presented in these visually appealing and easy to read books. Large print stepped instructions explain each of the recipes, which range from snacks to desserts. A bonus for classroom teachers is the provision of a difficulty rating, the number of servings, and the length of time required to prepare each dish. More than half of the recipes take between 25 and 40 minutes, making them suitable for many timetable structures. Each book contains a very brief outline of the country, an overview of its main food styles and a description of the distinctive ingredients used. C. Barlow

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Design & Technology 7-10; Food Technology 7-10
 \$36.30 each

Titles in this series include:

Indonesia SCIS 1140593
Vegetarian recipes from around the world SCIS 1140509
Vietnam SCIS 1140514

SCHOESER, Mary

World textiles: a concise history

Thames & Hudson, 2003 (World of art)

ISBN 0500203695 [677.009]

The history of textiles, from prehistoric to modern times is presented in this informative and logically laid out reference book. The text looks at the impact of technology throughout time, as well as the way trade, culture, personal identity, and language, have helped shape the development and role of textiles in society. Chapters include: Prehistoric materials and techniques, Oriental influences, The art of textiles 1850 to today, and The importance of cotton and linen. Excellent black and white and coloured photographs support clear explanations in this comprehensive book. V. Smith

USER LEVEL: Stage 6
KLA: CA; TAS
SYLLABUS: Textiles & Design Stage 6: Visual Arts Stage 6
 Paper \$28.00 SCIS 1139069

PAUL, Christiane

Digital art

Thames and Hudson, 2003 (World of art)

ISBN 0500203679 [700.04]

Digital technology has revolutionised the way we experience and produce art, and this book explores tools, forms, and themes in digital art. It is difficult to obtain a clear perspective when surveying a new medium and its effects on the visual arts, and we can see the speed of change in this field, from the early works that sandwiched various images to represent a motif, to the most recent interactive desktop works that allow for viewer participants to add their own frames to a web site artwork. Interestingly, the human machine interfaces of Stelarc are presented as internationally important sculptural pieces. Senior art students with an information technology background or a developing interest in this field will enjoy this book. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 Paper \$30.00 SCIS 1139078

DUNCAN, Belinda

Art inspirations: visual arts activities for K-6

Educational Supplies, 2003

ISBN 186251285X [707.6]

Belinda Duncan has come to the rescue of many classroom teachers with this well organised and truly inspirational book. Covering all areas of the Visual Arts strand of the *Creative Arts K-6 syllabus*, 30 units of work include: **Drawing and painting; Sculpture and 3D; Collage; Printmaking; Mixed media; and Digital.** Famous artists and art works are suggested stimuli for each unit. A brief introduction explains the focus and techniques of the artist, leading to suggested appreciation activities. A list of materials is followed by steps in the process and rounded off with several colour photographs of works produced by children in classroom situations. The content overview and outcomes checklist in this valuable book will assist in programming. C. Keane

resources

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6
 Paper \$34.95 SCIS 1133598

GREENBERG, Jan & JORDAN, Sandra

Runaway girl: the artist Louise Bourgeois

Abrams, 2003
 ISBN 0810942372 [730.92]

The recorded history of women artists of the twentieth century is a recent event, and this accessible book chronicles the life and works of the artist Louise Bourgeois. A gifted and highly intelligent individual emerges from the written text, which includes a liberal number of quotations, quality photographs and reproductions. There is extensive referencing, with an interesting addition: **How to look at a sculpture.** The book showcases the sculptor's important installations and performance pieces, and traces the development of these works from a childhood wellspring. It is a necessary addition to the information about modern women sculptors, and would be an excellent basis for a case study. K. Ashley

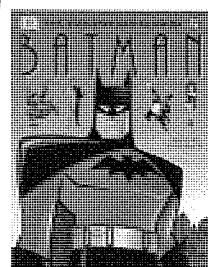
USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 \$50.00 SCIS 1141145

BEATTY, Scott ✓

Batman: the animated series guide

Dorling Kindersley, 2003
 ISBN 1405301074 [741.5]

Brimming with information about the super hero, Batman and his offshoots, this is a brilliant book for enthusiasts! The contents, index page and interesting fact boxes, and the *Gazetteer* at the end of the book detailing who played the main characters in the first episodes, provide easy access for the reader. Illustrated in full colour comic style, this hardcover book is durable, a necessary feature for young readers who will spend hours pouring over the information conveyed in the printed and visual text. This graphic reference book is wonderful for readers who need support to learn more about, or revisit, their old favourites. Successfully targeting a male audience and with some examples of stereotyped characters, this book is guaranteed to be an instant hit with fans of this genre. E. Derouet



USER LEVEL: Stage 1 Stage 2 Stage 3
 \$16.95 SCIS 1137965

Other similar title is:

Superman: the animated series guide SCIS 1138011

PETERSON, Tiffany

Fashion design

Heinemann Library, 2003 (Draw it!)
 ISBN 1403402116 [741.6]

Clear explanations of drawing techniques for simple fashion figures from the past are provided in this excellent book. The introduction gives advice on techniques and equipment, and initial chapters feature American colonial dress, civil war, and suffragette styles. Subsequent chapters are dedicated to each twentieth century decade, depicting such styles as a Flapper's dress, the mini, and Christian

Dior's new look. Each chapter gives a brief outline of the times and shows the reader how to draw the costume using six stages of precise written instructions, line drawings and simple shapes. Details such as buttons and belts are added to the outline, and the book concludes with a guide to create your own fashion figure. V. Smith

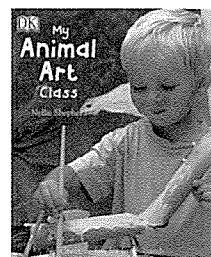
USER LEVEL: Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Textiles & Design Stage 6; Visual Arts 7-10
 \$29.70 SCIS 1140641

SHEPHERD, Nellie

Creative fun for little hands [series]

Dorling Kindersley, 2003

Ten achievable craft projects are presented in each of these stimulating resources. Each project contains a short rhyme, labelled materials, clear instructions and a colourful example of the finished product to make this a user friendly book for teachers and young students. Reproduced photographs of young children working through the process add to the appeal while encouraging confidence and full participation. The suggested materials are either readily available or easily substituted. These books would support the achievement of the *Making* outcomes from the *Visual Arts* strand of the *Creative Arts K-6 syllabus* and would also provide inspirational models for producing procedure texts. C. Keane



USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
 \$19.95 each

Titles in this series include:

My animal art class SCIS 1138000
My art class SCIS 1137998

CARUANA, Wally

Aboriginal art

Thames and Hudson, 2003 (World of art)
 ISBN 0500203660 [759.994]

Caruana, curator of the Australian National Art Gallery, shows how Aboriginal art, once admired only as an antiquity, is now recognized internationally as 'being among the great expressions of the human spirit and human experience'. This idea unifies the text as Caruana explores a vast array of styles and techniques, from cave art and objects to the most recent developments in Aboriginal art. The text mainly covers art from the 1980s to the present, with excellent reproductions. Each work is analysed in context, providing an insight to the artists' personal histories and influences. This revised edition is a valuable resource for those seeking to understand the world of Aboriginal art and Aboriginal artists. L. Pratt

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies Stage 6; Visual Arts Stage 6
 Paper \$33.00 SCIS 1135171

FOX, Stephen

Ian Abdullah: Elvis has entered the building

Wakefield, 2003
 ISBN 1862546185 [759.994]

The life of Abdullah is depicted here through his art, his own words, and the comments of his peers. A naive artist who uses hand written

text as a central element to his paintings and screen prints, Abdulla gives a wonderfully visual account of Aboriginal mission life in the 1950s and 1960s, from an Aboriginal perspective. Although the colours in the works are vividly reproduced, they suffer a little from poor reproduction of the overlaid words, and miniscule captions. The artist reveals that the original aim of his work was to pass these stories on to his children, so his stories do not impose guilt but form a powerful statement on reconciliation. L. Pratt

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6
 \$45.00 SCIS 1142412

PARSONS, Mik & IRELAND, Andrew

Successful non-linear editing for video

[videorecording] [series]

Vit, 2002 (34 min.) [778.5]
 ISBN none

Students learning or refining the visual grammar of film making will benefit enormously from this informative and practical video. A well modulated voice over carefully describes the use of editing tools and camera to gain maximum results, as amateur actors present dramatic scenes. The video's clear explanations of how editing tells a story will assist in the film's shooting as well as its editing. Basic filming and editing topics, such as choosing shots, manipulating music and sound, and editing dialogue, are explained in terms where jargon is minimal and appropriate, and always accompanied by visual input. Written summary points are displayed after each topic, allowing for review and note making. This excellent resource has wide application, with some teacher input needed for younger students. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Creative Arts K-6; Drama 7-10; English 7-10; English Stage 6; Visual Arts 7-10; Visual Arts Stage 6
 \$77.00 SCIS 1133945

LI, Cunxin

Mao's last dancer

Viking, 2003
 ISBN 067004024X [792.8092]

Li Cunxin tells the moving story of how he grew up in a Chinese commune, and how, at eleven years old, he is taken from his large and loving family to become a Red Guard in Madame Mao's ballet school. His family views this as a golden opportunity for the boy to escape peasant life, but Cunxin's long separation from his mother is described in emotional detail. The biography moves steadily along, describing Cunxin's life under Mao, later confusion and his new life after defecting to America, in a simple and clear style. Trauma and dedication eventually lead to international dancing success, and Cunxin's well told story has a happy conclusion in Australia. C. Thomas

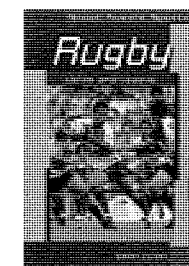


USER LEVEL: Stage 5 Stage 6
 Paper \$29.95 SCIS 1147320

HILLMAN, Robert

Great Aussie sports [series]

Harcourt Education, 2003
 ISBN 1740707656



The aim of this series is to give students an outline of the rules of popular Australian sports, star profiles and often some useful training programs. The style of each book could also generate interest for many teenagers towards active, physical involvement. There are colourful and dynamic pictures throughout, the print is well sized, and each section is not overly long. Students will find the volumes stimulating resources for assignments, or indeed for general reading. A list of relevant web sites, reference books, a comprehensive glossary and index offer support for further research. These are excellent motivational books. R. Cox

USER LEVEL: Stage 3 Stage 4 Stage 5
 \$29.70 each

Titles in this series are:

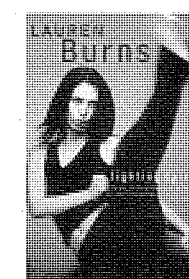
Aussie rules football SCIS 1134615
Netball SCIS 1134606
Rugby SCIS 1134603
Surfing and watersports SCIS 1134611

BURNS, Lauren

Fighting spirit

Penguin, 2003
 ISBN 0670040371 [796.815]

The autobiography of Lauren Burns, taekwondo gold medalist at the 2000 Olympic Games, is an account of her courageous struggle to become the best in her sporting field. Daughter of popular singer Robbie Burns, and twelve times national champion, Lauren's compelling story takes us through her early childhood memories, her brutal training in Korea, to her single minded focus on becoming the Olympic gold medalist in a sport that was only introduced to the Olympics the year in which she won. Burns' rigorous training, eating regime, and her mental toughness, are well documented in this stark insight into the human spirit and the drive to become the best that one can be. F. Campbell



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
 Paper \$29.95 SCIS 1127249

GILLARD, Garry

Empowering readers: ten approaches to narrative

Wakefield Press, 2003 (AATE interface series)
 ISBN 1862546045 [801]

Optimistically targeting senior English students as well as undergraduates, the text offers many ideas about different ways of reading. Its aim, using ten works of fiction to explore reading approaches, is interesting and sound. This is an academic text, dense with literary references, including postmodernism, structuralism, psychoanalysis, and Marxism. The layered complexity of language and analysis

resources

reflects parts of the new HSC English syllabus, but will be relevant only to the most literate Stage 6 student with the time and inclination to work through the text. Teachers will most certainly need to lend a hand with this one. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
Paper \$34.95 SCIS 1132960

BRADMAN, Tony

Fiction

Hodder Children's, 2003 [808.3]
ISBN 0750236477

While mainly suitable for younger writers, some older students may find this a useful guide to writing fiction. Bradman introduces the idea of storytelling and quickly moves to the stages of writing: ideas development, literary genre, structure, character, theme, and stylistic devices. Quotes from well known writers, excerpts from popular children's fiction, and tips will keep aspiring writers interested, as will the bright colours and illustrations. There is nothing really new in this volume but it does offer a clearly laid out, neat summary of the writing process. H. Cobban

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$35.00 SCIS 1136236

KOERTGE, Ron

Shakespeare bats cleanup

Candlewick, 2003 [811]
ISBN 0763621161

Fourteen year old Kevin Boland lives in Los Angeles and, while he struggles to come to terms with the death of his mother, he is confined to bed with a blood disease. His father gives him a journal to write in, and Kevin's present tense, almost stream of conscious writing, results in a novel in free verse. Gradually, Kevin finds himself immersed in the introspection and self discovery that writing poetry provides. His first poems are a product of Kevin's boredom, but he then develops a genuine love for writing, and his poems are interspersed throughout the narrative. Beautifully written, the novel alternates witty comments with some genuinely touching moments. A. Anderson

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$21.95 SCIS 1136650

ANHOLT, Laurence & ROBINS, Arthur

Old King Cole played in goal

Orchard, 2003 (Seriously silly rhymes) [821]
ISBN 184121020X

The cute compilations of zippy little rhymes in this series contain a number of interesting intertextual references. Many readers will recognise the original rhymes and enjoy the clever variations of *Jack and Jill* and *Jack Sprat*. The poems also use word play such as in *Beehive yourself*, and a combination of verse and dialogue as a mini story within a funny illustration. The topic choices are not as irreverent as *Ding dong bell*, and readers who enjoy references to bums, bras, and snot, may prefer that text. The rhymes, including end rhymes about the authors, by the authors, might be good models for students' writing. S. Bremner

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$12.95 each SCIS 1131714

Titles in this series include:
Ding dong bell, what's that funny smell? SCIS 1131710

Haven't you grown!: poems about families

/ selected by Belinda Hollyer, Kingfisher, 2003 [821.008]
ISBN 0753407191

Hollyer has compiled over 150 modern and multicultural poems about families in this large volume. Holly Swain's simple line drawings illustrate a comprehensive selection from known poets, including Charles Causley, Max Fatchen, Roger McGough, Carol Ann Duffy, and the hugely funny and entertaining Benjamin Zephaniah. Many poems are humorous, simple and short, in traditional formats, and would provide great models for students' own poetry writing. Others explore more serious issues such as death, loneliness, and family breakups. The section on pets is a welcome broadening of the definition of family. H. Cobban

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$28.95 SCIS 1138010

FOSTER, Cass

Sixty-minute Shakespeare

Five Star, 2003 (series)

The brilliant language and imagery that characterise Shakespeare's stories are retained in this carefully crafted abridged series. The intention, to condense by keeping more than the play's essence and so to provide a vehicle worthy of production as a stepping stone to the full text, is realised successfully. Each play's reading or staging will give students the confidence to further explore the original. Students will develop an appreciation of language, character, and plot that the full text may never give them if it serves to obfuscate and alienate. The series would work extremely well in production as the text flows with all the excellent language and action left in, and omissions not glaringly obvious. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
Paper approx. \$18.00 each

Titles in this series include:
Hamlet SCIS 1141630
Macbeth SCIS 1141610
A midsummer night's dream SCIS 1141614
Much ado about nothing SCIS 1141626
Romeo and Juliet SCIS 1141613
Twelfth night SCIS 1141627

Young writers showcase 2002

Board of Studies, 2003 [A820.8]
ISBN 1740997344

Representative of the best works submitted in English Extension 2 in 2002, this collection demonstrates a very satisfying complexity of execution. Simplicity of theme and structure, a wonderful variety of elements, experimentation with genre, and nascent talent with charming maturity of tone and topic, are clearly demonstrated. A fine range of genres is represented, including postmod-

ern novellas, short stories, epic poetry, and literary criticism. Film, speech, and web site submissions are included on the accompanying CD-ROM. Reflective statements for each work demonstrate the depth of analysis that supports them, and suggests composers are at ease with the process. The text will prove to be very useful for teachers and students alike. W. Bowie

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6; English Stage 6: *Extension 2*
\$24.95 SCIS 1139625

McCLISH, Bruce

Continents [series]

Heinemann Library, 2003

The first book in this colourful and informative series explores the formation of the world's continents whilst introducing the concepts of continental drift, plate tectonics, and associated geographical processes. Subsequent titles provide specific information on the unique character of each continent, including landforms, climate, habitat, flora and fauna, and human settlement. Information is clearly presented in simple language and easy to read text, with atlas style maps and illustrations, and small but colourful photographs. There is some relevance to the Geography Stage 4 topic, *Global geography*, although the information is most appropriate for introductory research at this level. A. Fisher

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
\$29.70 each

Titles in this series are:

Australia and Antarctica: island continents and supercontinents SCIS 1142731
Earth's continents SCIS 1142734
Europe, Asia and Africa: old worlds continents SCIS 1142723
North and South America: new world continents and land bridges SCIS 1142714

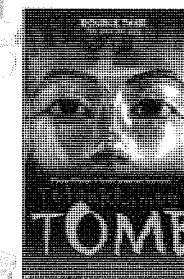
MACDONALD, Alan

Tutankhamun's tomb

Scholastic, 2003 (Double take: two sides one story) [932]
ISBN 0439982383

The personalities and backgrounds of Howard Carter and Lord Carnarvon are contrasted in the context of the discovery and excavation of Tutankhamun's tomb. With the inherent difficulties, problems and tensions that arose from this venture, both men are shown to have made errors in judgement, exacerbating the archaeological operation and resulting in their friendship irreconcilably breaking down. Secrets and frustrations abound in this readable and detailed account, which includes a brief yet authoritative reading list. Ancient History students studying, *Tutankhamun's tomb*, would find the book's personalities interesting, while junior students completing the *Ancient societies* topic may be drawn in to the complexities of an archaeological dig. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7-10
Paper \$14.95 SCIS 1134512



LEVINE, Karen

Hana's suitcase: a true story

Allen and Unwin, 2003 [940.53]
ISBN 1741141672

The tragedy of Jewish holocaust victims and the tenacity of historians who are committed to telling their stories is explored in this slim volume. Fumiko Ishioka, working with children in Tokyo, tracks down the story behind a battered suitcase belonging to Hana Brady, killed in Auschwitz. The biography moves between present day Tokyo and prewar Czechoslovakia, as the story of Hana is slowly revealed through historical documents, and a journey to Japan by her brother, George, now living in Toronto. By reading this book, students will see how historians and biographers engage in research to find the human faces behind historical objects and events. H. Cobban

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10
Paper \$14.95 SCIS 1137782

PHILLIPS, William

The South Pacific mandate campaigns of WWII 1943-1945 [series]

Phillips, 2000

The author of the series brings first hand experience to the story of the South Pacific campaigns. Bloody campaigns and amazing determination are revealed in the push against the retreating Japanese forces in the last years of World War Two. The history is revealed with a military historian's attention to detail and extensive quoting of soldiers and contemporary politicians. The texts are reproduced in black and white, and reproduction is of erratic quality. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
Paper \$10.50 each or \$38 set of five

Titles in this series are:

Borneo campaigns SCIS 1116166
Bougainville SCIS 1116153
New Britain and mainland defence SCIS 1116148
Northern New Guinea Pursuit SCIS 1116147
SCIS 1115641

OXLADE, Chris & GANERI, Anita

Visit [series]

Heinemann Library, 2003

The United Kingdom is the focus of this series of four books in this series, each of which contains colourful photographs supporting the minimal text, a contents page, Glossary, Index and Fact file. Useful as good models for information report writing, each title includes *Words you can learn* that provides some words particular to the country being studied, and would be of interest to students. The texts are useful for guided reading in Stages 1 and 2, and the clear layout could provide accessible information for older students needing support during a study of the HSIE K-6 unit, *Identity and values*. A. Arnott

USER LEVEL: Stage 1 Stage 2



resources

KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$29.70 each

Titles in this series include:

England SCIS 1140499
Scotland SCIS 1140500

PRIESTLEY, Chris

The Battle of Hastings

Scholastic, 2003 (Double take: two sides one story)
 ISBN 0439982413 [942.02]

An accessible and well balanced account of this complicated period, from the Norman and English perspectives, is presented in this very readable book. Its conversational tone and wealth of research, particularly of the weaponry and make up of the armies, will immerse the reader in the intrigues and exploits of the combatants. A clear perspective of the logistics of William's campaign, especially the description of his camp at Dives, is given. Gruesome details are also provided, for example, William's body exploding on interment. The family trees and illustrations on the eleven black and white photographs of the Bayeux Tapestry could be used for source analysis. Students completing Stage 4 History *Medieval societies* and the *early modern period* would find this a useful resource. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
 Paper \$14.95 SCIS 1138038

THORNE, Tony

Madame Tussaud: waxwork queen of the French revolution

Short Books, 2003 (Who was ...?)
 ISBN 1904095291 [944.04]

Madame Tussaud's life is vividly depicted in this easy to read chapter book. Beginning with her birth in Strasbourg, it encompasses her turbulent experiences during the French revolution, meetings with Napoleon and the establishment of her famous London waxworks museum. Her story is one of a strong, talented, determined woman who not only survived, but also overcame many obstacles to become an independent, successful business woman. Black cartoon style illustrations are scattered throughout the story adding emphasis to the text which is written in a simple narrative style. This book may be useful in teaching the *Change and continuity* sub strand, *Significant events and people* in the *HSIE K-6 syllabus* and will fascinate readers of all ages. J. Eade

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; History 7-10; HSIE K-6
 Paper \$12.95 SCIS 1131768

MACDONALD, Fiona

The Aztecs

Belitha, 2003 (Strange histories)
 ISBN 1841386677 [972]

Aztec society, prior to the Spanish invasion, is presented here in an overview format of two pages per topic, minimal text, and colourful illustrations of artefacts and archaeological sites. The latter, along with the reconstructions and pictorial texts, could be used as a basis for source analysis. Family life, government, soldiers

and religion are some of the topics included, and the Aztec practice of bloody sacrifices is presented in a matter of fact tone. There are projects to make, and the book could be a useful introduction for the study of the History Stage 4 topics of *Ancient societies* or *Medieval societies*. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
 \$35.20 SCIS 1140679

The danger zone [series]

Koala, 2003

Books in this series present a humorous look at some famous tragic historical events. Each book begins with an introduction establishing the time period and setting the scene. The colourful cartoon illustrations are extremely funny and complement the equally hilarious text. Although the premise of each book is to avoid joining Shackleton's expedition or becoming an Aztec sacrifice, readers soon find that they are part of the event. Written in narrative form, the books carefully document various incidents along the way in an extremely informative and entertaining manner. *Handy hint* boxes are particularly effective in imparting snippets of information and the overall format is sure to attract readers needing encouragement. This series would be an invaluable resource for the achievement of outcomes relating to the HSIE unit *Current issues: Antarctica* and *Ancient societies*. J. Eade

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
 Paper \$12.95 each

Titles in this series are:

Avoid becoming an Aztec sacrifice! SCIS 1123861
Avoid joining Shackleton's polar expedition! SCIS 1123863

CHAPMAN, Simon

In the jungle

Egmont, 2003 (Explorers wanted)
 ISBN 1405205539 [981]

A delightfully different approach to the study of rainforests and ancient civilisations is used in this entertaining book. *Explorers wanted!* is the name of this series, and provides its theme and starting point. The reader, taking on the role of the chosen explorer, sets off on a mission to triumph over the jungle to find the remains of a lost civilisation. Faced with a series of choices, decisions are based on the information contained within the text. After readers reach their decision, there is a section explaining what choice is the best and why. Black line illustrations complement the fast paced text. Fact boxes, funny incidents and unusual snippets of information combine to make this an interesting resource to liven up the classroom. S. Rusden

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10
 Paper \$12.95 each SCIS 1135128

Titles in this series include:

Under the sea SCIS 1135125



This errant lady: Jane Franklin's overland journey to Port Phillip and Sydney, 1839

/ edited by Penny Russell
 National Library of Australia, 2002
 ISBN 0642107491 [994.02]

It was remarkable for the Governor of Tasmania's wife to journey overland from Melbourne to Sydney in 1839. Accompanied by a small party, her five week journey took her through the Illawarra and Hunter regions to Sydney. After a few weeks at Government House, Franklin returned by sea to Hobart. This adventurous trip was recorded in remarkable and perceptive detail. Rich source material provides a fascinating snapshot of the colony's geographic, social, and economic situation including her encounters with almost everybody interesting in Sydney in 1839. While most of the words shine with Franklin's personality and curiosity, the original journal has been significantly edited and made more accessible through the addition of substantial prefaces, summaries, commentaries, and illustrations. G. Spindler

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History 7-10
 Paper \$29.95 SCIS 1128295

Kabbarli [videorecording]

SBS, 2002 (55 min.)
 ISBN none [994.04092]

Traditional historical perceptions of Daisy Bates are challenged in this dramatised documentary. The film is set on the outback station of Oodlea, where people who encountered Bates reflect on their memories in dramatised interviews. Ernestine Hill, a journalist who assisted Bates in the writing of her autobiography, portrays her as an eccentric journalist, amateur anthropologist, and ethnocentric philanthropist. The ATOM study notes provided with the video examine both versions of Bates' story and thus provide opportunity for historical and cultural debate. The film could be useful in looking at the ethnocentric role of Europeans in recording and analysing Aboriginal history, and, more generally, the effects of European invasion. L. Pratt

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10
 \$104.00 SCIS 1138557

BARTON, Roberta

States and territories of Australia [series]

Heinemann Library, 2003

The past, present, and future of each of the Australian states and territories is outlined in this outstanding series. Within the historical review of the state or territory, Aboriginal and British settlement is discussed, and the impact of events such as the Great Depression is described. The area's geography, climate, population, housing, government, employment, and education, are also outlined. Maps show a range of features, and photographs, tables, and diagrams are used extensively. Language, content, format, and style are suitably pitched at the target audience. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10; HSIE K-6
 \$29.70 each

Titles in this series are:

Australian Capital Territory SCIS 1136789
New South Wales SCIS 1137024
Northern Territory SCIS 1136790
Queensland SCIS 1137023
South Australia SCIS 1140803
Tasmania SCIS 1140805
Victoria SCIS 1140801
Western Australia SCIS 1140804

CHARLEY, Catherine

South Pole

Scholastic Children's, 2003 (Double take: two sides, one story)
 ISBN 0439982405 [998]

The race between Robert Scott and Roald Admundsen to reach the South Pole is told in this wonderfully engaging story. Based, where possible, on primary material, the words and pictures of the people who witnessed the events provide fascinating insights into the journeys of these two expeditions. This book would be a valuable resource to support the study of polar regions. The diarised style of the book allows for the use of bite sized sections of the text within the classroom, making it a much more flexible resource. Another appealing feature of this book is that it shows students that there are always at least two sides to every story. S. Rusden

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10
 Paper \$14.95 SCIS 1138004



Professional reading

Resources are in Dewey order

GLIKSMAN, Michael

Bad boy

Penguin, 2003
 ISBN 014300154X

A clinical psychologist who has worked with abused and emotionally disturbed children, Michael Glicksman wrote this novel to tell the story of one such child. Josh is an eighteen year old looking back on his troubled life. He tells a confronting tale of abuse and misunderstanding, in a world in which adults let him down at every turn. Even when they try to help him they harm him, until eventually he comes to Macadamia House where he is finally helped. Josh's voice is at times disturbingly adult and he makes many adult observations. There is a rape scene which, though not graphically written, is shocking owing to its insidious affect on Josh's self esteem. This book is suited for teachers working in support roles or those seeking information about the possible impact of child abuse. A. Soutter

USER LEVEL: Professional
Paper \$19.95 SCIS 1136191

RIGBY, Ken & THOMAS, E. Barrington

How schools counter bullying: policies and procedures in selected Australian schools

The Professional Reading Guide for Educational Administrators, 2003
ISBN 1875722084 [371.5]

There are many sources of advice to schools on setting up anti bullying processes but little information on what schools are actually doing to address the problem. This book, co authored by well known writer and researcher, Ken Rigby, examines how a sample of Australian schools have used the information from the PRAQ bullying survey to stop bullying. There are chapters on anti bullying policies, prevention of peer victimisation, dealing with bullying incidents, advice to schools on countering bullying as well as examples of school policies and a sheet for teaching young children about dealing with bullying. Because it is based on interviews with teachers and principals this book is of practical use to schools working to improve anti bullying initiatives. A. Soutter

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper \$22.95 SCIS 1143969

PIROLA-MERLO, Siobhan

Relationship management in the primary school classroom: strategies in the legal and social context

Pearson Education Australia, 2003
ISBN 1740094018 [372.1102]

It has been argued that all learning arises from relationships; however, few books examine the relationship between teacher and student. This book looks at all aspects of that relationship and provides practical step by step procedures to guide teachers. It begins by examining the social and legal context of teaching, then goes on to discuss teacher wellbeing and the expectations and beliefs which impact on stress levels. It looks at influences on children's classroom behaviour and ways of establishing a positive classroom environment in which one manages relationships with, and between, students. There are also chapters on bullying and on behaviour management. This would be a very helpful resource for beginning teachers. A. Soutter

USER LEVEL: Community Professional
Paper \$54.95 SCIS 1141429

DAVIS, Stephen

Burnt: an Australian anti-bullying play

Hawker Brownlow Education, 2003
ISBN 1740258010 [A822]

A good school anti bullying program includes creative elements to raise empathy, and plays are ideal for this purpose. Plays need to be credible, and show the complexities of school life. This title fits the bill on both counts. It is the story of a boy, Simon, who is obsessed with fire and is bullied by a stronger boy, Richard. Simon is humiliated in front of his classmates but the focus of the play is the reactions of bystanders, which is an extremely important issue in bullying prevention. As well as the play, an accompanying book contains information about bullying and follow up workshop activities for students. A. Soutter

USER LEVEL: Professional

KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper \$54.95 SCIS 1154545

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:

Andrew Anderson, Student Services and Equity
Ann Arnott, Ryde Primary
Kristin Ashley, VA, Newcastle High
Colleen Barlow, TAS, Erina High
Aveen Beedles, teacher-librarian
Bill Bowie, rel. HT English, Dulwich High
Sue Bremner, SCA, English K-6
Michèle Busch, HT Welfare, Erskine Park High
Angela Byron, NSW Board of Studies
Francie Campbell, teacher-librarian
Nell Chaffey, Tamworth Primary
Heather Cobban, HT English, Fort Street High
Barry Corr, Aboriginal Consultant
Robert Cox, PDHPE, Narara Valley High
Elizabeth Derouet, teacher-librarian
Chris Dorbis, Project Officer, International Civics & Citizenship
Jan Eade, Lane Cove West Primary
Andrew Fisher, HSIE, Bowral High
Lynne Flemons, Visual Arts, Goulburn High
Colleen Foley, Manager, School Libraries and Information Literacy
Amanda Frost, Grantham High
Heather Gardiner, SEO2 Curriculum/Training & Development
Jan Hancock, Penshurst West Primary
Bronwyn Hull, Goulburn High
Cath Keane, Parramatta East Primary
Bede Kervin, Bowral High
Fiona Kyle, rel. Literacy Consultant
Daniel Low, TAS, Epping Boys
Brendan Maher, TAS, Brewarrina Central
Ian Mavin, HT Science, Jamison High
Ian McLean, Penrith Primary
Judy Morgan, HT Science, Sefton High
Louise Pratt, Visual Arts
Sally Rasaiah, Editor Scan
Beverley Richardson, teacher-librarian/literature specialist
Elisabeth Robertson, German Language Consultant, Ryde State Office
Sally-Ann Rusden, HSIE, The Hills Sports High
Lianne Singleton, SCA, Civics & Citizenship K-12
Cathy Sly, English/Drama, Barrenjoey High
Vicki Smith, HT Home Economics, Erina High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Graham Spindler, Parliamentary Education Liaison Officer
Yvonne Stoeger, Duval High School
Susan Taylor, Lindfield Primary
Carol Thomas, English/History
Leanne Wilson, Mathematics Consultant
Dawn Yule, French, Mackellar Girls High

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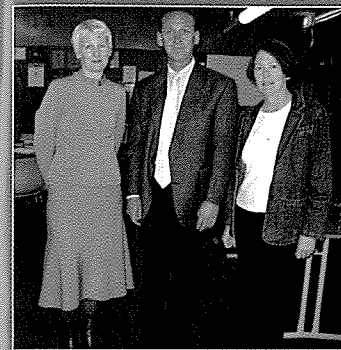
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Quality Teaching in NSW Public Schools at Barnier

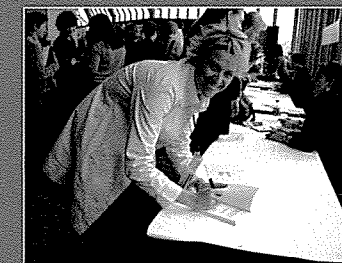


Left to right - Professor Jennifer Gore, Rod Gibbs (Principal, Barnier Public School), Jane Gee (teacher-librarian, Barnier Public School).

On 13th October, 2003, the staff at Barnier Public School joined with Shelley Public School for a professional development day led by Professor Jennifer Gore from the University of Newcastle. Professor Gore is the coauthor of the NSW Department of Education and Training's pedagogy paper, *Quality teaching in NSW public schools*. The Principal of Barnier has been leading his staff through a period of whole school change working towards becoming an information literate school. The integration of Quality Teaching into the vision for the school was enhanced by the workshop led by Professor Gore. The staff

from both schools engaged in a productive day, unpacking the core dimensions and elements in the discussion paper and applying these to their own teaching and learning. ■

ASLA and CBCA Island journeys conference



Lisa Forrest, a keynote speaker at Island journeys, signs copies of her latest book, *DJ Max*. (see review, *Scan 21(3)* p 72).

The conference, held in Hobart during October, was a feast of keynote speakers, author signings and publishers' displays. The delegates were treated to a range of sessions about teacher-librarianship and literature, whilst enjoying the delights of Tasmania. The next conference held by ASLA (NSW) will be the **Biennial Conference** at The Kings School, Parramatta, 22nd and 23rd October, 2004. ■

Proposed raps and book raps for 2004

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 1, 2004

- **The Binna Binna man**, by Boori Pryor and Meme McDonald. New Stage 4 English syllabus. Live for viewing 9th February 2004. Rap starts 23rd February 2004.

Term 2, 2004

- **Papunya School book of country and history**. New Stage 4 English syllabus.
- **Possum magic**. Stage 1 English.

Term 3, 2004

- **Athens Olympic Games**. PDHPE, Stages TBA.
- **Book Week**. Stage and sections to TBA.
- **The rabbits**, by John Marsden Shaun Tan. New Stage 5 English syllabus with a component to support Visual Arts.

Term 4, 2004

- **Indij readers for little fullas, for big fullas** TBA.

Further proposed raps and book raps, including for the primary school Stages will be advertised here as soon as they are suggested.

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

The raps and book raps are jointly managed and supported by teams from Curriculum K-12 Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

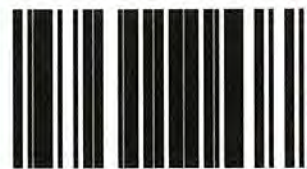
Raps and book raps can be viewed at: www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School Libraries 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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Hands Free and Cordless Barcode Scanning

Welcome to our first 2004 Edition. We'll continue with a rundown on new Barcode Scanning options, and tell you about an interesting new product we demonstrated for the first time at the Melbourne Edutech Show at the end of November. And of course some "specials"!

HANDS FREE AT THE CIRCULATION COUNTER

By bringing a book, item or card TO the Scanner, rather than the Scanner to the item you save a hand allowing you to juggle at the same time! OK, the last bit was a joke, but properly set up "Hands Free Scanning" does make things easier. Our "best buy" is our ASP SlimScan Laser which comes complete with a special Stand. In the words of a happy user:

"..we are very happy...The hands free style enables us to work more quickly and efficiently... I would recommend this product...and it won't break the budget."

Helen White, Library Technician, Sth. Qld. Institute of TAFE.

The SlimScan attaches easily (same PC interfaces as a standard handheld) so there are no changes to your library software. The SlimScan senses the presence of an item and turns on a fine bright red scan line simplifying orientation of the barcode for scanning. Just lift the SlimScan from its Stand for scanning when this is more appropriate, and yes, as supplied by ASP it handles ISBN!

We have both lower cost and more expensive Hands Free Circulation solutions, but nothing matches the SlimScan for functionality and value. Highly recommended.

SCANNING WITHOUT CORDS

Imagine your handheld Barcode Scanner had its own batteries, and communicated to your PC using short range radio. You could reduce clutter at Circulation, and stocktake (within radio range).

At the recent Edutech Show we gave a preview of the upcoming LongReach Bluetooth. The LB has its own built in rechargeable batteries, and a "Bluetooth"

radio. We wandered all over the Show, and our barcode scans popped up instantly on our PC. When we were finished, we dropped the LB back in its recharging Cradle. Simple. We expect product release by the time you are reading this. Even the price is set to put a smile on your face. Give us a call and we'll keep you up to date.



The LongReach "Bluetooth" uses radio instead of cables to talk to your PC!

COFFEE TALK

If you occasionally share a cuppa with the Principal or someone from Administration, we'd appreciate you mentioning our AssetTraq product, the complete low cost and simple to use solution to keeping track of School assets, and loans, using barcodes. Why misplace valuable items, or pay for expensive outside contractors, when the complete solution, hardware and software, is only \$2,500? We'll be happy to send an evaluation CDROM at no charge.

"..the changes in v1.5 of AssetTraq are of great assistance. Thanks to the ASP team, for their efforts in providing & expanding AssetTraq." Garry Lawler - Director of Services - Marist College Ashgrove Qld

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