

Scan

▶ Teaching ideas

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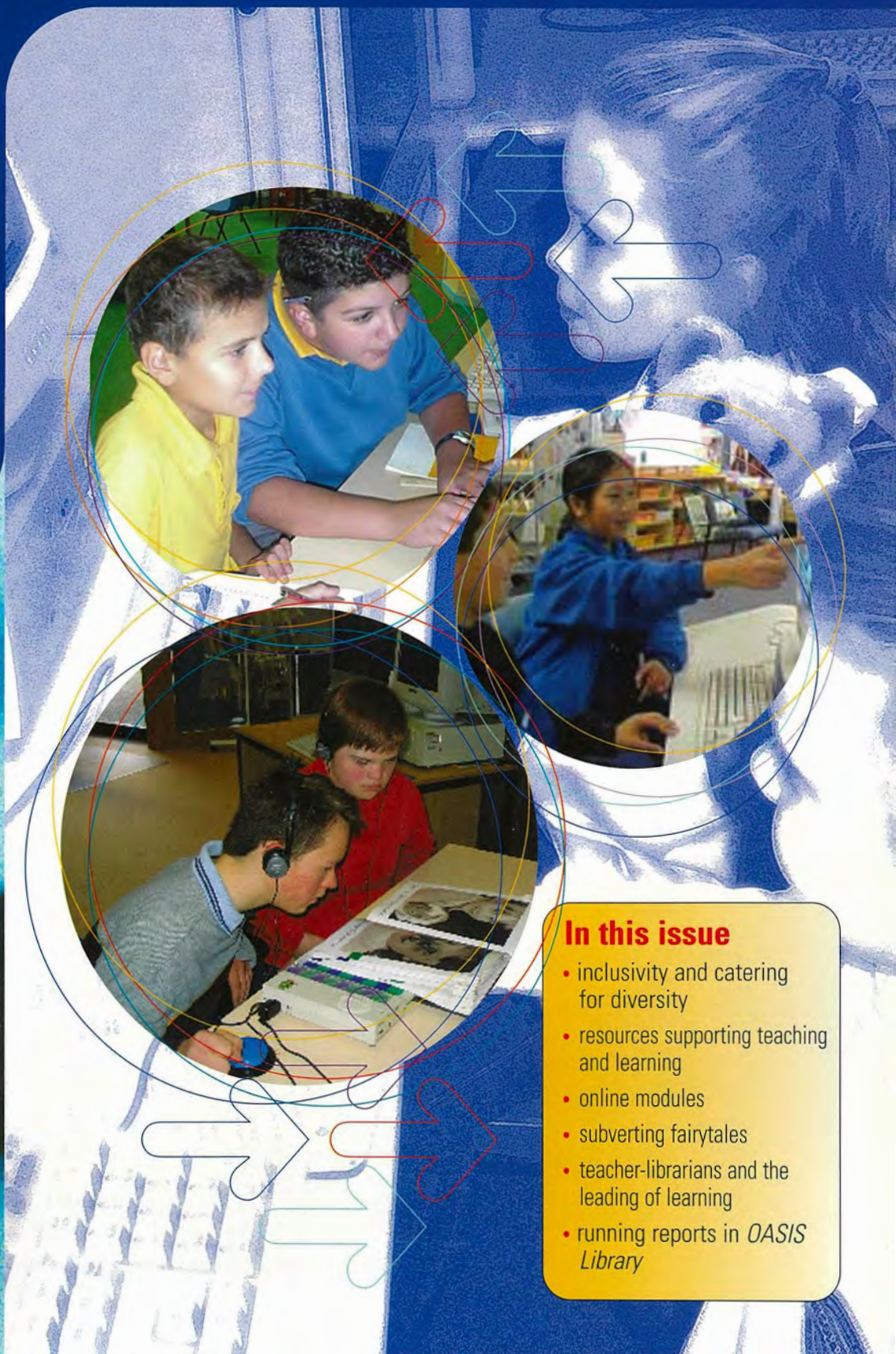
▶ SCIS

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▶ Resources

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- inclusivity and catering for diversity
- resources supporting teaching and learning
- online modules
- subverting fairytales
- teacher-librarians and the leading of learning
- running reports in *OASIS Library*

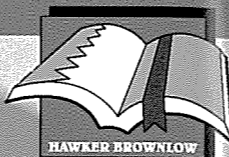
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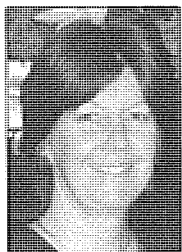
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From the Editor



Welcome to Term 3 and the third issue of *Scan* for this year. Each year, the build up to Book Week reinforces enthusiasm for

reading and literacy in schools. *Scan* continues to deliver a range of exciting opportunities supporting students' learning needs. A key theme in this issue is inclusivity and how to cater for the needs of all students. I hope you enjoy reading and using *Scan*. You can contact the Editor on (02) 9886 7501 or by email at sally.rasaiah@det.nsw.edu.au

Sally Rasaiah
Editor

Providing cognitive ramps to the curriculum: cognitively inclusive library programs for students with moderate to severe intellectual disability

In this informative article, Philip Brown, teacher-librarian, and Venata Amies, Executive Teacher, at Black Mountain School in the ACT, share practical strategies, based on research, which enable their students to engage with the curriculum. Teachers will be able to adapt some of the technologies and explicit teaching ideas to use in their schools. Significant references with valuable annotations accompany this article. **page 4**



How do we meet the challenge of diversity?

Brian Smyth King, Director of Disability Programs, provides an overview of the Disability Standards for Education 2004 (to be implemented in August 2005 across all states and territories), which underpins the Commonwealth Disability Discrimination Act. The Standards require accommodations and adjustments to curriculum to support diverse learning needs and maximise access to mainstream learning in schools. A valuable table is included which sets out a range and possible uses of some adaptive technologies. **page 16**

Resources supporting teaching and learning

Michele Busch, Review Coordinator, introduces a series

of brief articles explaining how reviews support teachers and teacher-librarians in the classroom, and ways to use these resources in teaching. Teacher-librarians share some practical ideas. **page 20**

Integrating ICT in teaching and learning online modules

The Australian Government Quality Teacher Program (AGQTP) in NSW supports professional learning and has developed helpful resources which are hosted on *Integrating ICT in teaching and learning online course modules* at <https://detwww.det.nsw.edu.au/ict>. Kerin Wood, interviewed two teachers about their involvement with the ICT modules on the AGQTP site. A primary and secondary perspective is given. **page 30**

Research Columns: teacher-librarians and the leading of learning

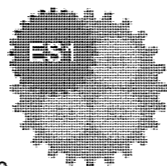
Ross Todd, back from leave, delivers Part one of an article focusing on how action research represents a key framework for collaborative partnerships. **page 34**

Subverting fairytales

A study of the subversion of fairytales is a component of Stage 4 English. Kerry Underhill shows how resources such as the Term 3 book rap, *Subverting fairytales: who's afraid of the big bad book and other titles* supports teachers introducing this concept to students. Judith Ridge's *Old tales, new readers*, makes interesting companion reading. **page 38**

Connected Outcomes Groups (COGs) making teaching more manageable and meaningful

Drawing on recommendation in the Eltis report, *Time to teach, time to learn*, a programming framework has been developed which maps all syllabus outcomes from K-6 key learning areas. How they help busy teachers is the subject of this article. There are many opportunities for collaboration with the teacher-librarian. **page 41**



Quality teaching in NSW public schools: phase three assessment practice

The third phase of support for *Quality Teaching* has been released to schools to assist with the collection and recording of student achievement. Read about this latest planning tool for teachers. **page 43**

Science in Context: schools working with Aboriginal communities

This program is designed to make science more meaningful and relevant for Aboriginal and non-Aboriginal students. Units of work are provided on the web site. **page 44**

Running reports in OASIS Library

The third article in the series, *Making the most of OASIS Library*. Doug Jenkins clarifies the types and uses of reports available in *OASIS Library*. **page 45**

Currents



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

school libraries and teacher-librarians are integrally and collaboratively involved with implementing curriculum. In the discussions about evidence based practice, action research has been shown as one way of providing such evidence and which can be easily implemented by teacher-librarians and teachers in their schools. *Scan* has also provided examples of programming proformas that support such an approach, so teacher-librarians can easily share with their colleagues explicit information about their contributions to the teaching and learning program. This proforma will be made available on the web site.

It is always inspiring to see the depth of commitment and enthusiasm of teacher-librarians working with teachers and supporting the best possible achievements for all students. A wonderful range of the ways teacher-librarians continue to make a difference is again represented in this issue of *Scan*.

Supporting diversity and equity

The lead article from Black Mountain School is exciting for enhancing our understandings of working with students with disabilities. There are some helpful, practical strategies for school libraries supporting information literacy for such students, including in integrated settings. This, and the contribution from Brian Smyth King, provides information and strategies that are essential for quality teaching and equitable opportunities for all students.

Research informing practice

As professionals we are committed to making a difference to teaching and learning. A range of *Scan* articles have reported supporting research and examples of approaches to providing evidence for the difference made when

In Research columns in this issue, Dr Ross Todd provides Part 1 of a two part article on the nature of collaboration and action research projects. Future issues of *Scan* will include more examples of action research from Australian school libraries

On the web

Changes and updates are gradually taking place on the *School Libraries and Information Literacy* site at www.schools.nsw.edu.au/schoollibraries. Let us know how you find the improvements, for example, in the *Scan* section. We would welcome your suggestions for continued improvement to these pages.

We endeavour to give as much notice as possible for planned raps and book raps as we know that teachers are busy and plan ahead. You will notice that to further assist your planning, we will indicate some of the outcomes and content to be included in raps well prior to the materials going live. Check the web site at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm> for updates

including raps planned for 2006. The *Book Week 2005: Picture Books, Subverting fairy tales: Who's afraid of the big bad book and other titles* and *On the move* raps are now live. Jeannie Baker will be joining us for the *Belonging and Window* rap in Term 4. These are great online-learning opportunities that enthuse students and support reading and literacy. There is a great archive at the site with program materials and proformas to use in class.

Scan now a refereed journal

Scan has now been formally accepted as a refereed journal on the national Register of Refereed Journals operated by the Department of Education, Science and Training (DEST). Articles in *Scan* have always been peer reviewed, as has Research columns, which is refereed by Dr Ross Todd, Associate Professor, School of Communication, Information and Library Studies at Rutgers University, New Jersey. Inclusion on the Register of Refereed Journals verifies the credibility of the strenuous quality assurance by which *Scan* operates.

Scan survey

With this issue of *Scan* you will notice a bright fluoro insert: *Scan survey 2005*. Please take a moment to complete the survey and return it to us. Your feedback is invaluable for informing what *Scan* looks like and includes in the future. ■

Providing cognitive ramps to the curriculum:

cognitively inclusive library programs for students with moderate to severe intellectual disability



Veneta Amies and Philip Brown teach at Black Mountain School in the ACT, a

school for students challenged by moderate to severe intellectual disability. Veneta Amies is an Executive Teacher with 20 years experience in special education settings where she has specialised in the interrelated fields of Augmentative and Alternative Communication (AACs), ICTs and Assistive Technology. In 2001 she received an award for Outstanding Contribution to Improved Services for Children and Youth with Special Needs from the ACT Department of Education



and Community Services. **Philip Brown** recently completed a M.ED (Special Needs)

thesis pertaining to the evidence base underpinning this article. He is the teacher-librarian at Black Mountain

School and has extensive experience in both mainstream and special education settings. This article is based on a seminar presented by the authors at the 2005 ASLA XIX Biennial Conference in Canberra.

[Editor's note: Brian Smyth King, Director, Disability Programs, provides guidelines, protocols, suggested ICT use, and information about legislated requirements for supporting students with disabilities in schools in his article, *How do we meet the challenge of diversity?* pp. 16-19 of this issue.]

As students with intellectual disability constitute the largest disability group catered for by schools, their learning needs must be adequately addressed if access to the general curriculum and hence full inclusion is to be achieved. As aptly stated by Kame'enui and Simmons,

Today, gaining physical access to schools and classrooms for students with disabilities is no longer the legal issue it was more than 20 years ago [however] ... Simply providing physical access to general education does not ensure that students with disabilities will gain cognitive access to the content of the general curriculum. (1999, p.1)

How do we provide students with moderate to severe intellectual disability (MSID) with cognitive ramps to the general curriculum? How do we make the education process cognitively inclusive of them? What

As students with intellectual disability constitute the largest disability group catered for by schools, their learning needs must be adequately addressed if access to the general curriculum and hence full inclusion is to be achieved.

role can school libraries play in the provision of cognitive ramps?

Building cognitive ramps: EMC the key!

External mediation of cognition (EMC) refers to factors outside the individual that assist cognition. In order to build effective cognitive ramps for students with MSID, it is essential to understand the pivotal role that EMC plays in their learning. The weight and congruence of evidence from the following three different, and in some cases antithetical, bodies of knowledge strongly supports this idea. This article mainly details practical teaching tips but the reader's understanding of their relevance to students with MSID will be deepened by briefly considering these bodies of knowledge.

Constructivist models of cognitive development

Constructivism is the dominant pedagogical paradigm of the Western world. As many educators view behavioural teaching strategies (such as explicit and systematic instruction) as forms of *instructivism* rather than *constructivism*, these strategies are not widely considered to be sound educational practice. [Editor's note: The NSW *Quality Teaching* model can be applied from Kindergarten to Year 12 for all students across all KLAs. It describes pedagogy that allows for a range of student needs and teaching approaches, that includes explicit and systematic teaching.] As demonstrated by the cognitive development models of both Lev Vygotsky and Jean Piaget, this view is highly disadvantageous to students with MSID. Ironically, constructivist views of child development derive largely from the theories of Piaget and Vygotsky (Odom & Kaiser 1997, p. 147; Watson 2000, p. 135) and yet, these theories and empirical evidence related to them provide clear explanation for why students with MSID are highly reliant on EMC, and hence, much more likely to respond to behavioural rather than cognitive or metacognitive teaching strategies. Due to the need for brevity we will only revisit Piaget's model. Barbel Inhelder, Piaget's long-time collaborator, empirically researched the progress of people with different levels of intellectual disability through the Piagetian stages of cognitive development. Inhelder (1968) reported that people with different levels of intellectual disability (ID) typically fixate at (i.e. do not go beyond) certain stages of cognitive development. Those with severe ID fixate at the sensorimotor stage, whilst those with moderate and mild ID typically fixate at the preoperational and concrete stages respectively. People with MSID therefore do not progress beyond the sensorimotor and preoperational stages. These stages are characterised by: egocentrism; inflexibility of

thought processes, external mediation of cognition and therefore, limited capacity to make use of cognitive strategies. This analysis is summarised in *Diagram 1* and is consistent with the large body of empirical evidence about the effectiveness of behavioural strategies (explicit and systematic instruction) and a corresponding paucity of empirical evidence showing the effectiveness of either cognitive and meta-cognitive strategies with people challenged by MSID.

Typical learning characteristics of students with MSID

Empirical research on the learning characteristics of students with intellectual disability shows that those with MSID are likely to have poor capacities in the following areas: attention; categorisation/classification; generalisation; skill and information synthesis, memory and incidental and observational learning. Not having strong *internal* capacity for these aspects of cognition, they benefit from teaching strategies and materials that provide the *external mediation* of these capacities. Furthermore, students with MSID are known to benefit from the presentation of information in concrete or visual forms for two reasons. Firstly, visual or tactile information can be non-transient whereas auditory information is

usually transient in the learner's environment. Secondly, visual information allows the simultaneous rather than sequential processing of information. Students with MSID, as well as those with Autism Spectrum Disorder (ASD), are known to benefit from the simultaneous presentation of non-transient information. The presence of non-transient (or at very least consistent and regular) visual information in their environment provides *external mediation of cognition*.

Evidence on the effectiveness of teaching strategies

AACs (particularly in the form of visual communication tools) and explicit and systematic instruction are highly empirically validated teaching strategies for students with MSID. *Explicit and systematic instruction* is a term used to describe the family of structured, systematic behavioural teaching strategies such as precision teaching, applied behaviour analysis and direct instruction. As a general rule, direct instruction and precision teaching are most appropriate for students in the mild to upper moderate range of ID, whereas applied behaviour analysis is most appropriate for students in the moderate to severe range of ID. The term *visual communication tool* describes communication systems, which include such things

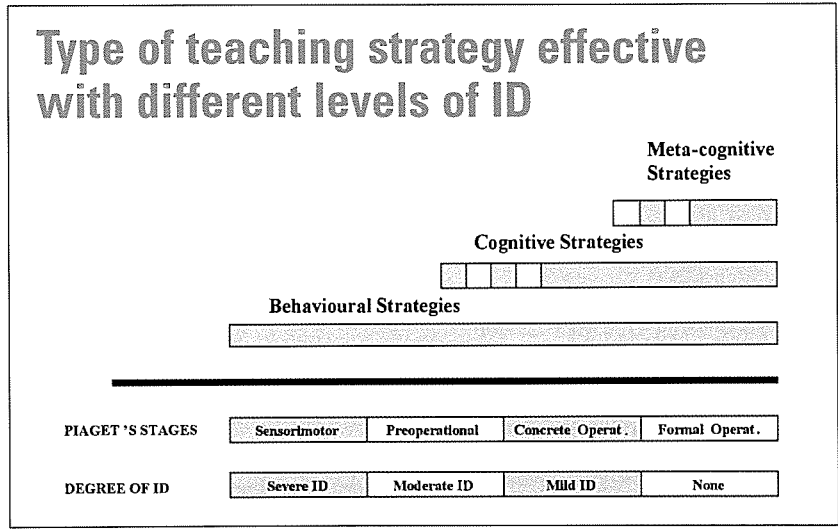


Diagram 1.

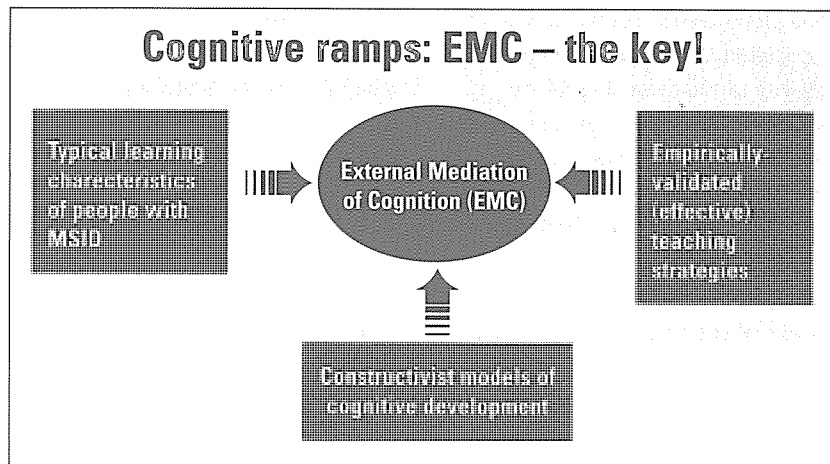


Diagram 2.

as objects, remnants of objects, photographs and pictographs. In March 2004, Brown & Amies (in press) conducted a national email survey of Australian teacher educators responsible for preservice training about students with severe disabilities/high support needs. These teacher educators were asked to nominate 'the four programming or instructional strategies that have been demonstrated to be most effective for students with MSID as indicated by a substantial body of empirical research'. The results showed an extraordinary degree of consensus about effective strategies for these students. With a survey response rate of over 50%, 81.25 % of respondents nominated AACs (particularly in the form of visual communication tools) and 100% nominated explicit and systematic instruction. In part, the effectiveness of these strategies can be

plausibly explained by the fact that they facilitate external mediation of cognition. After all, we know AACs/visual communication tools allow the simultaneous processing of non-transient information in the learner's environment (see above), and the hallmark of behavioural teaching strategies (i.e. explicit and systematic instruction) is behaviour change via manipulation of environmental factors. As summarised in *Diagram 2*, the weight and congruence of evidence from different sources strongly supports the need of students with MSID for EMC. It is for this reason that we look to strategies that facilitate EMC as a means of providing these students with cognitive ramps to school library programs and through them, greater access the general to the curriculum. EMC is the key!

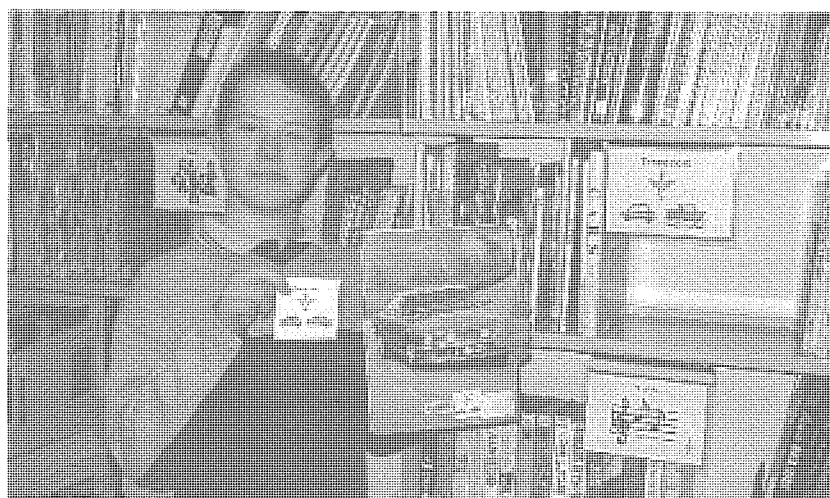


Figure 1 Use of pictographs for subject shelf locations.

Practical tips for building cognitive ramps into school libraries

- make extensive use of visual communication tools

Use photographs, line drawings or pictographs [such as COMPIC or Picture Communication Symbols (PCS)] on shelves to identify Dewey system subject headings. This overcomes student difficulties with categorisation/classification. If you work in a special school, you may have the opportunity to reorganise your library's student collection into subject categories known to be of interest to the students. In this case, the most popular categories of student interest may be identified by pictorial surveys and class discussion, and the student collection organised under these categories. Subject headings can then be indicated by line drawings, pictographs or photographs at appropriate places on the shelves (*Figure 1*). Also, clearly label other aspects of the library that are required to be identified by students for appropriate and effective use of the library (e.g. returns trolleys, return chutes, the circulation desk, etc).

When teaching activity sequences, break the activity into three or four subtasks and represent these subtasks as a sequence of pictures, line drawings, photographs or pictographs. The use of digital cameras allows the easy production of these pictorial activity sequences in *Microsoft PowerPoint*. As *PowerPoint* slides, these activity-sequences can be printed out as hardcopy or presented on a computer as a slide show. *Diagram 3* shows a pictorial activity sequence, *Coming into the library*, which is currently used at Black Mountain School. This sequence is displayed on a computer in the library as a *PowerPoint* slide and, when students select one of the photographs using a mouse or touch-screen, a hyperlinked 30 second video clip plays related to that section of the activity sequence.

Coming into the library

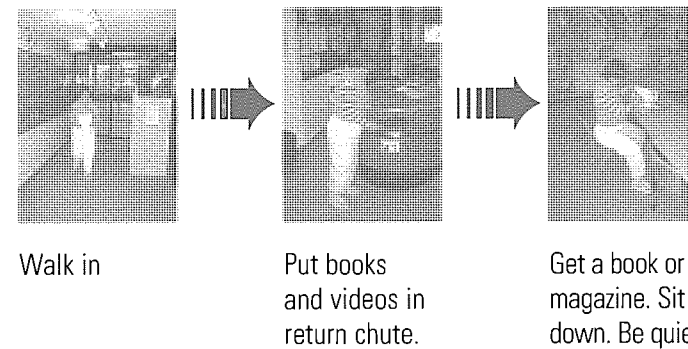


Diagram 3.

The video footage was taken on the same occasion as the still photographs using a moderately priced digital camera. The use of video clips is a powerful way of making instruction highly explicit.

Many other recommendations in this article also involve the use of visual communication tools. These tools build on student capacities related to external mediation of cognition and simultaneous processing of information.

- implement an information skills training program via explicit and systematic instruction

In the references section below there are numerous sources of advice on the use of explicit and systematic instruction. Here are some key ways this advice can be applied to the teaching of information skills:

1. Break activities or routines (as in *Diagram 3*) into a sequence of subtasks and then teach each subtask within the context of the whole activity. As students with MSID have poor skill synthesis, you may need to use *instructional prompts to chain* (i.e. join) these subtasks into one continuous activity or routine sequence [see Cipani & Spenner 1994; NSW Department of School Education
2. Teach generalisation of skills rather than assume them. For example, use your school library to teach the skills required in public libraries. If possible, use visits to a local library to test whether the skills learnt at school have been successfully generalised to other libraries. If this is not the case, seek to provide further training at the local library. As *video self modelling* is a powerful tool of instruction, videotape a student modelling the appropriate skills at the local library. As the frequency with which you can train at the local library will be limited, this video footage will enhance the realism of school based training until your next training opportunity at the local library. Digital video is easily downloaded and presented on computers in your library or the student's classroom.
3. Teach skills as consistently as possible and provide frequent opportunities for practice e.g. standardise your key instructions.
4. Specify skills to be taught in your

information skills program in terms of the behaviour to be taught, the conditions under which they are to be performed and the criteria used to judge success [see NSW Department of School Education (1989, pp. 41–42) for detailed advice]. Although a work in progress, the latest draft of the *Black Mountain School library skills program* is written in this manner and available on request via email (contact philip.brown@bms.act.edu.au). Writing programs in this way has a number of important benefits: it helps those implementing the program to deliver instruction in a consistent fashion; and it assists the accurate assessment of students who have difficulties with categorisation and generalisation. It is important to specify exactly the attributes of the training situation in which the student succeeds. If not, another teacher may later conclude that the student has lost a previously achieved skill. That teacher might not require exactly the same behaviour under exactly the same conditions and this may be sufficient to affect the performance of students with poor categorisation and generalisation skills. The teacher may think it is the same skill but the student may not recognise it as such. It also assists teachers to specify and calibrate levels of assistance required for successful performance of tasks. The goal for some students may be partial participation in an activity whereas for others it may be independent performance. For example, students can be trained to function as library assistants at different levels of independence. There is a big difference between returning items using the library circulation computer when the returns menu is set up for you, as opposed to when you have to locate it for yourself.

5. Highly prioritise goals or teach less, better. Students with MSID learn at significantly slower rates than their cognitively able peers. The disparity in learning rates increases as their able peers attain the cognitive and metacognitive skills possible in the Piagetian concrete and formal stages of cognition. Students with MSID are left behind as their development typically reaches a plateau at the sensorimotor or preoperational stage. Whilst the aspiration to provide a broad unlimited program seems consistent with the spirit of inclusive practice, we do a disservice by providing a broad and shallow program. Instead we need a strategically selected intensive program that delivers the powerful, pragmatic, functional and socially valid outcomes consistent with the aspirations of inclusive practice, that is, improved quality of life and presence and participation in society. This view is supported by another outcome of the national email survey referred to previously (Brown and Amies 2004). In this survey, 94% of Australian teacher educators who responded to the survey, nominated the *functional-ecological approach* to curriculum development and programming as an empirically validated effective practice for students with MSID. The *functional-ecological approach* is the custom-made curriculum development and programming strategy designed to deliver explicit and systematic instruction to these students [for information, see Baine (1996, pp. 78–87); Browder (2001, pp. 24–6); NSW Department of School Education (1989, pp. 23–30); Snell & Brown (2000, pp. 90–91)]. This approach highly prioritises learning goals. As *self-determination* is also an important outcome of inclusive education for students with MSID (Wehmeyer *et al* 2002), it is important to prioritise goals of

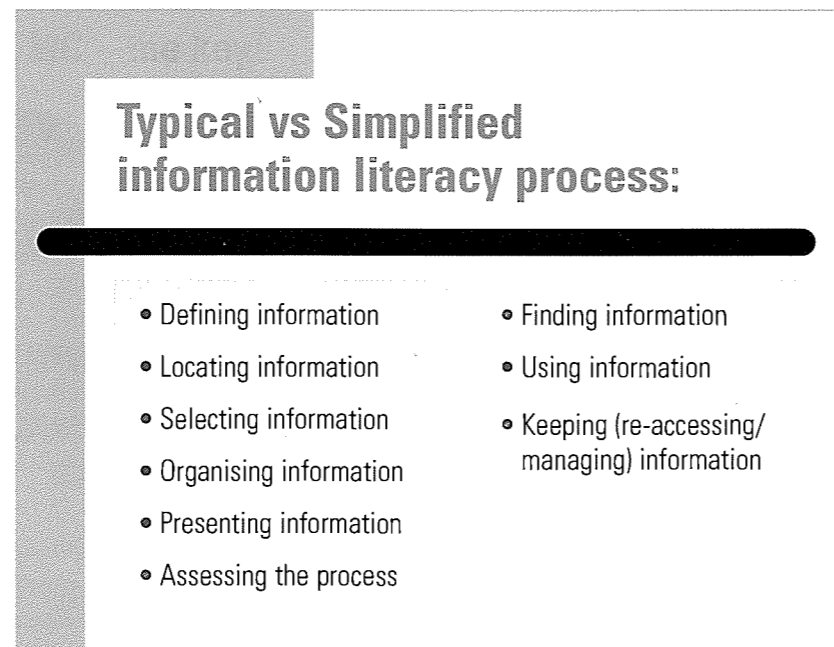


Diagram 4.

Ensure the student is highly reinforced (motivated) by the activity or skill being taught.

interest to them. This leads to our next point.

6. Ensure the student is highly reinforced (motivated) by the activity or skill being taught. Start by teaching those activities or skills in which the student is highly motivated to participate, whilst you investigate ways of providing positive reinforcement for improved performance on less preferred, but important, goals.

Simplify the information literacy process

1. Broaden the definition of *information* in your library. It is helpful to students with MSID if information is defined in a manner that is not exclusively cerebral (ACTDET, 2001 and *UK National Curriculum: ICT Key Stage 1*) Libraries should provide preferred activities and experiences (sensory and sensorimotor information), not just concepts

about those activities and experiences. Libraries should be places to *do things* not just *find out about things*. This is consistent with the needs of students who are sensorimotor and preoperational thinkers. Music and visual images are forms of information that students with MSID may wish to access in a library, and so teaching them to access it via computer technology, CDs, videorecordings and MP3 players is a legitimate educational goal. So too is exposing them to a wider range of age-appropriate materials through these media. This broader definition of information is increasingly reflected in the field of ICTs.

2. Simplify the nature of the information literacy process. As previously discussed, students with MSID often have difficulties with: categorisation/classification; generalisation; concept synthesis; and memory. Information literacy taught in mainstream schools requires considerable analytical capacity and is therefore too cognitively challenging for students with MSID. The *Black Mountain library skills program* (Diagram 4) simplifies the

information skills process to three functional elements that enhance access to information (i.e. finding, using, and keeping information).

3. Include information management in the information literacy process. Information management skills are typically not part of, or at very least, not a major focus of the information literacy process because, once cognitively able students are shown how to access information they can usually remember how to re-access it. This is not necessarily the case for students with MSID. Consequently, keeping information (i.e. re-accessing or managing information) is one of the three key elements of the information literacy process taught at our school.

4. Simplify the ways students find information.

It is useful to simplify the information literacy process to *finding, using and keeping information*, and it is also important to *simplify the means* by which students with MSID *find, use and keep information*. Reorganising the student collection into subject categories based on student interest, and labelling shelves with pictographic subject headings is one way we have simplified finding information in our library. Another way is the use of a computer based visual student catalogue called F.A.B. (Find A Book) (Figure 2). This program was originally developed in 1998 by one of the authors to circumvent the categorisation and literacy/numeracy problems that typically inhibited student access to information in our library when the student collection was shelved according to the Dewey system. The 2004 version of the program uses PCS symbols (Mayer-Johnson 2004), scanned images and *Microsoft PowerPoint*. The F.A.B. computer in our library presents a slide show of scanned images of book covers from the student collection. Four or five book covers



Figure 2: Using the Find A Book (F.A.B.) visual student catalogue.

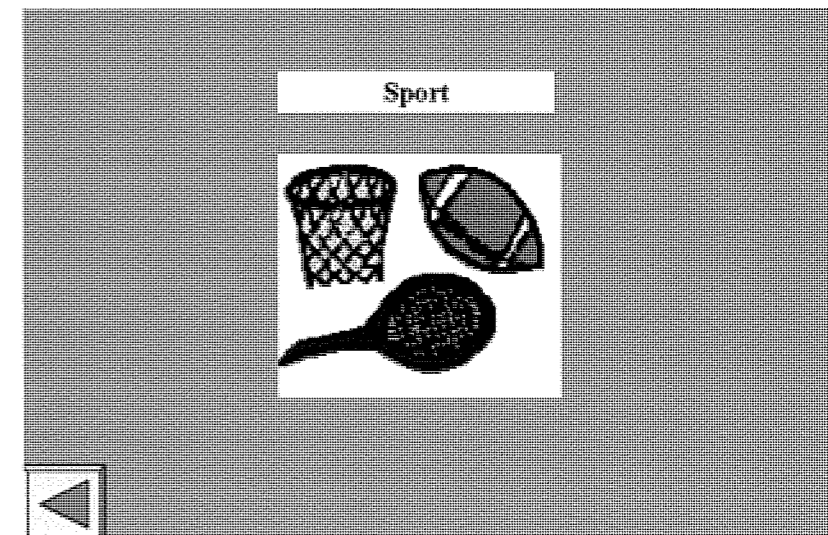


Diagram 5: F.A.B. example of PCS symbol indicating shelf location.

are displayed per slide. The student identifies books of interest by their covers and selects them using either a mouse or touch-screen. The program then shows the PCS symbol that is displayed on the library shelf where the selected book and other books like it are located (Diagram 5). At appropriate times, the program presents simple recorded messages such as 'Find the shelf with this symbol on it'. If the student can't see a book of interest on the current slide, he or she selects a clearly displayed button on that slide and another slide of options is presented. The student continues viewing slides until a book of interest is located. Whilst not randomised, the slides

provide a varied and comprehensive sample of types of books in the library. Teacher-librarians with a scanner and *Microsoft PowerPoint* can customise their own visual student catalogue if they have a basic or intermediate level *PowerPoint* knowledge. F.A.B. is simply a collection of hyper linked menus.

5. Simplify the ways students keep information (use information keys). We also use a number of strategies to simplify how students keep information (re-access /manage). We call these information keys because they provide the student with a key to unlock or source the information again. Some of the information keys we use are:

- Student library portfolios with photocopies of the covers of preferred books stored in plastic sleeves. Superimposed over the book cover is a small photocopy of the PCS symbol that indicates the book's shelf location.

- Visual hotlists of preferred Internet sites.

- Customised Pictorial Menus (CPM) for students. This is the name we give to the computer based pictorial menus we create to centralise digital information of interest to each student. This may include: favourite Internet sites; current worksheets (in *Microsoft Word*), *PowerPoint* presentations for teaching instructional sequences (such as in *Diagram 3*) and *PowerPoint* presentations of personal material (e.g. photographs from home or school excursions). This can also be a way of accessing digital portfolios of student achievement. This type of menu system was successfully piloted with library classes throughout 2004 and, for students who cannot use *Microsoft Windows* effectively, will most likely become the standard student interface on our new student network from Term 1, 2006. During library sessions or in the classroom, each class will have a class menu displaying the photographs of all class members. When a student selects their own photo with a mouse or touch-screen, their own CPM appears (*Diagram 6*). The menu system is created with *Microsoft PowerPoint* using hyperlinked pages.

Having these CPMs available in the classroom or library on a student network with the availability of Internet access, scanners, the opportunity to download digital

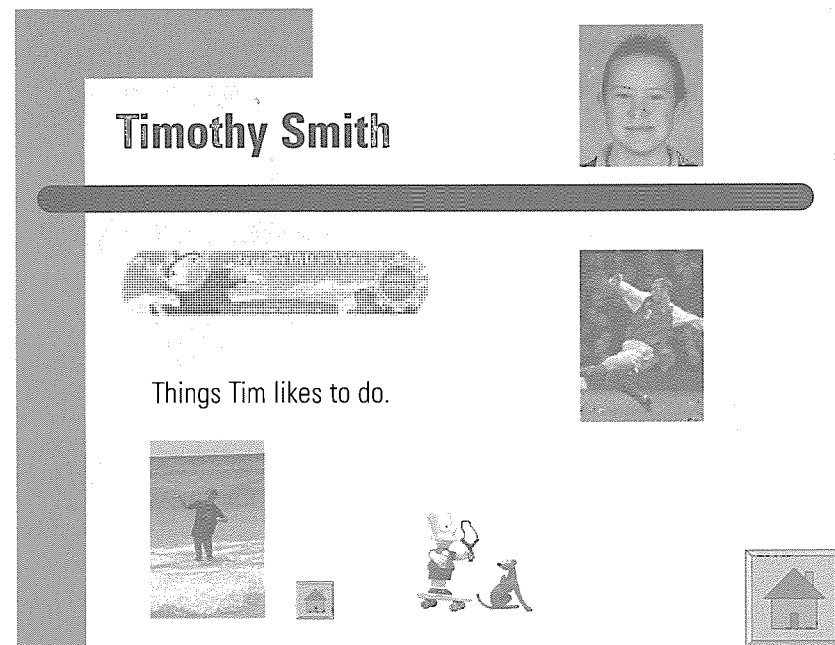


Diagram 6: Example of a Customised Pictorial Menu (CPM).

camera images, and other current digital resources such as worksheets, enables the teacher to evolve or update each student's CPM as new information / material becomes available throughout the school year. The menu and its related digital resources are also available to next year's classroom teacher. They provide a dynamic and evolving strategy for keeping information.

Enhance student capacity to ask for assistance

Teach the most useful single skill for accessing resources in public and school libraries (i.e. asking the librarian for help!). Assist the student to develop effective communication strategies for this purpose. If expressive verbal communication is poor, this may require a visual communication system with photographs and or pictographs (*Diagram 7*).

Use assistive technology (medium to low-tech where possible)

Assistive technology is an important means of providing cognitive ramps into libraries and can be differentiated

as high, medium or low tech. *High-tech* includes such things as adaptive keyboards, word-predicting word processors, purpose-built book-reading machines, voice output communication aids (VOCAs) and personal organisers. *Medium-tech* includes tape recorders, *Microsoft PowerPoint*, calculators, and word processors. *Low-tech* includes hardcopy resources such as photographs, pictographs, line drawings and handwriting. The following web sites provide extensive information about *high-tech* options:

- The national centre for technology in education: advice sheets <http://www.ncte.ie/SpecialNeedsICT/ResourcesAdvice/AdviceSheets/>
- Spectronics <http://www.spectronicsinoz.com>
- Technical solutions Australia <http://www.tecsol.com.au>
- Don Johnston <http://donjohnston.com>
- IntelliTools <http://intellitools.com>
- Inclusive technology <http://www.inclusive.co.uk>
- Assistive technology: NovitaTech <http://www.novitatech.org.au>

At times high-tech assistive technology is clearly essential to meet the

Teacher-librarian:

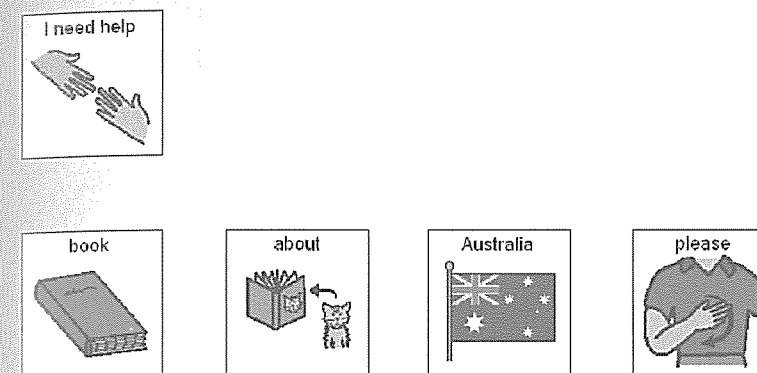


Diagram 7 Example of a communication tool for requesting assistance.

communication and educational needs of certain students. Medium or low-tech options may be pursued first, due to significantly lower purchase, maintenance, replacement and staff training costs (*Diagram 8*).

Despite its importance, we will not discuss assistive technology in detail because the subject was recently discussed in *Scan* (Downie 2005, pp. 30-31) and will be the subject of future articles. We would like to make some observations about the use of book-reading machines and visual communication tools as they are important forms of assistive technology for libraries, and

exemplify issues related to high, medium and low technology. In our library at Black Mountain School we use high-tech and medium-tech book-reading technology. We use two types of high-tech reading devices to the advantage of our students. The AbleNet *BookWorm*, a purpose-built book-reading machine, is a wonderful device (*Figure 3*). We sometimes use voice output communication aids (VOCAs). When VOCAs with 8, 16, or 32 message keys are not currently assigned to students for augmentative communication, we make use of them as book-reading devices (*Figure 4*). A template is

created that differentiates each message key of the VOCA via colours, shapes and combinations of both colours and shapes. The template is placed on the VOCA and a second copy of the template is printed and cut up into individual squares, a different one being attached to each page of a book. If, for example, there is a pink square on the VOCA, the cut-out copy of that square is attached to the top outer corner of a page in a book and the text from that page is recorded as the message for that message key on the VOCA. The student then sees the pink square on the page of the book and presses the pink square on the VOCA to hear the text from that page being read.

Both of these high-tech devices are excellent, although expensive to purchase. The AbleNet *BookWorm* costs about \$550 AUD without optional extras. Alternatively, one can make use of the medium-level ICT available in schools. With a scanner, microphone, *Microsoft PowerPoint* and a computer, you can easily simulate simple talking books. These can be operated with a mouse click, or the pressing of an adaptive switch, rather than the more complex routines required of the two high-tech reading device options described above. Each page of a book can be scanned and placed on a separate *PowerPoint* slide with a text box displaying the text from that page. An audio track can then be recorded to be heard as the text appears of the page. The text can be presented word by word or sentence by sentence. The teaching potential of this strategy is enormous.

Copyright issues

It is important to acknowledge the copyright issues related to using material in this way. Permission needs to be obtained from the publisher of the book. If the school owns a single copy of a text, only one version (hard copy or digital) should be used at any one time. Similarly, the digital version of the book should only be used on one computer at a time.

Low-Medium Level Technology: Advantages

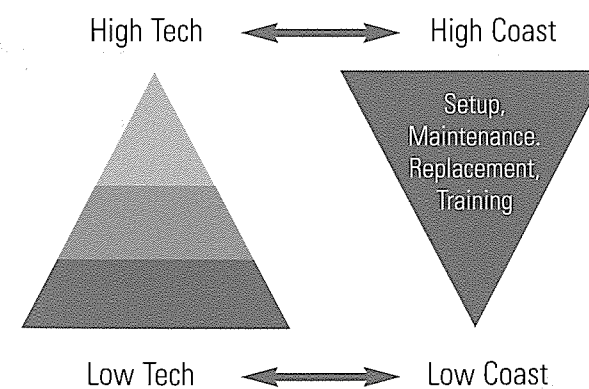


Diagram 8 Advantages of low to medium technology.

teaching & learning

The use of visual communication tools at Black Mountain School library provides another example of the benefit of medium to low-tech assistive technology. As described previously, our library uses *Microsoft PowerPoint* to provide students with F.A.B., a visual catalogue of library books. The use of *Microsoft PowerPoint* as well as scanned images and pictographs in digital format exemplify *medium-tech* strategies. The use of PCS pictographs in hardcopy on library shelves exemplifies a low-tech aspect of F.A.B. These medium to low-tech assistive technologies are accessible and extremely cost effective ways of providing cognitive ramps into our library.



Figure 3 Students using an AbleNet BookWorm reading machine.

Keep a register of interests for students with MSID

Record student interests in a register and ensure the register is updated as new information comes to light. This knowledge will assist students with poor memory or poor choice making skills to access materials previously of interest to them. Some students can become obsessive about a topic to a degree that precludes developing new interests or inhibits their educational program. In this instance, a register of interests will provide teacher-librarians with information about previous interests that might be an alternative to the current obsession. To some degree, computerised records of student borrowing may indicate student interests however they can also reflect (1) previous obsessive behaviour (2) limitations of student knowledge or experience (3) the limitations of the library collection, or (4) difficulty by the student in previously accessing elements of the library collection. Consequently, knowledge of student interests should also be ascertained from other sources (e.g. the student, family, current and previous classroom teachers and school friends). Whether a student has obsessive interests or not it is important to widen his or her exposure to new materials and information.



Figure 4 A VOCA as a reading machine.

Endeavour to promote and implement Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a recent and important dimension to inclusive educational practice that seeks, where possible, to design educational processes in a manner inclusive of all students from the start, rather than modifying existing processes as an afterthought to accommodate students with diverse needs. Adaptations and accommodations are

therefore incorporated as much as possible into initial design (see Howard (2003); Villa & Thousand (2000); and *Centre for Applied Special Technologies*). There are two important ways in which teacher-librarians can promote UDL in a manner beneficial to students with MSID:

- Encourage the development of online resources that are provided in a full range of age-appropriate interest levels as well as a full range of ability levels related to cognition, communication,



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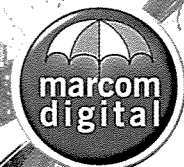
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literacy and numeracy for each topic. This will allow classroom teachers and teacher-librarians to provide comprehensive multi-level instruction on the same topic to meet the diverse needs of students.

- Remove unnecessarily complex routines and processes from the library. Even if routines and processes are not too complex for most students, there may be some routines or processes that can be simplified for all students because the existing level of complexity isn't necessary for anyone!

The politics of cognitive inclusion

The discourse on inclusive practice in the United States includes the notion that full inclusion necessitates major restructure rather than minor modification of school systems (Villa & Thousand 2000). If full inclusion is to be achieved for students with MSID, schools must be personally inclusive (i.e. fully accepting of these students for whom they are, and hence take full account of their cognitive characteristics) and instructionally inclusive (by providing forms of pedagogy known to be highly effective in relation to their particular cognitive characteristics) (Brown 2002). That is, the full inclusion of these students (and hence their adequate accessing of the curriculum) will require their full cognitive inclusion, and this will not be achieved by offering empirically unsubstantiated, 'watered-down' versions of mainstream teaching practice in an attempt to minimise restructure and additional resourcing of school systems. Practices such as: curriculum overlapping; multi-levelled instruction; whole-group instruction; peer tutoring; and cooperative learning may be useful for the maintenance of learnt skills or language and social development, but they are not potent empirically validated instructional strategies for the acquisition of skills for students with intellectual disability (Kavale & Forness 1999). A fresh approach is required which

involves significant utilisation of explicit and systematic instruction within the context of mainstream education.

The politics of cognitive inclusion is more fully understood when we differentiate external mediation of cognition into its two major forms: cognitive scaffolding and cognitive prosthesis. Cognitive scaffolding is a temporary kind of teacher or peer support provided until the learner internalises an understanding (Wehmeyer 2002, p. 59; Cuttance 2001, p. 10). It is well exemplified by the instructional prompting strategies integral to explicit and systematic instruction (Wolery et al. 1992). Cognitive prosthesis is a term used to describe the facilitation of cognitive processes (e.g. learning, memory, reasoning, and problems solving) by the permanent or long term externalisation or objectification of these processes in the learner's environment (Brown 2002). Most of the cognitive ramps recommended in this article are examples of cognitive prosthesis (e.g. extensive use of visual communication tools; simplification the information literacy process, use of assistive technology, and registers of student interests). Once these practices are implemented, the improved and ongoing capacity of students with MSID to access school library services will be dependent on the continued presence of the practices in the learning

environment. Education systems have the same professional and moral obligation to provide and maintain the cognitive inclusion of students with MSID, as they do to provide and maintain the physical inclusion of students with physical disabilities. To remove the practices that provide cognitive prosthesis from the learning environment of students with MSID (i.e. to treat these practices as cognitive scaffolding rather than cognitive prosthesis), is to remove their cognitive ramps! Cognitive ramps for students with MSID must be built and maintained with the same commitment that we build and maintain physical ramps for students with physical disabilities. We urge teacher-librarians to build and maintain these cognitive ramps into their libraries. These will assist all students with an intellectual disability and facilitate access to libraries and the curriculum by the largest group of students with a disability. This is not an easy task, and must be undertaken over time in a pragmatic, incremental and strategic manner. In so doing, teacher-librarians will play a vital leadership role in the restructuring of schools to allow full cognitive inclusion of students with intellectual disability. While the recommendations in this article are not definitive or comprehensive, we hope they will assist in meeting this important challenge. ■

Spectronics: inclusive learning technologies

<http://www.spectronicsinoz.com>

Providing access to new technologies in the disability sector, this resource details over 500 products. The site provides services and assistive technologies for students with learning difficulties, those who struggle with reading and writing, and students with specific disabilities or communication impairments. **About us** gives site users a clear idea of the company and the extensive scope of its useful web site, which goes beyond commercial interests. **An Advanced search** will also show the site's breadth, and is especially useful for teachers new to this area of education. **Catalogue** products include a photograph, brief overview, details of system requirements, targeted age range, the area in which development is fostered; access options, technical support available, and cost. **General articles** and **Product reviews** are informative sections. **Conferences** and **Links** related to technology and disability are helpful for teachers and parents. V. Amies

USER LEVEL: Community Professional
SCIS SUBJECTS: Disabled children – Education; Educational technology; Learning disabilities; Special education; Teaching – Aids and devices
REVIEW DATE: 16/06/05 [371.9] SCIS 1222930

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How do we meet the challenge of diversity?



Brian Smyth
King is Director,
Disability
Programs.

The nature of education is constantly changing. Education is continuously responding to new developments in teaching and learning through research, and local, national and international trends and directions. The changes are also shaped increasingly by the information age, its focus

on globalisation and on technology. Many new doors of opportunity are opening and these are having a significant, long lasting and positive impact on the quality of life experienced by many people living with a disability. People with disabilities are accessing more and more services in the community, as well as enhancing their personal contributions to the broader community.

Since 1992, people with a disability living in Australia have been supported by the Commonwealth Disability Discrimination Act (DDA). The DDA defines who it supports and impacts on the ways people with a

disability access life in the community. The DDA specifically addresses: employment; education (from preschool to post graduate); access to premises used by the public (including transport); the provision of goods, services and facilities; accommodation (excluding privately owned and occupied residential accommodation); the purchase of land; activities of clubs and associations; sport, and the administration of Commonwealth laws and programs.

In August 2005, the DDA will be further clarified for education providers when the Australian Government implements the Disability

Standards for Education 2004. These Standards will apply across all states and territories.

What are the Disability Standards for Education 2004?

The Disability Standards for Education 2004 will underpin the DDA and further clarify standards for all Australian education and training providers in providing access to people with disabilities to educational services. The Standards will specifically apply to the following areas of education:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- elimination of harassment and victimisation.

The Standards reflect evolving community attitudes and responses to disability by setting new access benchmarks for education and training services. Within educational contexts, the Standards focus on a student with a disability being treated on the same basis as a student without a disability.

The Australian Bureau of Statistics estimates that one in five Australians qualify as having a disability under the DDA. More and more people with a disability are increasingly accessing services and provisions accessed by those without a disability. Education is no exception and, as increasing numbers of students with disabilities are being supported in regular classes, many more teachers are gaining new skills in their planning and teaching to cater for an expanding range of diverse learners.

Further information and a copy of the Disability Standards for Education 2004 can be obtained from the Australian Government: Attorney General's Department: Draft Disability Standards for Education web site at <http://www.ag.gov.au/DSFE>

What does this mean for teachers working with students who have diverse learning needs?

Teachers are responsive learners who constantly question what they do. In catering for the learning diversity in their classrooms, teachers regularly seek advice and guidance around the types of accommodations and adjustments they can make to various Board of Studies NSW syllabuses. These accommodations and adjustments enable their students to participate fully in classroom learning experiences. Accommodations and adjustments are measures or actions taken in relation to the learning environment, teaching, learning, and assessment, that enable a student with special needs to access and participate fully in achieving syllabus outcomes and content.

Making curriculum adjustments is not a new concept for teachers. Teachers plan carefully to assist students to access core curriculum outcomes and content and to demonstrate their learning in multiple ways without compromising learning outcomes. Teachers make adjustments by finding alternate ways for students with special needs to achieve learning outcomes. They find ways to minimise the impact of a student's disability or learning difficulty on their learning and, in so doing, focus on the student's achievement, not on the student's problem.

Teachers frequently seek advice and guidance around curriculum adjustments for students who have significant support needs in communication. These students include those with complex and multiple disabilities, students with challenging behaviours, or students with severe expressive and receptive language disorders.

What are some adjustments teachers make to support learning?

Some curriculum adjustments regularly used by teachers to support

the learning of students who experience communication difficulties are:

- visual cues to aid understanding or expression
- alternative formats such as large print, Braille, or subtitled videos and DVDs
- oral/sign interpreters or readers and scribes
- additional support through group work, peer or volunteer tutoring, and/or other individual assistance
- changes to the layout or presentation of material, e.g. fewer distracters on a page, coloured overlays
- changes to classroom organisation, e.g. positioning the student to enhance participation or maximise access to instruction
- scaffolds to support responses, oral and written, e.g. a planning proforma to guide responses or a visual timetable to support participation
- electronic books rather than reading only
- note taking by peers
- outlined texts with the key points highlighted.

The constant evolution of adaptive technologies and software applications is further assisting teachers to provide strengthened and more independent support to students with disabilities and learning difficulties. Teachers can effectively support students to participate fully and learn along with their peers through the use of technology which assists students to:

- write
- scan text
- read text
- speak aloud to communicate
- record information.

In some instances, students with a severe communication disorder can access a speech output device for communicating in class discussions or presentations.

The following table highlights some of the types of technology and software now available to facilitate student learning. ■

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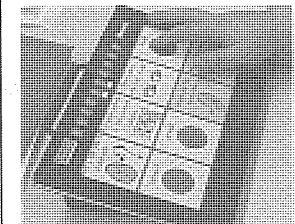
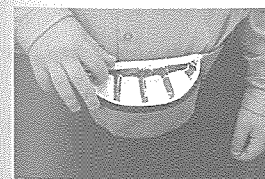
★ To order
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p: 02 98184898
e: information@sybasigns.com.au

★ Spine labels available for NSW and Victoria

★ Other products include:
PRC bookmarks
PRC favourite reads posters
PRC step by step guide posters

Item	Features	Examples
Portable note takers	These devices are an alternative to using pen or pencil and may assist students with fine motor difficulties. They may have any of the following features: <ul style="list-style-type: none"> • typing tutor • calculator • telephone directory • calendar • floppy disk drive. 	<i>AlphaSmart</i> <i>Calculuscribe</i> <i>LaserPC</i>
Alternative keyboards Touch sensitive keypads	These devices can support students with significant motor difficulties. They are an alternative to using pen or pencil or traditional keyboards. They can support individualisation and the development of local resources related to specific areas. Additional commercial software is available to support curriculum activities.	<i>IntelliKeys</i> <i>IntelliPics</i> <i>Overlay maker</i> <i>Click it</i> <i>IntelliMathics</i> <i>IntelliTalk</i> Discover boards Concept keyboards
Screen reading software; image enlargement	This software support students with significant vision impairments. It reads aloud or enlarges on screen material. It can provide access to any: <ul style="list-style-type: none"> • on screen text • tagged images • charts on the computer. 	<i>JAWS® for Windows</i> <i>Window-Eyes</i> <i>ZoomText</i>
Talking word processors	This software can support students who have difficulties reading and writing. In particular, it provides auditory cues during writing activities. They can be used with imported or converted scanned text. The software 'reads' by: <ul style="list-style-type: none"> • word • sentence • paragraph 	<i>Kurzweil 3000</i> <i>IntelliTalk</i> <i>Write: OutLoud</i> <i>Clicker 4</i> <i>Dragon</i> <i>NaturallySpeaking</i> <i>TextHelp®: Type & Talk</i> <i>TextHelp®: Read & Write</i>
Word prediction software	This type of software can also support students who have difficulties reading and writing. The software can reduce the number of keystrokes required by students when typing by providing or predicting the words being typed. It can be especially useful for students experiencing difficulties with spelling.	<i>Co:Writer</i> <i>TextHELP®: Type & Talk</i> <i>TextHELP®: Read & Write</i>
Planning and organising software	Planning tools can be useful in supporting students to take notes on a topic, plan a writing task, and develop concept or mind maps to aid remembering. The software can provide structure with displays in text form and diagram form.	<i>Kidspiration</i> <i>Spark-Space</i> <i>Task Builder</i>
Spelling and word checkers	Spell checkers can support students who have difficulties with reading and spelling. The <i>Reading pen</i> scans and 'reads' single words aloud.	<i>Reading pen</i> <i>Language master dictionary</i> <i>Spellmasters</i>

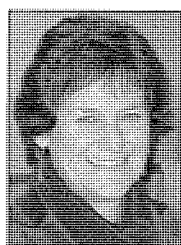
Item	Features	Examples
	The <i>Language master dictionary</i> has voice output and can be used by students with vision impairment	<i>Franklin spellers</i>
Talking books Literacy programs	There are a number of companies producing talking book software that can support students learning to read by providing additional modelled reading opportunities. Some of the software target specific aspects of literacy: <ul style="list-style-type: none"> • fluency • sight vocabulary • comprehension • syllabification • cloze • retell story (pictures). The software may highlight: <ul style="list-style-type: none"> words sentences paragraphs, being 'read' 	<i>Start to finish</i> <i>PM readers</i> <i>Fitzroy readers</i> <i>Literacy place</i> <i>Electronic library</i> Kurzweil <i>Starspell</i> <i>Wiggle Works</i> <i>Daisy Series</i>
Assistive listening devices	Supports student with hearing impairments. These devices can be used to direct: <ul style="list-style-type: none"> • teacher talk • discussion • audio presentations to the student. Sound field amplification loops have been placed in many classrooms where there is a high incidence of middle ear infection (Otitis Media) to support hearing.	Sound field amplification Hearing loops
Assistive communication devices	These devices can be used to augment the communication skills of students who are non verbal. They are voice output devices that have words or pictures attached. Messages can be recorded and then activated with a push of a button.	<i>Go Talk</i> <i>Step by Step</i>



Disclaimer: The listing of a product in any part of this article in no way implies any form of endorsement of that product by the NSW Department of Education and Training.

[Editor's note: Teaching and learning ideas for providing access to education programs for students with a disability are also included in this issue in the article, *Providing cognitive ramps to the curriculum: cognitively inclusive library programs for students with moderate to severe intellectual disability*, pp. 4–15]

Resources supporting teaching and learning: using resources and reviews in the classroom



Michele Busch,
Review
Coordinator,
provides an
overview of the

review program including some ways that this valuable selection aid assists teachers and teacher-librarians seeking reputable and supportive educational resources.

Teacher-librarians, as integral teaching partners in school programs, need to ensure that they have access to appropriate resources which support these programs, as well as an understanding of how these resources can be used. There is much evidence (Todd, Hayes et al, *White House conference on school libraries* papers) documenting the difference that an appropriately resourced school library and the professional expertise of the teacher-librarians make to student learning. As teacher-librarians, our particular teaching and learning expertise is necessary for the development of information literate school communities. Our knowledge of syllabuses and the teaching programs within the school helps make the connections to the resources which best support the curriculum and teaching programs.

The review program

The review program of the School Libraries and Information Literacy Unit supports teacher-librarians and teachers selecting resources to enhance the school's teaching and learning programs. A wide range of resources are reviewed including: web sites; picture books; information books; fiction: younger and older readers; literacy and numeracy resources; and resources for professional use.

How do reviews assist teaching programs?

- ✓ they help teachers and teacher-librarians to select relevant resources
- ✓ they provide information about how resources can be used in teaching
- ✓ they provide curriculum support for teaching and learning across all KLAs
- ✓ they enhance ICT skills and the integration of ICT in the classroom
- ✓ they support Departmental initiatives, including the implementation of current Departmental priorities
- ✓ they act as a tool for teachers exploring the Internet
- ✓ they enhance teacher professional learning
- ✓ they integrate the principles of *Quality Teaching*.

The review team ensures that only worthwhile and current resources are selected for review. Generally, web sites are selected that are not portal sites or a gateway to a collection of links, since each separate link cannot be verified by the reviewer. Curriculum experts are used to review all resources and specific syllabus links to NSW syllabuses are made in each review.

Resources

Web site reviews provide an indication of the educational value of a site, within the framework of it being an additional tool to complement other available resources or formats. All reviews indicate the relevant user type: Stage, Community or Professional use. Literacy and numeracy resources are usually listed separately.

General and Internet reviews indicate some, or all, of the following:

- ✓ overall usefulness for teaching and learning
- ✓ use of pertinent keywords, clickable links and headings, subjects, and themes which show what the resource supports as well as providing searchable terms
- ✓ any outstanding features (catering for a range of learning styles, supporting specific curriculum aspects etc.) giving specific reference to syllabuses
- ✓ ease of use/accessibility
- ✓ an evaluative comment unless the review is written as an Abstract

- ✓ a comment on style, technique, any noteworthy contents, presentation, accessibility, outstanding features, theme etc.

The review team always reviews more resources than are published in *Scan*.

Some of these are culled in the preparation for publishing. There are various reasons for culling reviews. For example, the resource could be too old or there may be too many reviews for the particular edition of *Scan*. Reviews can be accessed on the

Resources reviews database on the *School Libraries and Information Literacy* web site at <http://www.schools.nsw.edu.au/school-libraries>. Stage 6 web sites are uploaded to *NSW HSC Online* at a regular basis.

Deconstructing the features of sample reviews

1. This review was published in *Scan* 22(2) p. 56.

Rabbit-proof fence

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

Three courageous Aboriginal girls, who are taken from their family, travel over 1500 miles on foot in their quest to return home. The story of this compelling film is well supported by this web site. The detrimental effects of government policy on Aboriginal people in the 1930s are revealed. A historical context, as well as the story behind the film's production, casting, screenplay, research and soundtrack, engages interest in the story and the techniques portrayed in the film. Film critic *Reviews*, and newspaper articles from various papers, reflect public reaction to the film. This powerful resource supports the *History Years 7-10 syllabus* and *Aboriginal Studies Stage 6 syllabus*. It could be used as a reference before or after the students have viewed the film. L. Pratt

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies Years 7-10; Aboriginal Studies Stage 6; History Years 7-10; Photography, Video and Digital Imaging Stage 6
SCIS SUBJECTS: Australia – History; Australia – History and criticism; Australia – Race relations; Films, Children, Aboriginal; Rabbit-proof fence (Motion picture); Stolen Generations
PUBLISHER: Becker Entertainment
REVIEW DATE: 30/3/03 [791.43] SCIS 1123521

Features of the review include:

- a comment on usefulness: *it could be used as a reference before or after the students have viewed the film*
- clickable links: **the story**; **A historical content**
- specific syllabus references: *History Years 7-10 syllabus and Aboriginal Studies Stage 6 syllabus* etc
- evaluation: *this powerful resource...*

2. This review was published in *Scan* 22(2) p. 76.

OXLADE, Chris

Chemicals in action [series]

Heinemann Library, 2002

Students of the *Science Years 7-10 syllabus* studying *Atomic theory and Compounds and reactions* in the 5.7 domain, will find a useful discussion of the changing models of the atom that scientists from Democritus to Bohr have developed. Elements, compounds, mixtures, separations and the reactions that cause chemical change are examined in straightforward text with clear, colourful photographs. Experiments throughout the books use common school laboratory equipment or can be done at home. These books would also make useful revision material for students beginning the *Chemistry Stage 6 syllabus*, giving a clear outline of the assumed knowledge for this subject. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Science Years 7-10
 \$35.20 each

Titles in this series include:

Atoms	SCIS 1103366
Elements and compounds	SCIS 1103398
Materials changes and reactions	SCIS 1103393

Features of the review include:

- specific syllabus references: *Science Years 7-10 syllabus* studying *Atomic theory and Compounds and reactions* in the 5.7 domain; *Chemistry Stage 6 syllabus*
- evaluation: *useful discussion; useful revision material*
- outstanding features: *straightforward text with clear colourful photographs...*
- titles in the whole series: *Titles in this series include:*

In the following contributions, some teacher-librarians share in more detail how they use the reviews and articles in *Scan* to provide leadership, professional development, and teaching and management support. ■

References and further reading

- Foley, C. (2002) 'Focusing teaching and learning information literacy support' *Scan* 22(4), pp. 4-11.
 Foley, C. (1998) 'Supporting teaching and learning via the Internet site reviews' *Scan* 17(1), pp. 35-37.
 Hayes et al: 'Net gain? The integration of computer-based learning in six NSW government schools, 2000', commissioned by DET. Available online at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=8>
Information skills in the school, NSW Department of Education, [1989].
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>
 Todd, R. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.
 Todd, R. 'Evidence based practice: getting into the action', *Scan* 21(2), 2002, pp 34-41.
White House conference on school libraries papers available online at http://www.teacherlibrarian.com/pages/30_1_supplement.html

Balancing a new curriculum, ICT and resources



Jackie Hawkes,
teacher-librarian
at St Clair High
School, has
developed reading

packs for staff which are based on the resource reviews and articles in *Scan*. These will inform collection development and support for the implementation of the new Years 7–10 syllabuses.

The need for effective use and integration of ICT plays a strong role in the new Years 7–10 syllabuses. The Term 2 School Development Day (SDD) at St Clair High School continued the focus on *Quality Teaching* and focused on enhancing the ICT skills that are integral to effective implementation of the new Years 7–10 curriculum. A range of workshops about practical applications of ICT were provided. These enabled staff to learn and share practical hints about using and integrating ICT into teaching and learning.

During this process, I shared the support that is available through *Scan* and the *School Libraries and Information Literacy* site at <http://www.schools.nsw.edu.au/schoollibraries>. This provided the basis for me to compile support packs of articles, web site reviews and resource reviews for faculties as follow up to the focus of our SDD.

Scan articles and reading packs

Scan articles are well known for their portrayals of best practice in teaching and learning in schools, effective collaboration between classroom teachers and the teacher-librarian, examples of the integration of ICT, developments in information literacy, and overviews and updates of curriculum initiatives across all KLAs. They provide examples of practical applications of these focus topics in schools.

I prepared specific reading packs of articles that were relevant to each KLA based on the last three years' issues of *Scan*. Annotations of *Scan* articles are found on the *School Libraries and Information Literacy* site by following the links on the home page through *Scan*, Contents: current issues, and clicking each issue for the past three years. Annotated listings of articles for each KLA were compiled and used as a cover for the print copies of the articles photocopied from our library copies of *Scan*. I included K–12 articles to help staff tune into the primary curriculum approaches and background which our students would have brought with them to high school.

While the actual articles are excellent and detailed, I wanted to guard against staff receiving a pack of articles and simply putting them someplace safe until they had time to read them. Using the annotations as a cover sheet gave staff an overview at a glance of the information contained in the article packs they received and encouraged them to have a quick look at the ones that immediately caught their eye, recognise their worth, and

then return to other articles in their pack in more detail.

Listings of articles about ICT and *Quality Teaching* were also compiled. Summaries of these were given to each KLA. The articles were given to the senior executive and the computer coordinator.

Web site annotations

All new syllabuses for Years 7–10 have strong emphasis on using Internet sites as part of research activities. To date, the Internet has been used with varying degrees of selectivity and effectiveness by staff and students within the school. While some web sites are tagged on the school's intranet, no comprehensive, authoritative listing has been maintained. Listings of valuable sites such as *NSW HSC Online* [<http://hsc.csu.edu.au/>] on the intranet at St Clair High are useful, but do not always include additional supportive information such as an annotation.

There has been some concern in the school about student preference for print on screen over print on paper, in some cases regardless of which would be most appropriate for the individual information need. The Internet, or sometimes any Internet site, will win unless students recognise the advantages of different formats and can apply the unique critical literacy concepts to the resource format they use. There is no way mediocre or out of date information in book format will be accepted by students when they can easily access an Internet source, with or without regard for its validity.

The *School Libraries* site provides an excellent means of identifying appropriate Internet sites through the

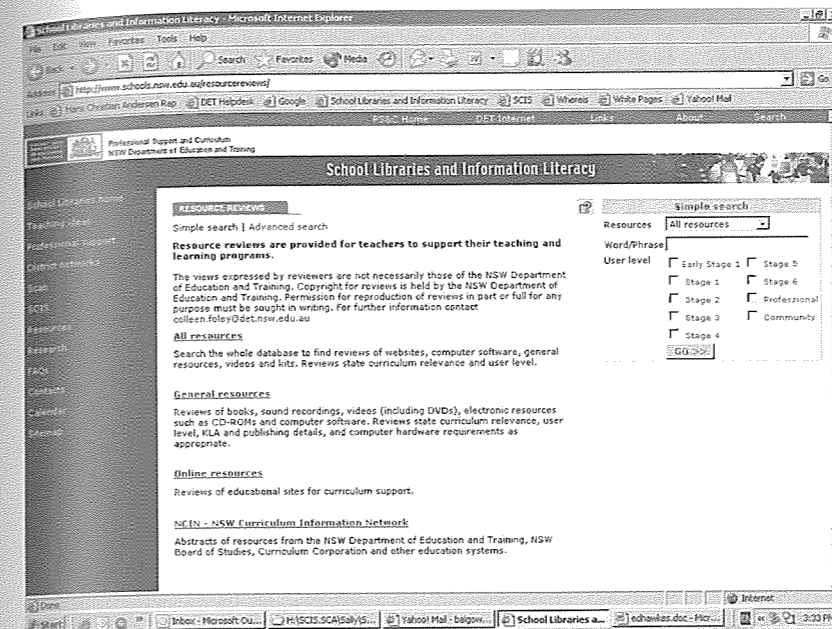


Figure 1 Resources reviews database at <http://www.schools.nsw.edu.au/resourcereviews/>

resources reviews database (Figure 1). I used Advanced search to reach Resources, specified Online resources, and tagged individual KLAs and individual Syllabus titles. It seemed most effective to tag each calendar year separately in searching for sites. For User level, I first searched for Stages 4 and 5, and then did a separate search for Stage 6 courses. While there is some obvious overlap between Stages, I found individual searches for each syllabus were most useful for our purposes. After each search, I copied and pasted the web sites and annotations into *Microsoft Word* documents, making sure that, for the Paste options, I clicked Keep text only to prevent formatting and editing problems.

Lists for each school course were compiled by putting the most current year's reviews first and then working backwards. I included web sites from 2003–2005 to insure that most listings would be reasonably current with regard to curriculum relevance and for the structure and links within each site.

Print resources

Implementation of new curriculum also highlights to the need for choosing a range of relevant, quality

resources. A degree of discussion took place during 2004 concerning the fact that, while ICT was essential, it was equally important to provide students with access to a balance of quality print materials. Up to this time there was always a concern and frustration about discarding resources that had lost their relevance if finances did not allow for appropriate replacements.

In checking sample issues of *Scan* during 2004, it was noted that our library had not acquired even half of the positively evaluated resources reviewed in *Scan*. Such statistics were impressive to use as discussion points in negotiating funding and the role of the library in supporting the curriculum. Using *Scan* reviews and policy guidelines we were able to revitalise the library's financial allocation for 2005 and beyond. As preparation for our 2004 stocktake, faculties helped me cull over 700 resources.

Progress and the future

Initial reactions to the idea of the article packs, the specially tailored listings of web sites, and the prospect of spending money on valuable print resources have been enthusiastic, but are definitely in the early stages. The overall process of compiling the infor-

mation packs has certainly been time consuming and did not progress as quickly as I had hoped, especially as the term gathered momentum. It was invaluable as a means of helping me tune in to at least some of the specifics of the new courses, from compiling and discussing the information.

In addition to the articles and the web site reviews, the reviews of resources found in each issue of *Scan* are sure to become invaluable as a means of updating the library collection so it can provide a balance of resources to support teaching and learning of the new curriculum. We are beginning to update and revitalise the print collection based largely on the reviews of resources in *Scan* as examples of good basics to rebuild a relevant core collection of print materials. We are now in a position to encourage our students to use a range of quality resources for their information needs. Most faculties now include the requirement that student bibliographies for assignments and projects must include a mix of print, electronic and other resources.

I am hoping that, through sharing the articles, web sites and resource annotations, staff will become more aware of best practices tried in other schools and help implement a more coordinated, collaborative, and effective approach to using the library, resources and appropriate learning activities as part of their implementation of the new Year 7–10 courses.

The resource reviews facilitate the collection development process of gathering stimulus articles, tagging web sites and providing resources. St Clair High School is now at the stage of watch this space to see how time priorities allow us to discuss, adapt and implement this information to best suit our students. Our library has certainly always been busy with classes. The hope is for an increase in the quality and relevance of the research that students carry out. We certainly have a solid core on which to build. ■

Evaluating and using resources in teaching and learning

Bronwyn Hull, teacher-librarian and reviewer of resources, describes how she shares her knowledge of resource selection and evaluation with the staff at Goulburn High School. Bronwyn outlines the criteria she uses to select appropriate Internet sites, which support the curriculum, for review in *Scan* and for the Resources review database.

How do I make teachers aware of the available reviews?

- ✓ I photocopy the reviews of Internet sites from each new volume of *Scan* and distribute to the relevant faculties
- ✓ I introduce classroom teachers to the database, so they can undertake their own searches
- ✓ I search the database myself for additional resources and model their use to staff, according to the teaching parameters.

Once I have found a number of suitable web sites, I email them to the teacher for their input. Teachers often feel more comfortable using these resources as they have a brief outline of the content, user level, and syllabus links.

One such search can be illustrated:

A Year 7 History class was studying the topic *Societies and civilisations of the past*, Group A, Egypt, and the

teacher wanted an appropriate web site to complement the video introduction (*Gift of the Nile*), and discussion based on text readings.

The teacher particularly wanted to address the following syllabus outcomes and information skills in using the web site:

Outcome 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research

Working historically

Historical skills to be integrated into this topic:

- identify different types of sources relevant to the study

ICT skills appropriate for this topic may include:

- locate, select and organise information from a range of sources.

As teacher-librarian at Goulburn High School, I am frequently asked, *What resources do we have on XYZ, for Year ...? And with each new 7-10 syllabus having a greater ICT component, the question also includes, ... and do you know of any suitable web sites?*

The resources in the school library can be accessed via *OASIS Library enquiry*. The search for suitable web sites can begin with a perusal of the cumulative index in each issue 4 of *Scan*, or by performing a simple or advanced search on the Resources review database at <http://www.schools.nsw.edu.au/resourcereviews/>

What are the benefits of using resource reviews?

- ✓ each review has been written by a teacher or teacher-librarian who has expertise in that subject
- ✓ explicit syllabus links and teaching applications are included
- ✓ they save time.

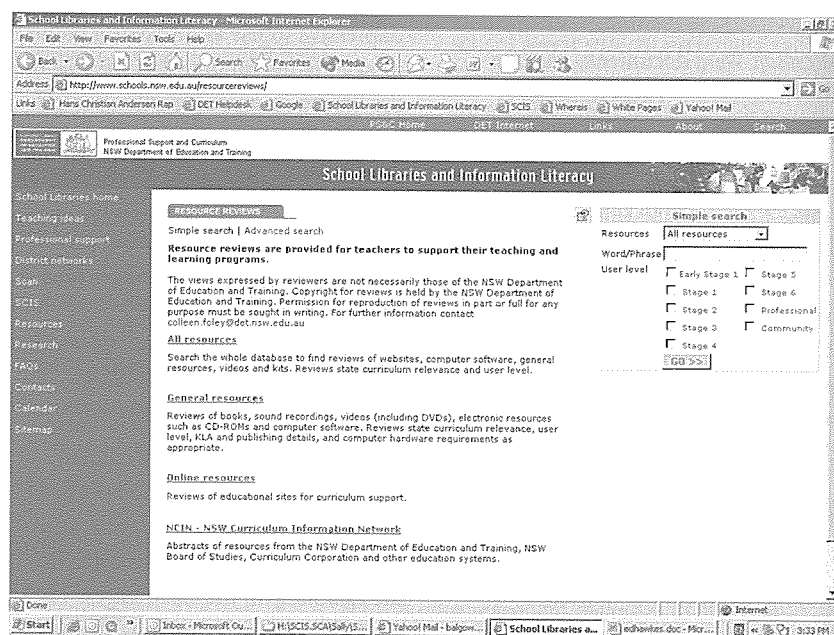


Figure 1 A simple search at <http://www.schools.nsw.edu.au/resourcereviews/>

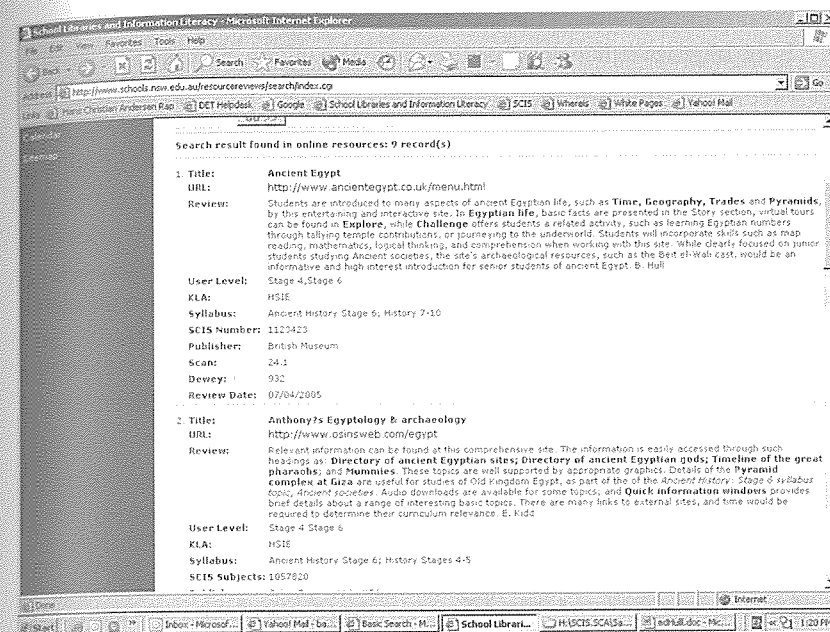


Figure 2 Search result at <http://www.schools.nsw.edu.au/resourcereviews/search/index.cgi>

Students learn about

- daily life of men and women in the society
- beliefs and values of the people of the society of period.

The web site also had to be user friendly, and, if possible, interactive, not just a text book online, allowing faster workers to move on to more challenging or extension activities.

The teacher and I conducted a search of the Resources review database using the Word/phrase *ancient Egypt*, narrowing Resources to *Online resources*, and restricting the User level to Stage 4 (Figure 1).

The search resulted in several sites which met the search criteria (Figure 2). The teacher and teacher-librarian would then read the reviews, visit the sites, and measure each against the selection criteria supporting the specified outcomes.

This review helped to select an appropriate site, supporting the topic, *Societies and civilisations of the past*, Group A, Egypt.

Using this web site students were able to:

- ✓ describe daily life of nobles and peasants, after accessing the sections on Egyptian life and

sections on Gods and goddesses, Mummification and Temples. The challenges of successfully making your way to the Underworld and counting in ancient Egyptian numerals were also undertaken.

Assessment of progress towards the targeted outcomes would be undertaken by students' responses to questions and skills in navigating the challenge sections.

Checklist for selecting and evaluating online resources

As more teachers at Goulburn High become more aware of the benefits of searching the database on the *School Libraries and Information Literacy* site, preparation time can be saved, as appropriate and relevant online resources are located. Teachers can be made aware of some criteria which may help in evaluating web sites for use in the classroom. The following

- Trades; before taking the challenge of playing Senet or matching tools with craftsmen.
- ✓ explain the beliefs and values of the society after accessing the

Title:	Ancient Egypt
URL:	http://www.ancientegypt.co.uk/menu.html
Review:	Students are introduced to many aspects of ancient Egyptian life, such as Time, Geography, Trades and Pyramids, by this entertaining and interactive site. In Egyptian life, basic facts presented in the Story section, virtual tours can be found in Explore, while Challenge offers students a related activity, such as learning Egyptian numbers through tallying temple contributions, or journeying to the underworld. Students will incorporate skills such as map reading, mathematics, logical thinking, and comprehension when working with this site. While clearly focused on junior students studying Ancient societies, the site's archaeological resources, such as the Beit el-Wali cast, would be an informative and high interest introduction for senior students of ancient Egypt. B. Hull
User Level:	Stage 4 Stage 6
KLA:	HSIE
Syllabus:	Ancient History Stage 6; History 7-10
SCIS Number:	1123423
Publisher:	British Museum
Scan:	24.1
Dewey:	932
Review Date:	07/04/2005

Figure 3 Review of Ancient Egypt site accessed from <http://www.schools.nsw.edu.au/resourcereviews/>

checklist may assist. These questions are by no means exhaustive and teachers and teacher-librarians need to adapt the criteria to suit individual requirements.

- ✓ Does the web site have curriculum relevance?
- ✓ Are there specific syllabus applications?
- ✓ Is the content appropriate?
- ✓ Are the links relevant and/or appropriate?
- ✓ Is the site user friendly; is it easy to navigate?
- ✓ Is the layout clear?
- ✓ Is the site visually stimulating?
- ✓ Is the author/publisher credible/reliable? Is the site authoritative?
- ✓ Is the site reliably sourced?

- ✓ What is the user level of the site? Is the language/terminology used appropriate for that level?
- ✓ Does the site have currency?
- ✓ What other features does the site have that would enhance student learning, e.g. interactivity?
- ✓ What teaching/learning applications might this web site have? Are there teaching suggestions

included? [Note: such ideas can also inform discussion questions for students to support critical appraisal and use of the site, see *Aboriginal education K-12: resource guide* pp. 15-17, and *Handbook for school libraries* pp. 101-105].

- ✓ What teaching strategies might be relevant when using the site to enhance information literacy? ■

References and further reading

Aboriginal education K-12: resource guide (2003) NSW Department of Education and Training, Ryde. SCIS 1092008

British Museum (1999) *Ancient Egypt*, viewed 7 June 2005, <http://www.ancientegypt.co.uk/menu.html>

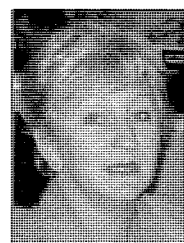
Handbook for school libraries (1996) NSW Department of Education and Training.

History 7-10 syllabus (2003) Board of Studies NSW.

Curriculum K-12 Directorate, NSW Department of Education and Training (2005) *School libraries and information literacy*, viewed 7 June 2005, <http://www.schools.nsw.edu.au/schoollibraries/index.htm>

The gift of the Nile [videorecording] (1989) BBC, London. SCIS 661984

Sample teaching ideas for using Scan in teaching and learning



Cath Keane,
resource reviewer,
guest editor for
Scan resource
reviews, and

teacher-librarian at Parramatta East Public School (PEPS), identifies some strategies used to select resources which support the learning outcomes of students K-12.

Staff awareness of reviews

As a teacher-librarian and literacy teacher in a primary school with nine classes, I use the opportunity presented in weekly staff meetings to raise the staff's awareness of relevant resources included in the review program. As integrating ICT skills into learning across the KLAs is a priority at PEPS, I photocopy the *Scan* Internet reviews or bookmark them, then describe their relevance for teaching and learning to the whole staff. The current issue of *Scan* is kept in the staffroom for leisurely perusal by teachers.

The library has been successfully used for cooperative teaching sessions for several years at PEPS. Incorporating relevant resources into collaborative programming, planning and teaching (CPPT) is facilitated by the *Scan* reviews. An example of using the *Scan*

Incorporating relevant resources into collaborative programming, planning and teaching (CPPT) is facilitated by the Scan reviews.

resource reviews to maximise teaching and learning outcomes can be found in the CPPT sample of a unit of work (Figure 1). The Year 3 class teacher, the ESL teacher and I worked collaboratively with a class of 26 students during Term I. The students have had some experience using atlases and labelling maps. We wanted them to develop note taking skills (define and locate), discard irrelevant information (select), organise and expand their notes (organise), and share their experiences with the class (present).

Topic/unit support: Stage 2 HSIE

A sample of the unit of work for this topic:

Task

Choose an Australian state or territory to research. Include a labelled map, the state or territory's symbols and labelled pictures of natural and built sites. Advertise your chosen state to the class (introduce the concept of attracting tourism to the states).

Support for cross-curriculum content including:

- ICT e.g. to locate, access, evaluate, manipulate, create, store and retrieve information; and express ideas and communicate with others
- key competencies such as collecting, analysing and organising information, communicating ideas and information, working with others in small groups, and using technology.

Resources selected from Resources review database

Encyclopedia of Australia 1996 [CD-ROM] Webster, 1996

Explore Australia network
<http://www.exploreaustralia.com.au/>

Fabulous facts about Australia
<http://www.ga.gov.au/education/facts/>

Focus on Australia [series]
Franklin Watts, 2003

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

Jacaranda primary atlas [map]
Jacaranda Wiley, 1997

See Australia
<http://www.seeaustralia.com.au>

States and territories of Australia [series]
Heinemann Library, 2003

Pre-unit assessment to gauge current level of understanding

Through class discussion and referral to outline map of Australia, explore students' understanding and knowledge of Australian states, territories, cities, symbols and sites. Focus questions: *What do you know? What do you need to find out? Where do you go to find these resources?* (Students are able to search using *OASIS* Enquiry; some need assistance locating resources using shelf guides; cited series resources in have been collected prior to lesson; websites have been bookmarked).

Outcome

ENS2.3 Describes places in the local area and other parts of Australia and explains their significance. (HSIE K-6 syllabus)

Related computer competencies focus:

- create table for note taking, save in folder
- use bullet points, select font and size, click and drag to change column width
- minimise or maximise screens, toggle between two screens for locating, selecting and organising information
- import graphics and cite sources.

Related information skills

- select relevant sites from bookmarked sites
- locate relevant information from bookmarked website
- select and organise information in note taking scaffold
- analyse and evaluate facts gathered
- present to class.

Organisation

- three teachers: CT, ESL, TL
- five computers in the library, students work in groups of three
- six groups access computers with CT and TL, remaining three groups of students work with ESL teacher from nonfiction resources (weekly rotation)
- maps of Australia prepared for labelling activity

Suggested teaching and learning activities/strategies

- brainstorming: what do we know, what do we need to find out, how do we do this (whiteboard)
- open *Microsoft Word* document with note taking scaffold (Figure 2) based on ideas from brainstorming activity (use the model from joint construction activity)
- model *define* and *locate* skills using index, coordinates in atlas, contents, subheadings, and index in nonfiction resources
- model guided search and location of pre selected sites bookmarked in *Favorites*, using navigation tools
- model skimming for and locating information, reading for meaning, identifying key words and phrases
- switch between two screens by minimising screen or using ALT-TAB shortcut, type keywords and phrases in note taking scaffold, save
- demonstrate importing of graphics (use model from *Kidcyber* to cite sources)
- expand notes into sentence format, using own words
- open another *MSWord* document (landscape set up), import and organise selected information and labelled graphics, use bold sub headings
- present to the class, advertising the features of the chosen state or territory.

Post unit assessment to determine progress towards stated outcomes

- complete checklist
- complete self assessment rubric (Figure 3) with evaluative comment

Figure 1 Part of a CCPT unit of work.

Note taking for researching an Australian state or territory

Name of state or territory	Short answer	Long answer
Flag	•	
Floral emblem	•	
Native animal	•	
Capital city	•	
Other important cities	•	
Places to visit	•	
Built environment	•	

Figure 2 Note taking scaffold.

Self assessment rubric	
<p>1. I located information in books atalases CD-ROM Internet</p>	
<p>2. I was able to use keywords and phrases to take notes yes sometimes no</p>	
<p>3. I am pleased with my efforts yes sometimes no</p>	
<p>4. Comments Things I have done well</p> <p>Things I can improve</p>	

Figure 3 Self assessment rubric.

References and further reading
<p>Foley, C. (2002) 'Focusing teaching and learning information literacy support' <i>Scan</i> 22(4), pp. 4-11. <i>Information skills in the school</i>, NSW Department of Education, [1989].</p>

Web site review lesson ideas



Shelley Jensen,
teacher-librarian
at Berala Public
School, shares
some teaching

ideas developed using selected Internet site reviews.

Introduction

Some years ago I began to use web site reviews in lessons to assist students with safely moving ahead on the information super-highway. This *Scan* review is an example of one used at Berala to support a unit of work in HSIE. The review can be found on the *Resources reviews database* at <http://www.schools.nsw.edu.au/resourcereviews/search/index.cgi>

Rationale

This web site review (Figure 1) enabled me to select an appropriate resource and assisted with integrating information skills. The teaching ideas developed were compatible with the skills expressed in the matrix of

Title:	Australia's prime ministers
URL:	http://primeministers.naa.gov.au/
Review:	Providing everything you ever needed to know about Australia's leaders, this is an excellent resource for teachers and students of Stage 5 History and the Stage 3 unit, State and federal government. For each Prime Minister, there are details of their period of leadership, key people who impacted on this time, and information about what became of them when they left office. The Fast facts section allows a hyperlinked keyword search of the site, by year or prime minister. Names appear in alphabetical order and the comprehensive timeline, starting with Federation, is a useful springboard for an information search. Easily navigated, this site is a superb startin point for the study of Australian history since 1901 and should not be overlooked by any history teacher. A. Byron
User Level:	Stage 3 Stage 5
KLA:	HSIE
Syllabus:	History Stages 4-5; HSIE K-6
SCIS Number:	1122964
SCIS Subjects:	Australia - Politics and government - 20th century; Australia - Prime ministers - Biography
Publisher:	National Archives of Australia
Scan:	22.3
Dewey:	994.04092
Review Date:	27/06/2003

Figure 1 This scan review is an example of one used at Berala to support a unit of work in HSIE.

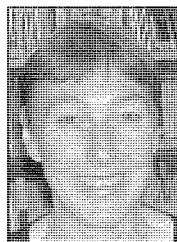
Scope and sequence for ICT skills at http://www.curriculumsupport.nsw.edu.au/learningtechnologies/snapshots/whole_school/scope/CSA6skills.pdf
Some activities that can be incorporated into collaboratively planned and

taught lessons are provided in Figure 2. These can be modified to suit the students' level of knowledge and experience in using ICT. ■

<p>a) Bookmarking 1 give every student a cardboard bookmark to mark a specified word in their dictionary 2 set aside until later in the lesson 3 return to the bookmark, access this word in the dictionary using the bookmark 4 discuss the speed and convenience of using a bookmark to locate information 5 teacher models this process on the Internet accessing <i>Australia's prime ministers</i> and adding this site to <i>Favourites</i> 6 students practise bookmarking and accessing this site for themselves.</p>
<p>b) Searching on the Internet: understanding the functions of the browser and search mechanism 1 arrange small boxes containing cards with names of web sites printed on them 2 link the boxes with lengths of wool 3 ask students to tape the card with WWW in between all the boxes 4 select a student to be a browser; wearing a <i>browser</i> card taped to their back 5 the browser students also wears a card with a browser name, e.g. <i>Google</i>. 6 this student is asked to find web sites about a topic, e.g. prime ministers 7 the student looks through each box to find appropriate web sites about prime ministers 8 this exercise can be repeated with other browsers, e.g. <i>Yahoo!</i> and with different cards in the boxes 9 follow up with coloured overheads showing the process of searching using keywords on the Internet.</p>
<p>c) Understanding web addresses 1 discuss the meanings of <i>Universal</i>, <i>Resource</i> and <i>Location</i> 2 all students have cards with <i>www.</i> printed on them to place on the left 3 have names of known sites printed onto cards for students to place next to <i>www.</i> 4 allocate some students to represent Australian sites, with cards that have <i>.au</i> on them, repeat with other countries and abbreviations in the URL, e.g. <i>.nz.edu.gov</i> 5 as the structure of the URLs take shape, write them on the whiteboard 6 revisit <i>Australia's prime ministers</i> to deconstruct the URL 7 further explain the process using the analogy of a street address, and compare the formats of the two types of addresses.</p>

Figure 2 Activities demonstrating features of the Internet.

Integrating ICT in teaching and learning online modules



Frances Plummer is
Principal Education
Officer,
Commonwealth

Quality Teacher Program.

The Australian Government Quality Teacher Program (AGQTP) in NSW specifically supports professional learning for teachers and has identified the integration of ICT as a priority area.

The development of a web site, *Integrating ICT in teaching and learning online course modules* (<https://detwww.det.nsw.edu.au/ict>), hosting resources supporting teachers to integrate ICT in learning experiences for students, is an initiative funded through AGQTP. This initiative has involved classroom teachers in writing and piloting the resource materials for each module. The format for each course module is a tutorial for a specific ICT application enhanced by animated step by step guides. There are sample teaching and learning sequences that are KLA and Stage specific, and which demonstrate the integration of the ICT application

There are sample teaching and learning sequences that are KLA and Stage specific, and which demonstrate the integration of the ICT application in the tutorial.

The tutorials and teaching and learning samples can be downloaded in pdf or Microsoft Word format. Microsoft Word can be readily adapted for classroom instruction for students.

The modules are available online as a self paced course. Specific ICT needs of teachers within the context of curriculum delivery are mapped. Teachers engage in workplace learning to design teaching a sequence of lessons integrating an aspect of technology in the specific curriculum area.

This model reflects best practice professional learning principles in that the activity:

- addresses student learning needs related to the curriculum and Stage of learning
- has practical relevance to teachers' day to day classroom practice
- addresses the needs of teachers

to develop specific pedagogical content knowledge in specific curriculum areas

- promotes sustainable professional learning by providing work-based learning with integrated student learning activities
- the core of professional learning is upgrading disciplinary and pedagogical knowledge, especially in the sciences and technology
- provides for improved teacher access to and use of new knowledge and ICT.

As a result of participating in this activity:

- teachers expand their repertoire to integrate aspects of ICT into teaching and learning activities in specific curriculum contexts
- teacher teams strengthen their professional learning networks through an online environment
- teachers increase the potential for student engagement and intellectual thinking in innovative learning experiences through ICT.

The online environment, through the dedicated web site, now hosts 17 modules and will be enhanced with the development of 29 additional modules in 2005. This web site is part of the DET intranet and may also be accessed through the TaLE web site at <http://www.tale.nsw.edu.au/intro.htm>

Online modules engage teachers and students developing critical literacy



Kerin Wood,
Senior Project
Officer with
Australian
Government

Quality Teacher Program (AGQTP), interviewed two teachers about their use of ICT modules on the AGQTP site.

Introduction

The digital information age has impacted on the way curriculum is constructed, teaching is designed for student learning, and how teachers engage students in learning experiences.

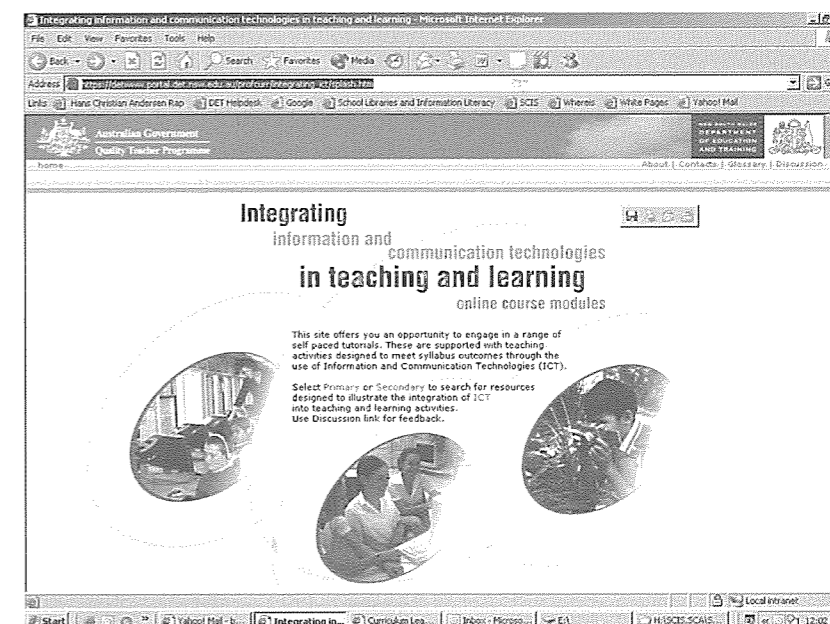
No longer does the library simply provide resources for students: today the library is concerned with creating 'a community of lifelong learners' with the skills to locate, use and evaluate information. (Lonsdale 2003)

'As the demands on schools and students' needs are changing, the role of the teachers and skills teachers require are also changing'. (DET ICT Strategic Plan 2002-2006, p. 5).

Two teachers, who accessed the online modules and developed teaching and learning activities integrating PowerPoint presentations and WebQuests, tell of their experiences and the outcomes for their students' learning.

Digital exhibition

Kerin Wood interviewed Michelle Collyer, Assistant Principal at Hampden Park Public School, about



https://detwww.portal.det.nsw.edu.au/profcurr/integrating_ict/splash.htm

her experience using this online module and introducing Digital exhibition to a Year 5/6 composite class.

Michelle saw using this module as an authentic use of ICT where the use of ICT added value to the students' learning experiences. She identified an opportunity to integrate Visual Arts outcomes that required students to investigate and make an artwork with English writing outcomes. Based on the 2004 Olympic Games, the activity related to a real world situation. The online Creative Arts Digital exhibition module provided a framework to explore the use of related ICT applications at a deeper level. Michelle commented that:

The modules contained more information than I really needed but the step by step guide gave me the confidence that if I needed to explore one aspect in more

depth I could locate the information easily and quickly. I downloaded the tutorial to provide my Stage 3 students with an accessible guide to support their learning in a similar way that I learnt step by step through the process using technology to create a digital exhibition.

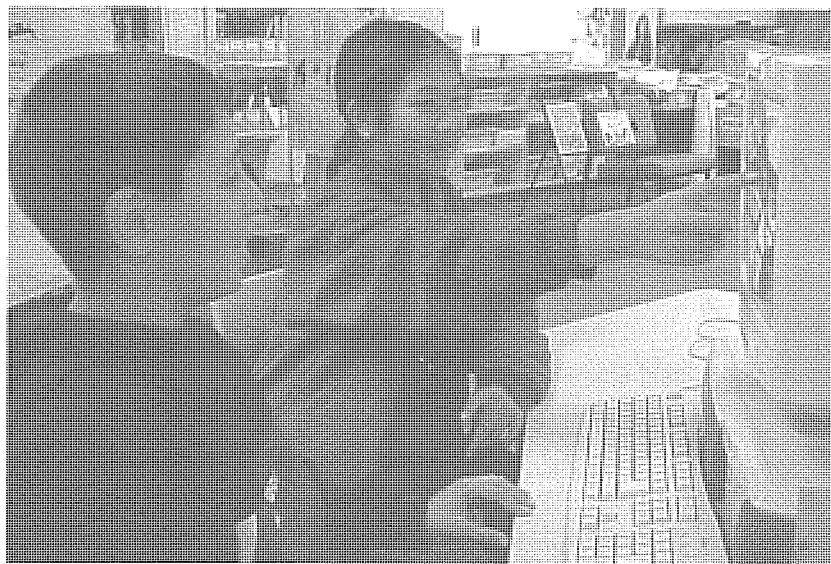
Michelle recognised opportunities to develop students' information and critical literacy skills. Students searched Internet sites demonstrating athletes in action and selected appropriate images to guide their sketching. They analysed these for clear lines and discernable movement that they could then make into an artwork. Students used digital cameras to capture the artworks and download images.

Using Adobe Photoshop, the students learnt how to manipulate the images and were able to independently refer to the online tutorial guide that had

SCAN

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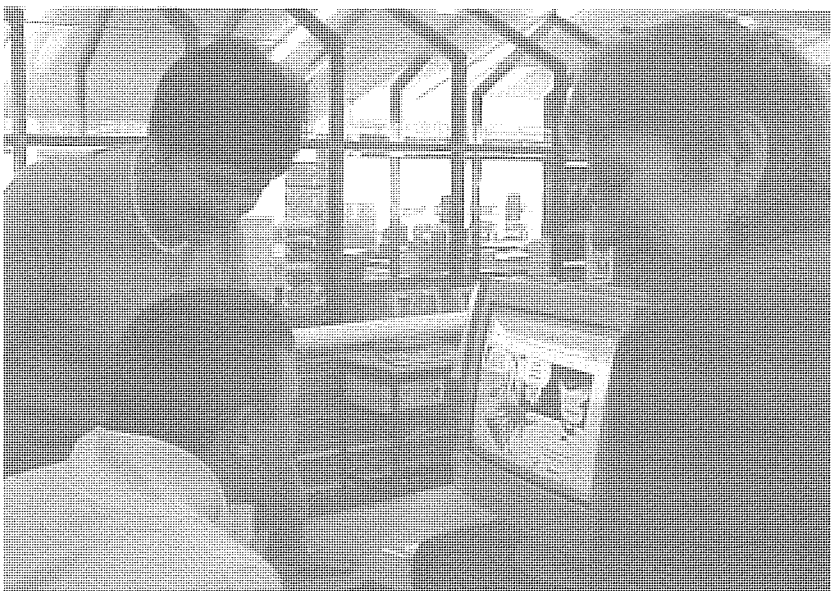


Students at Hampden Park Public School were engaged in the task of creating a digital exhibition.

supported Michelle's learning in setting up this activity.

I found that PowerPoint was an appropriate presentation tool for the students to synthesise the visual images adding sound and their written texts to describe the artwork from an artist's viewpoint. As an authentic task the students were able to present their work to a variety of audiences including other students, teachers, parents and through the school's intranet site.

Michelle identified that the experience of integrating the technology for inquiry based learning, the ICT applications, and the KLA outcomes, into



Alice Terry, (teacher-librarian) and Pam Panczyk (Head Teacher History) support students at Jamison High using the online modules.

students had equitable access to the resources needed to complete the project.

WebQuest

Kerin then interviewed Pam Panczyk, Head Teacher History at Jamison High School. Pam chose the WebQuest module (*Student based enquiry: what is a WebQuest?*) to focus her professional learning as preparation for teaching a unit on the Vietnam War. Pam stated that 'The tutorial models the steps involved in using a WebQuest as a learning activity.' She found that the steps in the tutorial ensured a successful outcome, the tutorial was easy to navigate, it self directed her learning, and supported the design of a WebQuest activity for her Year 10 students.

After completing the module, Pam and the teacher-librarian used the ideas from the WebQuest online module to set up hot links to Internet sites so that students maximised the time on the research task. It was also a strategy to manage the large number of online resources that are available within the time constraints for the topic. Pam used a critical literacy approach for engaging students to interact with the online resources and to develop their skills in evaluating the quality of the information sources. She noted that it was important to invest this planning time to limit the number of sites and to provide the students with sites that contained information that was relevant and accurate and would deepen their understanding of personal experiences and histories of the Vietnam War.

Pam commented:

Using WebQuest as their medium, students are able to interact with web sites and get that immediacy that is wanted when they interact with technology. The WebQuest was good for challenging students at different levels of literacy. I noticed that the boys were particularly engaged in this activity. They were reading from the web pages and produced a page of work that reflected their learning. ...engaging students in using online resources where the learning is struc-

tured to incorporate higher-order thinking skills addresses the risks of plagiarising large slabs of information.

Pam has identified opportunities for using the online modules with her faculty as a professional development activity inviting the teacher-librarian to jointly plan and construct new WebQuests. 'I now want to investigate the PowerPoint modules because I believe that these will engage students as another medium for integrating ICT in history.' ■

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Proposed raps and book raps for 2005 and 2006

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.

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

Raps and book raps can be viewed at: www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School Libraries 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.

Term 3, 2005

- *Book Week 2005: Picture Books*. English Stage 3.
- *Subverting fairytales: Who's afraid of the big bad book and other titles* (including films such as *Shrek* and *Shrek 2*) Stage 4 English.
- *On the move*. Stage 3 PDHPE.

Term 4, 2005

- *Belonging* and *Window* by Jeannie Baker. Stage 2 English. Cross KLA unit.
- *English Stage 6 Journeys: stimulus booklet for the Area of Study* and related materials. Stage 6 English: Standard and ESL.
- *Jeffrey: a shared book with road safety messages*. Stage 1 PDHPE.

Term 1, 2006

- *Egg drop* and *Don't let the pigeon drive the bus* and other texts. Stage 3 English. Addressing themes such as humour and exploring visual literacy through cartoons, including digital cartoons.
- *Noah and Saskia*. Multimedia unit for Stage 4 English. Resources available from Australian Children's Television Foundation (ACTF) at www.actf.com.au

Term 2, 2006

- *Flytrap* by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English.
- *Worst best friends* by Max Dann. A multimedia unit based on books and films from the television series by the author. Stage 2 English. Possible cross KLA unit. Resources available from Australian Children's Television Foundation (ACTF) at www.actf.com.au

Term 3, 2006

- *Book Week 2006*. Texts, KLAs and Stages TBA after publication of shortlist in April 2006.

Term 4, 2006

- *Big rain coming* by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. Term 4. KLAs to be advised.

three 2005

Scan's regular Research columns feature is refereed by Dr Ross J. Todd, Associate Professor, School of Communication, Information and Library Studies at Rutgers University, the State University of New Jersey. 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. This issue is the first part of a two part article reflecting on the nature of collaborations between teacher-librarians and teachers. Discussion includes a focus on the action research cycle as an important tool and '...a key educational framework for collaborative partnerships...'

Teacher-librarians and the leading of learning



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

University, the State University of New Jersey. Ross is also Director of Research for the Center for International Scholarship in School Libraries (CISSL) at Rutgers University.

Across the globe, an increased focus on understanding the dynamics of school reform and its implementation have centered on improving the quality of teaching, assessment and learning outcomes. In a context of continuous school improvement and clear calls for schools to create more productive learning cultures, increased engagement of students, the aspects of teacher pedagogy and teacher effectiveness have emerged as critical and central to educational reform. Internationally, education systems have responded variously and vigorously with agendas such as the USA's *No Child Left Behind* initiative and state by state programs in Canada such as the

Alberta Initiative for School Improvement. In Australia, for example, Victoria's *Principles of Learning and Teaching* initiative and Queensland's *New Basics / Productive Pedagogies* initiative reflect a similar intent. The New South Wales *Quality Teaching* initiative centres on a three dimensional model of pedagogy, embracing the development of high levels of Intellectual quality, promoting a Quality learning environment, and developing and making explicit to students the Significance of their work. Such initiatives provide a philosophical and a professional basis for developing classroom practices that foster high quality learning outcomes.

Underpinning these initiatives are not just concerns about teacher effectiveness per se, but an acknowledgement that learning is complex, and that the teacher is the most important element influencing conceptual development and change, and attitudes and values of students (Goodrum, Hackling & Rennie 2001). Also underpinning this is a philosophy of educational leadership that explicitly focuses on the leading of learning and the transformative role of learning, rather than on role, authority or position centered conceptions of leadership (Oyinlade, Gellhaus & Darboe 2003; Frost & Durrant 2003; Lambert 2003). Lambert, for example, speaks of the

'...sacred alliance among teaching, learning and leading' to create a productive and supportive learning environment that is responsive to students' backgrounds, diverse needs and interests (Lambert 2003, p. 425). Frost & Durrant (2003) further identify three critical dimensions to the leading of learning: collaboration and partnerships; experimenting with practice; and gathering and using evidence, founded on a framework support that involves reflection and critical discourse, planning and strategic action about learning, rather than the micro-political tensions of professional authority and support (Frost & Durrant 2003, pp.175-176).

Teacher-librarians are not isolated from, nor immune to, these initiatives. The literature of school librarianship increasingly focuses on the school library's contribution to student learning outcomes, the critical importance of evidence based practice as an issue and direction for the field, and the need for teacher-librarians to address more carefully the dynamics of instructional intervention and the nature of collaborations through the school library and their relationships to learning outcomes. Accordingly, this paper examines the three dimensions identified by Frost & Durrant (2003): collaboration; reflective action; and learning outcomes,

through the lens of recent research studies to provide insights into and opportunities for teacher-librarians to lead learning through the school library. A focus on collaboration, reflective action and learning rests of several important assumptions that are fundamental to the leading of learning: teacher-librarians read research about teaching and learning, and incorporate findings of this research into their instructional practices; teacher-librarians engage in teaching, and the teaching-instructional role is a clearly evident phenomena in their schools; teacher-librarians have a strong and positive collaborative relationship with classroom teachers and are partner leaders in implementing curriculum goals; teacher-librarians clearly articulate their learning leadership in terms of learning outcomes in terms of the growth of knowledge and understanding; higher levels of literacy, reading, learning, problem-solving and technology skills. For some teacher-librarians, working on these central assumptions might be some initial steps to quality pedagogy.

Leading of learning through collaboration and partnerships

In a broader societal trend towards the development of community, team work, and partner leadership, collaboration is increasingly posited as an approach to engaging school communities in educational reform. The concept of collaboration is not new to teacher-librarians, emerging in the early 1980s (for example, Loertscher 1982) as a basis for the instructional planning and integration of information literacy standards into curriculum content. Montien-Overall (2005) posits that collaborators not only '...plan, decide and act jointly; they also think together, combining independent conceptual schemes to create original frameworks.' In relation to teacher-librarians, Montien-Overall argues that there is a lack of consensus

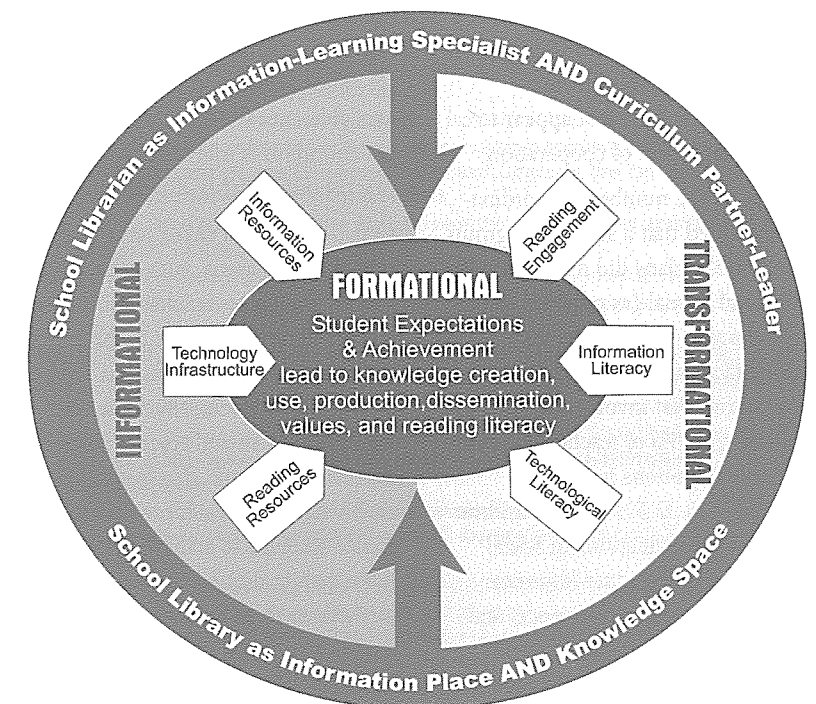
as to what it is, and there is also a limited understanding of the process of collaboration that enables effective and quality pedagogy for the school library.

These questions are all based on the assumption that teacher-librarians actually do collaborate with classroom teachers. Emerging research provides some evidence that this role of collaboration remains predominantly rhetoric, rather than mainstream reality. A recent study of 154 public school libraries in the US state of Delaware, (100% of all public school libraries in the state) undertaken by Todd (2005) suggests that levels of collaboration are very low. This study, undertaken from October 2004 to February 2005 on behalf of the Governor's Task Force on School Libraries in Delaware, was a comprehensive web based survey that collected data regarding the informational, transformational and formational dynamics of the school library. The conceptual framework used for structuring the survey instrument was based on the *Model of the school library as a dynamic agent of learning*, developed by Todd and Kuhlthau (2004). This model was developed

from the *Student learning through Ohio school libraries* study undertaken in 2003 across Ohio. The model posits that as a dynamic agent of learning, a school library's intellectual and physical infrastructure centers on three essential interactive and iterative components: *informational* (the information resource and information technology infrastructure; *transformational* (the instructional interventions and student engagement initiatives), and *formational* (learning impacts and student outcomes). These components are shown in the model below.

Accordingly, the physical and personnel infrastructure of the school library were collected: data related to staffing levels, resource levels, information technology infrastructure, and fiscal support levels, as well as data on the nature of their instructional role, their information literacy initiatives, collaborations, reading support initiatives, and perceptions of the impact of the school library's role on student achievement.

Specifically in relation to partnerships, the teacher-librarians in Delaware were asked to identify the nature of and extent of their instructional



Model of the school library as a dynamic agent of learning.

involvement in relation to English Language Arts, Social Studies, Science and Mathematics. The following categories were used in this study to identify the level of interaction:

- *Cooperation*: the teacher and the teacher-librarian may communicate informally about a short term project but work independently
- *Coordination*: the teacher and teacher-librarian may meet together to discuss a lesson/unit of study. The individual goal setting, learning experience design, teaching, and evaluation are done independently
- *Collaboration*: the teacher and teacher-librarian jointly set goals, design learning experiences, teach and evaluate a comprehensive unit of study.

This study found that cooperations were the predominant mode of teacher-librarians' interaction with the school community. A considerable number of cooperations take place in English Language Arts, Social Studies and Science and typically these are more than once-off events, with a number of schools engaged in multiple cooperations. It was in the Mathematics area where the highest numbers of no cooperations were recorded (66 school recording no activity here). 15.5% of primary teacher-librarians did not appear to engage in any form of cooperation.

The data on the number of coordinations indicated that a significant group of teacher-librarians did not engage in any level of formal (as opposed to the more informal) interactions with teaching faculty in relation to curriculum activities that involve the library. Specifically, 28.5% of teacher-librarians had no coordinations in English Language Arts, 32.5% of teacher-librarians had no coordinations in Social Studies, 39.6% of teacher-librarians had no coordinations in Science, and 75.3% of teacher-librarians had no coordinations in Mathematics. Teacher-librarians who were involved in

coordinations typically had between one and five coordinations per year, with a small number of school libraries with over 20 coordinations per year.

Compared to the number of cooperations and coordinations, the number of collaborations, where the teacher and teacher-librarians jointly set goals, design learning experiences, teach and evaluate a comprehensive unit of study, was low. 60% of teacher-librarians did not engage in formal collaborations to integrate information literacy into the English curriculum, and considerably higher percentages in the other curriculum areas identified in this study. At the same time, there was a small group of teacher-librarians who did engage in an extensive number of formal collaborations. While a crosstabulation analysis with availability of certified teacher-librarians and full time staff indicate that these aspects might be a possible explanation for the low levels in primary schools, it does not provide a plausible explanation for this gap in middle and high schools.

Callison's findings of surveys of teacher-librarians in Indiana show similar results (2005). 48% of high schools, 44% of middle schools and 25% of elementary schools reported that some teachers and the school librarian collaboratively plan and teach curriculum units. Overall, available data show that the concept of collaboration is more espoused than practised by teacher-librarians.

Collaboration is a vexed issue in the school library arena, with concerns not just in relation to the extent to which teacher-librarians engage in meaningful instructional partnerships, but broader pedagogical concerns, such as: do teacher-librarian and teacher collaborations actually work, that is, do they enable students to achieve? Do they enable students to achieve better and/or more than traditional instructional methods such as isolated library lessons not linked to curriculum content? What is the nature of the achievement enabled by teacher and

teacher-librarian and teacher collaborations? Is collaboration the most appropriate mode of instructional intervention? Should teacher-librarians focus on the individual and small group help rather than class room collaborations? What are the key pedagogical processes that underpin the design and implementation of successful collaborations? In addition, little research has also explored one of the fundamental assumptions underpinning teacher and teacher-librarian collaborations, that is, that classroom teachers actually want to collaborate with teacher-librarians, and actually endorse the mutual planning, design, implementation and evaluation of instructional interventions. These are critical questions that teacher-librarians will need to address so that the school library, as an essential component of the information age school, is not overlooked in major reform initiatives.

The leading of learning and experimenting with practice

Consistent with the current focus of quality pedagogies frameworks, the starting point is teacher-librarian pedagogy and teacher-librarian effectiveness. In the context of educational leadership and school libraries, the critical question is: What constitutes effective shared pedagogy that enables learning outcomes? According to Harada (2005), the individual practitioner, whether teacher or teacher-librarian, must be at the center of the reform effort, and change must take place in teaching behaviours to bring about change in learning outcomes. At the outset, this involves reflective practice, and experimenting with practice. According to Harada, the starting point of collaboration is not so much the teacher determining the curriculum content to be taught, and the teacher-librarian determining the information literacy skills to be developed and these two endeavours being somehow merged together; rather, the starting point is the identification of a learning need in the

context of knowledge, skill and attitudinal outcomes to be desired, and the teaching partners adopting a research stance of defining the problem or situation to be addressed; selecting appropriate interventions; identifying techniques for data collection; implement the planning-action-evaluation cycle akin to action research, and evaluating the result, in both refining pedagogy and instructional interventions, and in charting the learning outcomes.

Harada (2005) asserts that there must be a learning centred catalyst for collaboration. In her research, these included: students' lack of understanding of research as a process which impeded their development of curriculum knowledge, improving the power of journal writing as a means of cognitive and affective expressions of learning outcomes; engaging upper primary students in problem based inquiry. Each of these catalysts provided the basis for designing creative interventions and developing ways of charting improvements in learning, and reflecting on the efficacy of the interventions in relation to learning outcomes gained. In her research with teachers and teacher-librarians, Harada found that the spiraling cycles of action and reflection formed core of collaborative inquiry. This cyclic process of experimentation and reflective action enabled the teaching partnerships to think and act together and refine their teaching process. It enabled them to combining independent conceptual schemes of information literacy and curriculum standards to create original frameworks for improving learning outcomes. For example, the teams found that the combination of guided practice and feedback and conferencing, use of *Think aloud* technique, the co-construction of rubrics for notes and products, the need for debriefing sessions following new learning experiences, and student-generated questions form the core of inquiry. In essence, instead of collaboration being

a role based (ie. teacher and teacher-librarian) initiative, it was partner leaders leading learning initiative.

In the context of leading of learning, action research represents a key educational framework for collaborative partnerships to plan, develop, implement and evaluate collaborative inquiry. Action research pursues action (or change) and research (or understanding) at the same time. In most of its forms it does this by using a cyclic or spiral process which alternates between action and critical reflection and in the later cycles, continuously refining methods, evidence and interpretation in the light of the understanding developed in the earlier cycles. Action research by teachers and teacher-librarians focuses on the question: *How can I help my students improve the quality of their learning?* As Harada has identified, engaging in action research arises out of specific concerns related to student learning outcomes, and typically engages in the

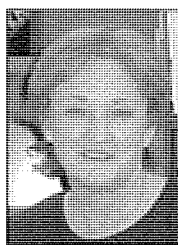
following steps: 1. developing a plan to investigate the concern; 2. implement actions or strategies to improve learning outcomes; 3. observing and recording evidence of actions; 4. reflecting on outcomes; 5. developing an ongoing cycle of planning informed by the evidence (Hopkins, 1985). By its very nature, action research is responsive, interactive, constructive, experiential, reflective, systematic, and outcomes oriented: all key concepts underpinning the NSW *Quality Teaching* model. In essence, a commitment to *Quality Teaching*, evidence and learning outcomes direct the cycle of experimentation, action and reflection that underpins action research. In doing so, a cycle of personal, collective and organisational renewal takes place, and brings the school library more clearly into school wide reform and continuous improvement agendas.

[Editor's note: this research article will be continued in the November issue of *Scan*]

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Subverting fairytales



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7-12

Why subvert fairytales? Why overthrow our expectations or upset the structure of stories that are so well known and liked and stories that go across cultures? These are precisely the reasons why it should be done! And it is obviously very enjoyable for people of all ages to read, view and compose new stories based on more traditional ones. In recent years, there has been a plethora of visual texts, especially picture books and films and the literary texts, some of which Judith Ridge refers to in her article, that have been playfully rewritten and reconstructed in different contexts.

While fairytales and re-tellings have a metalanguage which may delineate female and male heroes (heroes and heroines), they offer an excellent opportunity for discussion of stereotypes, gendered roles and their varying subversions.

In Stage 4 English, students must study visual texts each year, with increasing sophistication.

Outcome 9 A student demonstrates understanding that texts express views of their broadening world and their relationships within it requires students to learn to explore the role of story in shaping their experience of, response to and composition of texts (9.4) and to learn about the ways in which story creates a world within which characters interact and shape action (9.7).

Outcome 10 A student identifies, considers and appreciates cultural expression in texts requires students to learn to recognise and consider cultural factors, including cultural background and perspective, when responding to

and composing texts (10.1) and to learn about the ways recurring stories such as legends and fairy stories have been written and rewritten, in and for different contexts (10.11).

There are many different ways that fairytales are subverted in published texts. The following texts, although they seem simple, they require students to have deep understanding and deep knowledge of how texts work and how meaning is constructed for different audiences and purposes and contexts. These concepts can be easily transferred to more complex texts as students progress through to Stage 6 English courses.

The stinky cheese man & other fairly stupid tales and Who's afraid of the big bad book? play with conventions of story. The structure of the story, especially the beginning, middle and end is cleverly, entertainingly and very consciously played with. Even the conventions of how publications are structured are changed: the index page occurs well into the book, not where you would normally expect it to occur. Sometimes even the print is upside down!

In *Who's afraid of the big bad book?* readers get enormous pleasure in having the character, Herb, drop into the various well known stories about Goldilocks, Cinderella, and so on. Students enjoy the playfulness of the text and easily identify the intertextual aspects: the other well known stories that students can easily identify, even those with different cultural backgrounds. Students also enjoy composing their own fractured fairytales.

Another way to subvert the traditional story is to tell it from another point of view; from a different character's perspective. The unreliable narrator of *The true story of the 3 little pigs!* by A. Wolf has many reasons to explain why he isn't really responsible for the collapse of the pigs' houses, and the ensuing disasters that follow, because he had a head cold when he came to borrow some sugar.

Many authors, such as James Finn Garner and Roald Dahl, enjoy playing with the language of traditional tales: politically correct terminology, rhyme and puns. It is the irreverence of these parodies that appeals to young people.

In many of the newer texts, the norms and expectations of our society are subverted: step mothers are not wicked; princes are far from handsome heroes; and princesses are not pretty, gentle or submissive. In the *Shrek* films, *Prince Cinders*, *Princess Smartypants*, and *The paper bag princess* there are few characters who are true to stereotype or gender. Students can have lively discussions about these issues and how the author has positioned an intended audience for particular purposes.

The Term 3 book rap for Stage 4 English, *Subverting fairy tales: who's afraid of the big bad book and other titles* on the School libraries and information literacy web site at <http://www.schools.nsw.edu.au/school-libraries/teaching/raps/index.htm> has a wide range of activities suitable for Stage 4 English classes as well as a comprehensive list of resources. It has been written by the English faculty at Richmond River High School. ■

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Old tales, new readers

Judith Ridge is a member of the Editorial Staff of *The School Magazine*, Curriculum K-12 Directorate. This paper was based on a presentation given by Judith at a seminar for the International Board on Books for Young People (IBBY):

'The fascination of fairytales'

Almost all critics who have studied the emergence of the literary fairytale in Europe agree that educated writers purposely appropriated the oral folk tale and converted it into a type of literary discourse about mores, values and manners so that children would become civilised according to the social code of that time. (Zipes 1983).

This is a familiar idea, even though we also know that fairytales have been regularly attacked over the centuries for being too violent and frightening for children. The kinds of changes made to fairytales over the centuries in order to make them more suitable for children have been well documented; bad mothers have been turned into wicked stepmothers and gruesome details have been expurgated. In more recent times, a large number of retellings of fairytales for young adults have emerged which, far from shying away from the darker, violent aspects of familiar tales, actively embrace these aspects of the fairytale.

Retelling fairytales for older readers

What messages or lessons about being productive members of society do the young adult retellings of fairytales carry? Are they functioning to confirm the civilising of the traditional tales, or are they aiming to subvert this process, to encourage the adolescent reader to question and challenge the mores, values

and manners of their particular society? Why bother to retell these tales that are so well known to young readers? Fairytales are made available to children today through children's publications such as *The School Magazine*, which recognises traditional tales as a core and necessary element of the literature it publishes for primary students. There is the enormous range of illustrated fairytales available in picture book form. Children learn fairytales through cartoons and films. So why would anyone feel the need to retell these stories yet again for teenagers?

An answer may be found in Warner's explanation of the attraction that fairytales held for her as a young reader and continue to into her adult life.

When I was young and highly robust, I still felt a great hunger for fairytales; they seemed to offer the possibility for change, far beyond the boundaries of their improbable plots or fantastically illustrated pages. The metamorphoses promised more of the same, not only in fairy land but in this world, and this instability of appearances, these sudden swerves of destiny, created the first sustaining excitement of such stories. Like romance, to which fairytales bear a strong affinity, they could 'remake the world in the image of desire'. (Warner 1996)

It is easy to see how this capacity for remaking the world would be appealing to teenagers. The transformative capacity of the fairytale allows contemporary writers to re-imagine the stories for a youth audience living in a world and a society very different from that of Jacob and Wilhelm Grimm, Charles Perrault and Madam Jeanne-Marie Leprince de Beaumont. Most of these contemporary retellings evidence a feminist ideology in the depiction of the central heroine, and in the romance and marriage plot. As time

has gone on, a feminist reinterpretation has become organic to the fairytale as it is re-imagined for the modern age.

Characters and complexities

It is not feminism alone that has left its mark on the retellings. In a post-Freudian, post-Jungian world, it is inevitable that the retellings have been interested in exploring the complexities of character within the familiar tales. Characters are not merely the literary device of, for example, the hero or the villain, the character can be the moral constitution of a person (Macquarie Dictionary, p. 329). Rarely in these retellings does the author offer the reader simplistic stock figures. If they do, it is to challenge and overturn the reader's assumptions about what constitutes a hero or a villain.

There is also a meritocratic spirit alive and well within many of the retellings. It is hard to imagine a modern re-examination of the fairytale that doesn't give a passing consideration to the now outmoded notion that virtue and merit are solely tied into inheritance and accident of birth. How does one challenge the concept of aristocracy, so central to so many of the tales, and still write a fairytale?

A number of the retellings for young adult readers place the villain of the piece in the centre of the tale; the ugly stepsister, the witch mother, the beast. These novels satisfy a distinctly modern imperative not to view the world in simple tones of evil versus good, but to look into the heart of darkness in order to seek understanding and, perhaps, forgiveness.

Beauty and the Beast is one of the most loved and enduring of all the fairytales and has been re-imagined in many art forms. Donna Jo Napoli's novel, *Beast*, is the familiar story of *Beauty and the Beast*, told from the villain's perspective, until he is redeemed by the love of the heroine.

In *Beast*, Napoli tells the story of Orasmyn, a Prince of Persia, who lives in a time not long since the conversion of his country to Islam. When Orasmyn is turned into a lion as punishment for betraying a tenet of his faith to save a devoted family servant, he finds himself torn between what he sees as his human dignity, his faith, and his new bestial nature.

Like most of her colleagues in the genre, Napoli doesn't alter the basic structure of the story. It is not a great leap for the reader to engage sympathetically with the beast, even after knowing him as a human before his transformation. The reader knows this story and its outcome; that this beast is a human enchanted, and that his redemption is certain. Less obvious, though, are the reasons we may wish to ally ourselves with the villains of *Rapunzel* and *Hansel and Gretel*, but Napoli brings the reader to a point of almost unbearable sympathy for the witch mother figure from these stories in her novels, *The magic circle* (*Hansel and Gretel*) and *Zel* (*Rapunzel*).

Mothers of various forms get short shrift in many of the fairytales, and none more so than the witch mother substitute. In the recasting of the wicked stepmother as a more complex and pitiable figure than we are used to, Napoli's retellings are as influenced by a psychological impulse as they are by the more obvious feminist interest in reclaiming the witch from dark patriarchal history.

In *Zel* and *The magic circle*, Donna Jo Napoli gives the villain a back story, (a rarity in literary tales). This back story allows us an insight into the character of the woman who is transformed from a genuinely loving mother and compassionate woman into a mad and dangerous witch mother. In *Zel*, we learn that the witch mother was once a barren, abandoned wife, desperate for a child of her own, so desperate that she gives into a bargain offered to her by devils. They will give her two gifts: a way with plants, and a daughter. In return, when the time comes, the devils

will lay claim to the woman's soul. Mother and adopted daughter live an idyllic and contained life, until the day that Zel demonstrates she is growing up and away from her mother when she shows an interest in a young man she meets in a stable. It is the terror at the prospect of losing her daughter that precipitates the witch mother's imprisonment of Zel in the tower.

Zel is remarkable in that the suffering Zel endures during, and after, her several years' imprisonment is dreadful. The reader never loses compassion for the woman who causes this suffering. Because the enormity of the love between mother and daughter is never in doubt, the witch mother's betrayal is all the more agonising.

The magic circle has much in common with *Zel*. It is a retelling of *Hansel and Gretel* and the first two thirds of the novel tell the story of the woman who becomes the witch of the fairytale. The woman is known as Ugly One. Ugly One, the mother of a young daughter, is a gifted midwife, who gives into the urgings of a greedy neighbour and commits herself to become a sorceress and a great healer. To do so involves a pact with devils. Ugly One believes she can outwit and control the devils, keeping herself and her daughter safe, and she does, until one day her vanity and pride get the better of her and she is transformed into a witch. The demons that now control her command the witch to eat young children.

When *Hansel and Gretel* appear, Ugly One's dual nature is put to the test, her humanity, and her motherhood, struggles agonisingly with her witch nature. This is a story about redemption, as new light is shed on the witch's death at the end.

From villains to heroes (and heroines, to use fairytale parlance)

It would be difficult to imagine a contemporary fairytale retelling that has not been influenced in some way by feminism. Not all the retellings automatically feature a modern girl, spirited and

independent, in the heroine's role. It is common that the heroine of modern retellings is feisty, the assumption being that contemporary young women do not want to read about some simpering, pathetically dependent creature. A recent retelling of *The goose girl* by Shannon Hale, has a heroine, Ani, who is not a feisty, modern young thing, but a diffident and inarticulate young woman, totally cowed by her impressive mother the Queen, and easily overthrown by her wicked lady-in-waiting, Selia, who assumes Ani's identity. Ani does not miraculously gain confidence nor develop a silver tongue to convince the reader that she is the true princess. She is almost entirely without the sorts of qualities we expect of a modern heroine. Despite this, Ani does succeed. She has truth and the love of a good man who also happens to be the prince and thus, conveniently, the man she's supposed to marry anyway, but Ani also has her own capabilities and a strength of character that may not reveal itself in the ways we expect of a contemporary heroine, but allows her to triumph all the same.

One of the perhaps less obvious legacies of feminism on the retellings is a re-imagining of the romance plot of the tales to account for our modern ideas of love and marriage. Most of the retellings of tales that end with marriage in the original also conclude with the union of the hero and heroine, but it's almost never the case of some hitherto unknown male hero swooping in and saving the day. Most of the authors of retellings generally find a way to bring the lovers together long before the end of the book, in relationships based on friendship, mutual respect and interests, and finally romantic love. These are modern, equal relationships, from which both hero and heroine, and kingdom, benefit.

In *The goose girl*, the wicked lady-in-waiting reveals her true nature to the princess. She does so by expressing her contempt for the role of servant. She explicitly criticises the system of *birth over worth* that forces her into the menial role while Ani gets everything

simply by the luck of her birth. Hale's novel sees the monarchical birthright system affirmed: Ani gets the prince, and the throne, and a hint that Ani will also bring some modern concepts of social justice to this fairytale kingdom. The book doesn't seriously challenge established patriarchal aristocracy. Robin McKinley's novel, *Spindle's end*, does.

Spindle's end is a dense, rich, and complex retelling of . It follows the version of the tale that has the baby princess spirited away in order to protect her from the curse laid upon her at her christening. Rosie, as she is known by her adoptive family, grows up in a village far from her true parents' castle, believing herself to be kin to the two fairies who raise her. As a young woman, she forms a great friendship with Peony, and when Rosie's 21st birthday nears, and her birthright and curse are revealed to her, it is decided that Peony will masquerade as the Crown Princess, and Rosie as her lady-in-waiting. The idea is to trick the wicked fairy, make her curse fail, and to restore the proper order to

the royal succession. Rosie doesn't want to be a princess; she is simply not cut out for it. She grows into a plain, strong minded, pragmatic girl, apprentice to a smith and with a genuinely useful gift from her adoptive mother, Katriona, of being able to speak with animals. She becomes a girl quite unlike what her fairy godmothers must have anticipated. When the crucial moment of the kiss to awaken the cursed princess comes, it is Rosie who wakes her great friend, Peony, with a kiss, and Peony, who by stint of her character, not accident of birth, takes

on the role of crown princess, while Rosie returns to her village, her animals, and the smith with whom she is in love. Whether political or feminist spirit informs these retellings, the one thing they share in common is that they prove the resilience of the original stories. It is because of, not in spite of, the fact that these old stories have such a deep hold on our psyches that they can withstand being interrogated and reinterpreted, emerging with a fresh new appreciation of the timelessness and universality of the fairytale. ■

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Connected Outcomes Groups (COGs) making teaching manageable and meaningful



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The Eltis evaluation of outcomes assessment and reporting in NSW government schools, found that teachers in many primary schools wanted assistance with managing curriculum. As a result, the evaluation report, *Time to teach, time to learn*, recommended using outcomes for each Stage to develop program frameworks ... into a possible teaching program that is manageable and directed at promoting productive learning opportunities for all students. (Eltis 2003, p. 85)

In response, Curriculum K-12 Directorate, in consultation with classroom teachers, has developed a programming framework, which maps all syllabus outcomes from HSIE, SciTech, Creative Arts and PDHPE and forms groups of connected outcomes linked by key ideas and concepts.

The components of the programming framework include:

- a syllabus outcomes framework for English and Mathematics across K-6 Stages

Syllabus outcomes framework

Year Level	Learning Area	Outcome	Stage
K-6	English	EN1-1-1	EN1-1-1
		EN1-1-2	EN1-1-2
		EN1-1-3	EN1-1-3
		EN1-1-4	EN1-1-4
	Mathematics	MA1-1-1	MA1-1-1
		MA1-1-2	MA1-1-2
		MA1-1-3	MA1-1-3
		MA1-1-4	MA1-1-4
	Science	SC1-1-1	SC1-1-1
		SC1-1-2	SC1-1-2
		SC1-1-3	SC1-1-3
		SC1-1-4	SC1-1-4
Creative Arts	CA1-1-1	CA1-1-1	
	CA1-1-2	CA1-1-2	
	CA1-1-3	CA1-1-3	
	CA1-1-4	CA1-1-4	
PDHPE	PH1-1-1	PH1-1-1	
	PH1-1-2	PH1-1-2	
	PH1-1-3	PH1-1-3	
	PH1-1-4	PH1-1-4	

Poster 1.

- a syllabus outcomes framework making connections between groups of outcomes from the key learning areas of HSIE, SciTech, Creative Arts and PDHPE
- descriptions of the connected groups that provide the key learning area (KLA) focus, content and resources, and literacy and numeracy links for each
- units of work for each group of connected outcomes written by practising teachers.

Syllabus outcomes framework

The *Syllabus outcomes framework* displays all K-6 outcomes, in the six KLAs, in Stages, with outcomes for HSIE, SciTech, Creative Arts and PDHPE in groups connected by a focus.

How will it help?

The framework of connected groups of outcomes (*Poster 2*) will:

- make programming manageable for teachers by connecting similar content, processes or skills
- help students to maximise learning by making connections
- enable more efficient coverage of curriculum areas
- show a way to plan curriculum across Stages in a school
- ensure the primacy of English and Mathematics
- ensure a balanced coverage of other key learning areas
- provide an easy reference of all outcomes.

Descriptions of connected outcome groups (COGs)

Each group on the *Syllabus outcome framework* is described with a main focus, and the direction of that focus for each KLA, with content and resources and literacy and numeracy links.

How will they help?

For each group of outcomes in HSIE, SciTech, Creative Arts and PDHPE there is:

- a focus providing a connection (or big idea) around which teaching can be organised
- a specific focus for each key learning area to enable rich KLA teaching experiences and more substantial KLA learning
- detail on content and readily available resources to support programming to suit particular school communities
- a link for literacy and numeracy to assist with teaching in meaningful contexts
- information to assist with programming to address several outcomes together.

Units of work

The units of work are detailed examples of learning experiences that have been developed from the

Syllabus outcomes framework

Year Level	Learning Area	Outcome	Stage
K-6	English	EN1-1-1	EN1-1-1
		EN1-1-2	EN1-1-2
		EN1-1-3	EN1-1-3
		EN1-1-4	EN1-1-4
	Mathematics	MA1-1-1	MA1-1-1
		MA1-1-2	MA1-1-2
		MA1-1-3	MA1-1-3
		MA1-1-4	MA1-1-4
	Science	SC1-1-1	SC1-1-1
		SC1-1-2	SC1-1-2
		SC1-1-3	SC1-1-3
		SC1-1-4	SC1-1-4
Creative Arts	CA1-1-1	CA1-1-1	
	CA1-1-2	CA1-1-2	
	CA1-1-3	CA1-1-3	
	CA1-1-4	CA1-1-4	
PDHPE	PH1-1-1	PH1-1-1	
	PH1-1-2	PH1-1-2	
	PH1-1-3	PH1-1-3	
	PH1-1-4	PH1-1-4	

Poster 2.

descriptions of connected outcomes to further support teaching and learning in the classroom. They have been written by classroom teachers in collaboration with curriculum officers.

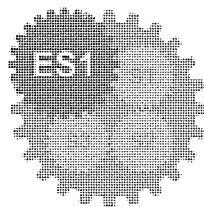
How will they help?

The units of work show:

- a program of teaching and learning that addresses all the outcomes for a Stage and across Stages
- sequences of lessons designed to address the outcomes around a big idea or connection focus
- how the content from the each KLA may be taught separately, but contributes to an overall idea or focus
- the depth of knowledge required to address each KLA
- a balanced program for teaching and assessing students
- how assessment is planned and linked with learning experiences
- how the information in the COGs and the resources described can be used in the classroom.

What could schools do with the programming framework?

- trial the framework as presented
- adapt the framework to match a school's current scope and sequence
- use the model to develop a school specific framework
- use the COGs to adapt current units of work
- develop school specific units of work from available resources
- trial sample units of work
- modify existing units of work to



Our place

Connected Outcomes Group (A)

The connection focus is observing, exploring and responding to the immediate natural and built environment. The use of a place or space depends on people's needs. Our environment needs to be safe, appreciated, respected and cared for.

Early Stage 1
ES1

Year Level	Learning Area	Outcome	Stage
K-6	English	EN1-1-1	EN1-1-1
		EN1-1-2	EN1-1-2
		EN1-1-3	EN1-1-3
		EN1-1-4	EN1-1-4
	Mathematics	MA1-1-1	MA1-1-1
		MA1-1-2	MA1-1-2
		MA1-1-3	MA1-1-3
		MA1-1-4	MA1-1-4
	Science	SC1-1-1	SC1-1-1
		SC1-1-2	SC1-1-2
		SC1-1-3	SC1-1-3
		SC1-1-4	SC1-1-4
Creative Arts	CA1-1-1	CA1-1-1	
	CA1-1-2	CA1-1-2	
	CA1-1-3	CA1-1-3	
	CA1-1-4	CA1-1-4	
PDHPE	PH1-1-1	PH1-1-1	
	PH1-1-2	PH1-1-2	
	PH1-1-3	PH1-1-3	
	PH1-1-4	PH1-1-4	

Example of COGs description pages.

- meet specific school needs
 - consider areas of collaboration in units between teachers and teacher-librarians.
- Additional materials to support the programming framework: sample timetables**

The sample timetables show how the six KLAs can be addressed within a week. The timetables give primacy to English and Mathematics with separate blocks of time and the other four KLAs taught as connected blocks of time. Time has also been allocated

for additional school initiatives and activities, such as the study of community languages, religious education, sport and other physical activity. They could be easily modified to meet specific school requirements.

The programming framework has been developed to support teachers by providing direction for planning and programming. The objective in developing the framework was to save time for teachers. It can provide all teachers, including newly appointed teachers and teachers working in isolated areas, with a teaching

Quality teaching in NSW public schools: phase three assessment practice



Therese Doyle,
Quality Teaching Support

Since the release to schools in May 2003 of the *Quality teaching in NSW public schools: discussion paper* and other

related materials, the NSW Department of Education and Training has made a focus on pedagogy in schools a long term strategic priority. The paper presented a model of pedagogy designed to provide a focus for the work of school leaders and teachers in addressing teaching and learning in NSW public schools. The NSW *Quality Teaching* model can be applied from Kindergarten to Year 12 and across all key learning areas.

program that will cover all outcomes and provide relevant learning experiences for students. Teachers may want to adapt existing units of work or map existing units to ensure that outcomes from all KLAs are being addressed.

All materials will be published as they are finalised, on the web site at www.curriculumsupport.nsw.edu.au

Teachers are invited to visit the web site to view the full range of these documents. Schools are asked to consider how the programming framework will support school planning. Your feedback on the viability of using the programming framework for the specific needs of your students is appreciated.

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Materials to support the implementation of the NSW *Quality Teaching* model have been made available in three phases. The third phase of support, to develop teachers' understanding of the model as it applies to assessment practice, has now been released. These materials are:

- *Quality teaching in NSW public schools: an assessment practice guide*. The guide elaborates 14 elements of the NSW model that

relate to assessment. It includes a description of each element, a 1-5 coding scale, and notes and suggestions to help clarify what it might mean to assess well in relation to each element.

- *Quality teaching in NSW public schools: continuing the discussion about assessment practice.* This document provides ideas for using the assessment practice guide, and a set of assessment tasks, as well as coders' comments for each of the tasks.

These resources have been distributed in sufficient numbers for all teachers

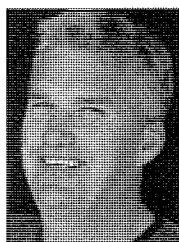
to receive a copy of *Quality teaching in NSW public schools: an assessment practice guide* and to have access to a copy of *Quality teaching in NSW public schools: continuing the discussion about assessment practice.*

Schools and individual teachers may use the *Quality Teaching* support materials to promote professional dialogue and guide their planning and redesign of activities, lessons, units of work and assessment tasks. You may wish to use this third phase of support materials to inform your assessment planning, to support other teachers in

designing assessment tasks and to enhance the student learning benefits that can be made when assessment forms an integral part of the teaching and learning cycle.

The careful analysis of written assessment materials in relation to the dimensions and elements of the NSW *Quality Teaching* model should assist professional reflection on the development of assessment frameworks that support and inform the teaching and learning cycle, as well as the strategic collection and recording of student achievement. ■

Science in Context: schools working with Aboriginal communities



Bob Percival is a Curriculum Adviser with the Aboriginal Education and Training Directorate.

The *Science in Context: schools working with Aboriginal communities* (SiC) program is a strategic response to the identified need for schools to develop and implement appropriate teaching and learning strategies for Aboriginal students in Science, and to develop curriculum materials that are connected to the lives of Aboriginal students and communities. The program stresses the importance of contextual learning and teaching. It recognises that students need to engage in the learning of Aboriginal community knowledge to strengthen and maintain Aboriginal identity and culture and to

provide significant meaning to learning content and practice. The SiC program recognises that all Science teachers and students are able to incorporate an Aboriginal community perspective into the Science curriculum so that it is culturally inclusive. The SiC program draws upon the knowledge and understandings within the school's local Aboriginal community. The program is an opportunity for schools and teachers to develop strategies to make Science more meaningful and relevant for Aboriginal and non-Aboriginal students, leading to improved outcomes for Aboriginal students.

Science in Context: schools working with Aboriginal communities at

<http://www.anu.edu.au/livingknowledge/html/educators/sic/index.htm>

This web site provides an outline of the program and includes strategies and resources for schools starting Aboriginal

community perspective programs in Stages 4 and 5 Science. The web site will be added to regularly and will feature fully developed units of works written by the pilot schools as well as cultural knowledge videos from a variety of Aboriginal community knowledge educators. A detailed statement on Intellectual property issues has also been made available. The site is part of a larger Internet project, *Living knowledge: Indigenous knowledge in school science*. This innovative project is the successful result of a three year Australian Research Council (ARC) research grant, *Indigenous knowledge and western science pedagogy: a comparative approach*. The project aims to determine the most effective ways of incorporating Indigenous knowledge within the NSW secondary school Science curriculum. This web site will be accessible during development of the project from 2004 to 2006, after which it will be archived online.

Pilot school participation

Five schools were selected to participate in the SiC program. The schools are: Kempsey High School, Doonside Technology High, Warren Central School, Vincentia High School and Willyama High School.

Discussions took place in 2004 with Aboriginal parents and community members to ascertain the most appropriate unit topics and cultural excursions to be developed. These teaching and learning units will support the *Science Years 7-10 syllabus*. The units were based on aspects of local Aboriginal community knowledge in the Kempsey, Broken

Hill, Vincentia, Warren and Penrith communities. The topics chosen were: *Survival in the Macleay; Desert survival; Life on the coast; Fishing - Yanaay Guuya*; and *Living in Darrug Lands*. All schools enjoyed great success with the

cultural excursions and Aboriginal community participation in teaching and learning.

For further information, contact Bob Percival on (02) 92668036. ■

References and further reading

- Aboriginal education K-12: resource guide* (2003) NSW Department of Education and Training. SCIS 1092008
- Living knowledge: Indigenous knowledge in science education* <http://www.anu.edu.au/livingknowledge/index.htm>
- The Report of the Review of Aboriginal Education* viewed 9 March 2005 https://www.det.nsw.edu.au/reviews/aboriginaledu/the_report.htm
- Science in Context: schools working with Aboriginal communities* <http://www.anu.edu.au/livingknowledge/html/educators/sic/index.htm>
- Science Years 7-10 syllabus* (2003) Board of Studies NSW. SCIS 1157118
- Welcome to Country & acknowledgement of Country* (2004) NSW Aboriginal Education Consultative Group Incorporated. Available at <https://www.det.nsw.edu.au/index.htm> (viewed 31 March)
- Working with Aboriginal communities* (2001) Board of Studies NSW. SCIS 1075382

noticeboard noticeboard noticeboard Running reports in OASIS Library

Doug Jenkins, Manager IT Help Services, Wollongong State Office, presents the third article in the series: 'Making the most of OASIS Library'

There are two basic types of reports in *OASIS Library*:

1. B4 Reports/utilities
2. F2 Sample reports

1. B4 Reports/Utilities

The reports in this menu option are the most commonly used. For example, producing a **B4 G4 Shelf list report** or **B4 A1 Barcode borrower list**.

Less commonly used are **B4 B1-B4 Catalogue reports**.

These reports are very useful for producing bibliographies or lists of resources in a logical order relating to location, GMD etc. e.g. a listing of computer software.

To produce a catalogue report you can select by subject, title, author or series. The *OASIS Library* manual outlines the criteria that may be selected to refine the report (*OASIS Library reference manual* Vol 2 pp. 7-15 and 7-26) (available online at *SchoolSystems for schools* at <http://schoolsystems.det.nsw.edu.au/schools/>)

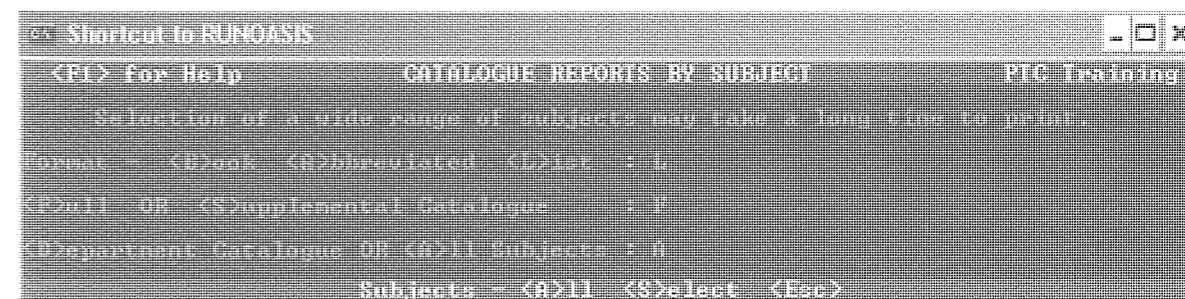


Figure 1 Searching for a report by subject/title/author/series.

Running a B4 B1 Catalogue report by subject

To demonstrate how the reports work, it is easiest to make the selections as they appear in the. Make the same selections until you are more familiar with this B4 option.

The criteria you select to enable you to produce the report required depends on management decisions you have made when the library system was set up e.g. locations, resource loan categories etc.

The following example illustrates how you would produce a bibliography on the subject:

Animals-Fiction:

- the first option is:

Subjects: <A>ll <S>elect <Esc>

Choose <S>elect and in the **FROM** and **TO** fields key in **Animals-Fiction**

- the second option is:

Print used subject headings only (Y/N)

Choose <Y>es as only subjects that have titles will appear in the report.

GMD <A>ll <S>elect <Esc>

For this report choose <A>ll. Choosing <S>elect would have enabled the report to be limited to a specific GMD e.g. text

- the third option is:

Resource loan categories <A>ll <S>elect <Esc>

For this report choose <A>ll. Choosing <S>elect would have enabled the report to be limited to a specific Resource loan category e.g. F for Fiction. This selection would not, of course, be very meaningful for this report. However, in another report listing, say the DVDs that are held in the Teacher Reference location, it would be very useful.

- the fourth option is:

Shelf locations <A>ll <S>elect <Esc>

For this report choose <A>ll. Choosing <S>elect would have enabled the report to be limited to a specific location e.g. to limit the report to Junior Fiction, if J for Junior has been used as a location in your library.

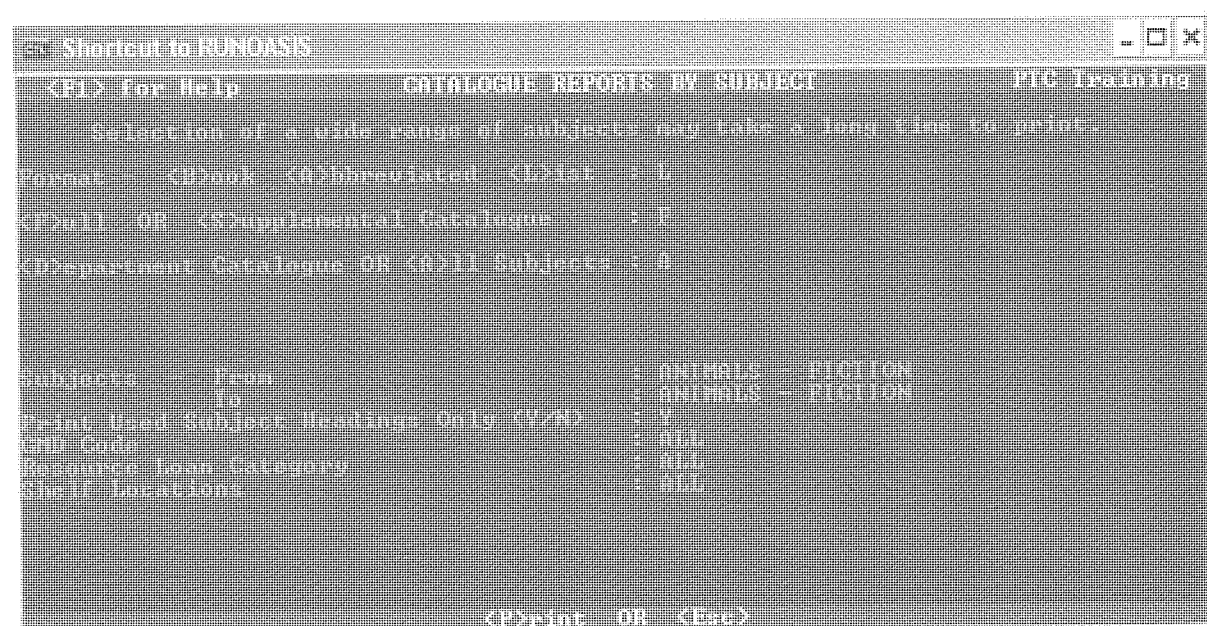


Figure 2 Searching for a report by subject

Select <P>rint and send the job to the screen, or to the printer if you require a hard copy.

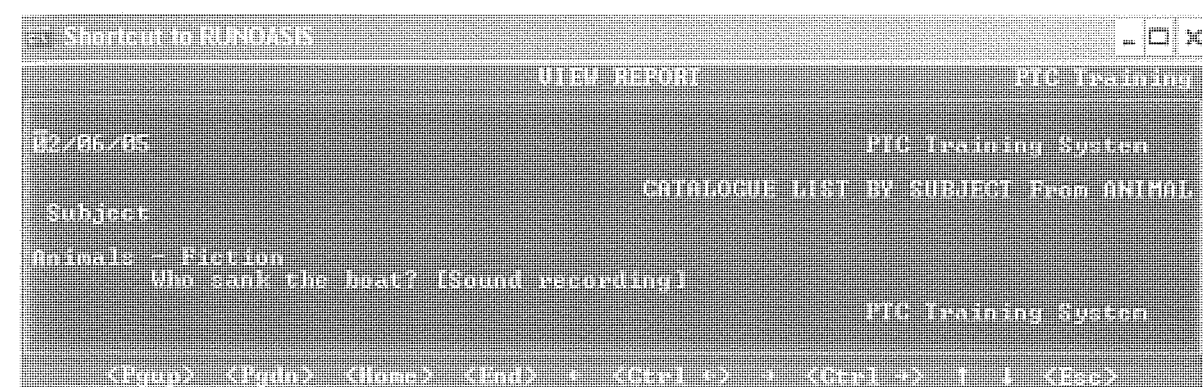


Figure 3 Results of search for report by subject

2. F2 Sample reports

Sample reports are produced using the Report generator. They are specific reports that have been requested by schools, and they are accessible from the **F2 Sample reports option**

When the catalogue of **User reports** is displayed, select <S>ource from the option bar.

Align the pointer to **Sample reports** and <Enter>

Select <F>ind and key in the word **library** and <Enter>

You can select the desired library report and run it. Descriptions of most of the reports are available in the *OASIS Library sample reports manual* that was issued to schools in 1994.

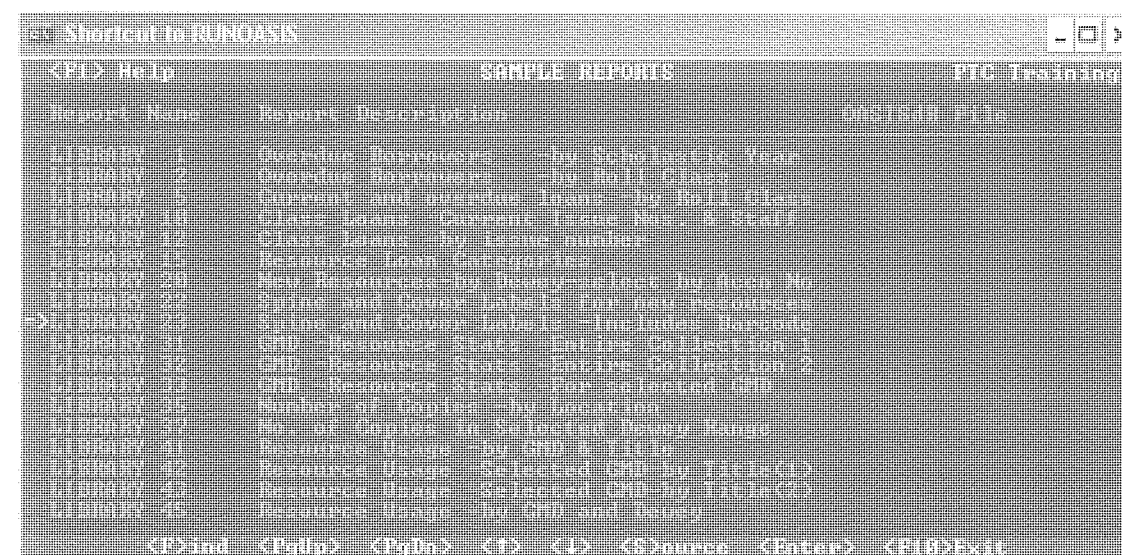


Figure 4 F2 Sample library reports.

Briefly...

Teacher-librarian sharing day

A group of participants from the 2005 *Teacher-librarian retraining program* enjoyed a very fruitful sharing day in early June when they visited five schools in their area. Organised by two mentors, Jenny Scheffers and Jan Reynolds, the day began at Dawson Public School (Pauline Miller, teacher-librarian) and moved on to Rooty Hill Public School (Jan Poona, teacher-librarian), Marayong Public School (Jenny Scheffers, teacher-librarian), Lalor Park Public School (Sean McLaughlin) and concluded at Hassall Grove Public School (Jan Reynolds, teacher-librarian). These teacher-librarians generously opened their libraries and shared their ideas with participants. We were fortunate that Colleen Foley, Manager, School Libraries and Information Literacy Unit, was able to join us for the day and provide additional support. At each school, the teacher-librarian focused on an area of personal expertise and shared ideas on teaching and learning strategies and management or organisational procedures. The evaluation of the day by participants was extremely positive. ■

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are not necessarily those of the Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact colleen.foley@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for non fiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd 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:

- 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);
- SciTech** Science & Technology (primary);
- TAS** Technology & Applied Studies (secondary);
- and
- VET** Vocational Education and Training
- CEC** after 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.

These and other resource reviews are available online in the database of reviews at <http://www.schools.nsw.edu.au/resourceviews/> Note that reviews from each Scan are available on this database after the next successive Scan has been received in schools.

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites may appear in other sections, including Literacy and Numeracy resources and Professional reading. 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.

Wikinews: welcome

<http://en.wikinews.org/wiki/Wikinews:Welcome>

News articles written by amateur journalists form the content of this innovative online newspaper. Writers are given detailed and clear instructions as to the content and style of news reports, and Wikinews:writing an article and Reporter's tools, have practical application in all English high school syllabuses. The site stresses neutrality in news writing, and contributors can edit material written by others. A very practical writing tool, the site has exceptional value for extension work in English. Clear directions on researching and sourcing material assist the development of required reporting skills. Students will need technical competence to write and edit reports, but the site very clearly explains what, how, and why things are done. The site is available in some European languages, providing contemporary activities for language students. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; Languages
SYLLABUS: English 7-10; English Stage 6; French Stage 6; German Stage 6; Russian Stage 6; Spanish Stage 6
SCIS SUBJECTS: Current events; Electronic publishing; Journalism; News services; Report writing
PUBLISHER: Wikimedia Foundation, USA
REVIEW DATE: 21/06/05 [070.4] SCIS 1208976

Cyberschoolbus: United Nations Global teaching and Learning Project

<http://cyberschoolbus.un.org/index.asp>

Designed for students, this huge and fascinating site presents an instructive and interactive database of educational resources across KLAs. The site's multilingual information includes a comparison of statistical data on UN member states, news reports, core treaties, and briefing papers on significant world issues such as water. A UNwebcast shows meetings and gives a virtual tour of the UN and its facilities. Model UN headquarters shows students how to set up a UN club. Ask an ambassador has a Q&A format, and is an interesting Languages resource which currently includes student questions and responses from the Chinese and Russian ambassadors. Other student contributions onsite include art and written works. With its student friendly design, contemporary content and interactive material, the site has particular reference to the Geography 7-10 Unit: Global issues and the study of World order in Geography Stage 6. A. Fisher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: Arabic 7-10; Chinese 7-10; French 7-10; Geography 7-10; Legal Studies Stage 6; Russian 7-10; Spanish 7-10
SCIS SUBJECTS: Children - Civil rights; Citizenship; Discrimination; Human rights; Peace; Poverty; United Nations
PUBLISHER: United Nations CyberSchoolBus
REVIEW DATE: 21/06/05 [306] SCIS 1074219

Australian Human Rights Centre

<http://www.austlii.edu.au/au/other/ahric/>

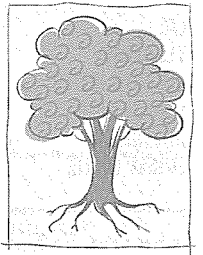
Legal Studies students should find this site particularly helpful for the study of Law and society. This University of New South Wales (UNSW) research institute presents a comprehensive collection of human rights documentation, as well as access to an online database offering issues from the Australian Journal of Human Rights, Uniya, and the Human Rights Defender. It provides a detailed account of developments in international human rights treaties, decisions and standards, and describes Australia's ratification of significant treaties. The site offers access to key treaties through the Australian Treaties Library and provides information on refugee law. Online human rights issues of the Hot Topics series are an invaluable resource for students researching legal issues. A. Fisher

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Human rights; Law - Australia
PUBLISHER: Australasian Legal Information Institute
REVIEW DATE: 21/06/05 [323] SCIS 1219575

Rainforest Alliance

<http://www.rainforest-alliance.org/programs/education/index.html>

Visually appealing and informative, with an emphasis on conservation, this site is very suitable for the HSIE K-6 Topic: Global environments: Rainforests. Within Kids, Rainforest resources has very readable information, photographs of flora and fauna found in world rainforests, and a captioned photographic gallery of rainforest frogs. Rainforest activities has online stories and crafts.



Teachers shows some innovative teaching ideas, and this section's Great resources has a range of excellent material, from HSIE Stage 1 posters to Geography Stage 4 slideshows. The site offers ideas for integration of a rainforest unit across the curriculum, and its many multilingual resources, especially those in Spanish, could prove useful for lesson integration. F. Moore

USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE; Languages
SYLLABUS: Geography 7-10; HSIE K-6; Spanish K-10
SCIS SUBJECTS: Conservation of natural resources; Rainforests
PUBLISHER: Rainforest Alliance, USA
REVIEW DATE: 21/06/05 [333.75] SCIS 1038067

G Mability

http://www.gm.com/company/gmability/edu_k-12/k-4/energy/energy_types.html

There is a curious mixture of topics on this site, which focuses on Energy, Cars & trucks, and Our Earth. The site is poorly designed and rather hit and miss to use. Once primary students become familiar with the site's bitsy layout, it should provide an interesting adjunct to their study of these topics. The site uses ample photographs, drawings, and animations. It could also be useful to introduce the concept of energy to Stage 4 students as it clearly differentiates and explains renewable and non renewable sources of energy. The site also has stories, career information and games such as Cruncha, which gives excellent information on recycling the components of motor vehicles. R. Dircks

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Energy resources
PUBLISHER: General Motors Corporation, USA
REVIEW DATE: 21/06/05 [333.79] SCIS 1215576

Energy efficiency world

<http://www.culverco.com/eeew/index.html>

Information about energy, as well as interesting ways to bring about energy saving behavioural changes in the home and at school, is presented throughout this colourful web site. The text is clear and explanations straightforward. Highlighted words link to glossary definitions which are helpful for students with limited vocabulary and scientific knowledge. Stop the guzzler has practical, easy tips on using energy efficiently, presented in game format, and there are experiments to try, such as Make a mini greenhouse in Help the environment which illustrates greenhouse gas effects. The Teacher's guide includes assessment strategies. This interactive web site supports the HSIE Environments strand and the Science and Technology Physical

phenomena strand. Although some references do not have syllabus relevance for NSW schools, this web site is an ideal source of scientific and environmental information about energy. M. Skinner

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Energy conservation; Environmental protection; Science – Experiments
PUBLISHER: Culver, USA
REVIEW DATE: 21/06/05 [333.791] SCIS 1213028

Lessons in food

<http://www.lessonsinfood.com/index.php>

Designed by the Australian government backed National Food Industry Strategy (NFIS) to enhance development and growth in the food industry, this web site contains relevant materials for the Food Technology and PDHPE syllabuses. About lessons in food describes the database, and Additional resources offers links to national food related sites. Students will find accessing Search: alphabetical list a simple process, while Advanced search requires input of information. Web sites and resources are briefly described and user levels are indicated. Teachers will find browsing this web site very useful in their own research and for designing lessons related to Food Technology outcomes 8.3, 9.1, 9.2, 9.3, and 9.4. This site supports the achievement of outcomes relating to research skills, understanding of the food industry, nutrition, technology and current trends in the industry. C. Barlow

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Design & Technology 7-10; Food Technology 7-10; Food Technology Stage 6; PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Food industry – Australia; Food supply
PUBLISHER: Dept of Agriculture, Fisheries and Forestry
REVIEW DATE: 21/06/05 [338.1] SCIS 1219728

Kids HQ

<http://www.awm.gov.au/kidshq/>

Part of the Australian War Memorial web site, this resource contains a multitude of interactive and stimulating images and information. Site content is arranged into themes of Technology, Animals in war, Great stories, Home front and My job, and these sections contain audio and film clips, photographic images, stories, and problems for students to solve. Audio clips are especially profound, and include Menzies' and Curtin's declarations of war, songs, and sound effects. The site is very useful for the sub strand Significant events and people, in Stage 3 HSIE. Stage 5 History students researching both world wars will find useful and intriguing primary source material on the site. F. Moore

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS SUBJECTS: Australia – History, Military; War
PUBLISHER: Australian War Memorial
REVIEW DATE: 21/06/05 [355] SCIS 1181409

Department of Emergency Services

<http://www.emergency.qld.gov.au/kids/>

Although this site is an odd mix of bland and exciting images, it does provide some excellent material for primary syllabuses. The interactive games based on rescue and emergency services are very good, and are a sure way of improving students' mouse and

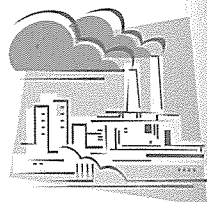
keyboard skills. An interactive book, *Look out Lenny*, addresses bicycle safety and is an innovative alternative to the traditional stories used in the Safe living strand of the PDHPE syllabus. Within Fun history students can view emergency vehicles, such as the Bell 412 helicopter, in action. Vehicles are both historical and contemporary, and images and information here are a useful resource for the Stage 1 HSIE Topic: Transport. F. Moore

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
SCIS SUBJECTS: Assistance in emergencies; Fires – Safety measures; Road safety
PUBLISHER: Dept. of Emergency Services, Queensland
REVIEW DATE: 21/06/05 [363.3] SCIS 1216055

Pollution prevention toolbox/ U.S. Environmental Protection Agency

<http://www.epa.gov/reg5rcra/wptdiv/p2pages/toolbox.htm>

Providing notes for students, and teaching activities, this site has great potential as a useful teaching resource. Information and teacher worksheets are valuable when preparing lesson material on a variety of outcomes for students engaged in the Science Years 7-10 syllabus, such as outcome 4.6 on energy changes, 4.11c on fossil fuels, 4.11d on renewable energy sources and outcome 5.11 on methods of conserving, protecting and maintaining the Earth's resources. Although filled with American statistics and examples, students will find that much of the material presented is relevant. Even though the language is simple, Science teachers completing the Senior Science Topic 8.2: Water, will find that much of the material presented is worthwhile. The strategies for ways to reduce water usage are particularly relevant. I. Mavin



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7-10; Senior Science Stage 6
SCIS SUBJECTS: Pollution – Environmental aspects; Pollution – Study and teaching
PUBLISHER: Environmental Protection Agency, USA
REVIEW DATE: 21/06/05 [363.73071] SCIS 1219836

Primary games – the fun place to learn

<http://www.primarygames.com/games.htm>

A range of colourful and interactive games with multiple KLA relevance can be found on this site. The site was developed by a high school technology support specialist and is well set out and easily navigated. Subjects have a curriculum guide showing age appropriateness and the content covered. The activities have a wide range in interest levels and ability. In Language arts for example, Treasure trove is an early primary game, and Letter rip will challenge high school students. The site includes worksheets, lessons plans, and resource lists. Intrusive advertising is most distracting and could be a problem for students who are working independently. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA: English; HSIE; Mathematics; SciTech
SYLLABUS: English K-6; English 7-10; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Computing games; Education, Primary; Educational games; Teaching – Aids and devices
PUBLISHER: PrimaryGames.com, USA
REVIEW DATE: 21/06/05 [371.33] SCIS 1218482

On the rails

<http://www.ontherails.com.au/default.html>

Fabulous archival film footage is used to great advantage as students follow the routes of three famous Australian trains in these very structured and linear learning experiences. For secondary students, a trip on The Ghan goes through the red centre, while the Tea and Sugar run illustrates how supplies were sent to railway workers along the Nullarbor. For primary students, Puffing Billy shows the restoration of a steam train which was used to open up rural areas of Victoria. While watching and listening to information, students complete challenges such as quizzes, multiple choice, jigsaw puzzles, and interactive games, to move forward on the line. Activities are clever and educationally relevant. The trips are long but the site is beautifully constructed for ease of use, and there is provision to exit and return. Get the maximum potential from this vividly presented web site by downloading the excellent Teacher guides. M. Skinner

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; History 7-10; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Ghan (Train); Puffing Billy (Train); Railways – Australia – History; Tea and Sugar (Train)
PUBLISHER: Film Australia
REVIEW DATE: 21/06/05 [385.09] SCIS 1220401

An introduction to fairy tale studies: part of the SurLaLune fairy tale pages

<http://www.surlalunefairytales.com/introduction/index.html>

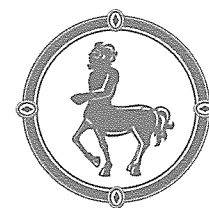
A labour of love, this web site does exactly what it sets out to do; teachers will gain a clear understanding of the nature of fairy tales from this resource. What is a fairy tale? explains in a personal tone the nature and history of fairy tales, and the site's brief of looking only at written fairy tales. In the Fairy tale timeline, a broad international collection is described, from 100AD to Shrek. Links to the texts of tales, such as the original Cinderella, written in China around 850AD, are found here. The 1905 text of The story of the fairy tale by Carl Ewald, is a lovely narrative to inspire discussion, especially about the nature of truth. The Guide for teachers contains notes on illustrations, annotations, history, and interpretations. Teachers should heed the author's comments here when it comes to using these tales in the primary classroom. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
SCIS SUBJECTS: Folklore
PUBLISHER: H. Heiner, USA
REVIEW DATE: 21/06/05 [398.2] SCIS 1219686

Myth, legend, fable

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

Definitions of these three story types are given on the home page of this site, although the story content blurs distinctions. Legends and Fables sections are more successful than Traditional stories. Stories are written in large print, with colourful illustrations, and use appropriate levels of language. Some are supported by printable activities. Story sources and cultural contexts are loosely acknowledged. The site has classroom viability as a source of versions



and types of text, and as supporting material within the Cultures strand of HSIE K-6. Links to external sites offer many more stories. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Fables; Legends; Myths
PUBLISHER: Snaith Primary School, UK
REVIEW DATE: 21/06/05 [398.2] SCIS 1216061

Beginner activities

<http://www.eftasks.net/activities/beginner/activities>

Providing a wide range of material to use with beginning ESL students, this very useful site is a straightforward linear collection of lesson ideas. Some activities are designed for a business situation, but it would be easy to use many of the activities with ESL students in high school, or with parent groups. All the activities clearly set out the language goals and vocabulary, and the activities have been devised to promote communicative competency in the classroom. Some activities use links to other sites and group activities, such as the virtual visit to New York and the making of a soccer scrapbook. K. Rushton

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: ESL
SCIS SUBJECTS: English as a second language – Problems, exercises, etc
PUBLISHER: JoAnn Miller, USA
REVIEW DATE: 21/06/05 [428.2] SCIS 1212125

Extreme science

<http://www.extremescience.com>

Extreme science images and concepts are graphically depicted on this site. Information is particularly concerned with world records, such as the biggest spider, hottest place, thickest ice, and so on, under topics of Weather, Space, Time, Creatures, and Earth science. The latter contains excellent photographs and diagrams illustrating Plate tectonics and earthquakes, with some of the best images available on the Internet. A useful adjunct for the Science and Technology K-6 syllabus, this intriguing site is easy for students to use independently, and supports the Units: What's the weather and Out in space. Some information explains and illustrates Science topics for senior students, including intelligent discussion of the oldest living thing, and life in deep sea vents. All Science teachers will gain something from this resource, including a large number of links which are well worth investigating. C. Stilwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; SciTech
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6; Marine Studies CEC Stage 6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Animals; Biology; Earth sciences; Scientists; Technology
PUBLISHER: E. Keller, USA
REVIEW DATE: 21/06/05 [500] SCIS 1034364

Suzanne's mathematics lessons

<http://mathforum.org/alejandre/index.html>

There are many good ideas and thought provoking activities presented in the lesson plans on this site. Material has a close approximation to the Strands within the Mathematics K-6 syllabus. Number & operations, Algebra, Data analysis & probability,

resources

Measurement and Geometry, all contain problem solving activities. There are numerous units in each section offering detailed lesson notes, student pages, discussion topics, and accompanying resources such as software and Internet sites, templates, and tutorials. Ample onsite material could be used to set up classroom workstations around a particular topic such as tessellations. Visually the site is unappealing, but the content makes perseverance worthwhile and is a good source of ideas for extending students. M. Skinner

USER LEVEL: Stage 3 Stage 4 Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Mathematics - Study and teaching
PUBLISHER: Suzanne Alejandre, USA
REVIEW DATE: 21/06/05 [510.7] SCIS 1220399

The Space place

<http://spaceplace.jpl.nasa.gov/en/kids/index.shtml>

Material and activities on this NASA site will have budding astronomers enthralled for hours. Cool subjects provides extensive written and audio explanations of space related topics. There are Games and practical Projects, which include pdf versions and some movie files. Animations has some wonderful pieces, including Space place with informative interviews with NASA scientists. Teachers will find Images and activities for the classroom to be very useful. Information is up-to-date and includes satellite images and satellite information of the 2004 tsunami. This material will support the Science and Technology Units: Out in space and Sinking, sailing, soaring. Detailed explanations and the site's intelligent use of scientific jargon also support elements of the Science Years 7-10 syllabus. A. Beedles

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Space
PUBLISHER: California Institute of Technology
REVIEW DATE: 21/06/05 [523.1] SCIS 1022273

WebElements periodic table

<http://www.webelements.com/webelements/scholar/>

The Science 7-10 and Chemistry syllabuses refer to the relationships between elements that can be interpreted from the periodic table. This is a detailed and very useful site for both of these syllabuses as it allows students to explore the properties of all elements. Each element is described with an abundance of data on such topics as History, Isolation, Uses, and Compounds. The element is photographed and quirky cartoons will appeal to chemistry enthusiasts. There are interactive activities such as matching balls of various sizes with the molar volume of different elements. Students could be encouraged to experiment with this site as a preparation for formal work on the periodic table. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Science 7-10
SCIS SUBJECTS: Chemical elements; Periodic law
PUBLISHER: University of Sheffield, UK
REVIEW DATE: 21/06/05 [546] SCIS 1035048

Exploring Earth: investigations

http://www.classzone.com/books/earth_science/terc/navigation/investigation.cfm

Excellent simulations, illustrating a wide range of scientific principles, are the strength of this interactive web site. Investigations

and Visualizations have superb animations, and use a Q&A format to deal with topics including the nature of science, Earth's structure and motion, plate tectonics, weather, water, and the atmosphere. Earth news is an interesting weekly summary from press accounts of global environmental events. The site is especially useful for the Option: Oceanography in Earth and Environmental Science, and the Option: Space science in Senior Science. Careers describes the work roles of many types of scientist, and is well worth a look by students. This excellent site has information ranging from simple summaries to complex data analysis, and has much to offer students and teachers. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science 7-10; Senior Science Stage 6
SCIS SUBJECTS: Astronomy; Earth; Geology; Meteorology
PUBLISHER: Center for Earth and Space Science Education at TERC, USA
REVIEW DATE: 21/06/05 [550] SCIS 1209510

Weather wiz kids

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

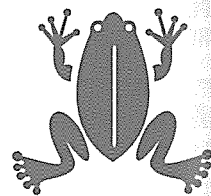
All aspects of weather are covered on this terrific site. The language used is excellent for student understanding, being clear, concise, and entertaining. Topics include the standard weather phenomena such as Clouds and Wind, and more wide ranging information for topics including Earthquake, Climate, and Optical illusions. Written text, Q&A, short paragraphs and large font, are ably supported by ample photographs, tables and diagrams, all of a high quality. An extensive Weather words glossary explains scientific terms used in the text. Lesson plans and experiments follow each topic. This site will appeal to students researching the Science and Technology K-6 Unit: What's the weather, and its data will engage and intrigue Science students with vivid illustrations of syllabus content such as plate tectonics and energy. G. Cale

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Weather
PUBLISHER: C. Wicker, USA
REVIEW DATE: 21/06/05 [551.6] SCIS 1218488

Virtual frog dissection kit

<http://froggy.lbl.gov/virtual/>

Although having no firm links to the Science Years 7-10 syllabus, this interesting web site could be used as an extension activity when teaching units of work which describe features of living things. The site offers a useful teaching tool to broaden and deepen student understanding about the different biological systems in a multicellular organism. Students generate views of a frog at the major organ level, from many different directions, under various stages of dissection. The kit has the capability of displaying an organ's name and function, based on a click in the image. I. Mavin



USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Dissection; Frogs - Anatomy
PUBLISHER: Lawrence Berkeley National Laboratory, USA
REVIEW DATE: 21/06/05 [571.3] SCIS 1070912

Cell biology animation

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

A web site that is a labour of love, this resource demonstrates a range of biochemical processes in excellent animations. It presents vibrant images of structures and reactions in such areas as Amino acids and protein, Cell membranes, Chromosome structure, Diffusion, DNA, Glycolysis, Golgi apparatus, Meiosis and Photosynthesis. The graphics are highly accurate and detailed, and are accompanied by clear and simple explanations. Information will support Biology students in understanding important aspects of the syllabus, particularly in the Topics: Patterns in nature and The blueprint of life. This very interesting site also has an idiosyncratic collection of arts resources in Graphics, Architectural art, and Music, plus an intriguing animation of the Golden ratio for mathematicians. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; Mathematics; Science; TAS
SYLLABUS: Biology Stage 6; Graphics Technology 7-10; Mathematics 7-10; Visual Arts 7-10
SCIS SUBJECTS: Cells; Molecular biology
PUBLISHER: J. Kyrk, USA
REVIEW DATE: 21/06/05 [571.6] SCIS 1209338

Practical investigations: Science and Plants for Schools

<http://www.saps.plantsci.cam.ac.uk/praintro.htm>

Designed to provide resources that support the teaching of plant science and biology in the United Kingdom, this easily navigated site is an excellent resource bank of many varied and interesting experiments about plants. Whilst much of the material does not correlate directly with our curriculum, there are several experimental ideas that may be useful as extension activities for Science 7-10 students. The experiment on investigating seed germination may, for example, provide some stimulus ideas for junior Science students when considering an area of research for their mandatory student research project. Experiments on fast tissue culture and mitosis in root tips also have the potential to supplement work covered for the Biology Stage 6 syllabus. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
SCIS SUBJECTS: Plants - Experiments
PUBLISHER: SAPS, UK
REVIEW DATE: 21/06/05 [580.72] SCIS 1219826

Animals

<http://www.factmonster.com/ipka/A0768508.html>

Scientific information about animals is the topic of this site. Topics are grouped into Ways of life, Animals and people, Dinosaurs, Animal science, and Sea life. General paragraphs introduce the topics, and concise facts are presented through navigation of easy to follow menus. A question and answer format is used for some sections, aiding defined research. Teacher help may be required with some scientific language and sentence structures used, but generally the material is interesting and suitable for young scientists to use independently. Students could be directed to focus on the central table. A. Beedles

USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7-10

SCIS SUBJECTS: Animals
PUBLISHER: Fact Monster/Information Please, USA
REVIEW DATE: 21/06/05 [590] SCIS 1213797

Monster bugs

<http://www.scholastic.com/magicschoolbus/games/bugs/index.htm#>

Students will love the bug games on this visually appealing and interactive site. One sentence information blocks describe insect body parts in Monster bugs, and students use written and visual information to match parts and build insect bodies. Their creations may or may not be found in nature: Ms Frizzle will tell them. Students may need some direction to realise how they use the information to build a realistic insect. Find my legs is another entertaining and educational offering, where children need to match an insect's body with the correct legs. Clever sound effects will contribute to the high interest level. This site requires Shockwave 7 or Flash 4, and will provide much instructional fun for the Stage 1 Unit: Minibeasts. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Insects - Anatomy; Educational games
PUBLISHER: Scholastic, USA
REVIEW DATE: 21/06/05 [595.7] SCIS 1213812

A look inside the human body

<http://www4.tpgi.com.au/users/amcgann/body/index.html>

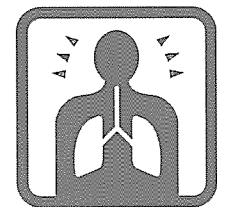
Seven body systems, excluding the excretory system, are neatly presented on this site. Written for Australian students, the site is attuned to its audience and lays out information in clear pages with short sentences and large diagrams. It is a very useful site for the study of body systems in Science 7-10. The resource illustrates the position of the organs for each system, as well as other aspects of each system's structure and function, such as simple diagrams showing the formation of a clot over a wound. The site is ideal for independent research as it is well written and stays solidly on task. The quiz, which has questions and answers for each system described, is a helpful revision tool. R. Dircks

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Human anatomy; Physiology
PUBLISHER: A. McGann, Australia
REVIEW DATE: 21/06/05 [612] SCIS 1137501

Come to your senses

<http://library.thinkquest.org/3750/index.html>

Descriptions of the five senses form the structure of this small site. The site gives excellent coverage regarding the role of nervous coordination in maintaining body functioning, as per the requirements of the Science Years 7-10 syllabus. Clear descriptions of the senses are illustrated by simple diagrams. The text has a friendly tone and the text has many examples that will relate well to students' own experiences of reactions to stimuli, such as the painful sensation of biting the tongue. Other useful components are the Glossary, activities, a multiple choice Quiz for each of the senses, and annotated links to other sites. R. Dircks



USER LEVEL: Stage 5

KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Nervous system; Senses and sensation
PUBLISHER: Thinkquest, USA
REVIEW DATE: 21/06/05 [612.8] SCIS 1215574

Neuroscience for kids: the senses

<http://faculty.washington.edu/chudler/chsense.html>

Quality experiments and interactive games on the five senses will enable students to access information and assess their learning on this site. Each sense has a series of activities which are clearly described, stimulating, and entertaining. Lessons are graded from K–12, but the extremes of this range would need teacher investigation. Lesson plans for teachers give ideas for small group and whole class activities. The site solidly supports Stage 2 students working in the *Living things* strand in Science and Technology K–6, and Stage 3 students looking at *Information and communication*. *Vision* loosely supports the Biology Option: *Communication*. Students looking for more sophisticated detail about the nervous system will find interesting links on this site that teachers should check for syllabus relevance. M. Skinner

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Professional
KLA: Science; SciTech
SYLLABUS: Biology Stage 6; Science & Technology K–6; Science 7–10
SCIS SUBJECTS: Senses and sensation
PUBLISHER: University of Washington, USA
REVIEW DATE: 21/06/05 [612.8] SCIS 1220372

Kids world: nutrition

<http://www.agr.state.nc.us/cyber/kidswrld/nutrition/index.htm>

Nutritional guidelines, plus *Food safety*, *General ag & history*, and *Plant nutrition*, are available on this broad site. The latter has chemical and soil testing information for Agriculture students. *Nutrition* describes the healthy *Food pyramid*, and the resource offers interesting comparisons with slightly differing models in NSW syllabuses. The interactive *Colouring book* and *Quiz* options target a young audience, yet need the manipulative skills of older users. *Serve up a safe BBQ*, *Bad bug book* and *Food safety facts* have excellent, easily accessible information on the safe handling and storage of food. The site is useful for Food Technology, Hospitality, and the Science and Technology K–6 Units: *Eating out* and *Food for the tucker box*. Site information also supports the PDHPE strand: *Personal health choices*. A. Beedles and M. Timperley

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 6
KLA: PDHPE; SciTech; TAS; VET
SYLLABUS: Agriculture 7–10; Food Technology 7–10; Hospitality Curriculum Framework Stage 6; PDHPE K–6; Science & Technology K–6
SCIS SUBJECTS: Nutrition
PUBLISHER: Department of Agriculture and Consumer Services, USA
REVIEW DATE: 21/06/05 [613.2] SCIS 1213826

Anaphylaxis Australia

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

The web site of Anaphylaxis Australia (formerly FACTS) is informative at least and life saving at best. *Living with anaphylaxis* is a detailed collection of problems associated with food allergies, with a particularly useful checklist for carers of allergy sufferers.

Food alerts is a long list of bulletins supplying brand names and labelling details, including omissions and contraindications. *What is anaphylaxis?* is a clear summary available in 10 languages. In *Kids corner*, anthropomorphic cartoons briefly describe some allergies for a young audience, and specific carer information is given. These characters will engage children in learning about their own food allergies and those of their peers. Information will support *Personal health choices* in PDHPE K–6. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Community Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7–10; PDHPE K–6
SCIS SUBJECTS: Allergy; Children – Care and health; Diet in disease; Food
PUBLISHER: Anaphylaxis Australia
REVIEW DATE: 21/06/05 [616.97] SCIS 1218264

Care for animals

<http://www.avma.org/careforanimals/default.asp>

A lovely way for young students to investigate pets, this site uses superb animations which will engage and inform students about responsible pet ownership. *Animated journeys* has information on many aspects of pet care, including *Pet health*, *Selecting a pet*, *Living with your pet*, and *Goodbye good friend*, which will be useful for helping young ones to cope with the loss of a loved pet. *Kids corner* houses an animal care activity section, with many printable worksheets and colouring in pages. *Paws for pets* has seasonal health tips, plus archived articles on a large range of pet topics. This is a very user friendly site which uses language and graphics appropriate for its intended audience. Its material supports the HSIE Units: *Meeting needs* and *The need for shelter*. A. Beedles



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Pets – Care and health; Pets – Habits and behaviour
PUBLISHER: American Veterinary Medical Association
REVIEW DATE: 21/06/05 [636.088] SCIS 1213419

Vegemite rules!

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

A promotional site, this colourful and readable resource has valuable cross curriculum usefulness. Sections include *Our heritage*, which, with its *Australian timeline*, *Old ads* and information on *Packaging evolution*, is pertinent to Graphics Technology and History. *Vegemite's* invention and marketing information also relates to Science and Technology. *Healthy vegemite* contains information on nutrition, applicable to *Exploring Early Childhood*, and interactive tours of the *Human body* which explain the role of vegemite ingredients such as vitamin B and folate. *Recipes* has some use for Food Technology classes. K. Silburn

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; PDHPE; Science; SciTech; TAS
SYLLABUS: Exploring Early Childhood CEC Stage 6; Food Technology 7–10; Graphics Technology 7–10; History 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Cookery; Food; Food – History; Nutrition

PUBLISHER: Kraft Foods, Australia
REVIEW DATE: 21/06/05 [641.3] SCIS 1014007

Fresh for kids

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

Produced to promote the consumption of fresh fruit and vegetables, this lively site features six fruit and vegetable characters who lead users through recipes, games, a quiz, colouring sheets, and sports information. Well organised and illustrated, the site will have strong appeal for students, who will be able to use it with minimal assistance. *Fruit pages* and *Vegetable pages* also have agricultural information. Stage 1 students investigating *What's for lunch?* could be extended on these pages. The site is bright, clearly designed, easily navigated, and user interactivity is encouraged. A valuable new feature has promotional material for school canteen managers. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA: PDHPE; TAS
SYLLABUS: Agriculture 7–10; Food Technology 7–10; PDHPE K–6
SCIS SUBJECTS: Fruit; Nutrition; Sportspeople – Australian; Vegetables
PUBLISHER: Sydney Markets, Australia
REVIEW DATE: 21/06/05 [641.3] SCIS 1215965

The pizza explorer

<http://www.accessexcellence.org/pizza/>

Using pizza as a model, and left and right brain theory, this site explores general aspects of food science and chemistry through interactive activities. The *configurator* gives a short quiz to help site users decide which learning style they are, and students then choose a presentation designed for either the left or right brain. This aspect of the site is probably more quirky than educationally useful. The site discusses the nutritional composition of pizza ingredients tomatoes, onions, and olives; the history and cultural aspects of pizza; and food microbiology. The scientific aspects of *Food processing* and *Food chemistry* are investigated, and *Hot topics* examines some of the interesting aspects of ingredients, such as antioxidant properties. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Food Technology 7–10; Food Technology Stage 6; Science 7–10
SCIS SUBJECTS: Pizza
PUBLISHER: Purdue University, USA
REVIEW DATE: 21/06/05 [641.8] SCIS 1209566

Biotechnology: answers to common questions

<http://www.ces.ncsu.edu/depts/foodsci/ext/pubs/biotech.pdf>

Providing basic answers to the what, when, who, where, why, and how of biotechnology, this web site is a valuable teaching resource when introducing this area of science. Written in simple language and short paragraphs, this site supports the Option: *Biotechnology* in Biology Stage 6, and investigation into the benefits and problems of biotechnology in Science 7–10. The site focuses mainly on agriculture and food issues, but social and ethical questions are also explored. The site is a linear pdf document, with slightly dated information, making the list of web sites a tempting option to find the latest information in this field. The Colorado State University video on genes is a great teaching resource. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Biotechnology
PUBLISHER: NC State University, Dept. of Food Science, USA
REVIEW DATE: 21/06/05 [660.6] SCIS 1207799

Answers @ ACE: interactive projects library

<http://www.acehardware.com/infodept/index.jsp?categoryid=1261836>

USA based, this web site must be used with due consideration for the differences in terminology and regulations. The *Interactive projects library* page has an extensive alphabetical list of topics and projects such as *Repairing cracks in concrete* and *Removing a screw that's stripped*. Almost all areas of construction and building are covered on this site. Each topic has a *Flash* presentation, which always includes simple clear animations and recorded voice instructions. The dialogue for these instructions is shown with the animation. The user friendly presentations are organised by sections with *Email a friend*, *Back*, *Steps*, *Pause*, *Restart* and *Tools* needed icon buttons for easy navigation. The comprehensive information makes this a useful site for the *Construction* course, and some aspects of the *Industrial Technology* course. Users must be aware of the differences in terminology, regulations and measurement. G. Smith

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Construction Curriculum Framework Stage 6; Industrial Technology 7–10
SCIS SUBJECTS: Building – Problems, exercises, etc
PUBLISHER: ACE, USA
REVIEW DATE: 21/06/05 [690.076] SCIS 1221822

Timeline of art history

<http://www.metmuseum.org/toah/splash.htm>

Navigating this interactive and visually interesting web site is a pleasure. Ten art icons provide access to information on a world map and associated time span, while other navigation options on the home page are *Features*, *Timelines* and *New acquisition*. *First-time user* is a sensible place to begin with each option clearly explained. *Timelines* offers an interactive map of *World regions*, allowing the user to select a specific time span and continent for exploration. Specific regions of interest have an *Overview* providing detailed information and artworks. *Key events* will help students to gain an understanding of historical events around the time the artworks were created, linking with the *Conceptual framework* in the *Visual Arts Years 7–10 syllabus*. This appealing resource is an interesting way to introduce students to the history of art and would be particularly useful for small group research. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Art – History
PUBLISHER: Metropolitan Museum of Art, USA
REVIEW DATE: 21/06/05 [709] SCIS 1219738

The Henry Moore Foundation

<http://www.henry-moore-fdn.co.uk>

Henry Moore created this foundation to promote art appreciation and education for the public. The foundation has extended this brief and designed this web site to reach a world wide audience. The busy home page has four main navigational tools: *Home*, *The foundation*, *Henry Moore Perry Green*, and *Henry Moore*

Institute Leeds. Biography, accessed from Henry Moore Perry Green, details Moore's life and artistic practices, and is useful for achieving Visual Arts 7–10 outcomes 4.2, 4.3, 4.4, 4.8 and 4.9. Exhibitions displays current public exhibitions of Moore's work and has excellent images of artworks. The Perry Green Collection showcases 15 fabulous Moore sculptures displayed on a 70 acre site. Students can enlarge each colour image and read descriptions of its purpose, audience and context. The clearly written text is relevant for achieving outcomes 5.7, 5.8 and 5.9. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Visual Arts 7–10
SCIS SUBJECTS: Sculpture, English; Sculpture, Modern – 20th century
PUBLISHER: The Foundation, UK
REVIEW DATE: 21/06/05 [730.92] SCIS 1035096

Australian designers at work: meet designers and learn about how they work

<http://www.powerhousemuseum.com/designersatwork>

ABSTRACT

Written for NSW schools, this multimedia resource details the activities of six prominent Australian designers: graphic designer Ray Parslow; interior designer Alison Page; wetlands designer Peter Adcock; product designer Angelo Kotisis; visual effect designer Toby Grimes; and jewellery and homeware designers Dinosaur Designs. Each designer's working environment is examined from the point of view of the Design process. Numerous audio and video clips support learning, and case studies are provided. Emphasis is given to client interaction and how each party contributes to the design. Photographs are used extensively in the exhibition, and they show each designer's Gallery of works. The content caters for syllabus key competencies and cross curriculum variables. Teacher resources has activities which use the material in the profiles.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Technology (Mandatory) 7–8; Visual Design CEC Stage 6
SCIS SUBJECTS: Design – Biography; Industrial design
PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 21/06/05 [745 40] SCIS 1208218

WebMuseum: Cezanne, Paul

<http://www.ibiblio.org/wm/paint/auth/cezanne/>

Delve into the world, and the somewhat foul tempered, self-conscious life of the artist Paul Cezanne on this web site. The site is easy to navigate using themes, including Portraits, Landscapes and The still life gallery, and information is written in simple and clear paragraphs. From Impressionism to Classicism and Cubism offers a very interesting insight into Cezanne's personality and how this impacted on his artistic practice. Written text is supported with small artworks that can be enlarged to fill the screen. Students will find this material an interesting and occasionally humorous read. With teacher direction, this site will assist students in appreciating art, and in meeting historical and critical outcomes. N. French

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA

SYLLABUS: Visual Arts 7–10
SCIS SUBJECTS: Cezanne, Paul; Painters, French
PUBLISHER: WebMuseum, France
REVIEW DATE: 21/06/05 [759.4] SCIS 1213032

Laura Gormley photography

<http://home.austarnet.com.au/lauragormley/main.htm>

The portfolio of Australian photographer Laura Gormley is displayed here in themes. The images would be interesting for senior students to critique, as some are crafted examples and some are snapshots. Image restoration provides tutorials for repairing damaged and old photographs using *Arcsoft PhotoStudio 2000*. Students could attempt these activities in the classroom. Techniques offers good tips and ideas for creating interesting photographs. These are supported with excellent diagrams explaining Depth of field, Exposure, Creative blur, and Lighting which will assist student understanding. A number of Guest photographers display quality images. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Photographic and Digital Media 7–10
SCIS SUBJECTS: Photography
PUBLISHER: L. Gormley, Australia
REVIEW DATE: 21/06/05 [770.92] SCIS 1213073

Take better photos

<http://betterphotos.cjb.net/>

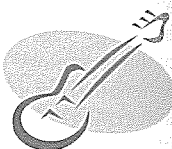
Packed with advice and techniques for the taking of photographs, this site will help students develop a photographic eye. The site is basically a problem solving tool which uses plenty of visual examples. It discusses such things as Improving the picture, Computer enhancement, and Parallax problems. The pros and cons of using a Camcorder should be viewed by all student film makers. The site explains compositional techniques for specific subject matters, and clearly shows the positive effects gained from using the rule of thirds. The extensive Question and answers section is well worth reading, and site users' comments on the operations of their cameras are also useful. Brief summary is an excellent summation of what makes a good photograph, and this could form a fine introduction to photography or be used as a composition refresher for senior students. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Photographic and Digital Media 7–10; Photography, Video and Digital Imaging CEC Stage 6
SCIS SUBJECTS: Photography
PUBLISHER: P. Grosset
REVIEW DATE: 21/06/05 [771] SCIS 1213080

Composing and writing songs

<http://www.geocities.com/npasupathi/compose.htm>

Written in everyday language, the value of this site is that it analyses every aspect of song writing, beginning with a detailed discussion about lyric writing. Each point is illustrated with examples in context within the song, and remarks which include advantages and disadvantages. The elements of a song, the intro, verse, chorus and bridge, are organised in sections and discussed in detail, with some helpful tips and tricks included. This is a great resource for beginner songwriters and more experienced composers, and it is especially useful for the composition element



of the learning experience in the Stage 6 Music syllabuses. The site has much valuable information, but it can be very slow to open. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music 1 Stage 6; Music 2 Stage 6; Music Stage 6: Extension
SCIS SUBJECTS: Music
PUBLISHER: Free Music Education Center, USA
REVIEW DATE: 21/06/05 [782.421] SCIS 1214787

Music theory for songwriters

<http://mugglinworks.com/chordmaps>

Many songwriters write the lyrics and melody first, and then have trouble adding suitable chords. This site consists of a sequential series of 13 lessons designed to assist songwriters to develop the skills required to write smooth, flowing chord progressions in any key or mode. The language is clear and concise, and each new concept is explained in several different ways, including some unconventional processes such as the pictorial representation of scales and modes in *The photographic opposites* in Part nine. Each lesson contains diagrams, charts and coloured text to highlight the concept, and a review at the end of the lesson summarises the main points presented, making it a useful resource for Stage 6 Music students. Charts and maps includes visual representations of chords and scales. The site is a work in progress, with more lessons to come, and is a wonderful resource for composers. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music 1 Stage 6; Music 2 Stage 6; Music Stage 6: Extension
SCIS SUBJECTS: Composition (Music); Music – Theory
PUBLISHER: MugglinWorks.com, USA
REVIEW DATE: 21/06/05 [782.421] SCIS 1214779

Songwriting & arranging

http://www.berkleeshares.com/songwriting_arranging

Among the many valuable free music lessons for file sharing on this site is a set of 16 lessons on the topic of song writing and arranging. Each lesson is in pdf format, many with audio examples, and each can be downloaded or printed from the web site. Lesson topics vary, and they include Tomorrow never knows-John Lennon-song analysis, Basic melody in songwriting, Musical stress, Arranging bass notation, and music publishing. Each lesson is self-contained, enabling self-paced instruction, providing a great resource for music teachers, either as single lessons, or collectively as a unit of work on song writing and arranging. This is a useful resource for integrating composition as a learning experience in Stage 6 Music syllabuses. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music 1 Stage 6; Music 2 Stage 6; Music Stage 6: Extension
SCIS SUBJECTS: Composition (Music); Songs
PUBLISHER: Berklee College of Music, USA
REVIEW DATE: 21/06/05 [782.421] SCIS 1214803

The blurb

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

A monthly online magazine, this visually appealing site has news and background information about arts and entertainment. The

focus is national, but the site has some material regarding world events and Australian arts on the world stage. Within the categories of: Box, television; Flickers, film; Imprint, books; Soundscape, music; and Vis a vis, the visual arts, students can access articles, interviews, reviews and previews, all illustrated with engaging photographs. The site is current, reasonably well written, informative, and interesting to use. As a research tool for students, a search request can be used to find archived material. Searching for Arthur Miller, for example, leads to six magazine articles on the playwright's life, death, and works. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Dance Stage 6; Drama 7–10; Drama Stage 6; English Stage 6; Music 7–10; Music 1 Stage 6; Photography, Video, & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Arts, Australian – Periodicals; Mass media – Australian – Periodicals
PUBLISHER: TBM, Australia
REVIEW DATE: 21/06/05 [790.205] SCIS 1213068

Cinema: how are Hollywood films made?

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

Providing an overall look at the film creation process, this site takes users into the roles of Screenwriting, Directing, Editing, Producing, and Acting. Each description has examples, quotations, and a task for students. Information about screenwriting is more historical than practically useful, but the site is very good at describing the contemporary work of directors and editors, and it allows students to interactively imagine they are an actor on a film. In the most interesting and enjoyable learning activity, students take on the role of a producer managing a film. Virtual producers keep the budget balanced, hire cast and crew, and establish the location. Well laid out with simple graphics, this interesting and informative site is an excellent introduction to filmmaking. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: English 7–10; Photographic & Digital Media 7–10; Visual Arts 7–10
SCIS SUBJECTS: Film industry
PUBLISHER: Annenberg/CPB, USA
REVIEW DATE: 21/06/05 [791.43] SCIS 1136766

About these motion pictures

<http://memory.loc.gov/ammem/vshtml/vsflme.html>

The silent filming of vaudeville stage acts has given us some strong visual images from the early 20th century. This American Variety Stage collection explains and displays some of these fascinating films, which were shot between 1897 and 1920. The films support the *Drama Years 7–10 syllabus* dramatic concepts of vaudeville, comedy, physical theatre, and melodrama. Each of these sections contains playbill illustrations and examples of the genre, shown by film title. Information for the films includes still photographs and a plot summary. The *Turkish dance* and the *Dancing boxing match* films will make interesting viewing for the Core: Appreciation in the Dance Stage 6 syllabus. F. Crum

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10
SCIS SUBJECTS: Silent films – History and criticism; Theatre – United States
PUBLISHER: Library of Congress, USA
REVIEW DATE: 21/06/05 [791.43] SCIS 1219675

The Nederlands Dans Theater<http://www.euronet.nl/users/cadi/index2.html>

A comprehensive site, this resource has information about **Choreographers**, dancers, and works of the company. Stage 6 Dance students wishing to find specific information on the prescribed work *Falling angels* should refer to **Ballets** for a brief overview of Jiri Kylian's approach to creating the work. A dancer's perspective of working with the choreographer can be found in the article **Learning ballets with the body or the head**, found in **All on one**, and an **Interview with Jiri Kylian** is also useful. The site's **Introduction** outlines the influence that Kylian has had on the NDT, through his vision for the company and his work as resident choreographer and artistic director. **Choreographers** provides detailed biographies for Kylian and guest choreographers, including Nacho Duato. **Programmes** provides a very useful link for teachers to request education resources from the NDT. R. Kirsten

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Dance Stage 6
SCIS SUBJECTS: Ballet; Choreography; Kylian, Jiri; Modern dance; Netherlands Dance Theatre
PUBLISHER: The Nederlands Dans Theater, Netherlands
REVIEW DATE: 21/06/05 [792.8] SCIS 1222940

Culturekiosque: dance<http://culturekiosque.com/dance/#nav>

A wealth of dance material including interviews, reviews, and images can be found on this site. A review of Nacho Duato's most recent program of three works, performed at the *Théâtre du Chatelet* in Paris, will be useful for Dance Stage 6 students. Searching through **Interviews**, the **Archives** contain an insightful interview with Duato. Beginning with a detailed biography, the interview examines Duato's choreographic process and his responses to a range of questions, including the management and growth of his company *Compañía Nacional de Danza*. The influences on his choreographic style and comparisons with Jiri Kylian are also discussed. Other archived **Reviews** include **Virtual dance: Merce Cunningham** and reviews on the works of William Forsythe and George Balanchine. In order to access the full range of articles and materials site users will need to register. R. Kirsten



USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Dance Stage 6
SCIS SUBJECTS: Ballet; Choreography; Dancers; Dancing; Europe – Social life and customs – 1945-; United States – Social life and customs – 1974-
PUBLISHER: Euromedia, USA
REVIEW DATE: 21/06/05 [792.8] SCIS 1223196

Compañía Nacional de Danza<http://cndanza.mcu.es/cnd1/portada/indexcir.htm>

This Spanish dance company has produced a visually stunning web site which complements the work of its artistic director, Nacho Duato. **Repertoire** includes information on Duato's works, and many videos of dance excerpts which provide a meaningful way to compare *Jardi tancat* with other works by the choreographer. Also found here are overviews of the works of guest artists

such as Jiri Kylian. As well as giving a brief background to Duato's *Jardi tancat*, information can be gleaned about Duato's choreographic process with other works. The site is useful for Stage 6 Dance students wishing to obtain a broader view of the way in which Duato works, and it will extend their background knowledge of the prescribed artist and his work. R. Kirsten

USER LEVEL: Stage 6 Professional
KLA: CA; Languages
SYLLABUS: Dance Stage 6; Spanish K-10; Spanish Stage 6
SCIS SUBJECTS: Arts, Spanish; Ballet; Dancing – Spanish; Compañía Nacional de Danza
PUBLISHER: Compañía Nacional de Danza, Spain
REVIEW DATE: 21/06/05 [792.80] SCIS 1222974

Learning bridge for Australian youth players<http://www.abf.com.au/youth/learning/index.html>

Bridge is an International Olympic Committee (IOC) recognised sport. It is used for imparting skills in improved concentration, problem solving and lateral thinking. Bridge could be used in Mathematics: *Extension 2* with its content of patterns, symbols, numbers and problem solving, or to extend gifted junior Mathematics students. The site is not colourful but offers excellent resources, free software for a **Playing online** competition, **Links** to international and training sites, and pdf files such as **Teaching kit for kids**, **Practice hands**, and **Rules of mini bridge**. All have quality content and instructions, making this a functional site that is designed for young learners and comes equipped with teaching resources for the teacher of bridge. M. Gary

USER LEVEL: Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: Mathematics 7-10; Mathematics Stage 6: *Extension 2*
SCIS SUBJECTS: Bridge (Game)
PUBLISHER: Australian Bridge Federation, Australia
REVIEW DATE: 21/06/05 [795.41] SCIS 1221949

The questions of postmodernism<http://jacketmagazine.com/04/lehman-postmod.html#endnote%204>

For English students and teachers contemplating the study of postmodernism, this illustrated site makes interesting reading. In a question and answer format, with an appropriate mix of colloquial and academic voices, information is given on defining and understanding postmodernism in literature. Students undertaking the elective *Postmodernism* in English Stage 6: *Extension 1* will find abundant examples of texts, from which they can confidently investigate further reading. The author delves into movies, novels, games, short stories, theatre, music, art, poetry, television, and comics, as he discusses and explains the ideas of postmodernism in a readable and entertaining style. The site is linear, about 20 pages long, and well worth a look by all English teachers. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
SCIS SUBJECTS: Literature and society; Literature – History and criticism; Postmodernism
PUBLISHER: Jacket Magazine, Australia
REVIEW DATE: 21/06/05 [801] SCIS 1203512

OWL handouts: complete index by topic<http://owl.english.purdue.edu/handouts/index2.html>

An online writing project, this site has cross curricula usefulness for students. The site deals with the grammar of writing and the

creative process. In the former area, a very good explanation for students is the extensive and illustrated section on **Active and passive voice**. Generally, grammatical notes assume some knowledge, however the writing process, covered in **General writing concerns**, is a more fundamental guide to clear expression. Here, the use of such things as metaphor, logic in argument, and sentence variety, are carefully explained. The site also explains letter writing, resumes, business writing, with many examples, and the effective use of colour. **Email etiquette** and **Searching the world wide web** are appropriate and useful reading for students. Interactive exercises could be completed by students working independently. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: English as a second language – Problems, exercises, etc; English language – Composition and exercises; English language – Grammar – Problems, exercises, etc; English language – Punctuation – Problems, exercises, etc; English language – Study and teaching; Writing (Authorship) – Problems, exercises, etc; Writing (Authorship) – Study and teaching
PUBLISHER: OWL at Purdue University, USA
REVIEW DATE: 21/06/05 [808] SCIS 1219688

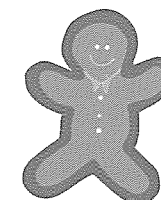
StoryPlace: the children's digital library<http://www.storyplace.org/storyplace.asp>

Two virtual libraries present 21 stories for elementary and pre school students on this site. Interesting stories are presented in themes, with accompanying online activities and a reading list. They use sound effects, animation, colour, audio, and written text to support the reading process, and will engage young readers by providing opportunities for independent reading. The easiest way for teachers to use the site is to look at **Other themes**, where a grid of the site's content allows quick assessment and access to the resource's stories and activities. **About the comments** gives users an idea of the site's content and background. Some themes, such as **Animals**, have a Spanish component. K. Rushton

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; Languages
SYLLABUS: English K-6; Spanish K-10
SCIS SUBJECTS: Books and reading; Children's literature; Classroom activities; Computer-assisted instruction; Educational games; Teaching – Aids and devices
REVIEW DATE: 21/06/05 [808.06] SCIS 1031600

The gingerbread man meets Dali: postmodernism and the picture book<http://pandora.nla.gov.au/pan/45689/20041103/slv/children/postmodernism/>

A simple yet very effective tool for English teachers, this archived site briefly describes and analyses 24 contemporary picture books, evaluating each text in postmodern terms. The site has a readable linear structure, with a long paragraph on each text, including Libby Gleeson's and Craig Smith's *Where's Mum?*, and Natalie Jane Prior's and Terry Denton's *The paw*. This fine selection aptly



describes texts which use postmodern conventions to expand the narrative and structural boundaries of picture books. It would be most helpful for teachers researching picture books for English 7-10, and for students contemplating a study of the genre in English Stage 6: *Extension 2*. **References, acknowledgements and catalogue** will help site users source picture books for English syllabuses K-12. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Children's literature; Picture books – History and criticism; Postmodernism
PUBLISHER: State Library of Victoria, Australia
REVIEW DATE: 21/06/05 [809] SCIS 1202273

Narrative magazine<http://narrativemagazine.com/>

An online fiction and nonfiction journal, this resource provides an excellent contemporary view of good writing through excerpts and complete pieces. The **Editors' note** summarises content, with a little analysis, and is a logical place for teachers to assess the worth of the site. This issue will change in September. Currently amongst the site's best reading is a Joyce Carol Oates memoir, and V. S. Pritchett's story *Blind love*. In **Archives**, site users will find short story **Classics**, **Interviews**, and the **Readers narrative**. The latter takes a broad view of narrative, and includes contributors' views on global events using many types of text. The magazine runs a narrative competition and interested students can read the 2004 winner's story online. The magazine supports the teaching of reading and writing, and is worth investigation by English Stage 6: *Extension 2* students looking for writing models for their *Major work*. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Literature – Periodicals
PUBLISHER: Narrative Magazine, USA
REVIEW DATE: 21/06/05 [809] SCIS 1219651

Gumshoes, sleuths & snoopers: a crime fiction content database based on the George Kelley paperback and Pulp fiction collection<http://libweb.lib.buffalo.edu/kelley/KelleyAdvanced.asp>

Using readers' contributions, this highly useful and visually appealing database offers an intriguing look at 185 detective and mystery novels written between the 1930s and 1960s. The site is structured around a comprehensive search facility which includes lists of settings, times, subjects, and characters, as well as title and author. It will be useful for the English *Extension 1* Elective: *Crime fiction* study of *The big sleep* and for student investigation of supplementary texts. Cover artists are included, and the genre's sometimes risqué front and back covers are clearly depicted. The covers are interesting examples for the Visual Design Modules: *Illustration and cartooning* and *Publications and information*. Clearly laid out information for the texts includes an extensive plot summary, an annotated major character list, discussion of sexuality, gender roles, and psychological elements. F. Crum

USER LEVEL: Stage 6 Professional
KLA: CA; English

SYLLABUS: English Stage 6: *Extension 1*; Visual Design Stage 6
SCIS SUBJECTS: Crime stories – History and criticism; Detectives – Fiction – History and criticism; Mystery and suspense stories – History and criticism
PUBLISHER: University at Buffalo, State University of New York
REVIEW DATE: 21/06/05 [809.3] SCIS 1219640

Traveling in new directions: teaching non-linear picture books

<http://www.reading.ccsu.edu/TheDragonLode/DLVol181Fa1999/DLVol181Fa1999%2026-29.pdf>

A short academic article extolling the value of nonlinear picture books, this resource contains practical advice and tools for English teachers. The site examines the characteristics and categories of these texts, and offers useful teaching strategies, such as manipulating existing student knowledge and use of nonlinear electronic worlds. It shows how teachers can actively help students deal with the gaps in meaning, the seemingly superfluous information, and ambiguity of these non-traditional narratives. A short analysis of *Trouble with trolls*, *Simple Simon*, and *Granpa*, will help engender an awareness of difference, and aid appreciation of the highly imaginative nature of nonlinear texts. The article, referenced with academic research and picture books, is invaluable for Stage 6 students working with picture books for their *Major work*. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS: Children's literature; Picture books – Study and teaching; Plot (Drama, fiction, etc) – Study and teaching
PUBLISHER: Central Connecticut State University, USA
REVIEW DATE: 21/06/05 [809.3] SCIS 1202891

History news network

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

A very useful resource for History teachers, this site provides much more than the news. Updated weekly, it has an intriguing collection of information under the topics of *Culture watch*, *Historians/history*, and *Fact & fiction*. Archived material goes back several years and comments on a range of events, including several articles regarding the interpretation of history by Hollywood. The emphasis for English teachers is on social and political history, and it is USA focused. The *Teachers' lounge* has wider news and background information such as *Guide to the history of Saudi Arabia*, and interesting articles on the process of *Teaching history*, with advice including writing an online course, involving reluctant students, and combining history and citizenship. The site's extensive quotation list and audio tapes are well worth teacher investigation. The latter includes an interview with historian Niall Ferguson on the *Gallipoli* campaign. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; History Stage 6: *Extension*; Modern History Stage 6
SCIS SUBJECTS: Current events; History
PUBLISHER: History News Network, USA
REVIEW DATE: 21/06/05 [900] SCIS 1219671

A trip to Paris: website of Snaith Primary School

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

A hypothetical family take the return trip from London to Paris by train in this resource. The site has a dual focus: the subject content of Paris and its attractions, and to give students a guided experience in using external web sites. Problems are posed and students are encouraged to research and make judicious choices. For example, students select a hotel which best suits their given needs. The site requires specific literacy skills: reading and interpreting timetables and menus; calculating costs, and navigating selected Internet sites. A teachers' page explains the site's purpose and offers ideas for use. Useful for the *Cultures* strand of HSIE K–6, the site could be a useful model for construction of similar online activities. It would also be a valuable resource to introduce French language and culture to young students. W. Smith



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; Languages
SYLLABUS: English K–6; French K–10; HSIE K–6
SCIS SUBJECTS: Paris (France); Travel
PUBLISHER: Snaith Primary School, UK
REVIEW DATE: 21/06/05 [914.4] SCIS 1215995

World flag database

<http://www.flags.net/index.php?intemal=true>

Detailing flags of all countries, this web site has excellent pictorial representations, and basic information concerning each country. An index option lists all organisations, countries, territories and regions covered by this database. Information is current and flags are updated as they change. For Australia, the flags depicted are: national, states and territories, dependencies, Aboriginal, Naval, and Royal and vice-regal. The site graphically supports the HSIE Topics: *Identifying us*; *Australia: you're standing in it*; *Study of a cultural group*; and *Identity and values*. Web sites are suggested for vexillological associations and for other sites concerning flags. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; History 7–10; HSIE K–6
SCIS SUBJECTS: Flags
PUBLISHER: World Flag Database, UK
REVIEW DATE: 21/06/05 [929.9] SCIS 1035199

Eternal Egypt

<http://www.eternaegypt.org>

The history of Egypt, from 5000BC to the present day, is presented here in an extraordinary display of modern interactive technologies. Users should *Take a guided tour of Eternal Egypt*, to get their bearings onsite. The site is a multimedia extravaganza, with web cams, audio, animations, three dimensional models, and site recreations. A sensory experience, its visually engaging content will certainly support the study of Egypt at HSC level. IBM is a partner in site development and maintenance, and the resource is an excellent example for technology students of what can be done. The site works best with a fast connection, but text only versions are an option. Material is meticulously cross-referenced, as *Connections* ably demonstrates, and includes the *Topics* of artefacts, places and people, and an extensive *Library* of articles. Also available in French and Arabic, this is a dynamic presentation of a wonderful range of resources. E. Searle

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages; TAS
SYLLABUS: Ancient History Stage 6; Arabic Stage 6: *Continuers; Extension*; French Stage 6: *Continuers; Extension*; History 7–10; History Stage 6: *Extension*; Information and Software Technology 7–10; Software Design and Development Stage 6
SCIS SUBJECTS: Egypt – Antiquities; Egypt – Historic buildings, sites, etc; Egypt – History
PUBLISHER: Egyptian Center for Documentation of Cultural and Natural Heritage (CultNat), Egypt
REVIEW DATE: 21/06/05 [932] SCIS 1163804

BBC News: world: Europe: country profiles

http://news.bbc.co.uk/1/hi/world/europe/country_profiles/

An outstanding resource, this regularly updated site contains profiles of all European countries, regions and territories, the Commonwealth, European Union, the International Atomic Energy Agency (IAEA), the North Atlantic Treaty Organisation (NATO), the Organisation for Security and Cooperation in Europe (OSCE), the United Nations and UN Security Council, and the World Trade Organisation. A timeline for each country, organised as *A chronology of key events*, is a useful databank for History students. *Country profiles* offers current and historical information for each country via the *Overview*, *Facts*, *Leaders*, and *Media* layout. Top, side and bottom menus provide easy navigation for students who are studying European countries in the Geography syllabuses, and for teachers gathering background knowledge for the *HSIE K–6 syllabus*. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6; History 7–10; HSIE K–6; Modern History Stage 6
SCIS SUBJECTS: Chronology, Historical; International organisation
PUBLISHER: BBC News, UK
REVIEW DATE: 21/06/05 [940] SCIS 1204700

Remember me: echoes from the lost generation

<http://www.cwgc.org/education/>

A well resourced and interactive site, this resource encourages students to actively reflect on the social impact of WW1 and WW11. *Requiem* provides information about composers, with photographs and lists of their works. *One boy* is a dramatised documentary about the life and death of a 16 year old soldier in WW1, intended for use at Remembrance Day services in Britain. *Who cares?* encourages students to reflect on vandalism and propose creative solutions. *Truth-the first casualty?* examines opposing arguments regarding the use of gas in WW1. The site's excellent collection of primary sources, such as photographs and letters, is used to show students how to assess material as historians. There is ample teaching notes and student activities, many of which are relevant to the Australian context. E. Searle



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: History 7–10; HSIE K–6; Modern History Stage 6; Music 7–10
SCIS SUBJECTS: Cemeteries – History; War – Social aspects; World War, 1914-1918; World War, 1939-1945
PUBLISHER: CWGC, UK
REVIEW DATE: 21/06/05 [940.3] SCIS 1217387

Holocausthistory.net

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

An introductory guide written for students, the site provides basic information about the Holocaust and WW11. It focuses on the lives of people affected by the Holocaust through the use of photographs, documents, film footage, audio tapes, and personal stories. Using a slide show presentation, sections include *What is the Holocaust?*, *Antisemitism*, *The Third Reich*, and *The final solution*. Each section is brief and only provides an overview. The site provides a WW11 interactive timeline and a useful glossary of Holocaust terms. The primary sources are the most useful aspect of the site, making it a valuable research tool for Modern History students. The resource particularly addresses Modern History outcomes in *National studies: Germany 1918–1945*, and *International studies in peace and conflict: Conflict in Europe 1935–1945*. E. Searle

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
SCIS SUBJECTS: Antisemitism; Concentration camps; Holocaust, Jewish, 1939–1945 – History; Germany – History – 1933–1949; Judaism
PUBLISHER: Beth Shalom, USA
REVIEW DATE: 21/06/05 [940.53] SCIS 1218292

Holocaust encyclopedia

<http://www.ushmm.org/wlc/en/>

Comprehensive information about the Holocaust is provided by this site. Entries in *Articles A–Z* are an excellent and detailed collection. They often include historical film and audio material. The site is large and inclusive of every group which suffered under the Nazis. For example, *Mosaic of victims*, includes the *Roma*, *Homosexuals*, *Jehovah's Witnesses*, and the *Poles*. Also here is graphic information on the *Celmo* prison, which English Stage 6 students reading *Briar Rose* should investigate. The site provides animated maps of *The Holocaust* and *World War Two*, and *Personal histories* from the Holocaust Memorial Museum. The site has credence for History students and teachers researching this time, with exceptional material onsite and a huge number of annotated links. It has special relevance to *National studies: Germany 1918–1945* and *International studies in peace and conflict: Conflict in Europe 1935–1945* in *Modern History*. E. Searle

USER LEVEL: Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6; Modern History Stage 6
SCIS SUBJECTS: Holocaust, Jewish, 1939 – 1945 – Encyclopaedias
PUBLISHER: United States Holocaust memorial Museum, USA
REVIEW DATE: 21/06/05 [940.53] SCIS 1217329

Milamba's Australia

<http://www.milamba.com/australia/index.htm>

A concise and easily navigated site, this resource is basically a personal photographic album of Australian places and fauna. Thumbnail photographs need to be opened to reveal the subject and caption. Short blocks of information accompany the images; sometimes this is an anecdote about the image, or simply a description. Photographs are clear and interesting, and could be used to illustrate the HSIE Topic: *Australia: you're standing in it*, particularly when addressing the environmental outcome ENS2.5. Additionally, the simple layout of the site, with uniform backgrounds and labelling of photographs, could act as a working model for students creating web sites. F. Moore

resources

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Animals - Australia - Pictorial works;
Australia - Pictorial works
PUBLISHER: Milamba, Australia
REVIEW DATE: 21/06/05 [994.002] SCIS 1216053

Burarra gathering

<http://burarra.questacon.edu.au/home.html>

Highlighting people, language, and fishing technology with a visit to the Burarra People of Arnhem Land, this site involves interactive cartooning. Site users virtually visit Danaja and his grandfather on a short adventure. This treatment personalises the information and draws the user into the story. The narrative is very student centred and uses audio and printed conversation, making it specific and easily read and understood. Supporting notes about such things as billabongs and fishtraps can be read during the narrative, and **Extra information** is available onsite for further research. Teachers are provided with online teaching resources and reproducible activities, plus many curriculum links. This is an excellent resource for Indigenous studies which would also support the Unit: *Our Australia* in Science and Technology K-6, and multiple aspects of HSIE K-6. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: HSIE; Languages; Science; SciTech
SYLLABUS: Aboriginal Languages 7-10; Aboriginal Studies 7-10; HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Aboriginal peoples - Northern Territory; Arnhem Land; Burarra language text
PUBLISHER: Questacon, Australia
REVIEW DATE: 21/06/05 [994.29] SCIS 1160767

Australia, just the facts

<http://www.about-australia.com/facts.htm>

Information with regard to Australia's **Demographics, Geography, Government, History and Regulations**, is presented on this site. Each topic is described at federal and state level, and states may be browsed by region. Although the site is intended to be used by international tourists, it is informative and empathetic with matters Aboriginal and multicultural. This site is a valuable resource for background research for the HSIE Unit: *Australia: you're standing in it*, and Stage 4 HSIE students who are investigating national parks, democracy, government, and contemporary life. The summary of contact history at Kurnell Peninsula Headland would help History teachers planning a site study at this location. This is a well-structured site, providing more than simple facts about Australia. A. Beedles



USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS SUBJECTS: Australia - Directories
PUBLISHER: About Australia, Australia
REVIEW DATE: 21/06/05 [994] SCIS 1209587

Professional resources

Resources are in Dewey order.

The information literate school community: issues of leadership

/ edited by J. Henri & M. Asselin. Centre for Information Studies, 2005
ISBN 1876938722 [028.5]

ABSTRACT

This sequel to *The information literate school community: best practice* explores key issues concerning: leadership and the role of the teacher-librarian; the concept of an information literate school community; the development of multiliteracies; research into information literacy; scaffolding and knowledge building; and generating change through professional development. The editors have identified four major developments that are driving teaching and learning practices: new learners; new literacies and multiliteracies; new and multiple identities and communities; and teaching as a political activity. These issues form the framework for the views expressed by the contributors in this practitioner's guide.

USER LEVEL: Professional
Paper \$71.50 SCIS 1215570

PORICH, Louise & PORICH, Greg

Bloom with S.O.S.E.: Level A

Burrabooks, 2004
ISBN 1864020237 [300.76]

The units of work in this resource book focus on curriculum themes for the HSIE Units: *All about me, Places and spaces, School life and Things we need*. The content for each Unit has been mapped against Early Stage 1 outcomes. Activities are constructed around the six levels for Bloom's taxonomy and are supported with blackline masters for individual, student, or group activities. These have a slight gender bias. The range of activities encourages students to take a flexible approach to develop more fully the key ideas and **deep knowledge** in systematic ways. A selective approach would be needed to discriminate which activities best match the significant learning needs of students in each school context. F. Plummer

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$29.95 SCIS 1200052

CAMPOY, Renee

Case study analysis in the classroom: becoming a reflective teacher

Sage, 2005
ISBN 0761930280 [371.102]

The hardest skill for many beginning teachers is making good decisions in the classroom, and explaining how to practise these

skills is the brief of this text. Decisions can be much easier if a teacher has thought through common problems beforehand. These case studies can be used as a tool to learn about the process. The book covers areas such as behaviour management, ADHD, students who cannot get started on their work, reluctant readers, and daydreamers. Each case study includes discussion of the choices which the teacher may have made. These are linked to the development of a personal educational philosophy. This is a book for new teachers and every teacher who is worried about becoming stale. A. Soutter



USER LEVEL: Professional
Paper \$52.95 SCIS 1208058

Excellent web adventures: an introduction to online learning

Curriculum Corporation, 2004
ISBN 1863667466 [371.33]

ABSTRACT

Targeting teachers of the middle years, this book deals with specialised web and network based collaborative learning. A range of communication, research and presentation methods are covered, as are a variety of learning styles and ICT skills. The first chapter focuses on resources, including ICT skills and management skills needed to facilitate classroom activities. The second chapter covers online learning tools and collaborative tools, including software. The resource contains mini tutorials on web publishing, web graphics, uploading web pages, and the use of multimedia on the web. The last section of the book is a practical reference which contains seven WebQuest case studies incorporating a range of ICT skills, syllabuses, student activities, and learning outcomes. Each one incorporates an outline of the task, the resources required, and learning methodologies.

USER LEVEL: Professional
Paper \$39.95 SCIS 1168205

Boggle's world

<http://bogglesworld.com/>

ESL teachers will find some useful worksheets and activities on this site. Information ranges from employment opportunities to lessons on topics such as spring, banking, visiting the doctor, and Easter. Worksheets take time to download, and the site is not easy to use, however teachers' perseverance will be rewarded. Opening the *Could you do me a favour?* role play will illustrate the navigation difficulties involved as well as the intelligent nature of the site's resources. Regularly updated, the site would be useful to visit at intervals, as it provides the kind of information parents often request about home tutorial programs for English and mathematics. The Korean choice has another set of worksheets, in English. K. Rushton

USER LEVEL: Professional
KLA: English; Languages
SYLLABUS: English 7-10; English Stage 6: ESL; Korean K-10
SCIS SUBJECTS: English as a second language - Study and teaching
PUBLISHER: T. Lavelle, USA
REVIEW DATE: 26/06/05 [428.2] SCIS 1127440

Teaching primary science constructively

/ edited by Keith Skamp. Thomson, 2004
ISBN 0170111679 [507]

Facilitating conceptual development in primary science has been made far easier with the publication of the second edition of this definitive and inspiring text. The resource provides a wealth of practical, informative, and interesting teaching ideas, techniques, reflections, and strategies. The chapters are unified by a constructivist view of learning that enables teachers to encourage K-6 students to develop deep conceptual understandings in science. Topics include working scientifically, movement and force, electricity, energy, investigating animals, living things and environments, materials and change, our place in space, the changing earth, and weather and our environment. Hands on activities and key conceptual ideas and understandings are included in every chapter. A. Forbes

USER LEVEL: Professional
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$72.95 SCIS 1194969

Bugs!: in 2D & 3D

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

Designed to support an IMAX film, this site provides some interesting background on insects of the Borneo rainforest. The life cycles of a praying mantis and a butterfly are followed to an end when predator meets prey. The site contains a detailed synopsis of the story and the making of the film, an excellent photographic gallery, and a small film clip. A pdf **Teachers' guide** shows how to create and maintain an insect zoo, and includes a crossword, glossary, and some suggested resources. This site would be useful in supporting the outcomes for the Science and Technology Units: *Mini worlds* and *Cycles in our world*, and the HSIE K-6 outcomes concerning *Environments*. J. Eade

USER LEVEL: Professional
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Insects; Rainforests ecology
PUBLISHER: SK Films, Canada
REVIEW DATE: 21/06/05 [595.7] SCIS 1188872

Dr Greene.com: caring for the next generation

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

Dr Greene presents a useful site catering for the community, professionals and students studying Exploring Early Childhood. The information covers age groups from **Prenatal** stage to **Teens / adolescents**, and would support teaching and learning for Part A: *Pregnancy and childbirth*, Part B: *Child growth and development*, and Part C: *Promoting positive behaviour*. The site provides opportunities to contact or **Chat** with Dr Greene about current issues or for advice, especially for student assessment tasks or research papers. There is an **A-Z guide** of childhood diseases and links to sites specifically designed for students, doctors and parents. Sections include games, colouring in, and puzzles to complete, while doctors have papers, and parents are provided with tips on parenting and the latest childhood diseases. Teachers need to be aware of links to **Abuse or incest** and sexuality concerns from the **Teens / adolescents** section of the site. M. Timperley

USER LEVEL: Community Professional
KLA: TAS
SYLLABUS: Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS: Children - Care and health

resources

PUBLISHER: DrGreene.com, USA
REVIEW DATE: 21/06/05 [618.92] SCIS 1218196

Learning disabilities online: LD in-depth: ADD ADHD

http://www.idonline.org/ld_indepth/add_adhd/add-adhd.html

Part of the comprehensive LD online web site, this section provides information about ADD and ADHD for teachers, parents and allied professionals. Definitions, diagnosis and treatment of this disorder are discussed with material drawn from books, journals and research papers. Although some information is more than five years old, many contributions come from recognised experts. The current debate about the use of stimulant medication is discussed, as are legal issues, although the latter pertains to the US Department of Education. Teachers will find valuable information in **ADHD and the classroom**. Parents will benefit from reading **Parental issues** and accessing the **ADHD bulletin boards**. The logical sequence of content and clear language makes this an informative resource. A. Sydes

USER LEVEL: Community Professional
SCIS SUBJECTS: Attention deficit disorders; Hyperactive children; Learning disabilities
PUBLISHER: WETA, USA
REVIEW DATE: 26/06/05 [618.92] SCIS 1218684

Visual literacy in the age of digital reproduction: an investigation into perceptions of truth in art

http://www.usask.ca/art/digital_culture/horowitz

An illustrated academic essay, this site explores the photograph as a work of fine art, rather than as a device to record and document. The writer discusses different theoretical arguments and theories regarding photography and how photographs are viewed. Spaciously set out and meticulously referenced, the essay makes interesting professional reading for art teachers. Liberally illustrated with images from early photography and images by Niepce, through to the contemporary artistic practice of the writer, it should be noted that some images show the naked human form. Interesting issues are raised and the essay could be used to instigate artistic and visual literacy discussions with students. The **Bibliography** has a list of web sites for further visual literacy research. N. French

USER LEVEL: Professional
KLA: CA
SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6
SCIS SUBJECTS: Photography, Artistic; Visual literacy
PUBLISHER: University of Saskatchewan, Canada
REVIEW DATE: 21/06/05 [770] SCIS 1213041

SCIS Reviewing Team

DET classroom teachers with expertise in any of the HSC and/or new Years 7-10 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michele.buschi@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.

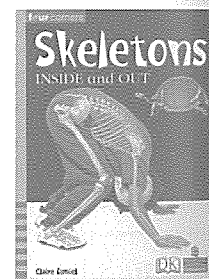
Four corners [series]

Pearson Longman, 2004
 ISBN 0733955010

Organised by content and language difficulty into seven levels, these cross-curricula resources present factual text types for emergent and becoming fluent readers. They offer well spaced text, short sentences, colourful photographs, and labelled graphics in a predictable layout. Proficient readers will enjoy the eye catching images and high interest content of the more difficult books, with complex sentence structures and increasingly difficult vocabulary supported by subheadings, captions, time lines, fact boxes, and bold text linked to a glossary. Students will find these resources valuable for research. Levelled genres provide models for student writing, and will promote discussion about purpose, point of view, visual information, and audience. This series of 140 titles would be a useful addition to the school literacy program. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
 Paper \$39.95 (1 copy of 9 titles)

Reviewed titles in this series:
Dictionary of forces, matter and energy SCIS 1178241
Encyclopedia of world sport SCIS 1178312
Four corners reading response activities teacher's guide SCIS 1183733
Make a house SCIS 1183719
Meet Erdene SCIS 1183119
Skeletons: inside and out SCIS 1182904
Tick tack world clocks SCIS 1179082



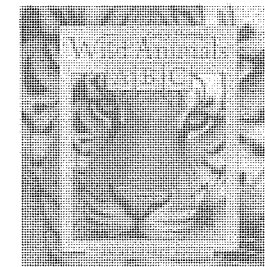
Water wise SCIS 1183723
William Shakespeare SCIS 1182923
World heritage sites SCIS 1183726

FLEMING, Garry

Garry Fleming's Wild animals ABC: an alphabet book

Borghesi & Adam, 2004
 ISBN 1877035351 [421.1]

Alphabet books are an enjoyable introduction to reading and this large format padded book will be a durable resource for teachers. The text provides both poetry and image to support the alphabet theme. Illustrations have a photographic quality, and are reproduced in rich colour on high quality paper. Students will be engaged by these full page close up images. Most of the animals will be familiar favourites, but the quetzal, yellow robin, and Ulysses butterfly may be new to young readers. Each letter is presented in both upper and lower case and is coloured to match the image on the page. K. Rushton



USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$29.95 SCIS 1194797

The Penguin dictionary

/ edited by Robert Allen. Penguin, 2004
 ISBN 0141016795 [423]

At 1642 pages, this edition is not a robust class text. However, its redeeming features include very contemporary and illustrative examples of usage; idiomatic words and phrases; and grammatical use in context. The word base covers a range of disciplines with a good representation of registers and levels of use. Etymology is extensive, and some words have extended information on their history. Entries are also supported by editorial notes on concepts, which define by example, and usage notes which deal effectively with confusion in homophones, synonyms and approximation. These notes are incorporated with entries, and, apart from a guide to dictionary use, the dictionary has no extra pages and does not include biographies or places. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
 Paper \$29.95 SCIS 1206235

The Penguin thesaurus

/ edited by Rosalind Fergusson & Martin Manser & David Pickering. Penguin, 2004 (Penguin reference)
 ISBN 0141018488 [423]

A visually crisp and uncluttered presentation of English words and phrases make this a readily accessible thesaurus. The text is one list of words, differing from the traditional thesaurus layout. Headwords are followed by their synonyms and antonyms, with notations indicating words and phrases that are classified as informal. The clarity and simplicity of the layout is particularly appealing for teachers wishing to introduce students to the value of using a thesaurus. American spelling is used. Of interest are appendices, which offer useful word lists for the terms of **Some common phobias**, **Subjects of study**, and **definitions of Foreign phrases**. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
 Paper \$26.00 SCIS 1206238

Roget's thesaurus of English words and phrases

/ edited by George Davidson. Penguin, 2004 (Penguin reference)
 ISBN 0140515038 [423]

Using the traditional format that has been popular for over 150 years, this well known thesaurus is organised by its own unique classification system. Six major groupings or classes are divided into sections, each containing many related headwords and their synonyms. The text is supported by a comprehensive index allowing for alternative searches and cross-referencing. A new feature in this edition is the integration of text boxes covering particular areas of vocabulary such as phobias, group nouns, currency units, and chemical elements. Although using American spellings, this thesaurus is a valuable asset for both the novice, and experienced wordsmiths. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
 Paper \$19.95 SCIS 1206226

FLOWERS, Tony

123

Parish, 2004 (Dizzy and friends)
 ISBN 1740215478 [513.2]

Designed to introduce the concept of counting one to ten, with one to one correspondence, word association and subitising, this colourful book will appeal to its intended audience. Charming Australian animals introduce each numeral with a colourful, full page graphic representation, and supporting caption in NSW Foundation Style script. The small board book format ensures easy manipulation and is sturdy enough to survive repeated readings. Each of the numerals is reviewed to check recognition and understanding. This appealing resource will entice young readers to revisit it often. In developing an understanding of basic mathematical concepts, the resource supports the achievement of the *Mathematics K-6 syllabus* outcome NES1.1. C. Keane

USER LEVEL: Early Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
 Paper \$5.95 SCIS 1204339

Bob the builder

<http://www.hitentertainment.com/bobthebuilder/>

Colourful and animated, this site offers a choice of visual discrimination activities including shape matching, counting, painting, and spelling. Several require precision which will help to develop mouse control skills. Design a house for example, allows students to choose elements of a dwelling and then to paint the finished product online. A drawback of the site is that instructions are given once, and they are written in speech bubbles rather than being spoken or printed. Adult help will be needed, at least until students become familiar with the activities. These engaging games are relevant to the HSIE Units: *Meeting needs* and *The need for shelter*, and the Science and Technology Strand: *Built environments*. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; Mathematics; SciTech
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6

resources

SCIS SUBJECTS: Computer games; Counting; Educational games; Jigsaw puzzles; Skill development; Spelling games
PUBLISHER: HIT Entertainment, UK
REVIEW DATE: 21/06/05 [793.7] SCIS 1218280

COLLINS, Anne

English express. 3: responding to and composing texts

Pearson Longman, 2004
 ISBN 0123602440

[808]

Written to support the implementation of the new *English Years 7-10 syllabus*, this visually appealing coursebook is designed for use by Year 9 students. Based on themes, such as crime fiction and family relationships, there is unfortunate use of some dated texts as support material, such as *The pigman* and *The outsiders*, instead of engaging, contemporary material. Important concepts such as context, purpose and different reading positions are glossed over. Many activities are of a question and answer format but opportunities for self assessment are included, as in cross-curriculum content. This text would be best used as a teacher resource. H. Gardiner

USER LEVEL: Stage 5 Professional
KLA: English
SYLLABUS: English 7-10
 Paper \$40.00

SCIS 1198013

Picture books

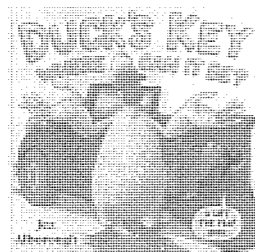
Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

ALBOROUGH, Jez

Duck's key, where can it be?

Collins, 2004
 ISBN 000717764X

Poor duck has lost the key to his sporty red truck, but mischievous frog knows where it is. This picture book is another winner in these books featuring a likeable, lively duck. Who could resist his plaintive plea on the cover and not be enticed into helping him search for the key, enjoying the fun as the flaps are lifted to reveal frog with his cheeky facial expressions and messages? The book's design and packaging are excellent. Captivating illustrations in rich colours glow vibrantly against clean white backgrounds. The minimal, rhyming question and answer text is slyly humorous and is printed boldly and clearly for easy reading and viewing. The text's strong paper and firm binding will ensure a long shelf life. B. Richardson



USER LEVEL: Early Stage 1 Stage 1
 \$19.95 SCIS 1203904

BLACKSTONE, Stella & ROSS, Tony

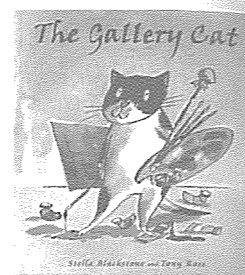
The gallery cat

Barefoot, 2004
 ISBN 1901223396

A Tony Ross project, associated with the Manchester Art gallery, formed the beginnings of this picture book about a visit to the gallery. His responses to gallery artworks model ways of appreciating and making art. While the writing is a little lengthy and stilted, the pictorial responses are amusing, engaging the viewer with their unpredictability and originality. The awareness raising and invitation to explore and respond to the book is realised from the colourfully appropriate end papers, to the inclusion of artworks and the gallery's web address. A motivated adult would need to introduce and assist with content, especially with younger readers. There are some interesting ideas for teachers. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3 Community Professional
KLA: CA
SYLLABUS: Creative Arts K-6
 Paper \$14.95

SCIS 1195046



BOOTH, Philip & IBATOULLINE, Bagram

Crossing

Candlewick, 2004
 ISBN 0763624349

[811]

Dramatically different in format and theme, Booth's award winning poem, written in 1953, has now been illustrated as a picture book text. It will particularly appeal to train aficionados young and old. As a very long freight train travels through a small American town, readers are encouraged, via visual literacy, spare rhyming verse, and darkly spectacular, realistic pictures, to join in the flurry of excitement that the train's passing promotes. Along with bike riders, pedestrians and playful children, readers can identify a variety of cars and carriages as they pass. There is an opportunity to count all of the 100 carriages on one double page spread. A past era of American industrial history is nostalgically evoked in 1950s gouache images. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; HSIE K-6
 Paper \$14.95

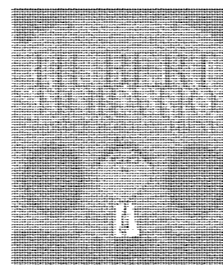
SCIS 1198406

CHILD, Lauren

Hubert Horatio Bartle Bobton-Trent

Hodder Children's, 2004
 ISBN 034087788X

Hubert, a child genius, lives with his extremely rich and sociable parents in an enormous, old house, until the day he discovers that they are actually broke. So begins Hubert's quest to find a way to solve their financial crisis, using his parents' abilities with board games. The large colour sketches in this delightfully quirky picture book have a 1960s feel in design and colour. The



humorous narrative experiments with unusual layouts, sometimes mimicking the actions being described. After numerous attempts to encourage his parents to earn some money, Hubert gives up and faces the inevitable move. The moral of the story, that money does not buy happiness, is aptly demonstrated by the end of the book. J. Eade

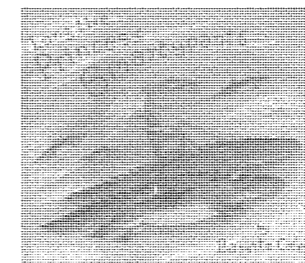
USER LEVEL: Stage 1 Stage 2
 \$29.95 SCIS 1197325

COLE, Babette

Long live Princess Smartypants

Penguin Books Australia, 2004 (Puffin)
 ISBN 0141380330

Smartypants is surprised and delighted when a baby of her own appears out of a gravy mix. But the baby is a handful and the shine soon wears off. Enter the villains, Count Rottenghut and Prince Swashbuckle, and when the baby is stolen, Smartypants enlists some unlikely allies.



The baby, however, has not improved and drastic measures need to be employed. Themes in this picture book include family relationships and responsibilities, and the engaging text is supported by illustrations which add richness to the narrative. Young readers will delight in this latest Smartypants adventure. G. Cole

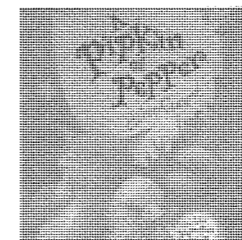
USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$26.95 SCIS 1194190

COOPER, Helen

A pipkin of pepper

Random, 2004
 ISBN 0385600070

Duck, Squirrel and Cat are off to the city to buy some salt for their pumpkin soup, in this sequel to the award winning *Pumpkin soup*. When Duck becomes lost looking in the pepper shop window, everyone helps save the day. This is an amusing picture book with beautiful, thoughtful illustrations and an engaging text layout that will keep the reader involved. It tackles the fear of becoming separated from loved ones and gives some helpful strategies. It will reassure young students that if they become lost, someone will come. The text could be used for personal safety lessons in PDHPE. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$29.95

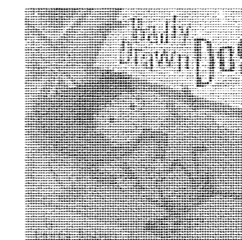
SCIS 1194181

DODSON, Emma

Badly drawn dog

Hodder, 2005
 ISBN 0340878061

The interplay between visual and written messages is used effectively in this picture book. The central canine character is not satisfied with the way he has been drawn, and on a quest to find a new image he is redrawn



several times by an artist. This simple narrative could be appreciated by the very young, but the humour of a dissatisfied drawing is probably best appreciated by an older reader. There is multilayered meaning in the images, and the language moves between simple and challenging. The text could serve as an excellent vehicle to demonstrate different art styles. S. Taylor

USER LEVEL: Stage 1 Stage 2
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
 \$29.95 SCIS 1203068

FIENBERG, A. & FIENBERG, B. & GAMBLE, K.

There once was a boy called Tashi

Allen & Unwin, 2004
 ISBN 1741141982

Tashi stories have captivated students for 10 years. This latest adventure will surprise fans with its colourful picture book format and possibly attract a new following. Darkness and a sense of foreboding envelop Tashi's village when a melancholic ogre tramples through in search of its lost familiar. Combining information gathered from the wise village elders with a clue from the ogre's anguished rhyme, Tashi formulates a plan to save his village. Fearless Tashi remains calm in dangerous situations. Using commonsense and compassion rather than physical force to resolve problems, Tashi is a worthy role model for our students. Gamble's detailed watercolours transport the audience to a timeless and magical land and enhance the reading experience to its comforting, happy ending. C. Keane

USER LEVEL: Stage 1 Stage 2
 \$27.95 SCIS 1194122

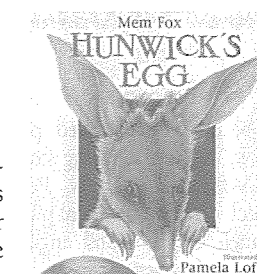
FOX, Mem & LOFTS, Pamela

Hunwick's egg

Penguin Books Australia, 2005
 ISBN 0670042307

Pamela Lofts' magnificent illustrations of native animals and plants will capture and engage the reader of this special picture book before the first word is read. An exploration of the fulfilment of emotional needs, the various characters relay the emotional side of this tale of community, engaging with and caring for each other with the love and respect that emerges from sharing time and place. Bilby Hunwick's relationship with the egg he finds, reflects our common need to love and be loved. It deals with the evolution of relationships, beginning with hope and expectation, then emerging through time, with the realisation that although things are not always as we desire, a mature relationship accepts what is and what is not. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 3 Stage 4
 \$24.95 SCIS 1204718



FREEDMAN, Claire & MacNAUGHTON, Tina

Snuggle up, sleepy ones

Koala Books, 2005
 ISBN 0864616708

[821]

Everything about this picture book is designed to successfully lull little ones into sleep. The title suggests it and the opening verse of the rhyming text advises that the sun is painting the sky in warm colours and that it is time for bed. Listeners join lion and her cubs,

hippo and her baby, the antelope, leopards, birds, porcupines, giraffes, mischievous monkeys, zebras, and a mouse, as they snuggle up for the night. Adult realists who have problems with accuracy and depiction may have some problems with this book, perhaps finding both poem and soft pastel illustrations overly sweet, but the very young for whom it is intended will no doubt be charmed by the book's warmth and gentleness. B. Richardson

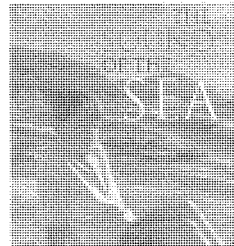
USER LEVEL: Early Stage 1
Paper \$12.95 SCIS 1204596

HARVEY, Jacqueline & CROSSETT, Warren

The sound of the sea

Lothian, 2005
ISBN 0734407424

The beauty of the lifelike illustrations in this picture book will attract many children who need help to come to terms with bereavement. This is a story of grief and loss. When a boy loses his mother he feels only rage, until his grandfather wisely takes him to the beach where the boy and his mother used to play. There, the sensory experience of the sea allows the boy to let go of his anger when he realises that in some sense she will always be with him. This book was written by a teacher and it shows a great understanding of what appeals to children. A. Soutter



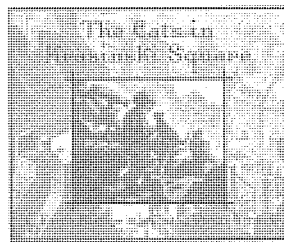
USER LEVEL: Stage 1 Stage 2 Stage 3
\$26.95 SCIS 1200188

HESSE, Karen & WATSON, Wendy

The cats in Krasinski Square

Scholastic, 2004
ISBN 0439435404

A beautifully presented picture book, this is a touching story set in war torn Warsaw, Poland, which describes the dual plight of homeless kittens and anguished Jewish families, whose city is cordoned off to restrict population movement. A relationship of interdependence between the children and the cats has developed, with the cats discovering routes through the dividing wall. They also prove useful when an impromptu diversion is required to prevent the Gestapo thwarting a risky but essential food smuggling operation. Based on a true anecdote, the book is accompanied by an informative historical note. The framed illustrations, in subdued autumn tones, evoke a bygone era. I. McLean



USER LEVEL: Stage 1 Stage 2 Stage 3
\$27.95 SCIS 1194698

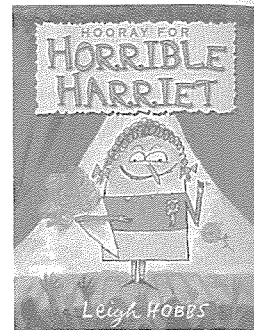
HOBBS, Leigh

Hooray for Horrible Harriet

Allen & Unwin, 2005
ISBN 1741143357

A lighthearted look at friendship and being the odd one out, this latest escapade involving Horrible Harriet is an involving read. Horrible Harriet bites off more than she can chew when she

concocts a new friend, Mr Chicken, and he escapes to cause pandemonium. When she seems to dispatch him, Horrible Harriet becomes a hero. Set in Horrible Harriet's school, many of the characters in the story will be familiar to readers of her previous escapades. Hobbs' depiction of the teachers is wonderful. Humour pervades the storyline, and the large and colourful illustrations cleverly show this quirky antiheroine at work and play. Language and images are classic Hobbs, making this picture book an entertaining classroom resource. G. Cale



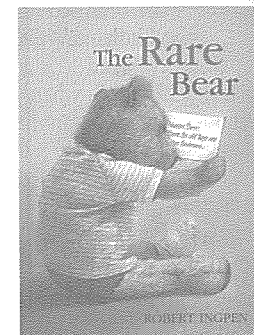
USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1206964

INGPEN, Robert

The rare bear

Lothian, 2004
ISBN 073440736X

Bear is initiated into the society of Rare Bears; a singular honour for one who has now served five generations. The ceremony is held at the afternoon treehouse and Bear, Tally and Aloo are joined by special friends; among them are Jenny Greenteeth, Modestine and the ornamental owls from *The age of acorns*, Arnica and Silverfish of *Poppykettle* fame, Long John Silver from *Treasure Island* and Mowgli from *The jungle book*. The medal is presented by the Dreamkeeper and music is provided by the musicians of Cortona. Fans of Ingpen and his exquisitely rendered illustrations will appreciate this picture book, and newcomers could be inspired to acquaint themselves with Ingpen's other acclaimed works. B. Richardson



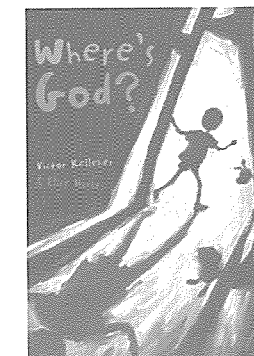
USER LEVEL: Stage 1 Stage 2
\$26.95 SCIS 1195259

KELLEHER, Victor & HURST, Elise

Where's God?

Lothian, 2005
ISBN 0734407483

We all know a child such as Peter, he of the impossible to answer questions. In this heart warming picture book, Peter wants to know where he can find God; specifically, where does God live? His quest takes him to family members and local identities of various creeds. They treat Peter with gentle humour and encouragement but, while Peter absorbs all of their advice, he is not satisfied. Perhaps the answer lies closer to home, perhaps it is represented by the love he shares with family, friends and his pet dog, Rocky. Hurst's moody and often surreal paintings give a haunting, thoughtful quality to Kelleher's affectionate, authorial tone. I. McLean



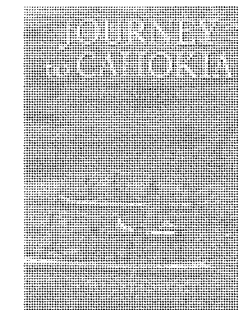
USER LEVEL: Stage 1 Stage 2
\$26.95 SCIS 1205152

LORENZ, Albert

Journey to Cahokia: a boy's visit to the great mound city

Harry N. Abrams, 2004
ISBN 0810950472

An unusual publication, this is an archaeological recount in the form of a picture book, with the feel of a puzzle book, underscored by a text that is detailed and formal in tone. Written to support an exhibition about the Native American mound builders of 2000 years prior to the arrival of Europeans, the publication is able to stand alone. Colourful illustrations, with detailed ink cross hatching, help to engage the reader with the wonder and awe felt by the child hero, Little Hawk, as he travels by canoe from Lake Erie to the Great Mound City of Cahokia with his family in a trading expedition. Although younger readers will initially need to share it with an adult, once the narrative is familiar it can be savoured alone. The text could be used for a joint study by Year 7 English and History students, combining picture books with a study of *Ancient societies: the Americas*. N. Chaffey



USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; History 7-10
\$33.00 SCIS 1193702

LOVELL, Robin & MILLER, David

Where there's smoke

Lothian, 2005
ISBN 0734407491

This picture book succeeds in walking the tightrope between glorifying the Australian landscape and revealing the drama and danger that is the harsh reality of living in the bush. Clear and bright mixed media illustrations perfectly reveal the fear young Bodie faces as his home is approached by a voracious fire. During the fire fighting drama, a female fire fighter takes control at Bodie's house, a police car is pushed over a ravine, and a helicopter and plane drop water onto the fire. The narrative does not explain the logic of back burning and aerial fire fighting, but the drama of the story would serve well to introduce research into these activities. S. Taylor



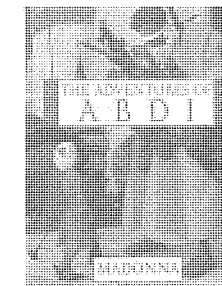
USER LEVEL: Stage 1
\$26.95 SCIS 1203043

MADONNA & DUGINA, O. & DUGINA, A.

The adventures of Abdi

Penguin, 2004 (Puffin)
ISBN 0141380500

Long ago, a king commissioned a necklace for his queen from a talented jeweller, but the deadline seemed impossible to achieve. So begins the enthralling and mystical journey of young Abdi's quest to satisfy the king. One of the most



intriguing aspects of this picture book, beyond the musical talents of its controversial author, is the highly textured and detailed artwork. Each re-examination brings subtle details to the fore, such as the snake charmer whose huge turban is a live cobra. Each full page of text is also accompanied by four swatches of traditional Middle Eastern tile and fabric patterns. I. McLean

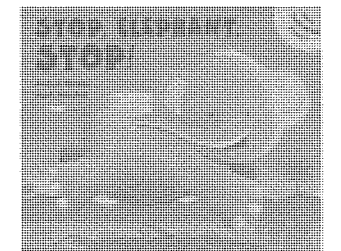
USER LEVEL: Stage 2 Stage 3
\$29.95 SCIS 1206286

SHAVICK, Andrea & MARSHALL, Mark

Stop, elephant, stop!

Koala, 2004
ISBN 0864615795

Graduated pages, vibrant illustrations, charming characters and an exaggerated scenario will tempt beginning readers in this picture book. It does not matter that a variety of young African animals mix socially and have the power of speech, nor that the grassy savannah is reminiscent of a Salvador Dali landscape, because the narrative is meant to be ridiculous. The size of each page flap increases in relation to the size of the featured animal, as does the corresponding splash created by its gleeful jump into the water hole. Repeated sections of text will promote predicting skills and choral reading in a shared situation, and the ending will have young students laughing out loud. C. Keane



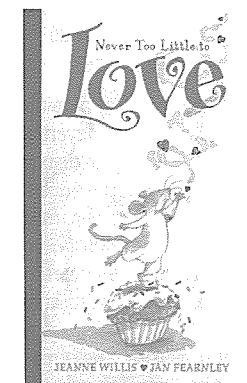
USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1187599

WILLIS, Jeanne & FEARNLEY, Jan

Never too little to love

Walker, 2005
ISBN 0744596505

A gentle message about love is combined with expressive, mobile images in this picture book. An engaging little mouse attempts to reach up to the one he wants to kiss, an elegant giraffe. Students will enjoy the story as mouse carries and arranges food and objects to build a tower. In cleverly cut layered pages, he gets higher and more unbalanced, until the precarious arrangement crashes. Paper engineering then allows the pop-up giraffe to reach down and kiss the love struck mouse. This is rather too cute, but it will be an absolute winner with students. Alliteration, rhyme, rhythm, and repetition add to the book's charm. B. Richardson



USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1202324

SCIS Reviewing Team

DET classroom teachers with expertise in any of the HSC and/or new Years 7-10 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michela.busch@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.

30 Australian ghost stories for children

/ edited by Lindsay Knight. Random, 2004
ISBN 0759320373

Ghosts, monsters and other creepy supernatural beings take centre stage in this delightful collection of short stories. Comprising novel extracts and complete stories from classic and contemporary Australian texts, the mix of humorous and serious adds to the collection's overall appeal. Each story is accompanied by simple, black and white illustrations and background notes about the writer. Many opportunities for teaching narrative structure, character, plot development, and descriptive language features will arise in the classroom. Whether for reading aloud or independent reading, this excellent text is an ideal means of exploring ghost stories with upper primary or junior secondary students. H. Gardiner

USER LEVEL: Stage 2 Stage 3 Stage 4
\$19.95 SCIS 1194063

AUGARDE, Steve

The Various

David Fickling, 2005
ISBN 0385609167

Disgruntled at being palmed off on yet another babysitter, 12 year old Midge is nevertheless thoroughly spellbound by dilapidated Mill Farm. Her discovery of Pegs, a small winged horse which is injured and near death, leads her to the terrifying fey world of The Royal Forest. The imminent obliteration of that world for a housing estate leads Midge on a perilous quest. Sharply delineated and powerfully animated characters combine with an evocative setting in this enchanting drama. The narrative has a clear environmental and ethical allegory, particularly noting the purpose of faith and fear as the basis of prejudice. Independent readers will never look at an encyclopaedia the same way again. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$22.95 SCIS 1203880

AXELSEN, Stephen

The very messy inspection

Random House Australia, 2004 (Piccolo and Annabelle)
ISBN 0759320772

Piccolo lives alone in a big house after his parents go missing from their yacht somewhere in the Pacific. When his personal guardian angel, Great Aunt Annabelle, decides to intervene, disaster follows. Annabelle, who is not your usual, efficient, run of the mill guardian angel, is somewhat rusty at magic spells. A hilarious adventure ensues when



Piccolo decides to help Annabelle pass her very important angel inspection. Written in short chapters and illustrated with small, old fashioned sketches, this small novel will attract those young readers who enjoy offbeat, humorous stories. J. Eade

USER LEVEL: Stage 2 Stage 3
\$16.95 SCIS 1193314

BONE, Ian & MURPHY, Jobi

The quivering spy

Random House Australia, 2004 (Vidz)
ISBN 1740519876

The third in the spy series, this is a fanciful and action packed adventure. Bo is changed into Agent B, a James Bond type hero, when he is sucked into a movie. Although he has the Bond gadgets and vehicles, Agent B is a cringing coward. How will he be able to defeat Dr Nose and his foul smelling schemes? There are several types of text in the novel, which successfully mixes storyboard visuals by Murphy, third person narrative, and a film script. Humour is subtle, especially in the portrayal of Agent B's character, and the novel will be best appreciated by aficionados of the genre. D. Doust

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1185332

DANN, Max

One night at Lottie's house

Penguin Books Australia, 2004 (Puffin) (Aussie bites)
ISBN 0143301160

Young readers will be amused by Arthur's obsession with ghosts and the supernatural in this story, and they will enjoy his midnight foray into the fearsome darkness to deal with the ghost. As daylight and discussion reveal the absurdity of his fears, readers are asked to consider what is normal, and how appearances and erroneous perceptions may lead one into folly and embarrassment. The story also offers possibilities for discussion about diversity, personal preferences, and acceptance of differences. Line drawings by Stephen Axelsen add to the humour of this enjoyable short novel. W. Smith

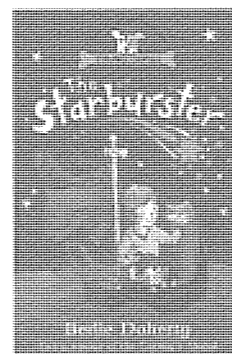
USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1181247

DOHERTY, Berlie

The starburster

Random, 2004
ISBN 0552548715

When baby Blue disappears and Pix takes her place, great grandpa and Tam devise a plan to get Blue back. An unlikely hero, Tam travels to the land of Faery, overcoming many personal obstacles, until finally coming face to face with the king. During his journey, Tam encounters many strange beasts, some of whom become aides to his quest. The ordinary things of Tam's life become extraordinary, and these things grow and change in importance as Tam's bravery and resolve grow. An enchanting story for the newly independent reader, this title focuses on family relationships, grandparents and the fictional world of fairies. It would appeal to both genders. Line drawings add another level to the narrative and form useful picture clues for younger readers. G. Cale



USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$12.95 SCIS 1191694

FARRER, Vashti & CURTIS, Neil

Mr Noah and the cats

Lothian, 2004 (Start-ups)
ISBN 0734406304

In this charming, offbeat take on the familiar Biblical story, Noah acquires two previously unknown animals as stowaways on the ark. He and Mrs Noah come to appreciate them during the long period afloat, and find them indispensable domestic companions afterwards. The Middle Eastern setting of the story is reinforced by the frequent mention of foods, and by Curtis's stylised line illustrations. Appropriate for its intended audience, the book avoids the purported reason for the destruction of the Earth by flood, limiting its focus to the animals and to domestic detail. Older students might usefully compare the story to other versions of the great flood story, as well as to other cat stories, and to Kipling. W. Smith



USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$10.95 SCIS 1163394

GRESH, Lois

The truth behind a series of unfortunate events: eyeballs, leeches, hypnotism, and orphans: exploring Lemony Snicket's world

St Martin's, 2004
ISBN 031232703

Specifically written for fans of Lemony Snicket's *A series of unfortunate events*, Gresh offers a colloquial and anecdotal guide to the terrifying adventures of the orphaned Baudelaire children and their evil master, Count Olaf. Historical and scientific comments are made about the series' contents, such as Count Olaf's eye motif tattoo, which is likened to a protective charm against the evil eye of ancient religions. There are quizzes, discussions on language and the plight of orphans, debate on marriage laws involving minors, and facts about hypnotism and the art of disguise. Students interested in problem solving and delving into the Lemony Snicket universe will enjoy this companion book. D. Doust

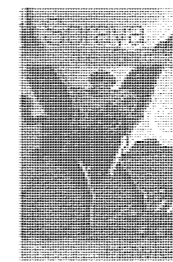
USER LEVEL: Stage 3 Stage 4
\$18.95 SCIS 1198428

HAWKE, Rosanne

Soraya the storyteller [sound recording]

Louis Braille Audio, 2004 (210 min.)
ISBN 0732028833

Readers' initial reservations about a well-spoken adult voice representing a 12 year old Afghanistan refugee will soon evaporate as Soraya's story unfolds. This complete, unabridged reading of Hawke's compelling novel is beautifully articulated, well paced and sympathetic. Listeners not only get caught up in the heart wrenching experiences of Soraya's family before and after arrival in Australia, but they also gain understandings of their rich cultural background, family life, beliefs, attitudes, values and customs through the cleverly constructed narrative. This combines



and interweaves day to day family and school experiences with retellings of wonderful stories from Arabian literature, and Soraya's remembrances of the horrors that followed the Taliban takeover of her country, the family's loss, subsequent flight, and year long internment in Woomera Detention Centre. B. Richardson

USER LEVEL: Stage 3 Stage 4
\$63.75 SCIS 1212529

JOHNSON, Rebecca & FLOWERS, Tony

Dizzy and friends [series]

Steve Parish, 2004

Dizzy the koala, Spike the echidna, Snuffle the wombat, and three other Australian animals are the non-stereotypical characters used to explore and interpret the human experience in this series of literary texts. Themes of friendship, cooperation, acceptance of differences, bravery and determination are simply told, and could be used to inspire reflective and imaginative responses. Sized to be comfortably manipulated by young hands, each book features glossy pages of uncluttered text and graphics to suit emergent and newly confident readers. Flowers' delightful caricatures provide colourful support for the written text, which features NSW Foundation Style script. Suitable for individual and shared reading, these texts could support the achievement of HSIE outcomes. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$4.94 each

Reviewed titles in this series:

The biggest tower ever SCIS 1196645
Bounce visits the doctor SCIS 1195086
Puddles makes friends SCIS 1195085
You can do it Spike SCIS 1196651

MAISNER, Heather

First time stories [series]

Kingfisher, 2004

Featuring two main characters, Amy and her younger brother Ben, this series seeks to prepare young students for situations which they may encounter. Each book is written in a simple narrative, which is scrupulously non-sexist. Pastels add to the overall warmth of the narrative. Stories are both interesting and believable, sending a strong and positive message to young readers about relationships and showing situations where personal difficulties are pleasantly overcome. Students are sure to enjoy their entertaining content, and teachers will find the series invaluable for use as discussion starters. J. Eade

USER LEVEL: Early Stage 1 Stage 1
\$12.95 each

Reviewed titles in this series:

It's my turn! SCIS 1206422
Our new baby SCIS 1206417
Time to see the doctor SCIS 1206412
We're moving house SCIS 1206431

MOLONEY, James

The tunnels of Ferdinand

HarperCollins, 2004 (The doomsday rats)
ISBN 0207196656

The first in a series, this novel takes us into a futuristic dystopia where an evil regime is enforced by various monster hybrids. A

resistance group of children live in storm water pipes and the novel follows the hero on a quest format. This is a fast moving and easily read narrative. It has all the usual obstacles, in a setting which at times loses its credibility, mixing fable and science fiction gadgetry. Nevertheless, difficulties are resolved quickly with a suitable number of gory monster deaths, and the hero is set up for the next book. This is suitable for beginning fantasy adventure readers, not experienced readers of the genre who may demand more complex plots and character development. H. Cobban

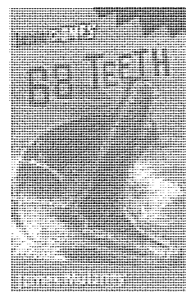
USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1185308

MOLONEY, James

68 teeth

Penguin Books Australia, 2005 (Puffin) (Aussie chomps)
ISBN 0143301918

In this fast paced, well written and believable novel, 14 year old Jack returns home to his Gulf country station for the school holidays to discover a large crocodile in the local river. A professional trapper's efforts to catch it, and a project that almost goes tragically wrong, demonstrate the dangerous nature of life in the remote Gulf country, especially for those working alone. Much information about saltwater crocodiles, their habitat, behaviour and control is included incidentally in the narrative. This excellent book, with its emphasis on danger, bravery and loyalty, will appeal to many readers as Jack overcomes his fear and inexperience to save the trapper's life. This book may support reading programs for boys. W. Smith



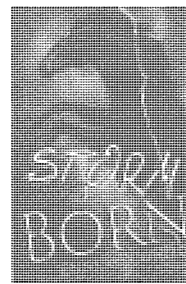
USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1201368

MOUNFIELD, Jenny

Storm born

Koala, 2005
ISBN 0864614381

Elissa dreams of riding a horse and she is ecstatic when a black stallion appears after a fierce storm. Taunted by girls at school with whom she would like to be friends, Elissa finds solace in looking after her new horse. When she meets Michael, a troubled boy with a love for horses, their friendship quickly develops and together they look after the horse until he disappears in another storm, and Michael's secret is revealed. This is an interesting and well written story that highlights what is really important in friendships. Readers with empathy for horses will especially enjoy this reading experience. A. Frost



USER LEVEL: Stage 3 Stage 4
\$12.95 SCIS 1203059

MURRAY, Martine

Henrietta, there's no one better

Allen & Unwin, 2004
ISBN 1741144361

The musings of a little girl with a vivid imagination is the premise for this strange little book. Funny anecdotes and ideas about Henrietta's little brother, clothes, dog, her dad, imaginary lands and the Island of Rietta, all create a happy little book for passing the time or serious study. Simple

red and black line drawings, creative layout, and a typeface that appears handwritten, add to the diary effect of the text. The content is aimed at literate youngsters, with the quirky Henrietta's thoughts and language an approachable challenge for Stage 2 readers. This narrative could be used as an unusual or alternate diary example for English classes. R. Parnis

USER LEVEL: Stage 2 Stage 3
\$22.95 SCIS 1194121



OGDEN, Charles

Under town

Hodder, 2005 (Edgar & Ellen)
ISBN 073361891

In this amusing and easy to read novel, reminiscent of the Adams family, twins Edgar and Ellen continue their pranks and antisocial behaviour with their maliciously disruptive plans for Nod's Limbs township. When the mayor announces work on a new hotel, another prankster steals, improves upon and implements the twin's plans in order to disrupt the building site. To reclaim their position, Edgar and Ellen use a secret network of under town tunnels to uncover the newcomer's identity and recover their blueprints. Themes and issues include power and subversion, revenge, and self-worth. The novel would engender discussion on mystery, antiheroes, authority, and subversion. F. Crum

USER LEVEL: Stage 3 Stage 4
\$17.95 SCIS 1203942

OSWALD, Debra

Frank and the secret club

Penguin Books Australia, 2005 (Puffin) (Aussie bites)
ISBN 0143301179

Frank and his friends return in this delightful story about a secret club and secret codes. An exciting idea for a group of friends to form a club spirals out of control when membership is extended to the whole school. Matthew Martin's drawings on every second page illustrate as well as add meaning to the narrative. Aimed at Stage 2 students as they move into independent reading, this book will attract and encourage reading for enjoyment in students from Stage 1 to Stage 3. The sprinkling of secret codes for the reader to unravel throughout the story adds further interest and challenge for readers. F. Moore



USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$11.95 SCIS 1201366

PERSHALL, Mary K.

Making Jamie normal

Penguin Books Australia, 2005 (Puffin) (Aussie chomps)
ISBN 0143302035

Alex, fearing that her younger and immature sister Jamie will be an embarrassment when she starts high school, sets out to make Jamie a normal teenager. Jamie is interested in building animal enclosures with *Lego*; she loves wildlife documentaries and mimics David Attenborough. Alex is determined to mould Jamie into her own fashionable image, but when Jamie becomes lost, Alex



realises how much she cares about her. Sibling relationships, responsibility, peer pressure and the fear of rejection, are paralleled with a movie viewed by the girls. Narrated by Alex as her own journey of enlightenment, this terrific short novel maintains the high *Champs* standard. C. Keane

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1204723

ROY, James

Billy Mack's war

University of Queensland Press, 2004
ISBN 0702234796

Dan, hero of the school yard and legendary conqueror of bully Shaun Gilmore, finds out just how war touches all, when he befriends WW11 veteran Captain Mack, and later, his son Billy. When the narrative shifts to the past, Billy's reminiscence of his father's return from a war prison places Danny's small victories into perspective. Billy's narration answers a few questions generated by this excellent tale, and more importantly, opens more territory for exploration.



Strongly delineated characters and atmospheric writing conjure up the sterner side of the hero, Captain Mack. Issues dealt with include traumatic stress syndrome, Alzheimer's, survival and guilt, masculinity, prejudice and dislocation. W. Bowie

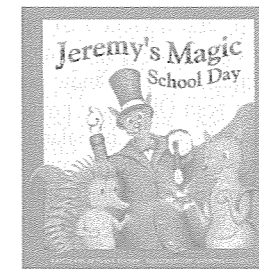
USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1184156

TUCKER, Bethany

Jeremy's magic school day

Anaphylaxis Australia, 2004
ISBN none

Jeremy is a wallaby with a severe allergy to nuts and eggs. Teachers and other students at Jeremy's school are very caring, helping him to avoid exposure to these problem foods and to enjoy a magic show, which concludes with the distribution of chocolates. Strategies are suggested for the avoidance of allergens and these include the provision of a separate table at lunchtimes and reminders for peers to wash their hands after having eaten the problem foods. Containing familiar language, settings and appealing characters, this short book, which is supported by colourful illustrations, will raise students' awareness of anaphylaxis. As this severe form of allergic reaction is potentially life threatening, it is important to realise that between five and eight percent of Australian children have food allergies. This worthwhile resource supports the achievement of outcomes in the *Personal health choices* strand of the *PDHPE K-6 syllabus*. The text is supported by a web site at <http://www.allergyfacts.org.au>. Beedles



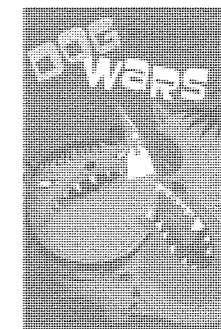
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$15.00 (Ph. 1300 728 000) SCIS 1173238

WAGNER, Michael

Dog wars

Black Dog, 2004
ISBN 1876372540

Narrated by a flea, this unique adventure tells the story of the various dogs inhabiting the human neighbourhood the dogs call Dogland. Complete with a map of the streets of the area and detailed illustrations of the main characters, the hidden life of these dog warriors slowly unfolds. All of the dogs have names based supposedly on their characteristics, such as Rock and Crackers, and when these dogs are driven towards war, friendships are sorely tested. The true value of friendship and trust are ongoing themes. With a fast paced storyline and a most satisfying ending, this quirky novel will be popular with young animal lovers. J. Eade



USER LEVEL: Stage 2 Stage 3 Stage 4
Paper 16.95 SCIS 1189699

Fiction for older readers

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

BAUER, Michael Gerard

The running man

Scholastic, 2004
ISBN 186291575X

Remarkably simple and movingly coherent, this haunting tale is filled with contemplation, secrets, and the art of creation. Young artist Joseph Davidson struggles to coax the character from his terrified sitter, Tom Leyton. Reclusive Tom's face is closed and silent, but Joseph has seen the powerful feelings beneath the mask of the Vietnam veteran. Each reaches to the other for the strength to face their internal demons. And then there is Joseph's mysterious nemesis, the running man. Amid alleged child abuse, family break up, tragedy, both personal and vicarious; and that most insidious debilitation of personality, post traumatic stress disorder, there is friendship and there is hope, in the midst of personal desolation. Intelligent characterisation and themes make for a crafted, intriguing, and ultimately uplifting novel. W. Bowie



USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1189600

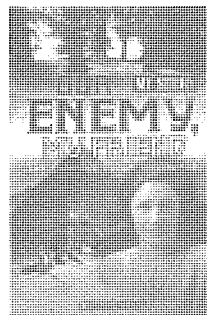
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BLACKMAN, Jenny

Our enemy, my friend: the diary of Emma Shell Drake, the Adelaide Hills, 1915

Scholastic Australia, 2005 (My story)
ISBN 1865045268

Emma is 12 and trying to make sense of what is going on in her life as she records her daily thoughts in the troubled year of 1915, as WW1 is played out a world away. The death of a young brother and birth of a baby sister, racism against resident Germans, and the injury and death of local young men who have travelled off to the war, are all narrated with a young person's insight. This is a touching story with no resolution as this is just a part of Emma's life. Readers can picture unfolding events in this easy to read story, which ably describes life in Australia during this time. K. McCulloch



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10
Paper \$16.95 SCIS 1204571

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BURTON, Rebecca

Leaving Jetty Road: best friends learning to love, live and let go

Angus & Robertson, 2004
ISBN 0207200157

It is the final year of school, and three friends, Nat, Lise and Sofe, face exams, school regulations, love relationships, family pressures, and identity issues. The story unfolds mainly from Nats perspective, with a brief glimpse from the persona of Lise. Friendships are tested, and loyalties questioned, as each character deals with the complexities of their lives, including the manifestation and identification of an eating disorder, and a first sexual encounter. Burton presents Lise and her desire to control her life in a realistic way. Positive resolutions are offered as the characters reveal their decision making processes. This is a thought provoking book for mature readers. B. Hull

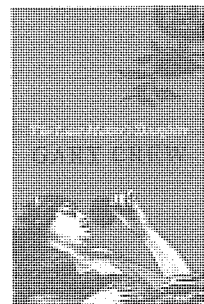
USER LEVEL: Stage 5
Paper \$14.95 SCIS 1186140

CREW, Gary

The lace maker's daughter

Pan Macmillan, 2005
ISBN 0330421522

Multiple narratives, some of them about narratives, complex characters, and psychological debates about history and truth, will make this novel a winner for the most literate of students. Crew handles his elements very well, until the unsatisfying ending, manipulating the main narrator's eccentric personality and her gift for divining information about a person from touching something related to them. Tabby is intrigued by her ancestor Adelaide, and she researches Adelaide's short and mysterious life by touching objects in their Tasmanian mansion. What is revealed is



narrated in authentic nineteenth century voices, with an Arthur Conan Doyle feel to the developing mystery. This is an exceptionally well crafted narrative; one of Crew's best. C. Thomas

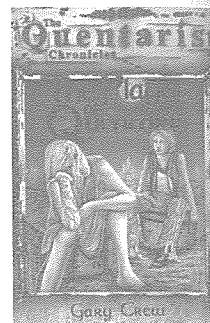
USER LEVEL: Stage 6
Paper \$16.95 SCIS 1203050

CREW, Gary

The plague of Quentaris

Lothian, 2005 (The Quentaris chronicles)
ISBN 0734407734

Crew's contribution to this series relates the story of a plague of rats attacking the mythical and medieval-like city of Quentaris. Rat children appear in the city and we learn that they are slaves, kidnapped long ago and trained to kill. This is not a pleasant tale, despite some stereotypical humour, as its characters are carnivorous rats, blood sucking wasps, and parents who have lost children. The narrative is an odd combination of simple and complex vocabulary, sentences, concepts, and characters, yet strong female characters dominate the plot and create a satisfactory resolution. It could be used to introduce junior students to transformation studies in English, by comparing it to the legend of the *Pied piper of Hamelin*. D. Doust



USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1203167

FARMER, Nancy

The Sea of Trolls

Simon & Schuster, 2004
ISBN 0689860439

Fantasy and history intertwine in this adventure epic, as young Jack overcomes a series of challenges after he and his sister are captured by Vikings. Set during the 8th century, the novel is rich with detailed descriptions, and includes Anglo Saxon and Icelandic verse, and references to Norse mythology. A humorous, mischievous style interplays with the historical and mythical elements, reminiscent of Icelandic sagas and poems. Farmer enlists authenticity with Old Norse phrases, happily translated for readers. Jack learns to trust in his talents, and he is helped by a Norse girl who has ambitions well beyond the stereotype. The novel has a helpful Appendix of people and places, and a reading list for students who want to explore historical and literary issues. H. Cobban

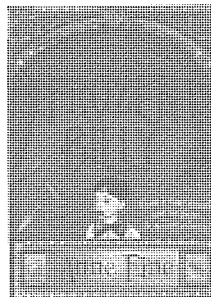
USER LEVEL: Stage 4 Stage 5
Paper \$24.95 SCIS 1194753

FINE, Anne

Frozen Billy

Doubleday, 2004
ISBN 0385607695

With their parents absent, Will and Clarrie are loosely cared for by Len, their gambling uncle. Len is a music hall ventriloquist, and he convinces Will to become part of his act, as a human mimic of the sinister puppet, Frozen Billy. Clarrie narrates this terrific novel as she tries to keep the family afloat. Her worry becomes guilt at her inability to protect



Will, and the narrative becomes grim with the theme of children and work in late 19th century England. Clarrie devises a clever and detailed plan to right all wrongs and reunite the family. An outstanding plot, excellent character delineation and description, intelligent dialogue and language, and the satisfying outcomes of family happiness and justice for children, make this book an excellent read. C. Thomas

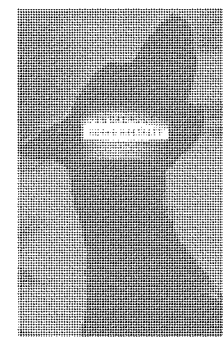
USER LEVEL: Stage 3 Stage 4
\$32.95 SCIS 1191009

HARTNETT, Sonya

Surrender

Penguin Books Australia, 2005
ISBN 0670028711

Vivid metaphorical images and an atmosphere of grim pessimism drive this disturbing psychological narrative. Opening with the 20 year old protagonist on his deathbed, the tale unfolds through two voices. Gabriel, alias Anwell, recounts his oppressive life in an isolated country town where his loneliness is alleviated by a curious relationship with Finnigan, an enigmatic wild boy, and their shared ownership of a dog named Surrender. Gabriel's diabolical parents haunt his memories, as does the accidental death of his mentally ill brother, Vernon. In a harrowing yet compulsive tale, readers are drawn into an intense and unsettling search for self, in a world devoid of affirmation. The challenging content of this novel, including death and the supernatural, would suit mature readers. C. Sly



USER LEVEL: Stage 5 Stage 6
\$29.95 SCIS 1203048

HEARN, Lian

Brilliance of the moon

Hodder, 2005 (Tales of the Otori)
ISBN 0733615678

Set in medieval Japan, this final volume of the *Otori* trilogy follows the young warrior, Takeo, in his quest to avenge the death of Lord Shigeru and to unite three conflicting countries. His dangerous task is further complicated when his beautiful wife, Kaede, is imprisoned by an acquisitive nobleman who desires her as a prized possession. The conclusion to the epic fantasy that began with *Across the nightingale floor*, the novel is filled with intrigue, magic, opportune alliances, and betrayal. It counterpoises the exquisite beauty of natural settings with the chaos of natural disaster, and the gentleness of love with the brutality of war. This volume operates as a third panel in an exquisite literary tapestry. C. Sly

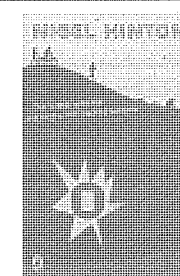
USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1203045

HINTON, Nigel

Time bomb

Penguin 2005 (Puffin)
ISBN 0141318333

Set in Britain, in the summer of 1949, this narrative follows the activities of four boys over the school holidays prior to their transition to high school. An historical mystery,



with a coming of age theme, the novel relates the joys and hardships of growing up in postwar Britain. A significant part of the boys' leisure time is spent playing at a bomb site, and here they discover an unexploded bomb. Apart from uniting the boys in their secret knowledge, the bomb operates as a catalyst, drawing out issues and concerns that disturb them. Sensitive depicting the anxieties related to the loss of childhood innocence, this very readable book is driven by its engrossing and action packed plot. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1203611

JANKE, Terri

Butterfly song

Penguin Books Australia, 2005
ISBN 0143002627

Set on Thursday Island, in Cairns and Sydney, this novel successfully mixes the past and the present through its narrator. Tarena is a Torres Strait Islander who has just finished her law degree, despite some self doubts and racist oppression. She makes a purposeful trip home to Thursday Island, where the author adroitly reveals the family bond and history that form the novel's main plot. Descriptions of the pearling industry and its personalities, music, landscape, and life as an Aboriginal, are nicely incorporated into the narrative as it shifts back and forth in time between post war Australia and the present. Minor problems with dialogue, and occasional heavy handedness with legal lessons, are minimised by the novel's very strong sense of time and place. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$22.95 SCIS 1205235

JENNINGS, Paul

How Hedley Hopkins did a dare, robbed a grave, made a new friend who might not have really been there at all, and while he was at it committed a terrible sin which everyone was doing even though he didn't know it

Penguin Books Australia, 2005 (Puffin)
ISBN 0141306114

In this charming and partly autobiographical coming of age novel, Paul Jennings uses his usual wit and humour to explore some important issues. Racism, prejudice, bullying, cruelty, and loneliness are all part of Hedley Hopkins' life, but so are friendship, hope, and love. Links with Jennings' life are explained in a postscript, as are the writer's perceptions of narrow attitudes towards minority groups, especially people with intellectual disabilities. Appropriate but explicit sexual references might challenge some young readers, and guidance might also be needed for less mature readers to distance themselves from, and to challenge, some of the characters' values. This is a wonderful story which many readers will find both empowering and inspiring. K. Rushton

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1218802

All prices in the availability statement include GST.

LAWRINSON, Julia

Bad bad thingLothian, 2005 (Lothian YA fiction)
ISBN 0734407467

Lost friendships, bullying and redemption are the themes of this novel. Seb agrees to be a spy for the cunning Bonnie, who resents her ex-boyfriend Alex for dumping her for Rachel. In spying on Alex and Rachel, Seb finds herself caught in a tangled web that causes trouble for her own friendships. This is the story of her journey through the maze of betrayal to spiritual redemption, as she finds some unlikely new friendships through Rachel's family and their Christianity. An interesting novel for its depiction of the devastating effects of bullying, the narrative shows how change can come in the most unexpected ways. F. Campbell

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1203162

LOWRY, Brigid

With lots of love from GeorgiaAllen & Unwin, 2005
ISBN 1741143101

Relationships and love are the themes of this novel about Georgia, a girl who loves to write lists and eat carrot cake with creamy icing. Georgia lives with her mother and loves Hunter, a young man she sees as unattainable. She perceives herself as fat and different from others. This is her personal journey through the ups and down of growing up, and coming into love. There are passing sexual references, and mention is made of drug use, but the novel expresses a clear understanding of how a young teenage girl thinks of herself and others around her. This is an excellent and witty look at the life and love of an Australian teenager. F. Campbell

USER LEVEL: Stage 6
Paper \$15.95 SCIS 1201761

McGAHEY, Jo

Return to WarrahLothian, 2004 (Lothian YA fiction)
ISBN 0734407343

In this sequel to *The inheritance*, Davie cannot remember the unearthly events on his NSW cattle station when he was six. This presages a situation 10 years on when Davie and three friends journey to the abandoned station and find a place inhabited by marooned carnivorous aliens, suspiciously uncooperative police, and weirdly stereotypical country locals. Auntie's handwritten diaries, a freelance journalist's reportage, and Davie's frantic emails, are a record of responses to the alien presence of three decades, skilfully woven into a thrilling and dramatic narrative. International alien seekers join the narrative at its thrilling conclusion. Despite an intrusive authorial style and a slow beginning, this is a powerful mystery. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1186147

MORGAN, Nicola

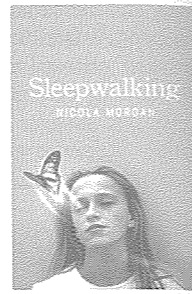
SleepwalkingHodder, 2004
ISBN 0340877332

All the elements of a successful science fiction novel are here: a grimly threatening futuristic setting, complex characters, mystery, and



romance, intertwined with a fascinating exploration of the power of narrative. While some aspects of the story are disturbing, such as the female protagonist's habit of self-harm, bloody murder, and the adult world's drugged apathy, the characters show determination and loyalty in their struggle to free the world from hypnotic pessimism. The novel follows the tradition of 1984 and *Brave new world*, but with an intriguing postmodern suggestion that we construct our own realities and our own narrative present. This thought provoking novel could be additional reading for the English Stage 6 Area of Study: *The journey*. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$17.95 SCIS 1197673



MURRAY, Kirsty

Becoming Billy DareAllen & Unwin, 2004 (Children of the wind)
ISBN 1865087351

Taking chances, discovering new friends and finding a sense of self, are the themes of this historical novel. Thirteen year old Paddy Delaney begins to study for the priesthood in Ireland, but eventually finds himself escaping from his unpleasant guardian and stowing away on a ship bound for Australia. His adventures among his new found friends and foes, particularly in the travelling theatre shows around country Victoria and the streets of Melbourne, take him on a personal journey of self discovery. This absorbing story about the changing circumstances of 19th century Australia is the second in a series, but it can be read independently of the other texts. F. Campbell

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1196620



NIX, Garth

Drowned WednesdayAllen & Unwin, 2005 (Keys to the kingdom)
ISBN 1741144418

Arthur Penhaligon, Master of the Lower House has to find the third part of the Will and the Third Key, while battling the forces of Feverfew and the insatiable hunger of Drowned Wednesday, with the help of the Raised Rats and the crew of the *Moth*. Familiarity with previous books in the series is unnecessary because the reader is easily transported into the world of the House and Border Seas, in this, the third of the series, in which former events and characters are mentioned. Themes of good and evil, friendship, loyalty and courage are found in this adventure. The action is the important component, and although character development is limited, readers of fantasy and adventure could find this book appealing. B. Hull

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1199319

ROSOFF, Meg

How I live nowPenguin Books Australia, 2005
ISBN 0141319925

Daisy, a teenage New Yorker, is dispatched by her newly remarried father to stay with family in rural England. Daisy relates events in a

conversational and humorous style, ably drawing contrasts between these two environments and families. As a vague threat of war becomes concrete with England's invasion, Daisy falls in love with her cousin, Edmond. The family becomes separated and their different journeys to safety are reminiscent of *The day of the triffids*. Characters, especially the young cousins, are expertly revealed, and Rosoff's insight into human nature is a major strength of the novel. Well written, with a steadily unfolding plot, drama, romance, some lovely descriptive scenes, and interestingly rounded characters, this award winning novel would work very well as a class set. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1204846

SEDGWICK, Marcus

The dark flight downOrion, 2004
ISBN 184255218X

In the follow up to *The book of dead day*, Boy is on an errand for his new master Valerin, when he and Willow are captured and held captive in the palace of the Emperor Frederick. In the dungeon prison he plots his escape from the evil Maxim and lunatic Frederick. They are in terrible danger as they confront the whirlwind furies of the Emperor, the calculating ambitions of Maxim, and as they follow a deadly trail that leads them to the Phantom. In the final journey of Boy and Willow, middle school students will be engaged by the fantasy, mystery, intrigue and adventure of the boys. This is where Boy will learn about his father and true identity. A. Frost

USER LEVEL: Stage 4 Stage 5
\$24.95 SCIS 1198298

Information, poetry and drama

Resources are in Dewey order.

GROVER, David [and others]

Information and software technology: a project-based approachPearson Longman, 2004
ISBN 0123604710 [004]

Written for the *Information and Software Technology Years 7-10 syllabus*, this occasionally rambling resource has ample current information and colour images. The first section details the core topics of hardware, software, data, and social and environmental responsibilities. The second section covers the course options, leading to an involved and high level project, structured around the practical design processes of the syllabus. Core topics are cross-referenced throughout the option topics. Each topic has activities focusing on the skills needed for project tasks and the theory component. Some technical language and computing terminology may require teacher explanation, yet the text tends to be highly descriptive as opposed to succinct and academic, perhaps limiting its use within more technical topics. P. Conroy

USER LEVEL: Stage 4 Stage 5
KLA: TAS

SYLLABUS: Information and Software Technology 7-10
Paper \$45.00 SCIS 1202576

McGANN, Paddy

An introduction to Photoshop: fun with Photoshop [electronic resource]Creative Digital TV, 2004
ISBN none [006.6]

A well structured resource, this CD-ROM contains nine 45 minute video tutorials on the basic and intermediary aspects of navigating and editing images using *Photoshop*, versions 5.5 to CS. McGann's audio is clear, although a little fast in places, and his explanations are most appropriate to students who have some knowledge of *Photoshop*. Topics covered are: image sizing and orientation; image transformation and adjustment; filters; cropping methods; colour and contrast; understanding layers; history of actions and undoing changes; text; backgrounds and foregrounds; and composite images. The resource explains a wide range of imaging tools. Teacher summaries for each tutorial describe timeframe, learning objectives, new skills, and skills and knowledge assumed. Students can download and manipulate images into their *Photoshop* program. P. Conroy

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6
\$79.00 SCIS 1196264

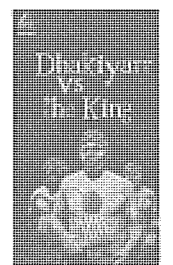
Film Australia's immigration [videorecording]/ written, produced and directed by Paul Byrnes & Penelope McDonald. Film Australia, 2003 (195 min.)
ISBN 0642565260 [304.8]

A fascinating account of immigration after WW11, this DVD uses Film Australia's archives to show edited versions of eight films made between 1947 and 1992. These include *Mike and Stefani*, the story of a family from a displaced persons' camp in Germany, and *Toula*, which shows a Greek-Australian girl growing up in Sydney. Interviews with an actor, a director, an Immigration officer, and contemporary analysis from an historian and a professor of sociology, make for marvellous viewing and intriguing history. The resource supports a wide range of outcomes in History, Geography, and English, and is very appropriate as related material for the English Stage 6 Area of Study: *The journey*. A study guide and web site are available. E. Searle

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; Geography 7-10; History 7-10; English Stage 6
\$103.00 SCIS 1190811

Dhakiyarr vs the kingFilm Australia, 2003 (56 min.) (Untold stories)
ISBN none [305.89]

A powerful story of reconciliation, this documentary tells the story of Yolgnu leader Dhakiyarr, who in 1933 fell foul of European law. Eventually freed by the High Court, Dhakiyarr disappeared the day he was released. In a search for justice, the Yolgnu people tell this story, delivering a clear message that, to heal the past and walk into the future, all people need to confront the truth. Accompanying the film is a study guide which is very useful in



understanding key concepts of injustice, Yolgnu story telling traditions, and vocabulary. This is a film that should stimulate student thinking and discussion. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
 \$77.00 SCIS 1176084

KIRKWOOD, L. [and others]

Economics for the real world 1

Pearson Education, 2005
 ISBN 012360642X [330]

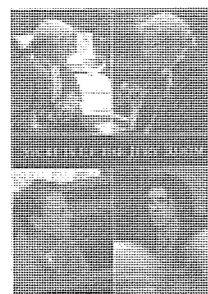
A wide range of learning tasks and enquiry based activities are features of this very user friendly text. Although written for the 2005 Queensland Economics syllabus, this book would be a useful reference for libraries in NSW schools. Each chapter contains features such as an outline of key concepts, economics and ITC, material on economics enrichment, and activities and inquiries. This book has extensive web site references as well as notes on how to evaluate web sites. The concept map at the end of each chapter is an excellent review strategy. The Queensland syllabus has a much more descriptive approach than the NSW Economics Stage 6 syllabus, and, although there is less emphasis on the global economy and government economic management, there is sufficient common content to enable this book to be a valuable reference for NSW teachers and students. I. Biddle

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Economics Stage 6 Paper \$58.00
 SCIS 1203636

Secrets of the Jury Room [videorecording]

SBS Independent, 2004 (50 min.)
 ISBN none [347]

In this fascinating and thought provoking docu-drama the normally secret deliberations of a jury are presented in the case of a young man on trial for allegedly killing his terminally ill lover. Although fictional, the case is heard in a court and presided over by legal personnel and court officials. The case is presented to two separate juries who examine the evidence and ultimately return a verdict. The video provides a unique inside perspective on the issues influencing juries.



The outcome is particularly thought provoking and might represent a source of discussion and debate for students of Legal Studies. The video is accompanied by a professional study guide offering a brief synopsis, an explanation of filming process, questions and activities. A. Fisher

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
 \$77.00 SCIS 1180590

MacDOUGALL, A.K.

Australia's army

Waverton Press, 2005 (Australia in history)
 ISBN 1741242851 [355.30]

An easy to read narrative style is used in this useful text. There are solid Stage 5 History syllabus links to Topic 2: Australia and WWI,

Topic 4: Australia and WWII, and Topic 5: Australia in the Vietnam War era. A comprehensive outline is given of Australian army involvement in the major campaigns of these wars, as well as in recent conflicts in Iraq, East Timor and Afghanistan. The text is also a useful resource for the core study of WWI in Stage 6 Modern History. The information is succinct and relevant with appropriate subheadings and good quality primary source materials such as quotations, drawings, paintings, posters and photographs. D. Giorgi



USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 \$19.95 SCIS 1203035

PELUSEY, Michael & PELUSEY, Jane

Emergency services [series]

Macmillan Education Australia, 2005 (Macmillan young library)

Six Australian emergency services are examined in this series, in which the focus is on paid and volunteer workers within a community. Each double page spread examines a topic, such as uniform, training, equipment, and communications. An interview with a worker enables young readers to identify each service with a real person. Design, language, presentation, plus well chosen and captioned photographs make the texts suitable for students to use individually or in groups. The series has particular relevance for the HSIE Strands: *Environments* and *Social systems and structures*. W. Smith



USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
 \$22.95 each

Reviewed titles in this series:

Ambulance SCIS 1204381
Animal rescue SCIS 1204391
Fire SCIS 1204376
Police SCIS 1204377
Sea rescue SCIS 1204386
Surf lifesaving SCIS 1204383

Once upon a world [series]

Franklin Watts, 2004

These small books each contain two tales that are alike in theme: one tale is famous, the other, from a different part of the world, not so famous. Each text has notes to explain the connection, and some useful teaching notes. The stories are illustrated in traditional styles. Elaborate borders and rich, interesting illustrations serve as ideal page breakers for readers who are beginning to conquer chapter books. The tales are well written and the perfect length for this audience. This series would serve as an excellent resource for teachers who are introducing narrative style writing. S. Taylor

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
 Paper \$11.95 each

Reviewed titles in this series:

Guess my name: a Celtic fairy tale; and also,

Rumpelstiltskin SCIS 1192081
The enchanted gazelle: an African fairy tale; and also, Puss in boots SCIS 1192085

PULLMAN, Philip

Aladdin and the enchanted lamp

Scholastic Children's, 2004
 ISBN 0439962986 [398.2]

In this handsome volume, an old favourite is retold in a lively and engaging manner by a modern master storyteller. While respectful of the story's origins, and of the many retellings it has undergone, this version carries the author's individual voice and perspective. The use of lively modern language is combined with appropriate formality to retain the exotic flavour of the tale. High design values, fine paper, generous margins and an elegant font combine with watercolour illustrations by Sophy Williams to make an attractive and pleasing whole. This entertaining book has inherent appeal for young readers who enjoy fantasy and adventure, and may have relevance for use in the *Cultures* strand of HSIE K–6. W. Smith

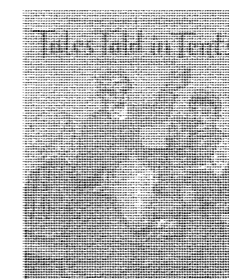
USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
 \$29.95 SCIS 1196640

CLAYTON, Sally Pomme

Tales told in tents: stories from Central Asia

Frances Lincoln Children's, 2004
 ISBN 1845070666 [398.20958]

Legends of Central Asian countries are described, beautifully illustrated and brought to life with simple explanations of their contemporary context in this book. It is an excellent resource to enhance a study of the HSIE Strand: *Cultures*. A great shared reading resource, this book should stimulate and challenge students to employ higher order thinking skills. At the completion of each story, the author elaborates on her adventures and describes the local cultural interpretation of these stories. The cover sheet at the back of the book contains an excellent map that orientates the reader with the lands described within the legend. This is a wonderful resource for students studying diverse cultural groups and the oral tradition. J. Hancock



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
 \$27.95 SCIS 1195217

HATHORN, Libby

Coolstop [electronic resource]

Hathorn Enterprises, 2004
 ISBN 0975081519 [428.6]

An excellent resource, this CD-ROM will really engage students over a range of ability levels. These six stories focus on sport and literacy, employing very different presentations and a range of media from film clips to cartoons. Students can interact with the stories and choose pathways which take detours from the main text. The resource provides information for teachers and supports student literacy in a variety of modes, such as interactive quizzes for developing comprehension about

the written and visual text. The material would be excellent for students learning English as a second language. K. Rushton

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
 \$108.90 SCIS 1204940

FERGUSON, Andrew

Deutsch downunder: German course book 1

Pearson, 2004
 ISBN 0123602750 [438.2]

A well constructed and appealing textbook, this resource meets most of the *German Years K–10 syllabus* outcomes. The emphasis is on communication in realistic settings, using authentic types of text and dialogues which are illustrated with comic strips and photographs. Grammar is clearly explained, with detailed summaries and revision exercises for students to monitor their progress. A separate chapter is dedicated to German culture issues. The activity book is closely linked to the course book and is filled with exercises designed for a variety of thinking and learning styles. A teacher's book, audio CD, and online web activities are also available. Overall, the course offers all the resources necessary for a beginner's program, with assessments. S. Hauth

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: German K–10; German Stage 6: *Beginners*
 \$46.00 SCIS 1196100

Other reviewed title:

Deutsch downunder: German activity book 1 SCIS 1205104

HOKKER, Claire

Irresistible forces: Australian women in science

Melbourne University Press, 2004
 ISBN 052285107X [500.82]

Based on a segment from *The science show* on ABC radio, this dense text is a wide ranging and well researched celebration of women and science in Australia. Although the greater part of the book is concerned with the past, the **Introduction** and final chapter, **Australian women scientists now**, are helpful for senior students researching the role of contemporary scientists. The latter gives useful biographical detail for six scientists. It is often difficult for students to find this sort of information. Content is structured around personalities, and is interesting even though the black and white presentation and a disappointingly small font make it a rather unattractive book at first glance. R. Dircks

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7–10; Senior Science Stage 6
 Paper \$29.95 SCIS 1199853

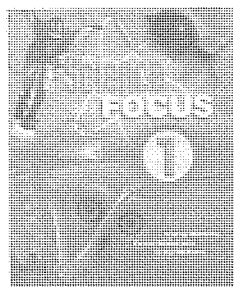
WHALLEY, K. & ROBERSON, P. & RICKARD, G.

Science focus. 1

Pearson Education Australia, 2004
 ISBN 0123604443 [507.6]

Written specifically for the *Science Years 7-10 syllabus*, this excellent book is sure to capture and sustain the interest and imagination of

all Stage 4 Science students. Each chapter begins with a list of specific outcomes covered and a quiz to help identify prior topic knowledge. Content is relevant and concise, with suitable depth for this audience. Each chapter deals with a prescribed focus area, and learning is enriched with interesting and colourful graphics. Numerous common experiments are described, and a major strength of this text is the highlighting of verbs in every question and chapter. A separate and well laid out homework book mirrors and supports the work covered. I. Mavin



USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7–10
Paper \$44.00 SCIS 1189219

Other reviewed title:

Science focus. 1. Homework book SCIS 1189220

GRIBBIN, Mary & GRIBBIN, John

Inventing the future

Penguin, 2004
ISBN 0670915025 [509.2]

Short biographies of the great personalities in scientific history form the structure of this text. It takes readers back to early Greece and Rome to explore the lives of well known philosophers. A jump is then made to the Renaissance. Aspects of the lives of over 100 scientists, predominantly male and European, are described, from Copernicus to Einstein. Scientific themes such as heat, light, magnetism, electricity, chemistry, and evolution, are used to group biographies into chapters. Large font, short sentences, cartoon illustrations, and interesting margin notes, will make this complex content engaging for younger readers. The text is particularly relevant for Science outcomes 4.1 and 5.1. W. Chaffey

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
\$24.95 SCIS 1206355

KERROD, Robin

Shaking earth: volcanoes, earthquakes, hurricanes & tornadoes

Southwater, 2004
ISBN 1844760979 [551.2]

Students will enjoy this beautifully presented book. Photographs are stimulating and the written text consists of clear, short explanations. Each topic has an overview in large font, with the majority of the book's text being long captions of photographs and illustrations. Glossary and index are comprehensive, and the text goes well beyond the four natural disasters listed in the title, including such things as El Nino and La Nina and the problems associated with living in extreme climates. There are many student experiments using simple materials. Although the text is appropriate for a range of ages, the activities are best suited to Stage 3 students. R. Dircks



USER LEVEL: Stage 3 Stage 4 Stage 5

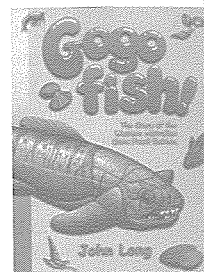
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
Paper \$25.00 SCIS 1202281

LONG, John

Gogo fish! the story of the Western Australian state fossil emblem

Western Australian Museum, 2004
ISBN 1920843086 [567]

In this handsomely produced glossy book, the process of searching for, finding, processing, and naming fossil species, is presented for young readers in an attractive and accessible way. Language is appropriate, and the book is splendidly illustrated with well captioned photographs, detailed drawings, diagrams, and a time line. A helpful glossary and pronunciation guide is included. The book shows how students were directly involved in nominating and lobbying for a Gogo fish to become the WA fossil emblem. The book has direct relevance to the Science and Technology Unit: *An ancient land*. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
Paper \$14.95 SCIS 1164127

Plants [series]

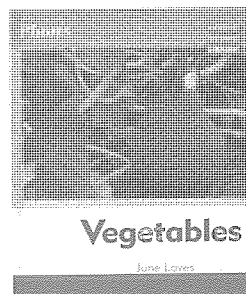
Macmillan Education Australia, 2005 (Macmillan young library)

The books in this series give students a sound, basic introduction to the main plant groups, highlighting the characteristics of, and diversity within, each group and the plant kingdom in general. The anatomy, lifecycle and conditions required for the growth of each type are included, along with an easily resourced, practical activity, and tips for growing these plants. Additionally, points of interest relating to uncommon uses and unusual examples from each group, and the observation of safe practice in the garden are included. Information is clearly presented as each page features a large, captioned, coloured photograph or illustration to support the large print text, and terms in bold are explained in the glossary. These resources will support investigations in the *Living things* strand of the *Science and Technology K–6 syllabus*. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
\$22.95 each

Reviewed titles in this series:

Ferns SCIS 1204337
Flowers SCIS 1204335
Grasses SCIS 1204343
Succulents SCIS 1204330
Trees SCIS 1204333
Vegetables SCIS 1204340

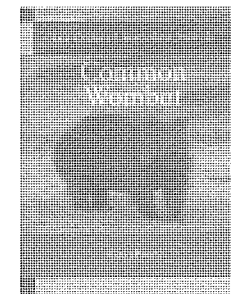


PYERS, Greg

Life cycles of Australian animals [series]

Echidna, 2005

In the new titles of this series, Pyers has kept the same format, with excellent photographs, diagrams and clear, detailed text that will appeal to young readers. Each double page has a sketch of the animal's life cycle, as well as an explanation of one part of its life or another issue relating to it. An odd feature of the texts is a bottom bar with information duplicated on almost every page. Outcomes in the *Environments* strand of the *HSIE K–6 syllabus* are covered by this series, as well as units in the *Science and Technology K–6 syllabus*, particularly *Cycles in our world*, *Our Australia* and *Change for the better*. These texts would be an excellent resource for report writing and information skill development. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
\$29.95 each

Reviewed titles in this series:

Common wombat SCIS 1199139
Koala SCIS 1199141
Lace monitor SCIS 1199140
Seahorse SCIS 1199136
Tasmanian devil SCIS 1199138
Wedge-tailed eagle SCIS 1199137

LENNARD-BROWN, Sarah

Health issues [series]

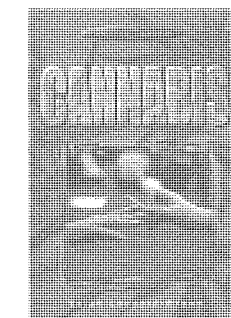
Hodder Wayland, 2004

These excellent texts cover a broad range of information about drugs, including historical aspects, the law, effects of the drug, its use and abuse, and viewpoints of those involved. Detailed descriptions of each drug's appearance and its use are well done, and the texts use appropriate diagrams, photographs, and quotations. There are no Australian statistics, but the approach is global and not specific to any country. Rehabilitation from addiction, medicinal uses, and other uses, such as clothing in the case of hemp, are covered. The texts have different content focuses: *Cocaine* has a large section on addiction and treatment, and *Cannabis* has a large section on industrial and medical uses. The books deliver the information so that the reader is positioned to make informed judgments, and are so well written and presented that the other texts in this series could be worth investigation by teachers. K. McCulloch

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE; Science
SYLLABUS: PDHPE 7–10; Science 7–10
\$39.95 each

Reviewed titles in this series:

Cannabis SCIS 1192079
Cocaine SCIS 1192084

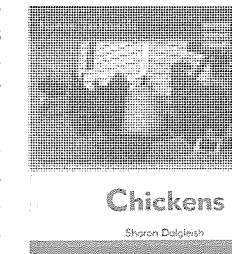


DALGLEISH, Sharon

Farm animals [series]

Macmillan Education, 2005 (Macmillan young library)

Each book in this useful series contains concise, interesting facts about animals found on Australian farms. The information is well set out, and complemented by clear colour photographs, diagrams, labels, **Farm facts** and a **Glossary**. The differently coloured captions provide an alternative, less detailed text. *Cattle* features a procedure for **How to milk a cow**, while other titles explain how to call pigs or working dogs and how to safely catch chickens. The books support students learning about writing information reports and procedures. The series is an excellent resource when teaching the *Living things* strand of the *Science and Technology K–6 syllabus*. I. McLean



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
\$22.95 each

Reviewed titles in this series:

Cattle SCIS 1202915
Chickens SCIS 1202931
Pigs SCIS 1202910
Sheep SCIS 1202925
Working dogs SCIS 1202920
Working horses SCIS 1202928

WOLFE, Gillian

Look: body language in art

Frances Lincoln Children's Books, 2004
ISBN 1845070348 [704.9]

Looking closely at the faces, hands, poses, and messages of 17 artworks, this text encourages the viewer to respond. The author's observations about the body language depicted in the paintings amplify the subjective, cultural, and to some extent structural frames in Visual Arts 7–10. The art works range from the 15th century to Peter Stannick's cartoon-like *Dead shark*, and include pieces by Picasso, Kokushu, Dolci, van Gogh, and Norman Rockwell. The techniques and life of each artist are briefly described in an end section. Wolfe suggests a number of possible art making projects for young people, using the artwork as stimulus, but they are not exceptionally challenging in scope or materials. K. Ashley

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
\$27.95 SCIS 1196594

RAIMONDO, Joyce

Imagine that!: activities and adventures in surrealism

Watson-Guptill, 2004 (Art explorers)
ISBN 0823025020 [709.04]

The work of the major Surrealists, Dalí, Magritte, Ernst, and Oppenheim, plus works from Miró and Kahlo, provide an inspired

starting point for the creation of art works in this student friendly text. Projects, ranging from drawings through collage to larger sculptures, could be applied to a range of ages and abilities. The practical presentation of material uses original images, plenty of student examples, varied and interesting activities and questions, and informative background reading. The text explains Surrealism and provides useful artist biographies. There are apt exploratory questions to discuss with a class. This approach complements the subjective and cultural areas of the Visual Arts syllabuses. K. Ashley

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
 \$24.95 SCIS 1188992

De OLIVERIA, N. & OXLEY, N. & PETRY, M.

Installation art in the new millennium: the empire of the senses

Thames & Hudson, 2003
 ISBN 0500284512 [709.05]

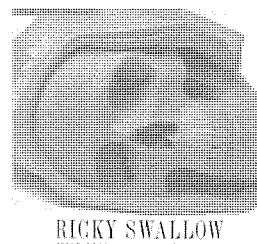
Students can delve into the artistic practice of installation art in this text. Unlike many similar resources, this book has installation artworks which student should relate to and understand. Filled with large and colourful images, the resource displays a wide variety of pieces, while the written text describes the concept behind the work and what the viewer can observe as they interact with the work. Although this provides some insight, additional teacher direction and assistance will be needed for students to fully develop an understanding and appreciation of this artistic practice. The text will be a useful reference for senior art students, and as many artists use digital media and film in these pieces, the book will inspire photography students. N. French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Photography, Video and Digital Imaging CEC Stage 6; Visual Arts Stage 6
 Paper \$60.00 SCIS 119700

PATON, Justin

New art series [series]

Thames & Hudson, 2004
 ISBN 0975196510



RICKY SWALLOW

Contemporary Australian artists are the topic of this series. Ricky Swallow features all of the artist's meticulously crafted sculptures, comprising so much detail and realism it is hard to believe they have been handcrafted. Students will find Swallow's subject matter of skulls and everyday objects, such as a BMX bike and his *Game boy*, intriguing to view. Adam Cullen is more confronting in terms of his artworks, social context, and the language of description. This text features many vibrant images of Cullen's works. Both texts are written in clear language with good descriptions of artworks and artistic practice. N. French

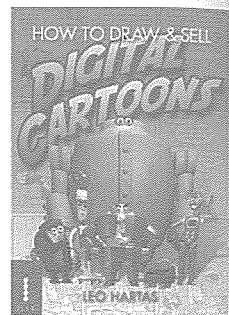
USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
 Paper \$39.95 each

Reviewed titles in this series:
Adam Cullen: scars last longer SCIS 1191221
Ricky Swallow: field recordings SCIS 1191380

HARTAS, Leo

How to draw and sell digital cartoons

Thames & Hudson, 2004
 ISBN 1904705286 [741.5]



Computer animation, graphic novels, storyboarding, graphic principles and techniques, script writing, digital media, and digital colouring and effects, are some of the many syllabus related topics in this animation handbook. Users will find vital technical colour information for commercial printing, and the screen captures from *Photoshop* give good tips on basic colouring techniques. The text's pages are packed with visually interesting material. A cartooning unit could be developed around this content, and the wide variety of cartooning styles depicted here will make this book appealing to students. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English; TAS
SYLLABUS: English 7-10; Graphics Technology 7-10; Information and Software Technology 7-10; Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7-10, Visual Design 7-10; Visual Design Stage 6
 \$50.00 SCIS 1183566

PRICKEN, Mario

Visual creativity: inspirational ideas for advertising, animation and digital design

Thames & Hudson, 2004
 ISBN 0500511667 [741.6]

Amazing designs and images by some of the world's most creative people feature in this glossy and inspiring text. Pricken brings these experts together to share techniques, strategies, and methods in visual creativity, motivating readers to develop and extend their creative minds. Interviews of practitioners including graphic designers, game developers, and a visual effects supervisor, offer some insight into artistic practices. The *six ways of seeing* is an informative chapter which gives creative ways of developing an eye for design. Students will be interested in the array of advertising methods used to sell well known brands, such as Adidas, Nokia, M&Ms and McDonalds. Many innovative program ideas could be developed from this resource. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Graphics Technology 7-10; Photographic & Digital Media 7-10 Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design Stage 6
 \$95.00 SCIS 1187363

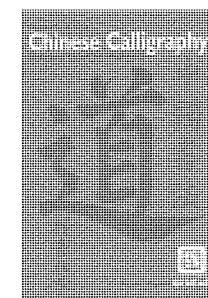
QU, Lei Lei

Chinese calligraphy: standard script for beginners

British Museum, 2004
 ISBN 0714124257 [745.6]

With its blend of information, instructions, diagrams, and black and white photographs, this introduction provides excellent stimulus

material for beginning students of Chinese. The resource clearly describes the history, materials, and techniques of traditional Chinese calligraphy. The text outlines the development and the main practitioners of Chinese script, and demonstrates character writing step by step, from basic stroke formation to character composition. Full form characters are used and, although there is no glossary, many of the characters are included in the *Chinese Years K-10 syllabus* and Chinese Stage 6: *Beginners*. The resource focuses on standard script, or kaishu. H. Bartleson



USER LEVEL: Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: Chinese K-10; Chinese Stage 6: *Beginners*
 Paper \$19.95 SCIS 1196107

ANDERSON, M.T. & HAWKES, Kevin

Handel: who knew what he liked

Candlewick, 2004
 ISBN 0763625620 [780.92]

The life and work of the great Baroque composer George Frideric Handel are brought to life in a series of humorous anecdotes in this biography. Anderson and illustrator Hawkes condense and explain the major events of Handel's career, infusing the story with warmth and humour. They depict the composer as a stubborn and headstrong young boy, determined from a very young age to pursue a career in music. His major compositions are placed in historical context in short witty sentences, highlighted by illustrations which create a sense of drama and entertainment. Brief explanations of musical terminology are embedded in decorative boxes, and a brief timeline and discography are included. A. Wisdom

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
 Paper \$16.95 SCIS 1191864

BEETHOVEN, Ludwig van

Piano concerto no. 5 in E-flat, opus 73 'Emperor' [videorecording]

Australian Broadcasting Corporation, 2004 (134 min.)
 ISBN none [784.2]

Musicians will be very interested in this resource as it investigates Beethoven's *Emperor concerto* from several perspectives. The work is performed by acclaimed pianist Gerard Willems, using dynamic theatre quality 5.1 surround sound. Willems provides valuable commentary and insight into his interpretation in a second version of the concert, and he and conductor Antony Walker give behind the scenes commentary. The innovative technology of the uniquely Australian Stuart piano is discussed by its inventor, Wayne Stuart. Two young performers from the bush participate in a master class with Gerard Willems, then perform a movement from a Beethoven concerto with Sinfonia Australis. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music Stage 6
 \$35.00 SCIS 1204881

Indij readers for little fullas, for big fullas Series 2 [series]

Indij Readers, 2004
 ABSTRACT
 In this second series of authentic Aboriginal stories there is a focus on story telling, poetry, music, the natural world, and sport. The texts aim to develop critical and visual literacy. Texts vary in suitability for young readers. For example, Anthony Mundine's story of Jada is a simple and repetitive text, suitable for Early Stage 1. Musician Monkey Mark's *Raps 4 big fullas* is a visually dark and complex text, with raps suitable for Stage 3 and beyond. The books use a mix of humour and serious social commentary, drawings, collage and photography, personal stories, and types of text. K. Rushton

Reviewed titles in this series:
All about Jada SCIS 1196142
Michael O'Loughlin inside the Sydney Swans: an indij sport report SCIS 1196262
Nan and Dad and me at the zoo SCIS 1196252
Our rooster, Jack SCIS 1196249
Pet crabs SCIS 1196150
Raps 4 big fullas SCIS 1196241
Raps 4 little fullas SCIS 1196245
The Preston Campbell edition: an indij sport report SCIS 1196260
Wanja: one smart dog SCIS 1196617

CORBETT, Pie

Write your own [series]

Chrysalis Children's, 2004
 ISBN 1844583252 [808.3]

Teachers looking for ideas to develop students' narrative skills will find plenty to work with in these resources. Each book follows the same format: characteristics of the genre, tricks of the trade, writing, and polishing the tale. The text clearly explains the techniques needed to get an effect, such as sentence writing, writing action scenes, flashbacks, using powerful verbs, making characters real, and bringing settings alive. There are plenty of examples, showing such things as the effect of varying sentences. The texts are intelligent guides to writing practice, and their visually interesting line drawings and user friendly lay out give them strong appeal for a wide range of student abilities and ages. M. Davis

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 \$16.50 each

Reviewed titles in this series:
Write your own fantasy SCIS 1199352
Write your own mystery SCIS 1199351

Poems by young Australians, vol. 2: the best entries from the 2004 Taronga Foundation Poetry Prize

Random, 2004
 ISBN 0759320365 [821.008]

The mere mention of the word poetry can often generate negative reactions from students. However, this exceptional anthology may dispel the notion that poetry is only accessible to a select few. These

resources

award winning poems have been composed by students aged 11–19 from across the nation, and they cover a wide array of subjects and poetic forms. Categories, judging, judges, and information about the Taronga Foundation and poetry in Australia is included. Scattered bug illustrations work well with the layout to encourage student reading of their peers' best work. English teachers will enjoy this book and find it a useful classroom resource. H. Gardiner

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6: *Extension 2*
 Paper \$12.95 SCIS 1194126

Once upon a poem: favourite poems that tell stories

Chicken House, 2004 [821.008]
 ISBN 1904442315

Fifteen well chosen narrative poems from around the English speaking world are collected in this attractive and well designed book, with each poem championed by a well known storyteller in a brief introduction. Four illustrators use widely varying styles to illustrate the poems. Some are perfectly matched in tone, mood and style, others less so. The collection includes the familiar *Jabberwocky* and *The man from Snowy River*, as well as the lesser known *Merlin and the snake's egg* and *Brave boy rap*. This anthology would be excellent for introducing students to the concept and varying forms of narrative verse. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
 \$39.95 SCIS 1194755

BOYLE, Fiona

A Muggle's guide to the wizarding world: exploring the Harry Potter universe

Wakefield, 2004 [823]
 ISBN 1862546584

A comprehensive and very interesting guide to the Harry Potter series, this large and unauthorised text contains detailed research, recaps, summaries, reviews, and critical analysis of Rowling's complex creation. The first five books and three films are covered, and differences between these texts are discussed. Detailed information on the symbolism and mythology of the series is provided. Chapters are grouped into *The characters*, *Hogwarts*, and *The wizarding world*, but information is scattered everywhere through the text, making the extensive index a valuable tool. A glossary of British terminology will assist readers' understanding of the Harry Potter world, and a large number of references and web sites are cited. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$24.95 SCIS 1196298

HIGGINS, Geoff & NEWMAN, Dalys

New South Wales national parks

Moondrake, 2004 [919.44]
 ISBN 1740702050

Rocks that resemble organ pipes, huge granite tors, tiered water falls, sandstone gorges, rocky headlands, wetlands, cascades and rock pools are examples of spectacular scenery captured through

the lens of Geoff Higgins. The play of light and shadow adds to the drama of each shot, while angles and positioning highlight the rugged isolation or extent of natural sites. The text comprises colourful images with extended captions. Some images have detailed information, requiring competent reading skills to gather meaning for research activities. This book, and the similar titles listed, would support a Stage 2 and Stage 3 Australian environment study. C. Keane

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$12.95 each SCIS 1190945

Other reviewed titles:

Northern Territory national parks SCIS 1190943
Queensland national parks SCIS 1190948
Victoria's national parks SCIS 1190949

MORLEY, Jacqueline

Avoid becoming an Egyptian pyramid builder

Koala, 2004 (The danger zone) [932]
 ISBN 0864615655

Using cartoon like figures and drawings, this is a simply written and presented overview of pyramid building, builders and associated activities. The two page per topic format and minimal text introduce the reader to the roles of the officials, workers, masons, scribes and painters in ancient Egyptian society. Aspects of religion, daily routines and mummification are briefly described in chapters such as *Staying on the right side of the gods*, *Off-colour days*, and *Wrapping up the pharaoh*, whose names provide clues for this humorous approach to ancient history. Information is clearly organised into chunks of print, handy hint boxes, and labelled graphics, making it accessible and appealing for students who require assistance researching for the Stage 4 History Topic 2: *Societies and civilisations of the past*. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
 Paper \$12.95 SCIS 1187263

DAVIDSON, Leon

Scarecrow army: the Anzacs at Gallipoli

Black Dog, 2005 [940.42]
 ISBN 1876372606

Using fiction and nonfiction texts, this book redresses a perceived New Zealand imbalance in the ANZAC tradition. Student understanding of the issues will be broadened by the text's perspectives of the Australian, New Zealand, and Turkish roles in the campaign. Personal and historical narratives emphasise the human aspects of the struggle. The text focuses on the conditions, detailing such things as toilet use, which other texts often skirt. The suffering of the conflict is clearly described. The resource is a realistic account of people achieving extraordinary things in extreme circumstances. It has value for the Topic:

Australia and World War 1 in Stage 5 History, and its primary sources, including quotations, maps, and photographs, support the Core: *World War 1 1914–1919* in Modern History. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 Paper \$16.95 SCIS 1202970

GUILE, Melanie

Culture in [series]

Heinemann Library, 2005

Exploring topics such as food, ethnic groups, indigenous cultures, performing arts, literature, folklore, film and television, sport and leisure and art, and design, this series defines culture and examines the way people identify themselves through their traditions customs and celebrations. The up-to-date photographic illustrations enhance the text and cover such current topics as diverse as the Olympics and the Australian television series, *Neighbours*. Each topic contains highlighted information on important people and events. The books in this series are excellent reference materials for students researching the people and culture of Australia's neighbours. Each volume contains a glossary of terminology and difficult concepts, and a colourful map locates each country within the South East Asian region. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.95

Reviewed titles in this series:

Culture in Australia SCIS 1199195
Culture in India SCIS 1199194
Culture in Malaysia SCIS 1199192
Culture in Vietnam SCIS 1199189

CAREW-MILLER, Anna

The Palestinians

Mason Crest, 2004 (Modern Middle East nations and their strategic place in the world) [956.95]
 ISBN 1590845137

Examined from the point of view of its significance to security and peace in the world, the struggle for an independent Palestine is explored in detail in this resource. The complexity of the Palestinian struggle in particular, and the Middle East situation in general, is examined in terms of its history, religion and the personalities involved. The extensive presentation of the various aspects of the struggle focuses on the land, economy, and the people. Information on Palestine's relationship with other countries, including the USA, is a useful source of stimulus material for classroom research and discussion. The content, supplementary reading advice and links to Internet resources make this a comprehensive resource for the senior student of Modern History. B. Kervin

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
 \$44.00 SCIS 1152987

Australian library [series]

Heinemann Library, 2004

Outlining the history and culture of Australia, these texts use a typical two page per topic layout, with quotations, a glossary, and photographs to support short, factual paragraphs. *Desert dreamings*

is an excellent art text which effectively delivers a balanced and vibrant view of traditional and contemporary Aboriginal art styles. Images are larger and more vibrant than images from the other two texts reviewed here. *Settlement and exploration* could serve as a useful resource for Stage 2 HSIE students. The inclusion of oil paintings will maintain interest if the written text proves too challenging. *Landmarks of Australia* is a visual kaleidoscope of the constructed and natural landmarks in modern Australian culture. The texts include a useful number of web site references. S. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; HSIE
SYLLABUS: Creative Arts K–6; HSIE K–6; Visual Arts 7–10
 \$29.70 each

Reviewed titles in this series:

Desert dreamings SCIS 1183510
Settlement and exploration SCIS 1183440
Landmarks of Australia SCIS 1183425

Debating the issues

/ edited by Justin Healey. Spinney, 2004 [994]
 ISBN 1920801332

Containing interesting articles on a range of Australian topics, including abortion, history, social conditions, politics, climate change, genetic modification, globalisation, immigration, native title and asylum seekers, this is an outstanding school resource. The arguments are introduced with some editorial background, and opinion pieces present different aspects of the argument. Some topics have an editorial summary of points raised. Presented in an easy to read format, with language and style very suitable for students, this resource will aid coherent debates about these issues in student circles. The text could be used across KLAs, and topics are especially useful for HSIE syllabuses. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6; Society & Culture Stage 6
 Paper \$39.95 SCIS 1205223

PYNE, M. & BOWE, J. & CONNOLLY, D.

One land, many stories: a history of Australia in the 20th century

Pearson, 2004 [994.04]
 ISBN 0123605490

Clearly following the revised Stage 5 content in the *History Years 7–10 syllabus* for 2005, this appealing text takes a narrative based approach to history. Ample primary sources, written and visual, cover a wide range of perspectives, allowing students to judge the evidence. *Literacy in History, Information & Communication Technology*, and *Civics* components match the focus expected by the Board of Studies. End of topic activi-

ties are compatible with the syllabus skills outcomes, making for useful revision for the School Certificate test. A supporting web site at www.pearsoned.com.au/schools uses material which is cross-referenced in the book. This useful text offers models of good writing, with colourful and stimulating visuals. J. Adnum

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10
Paper \$30.00 SCIS 1199861

The Australian Alps: Snowy Mountains region [videorecording]

Pro Doco, 2004 (28 min.) [994.4]
ISBN none

The distinguishing qualities of Australia's alpine environments feature in this informative and educational production. A clear narrative and the use of appropriate glacial terminology provide explanations of distinctive landform features. The footage presents an insight into the diversity of habitats, landscapes and unique flora and fauna that characterise the Snowy Mountains. The history and cultural heritage of the region, the impact of recent severe bushfires, and the expanding tourist industry represent some of the many challenges facing the conservation and management of this unique environment. The video is particularly pertinent to the study of the Geography Focus Areas: *Investigating Australia's physical environments* and *Issues in Australian environments*. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography
\$77.00 (Ph:02 9427 8556). SCIS 1204877

REID, Greg

Antarctica: human impacts

Macmillan Education Australia, 2005 [998]
ISBN 0732997259

An ideal text for the achievement of outcomes in the Environments strand of HSIE K-6 this text has clearly laid out information with bold headings and large text in short paragraphs. Detailed maps, diagrams, photographs, the use of bullet points and fact boxes will help students work with this resource. The text will allow students to gain a detailed picture of contemporary human influence in Antarctica, including the topics of pollution, mining, fishing, and the hole in the ozone layer. It takes a scientific approach with information, and, despite some grammatical errors, future issues facing the continent are particularly well covered. Internet sites are referenced, although these would have to be checked for content and syllabus suitability. J. Eade

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$28.95 each SCIS 1204136

Other reviewed titles:

Antarctica: ecosystems SCIS 1204133
Antarctica: exploration SCIS 1204139
Antarctica: the frozen continent SCIS 1204132

Who reviews?

Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

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Gayle Cale, teacher
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Rachael Kirsten, teacher
Ian Mavin, Jamison HS
Karen McCulloch, Jannali HS
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Susan Taylor, Lindfield PS
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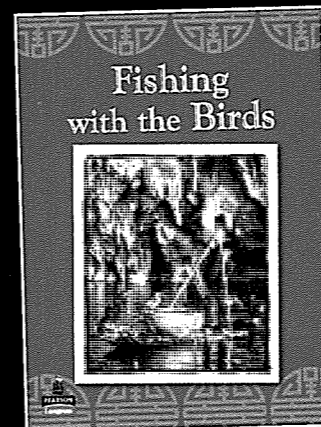
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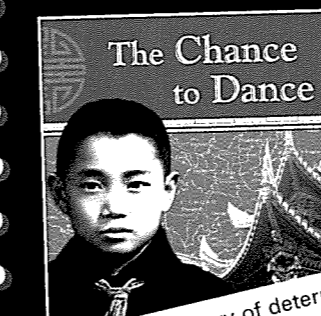
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