

# Scan

▶ Teaching ideas

▶ Professional support

▶ Scan

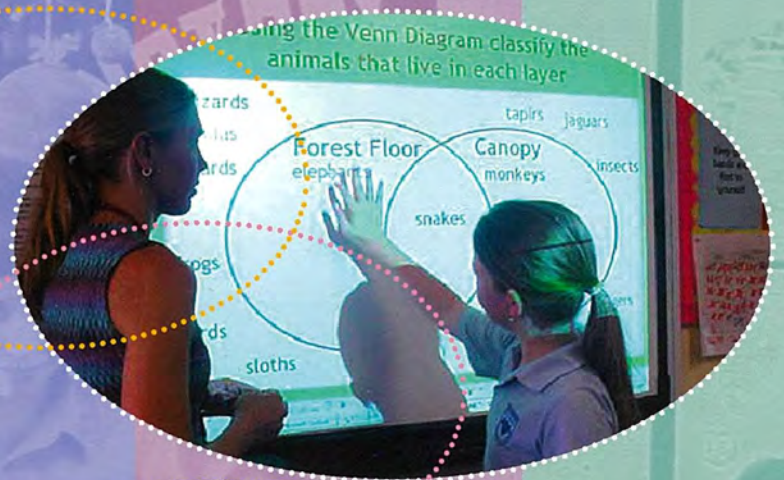
▶ SCIS

▶ *The School Magazine*

▶ Resources

▶ Research

▶ FAQs



## In this issue

- all the world's a classroom with ICT
- Libby Gleeson and the biggest book club in NSW
- literacy and single-sex classes
- making connections across the curriculum
- school partnerships supporting Aboriginal education

# MACMILLAN LIBRARY

Australian books for Australian schools

**MONEY**

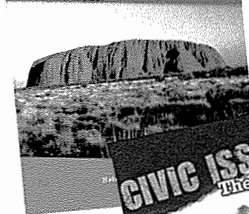


## New releases for 2006 include:

**A Water Report**  
Water Conservation



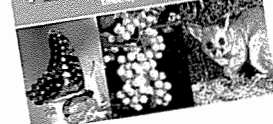
**Famous Places of the World**  
Australia



**CIVIC ISSUES**  
The Republic



**THE MACMILLAN ENCYCLOPEDIA OF AUSTRALIAN PLANTS AND ANIMALS**  
Compiled by Jane Poyser



**The Macmillan Encyclopedia of Australian Plants and Animals** – This outstanding 9 volume set is a must have for all school libraries.

**Famous Places of the World** – Presents information on the built and natural wonders in each continent.

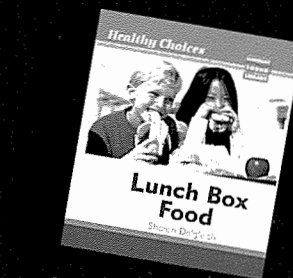
**Money** – An informative series that focuses on issues relating to money and how to manage it.

**Celebrations and Festivals (Macmillan Young Library)** – Young students love celebrating, and this new series covers occasions special to Australians.

**Civic Issues** – Issues related to civics and citizenship are covered in this series for upper primary students.

**A Water Report** – Examines what we need to know and what we can do about preserving water.

**Healthy Choices (Macmillan Young Library)** – Provides students with lots of fun ideas and simple recipes for healthy eating and drinking.



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For information on all our new resources for 2006,  
or any other Macmillan Library title, simply contact Macmillan  
ph: 1300 135 113 • [www.macmillan.com.au/primary](http://www.macmillan.com.au/primary)

# From the Editor



Welcome to *Scan* 2006. I hope this will be a successful and exciting year for you all. *Scan* will continue to provide support for

teacher-librarians and teachers working together. Please let us know if you would like to write or suggest an article for *Scan*. You can contact the Editor on (02) 9886 7501 or email editor.scan@det.nsw.edu.au

Di Johnston  
Acting Editor

**All the world's a classroom**  
Maureen Nicol, retired teacher-librarian and now project officer, continues her great work with distance education and ICT, presenting some exciting videoconferencing and satellite connectivity to inspire all teacher-librarians and teachers. **Page 4**



**Curriculum planning frameworks in practice: making connections for teachers**  
Annalies van Westenbrugge guides us through the support materials to help busy teachers program cross-curriculum units using Connected Outcomes Groups. Units of work, which have been trialled in schools, are now available online. Student work samples are included. **Page 7**

**Literacy and single-sex classes: using *Quality Teaching* to meet the needs of students and Boys' education: single-sex English classes at Cherrybrook Technology High School**  
Introducing a successful example of single-sex boys' classes, Andrew Anderson raises important issues, challenges and recent research about gender equity in education. **Page 11**

**Interactive whiteboards as part of the learning experience**  
Jane Gee, teacher-librarian, gives us some stimulating examples of connected learning

using ICT in her school. Comments from teachers and students, as well as reference to interesting current research in this area, are also included. **Page 16**

**The Independent Research Project: collaborating to support Community and Family Studies**  
Caron Baumgartner, teacher-librarian, and Carolyn Marshall report on collaborative professional learning and practical approaches supporting research, including using the Internet and deep web searching. **Page 20**

**Research columns one, 2006 and Teachers and teacher-librarians supporting higher-order thinking skills**  
Our regular *Research columns* feature, refereed by Dr Ross Todd, provides further insight into the essential focus on *Quality Teaching* for school libraries and teacher-librarians supporting student achievement. Ross introduces an enriched approach, Guided inquiry. Jenny Scheffers, teacher-librarian working collaboratively with teachers, shares her action research results. Jenny focuses on *Intellectual quality* and the information process supporting meaningful learning, illustrating action at the heart of the school library and role of the teacher-librarian. **Page 26**

**Time for a new approach and *Caring for Place – Caring for Country*. Stage 1 HSIE teaching kit**  
John Lester, Director of Aboriginal Education, explains the exciting Schools in

Partnership initiative and outlines community partnerships essential to achieving social justice in education. Bob Percival gives us an overview of a helpful new kit, which was delivered to NSW government primary and central schools in late 2005. **Page 35**

**Premier's Reading Challenge: the biggest book club in NSW**  
2005 was another successful year for the Premier's Reading Challenge, involving ever more students in the rewarding experience of reading and supporting literacy. The presentation speech by author Libby Gleeson, PRC Ambassador, is inspirational. **Page 38**

**The School Magazine: supporting reading since 1916**  
Read about *The School Magazine* and teaching units, along with some practical insights from two teachers using *The School Magazine* to support their school's literacy program. **Page 45**



**School Library and Information Literacy Unit Resource reviews**  
Our regular feature of a range of reviews is a vital selection aid, giving an insight into relevant resources with which to enrich teaching and learning and the library collection. These can be easily shared with colleagues throughout the school. **Page 50**

# Currents



**Colleen Foley is**  
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**T**he start of a new year is a good time to consider our challenges, reflect on our directions and priorities, and set the goals we wish to achieve. I wish you all the best in your endeavours in 2006. *Scan* is committed to supporting the professionalism of teacher-librarians working with their education partners to improve student learning. Some interesting synergies are explored in this issue.

## Connected learning

In the spirit of *Quality Teaching*, making connections and engaging students through meaningful use of technology, Maureen Nicol, in *All the world's a classroom*, outlines some fascinating opportunities, along with significant progress in providing equity particularly for rural and remote students and teachers. There are exciting ideas here for us all.

In his introduction in *Research columns*, Dr Ross Todd reaffirms the need to focus on quality teaching and learning through planned collaborations. This builds on discussion and research to date related to an evidence based practice approach and teacher-librarians and school libraries making a difference through meaningful, engaging learning experiences directly related to the curriculum programs of the school. Ross introduces us to guided inquiry, indicating its potential

to provide rich support for more engaging and critical use of the information skills framework in developing true information literacy for knowledge construction. The research reported here by Jenny Scheffers, teacher-librarian at Marayong Public School and now Caddies Creek Public School, provides a wonderful example of action research, neatly reflecting aspects of guided inquiry. In all this, *Quality Teaching*, a constructivist approach and explicit development of information literacy and higher-order thinking are clearly and practically illuminated.

## Online support

The policies section on the NSW Department of Education and Training website and related information in Resources on the School Libraries and Information Literacy site have now been updated. The current version of the school libraries policy is available at <https://www.det.nsw.edu.au/policies/curriculum/schools/libraries/PD20050221.shtml>

The collaborative approach is reaffirmed by the updated policy, confirming synergy with such best practice reflected in the *Quality Teaching* framework. Schools would be expected to have a school library policy. This provides an opportunity to engage our school community in discussing related issues, and developing or reviewing our school library policies as appropriate. Workshops to support policy development are available from our School Libraries and Information Literacy Unit. Regional and collegial networks are welcome to request such support. Policies can be practical, succinct working document supporting the vision and priorities of the school plan. Outlines and samples will be provided on the School

Libraries and Information Literacy web site at <http://www.schools.nsw.edu.au/schoollibraries/index.htm>

The Links section on this site also provides easy access to a number of online professional support sites such as for e-learning, WebQuests, and cross curriculum programming and planning with connected outcomes groups (COGS).

It continues to be a pleasure to work with teacher-librarians, teachers and consultants in Regions across NSW. The School Libraries and Information Literacy unit is available to support you in your professional endeavours. If you would like support in planning or offering workshops and seminars in your area do not hesitate to contact me. The sorts of workshops we can offer include:

- Developing your school library policy
- *Quality Teaching* for teacher-librarians
- Linking syllabus outcomes, information skills and computer skills: implications for programming
- Supporting the 7–10 syllabuses
- Supporting K–6
- Supporting HSC
- Connected learning: integrating ICT
- Raps and book raps
- Making the most of SCIS and SCIS OPAC

We can also suggest speakers and focuses for sessions relevant to best practice for teacher-librarians.

Sally Rasaiah has now retired as Editor of *Scan*. Sally's significant contributions to *Scan* and the work of the School Libraries and Information Literacy Unit supporting teacher-librarians and school libraries across NSW are greatly appreciated. We will miss her and wish her well. ■

# All the world's a classroom



After 33 years of outstanding service as a teacher-librarian, **Maureen Nicol**

now works in a professional development role.

## Technology enriching education

When Year 11 students from Merewether High School participated in a mock trial earlier this year, it was an enriching experience of Stage 6 Legal Studies in practice. This was not the usual mock trial experience. In a first for all concerned, the Merewether team debated their learned opponents, students from The Bowells School, Essex in the UK in real-time. The British students presented their case from The Royal Court of Justice in London. This international debate was made possible by developments in communications technology currently supporting the delivery of curriculum, in rural New South Wales. The mock trial was an outstanding test of the technology and its potential to deliver enriching educational experiences for students, staff and communities.

Facilitating interactivity in teaching and learning, with high quality synchronous communication, should be the goal of all teaching and learning programs. Distance and rural education, especially in western New South Wales, has traditionally confronted a range of professional, personal, and logistical hurdles in delivering engaging face-to-face curriculum for K-12

expertise and facilities between groups of central schools was suggested in the late 1980s. The Riverina Access Program (RAP) and the Western Region Access Program (WRAP) were two pilot programs established to bring students from the nearest K-10 schools into K-12 central schools. These programs began offering a broader curriculum using telematics: the mix of technologies including teleconferencing, to equip the electronic classroom.

Gradually more central schools gathered in access clusters and in 1992 Charles Sturt University (CSU) evaluated the pilot. Their report, *I can be near my horses*, recommended that the access programs continue as permanent educational provisions within their geographic areas.

With the resultant increased interest and usage of videoconferencing in the other access programs, the cost of ISDN connections soon became prohibitive, and in 2003 investigations began into using Internet Protocol (IP) for videoconferencing solutions. Before long the current network conferencing was born on the NSW schools network and by 2004 all access programs had begun videoconferencing between cluster schools.

Concurrent with these access developments were the changes occurring in distance education. In the primary centres, the era of radio lessons was over and teaching by satellite, enabled by the Intranet, is the new mode of delivery. Finally, students could see their teachers. Most importantly, for example, for the teaching of information skills and literacy, teacher-librarians could interact more meaningfully with students by, for instance, showing the resources they were using or to which they were referring.

students. The reliance on text based delivery of curriculum via correspondence leaflets, phone contact with mainland students, irregular face to face contact with isolated students, and, for primary students, radio lessons has had limitations and some frustrations.

In recent years, this status quo has undergone changes that are nothing short of amazing. The impetus for these changes has been simultaneously provided by groundbreaking developments in technology and the work of visionary and technologically capable personnel supporting Departmental rural and distance education.

Central schools in the Departmental access programs can, through the use of videoconferencing, now offer higher quality post compulsory education and a range of curriculum. Primary and secondary students in the most remote areas can now engage in a wealth of educational experiences. Teachers in these isolated areas are also more enabled, to teach those aspects that were formerly constrained by the logistics of distance, time and experience or availability.

## Development of the enabling technology

In an effort to provide post compulsory education for students in isolated communities, the concept of sharing

Distance education secondary schools are also taking up videoconferencing as a teaching and learning tool. Dubbo School of Distance Education (DSODE), for example, is a unique, highly successful model for teaching remote Stage 6 students. It is the teaching hub for a number of central schools in northern NSW. Students remain in their home communities and attend their local school, where they engage with their teachers from DSODE, and interact with their peers, through videoconference lessons.

The mock trial was an outstanding test of the technology and its potential to deliver enriching educational experiences. This has been one of many in a year of firsts for distance education.

In Term 2, Dubbo School of Distance Education hosted the touring Bell Shakespeare Company. Unlike their usual in school performances, this very talented touring group's two performances were broadcast live, simultaneously via videoconference and satellite, to distance education schools, and to students in their isolated locations around NSW.

The process of installing videoconferencing cameras in schools continues. As the 2005 school year draws to a close, more than 150 sites are now videoconference enabled and with the proven reliability, stability and cost effectiveness of the technology, the number of

In addition to the satellite technology, videoconference cameras have been installed in the studios of the primary distance education schools. Now students can interact with their teachers during satellite sessions and, when special events are broadcast via videoconference, they can participate in these, although, unlike the usual videoconference, presenters do not see the students.

## The classroom without walls



Distance education secondary schools are also taking up videoconferencing as a teaching and learning tool. Dubbo School of Distance Education (DSODE), for example, is a unique, highly successful model for teaching remote Stage 6 students. It is the teaching hub for a number of central schools in northern NSW. Students remain in their home communities and attend their local school, where they engage with their teachers from DSODE, and interact with their peers, through videoconference lessons.

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A performance of the Bell Shakespeare Company was broadcast live via videoconference and satellite, to distance education schools and students.

schools exploring this potential has significantly increased. As more schools embrace the technology, it becomes obvious that this could be used to facilitate a range of enriching educational experiences. Schools are beginning to explore the potential for taking students on virtual excursions without the stress and expense of leaving their community. Where once, time, distance and finances had been major constraints, the technology can enable teachers greater access to professional learning activities, and allow students to experience real time interactions with peers and teachers in other schools and locations. It was decided to develop a program to facilitate such experiences and make greater use of the technology.

## Connections: Bringing faces and places together

Earlier in 2005 David Foley, Manager, Distance Education Technology Infrastructure Unit invited me to do some project work as he recognized that there was an opportunity here and considered that my background in distance education; training in satellite delivery, my experience in teacher-librarianship, resource provision, technology support, using the information skills framework, and a network of likeminded contacts would bring important skills and connections to the venture. The Connections project has been evolving since, building on the development of the



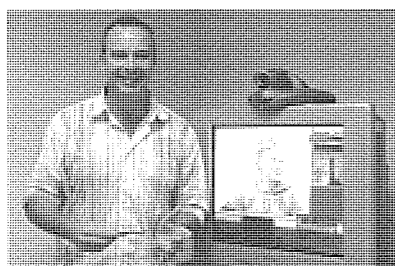
DSODE Teacher Debbie Murray filming during the Bell Shakespeare performance which was broadcast via videoconference to schools and satellite to homes.

schools' network, with the aim of improving equity in educational outcomes for remote NSW schools and isolated students while establishing mutually beneficial partnerships with non-school institutions and associations. Special videoconferences could be a strategy that would help overcome some of the disadvantages.

The first step in this plan was a meeting of Departmental representatives and Information Technology Directorate personnel, myself and six representatives of the State Library of New South Wales (SLNSW). With a corporate goal of establishing partnerships, the library was open to our suggestion of trialing a videoconference studio, and providing staff and resources to deliver special presentations to distance education schools. It was decided to tap into existing SLNSW programs and the expertise of its personnel, to develop what resulted

in a highly successful and engaging series of presentations.

1. Nestlé Write-around-Australia, administered by the State Library of NSW, involving senior primary students, gave us a great opportunity to trial a 30 minute presentation. Coordinator, Suzanne Bennett, and children's author, Deborah Abela, enthused Year 6 satellite students from Port Macquarie, Casino, Dubbo and Cobar Distance Education Centres. Deb provided inspiration and insights into writing short stories. Suzanne, seated behind the sample of prizes on offer, provided further motivation for participation. This year, zone prizewinners, in locations such as Dubbo, Griffith, Merriwa and Wagga Wagga, had their master class delivered to them, via videoconference from the State Library of New South Wales by television presenter and author, Andrew Daddo.



Andrew Daddo, seen by satellite from the State Library studio, presenting by videoconference into Port Macquarie distance education studio.

With the overwhelming success and excitement generated for this project, we began to target other curriculum outcomes and possible future presenters.

## 2. The Antarctic Exhibition

As a study of the Antarctic features in Stage 3 HSIE, Mr Stephen Martin, curator of the State Library of NSW Antarctic exhibition, was approached to participate in our program. *The Antarctic Exhibition* was broadcast in October, and, at the end of the two 60 minute presentations, we estimated that we had reached more than 400 students in 34 schools, making this possibly the largest multipoint videoconference ever held within the Department.

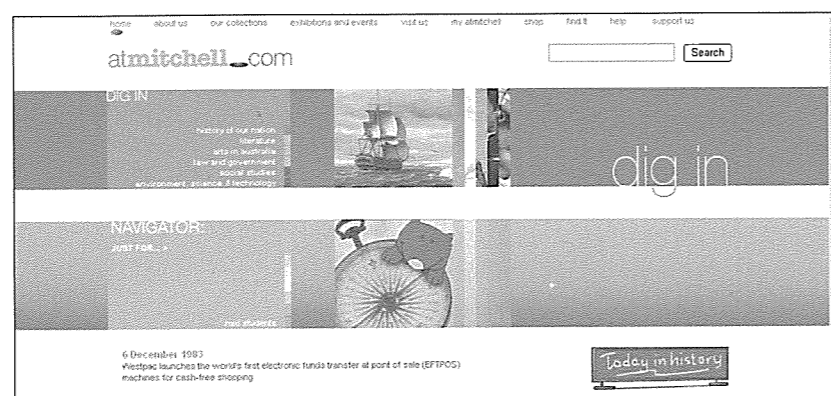


Figure 1 State Library of NSW web site, AtMitchell.com

## 3. That's not art

Mr Kent Buchanan, the education officer at the Dubbo Regional Art Gallery, delivered a presentation called, *That's not art*. Targeting Stage 5 and Stage 6 visual arts outcomes, this was a virtual walk through modern art, stopping to examine some of the more outrageous acts performed in the name of art.

## 4. Journey to the edge of the world: teaching The journey

In November, this presentation used the State Library of NSW resources and targeted Stage 6 English Area of Study outcomes. The audience was first shown the recently launched web site <http://atMitchell.com> which provides specific research support and resources for HSC English students. The site includes Cook's *Voyages of discovery* and *First Fleet* journals (located in History of our nation and then From terra australis to Australia), which could make excellent related texts for the Area of Study, *The journey*.

## Conclusion

With developments in technology supporting access programs and distance education, perhaps a more

contemporary view of the CSU report could be:

*Guided by my distance education teachers, I can make use of resources from the State Library of New South Wales, talk to some of Australia's most successful authors, interact with authors delivering writing master classes hundreds of kilometres away from me, watch a production of Shakespearean drama and discuss interpretations with the actors, debate current issues and legal points with other students here or on the other side of the world, all the while, living in my remote New South Wales home, near my horses.*

## Connections 2006

Plans are in place to offer a program of special distance education events which will enrich the curriculum, target specified syllabus outcomes, and enhance equity of educational opportunity throughout 2006. Collaborations are planned with The State Library of NSW, the New South Wales Parliament's education officer, the Children's Book Council, Questacon, and the National Museum. ■

### References and further reading

- At Mitchell.com* (2005) State Library of New South Wales. Viewed 30 January 2006, <http://atMitchell.com> SCIS 1248155
- Dubbo School of Distance Education* (2005) Viewed 30 January 2006 <http://www.dubbo.dec.education.nsw.gov.au/>
- Information Technology Directorate (2005) NSW Department of Education and Training. Viewed 30 January 2006 <https://detwww.det.nsw.edu.au/directories/itb/>

# Curriculum planning frameworks in practice:

## making connections for teachers



K-12 Directorate.

**Annalies van Westenbrugge** is Senior Curriculum Adviser, English K-6, Curriculum

### Curriculum planning and programming support materials

These materials are available on the Curriculum planning, programming, assessing & reporting to parents (*Time to teach*) web site at <http://www.curriculumsupport.nsw.edu.au/timetoteach/index.htm>

The site includes information about assessing and reporting as well as planning and programming.

The support materials include three components:

- a curriculum planning framework (two posters):
  - connected outcomes groups (COGS) for HSIE, SciTech, PDHPE and Creative Arts (CA). This framework organises outcomes from these syllabuses into groups connected by a common focus. Some connections are made across Stages to support teaching in multistage classes
  - outcomes for English and Mathematics, designed to be used for planning curriculum
- connection descriptions which explain how COGs connect to key learning areas (KLAs). They identify relevant syllabus content and list resources. These descriptions include literacy and numeracy links that may support English and Mathematics programs

- thirty units of work, one for each connected outcomes group (COG). These translate the framework into programming support. The units contain teaching and learning activities with literacy and numeracy links and planned assessment. They have been written by classroom teachers in consultation with the Curriculum K-12 Directorate.

### How might schools use these materials?

The Curriculum planning framework may be used by schools which are:

- developing a curriculum plan (schools may choose to use the posters in their entirety)
- mapping their current scope and sequence in the KLAs (CA, HSIE, PDHPE, SciTech).

The descriptions of COGs may be used by:

- schools writing units of work to meet the needs of their community
- schools developing *Quality Teaching* learning experiences.

The units of work may be used by schools to:

- supplement their current school units
- adapt material to suit their context, including multistage classes and small schools.

Table 1 shows an overview of the units of work available to NSW Department of Education and Training schools.

### These offer particular opportunities

#### for collaborative, cross curriculum

#### approaches to teaching for

#### teacher-librarians and teachers.

A previous article in *Scan* (vol 24 no 3) outlined the trial materials being developed as part of the curriculum frameworks response to the Eltis report *Time to teach, time to learn*. After consultation and feedback from schools, this material was further developed and now includes units of work. These offer particular opportunities for collaborative, cross-curriculum approaches to teaching for teacher-librarians and teachers. The examples mentioned here include some interesting examples of such collaboration.

ES1	Stage 1	Stage 2	Stage 3
I Physical education PDHPE	I Physical education PDHPE	I Physical education PDHPE	I Physical education PDHPE
B Me Creative Arts	D Getting along PDHPE	B Being Australian HSIE	B Identity PDHPE
D Healthy choices PDHPE	F Powering on SciTech	G Our fleeting past HSIE	A Living land Creative Arts
A Our place SciTech	B Our families HSIE	D Working together Creative Arts	D Making informed choices HSIE
F Moving Creative Arts	C Growing and changing SciTech	F Machines Creative Arts	F Physical phenomena SciTech
E Our needs HSIE	H Understanding ourselves Creative Arts	H Understanding each other PDHPE	G Traditions and heritage HSIE
C Changes PDHPE	A Local places HSIE	E Products, services and systems SciTech	C Interconnecting growth and change PDHPE
	E Products and services SciTech	C Effects of growth and change SciTech	E Global and social Issues HSIE
	G Our stories Creative Arts	A Local environments SciTech	H Symbol systems Creative Arts

Table 1 Overview of cross curriculum units of work showing lead KLA.

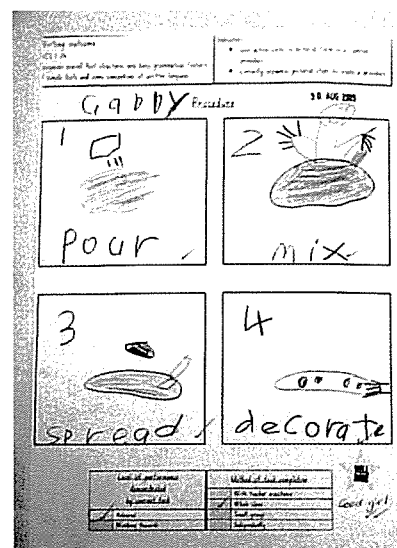
### Units of work and trial feedback

Pilot schools trialled the units in classrooms in 2005. Some of the schools involved were: Rosemeadow Public School, William Dean Public School, Harrington Street Public School, Carlton Public School, Ryde East Public School, Blackheath Public School, Eastlakes Public School and teachers from Harrington Park Public School, Double Bay Public School and Glenfield Public School.

Teachers worked with curriculum advisors to develop units of work in Term 2, 2005. Many teachers found that making connections between concepts and content in more than one KLA saved time and provided opportunities to build on prior learning. The class program was less disjointed and students made connections between the week's activities. Mark Thompson at Ryde East Public School trialled the unit *Working together* with Stage 2. He worked with the teacher-librarian, to develop research skills and access information for the unit, and the computer teacher. He also linked Child Protection to the unit. These links have been made for teachers in the framework. Mark noted that

linking the KLAs made it easier to timetable and to teach.

Leigh Rasmussen at Carlton Public School trialled *Our needs* with the Early Stage 1 teachers, working with the teacher-librarian, the ESL teacher and Indonesian language teacher. They devised a unit in Indonesian to complement *Our needs*, and noted that the rich and diverse language needed for this unit was a bonus. The teachers reinforced concepts through big books and a range of literary texts. They collected work samples over the term and added additional resources and activities.



Sample 1 Procedure from ES1 unit, *Our needs*.

### My Family

Who?	What?
mum	my mum cooks
dad	my dad works
sisters	my sisters cuddles me
brother	my brother plays Action man.

Sample 2 How our family helps us from ES1 *Our needs* unit.

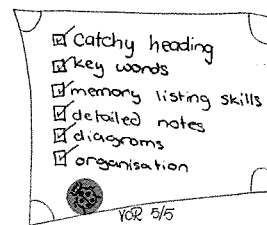
### Connecting English with units of work

Vicki O'Rourke from Bathurst West Public School trialled the Stage 3 unit *Living land*, programming English alongside the COGs unit. In using the unit to teach skills and strategies in English, Vicki focused on a HSIE environmental case study of Kosciusko National Park. Vicki took two approaches.

I saw that my students needed to improve their note taking skills, before viewing the video. We first used a

### CLIMATE CHANGE

- china, England, india south, Korea, Japan
- have come up with a plan
- clean up petrol stations
- power stations cleaner
- people aren't happy agreement call industrie
- just trying to keep happy
- everyone can help out
- cold water to wash clothes
- use clothes line instead of dryer plant trees
- still warm up for another 50 or 60 years

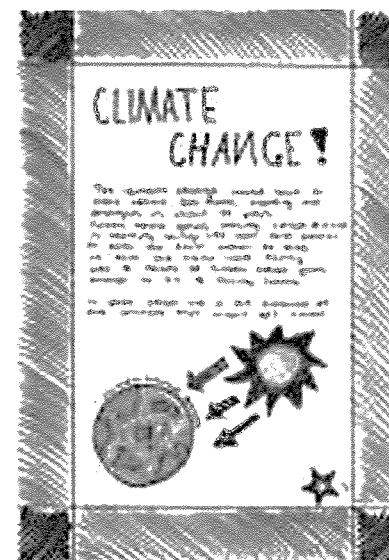


Sample 3 Notetaking from BTN video.

segment from *Behind the news* and I modelled to the students how to take notes. In doing so, we focused on the components of a concept map, using three colours to help us remember: one colour for the title; another for the sub-headings; and then links. Initially they watched the BTN [*Behind the News*] segment without taking notes. The second time we took notes together, identifying sub-headings and key words with discussion. We then had a good

basis to work from. We talked about how each of those sub-headings could become a paragraph. I explicitly taught the students how to construct a paragraph using a topic sentence, elaboration and personal opinion.

Vicki's second approach used English texts and learning experiences to extend concepts in *Living land*. She chose to work with *The man from Snowy River* after reading an article about the



Sample 4 Example of published work following notetaking activity.

imminent banning of high country grazing for environmental reasons.

The article mentioned that it would be 'the last ride' this year. I wanted to explore the story/narrative of the area and also to compare texts. Taking into account where my students were, I

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realised that I needed to explicitly teach the poem so that the students would understand the meaning of the text. I had to break it down into small chunks looking at keywords and phrases and then looking at the text sentence by sentence. This helped the students to understand the inference behind the words. This gave them an understanding of the tradition of 'rounding up' in the high country. We then discussed the perspective in this poem compared to the newspaper article. I wanted the students to form an opinion, to decide whose side they were on—the traditionalists or the environmentalists—and to justify their opinion.

**The Curriculum planning framework will be extended to explicitly support the teaching of English and, later, Mathematics.**

**The Curriculum planning framework and English**

The Curriculum planning framework will be extended to explicitly support the teaching of English and, later, Mathematics. In addition to the literacy links in the connection descriptions and units of work, there will be:

- electronic links made to existing English and literacy resources
- a reference list of possible texts to support COGs units and English programs
- case studies from a range of schools with examples of English planning and programming
- sample English units to model a variety of approaches to planning and programming.

**Are you interested in becoming part of the planning for English?**

Teachers are encouraged to:

- trial COGs units. These are downloadable from the web site

Excerpt from Vicki's program (examples from this program will be linked to the Curriculum Support web site in 2006)

Modelled reading of *The man from Snowy River*, by Banjo Paterson.

Discuss the meaning, structure, language and punctuation of the text.

Focus explicitly on stanzas 1 and 2.

Read the poem again and discuss the storyline in more detail.

Select a small chunk of the poem and move through the text sentence by sentence, phase by phase, focusing on keywords and their grammatical function in the text to generate meaning.

Explicitly teach the skills for students to use to understand the inferences.

For example:

(what was happening)	(where)	(why)
There was movement at the station,	for	the word had passed around
(who)		(reason)
That [the colt from old Regret] had got away,	(he escaped)	
(where did he go)	(define in discussion)	(issue)
And [had joined] the wild bush horses—he was worth a thousand pound,	(as a result of / who/ define in discussion)	
So all [the cracks had gathered to the fray.]	(the best riders around / a fight)	

Why was the chase described as a fight?

Table 2 Sample program extract.

for Departmental schools. There is provision for feedback on the site for teachers to pass on information, such as how the school modified the unit to suit needs. Additional resources could also be helpful to other teachers. Work samples are also excellent, and permission to publish can be arranged

- become part of the primary English resources reference group by contributing suggestions of quality texts that may be used to support the COGs units. Texts may include picture books, novels, poetry, and film. For more

information email: Annalies van Westenbrugge, SCA English K-6 [annalies.vanwestenbrugge@det.nsw.edu.au](mailto:annalies.vanwestenbrugge@det.nsw.edu.au) ■

**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.busch@det.nsw.edu.au](mailto:michele.busch@det.nsw.edu.au)

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 Brown, L. & van Westenbrugge, A. 'Connected Outcomes groups (COGs) making teaching manageable and meaningful', *Scan* 24(3), pp. 41-43.  
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# Literacy and single-sex classes: using *Quality Teaching* to meet the needs of students

**Andrew Anderson**, Acting Manager, Gender Equity Unit, gives us a perspective on single-sex classes and boys' education. Andrew introduces one example of the successful use of single-sex boys' classes for engaging boys as literacy learners.

Considerable discussion has been generated on the issue of single-sex classes being established in co-educational schools. A review of the literature in relation to this issue indicates that schools have experienced mixed success. A number of schools have reported extremely positive outcomes when they have trialled single-sex classes. In her qualitative research into single-sex classes in a variety of co-educational schools across Western Australia, Watterston (2001) found the following trends emerging:

- both boys and girls in lower secondary single-sex physical education classes felt less concerned about body image and performance
- students in single-sex health classes felt more comfortable discussing sexuality issues
- boys were keen to remain in single-sex literacy classes where lessons suited their learning styles and engaged them in areas of interest
- teachers felt that single-sex classes improved the self-esteem of students, as they were able to work

towards breaking down undesirable stereotypical behaviour

- students felt they were achieving better results and were less distracted in single-sex classes.

On the other hand, a study undertaken by Trent and Slade (2001), found that boys condemned the move to single-sex classes and challenged the reasoning behind the establishment of these classes in their schools. This study included 66 boys and 24 girls from secondary schools across all sectors in South Australia. Only 14 per cent of boys and 4 per cent of girls agreed with the statement: 'Girls and boys should be divided into separate classes'. Most boys in the study believed that they worked better when girls were in the classroom because the girls' presence was thought to create a better, more productive and rewarding environment. Factors such as the presence of girls providing a richness of diversity, the asset of cleverness, an example of good work practice, and an interest in long term outcomes were cited by the boys as reasons they valued co-educational classes.

Research undertaken in Australia by Lingard, Martino, Mills and Mahr (2002) highlights the need for schools to closely evaluate the impact of single-sex classes. These researchers conclude that the structural reform of implementing single-sex classes without a focus on effective teaching practice and teacher knowledge about gender

...runs the risk of maintaining and even reinforcing particular orientations to learning considered to be the domain of either boys or girls (Lingard et al, 2002)

They also warn of the danger of perpetuating gender stereotypes, reinforcing stereotypical behaviour and viewing boys and girls as homogeneous groups through the establishment of such classes.

**... it is teacher quality rather than class organisation that makes a difference in the learning outcomes for boys and girls.**

It is perhaps prudent to note the view of the House of Representatives Standing Committee on Education and Training on single-sex classes. Their report, *Boys: getting it right: report on the inquiry into the education of boys*, states that it is teacher quality rather than class organisation that makes a difference in the learning outcomes for boys and girls.

Where single-sex classes and schools are successful it is because the school leadership and the class teachers have set clear objectives and found ways to adapt the content and style of the teaching to the needs of the students (p. 88)

With regard to the successful model currently operating at Sydney's Cherrybrook Technology High School, it is evident that many best practices in boys' education underpin the program, and make a significant contribution to its continuing success. Such practices include:

- providing boys with choice as to the learning undertaken

- tailoring the learning so as to be inclusive of the diverse range of student abilities
- using texts taken from boys' popular culture alongside more traditional literacy texts
- providing opportunities for boys to be successful and to have this success acknowledged
- utilising boys' strong interest in ICT
- an ongoing commitment to presenting teaching and learning experiences which are intellectually demanding and of significance to students within a socially supportive learning environment.

A single-sex boys' class which was not founded upon such teaching practices, would probably not achieve outcomes

such as those being achieved at Cherrybrook Technology High School. ■

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# Boys' education: single-sex English classes at Cherrybrook Technology High School



**Steve Henry,**  
Head Teacher  
English at  
Cherrybrook  
Technology High

School, describes some of the strategies adopted in the implementation of boys only English classes in Years 9 and 10 at CTHS.

**Background**

The boys' English classes at Cherrybrook Technology High School (CTHS) are a success. The boys enjoy their English, want to succeed, and when it comes to debating against the all-girls' class, there is fierce competition. The class starts in Year 9, where the members are chosen carefully to ensure that there is a full range of abilities and

aptitudes. It is not a remedial class, and any boy who moves out of the top class is placed in the boys' class. The boys who are the tone setters in that class are also the boys who want to achieve academically. In fact, two of our last three school captains enjoyed time in the boys' English class.

**Boys and literacy**

In some schools, the only boys' class is the low achievers' class. I wonder what this does for boys' self esteem. It seems that there are a number of boys who struggle with language skills. Public perceptions are important and boys are sensitive as to how they are perceived by the school community and their peers.

In the boys' class at CTHS students are seen to succeed in English. It is a great class to teach for its humour, candour,

positivity and energy. Even so, within the boys' classes at CTHS, there are those who need more support. With this in mind, there are times when the class can be given a choice of activities to suit different ability levels. For example, when beginning an essay, the class can go to a file created by the teacher. The more able students will choose Level 1 and be given the question and some hints on structure. Students who choose Level 2 will find the same question and hints, together

with some quotes and ideas for their main points. Students who choose the Level 3 will find a sample introduction and a more detailed plan to work from. The students have also

been given explicit instructions in essay writing in an essay seminar. This seminar is based on the film *Remember the Titans* and the essay material is reproduced here.

**It is a great class to teach for its humour, candour, positivity and energy.**

**Collaborative strategies**

A class of boys who are enthusiastic in English presents opportunities for genuine improvement in literacy skills. Most of the strategies listed here provide opportunities for collaboration with the teacher-librarian in planning and implementing a great program. The suggestions, from a teacher who thoroughly enjoys teaching the Year 10 boys' English class, are:

- collaborate with the teacher-librarian. This allows teachers to select appropriate genres, from an array of recommended resources. Students can choose a text within that genre appropriate to their interests and abilities. Detective fiction works well and provides opportunities for creative writing, experimenting with different endings and clues, and creating characters suited to the genre
- appeal to the interests of the boys. In 2005, the class has really enjoyed Baz Luhrmann's *Romeo and Juliet*; *The lord of the flies*; the *Tomorrow* series; and films such as *Remember the Titans*. The teacher-librarian can recommend appropriate texts, and included in the selection process are novels for recreational reading
- display the boys' work in the library, or publish and bind some of their writing. This will engender a sense of success from having their achievements measured and displayed
- lay down strong guidelines. Group work can become a central part of the success of a boys' class. This gives students the chance to communicate and negotiate within the framework of specific goals and achievable objectives
- use a series of short activities rather than one long activity. A library with a computer room attached lends itself to multi-tasking. Some students can research online, while others use printed and audio visual

resources. The teacher and teacher-librarian work with groups as appropriate

- give boys work where they can appreciate and enjoy time outside the classroom. This could be a group activity, a creative task, or excursions related to the topic being studied
- encourage boys to discuss a broad range of ideas and texts. This will help them think beyond themselves and perhaps lead to the development of higher-order thinking skills
- make tasks into a competition. Examples include the best paragraph for a writing task and debates; entice with prizes (food is good)
- use humour. This is a must in a boys' class and it can be used to diffuse difficult situations or introduce a topic

- give boys continuity and commitment. It is a nice feeling to walk into the class after being away and have them ask: 'Did you miss us sir?'
- be honest and willing to be a little vulnerable. An English class should be a place of exploration and expression of powerful ideas. We cannot really expect students to be vulnerable and give of themselves if teachers do not model this
- value and celebrate maleness. Students should not be apologetic for being young men
- cultivate the ability to interpret grunts. This is crucial to success in the teaching of teenage boys.

Using the film *Remember the Titans*, this is a sample teaching idea for essay writing, using worksheets. (see Figure 1).

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**Pre-essay questions**

What is an essay?

What makes an English essay different from essays in other subjects?

Why do you think you have to write essays? (choose as many as you like)

- a) Because the teacher likes to see students suffer
- b) Because you'll have to do them in Years 11 and 12
- c) Because they help you think clearly about a text
- d) Because they help you improve your writing

**The topic and planning your essay**

We are going to look at two possible essay questions. Look at topic one and underline the keywords.

*How does Herman Boone manage to bring change to the lives of a group of football players, and then a whole town?*

Now look at the following points. Circle the four that you think might be best in an essay about this topic.

- a) Boone demands that the players respect each other
- b) Boone wins the state championship
- c) Boone makes them sit together on the bus
- d) Boone encourages the players to learn from history
- e) Boone treats all players the same
- f) Boone demands perfection
- g) Boone sets the example by allowing his daughter to mix with black children
- h) Boone holds press conferences to promote his team
- i) Boone shouts at the referee

This is topic two:

*What are the main ideas in the film and what techniques has the producer used to convey them to us?*

Underline the key words and then write four points that you might use to write an essay about this topic. Now look at your notes, and for each point, try to find two quotes that go with each point and write them under that point. Next, try to think of one film technique for each point and write that down under the quotes. Techniques might include camera angles, music, sound effects, symbols, lighting, characters, and dialogue.

**Introductions and paragraphs**

Introductions should be reasonably short. In that space you should try to answer the question and name your main points.

Write an introduction for the topic you have brainstormed

**Paragraphs**

You need to start each paragraph with its main idea. This is called the **topic sentence**. You should then expand on that main idea in your next sentence. You should then try to give some examples from the film to back up your idea. Then you should explain why the director used those examples in the film.

Carefully read these three paragraphs. Which is the best one? Why?

- a) Coach Boone uses the lessons of history to bring about changes in his divided team. First he describes the Battle of Gettysburg to show them how destructive racial hatred can be, and then he uses the legend of the Titans from Greek mythology to challenge the team to play football and live powerfully. The director uses the dawn setting of Boone's Gettysburg address as a symbol of the new hope and new light that is being brought into the team. Boone's use of the imperative, his command to 'listen to their souls', forces the team to think about how racial hatred caused so many deaths. He also uses powerful, emotive words to emphasise the fact that the team runs the same risk, saying 'if we don't come together, right now ... we too will be destroyed'. In this way the team begins to question the old racist ideas that have infected their world.
- b) Coach Boone takes the team to a camp near the place where they fought the Battle of Gettysburg. The boys face a very difficult two weeks in which Coach Boone makes them learn things about each other. He also trains them very hard. They get into a few fights but they gradually learn to respect each other. The most powerful moment is when the coach takes them on the early morning run and then gives them a speech about the battle that took place there. The boys take the speech very seriously as seen by the close-up head shots and gentle background music. Boone also tells them about the Titans, after which they named their team.
- c) Coach Boone used the lessons of history to bring about changes in his divided team. First of all he used the battle of Gettysburg to show them how destructive racial hatred can be and then he used Greek mythology, the legend of the Titans, to challenge them to play football and live powerfully. He is also a role model with his family as he allows his daughter to play with Yeast's daughter. This has a strong impact on the town in which they live - at the beginning of the movie we see the neighbours staring from behind windows at the Boone family, the windows symbolise the racial barrier they feel. At the end of the movie however, we see those same neighbours out on their balconies, celebrating the Titan's success with the Boone family. The boundaries have been removed.

Consider the word choice and structure of these three paragraphs, and make a short list of *dos* and *don'ts* when writing essays.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Look at your four main points from the essay brainstorm. Choose one of those points and write a topic sentence to explain it, and then a sentence which takes your idea further.

Now you are ready to add some quotes and information about techniques to make it a really strong paragraph. Write your whole paragraph, with techniques and quotes and a final sentence.

If you can do this for each point, you have the basis for an excellent essay. All you need to do then is sum up your main points in a short paragraph. This is the conclusion.

**Assessment task**

Choose one of the two essay topics in this seminar and write a 500 word response to that topic. Your essay should be drafted in class, edited, and then typed for submission.

Figure 1 Sample worksheets.

GRIFFITHS, Greg

**Managing boys' behaviour: in your classroom**

Hawker Brownlow Education, 2002  
ISBN 1740256697

Offering some practical approaches to teaching boys, this resource is an easy and quick read. Whilst there is little reference to current theory in the area of boys' education, or an exploration of why some boys may be disengaged from schooling, it does offer some suggestions on how to work with them in the classroom. The five principles for successful classroom management: rules, rights, routines, relationships, and responsibilities, are reviewed in the context of teaching boys. The text offers guidance that may help in their management, plus ways to create a positive learning environment for all. Practical tips, and planning and assessment proformas are provided; these may assist teachers wishing to improve their classroom management strategies. This possible resource for busy teachers, offers practical, down to earth advice, without being condescending. M. Busch

USER LEVEL: Professional \$32.95 SCIS 1111014

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**Book raps update**

\*For more information, contacts and resources for the following raps please go to the web site at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>

**Term 1, 2006**

- **Get active! A PDHPE rap for Stage 2 and 3 students.** Provides teaching and learning materials that explore the Commonwealth Games, physical activity and *Walk safely To School Day*. Starts Week 6 of Term 1 (week of 6 March 2006).
- **Noah and Saskia** [videorecording] Episodes 1-4. A rap for English Stage 4 which will concentrate on ICT and multimedia learning. The rap includes a *WebQuest*. It will be live for viewing and registering by 27 February 2006. Rap starts Week 6.

**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.

**Term 3, 2006**

- **Book Week 2006.** Texts, KLAs and Stages TBA after publication of shortlist in April 2006.
- **Our stories.** A rap for Stage 5 English, using a compilation of high interest Aboriginal publications eg Lucashenko's *Too flash*, extracts from *Koari Mail*, *Deadly Vibes* etc.

**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.
- **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.
- **Subverting fairytales: Who's afraid of the big bad book? and other titles** (including films such as *Shrek* and *Shrek 2*). Stage 4 English.
- **English Stage 6 Journeys: stimulus booklet for the Area of Study** and related materials. Stage 6 English: *Standard*, *Advanced* and *ESL*. Rap content includes teaching ideas prepared by Mark Howie, Head Teacher English Penrith HS and President of the ETA, and Jo-Anne Patterson, ESL teacher, Wyndham College.

# Interactive whiteboards as part of the learning experience



Jane Gee is teacher-librarian and computer coordinator at Barnier Public School. Jane is pictured here with classroom teachers, left to right, Christine Doyle and Carolann Fonseca.

## Background

Today's students live in an environment that has technology as a natural part of their lifestyle; it is integral to their very existence. In an environment where students are saturated by screen culture, technology has become the most engaging, relevant and meaningful teaching tool that schools can employ. Barnier Public School (BPS) sees itself as a technology school committed to the integration of technology into teaching and learning. The implementation of this vision is moulded around funding and the timing of the *Technology 4 Learning* (T4L) computer distribution.

While the benefits of interactive whiteboards, (IWB) to improve pedagogical outcomes is still very much under discussion, the value for interaction and

retention of student engagement seem to be well founded. Our school direction is to move away from seeing technology as an adjunct to teaching and learning, or as an isolated curriculum outcome, to an educational environment where the technology itself becomes part of the learning experience and is as natural and expected as pen and paper, chalk and blackboard. It becomes connected learning.

In 2004, BPS began a closer integration of technology into teaching and learning with the acquisition of two portable IWBs. We chose to use the *Electroboard SMART Board* combination that includes a range of software programs to support the development, delivery and management of classroom programs. One IWB was installed in the library's technology centre; and the second portable IWB was made available for use in classrooms.

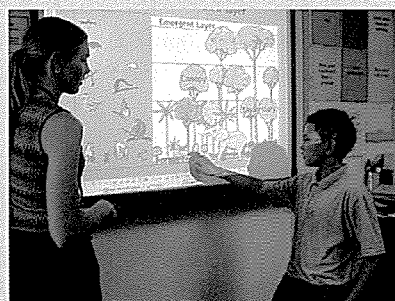
Initial training in the use of IWBs was provided by the vendor and meshed with a local professional development program under the *Intel® Teach to the Future* initiative. Collaboration between the teacher-librarian and classroom teachers developed confidence in the use of the technology and staff reaped the benefits of cross-curriculum learning and an information skills process. Staff developed experience and understanding in how the technology could be integrated into the classroom teaching and learning experience.

The engagement of teachers and students with the IWBs supported the



Jane using the IWB to brainstorm ideas for an information report.

vision of moving the technology into the classroom as permanent fixtures. The issues with portable IWBs and our subsequent move to permanent installations are similar to experiences outlined in William Beeland's research paper. Beeland shows how the benefits of the technology were being impeded by their physical presence on the floor of the classroom and this arrangement made the personal interaction less than optimal. Survey comments suggested a permanent wall mounted whiteboard with ceiling projector in each classroom as a better solution. This is the model being used at Barnier, where the set-up makes the IWB an integral part of each classroom.



This student relocates animals to the correct level of the rainforest by dragging the picture with his finger.

## Information Communication

Technology (ICT) in the classroom is more than teaching skills in the use of technology, such as word processing, to meet specific ICT skills development.

## Have there been pedagogical improvements?

Information Communication Technology (ICT) in the classroom is more than teaching skills in the use of technology, such as word processing, to meet specific ICT skills development. Its effectiveness in improving the educational outcomes is dependent on how the teacher blends it into the teaching and learning process for meaningful use in supporting syllabus outcomes. Although this has been investigated by researchers, we are yet to undertake action research or empirical studies into the pedagogical impact of IWB in improving educational outcomes. The reaction of students and teachers at BPS concurs with the reactions in schools where such research has taken place.

Clemens, Moore and Nelson (2001) investigated using *SMART technologies* in a mathematics intervention project, measuring student outcomes against a control group at Mueller Elementary School Kansas, USA. On a four point problem solving rubric, the *SMART* class improved its average score from 2.1 to 3.5, an increase of 1.4 points against a 0.9 point increase in the class not utilising the technology to support teaching.

These results are similar to changes in our Basic Skills Test (BST) scores over the last two years. Teachers have been observed using the IWB capabilities in presenting all aspects of the Mathematics syllabus to Stage 3

students. The 2005 BST results for Year 5 showed significant improvements over the 2004 results, against the state average.

While the effects on improved pedagogical outcomes are still being debated, what is clear in the research is the improved student engagement.

Experiences at BPS indicate student

reaction and attention is similar to that documented in the research of Dr Linda Tate where:

*Students in the technology enhanced sections ... reported more enthusiasm and interest in the course than did the students in the traditional sections ... the retention rate in the experimental sections was much higher than in the control sections. (Tate, 2002)*

Beeland, in his study on student engagement, visual learning and technology, concluded:

*... the results in this study indicate that the use of IWB in the classroom does lead to increased student engagement. The primary reason appears to be the*

*visual aspects of using the whiteboard. (Beeland, 2005)*

While the effects on improved pedagogical outcomes are still being debated, what is clear in the research is the improved student engagement.

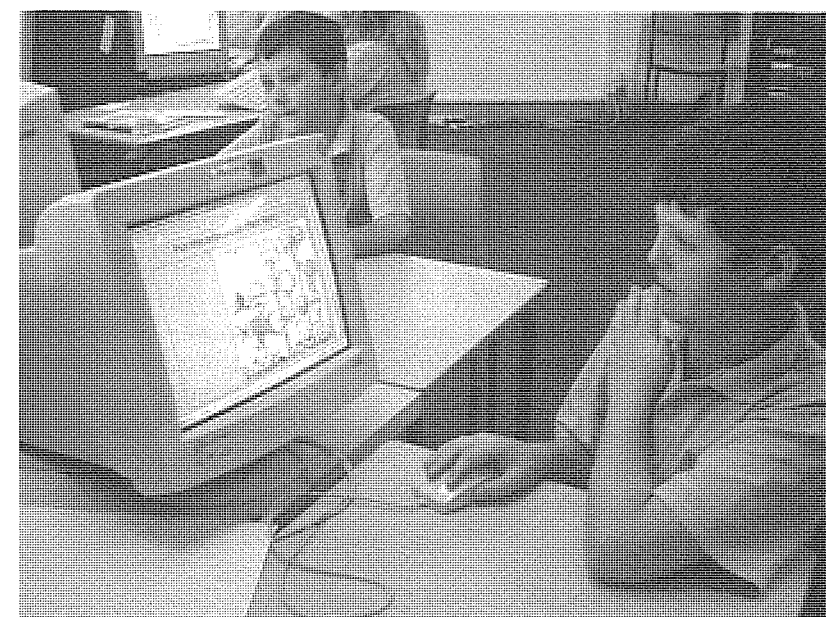
Anecdotally, the experiences here are similar to experiences in other schools. An Early Stage 1 teacher and a Year 5 teacher share their personal experiences of the introduction of IWB to the classroom in the

following questions and answers.

What was your reaction when you were told that an IWB was being installed in your classroom?

*I was very excited about the prospect of using the new technology, but at the same time nervous as it was outside my comfort zone. The lack of familiarity with the product and how I might use it in lesson preparation and delivery had me concerned that it would entail an increased workload for an unknown benefit to my students.*

*Interactive whiteboards are an interesting concept. I had 16 computers set up in my room but no way to demonstrate how to use ICT software programs.*



Using the software that came with the IWB enables each student to work independently completing teacher prepared tasks at various levels.

I was getting the projector and setting it up with my laptop. This worked but I couldn't show the students programs that were on the school's network or get access to the Internet. The SMART Board was the ultimate solution and was wired into the school network and linked my computer to the 16 in the classroom. By this stage I had researched what it could do on the Internet and was excited by the prospects on bringing it together in the classroom.

What use had you made of IWBs before then?

I had made minimal use of the IWBs. I had used one of the portable units in the school on a few occasions prior to having one installed in the room.

What were the students' reactions?

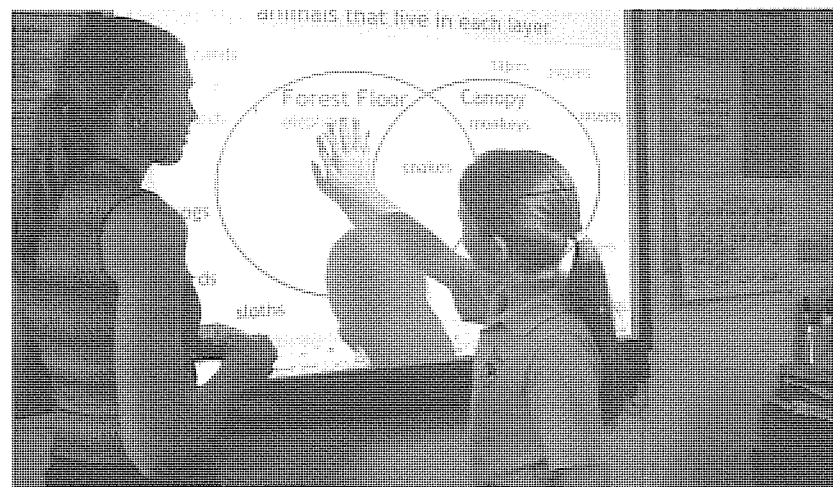
Students were excited at the prospect of using it and all wanted to touch it. They were amazed by what they could see and do with it. It was a total change from chalkboards and overhead projectors, especially the interactive nature of the whiteboard and ability for things to be coloured. All students were very eager to touch it.

The students were very engaged and I found it a useful tool for motivating students in their learning experiences. Their response to the new equipment was excellent! They wanted to use it all the time. They proudly boasted that their classroom had a SMART Board. A few brought their parents in to see it and a few more brought their brothers and sisters in to view it.

Has your opinion on the use and role of the IWB as a teaching and learning tool changed over time?

I now value the use of the whiteboard more. It plays a vital role with the appropriate planning in my program. It can effectively be used as a tool for teaching.

Initially I thought that all lessons that I taught using the IWB would have to be separately planned and very carefully prepared. I thought that most of the



A student categorising information by dragging it to an appropriate place on the Venn diagram.

lessons would be built through SMART Notebook or other SMART ideas software. Looking back now, over the 12 months, I find that I use it regularly in a variety of KLA's. There is never a day when I don't turn it on. It has become part of my teaching. I'm not sure I would be able to handle going back to teaching in a room full time without one. It is an integral part of the way that I teach. It is part of everything I do.

How do you build the use and functionality of the IWB into your lesson plan?

It requires lots of time, thinking, effort, and most of all, team work. It is my chalkboard and more. It is my television (BTN live through the Internet): it is my projector (famous artists' works displayed large on the screen), it is my CD player (music), it is my DVD player.

Most of all it is the most consistently engaging way of presenting my lessons to my class. It has colour, sound, movement, and touch.

Can you describe a Stage 3 unit of work where you found the IWB particularly useful?

The IWB revolutionised my HSIE rainforests teaching unit. We brainstormed what we knew about rainforests, wrote it up on the IWB and then saved it for comparison at the end of unit. The IWB provided a large screen for slideshows and videos and had the added benefit of running things from both CD and the Internet, at the same time if needed. Also, using the SMART Board software, the class could watch and then manipulate sections of the rainforests. This was an especially powerful tool to cater for different



Figure 1 Rainforest tracks, maps and Signs available from TaLE.

learning styles. SMART Notebook (a piece of SMART software), enhanced the lessons as the students were able to manipulate images and words, not just write.

As students didn't have the ability to perform complex Internet searches on their own, the IWB provided the opportunity for the students to learn about Internet searching and actually participate in the process. They could click on the hyperlinks on the board and discuss the relevance of certain sites.

The IWB helped to achieve the outcomes that we set out to achieve. Due to increased engagement and retention of interest, the students took in the information and got involved in the lessons. In terms of using technology, the IWB allowed us to introduce and develop some of the required Stage 3 technology skills. This experiential learning results in a more persistent knowledge retention and assists us in working toward the SciTech outcomes in using technology.

What training do you need to use the product and to incorporate it into your lesson delivery, and was this effective?

We undertook product specific training from SMART Board and were provided with manuals and overview booklets. There were also example lesson programs online to use as a starting point.

This was a useful form of introduction, but like most things new, the best method is lots of playing and designing lessons and activities for the students.

How has the technology caused you to reappraise your teaching practice and what are the benefits for you?

Preparation can be done in advance. You don't have to spend time writing things up on the blackboard, you can prepare on the computer and then display when needed. The ability to save the lesson means you can develop it over time and reuse it later with modifications.

Class discussions, or whole class work, can be saved to refer to at any time and they can be easily found. Lessons can be reused in future terms, years, or for other teachers depending on the need and topic. Lessons can suit all learners, especially kinaesthetic and visual learners.

### The teacher-librarian and cooperative teaching

Collaboratively planned lessons in the library were the first experience for many teachers wanting to use the IWB. This entailed building the confidence of teachers in using the SMART Board with their class, so they became aware of its capabilities.

The first step in this collaborative process was to check if any programs written for the topic were available for download on the Internet. The ready

availability of such programs meant teachers did not immediately need an all encompassing understanding of the SMART software. They were therefore encouraged to persevere in adapting and developing lessons appropriate to their grade.

We have found IWBs to be a very effective learning tool for both teachers and students, as we move to teaching fully integrated units across all KLAs, with ICT being a component of the teaching and learning environment. Student interest and engagement provided the motivation for teachers to maintain their enthusiasm and improve their personal capabilities with the technology. Our experience has been that the IWB is useful in the classroom, in team teaching scenarios and in collaborative teaching initiatives. ■

### IWBNet: leaders in interactive teaching and learning

<http://www.iwb.net.au/index.aspx>

Technology is making new inroads in educational management and methodology. This web site provides information and strategies for using interactive whiteboards within the classroom to engage and motivate students in quality learning activities. Interactive whiteboard advice provides teaching resources, implementation ideas, case studies, and testimonials from schools using the technology to show how it was integrated and the benefits students are now receiving. To allow educational managers to make informed decisions about integrating these tools, the site has an Australian IWB directory, strategies to use whiteboards in the classroom and Conference & seminar details. B. Maher

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Educational technology; Teaching – Aids and devices  
**PUBLISHER:** IWBNet, Australia  
**REVIEW DATE:** 30/01/06 [371.33] SCIS 1244070

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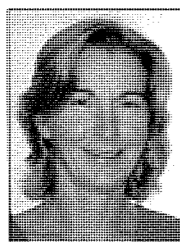
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# The Independent Research Project: collaborating to support Community and Family Studies



**Caron Baumgartner** is teacher-librarian at Georges River College, Oatley



**Carolyn Marshal** is PDHPE teacher at Georges River

College, Oatley Senior High Campus.

Caron and Carolyn reflect on collaborative approaches to supporting Community and Family Studies and a related professional learning day.

A professional learning day held at Oatley Senior High Campus (OSHC) was designed to meet the expressed needs of local teachers of *Community and Family Studies* Stage 6 (CAFS). The program was organised by Carolyn Marshall, and throughout the day, significant contributions were made by teachers, curriculum advisers and the teacher-librarian, towards defining the nature of CAFS, marking processes, research methodology necessary for the completion of the Independent Research Project (IRP), some practical classroom strategies, and resource support.

## About CAFS

The IRP is a requirement of the Board of Studies NSW (BOS) for students of Community and Family Studies. The IRP task sits within the syllabus Core: *Research methodology*. Content covered by students in this enables them to complete a piece of social research. It is tested via generic questions on the research process.

The CAFS syllabus states that a maximum of 25% of the school based assessment is to be awarded to the IRP, which is designed to provide experience of the social research process. Consistent with this interpretation, the task is marked internally. Individual schools allocate the weightings to the three components of project plan, diary, and product, in their assessment schedules, to reflect the amount of time and effort required to complete each one.

Considerable latitude is given to students about research for their project. Their topic must meet ethical and logistical concerns, and match one of the following course areas: individuals, groups, families, communities, and resource management. Students welcome the freedom they are given regarding the areas of indepth study from which they can select. But the majority appear to be daunted by the volume of work inherent within the research process.

Refining teaching strategies to best assist students with social research processes was perceived as a priority when planning the CAFS teaching

programs for 2006. CAFS teachers from a variety of schools participated, sharing teaching methods and ideas.

## Structure of the day

Through the day teachers shared approaches to tasks, which were successful in their schools, the difficulties they encountered and how they overcame them. The following sessions were undertaken during the professional learning day, to investigate teaching the IRP:

### Approaches to research methodology

Different approaches to the IRP were given. Each presenter outlined expectations of students regarding the IRP, discussed timetabling of tasks and marking criteria, explained their preferred general methodology and the practical strategies they employed to support students.

### Making the most of research time

This session dealt with the practical issues of doing social research, especially how teacher-librarians may be utilised effectively. Caron's expertise as information literacy teacher provided a sound understanding of the difficulties teachers experience when attempting to devise time-efficient research procedures. Participants had time to experiment with Caron's suggestions, and learned systems that they could employ with students, for example, in partnership with their teacher-librarian.

The snapshot from the OSHC program outlining the teaching sequence illustrates aspects of a collaborative approach (Figure 1).

## The independent research project

We are asking our students to launch into a voyage of discovery, for which they need to be equipped appropriately with tools, skills and confidence. Our college library recently purchased several books on social research skills for the *Nature of knowledge and learning* course. One in particular, Yoland Wadsworth's *Do it yourself social research*, is user-friendly, inspiring, and appropriate for use by our CAFS students. With this helpful book as my inspiration, Caron put together some ideas based on collaborative work with CAFS teachers at Oatley.

The kind of research students embark upon can be time efficient, effective and manageable, when they are provided with teaching support, resources, and encouragement, as indicated in the examples below. We can clarify common apprehensions about research by demystifying its apparently complicated terminology. This inspires confidence. Wadsworth's book has an appendix on Translations of common research language, which is exceptionally user friendly. There are also several dictionaries of sociology available.

Any discussion of the process of social research can be made succinct, yet light hearted and non-threatening, with the use of carefully chosen visual

stimuli such as cartoons, summary boxes, simple diagrams, and flow charts. Examples of these are in Wadsworth's book.

*Research is a process which begins with people having reasons for asking questions, then setting about getting answers to them... [it is] fundamentally about understanding and explaining about 'knowing'. Social research applies this process to people themselves.* (Wadsworth, 1997)

In our case, we are faced with steering our students towards asking questions about things in society which matter to them and engage them, towards a fuller knowledge of who they are and what frames their personal perspectives. How do they know that something is true? How can there be different truths for different groups of people? What is bias? What is authoritative?

We give our students research guidelines to follow in an information skills framework. The process of social research, according to Wadsworth's model, might look something like this:

It is very clear that the process may be cyclical in parts, in fact the overall research may go full cycle more than once as preconceptions are revealed and the search is refined. Making students aware of this will assist them, hopefully, to become less confused and frustrated.

Students tackling the IRP will become more self-aware. They will ask questions about why they have chosen the topic, how they are relating with people, and how they can refine their search for information and data beyond the usual. They will be encouraged to think.

Students will have to implement management skills in regard to organising the project and using time and energy wisely. They have to learn to plan the research, settle on design and questions, collect materials, spend time talking and thinking, and be prepared to go back a few steps when necessary. Again, the process is likely to be cyclical. Appropriate teaching support helps them gain the relevant skills and confidence as information users, analysers and managers.

## Strategies for research

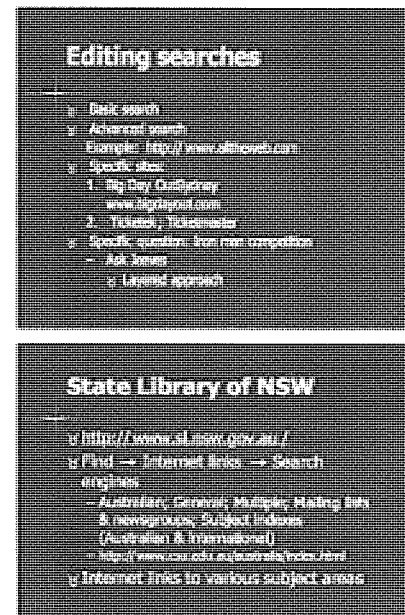
One of the most important research techniques we teach our students involves lateral thinking. Google search engine should not be the first port of call in their research, despite the ingrained instinct to go first to the Internet. They should start with people and conversations, which is where social awareness begins. They might go to their school, local or state library. Especially relevant are *Infocus* and the Spinney Press publications.

Defining	Locating	Selecting
brainstorming what and why think about values, aspirations	identify critical reference groups how can I refine my search? which search engines should I use? which search terms should I use? will I start talking to people?	interact, really listen, question be sceptical about assumptions imagine the issues from all angles, and be critical of preconceptions
Organising	Presenting	Evaluating
how will I interpret and analyse the findings? mind mapping	how will I design, communicate, present findings?	what did I find out? who else could I have interviewed? how relevant are my findings?

Figure 1 The information process links.

We encourage our young researchers to ask the teacher-librarian for guidance. They are trained in the information process, and have many ideas upon which to draw.

Institutions may be able to provide related materials. These include newspapers, local councils; charity groups, government departments, the Australian Bureau of Statistics, and statutory authorities. All useful resources need to be documented as they are found, while the details are fresh in the student's mind. Reference to each may be needed later, and a bibliography is a work in progress. Some schools have preferred bibliographic styles, which may need re-teaching for the IRP.



Deep web searching is the key to successful Internet research.

Beginning Internet research is an appropriate point to teach advanced use of search engines, deep web searching and evaluation of located information. Students will have brainstormed the topic and have an idea about where their research is taking them. Internet navigation skills development will probably be required. They will need to be taught to be discerning and to look for such things as general content, level of language, credibility of commentator and target audience.

## ★ Boolean logic

- ★ Boolean logic is used when the search request contains more than one concept: for example, **birds and animals**
- ★ There are three boolean operators - **AND, OR, NOT**
- ★ **AND** Requires both terms to be present, therefore each document would contain both terms: **birds and animals**  
Search on **birds AND animals**
- ★ **OR** Requires either or both terms to be present in the document, therefore some documents will just be about birds, some about animals, some about both terms.  
Search on **birds OR animals**
- ★ **NOT** Requires the term to be absent. e.g. **animals NOT birds**, would result in documents only about animals

Figure 2 Boolean logic [reproduced with kind permission of Syba signs]

## ★ Truncation

### ★ tool to broaden searches

1. Right hand truncation with\*  
Type sight\*  
You will retrieve documents with sights, sighted, sightseeing etc.
2. Internal "wild-card" truncation with\*  
Type colo\*r  
You will retrieve documents containing both colour and color.

Figure 3 Truncation [reproduced with kind permission of Syba signs]

### An ocean of information: the Internet

School library computers are set up for quick access to most of the usual search engines. Many school libraries display signs which list helpful sites and useful strategies for students.

Examples of sites which could be used to support research and teach associated skills are:

- GO.com <http://www.go.com/>
- Ask Jeeves <http://www.askjeeves.com/> (everyday language);
- EdNA online <http://www.edna.edu.au/EdNa> (educational site);

Anzwers <http://www.anzwers.com.au/> (Australian information).

Others which may effectively meet the needs of senior students:

- Alltheweb <http://www.alltheweb.com>
- Teoma <http://www.teoma.com>
- Metacrawler <http://www.metacrawler.com>
- Dogpile <http://www.dogpile.com/index.gsp>
- Mooter: the power of relevance <http://www.mooter.com.au> (An Australian site which uses a mind map approach, prompting to be more exact, and providing relevant links to both Australian and international

sites. There are prompts for better searching within the program, so it is very user-friendly. This search engine is especially useful for major work research in any HSC subject area.)

Britannica.com <http://www.britannica.com> (evaluates and rates sites)

Charles Sturt University guide to Australia <http://www.csu.edu.au/australia/index.html>

State Library of NSW <http://www.sl.nsw.gov.au/links/search.cfm> (This is a good site to select an appropriate search engine, as they are listed according to type and country. It provides multiple Internet links, mailing lists and newsgroups, and subject indexes, both Australian and International.

Importantly, there are several databases which can provide excellent information for students needing to refer to journals, newspapers, magazines and other publications. Many larger local libraries and some schools subscribe to EBSCO information services and its Australian and New Zealand Reference Centre (ANZRC). This is a comprehensive full text reference database designed specifically for Australian school libraries.

Each search engine may require a slightly different technique, and will provide vastly different results. Some

directly search other search engines, and some simply access millions of web pages with less discrimination. Many will contain a certain level of sponsorship. Specialised search engines such as Newsbot, and NewsIndex may be quite useful for senior work. The best results will be obtained by utilising search hints such as boolean logic, phrase searching and truncation. Comparative search exercises are a useful teaching strategy. Students will also need to be taught how to refine searches to achieve more effective and relevant results.

Generally, this all takes some getting used to and requires patience, but it will pay off in the end. Certainly, search results can be unmanageable without refined searching. Appropriate teaching and research practise enables the user to choose the right search engine, edit searches effectively, do advanced searches, become familiar with sites that are particularly helpful to them, and most importantly; ask the right questions.

### Online research modules supporting teaching and learning

Various online research modules are available which provide ideas that can be adapted to the NSW syllabuses and

information skills process including: Investigating specific groups in the community WebQuest at <http://www.curriculumsupport.nsw.edu.au/pdhp/index.cfm?u=4&ri=377>

Plugging in at <http://www.ncrel.org/sdrs/edtalk/toc.htm> (refers to engaged learning)

Bellingham Schools course outline : information literacy and the Net. at <http://www.bham.wednet.edu/quest.htm> (sample training module)

They could support planning to structure student activities efficiently, effectively cutting through the hours of trawling through web pages and search engines and could be used or adapted for teaching. They offer clear instructions for teachers, daily activities which focus on higher order thinking, and reliable electronic resources.

Other electronic libraries include Highbeam research at <http://www.highbeam.com>

There were many benefits gained from this professional learning day, both pedagogical and collegial. The day proved to be an incredibly positive and beneficial way of providing professional encouragement and for developing our teaching and learning strategies to enrich the Independent Research Project for Community and Family Studies.

Figure 1 Snapshot from program outlining the teaching sequence.

Students learn about	Students learn to	Learning experiences and organisation
<p><i>Conducting Research</i></p> <p>Research methodology-survey, using interview (structured/unstructured)</p> <p>questionnaire (oral/written) case study</p> <ul style="list-style-type: none"> <li>- observation</li> <li>- literature review</li> </ul>	<p>Selecting appropriate research methodology for specific research settings</p> <p>Examine the limitations of data and its use to support particular views</p>	<ul style="list-style-type: none"> <li>* Examine samples of sliced past IRPs. * Examples reviewed contain; title page, abstract, literature review and sources of secondary data</li> <li>* Students examine samples provided; identifying area of interest from syllabus; possibilities for research within area; secondary data to support area; methods of data collection used.</li> </ul> <p>Handout: Methods of Data collection</p> <ul style="list-style-type: none"> <li>* Students review methods of collecting data and complete accompanying activities in handbook.</li> <li>* Class develops research question for practising primary research methodologies.</li> <li>* Instruments developed by students refined.</li> <li>* Data collected by class on topic selected.</li> </ul>

Students learn about	Students learn to	Learning experiences and organisation
<p>Research Terminology Hypothesis/question Sampling Reliability Bias Validity</p>	<p>Revise research terminology Conduct primary research, collect and record data</p>	<ul style="list-style-type: none"> <li>* Divide students into even groupings for each topic area; individuals, groups, families and communities and resource management</li> <li>* Set up work stations with one research terminology at each station</li> <li>* Each group must send a representative to each station; ie. Bias, reliability and validity.</li> <li>* At each work station each group member develops examples of how the research term impacts upon their area</li> <li>* Experts return to original groupings and report back to own group. Each group then reports back to the whole class on how these terms impact upon their subject area.</li> </ul>
<p>Conducting Research Collecting and recording data</p>	<p>Refine appropriate research</p>	<ul style="list-style-type: none"> <li>* Collect assessment task 1a</li> <li>* Distribute assessment task 1b</li> <li>* Discuss assessment task 1b; product and diary</li> <li>* Refer to previous IRPs as samples of standard of work to be completed.</li> <li>* Students examine samples.</li> <li>* Checklist of IRP Product components distributed</li> <li>* Product components explained using samples to demonstrate what components look like.</li> <li>* Students work on own IRPs.</li> </ul>
<p>Presenting data Graphs, tables presenting key data</p>		<ul style="list-style-type: none"> <li>* Handout 'Graphs, tables and Presenting Data'.</li> <li>* Methods of data presentation listed in workbook discussed.</li> <li>* Students complete graph and table activities in workbook to develop skills for presenting information using different formats.</li> <li>* Results from previous activity where group conducted primary data for class investigation revisited.</li> <li>* Class discussion of methods suitable for presenting primary data collected by class</li> <li>* Students complete Online tutorial 'Microsoft Excel Charts and Tables'</li> <li>* Students present information using Microsoft Excel.</li> <li>* Students work on own IRPs.</li> </ul>
<p>Conducting Research Analysing and interpreting data</p>	<ul style="list-style-type: none"> <li>• Conduct research by: Analysing and interpreting data collected for research purposes</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss differences between results and analysis / discussion section of your report</li> <li>* Construct a two column table listing the key features of the writing contained in 'results and 'analysis/discussion'.</li> <li>* Examine spliced samples of IRPs illustrating a range of primary methodologies used to show 'how' to construct results and analysis sections on the product.</li> <li>* Handout 'Analysis of Data' – generic information on analysis of data.</li> </ul> <p>Students work on own IRPs. and diary.</p>

Figure 1 continued.

### Mooter: the power of relevance

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

A new Australian search engine, this resource displays results in a radiating wheel format. Each spoke is a conceptual cluster relating to the search term. Users then select the most relevant cluster for their purpose, to bring up an annotated list of sites. The visual layout is useful as it will help students narrow their search more quickly than the traditional vertical listing. Mooter considers how the user reviews the clusters and it attempts to calculate what the user is really looking for. It recalculates the relevance of the retrieved sites and reorders them accordingly. Forward and backward tracking is simplified by clear online instructions. Students who relate to the visual organisation of results will find this search engine useful. K. McCulloch

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**SCIS SUBJECTS:** Search engines; Web browsers  
**PUBLISHER:** Mooter Media, Australia  
**REVIEW DATE:** 24/01/06 [025.04] SCIS 1249418

### HighBeam Research

<http://www.highbeam.com/library/index.asp>

An outstanding reference tool for research, this comprehensive site is easy to navigate, and fast and efficient to use. It provides users with a plethora of relevant, up-to-date information on a myriad of topics. Library, Web and Reference are the three main sections of the site. Searches can be undertaken using materials such as encyclopaedias and dictionaries, news articles and discussions on the Internet, and the library collection of newspapers, journals, books, transcripts, and maps. Summaries are free, while membership enables access to full text articles and advanced search strategies. The language, concepts, style, and format are suitable for students, and the site is an excellent reference for teachers. A. Frost

**USER LEVEL:** Stage 5 Stage 6 Professional  
**SCIS SUBJECTS:** Library resources; Periodicals; Reference books; Search engines; Web browsers  
**PUBLISHER:** HighBeam Research, USA  
**REVIEW DATE:** 24/01/06 [025.04] SCIS 1249523

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### School libraries supporting student achievement

I have had the privilege of working with many teacher-librarians in the last six months. These have included conferences with the School Library Association of Victoria in Melbourne, The American Association of School Librarians in Pittsburgh, USA, the School Library Association conference in Guildford, UK, Ohio Educational Library Media Association in Columbus, USA, and the European Council of International Schools conference in Den Haag, Netherlands. As I critically review the information and learning landscape around the world, and hear the voices of many of

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue focuses on the findings of the action research from Jenny Scheffers, teacher-librarian at Marayong Public School, who worked with two Year 4 teachers, Michelle Bruce and Bev Nix, to incorporate aspects of Quality Teaching into a Stage 2 Human Society and Its Environment (HSIE) unit incorporating a WebQuest.

### The focus on Quality Teaching and learning is about moving beyond the barriers and taking action.

you working in schools, two aspects stand out as highly significant.

The first is the essential alignment of the school library with the learning and curriculum goals of the school, and student achievement, and with it, the need to focus on Quality Teaching and learning. This can no longer be the point of wondering how, but a point of being the highest priority and making it happen. While our school library profession has articulated a collaboration mantra for several decades now, the low levels of collaboration emerging from a number of research studies is of considerable concern.

### Quality Teaching and planned collaboration

The focus on Quality Teaching and learning is about moving beyond the barriers and taking action. Essentially this means carefully planned collaborations, where students are guided explicitly through the process of inquiry to develop deep knowledge

and deep understanding, and where their learning environment is structured in ways that enable them to be intellectually productive and to apply complex thinking skills to transform information into knowledge, and to demonstrate their knowing. Guided inquiry is not the same thing as doing information literacy. Guided inquiry moves beyond pre-determined formats and scripted programs of information literacy instruction to focus on determining the necessary intellectual and technical information competencies that are needed within a research or

information task, identifying existing knowledge and skills, and giving emphasis to knowledge construction. The following exploration of issues illustrates

### ... the low levels of collaboration emerging from a number of research studies is of considerable concern.

how guided inquiry could be a strategy to support deeper understandings and richer development of information literacy in keeping with the high expectations of the Quality Teaching framework and a constructivist approach.

### Guided inquiry

Guided inquiry is the carefully planned, closely supervised, targeted interventions of an instructional team of teachers and teacher-librarian to guide students through curriculum based inquiry units that build deep knowledge and deep understanding

of a curriculum topic, and gradually lead towards independent learning. Students actively engage with diverse and often conflicting sources of information and ideas to discover new ones, to build new understandings, and to develop personal viewpoints and perspectives.

Guided inquiry is grounded in a constructivist approach to learning which gives emphasis to an active search for meaning and understanding by learners. It goes well beyond enabling students to find and locate information. Rather, its central focus is on learners:

- constructing deep knowledge and deep understanding rather than passively receiving it
- being directly involved and engaged in the discovery of new knowledge
- encountering alternative perspectives and conflicting ideas so that they are able to transform prior knowledge and experience into deep understanding
- transferring new knowledge and skills to new circumstances
- taking ownership and responsibility for their ongoing learning and achievement of curriculum content and skills
- contributing to social well being, the growth of democracy, and the development of a knowledgeable society.

### Key principles for Quality Teaching

As I reflect on a recent major research study just completed here in New Jersey involving 10 teacher-librarians and 17 classroom teachers in extensive guided inquiry collaborations, which

will be reported in a future Scan, it becomes clear that Quality Teaching and learning through such collaborations revolve around at least six key principles. These principles, that need to guide the planning process and the instructional design process, are:

- students learn by being actively engaged and reflecting on that experience
- students learn by building on what they already know
- students develop higher-order thinking through guidance at critical points in the learning process
- students' development occurs in a sequence of stages
- students have different ways of learning
- students learn through social interaction with others.

It is not simply a matter of imposing information literacy skills on students. Students need to be engaged, supported by explicit and systematic teaching

### ... it is essential to provide the appropriate interventions so that they engage meaningfully, purposefully and productively in their research and information tasks.

support for Quality Teaching using the whole information skills framework for deeper understanding. It is important to understand where students are at in their stage of constructing new knowledge through engaging with diverse information

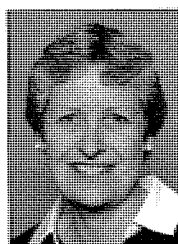
sources, as well as the knowledge and skills they bring to the task, and the learning dilemmas they face in constructing and representing their new understandings of a curriculum topic. Then it is essential to provide the appropriate interventions so that they engage meaningfully, purposefully and productively in their research and information tasks. This is the fabric of the meaningful learning environment we must establish for our students if they are to be constructors of new knowledge rather than replicators of information.

The second aspect that I see as critical is the importance of reflective action. In the process of guiding students' inquiry, some important questions that teacher-librarians and classroom teachers should be asking in the planning process are:

- how do I guide students in their inquiry?
- when do I intervene?
- what is the nature of the intervention in terms of intellectual and affective scaffolds for enabling inquiry and which result in new knowledge, not just accumulations of information in a product?
- how do I enable students to stay focused and not be detracted from the learning task at hand?
- how do I motivate and engage students, who may perceive the task of searching as primarily one of gathering information, to involve them in a task of forming a focused perspective from the information encountered?
- how do I know what learning has taken place?
- how do I foster ongoing learning?

The Research column for this issue of Scan comes from Jenny Scheffers, teacher-librarian at Marayong Public School, who has worked with Year 4 teachers, Michelle Bruce and Bev Nix, to incorporate elements of Quality Teaching into a WebQuest unit for HSIE Stage 2. Adopting action research methods, through a collaboratively planned and taught unit with the focus on Intellectual quality, the team was able guide students in their inquiry, reflect on the learning and instructional process, and incorporate evidence based strategies to chart the progress made by students. This is the real heart of the school library, and the role of the teacher-librarian. It reflects aspects of a guided inquiry approach, encompassing meaningful engagement with the whole information skills process and related systematic teaching support. ■

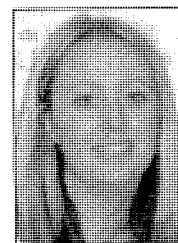
# Teachers and teacher-librarians supporting higher-order thinking skills



**Jenny Scheffers**  
is now teacher-librarian at Caddies Creek Public School.



This research was undertaken while Jenny was teacher-librarian at Marayong Public School. It was a collaborative



action research project with colleagues

**Michelle Bruce and Bev Nix.**

## Background

The teaching and learning program at Marayong Public School incorporates cooperative planning, programming and teaching (CPPT) with the teacher-librarian, flexible timetabling, and resource based learning incorporating information skills and ICT. As indicated by McLaren (2005) a collaborative working relationship between the teacher-librarian and the teaching staff has been developed over several years, enabling authentic learning

experiences for students to be designed, implemented and evaluated. Underpinning this working relationship is a commitment to improving both the learning process and learning outcomes through action research, and evidence-based practice. Its starting point is identifying syllabus outcomes, identifying where students are at with their knowledge and skills, identifying instructional interventions, and opportunities for gathering meaningful evidence of student achievement.

Accordingly, at the end of Term 1 2005, the two Year 4 teachers and the teacher-librarian met to plan an HSIE unit, based on the British colonisation of Australia. This collaborative unit would closely integrate and support the classroom studies of this topic, as shown in (Figure 1).

The impetus for this planning and the focus on higher-order thinking skills emerged after reflecting on the students experiences and learning outcomes in the previous year. In 2004, a comparative unit had involved students accessing bookmarked Internet sites to research various aspects of British colonisation. We realised that students were locating, selecting, organising and reproducing information rather than utilising higher-order thinking skills. All three teachers felt there was a need to implement other types of higher-order thinking skills or strategies, as supported by the *Quality teaching in NSW public schools* (2003) document. As stated by Vine (2001), the teachers

were keen to ... challenge students to move beyond merely collecting information towards opportunities to show their skills in application, analysis and synthesis with appropriate support throughout this process (pp. 25–31).

The three teachers involved jointly decided that a WebQuest would be a valuable new teaching and learning tool for the students. This was to be the first time such a program had been implemented at the school. The teachers regarded WebQuests as a valuable means of integrating ICT into the teaching and learning program, whilst also requiring students to use problematic knowledge and higher-order thinking skills. As supported by Kuhlthau (cited Vine 2001), it was hoped that a WebQuest would assist students to develop the concept that there is often more than one correct answer, whilst engaging students in constructing their own learning. The information skills process would underpin the WebQuest program. After reviewing several possible WebQuests it was decided that the *Convicts of the First Fleet* WebQuest, hosted on the NSW Country Areas Program site, was the most appropriate to adapt.

## Purpose of research

As stated by Todd (2005), action research undertaken by teachers and teacher-librarians should focus on the question: How can I help my students improve their quality of learning?

The purpose of this small-scale school based research project was to examine how a co-operatively planned and

Unit topic: Convicts of the First Fleet

Task: Using the information skills framework to support student research in a HSIE Stage 2 WebQuest unit, where students will access a database to locate, select, assess, record, organise and present information about selected convicts.

WebQuest task: You are the Governor of NSW, in charge of the colony and able to pardon convicts. You decide to pardon three carefully selected convicts to assist in the work of the colony. Who will you pardon and why?

Classes: 4B and 4N

Teachers: classroom teachers and teacher-librarian

Duration: Weeks 2–10 Term 2, and Weeks 1–4 Term 3 2005. Each class will have 2 x 60 min CPPT lessons per week

### Resources:

- Convicts of the First Fleet WebQuest at [http://www.cap.nsw.edu.au/bb\\_site\\_intro/stage2\\_Modules/Convicts/Convicts.htm](http://www.cap.nsw.edu.au/bb_site_intro/stage2_Modules/Convicts/Convicts.htm)

Note: This unit and accompanying student worksheets will be slightly modified to suit the needs and abilities of our students.

- First Fleet database and Advanced search at <http://fmpro.uow.edu.au/FirstFleet/advanced.htm>
- students' research worksheets
- class set of dictionaries (to locate meanings of unfamiliar traditional occupations)
- students' draft presentation proformas, e.g. oral or written exposition reports, Microsoft PowerPoint, or Microsoft Publisher.

### Pre-unit assessment to gauge current level of understanding:

Through class discussion, gauge class understanding of required concepts and skills; sample questions:

- What work had to be carried out in the setting up of the first British colony in Sydney Cove?
- Who would have carried out these tasks?
- What are some of the possible useful occupations that convicts may have had, which could assist in the setting up of the colony?
- What is a database?
- What useful information would you expect a database about the convicts of the First Fleet to contain?

### Focus syllabus outcomes:

**CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.**

Related computer competencies focus, a student:

- opens bookmarked sites
- searches an online database
- uses programs such as Microsoft Word, PowerPoint and/or Publisher to present findings

### Related information skills focus areas:

By the end of this unit students will be able to:

Define meanings

- define the meaning of a convict being pardoned
- explain various occupations that were essential for the successful establishment of the first British colony at Sydney Cove

Locate resources

- access bookmarked sites
- access and identify relevant information (keywords) from a database

### Teaching and learning activities/strategies:

Note: At the end of each CPPT session, students will complete a written journal entry, which describes the teaching and learning activity carried out and student's own reflective comments. Students will then form a sharing circle to discuss their findings, progress, conclusions, feelings, etc.

### Teachers and teacher-librarian:

- bookmark *Convicts of the First Fleet* and *First Fleet* database sites
- explain the concept of a WebQuest
- model navigation of *Convicts of the First Fleet* WebQuest site using data projector and discuss WebQuest task
- preview database site
- explain and discuss overhead transparencies of several student assessment rubrics
- model journal writing
- conduct whole class brainstorming sessions about the tasks that had to be carried out to set up the first colony and the related occupations, utilising new higher-order questioning techniques e.g. *Divergent questioning/ thinking model*. What are all the possible tasks that would have been involved in setting up the first colony? What skills or occupations would have been required? Record ideas on butchers' paper

Figure 1 Year 4 CPPT unit.



<p>Select resources</p> <ul style="list-style-type: none"> <li>compare and contrast relevant information about various convicts</li> </ul> <p>Organise information</p> <ul style="list-style-type: none"> <li>collate researched information and make a judgment as to which three convicts should be pardoned and why</li> </ul> <p>Present findings</p> <ul style="list-style-type: none"> <li>present their judgment, using a format of their own choice, e.g. speech, Microsoft PowerPoint presentation, poster, dramatisation</li> </ul> <p>Assess and evaluate</p> <ul style="list-style-type: none"> <li>evaluate and reflect on their personal skills development and performance throughout the unit</li> <li>evaluate and reflect on the WebQuest program and their assessment of the activities and resources.</li> </ul>	<ul style="list-style-type: none"> <li>discuss and define meaning of convicts being pardoned and the implications of this for the convicts and others in the colony</li> <li>discuss and model student <i>Worksheet 1</i> (definitions of various occupations), which is completed by pairs of students. Dictionaries may be consulted. Discuss which occupations would be of least use to the colony. Complete a mind map of which occupations satisfy each of the three criteria. Class discusses mind map findings. Pairs of students then decide upon the three most important occupations and justify their decisions to the rest of the class (use Think Pair Share strategy)</li> <li>model navigation of First Fleet database site, using <b>Advanced search</b></li> <li>discuss and model student <i>Worksheet 2</i>. Pairs of students locate, access, evaluate and record relevant keywords from database, about 10 chosen convicts from each of the three nominated occupations. Pairs of students then select 10 of the most suitable convicts to pardon.</li> <li>discuss and model student <i>Worksheet 3</i>. Pairs of students analyse and evaluate data about their chosen 10 convicts and judge which three convicts should be pardoned and the reasons why (use modified Think Pair Share)</li> <li>whole class brainstorm possible presentation formats, e.g. word processed expositions, oral presentations, dramatisations, role plays, <i>Microsoft PowerPoint</i> presentations, and posters. Record suggestions on butchers' paper</li> <li>pairs of students prepare final presentations, using exposition style of writing</li> <li>pairs of students present judgments to class</li> <li>students complete written self evaluation rubrics and unit evaluations.</li> </ul>
<p><b>Post unit assessment to determine progress towards stated outcomes include:</b></p> <ul style="list-style-type: none"> <li>observation of individual students and groups of students during various lessons and activities, e.g. whole class discussions, small group discussions, pairs of students researching the database, organising research findings, and justifying decisions</li> <li>students' sharing session comments</li> <li>students' reflective journal entries, self assessment rubrics and unit evaluations</li> <li>organisation and content of students' final presentations</li> <li>teachers' written assessment rubrics of students performances throughout the unit</li> <li>teachers' lesson journal entries.</li> </ul>	

Figure 1 continued.

taught unit utilising a WebQuest could assist Year 4 students to develop their higher-order thinking skills. In particular, the study focused on how students would be able to analyse and synthesise research data to formulate personal judgements and opinions and present these judgements as expositions, in a choice of presentation formats, such as *Microsoft PowerPoint* presentations, brochures, speeches or posters.

As noted by McGregor (cited Vine 2001), student research tasks need to provide ...challenging questions that intrigue students, to generate more

interest and promote a desire to think and learn, rather than to regurgitate it. It was envisaged that the chosen WebQuest would provide these learning outcomes for the Year 4 students.

This study was based on the four-step action research model of: plan; act; observe and reflect (Vine 2001).

### Plan of action

Towards the end of Term 1 2005, several meetings were held to discuss ways in which the WebQuest would be modified and implemented to best suit the students' needs and what

higher-order thinking tasks would be incorporated. The convict database was also examined so that the teachers would be familiar with its navigation. The various tasks of programming, designing student proformas and student and teacher evaluation rubrics and surveys were delegated amongst the three teachers.

The WebQuest supported the classes' current indepth study of the British colonisation of Australia. The classes were also learning to write expositions, and this would form part of their final WebQuest presentations.

As detailed in the accompanying program, the WebQuest task posed to students was:

*You are the Governor of NSW, in charge of the colony and able to pardon convicts. You decide to pardon three carefully selected convicts to assist in the work of the colony. Who will you pardon and why?*

*The convicts you choose need to have skills in:*

- improving building in the colony
- helping to run Government House
- improving farms and gardens.

This WebQuest supports the achievement of the HSIE outcome: CCS2.1: *Significant events and people* Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

The main change to the original WebQuest was the inclusion of an additional worksheet. Students would also be given a free choice of presentation, e.g. a brochure, poster, dramatisation, or speech, written as an exposition.

[Editor's note: This unit also supports aspects of the *Our fleeting past* Stage 2 HSIE unit available at <http://www.curriculumsupport.nsw.edu.au/timetoteach/cogs/stwouw.htm> ]

### Actions and instructional interventions

The program was implemented from Week 2 Term 2 to Week 4 Term 3. Each class was booked in for two one-hour collaborative lessons in the library per week. Students worked with a partner of their choice. Each student was issued with his or her own research proformas and personal journals. These sheets were kept together in a plastic sleeve. Students progressed through a series of explicit teaching and learning activities, several of which required students to employ higher-order thinking skills (refer to unit program and Figure 1), which included:

- an introductory whole class brainstorming session about the

tasks that had to be carried out to set up the first colony and the related useful occupations. Higher-order questioning techniques were utilised, e.g. *What are all the possible tasks that would have been involved in setting up the first colony? What skills or occupations would have been required? Who would have carried out these tasks?*

- whole class discussion and definition of convicts being pardoned and the implications for these convicts and other people in the colony
- defining various occupations and making judgements as to which three occupations would be the most useful to the colony
- accessing the online convict database to research a maximum of 10 suitable convicts for each of the three chosen occupations
- analysing and evaluating the convict data in order to reach a final decision as to which three convicts should be pardoned
- drafting expositions which support or justify the cases for pardoning the three chosen convicts.

At the end of each lesson in the library, students wrote a self reflective journal entry describing what activity had been carried out, what was achieved and the students' personal feelings about their learning and their involvement in the lesson.

### Gathering the evidence

The teachers used several means of assessing students' learning and responses to the WebQuest activities, including:

- teachers' observations during whole class and paired work; each teacher kept a journal, in which such observations were recorded
- students' work samples including worksheets, draft expositions and final presentations

- students' journal entries
- students' written survey results; 48 students completed the survey
- teachers' unit evaluation discussed at a grade meeting.

### Findings

Initially, students had difficulty comprehending the enormity of the tasks involved in setting up the first colony. Thirty three percent of students surveyed found that discussing jobs that needed doing when setting up the first colony was a most difficult task. The introductory whole class discussion and brainstorming session about the tasks required and the related useful occupations helped to set the scene for students and to clarify the significance of the WebQuest task.

Most students were unfamiliar with many of the traditional occupations, such as *charwoman* and *milliner*. Students were able to locate most of these terms in dictionaries, gaining a greater appreciation of the different jobs and occupations that existed in the time of the first colony.

*Today we learnt about the different jobs that people on the First Fleet might have had to do when they came to Australia and how it helped the colony. I really enjoyed learning about the jobs.* Clare 4N

Most students were able to reach valid decisions as to which three occupations would have been the most useful for setting up the first colony and running Government House. The most popular choices were builder, carpenter, labourer, farmer and charwoman. As indicated in the student survey, students were equally split in their opinion about this task, with 27% of students rating it as one of the easiest, whilst another 27% rated the task as one of the most difficult. Those students who selected occupations such as chimney sweep and milliner were able to substantiate or justify their reasons for their decisions.

Today we learnt about the convicts of the First Fleet. We had to choose three people (occupations) to let out of jail to work for us. We picked the farmer because he would help with the food, the carpenter because he can help with houses and shops and the charwoman so that she can help with the housework. Victoria 4N

Today Adrian and I were helping each other out with some hard decisions (about which 3 occupations would be the most useful) but in the end it was a great day. Ryan 4B

This WebQuest provided the first opportunity for these students to access any type of online database. Students felt empowered by having the authority of determining which three convicts should be pardoned and having to justify why. Students approached this task very seriously and responsibly, largely because they were dealing with real people who had been transported to Australia so many years ago. The WebQuest task made research meaningful, purposeful and relevant for students. This was evident from students' journal writing:

Today we learnt about real convicts that were on the First Fleet, on the Internet. It was fun learning about history. Kyle 4N

We went on the database and that's how my partner and I found lots of information. I felt excited. Sarah 4N

Today I felt proud of Orlando and I because we learnt something new. We went on the computer and chose three people and their names were John Walker, Edward Pugh and Nathaniel Lucas and they had all stolen clothing. The best part was reading about the convicts. Hayley 4N

Students rated their enjoyment of studying real convicts very highly, with 44% of students stating that this was one of the most enjoyable tasks. Additionally, 67% of students stated that they learnt more about convicts from participating in the WebQuest. Most students were able to success-

fully and confidently navigate the database, with 29% indicating this was one of the easiest tasks. Only 19% considered this to be a difficult task. Because of the type of information contained in the database, students used the criteria of the convicts' occupation, sex, age, criminal offence and sentence, to decide their final choices and the related justifications. In most cases, the students' most crucial deciding criterion when selecting amongst convicts with the same occupation, was the convict's leaving age. Most convicts had committed similar petty crimes and were given similar sentences. Students assumed the age criterion would be a possible indicator of the convicts' level of occupational skills, health, fitness and longevity.

In many instances, students needed to negotiate with their partner to reach an agreement as to which three convicts should be pardoned. This involved students having to verbally express their personal reasons for selecting a particular convict and involved comparing and contrasting data about different possible convict choices. Students' higher-order thinking skills were challenged, and this activity also promoted the development of students' cooperative skills and respect for partners' differing viewpoints and opinions. In many instances compromises between partners had to be reached.

Today Karen and I have been discussing about James Ruse and how he should be pardoned... Sonia 4B

Today Jacob and I finished writing down all of the convicts' names. Now ... we have to pick three convicts to let off and we picked Mary Cooper, Richard Cartwright and Nathaniel Lucas... Jacob and I are about to write the reasons why we picked the three people. I feel very proud of what I've done. Jasmin 4B

Once again the students were equally split in their rating of this task. Forty four percent of students found the

selection of the final three convicts relatively easy whilst another 44% found it to be one of the most difficult tasks.

### Exposition writing and information skills

After making their final decisions about which three convicts should be pardoned, students needed to organise their findings in the form of expositions: one exposition for each of the three convicts chosen. The students had been studying the structure and purpose of expositions in class.

The teachers originally assumed that the students would be able to transfer these classroom skills and knowledge to their research work in the library and readily construct their own convict expositions. This aspect of the WebQuest proved to be the most difficult and frustrating for students. The students' enjoyment and enthusiasm of the WebQuest declined at this stage. The fact that it was the end of term was probably another contributing factor!

This frustration and decline in the momentum of the WebQuest was in itself an indicator that the students were struggling to grasp the higher-order thinking skills of synthesis and justification that are embedded in the structure of writing an exposition. Students could state their reasons for selecting a particular convict but then had trouble thinking of the implications of this reason for the first colony. For example, students originally had difficulty making the connection that a convict who had only committed a petty crime could be assumed to be a low risk to the rest of the Colony if he or she was pardoned.

The student survey showed that 33% of students found drafting their expositions to be relatively difficult, whilst 27% found this task a relatively easy.

In response to the students experiencing these difficulties, a lesson was spent jointly drafting

a class exposition about one of the convicts. This greatly assisted the students' understanding of how to follow the prescribed structure of an exposition and being able to transfer their research findings and conclusions into an exposition.

Those students who developed a better understanding of the exposition structure were able to draft three expositions. The slower working students drafted expositions for one or two of their chosen convicts. Students were required to self edit their drafts (following the whole school's editing code), before they consulted one of the teachers to have their drafts checked.

It was pleasing to note that, at the conclusion of the unit, 40% of students indicated that they had learnt how to write an exposition. All of the students' and teachers' hard work had paid off! (see Figure 2).

Today we finished our expositions and were up to our editing. We had a good day. Jonathon 4B

Once students proceeded to organising their presentations, their interest and enthusiasm skyrocketed. Students enjoyed the freedom of selecting their own presentation format. Several students chose to design colour brochures using *Microsoft Publisher*. Many of these students hadn't used this computer program before and developed new ICT skills. Other groups decided to present posters, *Microsoft PowerPoint* presentations and speeches. Whilst 23% of students found preparing final presentations one of the easiest tasks, 38% found it one of the most difficult.

Today my partner and I worked very hard. We did lots of thinking. We decided that we were going to do an artwork on each convict. Sarah 4N

Finally, students presented their findings to the class. The survey results indicated that 40% of students enjoyed presenting their final work to the class and 38% found this task was

#### William Edwards

We believe William Edwards should be pardoned to help improve the colony and help make Government House.

Firstly, William is a brickmaker. His skills are useful because he could make bricks for the colony.

Secondly, William is only a petty thief. He only stole cloths probably so he won't be naked. He won't be a threat to the colony.

Thirdly, he is only 34 years old, giving him an advantage. He will live longer than the other brickmakers.

efore, William Edwards should be pardoned to help improve the colony and Government House.

By Adrian and Ryan

#### Ann Powell

Ann Powell was a charwoman on the First Fleet. She was sentenced to seven years for stealing clothing, at the age of thirty-five.

Firstly, Ann Powell had skills that were needed to run Government House. These skills are cooking and cleaning.

Secondly, Ann Powell would be helpful running Government House because she is young. Her age would be helpful because she might have lived for a bit longer, and would stay fit and healthy.

Lastly Ann Powell should be pardoned because she did not commit a major crime. All she did was steal clothing.

Ann Powell should be pardoned because she'll be a big help in running Government House.

By Amy and Victoria

one of the easiest. Each class voted on the best three presentations, which were then showcased at a combined presentation with the two Year 4 classes as the audience. Several parents also attended. Students' pride in their work, their collaboration and sense of achievement were all clearly evident during their final presentations.

The students' survey results strongly indicated that students enjoyed working cooperatively, with 73% responding that they enjoyed working with a partner and 52% thought that they learnt how to co-operate well with their partner.

We are working so well together, we are being co-operative and agreeing with each other. Amy 4N

Journal writing proved to be a difficult task for many students. Although students could state their feelings about an activity or lesson, they were unable to reflect deeply upon their learning. Twenty three percent of students rated journal writing as one of the most difficult tasks.

### Reflections

The findings strongly indicate that the WebQuest was a most successful teaching and learning tool for assisting students to utilise and develop their higher-order thinking skills. The unit progressed students from locating, selecting, organising and presenting research information, to carefully analysing and synthesising data to reach their personal judgements and decisions. Important social skills such

as co-operation and respect for other people's ideas were also promoted throughout the unit. Most students also developed a sense of self-pride and achievement. This also illustrates support for several elements of the Quality learning environment, such as engagement, social support and student direction.

The three teachers involved in the WebQuest developed professionally as a result of working collaboratively. The classroom teachers gained a greater understanding of how a WebQuest may be structured, whilst the teacher-librarian developed a greater knowledge and understanding of exposition writing. All teachers benefited from being able to debrief with colleagues rather than teaching in isolation.

The recommendations for future modifications to this particular

WebQuest would be to reduce the number of convicts who have to be pardoned from three to one. This would enable students to concentrate their exposition writing on a single convict and perhaps the quality of students' writing would be enhanced. The time taken for the unit to be completed would also be substantially reduced.

In future, students' worksheets will be compiled as a booklet, for improved ease of use. Most students found the loose sheets to be very cumbersome and had difficulty keeping their worksheets in sequential order.

The quality of students' journal writing may be enhanced in the future by providing a more structured journal proforma. This proforma would include headings and sections for what learning was achieved and students' personal feelings about the lesson and about what was learnt.

This WebQuest will hopefully now be used as model for the whole school. At a future staff meeting, the teachers involved plan to present an overview of the WebQuest and outline the teaching and learning benefits for students and teachers. The importance of constructing relevant, meaningful higher-order thinking challenges for students will now be at the forefront of future planning.

As recommended by McLaren (2005), by teachers and the teacher-librarian continuing to work collaboratively, a ripple effect may result so that as, ... *more and more teachers include the new practices, (such as WebQuests), in their teaching, more and more of our students achieve genuine skills, and real learning will improve.* ■

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*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  
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## Time for a new approach



Professor John Lester is Director of Aboriginal Education and Training with the

NSW Department of Education and Training.

One of the most frequently evaluated, reviewed and inquired about areas of education in Australia is Aboriginal education. Despite good efforts and intentions to deliver learning outcomes for Aboriginal children and youth, especially in schools and on TAFE campuses, Australian education systems have had limited success in achieving equitable outcomes for Aboriginal students.

With a growing Aboriginal population and the increased numbers of Aboriginal students in schools, it is imperative that we redress inequities to avoid social dislocation, low self-esteem and negative attitudes.

### Schools in Partnership

In 2003, the then Minister for Education and Training, Dr Andrew Refshauge MP, announced a major review of Aboriginal education and training in partnership with the NSW Aboriginal Education Consultative Group Incorporated (AECG). The purpose of the review was to examine the current approaches to attendance, retention rates and academic performance of Aboriginal students, and develop a comprehensive state-wide approach to improving outcomes for Aboriginal students in partnership with Aboriginal communities.

One of the most significant developments that resulted from the extensive review process was the Schools in Partnership initiative. The aim of this initiative is to assist schools to improve the literacy, numeracy, and participation outcomes of Aboriginal students.

The principles of Schools in Partnership are drawn from effective practices of school communities, in which real improvements have occurred for Aboriginal students. The initiative aims to improve outcomes for all students, but the major focus is on reducing the achievement gap for Aboriginal students. The practices of Schools in Partnership rely on a more formalised partnership between community and government, and between schools and their local Aboriginal communities.

In 2006, Schools in Partnership will provide funding and support to ten NSW government schools with significant Aboriginal student populations, to assist them to build capacity and strengthen partnerships with community members and other agencies.

### Anticipated outcomes

The anticipated outcomes for schools involved in Schools in Partnership include:

#### Benefits for students

- a school culture which promotes respect for, and understanding of, Aboriginal culture
- a school community working together to improve learning and achievements of children and young people
- commitment to specific improvement targets and innovative and flexible approaches in literacy, numeracy and participation to improve student learning

- improved tutorial assistance for individual Aboriginal students and opportunities for participation in a range of programs outside school hours
- further development of students' organisation and study skills to support learning, and mentoring support.

#### Benefits for school communities

- strengthening the value of and respect and appreciation for Aboriginal culture and student identity as an intrinsic part of each school community's culture
- continuing to develop genuine partnerships and engagement with Aboriginal parents, communities and interagency groups
- maximising educational outcomes for each Aboriginal student
- further supporting *Quality Teaching* practices to better engage Aboriginal students
- improving the successful engagement and participation of all students in education and training.

#### Benefits for staff

- support from regional staff and the state Schools in Partnership team
- the strong Schools in Partnership focus on training and development for all staff including Aboriginal Education Assistants (AEAs) and tutors
- initiatives to attract and retain experienced staff
- streamlined staffing operations
- flexible delivery and organisation of curriculum.

### Government commitment

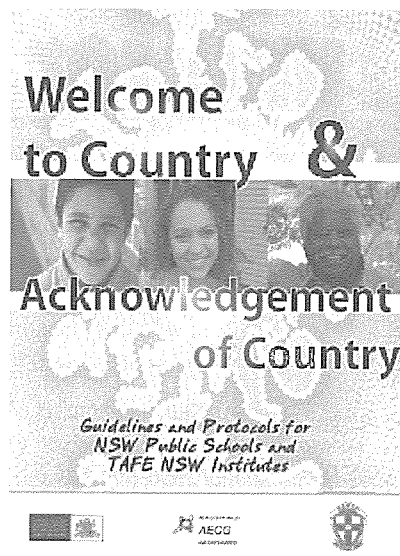
The Schools in Partnership initiative is part of the Government's commitment to social justice for all citizens, and its determination to make a difference for Aboriginal young people.

The development of genuine partnerships, based on the principles of cross cultural respect between the school and the Aboriginal community, remains the primary platform to productive, stimulating and responsive highly effective schools servicing Aboriginal students. Recent and past policy and program development at both national and state levels of education have consistently and vigorously established and maintained this assertion. It was clear in the *Aboriginal education review* process that cultural experiences directly shaped what and how people learn.

In recent years, partnerships between Aboriginal people and organisations have become an accepted part of government policy and the preferred way to do business with Aboriginal people. The greater the involvement of Aboriginal people in developing their capabilities to determine the nature, pace and objectives of change, the more likely that those changes will be effective and sustainable.

Current NSW Government policy on Aboriginal affairs is based on the philosophy of Aboriginal self-determination. This means the right of Aboriginal people to determine their own priorities, and freely pursue their economic, social, and cultural development.

The Schools in Partnership initiative provides the NSW Department of Education and Training and the AECG with greater capacity to lift the bar for community involvement, service provision, accountability, shared responsibility and leadership. ■



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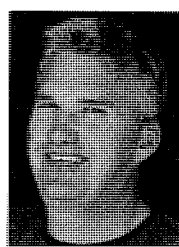
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# Caring for Place - Caring for Country: Stage 1 HSIE teaching kit



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

**C**aring for Place - Caring for Country is the second in a series of Aboriginal perspective teaching kits supporting the HSIE

*K-6 syllabus*. The first kit, published in 2002, was the HSIE Stage 2 *Talking identity kit*. The latest kit has been developed and produced by the Aboriginal Education and Training Directorate.

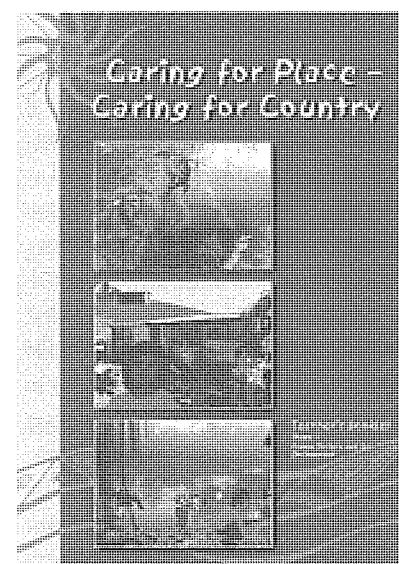
*Caring for Place - Caring for Country* is a Stage 1 unit of work about relationship to Land and Place, primarily from an Aboriginal perspective. Throughout the unit, which consists of nine teaching topics, emphasis has been placed on Aboriginal people's kinship to land and language as well as

community consultation and participation. Following local community protocol will ensure the success of the unit. Documents that will assist teachers in consulting with community are listed in the references.

The following of appropriate community protocols reaffirms the importance of community in developing curriculum that has Significance for Aboriginal students. It supports the *Quality Teaching* elements of cultural knowledge, inclusivity and connectedness for all students.

It is presumed that students have already been exposed to Aboriginal studies in Early Stage 1, and that this unit of work would not be the first contact with the Aboriginal community for teachers and students.

The unit is based on Stage 1 outcomes of the *HSIE K-6 syllabus*. The majority of the indicators in each topic correspond with those in the syllabus. Teachers are also encouraged to add their own indicators which relate to the outcomes and reflect the individual direction of their students. English outcomes are included to assist teachers in using the unit as a cross-curriculum resource.



The kit is structured around nine teaching topics:

- What is Place?
- My Place-My Country
- Family, Place and Country
- Belonging to Place and Country
- The Dreaming: origin of Place and Country
- Connection to Place and Country
- Valuing Place and Country
- Respecting Place and Country
- Sharing Place and Country.

Each topic includes a task, resources required, the teaching and learning sequence, HSIE outcomes and indicators, optional activities, teaching notes (cultural advice), recommended student and teacher reading material,

student worksheets, statements of relationship to Land, background information, a glossary, references and an extensive list of contacts.

The kit contains the following texts:

- *The river is big*, a story from the Wiradjuri nation, with words from Connie Ah See, a Wiradjuri woman from Wellington, and colour illustrations from Jane Naylor. The story tells of Connie's experiences as a child living on Wellington Common: swimming, skimming stones, fishing, living in tin shacks eating roast potatoes, playing roly polly, rounders and marbles and, most important of all, the love of Family and Place

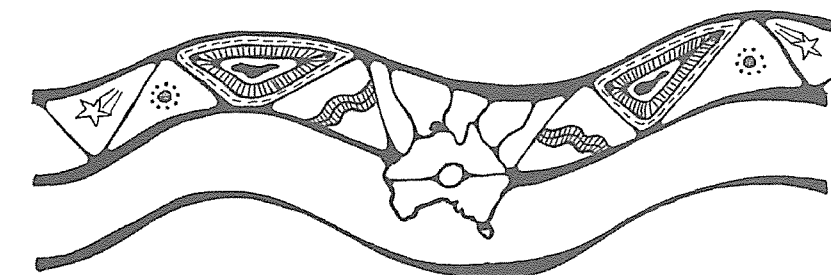


- *Gami's place*, a story from the Gumbaynggir nation, with story from members of the Muurraby Language Centre and illustrations

by award-winning Tingha artist Elaine Russell. The story tells of a child visiting Gami (Granny) and Gawa (Uncle) and the difference in visiting the two. Gumbaynggir language is used extensively through the story

- an audiotape, of the songs, 'Gami's Place' sung by members of the Muurraby Language Centre, and 'Old Man Windradyne' sung to the tune of 'Old McDonald's Farm' by Year 4 students from Croydon Park Public School using Wiradjuri language words from the Yundruwandha area
- a foldout copy of the languages map *Aboriginal New South Wales: a pictorial study guide*

The kit was distributed free to all government public and central schools in Term 4 2005. During 2006 Aboriginal Cultural Education Programs will be available for teaching staff to help ensure a balanced understanding of cultural issues. Inquiries should be directed to the Aboriginal Education and Training Directorate, on telephone (02) 9266 8036. ■



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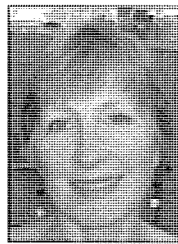
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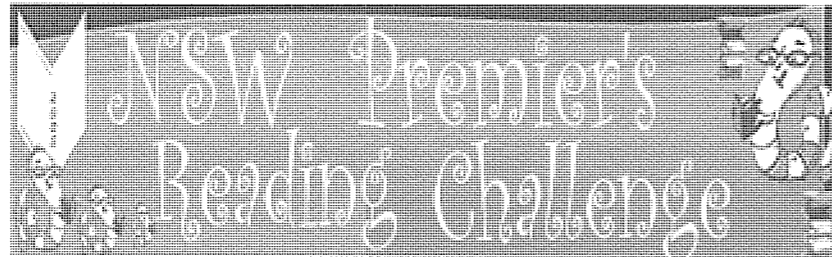
# Premier's Reading Challenge: the biggest book club in NSW



**Trish Anderson** is Project Officer for the Premier's Reading Challenge.



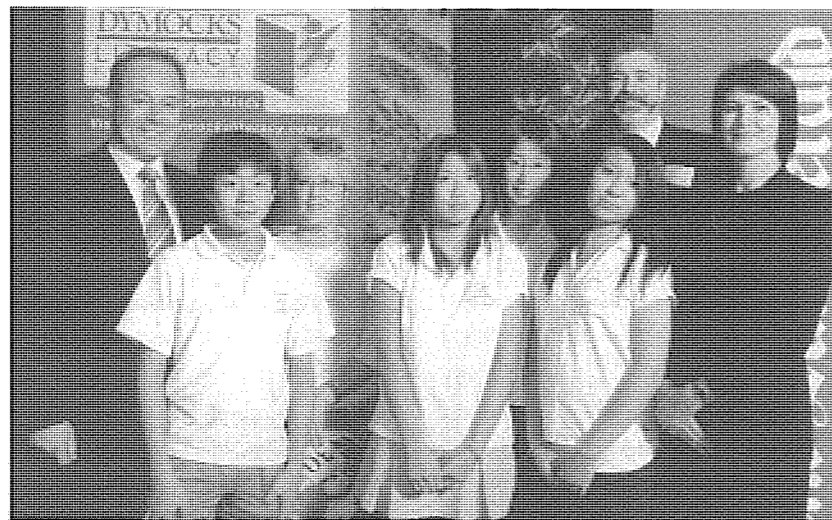
**Rosie Charles** is Senior Curriculum Adviser, Special Projects Officer, English.



**T**he NSW Premier's Reading Challenge (PRC) goes from strength to strength. In 2005, the fourth year, 85 759 students from 1591 schools successfully completed the challenge. This figure represents a 141% increase over the previous year and reflects the commitment of our teacher-librarians, teachers and parents who are involving students in reading. Students completing the PRC for the fourth year were eligible for the inaugural gold certificate. Eighty students in Years 8 and 9 received gold certificates.

The PRC is an initiative of the NSW government to encourage all NSW students from Years K-9 to engage in reading more widely for leisure and pleasure. Involvement in the challenge by schools and students is voluntary. Each year, students in Years 3-8 are challenged to read 20 books with at least 15 of those books being from the appropriate PRC booklists.

The booklists are compiled by a panel of committed teacher-librarians and classroom teachers, and representatives from the Board of Studies NSW, ETA, PETA, the NSW State Library,



Gold certificate students from Blakehurst High School with (from left) NSW Premier, Morris Iemma, Head Teacher English, Judy Embrey, Director-General of Education and Training, Andrew Cappie-Wood and the Minister for Education and Training, Carmel Tebbutt.

public libraries, the Australian Society of Authors, and the School Libraries and Information Literacy and English Units.

## The K-2 challenge

The K-2 challenge was first offered in 2004. Students can experience 40 books from any PRC booklist by either reading independently, in a shared reading situation, or having the books read to them. Independent readers are encouraged to look also at appropriate books on the Years 3-4 booklist, or to even attempt the Years 3-4 challenge.

Many schools commence their K-2 challenge by reading a certain number of the 40 books to students at school and then encouraging the students to take books home to be read to them by parents or siblings, or to be read independently. One school encouraged students to read with their parents by doing the challenge at home, while guaranteeing their success by reading 40 books with them at school.

Students were issued with separate reading records to attempt at least part of the challenge individually at home and these two reading records were combined. Some students experienced 80 books in the program. Some K-2 teachers, with the support of their teacher-librarian, read 30-35 PRC books in the classroom, then students borrowed 5-10 books from the PRC list to take home. In this way, students and parents were introduced to the challenge with the expectation that students will attempt the PRC independently in the following year.

## Awards

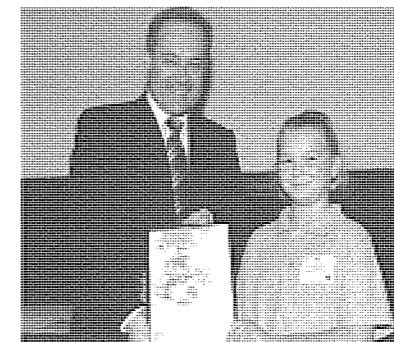
In Term 4, the NSW Premier, Morris Iemma, hosted a reception at the Powerhouse Museum to celebrate school and student achievements in the PRC. Twenty-two schools were recognised for their outstanding level of participation in the 2005 challenge:

- Berala Public School
- Binya Public School
- Corinella Public School

- Dalton Public School
- Darlington Public School
- East Hills Boys High School
- Eungai Public School
- Hargraves Public School
- Hawkesbury Independent School
- Kenthurst Public School
- Kinross Wolaroi Preparatory School
- Martindale Public School
- Mary Help of Christians Primary School, Toormina
- Nillo Infants School
- Rankins Springs Public School
- Savernake Public School
- Spencer Public School
- St Joseph's Primary School, Eugowra
- St Joseph's Primary School, Walgett
- St Peter's Primary School, Stockton
- Sydney Grammar School, Edgecliff Preparatory School
- Woy Woy Public School



Darlington Public School teacher-librarian, Daisy Lee, and students, proudly display their certificate, the fourth received by the school for outstanding participation in the PRC.



A student from Dalton Public School receives her school's certificate from the Premier.

## The benefits of participating

We are continually encouraged by the feedback from teachers and parents. This includes schools' stories about improved BST and ELLA results,

improvements in library borrowing rates, positive partnership building between schools and parents, and parents who are delighted with their child's growing love of reading and books. Many schools have identified these benefits as their greatest motivation for participating in the PRC.

In addition, the PRC successfully introduces students to authors and genres they may not have chosen to explore, and it is a wonderful opportunity to showcase literacy levels of students and to publicise the work of professional educators.

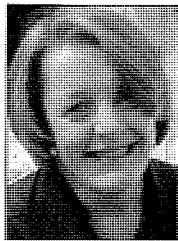
The PRC team greatly appreciate the work of staff who take on the challenge as a voluntary program and make it a worthwhile experience in their schools. Special thanks to the teacher-librarians who are inspiring students to be part of the biggest book club in the world.

## Looking ahead

The process of delivery improves each year. Schools now record students' names electronically and in 2006, online book entries will be fully operational. Online entries will provide a simplified and time efficient way to enter the books read.

Registration in February 2006 will be facilitated with the introduction of individual usernames and passwords for schools. Schools will be able to nominate a coordinator; this may be a teacher-librarian, teacher, older student or parent. This person will be able to utilise help in the school when a part-time staff member is not available. Please look at changes to the NSW Premier's Reading Challenge web site and registration requirements from February at: [www.schools.nsw.edu.au/premiersreadingchallenge](http://www.schools.nsw.edu.au/premiersreadingchallenge) ■

# The Premier's Reading Challenge 2005: from the Ambassador



**Libby Gleeson** is a well respected, award winning author who is the Ambassador for

the Premier's Reading Challenge (PRC). This speech was given at the PRC reception at the Powerhouse Museum on 20 December 2005.

Premier, Minister, Readers all. It's a pleasure to be with you today and to share with you a love of books. It was hard to know what book to bring along today. I don't have a single favourite. Like many of you, I had to bring one of my favourites and it's this one, *The girl of the Limberlost*. First published in 1909, this novel begins with an argument between the mother and daughter; totally different from the usual sentimental stuff of books of that time. The daughter wants to go to high school, the mother wants to keep her at home. The daughter struggles and struggles and goes. And she pays for her tuition by catching butterflies and moths in the swamp that borders their property, the Limberlost. It's a book with everything; a feisty girl character, determined to grow up to be the person she wants to be, it's about the environment, but not a pretty environment; it's swampy dangerous country; and there are dark mysteries about this place. It's written with passion and intensity and I loved it.

... I am fortunate to be able to visit many schools and to talk to many students and teachers. I continue to be impressed by the dedication and hard work of our teachers and teacher-librarians, and by the involvement of our students. Their combined enthusiasm has made the PRC a success.

Andrew Cappie-Wood, Director-General of Education and Training

In fact I loved it so much that the main characters' name, Elnora, stuck in my mind and I named the heroine of my first novel, Eleanor.

As a writer, I sat on the Committee that drew up that huge list of books that you draw on for the Premier's Reading Challenge. But one thing I also am is a reader. My writing I do, from a deep, deep sense of pleasure. It's my job and I love it; but it's also very difficult and at times takes great discipline and perseverance. My reading I do for the deep deep pleasure alone. And like many Australians, many people world wide, I am in a reading group. I meet with friends, share a drink and a catch up on gossip and then talk books.

It's wonderful to be with you today to celebrate what I think of as the biggest reading group in the world. None of us, when we drew up the list, could have imagined that these would be the numbers to celebrate today. Congratulations. And I imagine that amongst you there have been conversations about books, recommendations about books, questions about meaning in books, and maybe even a comment of 'don't bother with that one' or 'I didn't like that' - because you don't have to like them all.

We worked hard to find you books of every kind. Books you couldn't put down. Books that were fun. Books to expand your mind. Books to blow

your mind. Demanding, complex novels to challenge the most competent reader; science fiction, fantasy, fascinating works of non fiction to intrigue you, picture books with limited written text so you had to read the pictures as well as the word, for ours is an age of visual literacy as well as that of the written word.

We wanted you to have access to the range: Books to leave you gasping, weak at the knees, books to reassure an anxious heart, books to console you, books to make you angry at injustice, books to make you smile and belly laugh, books that make you gulp and weep.

All of human knowledge and feeling is there in books, and it's yours for the taking.

You know, ten years ago with advancing technology, new generation computers, palm pilots, there were those who said the book was dead. Well news of that death was grossly exaggerated. More books are being published and read in homes and schools and all over the world. There are projects for reader development. Whether it be Britain's *Book Day*, Canada's *Get Caught Reading* project or the Australian *Centre for Youth Literature* in Melbourne, books, reading, literacy, literature in its broadest definition, is rightly seen as the way forward for any sophisticated, clever community.

And this, the Premier's Reading Challenge is up there with them. It has been so successful that it's being copied all around the country. May it continue to grow, bringing more books and reading to more and more people.

Books are powerful because knowing is powerful.

Dictators know this - they burn books and shoot writers.

C. S. Lewis said through literature 'I become a thousand people and yet remain myself'. It's because I know about the power and the magic of books, of reading, of passing on

stories, that I joined that group to draw up the lists. You see it's not just that literacy is important and something we all aspire to. Having everyone in the community able to read and read well is important for a modern community. [It's] because being a reader is more than that.

Through books you know. You know people. You can listen to the voice of someone who lives or lived in another time and another place. People who discovered or created who celebrated or who suffered.

Paul Jennings, who I'm sure you all know, put it more simply: 'I don't bash

people up because I read books - I know what it's like to be other'.

And isn't knowing and understanding each other our most important human attribute?

We are a nation that celebrates our gold medal sport people. Today it's a pleasure to celebrate here, our gold medal readers. I would love to see all of you on the front page of the newspapers and on the television news tonight.

Well done.

My warmest congratulations to you all.

## Looking for a barcode scanner?

Curriculum Corporation offers a range for fixed and portable barcode scanners for purchase.

These scanners can be used in conjunction with SCISWeb to scan ISBNs (rather than entering ISBNs manually). The portable scanner is great for use when undertaking a stocktake of the collection.

Our discounted prices include

- Connection cable (choice of PS2 or USB)
- Scanner configured to read ISBNs and circulation barcodes
- Instruction booklet
- free support for the life of the scanner

Our portable scanners also include

- batteries (2 x AAA)
- spike tool (to remove battery pack)

	Australian price (incl GST)
Datalogic Touch 65 Pro fixed scanner (5 year warranty*) USB connection available for Windows & iMAC only Select connection required: <input type="checkbox"/> PS2 <input type="checkbox"/> USB	\$218.00
Cipherlab 1067M portable scanner (3 year warranty*) USB connection available for Windows & iMAC only Select connection required: <input type="checkbox"/> PS2 <input type="checkbox"/> USB	\$599.50
Opticon OPL 6845 laser scanner (3 year warranty*) USB connection available for Windows & iMAC only Select connection required: <input type="checkbox"/> PS2 <input type="checkbox"/> USB	\$499.00
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty*) USB connection available for Windows & iMAC only Select connection required: <input type="checkbox"/> PS2 <input type="checkbox"/> USB	\$989.00
Additional connection for any scanner USB connection available for Windows & iMAC only Select connection required: <input type="checkbox"/> PS2 <input type="checkbox"/> USB	\$82.50
Barcode scanner stand	\$49.50
Postage and handling	\$8.00

Price in Australian dollars  
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<http://www.curriculum.edu.au/scis/productinfo/scanners.htm>



# Le Français au travail - création d'un site web. Vocational learning in French. Part Two



**Hélène Bartleson,**  
Languages Unit,  
Curriculum K-12  
Directorate,

follows the progress of an exciting collaborative online resource which integrates Languages (French), ICT skills and vocational learning.

## Web site trial completed

This follows the article in the previous issue of *Scan* (vol 24 no 4), which introduced us to this online resource trial in three schools. The trial of this new web site has now been completed.

The web site, *Le Français au travail - création d'un site web*, is a workplace simulation, where students, as employees of a web site design company, use their language and ICT skills to create and present a web site in French.

## The web site trial

Engagement, motivation and the diverse language learning needs of boys, girls and students with learning difficulties, were the focus of the web site trial. This teaching and learning resource and professional development tool was a dual challenge relished by teachers Elizabeth Walkley at Chifley College Senior Campus, Mount Druitt, Pippa Anderson at Macarthur Girls' High School and Christina Mateus at Birrong Boys' High School. Student participants in the project comprised 21 boys and 22 girls. To provide a supportive learning environment for risk-taking during the trial, it was conducted as a piece of action research in one class per school, with the assistance of the Languages Unit, Curriculum K-12 Directorate. As well as an initial training day and in-school support, the trial included two interviews with student teams and teachers, a progress interview following the preliminary tasks, an evaluation interview and questionnaire on completion of the project.

## Significant learning outcomes

While there are some familiar features on the web site, the difference is in its

flexibility, the dynamic nature of its technology-based materials and the range of strategies and choices available to both students and teachers. Evaluations show that these features played a key role in the development of social capital in the classroom, with class cohesion, teamwork, mutual respect, and trust contributing to the achievement of significant learning outcomes.

## Attendance

Regular attendance leads to greater confidence in knowledge of subject matter and improved learning outcomes. To varying degrees in each school, attendance was an issue for participating students prior to the web site trial. An analysis of attendance rates during the Term 3 project, showed improvements for the majority of these students, when compared with the same period in Term 2. Students did not want to miss these classes and they responded well to the time constraints and special nature of the project tasks.

*French isn't my best subject but it's the one I like most, because I feel as if I belong here...and my attendance has improved.* Year 11 girl

Teachers and students in all three schools commented on the positive changes to classroom dynamics, the growth in teamwork and its positive impact on student learning.

## Class cohesion and teamwork

Teachers and students in all three schools commented on the positive changes to classroom dynamics, the growth in teamwork and its positive impact on student learning. It was an engaging teaching and learning experience where social support and students' self-regulation were illustrated.

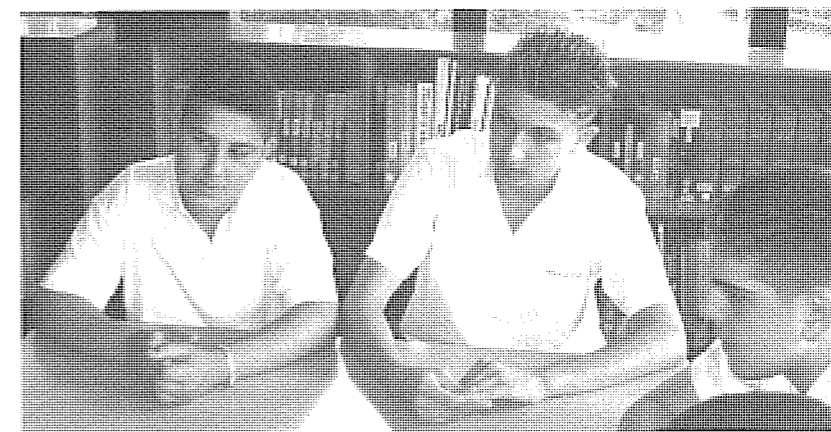
*The web site project has given students a shared experience. They have learned to rely on each other, recognise each other's skills and listen to each other's ideas. In addition to motivation, it also excited a competitive streak in the teams, bringing out the idea of high standards and expectations, as well as perseverance. The willingness to support one another is heartening and something we can build on. It's a win-win situation for Languages and vocational learning!* Teacher

*Being in a team really helped. If I felt frustrated with something, I could say to my team mates: can you take over...I need to think... Then I'd walk away and two minutes later, I'd have an idea and I'd go back and have another go.* Year 9 boy

*At first, it was a bit like them and us... like rivalry...but we thought 'Get over it!' and now it's friendly competition and that's different and heaps better!* Year 11 girl

## Confidence and independence

Across the range of abilities and learning needs, students are much more confident in their use of spoken



Students from Birrong Boys' High School discuss their task choices.

French in the classroom and have developed systematic approaches to written French texts. The web site tasks have forced them to look for meaning within a context and they are now using skills such as predicting, cognates and modelling in their work. With literacy levels paramount, these skills are easily transferable to other KLAs. Students are now also more aware of the linguistic links between English and French. The strategy of choosing their own *vocabulaire* according to their experience and needs has given students independence and responsibility as well as confidence. They are now more adventurous in their use of French in the classroom and prepared to make mistakes and take risks. Chifley College students have applied the language and ICT skills they developed during the project to make changes to a preliminary task.

*This is different. We're learning both ways...it's language skills plus ICT skills and we put them together in a situation that's REAL.* Year 10 girl

*It's not just a list of words. This way, I choose them, I use them and I remember them.* Year 9 boy

## Different approaches

Students said that the learning activities were totally different from anything they were doing in other subjects and they had the opportunity to approach their work in a different, more self-directed way. They strongly endorsed the immediate and practical approach which suited a range of learning styles.

*I like choosing what I do and how to do it, because then, it's mine. I own it. The responsibility's mine, too, but that's okay.* Year 11 girl

The use of different material and a different style of teaching, where the teacher needs self-confidence and trust in the students, is exciting. It engages

everyone in the teaching and learning process. The three teachers used the trial as an opportunity to develop their ICT skills, with two opting to have a student mentor support the development of their skills in the application of Dreamweaver® and e-portfolios.

The three teachers used the trial as an opportunity to develop their ICT skills, with two opting to have a student mentor support the development of their skills in the application of Dreamweaver® and e-portfolios.

Rather than perceiving this as a weakness, students saw it as a learning partnership, rising to the challenge and enjoying the recognition of their

## Curriculum support

skills. Teachers from other faculties noted increased levels of maturity, in the students concerned. This mutual respect and collaboration were among the many positives promoted by the project's Quality Learning Environment.

*With so much material, ideas and choice, I have time to think myself past being the teacher in front of the class, into more of a facilitator role, as the students take more responsibility for their learning.* Elizabeth Walkley

*It's not so much what I do, it's how I do it...and with the girls' response to this, I can see my programmes and approach are going to change. In fact, they are already changing.* Pippa Anderson

*During the trial, I've been reminded of how easy it is to underestimate our students, and what a difference it makes when we don't!* Christina Mateus

### Progress

The web site trial also identified a significant aspect of language learning which is often overlooked. The task that challenged students most was not directly language or ICT related, it was gauging their own performance. Using the evidence in their online portfolios, reflection sheets, *School to work* logbooks and simple performance rating scales, students had opportunities to reflect on and articulate their progress. For teachers,

this highlighted the students' need to understand what progress looks like for a language learner and the satisfaction derived from being able to measure it.

*We need to remind students how much of their previous knowledge is being used in every new lesson. My class are now remembering vocabulary and structures acquired during the project and articulating when they learned it.* Elizabeth Walkley

### Additional applications

The trial also identified a range of applications for the web site materials beyond the Languages classroom, such as:

- professional development workshops for Languages teachers, modelling the effective integration of vocational learning, ICT and elements of *Quality Teaching* in Languages programs

### References and further reading

- Bartelson, H. (2005) 'Le français au travail – création d'un site web: Vocational learning in French', *Scan* 24 (4), p. 43.
- French K-10 syllabus* (2003) Board of Studies NSW, Sydney.
- Information and software technology Years 7-10 syllabus* (2003), Board of Studies NSW, Sydney.
- Putnam, R. (2004) 'Education, diversity, social cohesion and social capital,' research paper presented at the OECD Education Ministers Conference 2004, Dublin, Ireland.
- Quality teaching in NSW public schools: discussion paper* (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Ryde.
- Vocational learning in Languages* (2005) VET in Schools Directorate, NSW Department of Education and Training, Sydney.

- KLA links to other faculties such as English, where web site analysis is part of the program
- the adaptation of the web site assessment rubric for use in computer applications programs
- gifted and talented workshops
- promoting the study of languages to students and parents
- highlighting the links between work-related skills and the value of language study
- providing a suitable resource for Languages teachers in those schools where each KLA is responsible for teaching a particular aspect of technology. The web page aspect could become the responsibility of the Languages faculty.

The web site will be available to all NSW government schools in 2006 at <http://www.curriculumsupport.nsw.edu.au/vocfrench/> ■

# The School Magazine: supporting reading since 1916

*From the office of The School Magazine.*

**Tohby Riddle** is Acting Editor, *School Magazine*.



**T**he *School Magazine* is about to enter its 91st year of publication. Beginning in 1916 at the height of the First World War, it has been a part of the lives of students across NSW and beyond for nearly a century. Over this time it has built an enduring reputation as a leading literary magazine for children. It continues to showcase some of Australia's best-loved children's authors and illustrators, and unearth and encourage future ones.

Published by the NSW Department of Education and Training, *The School Magazine* is issued in four separate parts, or magazines, that reflect different reading needs and interests: *Countdown* (8-9 year olds); *Blast Off* (9-10 year olds); *Orbit* (10-11 year olds); *Touchdown* (advanced readers in primary school). The noted years are a guide only as many texts transcend age and subject barriers. Each part comes out 10 times a year; subscribers can choose which part or parts they would like to receive.

Illustrated with art and photographs, the magazines aim to provide an engaging, diverse, quality reading experience. Content includes: short stories; poems; nonfiction articles;

interviews; serials; activities; comic strips; puzzles; plays; letters; and the *Bookshelf* features (reviews and extracts from selected books).

**Most magazines are read in the classroom where they are a valuable and enjoyable resource for student reading as part of a balanced reading program and for the teaching of literacy across the key learning areas.**

Most magazines are read in the classroom where they are a valuable and enjoyable resource for student reading as part of a balanced reading program and for the teaching of literacy across the key learning areas. Teachers can subscribe to the teaching

units for *The School Magazine*, which are also published by the Department, and offer an explicit and systematic approach to the teaching of literacy in the classroom focusing on texts from *The School Magazine*.

The editorial staff includes award-winning and internationally recognised authors of children's literature including Geoffrey McSkimming, Ursula Dubosarsky and Tohby Riddle, and widely recognised reviewers, judges, and commentators in the field, such as Churchill Fellowship recipient Judith Ridge, and Karen Jameyson, former Senior Editor of the Boston-based *Horn Book Magazine*. Their wealth of experience brings a keen sense of what makes literature work and appeal to a wide range of students.

A survey of subscribers to *The School Magazine* and teaching units was undertaken in 2005. The thoughtful feedback from students and teachers is appreciated and will be very helpful in informing how the magazine and teaching units can meet the needs and interests of subscribers.

### Subscriptions

For 2006 subscriptions information, contact Bernice Cusack or Margaret Chappell at *The School Magazine*.  
Tel: (02) 9889 0044  
Fax: (02) 9889 0040  
Email: [school.magazine@det.nsw.edu.au](mailto:school.magazine@det.nsw.edu.au) or visit *The School Magazine* web site: <http://www.schools.nsw.edu.au/schoollibraries/magazine/index.htm> ■

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for a future **Scan** article?

Please ring The Editor on  
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### About the teaching units

**Melissa Nyholm** is Project Officer,  
Middle Years.

**T**he *School Magazine* teaching units are produced for every second issue, beginning with issue 2 each year. Separate units are produced for *Countdown*, *Blast off*, *Orbit* and *Touchdown*. The units provide support for teachers to address English syllabus reading outcomes using articles in *The School Magazine*.

Each teaching unit includes specific teaching ideas written up as the reading component of a literacy session. The five sessions include strategies to address modelled, guided and independent reading strategies, and worksheets are included where relevant. In some sessions, suggestions are included for talking and listening, and writing links.

The 2006 teaching units have been modified following analysis of results from a teacher survey conducted during 2005. The 2006 *Teachers' guide*, published with issue 2, will include some generic worksheets to support learning about a variety of text types. These worksheets could be adapted to suit articles published in *The School Magazine* during the year, including issues for which teaching units are not produced.

Additional sections of the *Teachers' guide* will be published during the year. One section, with issue 4, will focus on modelled and guided reading, and another section, with issue 8, will focus on critical literacy and visual literacy. These sections of the *Teachers' guide* will offer suggestions and ideas to include these aspects in a balanced reading program. The teaching units which accompany these issues will include teaching ideas for articles in *The School Magazine* to address these focus areas.

### Students and schools talk about *The School Magazine*

According to Di Barnes, Year 6 teacher and Acting Deputy Principal at St Ives



Di Barnes and students enjoying *The School Magazine*..

North Public School (SINPS) *The School Magazine* is popular amongst students. SINPS is one example of a school that uses *The School Magazine* with students.

Students need a literary forum that provides an enjoyable and stimulating read for active minds. *The School Magazine* is such a forum. The articles in *The School Magazine* allow students to enjoy a shared reading experience with an educational purpose. Whether it is the crosswords, poetry, plays, short stories, book review or letters to the Editor, *The School Magazine* covers interesting topics and a range of literary styles.

### Our experiences with *The School Magazine*

A Year 3 student says that it is definitely the comic character, *Ernest the Carrot*, that really captures his attention and sense of humour and confirms, *I can't wait to get the next magazine, because between each magazine seems to be a long time!*

Another Year 3 student thinks, *...there needs to be even MORE stories!!!*

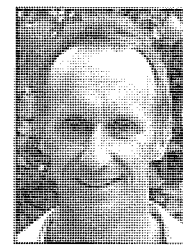
One Year 5 boy, who is an avid fan, says *...The School Magazine is just like a tornado – it sucks you in!*

One Year 6 student believes there should be a play in every issue. For other students, it's the short stories that appeal to them.

*I like reading novels but I enjoy short stories best because I don't get a lot of*

*time to read and you can read a short story quickly. I always feel it's a great way for a quick escape! ■*

### Supporting a reading program



**John MacDonald,**  
classroom teacher  
and grade  
supervisor at

Shellharbour Public School, describes how *The School Magazine* can be used in a balanced literacy program.

**I** am an unabashed fan of *The School Magazine*. It represents one, albeit very important, component of the Stage 3 reading program at Shellharbour Public School. Each student in Stage 3 buys a yearly subscription to *The School Magazine* and this cost is included in our yearly request for school fees. We use *The School Magazine* in a number of ways. Classroom teachers on each grade in Stage 3 take it in turns to produce two, *Three level guides* (*Programming and strategies handbook*, p. 164) based on each month's magazine, and to share these with the rest of the grade. The only criterion that must be satisfied is that one guide is expected to be based on a factual

text, and one on a literary text. This year, on the basis of our Basic Skills Test (BST) analysis, we have also included analysis of the poetic form, in particular imagery and figurative language. The reasonable expectation we all share is that the three level guides are available to the other teachers within a week of the magazines arriving in the school.

The school also buys a yearly subscription to *The School Magazine*. A copy of each three level guide is then stored in the library with the school copies of the magazine. As a result, we have a large resource bank of texts and accompanying three level guides that all teachers can access. This use of the magazine is now a feature of our Years 2–6 reading program. This means, for example, that when our Stage 1 or Stage 2 teachers have students that they are able to extend, they have access to reading activities for guided reading programs with their higher ability reading groups.

### Guided reading

*The School Magazine* is a great resource for our guided reading programs. Central to any guided reading program is the matching of students to texts. Across our school we use miscue analysis to ascertain each student's reading level; frustrational, (<90% accuracy) instructional (90–95% accuracy) or independent (>95% accuracy) on a grade appropriate text. The results determine the composition of our class reading groups. Guided reading activities are then based around texts at a student's instructional level. *The School Magazine* helps us to cater for a range of reading abilities and interests and to match students to texts.

### Teachers' guide

*The School Magazine Teachers' guide*, produced at the beginning of the school year, is a great starting point and an effective resource for staff development, particularly for less

experienced teachers. To supplement this, I developed two proformas which are expanded versions of the models provided on pp. 41–42 in the *Programming and strategies handbook* and act as a guide to ensure that activities for each guided reading group are appropriate for their needs. Following an orientation to the text, the lower reading group in Year 5 will be using *Blastoff* and, at times, *Countdown* for guided reading, and will be focusing on high frequency words, sound or letter knowledge and comprehension. The more able groups will be using *Touchdown*. Activities include a focus on high frequency words, sound or letter knowledge and comprehensions, and skills such as skimming and scanning and the identification of language features and how they serve each text.

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**The periodical nature of the magazine means the content of each month's issue can reflect significant celebrations or historical events occurring in that month.**

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### Topics

The periodical nature of the magazine means the content of each month's issue can reflect significant celebrations or historical events occurring in that month. Pertinent articles or stories in *The School Magazine*

### References and further reading

- Choosing literacy strategies that work. Stage 2* (1997) NSW Department of School Education.
- Follow-up to BST: assisting Year 3 and Year 5 students who need additional support in literacy* (2000) NSW Department of Education and Training.
- Programming and strategies handbook: assisting Year 3 and Year 5 students who need additional support in literacy* (2000) NSW Department of Education and Training.
- Teachers' guide for The School Magazine* (2005), NSW Department of Education and Training.

supplement our units of work in HSIE and SciTech, allowing for better integration of literacy into these key learning areas. An example of this can be found in the April 2005 *Touchdown*. In this edition, to coincide with our studies on the history and values behind Anzac Day, we studied *Armed with a typewriter*, the story of the life of Charles Bean and his role in documenting Australia's participation in World War 1, as well as *A confession of faith*, an extract from a poem by a serving member of the Medical Corps at Gallipoli.

### Writing

As the magazines include a mix of literary and factual texts, they also supplement our writing program. They contain a range of complete texts that are short enough to make their study practical. This avoids the use of unrealistic, commercially produced textbooks. Finally, each year my class writes letters to the Editor of their school magazine. While sense of audience, purpose and context are terms that we constantly use when discussing writing, few real opportunities are available. *Letters to the Editor* allows students to tailor a piece of writing for a specific audience. Students are required to make topic and language choices by considering the interests of their audience, their peer group. This simple writing activity engenders excitement and anticipation while students wait to see which letters will be published. I still have students, now in secondary school, who have kept their copy of *The School Magazine* in which their letter was published. ■



**KOALA – Kids Own Australian Literature Awards Inc.**

Kids Own Australian Literature Awards are annual awards made by young readers in NSW, to the Australian books they have most enjoyed reading during that year. KOALA is the NSW children's choice reading award.

Become a Friend of KOALA and help promote and encourage the enjoyment and appreciation of Australian literature for children and young adults. Visit the new KOALA website at [www.koalansw.org.au](http://www.koalansw.org.au) or use the flier inserted in this month's *Scan* to find membership information.

**Calendar**

- February:** Nomination kit mailed out
- 1 April:** Nominations close
- May:** Shortlist and voting kits mailed out
- 9 September:** Voting closes
- October:** Awards Day and winners announced

**Online voting**

Students from member schools will be able to register their votes online. Paper-based voting will be continued for those schools preferring this system.

**Win!**

Check out our great new website [www.koalansw.org.au](http://www.koalansw.org.au) Email us some feedback or comments and be in the running to win an original illustration by Allan Stomann from one of the Selby books by Duncan Ball [contact@koalansw.org.au](mailto:contact@koalansw.org.au)



**Nestlé Write Around Australia**

The NSW and national presentations for Nestlé Write Around Australia were held at Luna Park on 29 November 2005. This was the final year for the successful Nestlé Write Around Australia that began with a trial in 1993 and then, in the following years, was extended across the country, becoming national in 1995.

The national winners for 2005 were:

- Lincoln Hooley, Year 6, Hall Primary School, ACT, for *Accidental hero*.
- Monique Wilson, Year 5, Burnside Primary School, SA, for *Not a good move*.

NSW Year 6 winner:

- Mikaela Dery, Queenwood School for Girls for *Meaning of music*.

NSW Year 5 winner:

- Emily Tidball, Roseville College, for *Diary of my grandma*.

**Briefly...**

**Some professional learning opportunities in 2006 and beyond**

ASLA (NSW) PD day, 25 February, 2006.

For information go to

<http://www.asla.nsw.edu.au/calendar.htm>

PETA *Future directions in literacy conference*, 3 – 4 March, 2006, University of Sydney. For information go to

[http://www.peta.edu.au/Events\\_and\\_workshops/page\\_1514.aspx](http://www.peta.edu.au/Events_and_workshops/page_1514.aspx)

CBCA 8th National Conference and Expo:

Book now! 4 – 6 May, 2006 Sydney

Convention Centre. For information go to <http://www.booknow.org.au/>

*Visions of learning*. ASLA online II, 8 – 26 May, 2006. For information go to

<http://www.asla.org.au/pd/online2006/>

ASLA (NSW) *Libraries on the move*, October 2006.

ASLA National Conference, Sydney, July 2007.

**Workshops and presentations available from the School Libraries and Information Literacy Unit:**

- *Quality Teaching* for teacher-librarians
- Teacher-librarians making a difference
- Developing policies
- Linking syllabus outcomes, information skills and computer skills; incl. Program implications
- Using picture books to support literacy

(K-12 options)

- Supporting new 7-10 syllabuses
- Supporting K-6
- Supporting HSC
- Connected learning: Integrating ICT
- Raps and book raps
- The role of the teacher-librarian
- Modules to support new teacher-librarians
- Modules to support teacher-librarians in new schools
- Modules to support teacher-librarians in small and isolated schools
- Making the most of SCIS, SCIS OPAC and/or *OASIS Library*
- a range of made-to-order packages

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**Michele Busch** is Review Coordinator,  
School Libraries and Information Literacy Unit  
michele.busch@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/schoollibraries>>. 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>>.

Resource reviews are provided for teachers to support their teaching and learning process. 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

USER LEVELS are given in stages as follows:

- Early Stage 1** (preschool/early childhood)
- Stage 1** (lower primary)
- Stage 2** (middle primary)
- Stage 3** (upper primary)
- Stage 4** (lower secondary)
- Stage 5** (middle secondary)
- Stage 6** (upper secondary)
- Community** (community/parent/adult)
- Professional** (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
- English** English
- HSIE** Human Society & its Environment
- Languages** Languages other than English
- Mathematics** Mathematics
- PDHPE** Personal Development/Health/Physical Education
- Science** Science
- Sci Tech** Science & Technology
- TAS** Technology & Applied Studies
- 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.

## 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.

### Daily Aardvark

<http://www.aardvark.co.nz/>

The Daily Aardvark provides a daily up to date Internet and technical news for the avid technology reader. It features summaries, news stories, reviews and articles on information technology news and technical issues via **Latest security alerts**, **Latest virus alerts**, and **Other great tech sites**. The web site provides links to numerous online magazines, newspapers, and manufacturers of software and hardware. Today's top ten news stories offers relevant information about social and ethical issues. The language is easy to read, the web site is simple to navigate, and is not market driven. However, the opinions presented are those of one writer and this must be taken into consideration when implementing the resource in the classroom. A. Kokkotas

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS

**SYLLABUS:** Information & Software Technology 7-10; Software Design & Development Stage 6  
**SCIS SUBJECTS:** Internet (Computer network) – Periodicals; News services; Technology – Periodicals  
**PUBLISHER:** B. Simpson, NZ  
**REVIEW DATE:** 24/01/06 [004.67] SCIS 1234921

### INTEL: the journey inside (SM): engaging technology to explain technology

<http://www.intel.com/education/journey>

Providing teaching materials, information and online lessons in the area of technology, this is an outstanding resource. Enter and select **Explore the curriculum** to view the multimedia lessons and activities on various topics, which include **Introduction to computers**, **Circuits and switches**, **Digital information**, **Microprocessors**, **The Internet**, and **Technology and society**. The lessons are interactive, encourage critical thinking and promote the use of online learning. **Instructional strategies**, from the drop down menu at the top of each page, provides supplementary material for teachers. Students will gain an understanding of a range of computer technologies from this inspirational and easily navigated site, which has relevance for Core Topic 1: *Design, produce and evaluate* and Core Topic 2: *Past, current and emerging technologies*, in Information and Software Technology. A. Kokkotas

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Information & Software Technology 7-10; Information Processes & Technology Stage 6; Software Design & Development Stage 6  
**SCIS SUBJECTS:** Computers – Design and construction; Computers – History; Elearning; Internet (Computer network) – Study and teaching; Microprocessors; Technology – Study and teaching  
**PUBLISHER:** Intel Corporation, USA  
**REVIEW DATE:** 24/01/06 [004.6707] SCIS 1234951

### Flamingtext.com: free online tool for generating custom webpage graphics and animations

<http://www.flamingtext.com>

The site offers a library of graphics, including **Fonts**, font art (which attempts to create letters out of graphics), arrows, cursors, dividers, bullets, buttons, **Webart**, web **Templates**, and email decorations. Many of the graphics are animated, with templates for speedy designs in a range of colours, styles, and sizes. Flash features animated banners and navigation bars using *Flash* animation software and links to external sites offering free *Flash* graphics. Tools contains a limited number of web site design construction tools. Instructions take students step by step through the creation of designs. The site is neither easy to navigate nor methodical in layout, and advertisements intrude. Students adept at finding material on similar sites will find their way around the site, and others may need help to access the site efficiently. P. Conroy

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; TAS  
**SYLLABUS:** Graphics Technology 7-10; Information & Software Technology 7-10; Software Design & Development Stage 6; Visual Arts 7-10  
**SCIS SUBJECTS:** Clip art; Computer animation; Computer graphics; Websites – Design and construction

**PUBLISHER:** Bonnell Technology, USA  
**REVIEW DATE:** 24/01/06 [006.6] SCIS 1238036

### Learning Flash 5

<http://www.trainingtools.com/online/flash5/index.htm>

A well laid out tutorial for *Flash 5*, this thorough web site is an excellent teaching and learning tool. Set out in chapters, the site will help students understand the effect of *Flash 5* on web site and media development, while gaining an understanding of digital imaging standards. Students can learn the fundamentals and advanced features of *Flash 5*, including drawing tools, the use of colour, animation, sound, selections, and timelines. Publishing movies and linking to HTML are chapters that senior technology students will appreciate. The web site is a useful supplement to the lessons included with the *Macromedia Flash 5* software package. A. Kokkotas

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA; TAS  
**SYLLABUS:** Information & Software Technology 7-10; Information Processes & Technology Stage 6; Visual Design Stage 6  
**SCIS SUBJECTS:** Computer animation; Computer graphics; Flash (Computer program); Interactive media  
**PUBLISHER:** TrainingTools.com, Canada  
**REVIEW DATE:** 24/01/06 [006.6] SCIS 1244101

### The open door web site: backstage pass to Internet

<http://www.saburchill.com/tech/backstage/index.html>

The stated purpose of this site is to learn how to make a web page and how to publish it on the Internet. **Backstage pass to Internet** is an online and interactive course to learn how to design, create and publish a web page. Step by step instructions using text, screenshots and illustrations are organised into three chapters, which cover the **Hardware** and **Software** tools required to design and produce a web page, FTP and basics of HTML. Take the pre-quiz, with answers, is a great opportunity for students to evaluate their progress, especially in **Chapter 1: backstage at Internet**. Presentation of the web site is busy and it is complex to navigate. For students with some knowledge of the topic, this site is an interesting resource. A. Kokkotas

**USER LEVEL:** Stage 5  
**KLA:** TAS  
**SYLLABUS:** Information & Software Technology 7-10  
**SCIS SUBJECTS:** Electronic publishing; HTML (Computer program language)  
**PUBLISHER:** The Open Door Team, USA  
**REVIEW DATE:** 24/01/06 [006.7] SCIS 1234934

### A parent's guide to internet safety

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

A potpourri of Indian activities and information, this site provides an interesting range of issues for the study of a different culture. Created to help Indian parents and their children use the Internet safely, it also provides parenting tips on such things as values and character building. Vetted content and information about games and activities, homework, Indian culture, religion, and stories, offer much to reward teachers who browse the site. Some graphics and created pages are amateurish and may lack appeal to students. Teachers incorporating an Indian



## resources

component into the HSIE Units: *Study of a cultural group* and *People and their beliefs* will find the site helpful. R. Parnis

**USER LEVEL:** Stage 2 Stage 3 Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Amusements; Children in India; Education – Parent participation; India – Social life and customs; Indian literature; Internet – Safety measures; Parent and child; Websites  
**PUBLISHER:** Indian Child, India  
**REVIEW DATE:** 24/01/06 [025.04] SCIS 1240077

### OSLIS Oregon School Library Information System: Elementary

<http://www.oslis.k12.or.us/elementary/>

Well designed and easily navigated, this site has much to offer students. The seven steps of the research process are explained well and condensed to four steps in a useful pdf file. The site clearly explains the processes of choosing a resource, using search strategies and online tools, taking notes, evaluating, and simple citing. A research check at the end of each section is an independent learning tool. The Glossary of Internet and research related terms, hyperlinked from all pages, would make a good matching activity, and pdf downloads have potential as handouts. This site could be a useful adjunct to the direct and systematic teaching of the information skills process in classrooms and school libraries. W. Smith

**USER LEVEL:** Stage 3 Stage 4 Professional  
**SCIS SUBJECTS:** Information skills  
**PUBLISHER:** OSLIS, USA  
**REVIEW DATE:** 24/01/06 [025.5] SCIS 1241768

### Answers.com: fast facts

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

Using a dictionary data feed to supply results, this site is an accessible research tool. Subjects include Games, Health, People, Places and Science. Accessing Places is rewarded with a table of Reference areas, such as Country flags and Geography. Sample topics have relevance for achieving outcomes in the HSIE Strands: *Cultures and Environments*. As an example of the site's relevance, a Hans Christian Andersen key word search in Tell me about produces six pages of results; Dictionary defines the search words with a phonetic and audio pronunciation guide; and Encyclopedia contains a biographical summary. Literature highlights four of Andersen's fairy tales with links. Wikipedia has a lengthy biography of Andersen with hyperlinks to significant people, places, works and events in his life. The site is useful for teaching students to refine keywords and phrases as part of the information process, but teachers would need to check links for suitability. C. Keane

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5  
**SCIS SUBJECTS:** Dictionaries; Encyclopaedias  
**PUBLISHER:** GuruNet Corporation, USA  
**REVIEW DATE:** 24/01/06 [030] SCIS 1238165

### The dog and cat news

<http://www.abc.net.au/dogandcatnews/mainpage.html>

Entertaining and engaging, the interactive activities on this site expertly introduce primary students to the process of television news production. An animal news team presents humorous stories from around the globe. Witty scripts, lovable characters, and the abundance of slapstick will enthral students. Site users can tour the wacky studio, produce their own version of a program, and send

emails to Your pet stories. This site very effectively supports Talking and Listening outcomes related to text structure and language features in the English K-6 syllabus. The site's professional design, attention to detail, and high quality graphics are also excellent technology models. The site has application for the Science and Technology Unit: *Moving pictures* and for students of Graphics Technology 7-10 and Information and Software Technology 7-10. S. McLoughlin



**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English; SciTech; TAS  
**SYLLABUS:** English K-6; Graphics Technology 7-10; Information & Software Technology 7-10; Science & Technology K-6  
**SCIS SUBJECTS:** Pets – Humour; Television journalism – Humour  
**PUBLISHER:** ABC, Australia  
**REVIEW DATE:** 24/01/06 [070.1] SCIS 1240044

### Interfaith calendar: primary sacred times for world religions

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

Fostering understanding between people of the world's major religions is the purpose of this web site. The detailed calendar, up to 2015, includes events for all the major religions, plus minor religions such as Wicca and Scientology. The site provides a very useful and concise alphabetical list of Definitions from many faiths, which works well with the chronological list of days and events. Families of religions provides some Study resources and an interesting examination of world faiths as grouped into One deity, Multiple deities, No deity, and Combination. This is an excellent resource to complement religious studies and multicultural projects. It is helpful too for all teachers to be aware of the timing of an event that impacts on students, such as Ramadan. E. Searle

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Studies of Religion 7-10; Studies of Religion Stage 6  
**SCIS SUBJECTS:** Church year; Faith; Religions  
**PUBLISHER:** MKL, USA  
**REVIEW DATE:** 24/01/06 [200] SCIS 1236332

### A brief illustrated guide to understanding Islam

<http://www.islam-guide.com>

Visually attractive, well organised, and easy to follow, with clear and plentiful headings, this site is an online book. Written by multiple authors for non-Muslims, the site answers basic questions about the religion, its beliefs and language. Information can be read as a linear text, while helpful links explain some events and terms in more detail. For the *Studies of Religion Stage 6 syllabus*, students can access quotations from the Qur'an which illustrate and support the site's information. The language may be too formal for students of Studies of Religion 7-10, although the information is presented well. I. Summers

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Studies of Religion 7-10; Studies of Religion Stage 6  
**SCIS SUBJECTS:** Islam  
**PUBLISHER:** I. A. Abu-Harb, USA  
**REVIEW DATE:** 24/01/06 [297] SCIS 1131957

### Bunyips: enter the lair of the bunyip if you dare!

<http://www.nla.gov.au/exhibitions/bunyips>

A comprehensive resource on bunyips, this site's material ranges widely, from colouring activities to a documented Aboriginal history of the Chalicum bunyip. In Education, teachers will find many subject areas represented in lesson plans using National profiles, but the strongest connection for NSW syllabuses is in English and HSIE. The other main sections of Imagination, Evidence, Aboriginal stories, and Fun & games, contain such things as mathematics activities, accounts of sighting, literature and art depictions, recipes, and construction activities. The site employs excellent animations, graphics, and sound, and it gives the bunyip a contemporary monster cartoon image. Although the lessons cover early primary to about Stage 5, this site is perhaps most suitable for research by students in the middle school, and for teacher use for other years. J. Tam

**USER LEVEL:** Stage 3 Stage 4 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6  
**SCIS SUBJECTS:** Aboriginal peoples – Dreaming; Bunyips  
**PUBLISHER:** National Library of Australia  
**REVIEW DATE:** 24/01/06 [298] SCIS 1091674

### Nick Jr.: a website for kids, parents & teachers

<http://www.nickjr.com.au/site/default.asp>

Colourful and simple to use, this site provides some very useful material for student research into preschool themes and playgroup activities. Travel and Food have some useful information, but there are many clicks in pursuing the links within the site. Parenting and Play along will provide relevant information and useful links for students of Exploring Early Childhood. Parenting covers a range of areas including pregnancy. One interesting link in this section displays photographs of a foetus as it develops within the mother's womb. Play along describes suitable activities for specific age groups and skill levels, with links to interactive sites. Teachers should be aware that many of these are directly related to Nickelodeon programs. C. Barlow



**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** Exploring Early Childhood CEC Stage 6  
**SCIS SUBJECTS:** Child development  
**PUBLISHER:** Nickelodeon Australia  
**REVIEW DATE:** 24/01/06 [305.231] SCIS 1239218

### Us mob

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

The Usmob project features short dramatic movies dealing with important issues in the lives of four Aboriginal teenagers living near Alice Springs. After registering and receiving a permit to access the films, viewers are asked to select one of three possible endings to each story, although all three endings can be watched and compared. The site includes a wealth of material such as interactive games, video diaries and online forums, all of which provide further insights into the lives and experiences of the characters. Teacher's information summarises story lines and offers fact sheets. The Usmob movies are also featured in the ABC television program *Message stick*. This site offers a valuable resource to enliven the *Aboriginal Studies 7-10 syllabus*, and could be used to

support outcomes in the HSIE K-6 Strand: *Cultures*, and the *Reading and viewing texts* outcomes in the *English K-6 syllabus*. S. McLoughlin

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6  
**SCIS SUBJECTS:** Aboriginal peoples; Aboriginal peoples – History; Aboriginal peoples – Social conditions; Adolescents in Australia  
**PUBLISHER:** UsMob, Australia  
**REVIEW DATE:** 24/01/06 [305.89] SCIS 1214601

### InfoChoice

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

An independent site, this resource provides information on a wide range of goods and services, to help consumers make easy and meaningful comparisons. The site is attractively presented and easily navigated. Online financial tools and tips are clearly and concisely presented in a variety of forms, with eye catching blocks of information presented under catchy headings, often in question form. Borrowing, saving, and investment alternatives are covered in plenty of detail. *Investment* is the most relevant section for the Business Studies syllabus, and it is especially pertinent to the Topic: *Financial planning and management*. Students will find up-to-date articles on the current bond market and the use of hedge funds, and the site allows them to compare and make calculations. The glossary has the latest terminology. N. McFayden

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Commerce 7-10  
**SCIS SUBJECTS:** Consumer education; Finance – Australia  
**PUBLISHER:** InfoChoice, Australia  
**REVIEW DATE:** 24/01/06 [332.0994] SCIS 1240785

### CommSec

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

Online educational material suited to the Business Studies Topic: *Financial planning and management* makes this site worth visiting. Students will find investment information and charting features without having to set up as moneyed investors. In Investor education, the international choice disappoints, but Australian equities and the glossary offer useful information. Site users can Take a tour in About this site, and Learn about the share market in well structured selections. Getting started in shares, derivatives, options and warrants are all treated. On the home page, the Quick find index is helpful with its exchange rate conversion calculator and the Commsec share packs will help students match share portfolio selection to personal goals. N. McFayden

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6  
**SCIS SUBJECTS:** Investments; Securities (Economics)  
**PUBLISHER:** Commonwealth Securities, Australia  
**REVIEW DATE:** 24/01/06 [332.6] SCIS 1240804

### Ethical investment association

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

Explaining and promoting the ethics of investment is the well realised brief of this site. Money is shown to be a powerful force for

good through *Sustainable responsible investment*, which requires adoption of a charter with defined positions on environmental, social, and governance performance. Business students can use this site to identify companies doing the right thing in regard to ethical, social, and environmental issues. The research material on Sustainable companies is particularly valid, including the Renewable energy option for company case studies. In General research, there are details on Climate change, Genetic engineering, and Sustainable finance. In the latter, the report on Socially responsible investment in Australia-2003, regarded as the benchmark for ethical investment, is presented in full and is an essential read for serious students. N. McFayden

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Commerce 7-10  
**SCIS SUBJECTS:** Business ethics; Environmental protection; Investments  
**PUBLISHER:** EIA, Australia  
**REVIEW DATE:** 24/01/06 [332.6] SCIS 1240810

### ASX: Australian Stock Exchange

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

Australia's national stock exchange has a wealth of information and practical learning opportunities for students. This great site is easily navigated by following the simulated trading links. Information includes equities, derivatives, and fixed interest securities, and a host of market data including share prices, announcements, and investments. In Education, online classes and Teacher resources are very useful. In the latter, sharemarket lessons and professional development information are terrific school resources. Classes allow site users to grasp the basics of investing in shares, and they encourage the tracking and analysis of investments in a personal portfolio. A market watch graph and company data will stimulate interest, understanding and skill development. The site is an excellent resource for the Business Studies Topic: *Financial planning and management*. N. McFayden

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Commerce 7-10  
**SCIS SUBJECTS:** Australian Stock Exchange; Stock exchange  
**PUBLISHER:** Australian Stock Exchange  
**REVIEW DATE:** 24/01/06 [332.64] SCIS 1166468

### Northern Territory primary industry

<http://www.horticulture.nt.gov.au>

Agriculture teachers and students will find much of value on this easily navigated site. It contains straightforward information about all aspects of tropical primary industry including Horticulture, Insects and plant diseases, Agriculture, Animals, Quarantine and Farm chemicals. Information is appropriate for NSW Agriculture syllabuses. Stage 6 Agriculture students will find the experimental reports useful for the Electives: *Horticulture and Innovation and diversification*. The site has clear and detailed photographs of insects, and students can search by common or scientific name, host and damage type. Tables of Statistics and detailed Research results will also prove fruitful for student investigation. L. Buttsworth

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agricultural Technology 7-10; Agriculture Stage 6



**SCIS SUBJECTS:** Agriculture – Northern Territory  
**PUBLISHER:** NT, Department of Primary Industry, Fisheries and Mines, Australia  
**REVIEW DATE:** 24/01/06 [333.1] SCIS 1238173

### Young carers

<http://www.youngcarers.net.au/index.html>

As a useful resource to supplement the booklet, *Being a student, being a carer and being a kid*, which was distributed to schools in 2003, this web site provides information for students who have extra responsibilities at home. The Young carers section is particularly good, with some interactive material, games, and a proforma to create a care plan. Such a plan is an essential consideration, which is often overlooked in these situations. Primary teachers explains the brief of the site and provides useful information on how to identify and support these students. The site estimates that there are probably two young carers in each Australian classroom. Clearly written for young users to access information in a technologically friendly way, the site is a valuable resource for students and teachers. A. Soutter

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Professional  
**KLA:** PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; PDHPE K-6; PDHPE 7-10  
**SCIS SUBJECTS:** Children; Classroom activities; Home nursing; Young adults  
**PUBLISHER:** Carers Australia  
**REVIEW DATE:** 24/01/06 [362.1023] SCIS 1238608

### Foodlink: your complete guide to food safety

<http://www.foodlink.org.uk>

Designed to raise awareness, this site is an appealing, user friendly resource for students. The A-Z of food safety is an excellent section which provides a detailed glossary of the terminology and metalanguage associated with food safety. It is particularly suitable for Stage 5 Food Technology students, and as background knowledge for Stage 6 Food Technology students. Foodlink factfiles provide more detailed information on food poisoning, hygiene, food storage, and food preparation. This is extremely useful for Stage 6 Food Technology and Hospitality students. Fun & games provides entertaining activities useful for introducing food safety to Stage 4 Technology students. Parts of this site are not relevant to Australian students, but this is a minor drawback compared to the overall usefulness of the resource. K. Lissa

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Food Technology 7-10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6; Technology (Mandatory) 7-8  
**SCIS SUBJECTS:** Food contamination; Food handling; Food poisoning; Food – Safety measures  
**PUBLISHER:** Food and Drink Federation, UK  
**REVIEW DATE:** 24/01/06 [363.19] SCIS 1242775

### Australian High Tech Crime Centre

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

Sponsored by numerous national and state bodies, this site provides information concerning technology crimes. Of interest to Legal Studies students completing the Focus Study: *Crime*, this site has links to major crime gathering sources within Australia. Easy to navigate, these links give an



outline of the source, including relevant legislation concerning crime where technology plays a major role. Links allow students to investigate a range of information relevant to the Focus Study in the Areas: *Key legal concepts and features of the legal system; Legal issues and remedies; and Law reform*. Media resources are current and listed by topic and date, making them a valuable student resource. The web site provides a useful snapshot of one area of the Crime component, while providing numerous links to others, without students having to scan reams of complex information. P. Passmore

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Legal Studies Stage 6  
**SCIS SUBJECTS:** Computer crime  
**PUBLISHER:** Australian High Tech Crime Centre  
**REVIEW DATE:** 24/01/06 [364.1028] SCIS 1239531

### Lalitha's nursery rhymes

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

An entertaining site of vision and sound, this musical resource includes entertaining literacy and numeracy activities for the very young. In Nursery rhymes site users should Select a rhyme to see options for a variety of traditional interactive rhymes such as Twinkle twinkle little star, Baa baa black sheep, and Jack and Jill. These appear with colourful graphics, which alter to complement the clear written text appearing one line at a time at a steady pace for the intended audience. Other rhymes includes old favourites like Frère Jacques and Grandfather's clock as well as Australian tunes such as Kookaburra and Watzing Matilda to achieve the Creative Arts outcomes MUES1.1, MUES1.4 and MUS1.1. An interesting feature is Play a rhyme which features a keyboard and sheet music with each note containing its letter symbol to help novices practise playing each piece. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** CA; English; Mathematics  
**SYLLABUS:** Creative Arts K-6; English K-6; Mathematics K-6  
**SCIS SUBJECTS:** Alphabet; Colour perception; Games; Number concept; Nursery rhymes; Shape perception  
**PUBLISHER:** Miriam Seshadri, Australia  
**REVIEW DATE:** 24/01/06 [398.8] SCIS 1235812

### Ancient geometry: insights into the history of mathematics

<http://members.aol.com/bbyars1/contents.html>

A simple, linear site, this resource has interesting reading, yet is devoid of colour or illustration. The first mathematicians is excellent for Stage 4 historical connections. There is a useful resource on pi, for teaching circle geometry to Stage 4 students. In The most famous teacher, Euclid and his postulates can introduce deductive reasoning in Stage 5 and enhance the teaching of proofs for Mathematics: *Extension I*. Coverage is rich, and onsite material demonstrates the importance of mathematical robustness to early mathematicians. Researching the evolution of algebra, Al Jabr, the chords of Ptolemy, Aryabhata, and The beginnings of trigonometry, will make mathematics more meaningful for senior students. Mathematics for entertainment, chaos theory, and fractals, are touched upon. The site uncovers mysteries upon which our current understandings are built. M. Gary

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics 7-10; Mathematics Stage 6: *Extension 1*

**SCIS SUBJECTS:** Mathematicians – Biography; Mathematics – History  
**PUBLISHER:** Brent Byars, USA  
**REVIEW DATE:** 24/01/06 [510.9] SCIS 1238739

### Astronomy 161: the solar system

<http://csep10.phys.utk.edu/astr161/lect/index.html>

Students who access The development of modern astronomy on this site will be able to explore the history of astronomy, from Aristotle and Ptolemy through to Copernicus, Galileo and Kepler. Short biographies and detailed explanations of work and discoveries is ably explained with the use of illustrations and animations. Material is in single consecutive pages accessed via the index of hyperlinks. This will focus students and the index is useful to track what is available. Topics covered include the apparent motion of planets, models of the solar system, the laws of planetary motion, vectors, and the unification of physics and astronomy. This site is highly relevant to the Physics Stage 6 Topics: *The cosmic engine and Space*. J. Morgan

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** Science  
**SYLLABUS:** Physics Stage 6; Science 7-10  
**SCIS SUBJECTS:** Solar system  
**PUBLISHER:** University of Tennessee, USA  
**REVIEW DATE:** 24/01/06 [523.2] SCIS 1241282

### Physics life

[http://www.physics.org/Physics\\_Life/Web/physics\\_life/life.asp](http://www.physics.org/Physics_Life/Web/physics_life/life.asp)

A streetscape is the main focus of Physics life, inviting users to explore everyday appliances and the physics behind their operation. Simple structures and buildings along the street include a playground, factory, office, house and school. After entering a building, users can choose an appliance and are then given a short description of its physics principles. Highlighted words in the description lead to a series of related links, the majority of which are entries in Marshall Brain's *Howstuffworks.com*. A text version of the site allows a faster search of the appliances. Physics evolution contains an interactive map to investigate the backgrounds of great ideas. This site is relevant to energy and technology outcomes in the *Science Years 7-10 syllabus* and would be a useful research tool for the *Physics Stage 6 syllabus*. S. Lockwood

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Physics Stage 6; Science 7-10  
**SCIS SUBJECTS:** Physics; Technology  
**PUBLISHER:** Institute of Physics, UK  
**REVIEW DATE:** 24/01/06 [530] SCIS 1229100

### Exploring Earth: visualizations

[http://www.classzone.com/books/earth\\_science/terc/navigation/visualization.cfm](http://www.classzone.com/books/earth_science/terc/navigation/visualization.cfm)

A series of visualisations and animations highly relevant to the study of Earth sciences is presented on this comprehensive site. The site is an adjunct to a textbook, and is laid out in chapters with a wide range of topics including natural cycles, the ocean, astronomy, rocks and minerals, plate tectonics, sedimentary rocks, and weather. Each animation is simple and clear, and is accompanied by a succinct explanation. Animations are particularly appropriate for supplementing classroom explanations, and for independent research by students. J. Morgan

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** Science  
**SYLLABUS:** Earth & Environmental Science Stage 6; Physics Stage 6; Science 7–10  
**SCIS SUBJECTS:** Astronomy; Earth; Geology; Meteorology  
**PUBLISHER:** McDougall Littell, USA  
**REVIEW DATE:** 24/01/06 [550] SCIS 1235434

### How volcanoes work

[http://www.geology.sdsu.edu/how\\_volcanoes\\_work/](http://www.geology.sdsu.edu/how_volcanoes_work/)

A comprehensive resource on eruptions, this visually appealing and detailed site will be too advanced for many high school students. Within the site's sections of **Eruption dynamics**, **Volcanic landforms**, and **Eruption products**, some of the outstanding photographs, films, and diagrams will be useful as stimulus material. The site's broad international content supports Science 7–10 students completing outcomes on interactions at plate boundaries, and the impact of volcanic eruptions. The history of famous volcanic eruptions, such as Krakatoa and Mt St Helens, could easily be adapted by teachers. The site suits an extension activity, with the quizzes in each section a useful tool for this purpose. The site contains numerous links for volcanoes and plate tectonics, which would have to be assessed for classroom suitability. I. Mavin



**USER LEVEL:** Stage 5 Professional  
**KLA:** Science  
**SYLLABUS:** Science 7–10  
**SCIS SUBJECTS:** Volcanoes  
**PUBLISHER:** Dept. of Geological Sciences, San Diego State University, USA  
**REVIEW DATE:** 24/01/06 [551.21] SCIS 1046995

### What is weather?

<http://www.bbc.co.uk/schools/whatisweather/home.shtml>

Colourful and friendly, this site combines simple graphics and great animations with the jargon of the topic to successfully describe and illustrate weather. Clear and concise information will help students understand weather factors, the effect on people, and the way humans adapt to the weather. The site is particularly suitable for the Science and Technology K–6 Unit: *A place in time* and the HSIE K–6 Unit: *The need for shelter*. In **Teachers**, worksheets and outcomes could be adapted for NSW use. Information about the site, its potential for students, and how NSW teachers can use it, is better accessed in **Parents**. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1 Professional  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Meteorology; Weather  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/06 [551.5] SCIS 1240126

### Rocky the rock hound

<http://www.fi.edu/fellows/payton/rocks/index2.html>

Although the authors of this site claim that it is suitable for Years K–8, its main focus, namely the formation, classification and structure of rocks, is best suited to Stage 4. Its strengths are the ease of navigation, and the quality of the explanations and illustrations. The latter include clear diagrams of various rock forming processes and excellent photographs of various kinds of rocks. Some students may regard the presentation as a little childish, but the content is well suited to learning about sedimentary rock and

identifying minerals in the *Science 7–10 syllabus*. **Discover Earth's treasures**, **Rock hound quiz** and **Pebbling puzzles** offer engaging activities for Stage 2 and Stage 3 students investigating the Strand: *The Earth and its surroundings*. These would also be suitable for developing ICT skills. R. Dircks

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Rocks  
**PUBLISHER:** Loogootee Community Schools, USA  
**REVIEW DATE:** 24/01/06 [552] SCIS 1217022

### Prehistoric Life

<http://www.museum.vic.gov.au/prehistoric/index.html>

Excellent images and solid information on prehistoric life can be found on this beautifully laid out site. **What is a fossil?** describes fossilisation, the main types of fossils, and the geological time scale. **Invertebrate fossils** illustrates the diversity that has occurred over hundreds of millions of years, and **Dinosaurs** provides information about these reptiles and their extinction. **Ice age animals** describes the megafauna in Australia and many other parts of the world during and after the last ice age, presenting theories to explain the mass extinctions. Highly relevant to the Biology Stage 6 Topics: *Evolution of Australian biota* and *Blueprint of life*, and the study of evolution in Science Stage 5, this site is a fine learning resource for students and Science teachers. J. Morgan

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Fossils; Prehistoric animals  
**PUBLISHER:** Museum Victoria, Australia  
**REVIEW DATE:** 24/01/06 [560] SCIS 1146833

### Australia's lost kingdoms: Australia's reptiles, birds and mammals from the Cretaceous to the present

[http://www.lostkingdoms.com/snapshots/miocene\\_late\\_alcoota.htm](http://www.lostkingdoms.com/snapshots/miocene_late_alcoota.htm)

A comprehensive site on Australia's biological history, this resource makes excellent use of headings, colour, and layout in a clear and crisp design. **Snapshots** gives an explanation of geological time and a description of the geological and biological history of the Australian continent. **Fascinating facts** is a set of illustrated fact sheets for a large number of animals. There are three interactive **Games** appropriate for the Science and Technology Unit: *An ancient land*, and **Showtime** has animations that complement the site's scientific content. This engaging and thoughtful site also suits the study of evolution in Stage 5 Science. J. Morgan

**USER LEVEL:** Stage 3 Stage 5  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Animals – Australia – History; Fossils; Geology – Australia; Plants – Australia – History; Prehistoric animals  
**PUBLISHER:** Australian Museum  
**REVIEW DATE:** 24/01/06 [560.994] SCIS 1246887

### Fossil sites of Australia

[http://www.austmus.gov.au/fossil\\_sites/](http://www.austmus.gov.au/fossil_sites/)

Showcasing Australia's best fossil locations at **Riversleigh**, **Bluff Downs**, **Murgon**, **Lightning Ridge**, and **Naracoorte**, this resource

is a fine summary of these sites. In a sharp presentation, information includes the palaeontologic importance of these fossils, the nature of the fossils, and a graphic timeline for the geological history of the site. The scientific methods used to discover and analyse the fossils are shown, with diagrams and location photographs. Links are promising but most were inoperative at the time of review. An extensive bibliography of research papers on Riversleigh is a useful resource. This site is highly relevant to introduce the Biology Stage 6 Core: *Evolution of Australian biota*, and for the study of evolution in Stage 5 Science. J. Morgan



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Animals – Australia – History; Evolution; Fossils; Prehistoric animals  
**PUBLISHER:** Australian Museum  
**REVIEW DATE:** 24/01/06 [560.994] SCIS 1246762

### Naracoorte Caves: Wonambi Fossil Centre: a virtual tour

<http://www.environment.sa.gov.au/parks/naracoorte/wonambi/index.html>

The caves at Naracoorte are an important fossil site, and the area is depicted here in an engaging and visually appealing virtual tour. Seventeen extinct and extant species are discussed, including *Thylacoleo carnifex*, *Diprotodon australis*, and *Palorchestes azael*. **Reasons for extinction** are explored, including climate change, the impact of Aboriginal people, and European settlers. Visual and written explanations complement each other well, explaining such things as how the fossils came to be in the caves and how animals are reconstructed from fossils. Science and Technology students will find the site to be entertaining and useful for the Unit: *An ancient land*, while information beyond the initial pages, and the extensive **Glossary**, are relevant for the Biology Stage 6 Core: *Evolution of Australian biota* and the study of evolution in Science 7–10. J. Morgan

**USER LEVEL:** Stage 3 Stage 5 Stage 6  
**KLA:** Science; SciTech  
**SYLLABUS:** Biology Stage 6; Science 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Animals – Australia – History; Evolution; Fossils; Prehistoric animals  
**PUBLISHER:** SA Dept. for Environment and Heritage, Australia  
**REVIEW DATE:** 24/01/06 [560.994] SCIS 1246792

### Graphics gallery

<http://www.accessexcellence.org/RC/VL/GG/>

A list of diagrams, representing the important processes of living things and grouped into useful sections, forms the content of this reference site. Each diagram loads quickly, and is accompanied by a written explanation or a link to such an explanation. Images are followed by a summary of information, providing a context for the process illustrated. The diagrams are categorised into sections: **From gene to function**, **Cell processes**, **Chromosomes and cell division**, **Building blocks**, **Biological engineering**, **Viruses**, and **Genetics**. Students can research diverse topics such as DNA structure and replication, protein structure, mitosis, meiosis, transgenesis and active transport. This site strongly supports the *Biology Stage 6 syllabus*, in particular the Options: *Biochemistry* and *Genetics-the code broken?*. J. Morgan

**USER LEVEL:** Stage 6 Professional  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6  
**SCIS SUBJECTS:** Biochemistry; Cells; Chromosomes  
**PUBLISHER:** National Health Museum, USA  
**REVIEW DATE:** 24/01/06 [572] SCIS 1247000

### DNA interactive

<http://www.dnai.org/index.htm>

The development of our knowledge about DNA and the technology derived from this is usefully explored on this site. In **Timeline** and **Code** the roles of the various scientists who have contributed to our knowledge of this important molecule are described. **Manipulation** presents related technologies, and **Genome** explores methods used to map the human genome. In **Applications**, students can investigate techniques of forensic analysis and use them to solve a historical puzzle. They can also research how DNA science may be applied to healthcare, and delve into the mysteries of human biological history. **DNAi teacher guide** presents 15 lesson plans for classroom use. The site is very suitable for the study of the Biology Stage 6 Core: *Blueprint of life*. J. Morgan

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Biotechnology; DNA  
**PUBLISHER:** Cold Spring Harbour Laboratory, USA  
**REVIEW DATE:** 24/01/06 [572.8] SCIS 1235401

### MBGnet: What's it like where you live?

<http://mbgnet.mobot.org/>

Biomes, and the freshwater and marine ecosystems of our world are the focus of this well constructed web site. Colourful, thumbnail images provide clearly organised hyperlinks to each topic. **Biomes of the world** includes **Rainforest**, **Desert** and **Grasslands**, and each of these biomes has a consistent layout which defines, locates and offers further specific information from a side navigation bar. **Freshwater ecosystems** and **Marine ecosystems** follow the same format, with information presented in clear, easily read print, supported by excellent photographs, maps, diagrams and graphs. This engaging site ably supports the Science and Technology Units: *Cycles in our world* and *Environment matters*. It also supports the achievement of outcomes in the *Environments* Strand in the *HSIE K–6 syllabus*. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Biomes; Freshwater ecology; Marine ecology  
**PUBLISHER:** Missouri Botanical Garden, USA  
**REVIEW DATE:** 24/01/06 [577] SCIS 1234963

### PlanetNET: flora online

<http://plantnet.rbg.gov.au/floraonline.htm>

Classification of Australian native flora is the focus of this comprehensive site. Students can research the site in several different ways. They can choose an Australian family and find a dichotomous key for that family, or they can enter information about an unidentified species, such as height, growth form, or leaf structure, and use the interactive key to determine the family to which the species belongs. Students can also find descriptive



information about specific species. This excellent site is highly relevant to the Biology Stage 6 Topic: *Life on Earth*. It would also be useful for aspects of the Science 7–10 syllabus. J. Morgan

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Botany – New South Wales  
**PUBLISHER:** Botanic Gardens Trust  
**REVIEW DATE:** 24/01/06 [581.9944] SCIS 1235398

### Exzoobrance

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

The chief interest of this easily navigated site is in the hundreds of animal photographs displayed, many of them available for use by students. Many of these images are categorised in the groups *They walk*, *They swim*, and *They fly*, rather than by conventional zoological taxonomy. Featured animals are chiefly African, with some from North America; few Australian animals are shown. Many photographs appear to have been taken in zoos, which may limit their value, but they could lead to useful classroom discussion about zoos and the keeping of animals in captivity. Multiple *Animal web cams* would also support this topic. W. Smith

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Animals  
**PUBLISHER:** McCarty, USA  
**REVIEW DATE:** 24/01/06 [590] SCIS 1241866

### Greek medicine

<http://www.nlm.nih.gov/hmd/greek/index.html>

A fine overview of Greek medicine from the gods to Galen is clearly depicted here. The site would be of interest to junior History students, particularly as an extension activity. Topics of *Olympian healers*, *Hippocrates*, *Aristotle*, and *Galen* give a fine summary of the period and link information to other times and the present day. There is a simple timeline of Greek medicine and an interesting selection of medical words from the Greek language. The site's well written material, and its primary sources of manuscripts and images, ably support the study of Greek society in Year 7 History. E. Searle

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
**SCIS SUBJECTS:** Greece – History; Medicine – History  
**PUBLISHER:** US National Library of Medicine, USA  
**REVIEW DATE:** 24/01/06 [610.938] SCIS 1240712

### The skeletal system

<http://www.mnsu.edu/emuseum/biology/humananatomy/skeletal/skeletalsystem.html>

A simply structured, linear web site, this resource describes the functions and divisions of the human axial and appendicular skeletons, as well as the types of bones and bone composition. The site would be useful for the study of body systems in PDHPE K–6 and Science 7–10. Photographs of the eight divisions of the human skeleton and further information about the structure and function of each part are easily accessed due to the clear layout and expression. Students are also able to access a list of common *Anatomy terms*. G. Walsh



**USER LEVEL:** Stage 3 Stage 4 Professional  
**KLA:** PDHPE; Science  
**SYLLABUS:** PDHPE K–6; Science 7–10  
**SCIS SUBJECTS:** Human anatomy; Skeleton  
**PUBLISHER:** Minnesota State University, USA  
**REVIEW DATE:** 24/01/06 [611] SCIS 1242662

### Eatwell: Food Standards Agency

<http://www.eatwell.gov.uk>

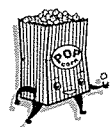
Easy to navigate, this site needs some adjustment in the grouping of foods and labelling information to be relevant as an introduction to the *Nutrition* components of the *Food Technology Years 7–10 syllabus*. *Healthy diet*, including extensive nutrition facts, *Ages and stages*, *Health issues*, *Keeping food safe* and *Food labels* contain a plethora of information. Answers are given for commonly asked questions, and an interactive section includes games, quizzes and a calculator. Students studying Stage 5 *Food Technology* would find this site extremely useful when addressing components of the *Core: Food preparation and processing* and *Nutrition and consumption*. The games are more suited to Stage 3 and 4 students, and parts of the site would support the *Personal health choices* Strand of the *PDHPE K–6 syllabus*. K. Lissa

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** PDHPE; TAS  
**SYLLABUS:** PDHPE K–6; Food Technology 7–10; Technology (Mandatory) 7–8  
**SCIS SUBJECTS:** Food; Nutrition  
**PUBLISHER:** Food Standards Agency, UK  
**REVIEW DATE:** 24/01/06 [613.2] SCIS 1232972

### Smart-mouth.org

<http://www.cspinet.org/smartmouth/index1.html>

Colourful caricatures deliver a variety of messages related to healthy food choices on this site. Information about saturated fat, calorie content, and interesting tips about nutrition, support healthy recipes which are simple to prepare. Three small video clips show the effects of fat in the diet. Interactive activities *Trust Gus* and *Feed the face* allow students to answer questions on nutrition using problem solving techniques. Although American measurements and some specific foods are used, information allows students to select, analyse, present and apply research and experimentation from a variety of sources, for the study of food design in the *Technology (Mandatory) Years 7–8 syllabus*. Choose *ur chews* and *Snacktooids* would support a study of nutrition in the *PDHPE K–6 syllabus* Strand: *Personal health choices*. K. Lissa



**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** PDHPE; TAS  
**SYLLABUS:** PDHPE K–6; Technology (Mandatory) 7–8  
**SCIS SUBJECTS:** Food; Nutrition  
**PUBLISHER:** Center for Science in the Public Interest, USA  
**REVIEW DATE:** 24/01/06 [613.2] SCIS 1232981

### Stem cells in the spotlight

<http://gslc.genetics.utah.edu/units/stemcells/>

The principles underpinning stem cell research can be explored here through a series of online activities and simulations. Topics include tissue differentiation, the goals of stem cell research, stem cell therapies, and ethical issues associated with this type of research. The site presents information simply and efficiently via annotated headings, with attractive graphics. There is an array of

Teacher resources and lesson plans, including WebQuests, interactive activities, and worksheets. This site is particularly relevant to the Biology Stage 6 Topic: *Blueprint of life* and the study of biotechnology in Stage 5 Science. J. Morgan

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Genetic engineering; Human genetics; Stem cells  
**PUBLISHER:** University of Utah, USA  
**REVIEW DATE:** 24/01/06 [616] SCIS 1235439

### Information.com.au: your partner in agribusiness

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

A topical and useful resource for the rural community, this site has much to offer NSW teachers and students. Agricultural news and current commodity prices can be found on the home page, and users are able to view the information by topic and chronological order. Information on *Cotton*, *Horticulture*, *Livestock*, *Crops & grains*, *Dairy*, *Viticulture*, and *Wool* commodities are a solid resource for students. Information on *Alternative* commodities would be especially useful for students undertaking the Stage 6 *Agriculture Elective: Innovation and diversification*. Recent data on machinery, equipment, and finance is also on the site. Weather images change daily, and the handy *Rural diary* is a practical resource for learning outside the classroom. L. Buttsworth

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agriculture 7–10; Agriculture Stage 6  
**SCIS SUBJECTS:** Agriculture – Australia  
**PUBLISHER:** Information.com.au, Australia  
**REVIEW DATE:** 24/01/06 [630.994] SCIS 1246653

### Kid's valley garden

<http://www.raw-connections.com/garden/>

Directions for *Planning*, *Planting*, and caring for plants are clearly stated on this site, for students who are interested in beginning a garden at home or at school. *Watering* includes the *Bleach bottle drip system* and *Easy drip watering system*, which are highly relevant strategies for conserving water. Navigation is easy, and colourful links with appealing graphics within the site are simple but effective. The variety of teaching and learning activities would support the *Science and Technology K–6 syllabus* Units: *Cycles in our world*, *Mini-worlds*, *Food for the tuckerbox* and *A change for the better*. Procedures, explanations and reports could also be used as models of writing. Many ideas are explored and, as well as the practicality of gardening, the site gives basic information about plants and their care, with a well designed glossary to support users. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Gardening; Plants  
**PUBLISHER:** Pakenham Junior Horticultural Society, Canada  
**REVIEW DATE:** 24/01/06 [635] SCIS 1234972

### Australian stingless native bees

<http://www.uq.net.au/~zrzabel>

One of Australia's hobby industries, native bee keeping has much potential as an environmental whole school project. This site's best

feature is *Our fact sheet on keeping native bees* which gives explicit instructions on preparing a hive for NSW bees and conditions. Music accompanying the many images is a little distracting and could make the site difficult to use in a computer classroom. As a source of individual research for an enterprise study in Stage 5 *Agricultural Technology*, the site is excellent. It is easy to navigate with enthusiastic layout and simple language. The site stresses the negative effect of land clearing and development on bee colonies, making it very appropriate to support the Science and Technology K–6 Unit: *Environment matters*. L. Buttsworth

**USER LEVEL:** Stage 3 Stage 5 Professional  
**KLA:** SciTech; TAS  
**SYLLABUS:** Agricultural Technology 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Bees  
**PUBLISHER:** Russell & Janine Zabel, Australia  
**REVIEW DATE:** 24/01/06 [638] SCIS 1238179

### i-bioUK: examples

<http://www.i-bio.gov.uk/ibouserweb/beginners/examples.html>

Biotechnology is one of the most controversial issues facing science teachers. This site provides a starting ground for the introduction of biotechnology. Topics such as *Stem cell research*, *Cloning*, *Brewing*, and *The human genome project* are well described in short paragraphs using scientific jargon. A detailed *Glossary* of biotechnology's common words will be useful for students. This is an excellent site for Stage 5 Science students looking at outcomes associated with the benefits and problems associated with biotechnology. Biology Stage 6 students undertaking the Option 9.6: *Biotechnology* will also benefit from accessing the information provided on this site. Students will appreciate the site's provision of key words for further research, and its scientific summary of each topic. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Biotechnology  
**PUBLISHER:** i-bioUK, UK  
**REVIEW DATE:** 24/01/06 [660.6] SCIS 1235101

### National Toy Hall of Fame at Strong Museum 9

<http://www.strongmuseum.org/NTHoF/NTHoF.html>

The histories of 31 of the world's most recognisable toys are provided on this visually attractive web site. A photographic thumbnail takes site users to larger images and a well written and detailed description of each toy's genesis, development, and claim to fame. A sliding side menu allows for easy navigation. Teachers of the HSIE Unit: *The way we were* and the Science and Technology Unit: *Toy world*, would make good use of the written information and graphics on this site. *About* gives indepth information about criteria for museum selection. The site also supports the study of past and current designers for the Design and Technology 7–10 Core: *Activity of designers*. R. Parnis



**USER LEVEL:** Stage 1 Stage 4 Professional  
**KLA:** HSIE; SciTech; TAS  
**SYLLABUS:** Design & Technology 7–10; HSIE K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Toys – Exhibitions; Toys – History  
**PUBLISHER:** Strong Museum, USA  
**REVIEW DATE:** 24/01/06 [688.7] SCIS 1240067

**Toys and games**<http://www.hants.gov.uk/museum/toys/history/index.html>

All sorts of dolls, created in a range of materials and crossing historical times and places, are shown on this interesting site. The resource's collection includes toy figures, models, building bricks, board games, puzzles, trains, aeroplanes, and boats. Starting with A brief history of toys, the site is organised by type of toy or game. Each subject is described in a short but sophisticated account of history and development. These written pieces sometimes include art techniques and industrial processes, such as for Tin plate toys. These descriptions would be useful for Visual Design, and Design and Technology syllabuses. J. Tam

**USER LEVEL:** Stage 1 Stage 4  
**KLA:** CA; HSIE; TAS  
**SYLLABUS:** Design & Technology 7-10; HSIE K-6; Visual Design 7-10  
**SCIS SUBJECTS:** Games - History; Toys - History  
**PUBLISHER:** Hampshire Museums Service, UK  
**REVIEW DATE:** 24/01/06 [688.709] SCIS 1242260

**All-Write site: Frank Lloyd Wright building code**<http://geocities.com/SoHo/1469>

One of the most important aspects of education is to incorporate relevance into teaching experiences. This resource provides information and educational links based on one of the world's most influential urban designers, Frank Lloyd Wright. Students will be informed about how local and global environments, and materials used, affect design solutions in relation to architecture, furniture design, and technology. Linked lesson resources will enable students to investigate the use of the design process, identify factors affecting design and to develop ideas on presenting design solutions and ideas. Although the content applies to American examples of architecture, the principles and processes can be easily translated into NSW classrooms. B. Maher

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6  
**SCIS SUBJECTS:** Architecture, American; Architecture, Modern - 20th century; Design; Wright, Frank Lloyd  
**REVIEW DATE:** 24/01/06 [720.92] SCIS 1244088

**Architect Studio 3D**<http://www.architectstudio3d.org/AS3d/index.html>

An interactive student centred resource, this site is in line with architectural and engineering based design concepts that can be applied to Design and Technology, and Industrial Technology syllabuses. Students can develop their knowledge of drawing concepts by using standards. They can explore spatial relationships and architectural designs by completing interactive activities, such as designing floor plans and three dimensional models of houses. These activities are based on identified criteria, such as who the house is being built for and where it will be located. Extension activities can be created from design based activities, which require students to engage in the design process and to scaffold their production of design ideas and presentation. This site can be slow to load, but the 3D tools more than compensate for the wait. B. Maher

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** TAS  
**SYLLABUS:** Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology 7-10; Industrial Technology Stage 6  
**SCIS SUBJECTS:** Architecture, Domestic - Designs and plans; Houses  
**PUBLISHER:** Frank Lloyd Wright Preservation Trust, USA  
**REVIEW DATE:** 24/01/06 [728] SCIS 1219198

**What were homes like long ago?**<http://tife.org.uk/clicker/flashhistoryks1/homes.swf>

A simple and precise site, this resource depicts Victorian homes and interiors. It has large images and print, and information is specifically directed at very young students. Nine different types of English houses are photographed and described, and crowded Victorian interiors are shown. Each image is accompanied by short comments or discussion questions. The site allows the user to move through the gallery by arrow tabs. By right clicking the mouse on a photograph, it is possible for students to zoom in and observe more closely, to answer the questions posed. This site would be useful when studying the HSIE Unit: *Places then, now and tomorrow*. R. Parnis



**USER LEVEL:** Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Dwellings - History; Dwellings - Problems, exercises, etc  
**PUBLISHER:** Lighthouse for Education, UK  
**REVIEW DATE:** 24/01/06 [728.076] SCIS 1245340

**Technologystudent.com: a design and technology site**<http://www.technologystudent.com/>

A terrific resource for technology students and teachers, this web site is packed with information and online interactive exercises. Subject areas include robotics, computers, Electronics, Equipment and processes, Gears and pulleys, and Graphics. From the site's activities students can gain an understanding of workshop Health and safety, technological development over the years in Technology and cultures, and alternative energy sources in Technology and the environment. Teachers are provided with project templates and project ideas. The web site is easy to use and is visually appealing. A feature of the resource is the site search facility, which is extremely efficient and provides excellent responses. A. Kokkotas

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Design & Technology Stage 6; Graphics Technology 7-10; Information & Software Technology 7-10; Technology (Mandatory) 7-8  
**SCIS SUBJECTS:** Industrial design; Technology  
**PUBLISHER:** V. Ryan, UK  
**REVIEW DATE:** 24/01/06 [745.2] SCIS 1244107

**OpenEnded Group**<http://www.openendedgroup.com/>

Digital artworks for public spaces are brilliantly shown on this well constructed, informative and stimulating site. Prominent choreographers such as Merce Cunningham, Trisha Brown, and Bill T.

Jones provide an initial point of interest for Dance students. Works are invaluable for students selecting the Option: *Major study dance and technology* in the *Dance Stage 6 syllabus*. They include descriptions, animation excerpts, artist's statements, vibrant images, and essays for acclaimed works such as *Ghostcatching*, *Hand-drawn spaces*, and *Biped*. Works records some of the history of virtual technology and dance, and provides a rich source of inspiration for what is possible in the medium. Ideas has material that is not always easy to obtain when studying dance, including essays, interviews, and lecture notes. Works in *In progress* are an additional and rich source of ideas for Creative Arts students working with multimedia, installations, and performance art and its interaction with music. R. Kirsten

**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Dance Stage 6; Drama Stage 6; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts Stage 6  
**SCIS SUBJECTS:** Art, Modern - 21st century; Installations (Art); Theatre - Stage setting and scenery  
**PUBLISHER:** OpenEnded Group, USA  
**REVIEW DATE:** 24/01/06 [776.092] SCIS 1230579

**Happy note: real computer games to learn music the fun way**<http://www.happynote.com/music/learn.html>

These interactive games designed to enhance musical concepts are a welcome addition to music resources available for the primary classroom. Each of the five games has to be downloaded and installed separately. However the games are small and the process short. The *Treble and bass clef game* is a limited trial version with access to five notes in each clef. The other four games are self-contained, educational and very entertaining. *Notes in space* is probably the most difficult and is quite fast, so should be played after practising and progressing through the other four. A. Wisdom

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
**SCIS SUBJECTS:** Educational games; Musical notation - Study and teaching  
**PUBLISHER:** Pascal Riben, France  
**REVIEW DATE:** 24/01/06 [780.7] SCIS 1241729

**Musica Viva Australia**<http://www.mva.org.au/vivazone/>

Supporting Musica Viva's school music program, this site opens an interactive world for students to explore a range of music styles, musicians, and instruments. Cute graphics, colours, and clear instructions will appeal to students. Topics tend to be structured like an onsite WebQuest, and they include *Investigating instruments*, *Discover a day in the life of a musician*, *Instrument pictures and sounds*, and *You be the critic*. Students have explicit instructions to create works in *Experimental sound studio* and *Design a concert*. The *Teacher's room* has resource material and work samples. Learning material supports organising sound and listening outcomes in the *Creative Arts K-6 syllabus*, as well as the Electives: *Composing* and *Listening* in Music 7-10. The site provides a significant Australian contribution to user friendly interactive music education. M. Bradley

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6; Music 7-10

**SCIS SUBJECTS:** Music; Musical instruments; Musicians, Australian  
**PUBLISHER:** Musica Viva Australia  
**REVIEW DATE:** 24/01/06 [780.7] SCIS 1232539

**MusicAustralia.org**<http://www.musicaustralia.org>

With online access to over 150 000 resources including music scores, web sites, multimedia, film, images, sound, and archives about Australian music, this site will suit students researching a particular resource or area. The site is not especially easy to navigate, and its loose structure could prove frustrating for some users. Students can access information about music, musicians, organisations, and services by following a theme such as *Rock 'n' Roll*, *Indigenous music*, *Flora*, *Sport*, and *Australian places*. Site material supports the study of Australian music in Stage 4 and Stage 5, and multiple topics in the Stage 6 syllabuses Music 1 and Music 2. The site is an attractive springboard for exploring material about Australian music and culture. M. Bradley

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Music 7-10; Music 1 Stage 6; Music 2 & Music Extension Stage 6  
**SCIS SUBJECTS:** Music, Australian; Music, Australian - History and criticism; Songs, Australian  
**PUBLISHER:** National Library of Australia  
**REVIEW DATE:** 24/01/06 [780.994] SCIS 1146936

**iClassics**<http://www.iclassics.com/>

A terrific resource for music teachers and students, this site has reviews, articles, profiles, video interviews, and plenty of audio tracks. In *Explore*, students can research composers in detail, read analytical pieces in *On music*, and investigate a chronology of the history of western music in the *Timeline*. In the latter, an overview of the period includes links to articles about the period. Students can access a particular period and view a list of composers and works. Following that line of research, *View articles* then allows them to access information about a specific genre, instrument, style or composer. A. Wisdom

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Music 7-10; Music Stage 6  
**SCIS SUBJECTS:** Composers; Music, Classical  
**PUBLISHER:** iClassics.com, USA  
**REVIEW DATE:** 24/01/06 [781.6] SCIS 1241746

**WhatsTheDownload.com**<http://www.whatsthe-download.com/>

Easy to read and navigate, and appealing to a teenage audience, this site raises awareness about the responsibility and ethical attitude to downloading music from the Internet. Students can read true cases, current articles and opinions of people within the recording industry. So...*what's the download?!*, followed by *More*, introduces copyright issues. *What's the controversy?* and *The lowdown* discuss the practice of downloading music from the Internet, with special emphasis on the use of compact mp3 format. Students can learn about the issues related to copyright and piracy within the music industry before accessing *Get music now*, then discuss the various issues and obtain information from *Legal stuff*, or access FAQs for summarised information. The site has relevance



for the *Information and Software Technology Years 7-10 syllabus* outcome 5.3.1. A. Kokkotas

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; TAS; VET  
**SYLLABUS:** Creative Arts K-6; Music 7-10; Information & Software Technology 7-10; Information Processes & Technology Stage 6; Information Technology Curriculum Framework Stage 6; Technology (Mandatory) 7-8  
**SCIS SUBJECTS:** Copyright; Internet (Computer network); Music industry; Musicians  
**PUBLISHER:** The Recording Academy, USA  
**REVIEW DATE:** 24/01/06 [781.64] SCIS 1234974

### Just the arti-facts: toys

<http://www.chicagohistory.org/AOTM/dec97/dec97artifact.html>

One hundred years ago, Chicago's toy industry was creating many of America's famous toys. This concise site depicts that history in images and short paragraphs. In sections of **Fun on wheels**; **Dolls**; **Planes, trains & automobiles**; and **Building basics**, the site provides printable resources and a workable lesson plan. Teachers could use this information for the Unit: *Toyworld* in Science and Technology K-6, in helping students compare life in the past with their own experiences. Images are accompanied by a brief statement describing the toy's place in history and this supports the study of historical visual design practice in Visual Design Stage 5. Industrial Technology 7-10 students may also enjoy this small site, especially those who are interested in the design and construction of metal toys for the Core: *Art metal*. M. Whitfield

**USER LEVEL:** Stage 1 Stage 5 Professional  
**KLA:** CA; SciTech; TAS  
**SYLLABUS:** Industrial Technology 7-10; Science & Technology K-6; Visual Design 7-10  
**SCIS SUBJECTS:** Toys - History  
**PUBLISHER:** Chicago Historical Society, USA  
**REVIEW DATE:** 24/01/06 [790.109] SCIS 1245244

### Stage designs of Richard Finkelstein

<http://www.rfdesigns.org/index.htm>

An inspirational resource for design and drama students, this site is a descriptive gallery of Finkelstein's work on 50 dramatic productions. Two plays on the new *Drama Stage 6 syllabus* are here: **As you like it** and **Private lives**. Each has terrific production images and the designer's notes on the production's context. The former also contains a detailed description of the set and the play's **Conceptual foundations**. As a resource for the study of *The individual project: Design in Drama Stage 6*, and the Module: *Stage sets and props* in Visual Design Stage 6, this web site is an excellent illustration of what can be done. Some productions, such as **The merchant of Venice**, include photographs of the model of the setting and a comparative photograph of the built set. English students studying these texts will appreciate the vivid images and creative range of the designer's interpretations. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama 7-10; Drama Stage 6; English 7-10; Visual Design Stage 6  
**SCIS SUBJECTS:** Dancing; Design - Biography; Theatre - Stage setting and scenery - Design and construction; Theatre - Stage setting and scenery - Pictorial works; Websites - Design and construction  
**PUBLISHER:** Richard Finkelstein, USA  
**REVIEW DATE:** 24/01/06 [792.02] SCIS 1233680

### Ocean planet: writings and images of the sea

[http://seawifs.gsfc.nasa.gov/OCEAN\\_PLANET/HTML/ocean\\_planet\\_book.html](http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/ocean_planet_book.html)

Excerpts from the book of a Smithsonian exhibition can be found on this site. Relevant as supplementary reading for the English Stage 6 Area of Study: *The journey*, these include Sea Rat's poetic recount of his adventures from *The wind in the willows*, Ann Davison's recollection of her solo sailing trip in *Singlehander*, and Peter Benchley's reflection on searching for the giant squid in *Discovery*. While the complete book is not available as an e-text these pieces complement the BOS booklet for the HSC English course, and teachers could use the excerpts to complement the Area of Study. The **Ocean planet exhibition floorplan** links to extensive information relevant to environmental studies and the science of the sea. H. Cobban

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6: *Standard*; *Advanced*; *ESL*  
**SCIS SUBJECTS:** Ocean in literature; Voyages and travels in literature  
**PUBLISHER:** Smithsonian Institution, USA  
**REVIEW DATE:** 24/01/06 [808.8] SCIS 1236192

### The bookhive: your guide to children's literature and books

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

Created by staff of a public library, this is a site of book reviews with primary school students in mind. Site users can search a regularly updated database of mostly American books by author, title, reading level, genre, and illustrator. In **Listen to a story**, stories are performed rather than just read, by several storytellers. Reviews are written by adults, and are accompanied by short student comments. The site has several activities and allows students to print or colour activity pages online. There is a **Harry Potter quiz**, booklists for text evaluation, and discussion questions which would be useful for literature circles and book clubs. This is an informative and entertaining site. A. Beedles

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
**SCIS SUBJECTS:** Children's literature, American; English literature - Problems, exercises, etc.  
**PUBLISHER:** Public Library of Charlotte & Mecklenburg County, USA  
**REVIEW DATE:** 24/01/06 [820.76] SCIS 1240277

### Converse: the literature website

<http://aspirations.english.cam.ac.uk/converse/alevel/poetry.acds>

An innovative resource for students aged 11-19, this site is well worth a look by teachers. Three age sections, roughly similar to NSW, cover poetry, Chaucer, the English language, Shakespeare, and the **First World War**. There is specific material on Owen's *Dulce et Decorum* for the English Stage 6: *Standard* course. The war illustrated, facsimiles of an English pictorial magazine, is a valuable primary source for students of Modern History. Senior English students can interactively explore the historical context of a poem, and the ideas about practical criticism could help teachers

introduce critical theory to Year 10 or 11. The **History of the English language** and some of the **Shakespeare** material is excellent for younger students. In **Teachers** there are some creative ideas, for example on visual literacy, found in the handbook. H. Cobban & E. Searle

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; English Stage 6: *Standard*; Modern History Stage 6  
**SCIS SUBJECTS:** English literature - History and criticism; World War, 1914-1918 in literature  
**PUBLISHER:** Cambridge University, UK  
**REVIEW DATE:** 24/01/06 [820.9] SCIS 1236209

### The Quentaris chronicles

<http://www.quentaris.com/main.html>

Complementing the popular fantasy series, this site seeks to involve readers in the *Quentaris* saga. Information is succinct and readable and students may investigate each of the **Books** via a summary and extract. **Authors** and **Creators** biographical details would be helpful when conducting an author study, with users able to access the authors' web sites. The site would be useful as a literature extension activity for students, and for independent study within a classroom situation. Students can download novel word searches and a full sized map of the city. There is an excellent personality and place glossary. Navigation throughout the site is easy and the resource will engage those familiar with and new to the series. G. Cale

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
**SCIS SUBJECTS:** Australian fiction; Children's literature, Australian; Fantasy  
**PUBLISHER:** Lothian, Australia  
**REVIEW DATE:** 24/01/06 [A823] SCIS 1161014

### The legend of Captain Dave's lost treasure

<http://dcls.org/pirate/>

Cross-curriculum in nature, and American in design, this multifaceted site holds many treasures for the user. Information concerning pirates is enhanced via many hyperlinks that tap into related sites. Navigation is simple, streamlined, and information is presented in an easily read and understood format. As the user seeks to solve the puzzle, the information almost becomes incidental along the way. **Kid's corner** offers other adventurous interactive sites, which could also be used for entertaining literature based activities. This site would be most useful as an engaging extension activity to support the achievement of English outcomes RS2.5, RS3.5, RS2.6 and RS3.6 for subject matter and information skills. Other links offer lesson plans for teachers and information and advice for parents. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
**SCIS SUBJECTS:** Information skills; Pirates; Webquests  
**PUBLISHER:** Dauphin County Library System, USA  
**REVIEW DATE:** 24/01/06 [910.4] SCIS 1234937

### Ancient China

<http://www.ancientchina.co.uk/menu.html>

Excellent images, written resources, and activities on ancient China are beautifully co-ordinated on this site. Within the topics of

**Crafts and artisans**, **Geography**, **Time**, **Tombs**, **Ancestors**, and **Writing**, students can read a **Story**, interactively **Explore** the topic, and take a **Challenge**. Knowledge bases and games, such as **The silkworm challenge** which takes students through the processes involved in silk production, are thoughtfully constructed and interesting to use. In the **Staff room**, teachers will find useful resources and worksheets, and explicit information in setting up the classroom to use the web site effectively. This terrific site has wide application for K-6 work with Chinese culture, history, and language, and it has much to support the study of ancient China in Year 7 History. E. Searle

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** CA; English; HSIE; Languages  
**SYLLABUS:** Chinese K-10; Creative Arts K-6; English K-6; History 7-10; HSIE K-6  
**SCIS SUBJECTS:** China - History - To 960; China - Social life and customs - To 960  
**PUBLISHER:** British Museum, UK  
**REVIEW DATE:** 24/01/06 [931] SCIS 1194991

### Feudal life: what was it really like to live in the Middle Ages?

<http://www.learner.org/exhibits/middleages/feudal.html>

Inspired by a television series, this simple web site could be useful to support the History 7-10 Topic: *Medieval and early modern Europe*. The site would be an excellent way to introduce students to this topic. Students will enjoy using the site and information is easy to access. There is an overview of feudal life in areas such as **Religion**, **Health**, **Clothing**, **Arts and entertainment**, **Homes**, and **Town life**, and some of these have a short activity. A dictionary of **Feudal terms of England** is entertaining and the site gives background to the **Magna Carta**. E. Searle

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
**SCIS SUBJECTS:** Europe - Social life and customs - 476-1492; Feudalism; Middle Ages  
**PUBLISHER:** Annenberg Media, USA  
**REVIEW DATE:** 24/01/06 [940.1] SCIS 1240719

### French Revolution

<http://rmc.library.cornell.edu/collections/frenchrev.html>

Eighteenth century pamphlets, books, manuscripts, newspapers, and prints are presented here. The site takes time to negotiate but material does support the study of *The reign of terror in France 1792-95* in the Modern History syllabus. Reproductions of images such as cartoons and drawings are of interest, but written texts are reproduced as originals, in French. The collections offer an opportunity for research into the Ancien Régime, the French Revolution, the Napoleonic period, and the Restoration. The **Maurepas Collection**, **LaForte archive**, **Lavoisier Collection**, and **Lafayette Collection** provide manuscript documentation of the years immediately preceding the Revolution. The **Guide** section of the latter has excellent information and interpretations of the period. E. Searle

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
**SCIS SUBJECTS:** France - History - 1789-1799, Revolution; France - History - 1799-1914



PUBLISHER: Cornell University, USA  
 REVIEW DATE: 24/01/06 [944.04] SCIS 1236254

### The Indians' discovery of Columbus

<http://www.yale.edu/ynhti/curriculum/units/1992/2/92.02.01.x.html>

The main focus of this site is Hernando Cortés and the conquest and invasion of Mexico as viewed by the Aztecs. The site is laid out like a text book and contains a dense and informative narrative in chapters, including background information on Europe at the time, and Aztec society before the arrival of the Spaniards. Lesson plans, teaching strategies, and exhaustive bibliographies are supplied. The site could be a very useful resource for the *History Years 7-10 syllabus* as it addresses outcomes in the study of medieval Europe, the Americas, and colonisation. This is a well written resource which demonstrates a particular point of view and provides an introduction to the concepts of historiography. E. Searle

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
**SCIS SUBJECTS:** Aztecs; Columbus, Christopher; Cortés, Hernando; Europe - History - 1492-1789; Mexico - Historiography  
**PUBLISHER:** Yale-New Haven Teachers Institute, USA  
**REVIEW DATE:** 24/01/06 [972] SCIS 1236194

### Te Ara: the encyclopedia of New Zealand

<http://www.teara.govt.nz/en>

Well written entries and appealing graphics make this site a pleasure to browse. Specific research is impeded by some clumsy cross referencing, but Stage 6 Society and Culture and Aboriginal Studies students who persevere will find much of interest. For the Society and Culture Core: *Social and cultural continuity and change*, this resource supports students' investigation of heritage, gender, values, and identity in another country. *Maori in New Zealand* in brief ably supports the study of contemporary New Zealand within the Aboriginal Studies syllabus Part 1: *Social justice and human rights issues*. Following the references in *Related stories from Te Ara* is fruitful, and links such as *Society and Urban marae* will reward student research. In *New Zealand peoples*, HSIE K-6 students can explore a large and vibrant collection, including an extensive look at the role of *Australians*. For young students, *Get the short story* provides a useful summary. C. Thomas

**USER LEVEL:** Stage 3 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; HSIE K-6; Society & Culture Stage 6  
**PUBLISHER:** Ministry for Culture and Heritage, NZ  
**SCIS SUBJECTS:** New Zealand - Encyclopedias  
**REVIEW DATE:** 24/01/06 [993.003] SCIS 1211713

#### 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: [michelo.busch@nsw.edu.au](mailto:michelo.busch@nsw.edu.au)

## Professional reading

Resources are in Dewey order.

### Picture books that explore the values of education

<http://www.education.tas.gov.au/delic/els/values.htm>

ABSTRACT

A project of primary school teachers in Tasmania, this resource is a list of picture books that explore particular values. The list has been updated to include 2005 books, and each text is keyed to show its relevance for readers by age. The list is intended as a guide, as titles may explore multiple values. The list includes some books from the 1980s but most have been published within the last ten years. Picture books are listed under the values of **Connectedness** (developing a sense of community); **Resilience** (recognising strengths and maximising potential); **Achievement** (pursuing individual excellence); **Creativity** (valuing original ideas and aesthetics); **Integrity** (ethical behaviour); **Responsibility** (individual and collective); and **Equity** (social justice).

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Picture books - Indexes; Values education  
**PUBLISHER:** Department of Education Library and Information centre, Australia  
**REVIEW DATE:** 10/01/06 [011.62] SCIS 1246704

BLACK, Octavius

### The mind gym: wake your mind up

Time Warner, 2005

ISBN 0316729922 [153.4]

Early advice provided to the reader in this instructional manual for the mind is: don't read this book. However, the text is crammed with practical ideas to exercise the mind as we exercise the body to increase fitness and performance. The message is, be selective by choosing what needs exercising to take control, give the right impression, be creative, win tough conversations with the inner voice and with others and turn stress tactics into successful strategies. The psychological foundation of the strategies ground the theory in practice. A supporting web site at [www.themindgym.com](http://www.themindgym.com) contains opportunities for team building within organisations. F. Plummer

**USER LEVEL:** Professional  
**Paper \$29.95** SCIS 1217453

McKENZIE, Jamieson

### Learning to question to wonder to learn

FNO, 2005

ISBN 0967407850 [153.4]

The author suggests that thinking does not always lead to wisdom. This book provides a useful range of strategies that teachers can use to engage students in powerful thinking—thinking that is productive and leads to a better understanding of the world. The chapter on questioning provides a useful link to implement elements of *Quality*

*Teaching*, as teachers explore higher-order thinking stimulated through questioning to increase **Intellectual** quality in teaching and learning activities. The role of questioning is clarified by mapping the types of thinking that stimulate originality and productivity. The differences between learning and absorbing, and teaching and learning, are explored through narrative and persuasive reasoning. The book provides a short, practical and enjoyable read. F. Plummer

**USER LEVEL:** Professional  
**Paper \$40.00** SCIS 1217702

COWLEY, Sue

### Letting the buggers be creative

Continuum, 2005

ISBN 0826473342 [370.11]

Teachers are always looking for creative ways to energise their work, and this book will provide some of that energy. A rationale for teaching creativity is strongly argued in this excellent resource. A wide range of cross KLA ideas and actions are described, including working with the layout of the classroom, lesson pacing, and questioning. The author's friendly style encourages creative action as part of professional development, and teachers will find suggestions can be easily applied to individual classrooms. Twenty two lesson ideas will inspire and re-energise teachers, and even experienced teachers will find something of value here. K. Rushton

**USER LEVEL:** Professional  
**Paper \$35.00** SCIS 1217956



MARTINO, Wayne & PALLOTTA-CHIAROLLI, Maria

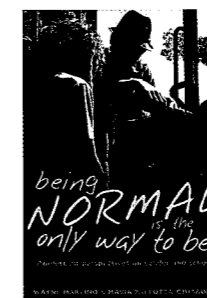
### Being normal is the only way to be: adolescent perspectives on gender and school

UNSW Press, 2005

ISBN 0868406872 [370.15]

Written by eminent academics in gender education, this text provides invaluable insight into the social justice issues concerning adolescents at school. The pressure to adhere to narrow gendered identities in order to avoid peer ridicule is cogently conveyed through numerous quotations from Australian students. The text is structured into gender focused chapters which present the authors' research. A series of reflective questions and practical strategies at the end of each chapter will assist schools to address the issue raised. This text is a strong resource for high school teachers, especially those working in student welfare, and it specifically relates to the study of youth and gender in the Community and Family Studies and Society and Culture syllabuses. A. Anderson

**USER LEVEL:** Professional  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; Society & Culture Stage 6  
**Paper \$39.95** SCIS 1229104



### Australian National Schools Network

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

ABSTRACT

A network of educational groups, the ANSN web site includes DET and NSW teacher organisations and describes initiatives to do with improving teaching and learning in Australian schools. In **Professional development**, About the ANSN explains that the group's focus is to reform traditional school structures and work organisations from within, by helping schools deal with times of change. **Projects** explains strategies and research, including ANSN supported initiatives in NSW schools. **Resources** is a downloadable pdf collection including forms, reports, kits, articles, and conference papers, many of which deal with digital portfolios. **Professional development** details workshops intended to reflect the needs and interests of students and to provide practical opportunities for teachers.

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Education - Australia; Education - Research; Teachers - In-service education; Teaching methods  
**PUBLISHER:** Australian National Schools Network, Australia  
**REVIEW DATE:** 10/01/06 [370.7] SCIS 1203132

LOW, Nicholas [and others]

### The green city: sustainable homes, sustainable suburbs

University of New South Wales Press, 2005

ISBN 0868406937 [307.76]

Exploring the concept of sustainable city growth and the notion of a green city, this clear and concise resource examines overseas and local examples using a multi-disciplinary approach. It is relevant to the Geography Stage 6 Topic: *Urban places*, and the Legal Studies Stage 6 Focus study: *Global environment*, although the degree of detail and intensive focus make it most suitable as a professional resource. Aided by well drawn diagrams and photographs, the book discusses the effect of making multiple small changes in areas such as transport, culture, environment, and workplace. Solidly referenced chapters and a comprehensive index extend the usefulness of this resource for teachers. P. Passmore

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Geography Stage 6; Legal Studies Stage 6  
**Paper \$39.95** SCIS 1221827

### Australian Children's Television Foundation

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

The production of entertaining and dynamic film media as a teaching and learning tool is the aim of this organisation. Solid Australian materials which realise this aim are abundant on the web site. **About us** clearly lays out site content with annotated links to film and television resources. The **Learning centre** features K-10 material, while senior resources plus an extensive collection of analytical material are found in the **Resource centre**. Materials include text synopses and comprehensive study guides, some audio visual clips and resources showing **Behind the scenes**, and lesson plans for all KLAs. Teaching kits are described, and are available for purchase, while **News** has online publications with more teaching and learning resources. Site users can usefully search by title, Year level, or KLA, to explore the wealth of material onsite. C. Thomas

## resources

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Television in education; Television programs  
**PUBLISHER:** ACTF, Australia  
**REVIEW DATE:** 10/01/06 [371.33] SCIS 1038041

### **Bullying in schools: how successful can intervention be?**

/ edited by P. K. Smith & D. Pepler & K. Rigby. Cambridge University, 2004  
ISBN 0521528038 [371.5]

Amongst many books about bullying, this resource is the most comprehensive account of interventions carried out in schools in Europe, North America, and Australasia. The book looks at the core tasks of teaching and the impact of bullying. It asks whether the direct approach to reducing bullying is always the best, and what the most effective aims for an anti-bullying program are. It deals with the influence that teachers have on the amount of bullying in a school, and examines the implications of the success or otherwise of different programs for those developing effective interventions. This book shows that bullying is a universal phenomenon, but that holistic programs are sustainable and effective. A. Soutter

**USER LEVEL:** Professional  
\$27.95 SCIS 1212626

### **UCLA school mental health project: Centre for Mental Health in Schools**

<http://www.smhp.psych.ucla.edu>

Physical and mental health concerns must be addressed if students are to succeed at school. This site will help schools work towards the mental wellbeing of students, with many good resources for both teachers and school counsellors. Most of the resources are in Center materials, including information on classroom enhancement, student development, transitions and school, community, and family relationships. There are ideas on bullying prevention, working effectively with student issues such as attention, conduct, behaviour, and relationship problems. Presentation and training aids are useful for schools wishing to look at mental health as a whole staff issue. This site is an excellent source of clear and concise information. A. Soutter

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Mental health; Psychiatric illness; School students – Mental health  
**PUBLISHER:** UCLA, Dept. of Psychology, USA  
**REVIEW DATE:** 10/01/06 [371.7] SCIS 1246689

RETTET, J. & KINTOMINAS, J. & GAZAL, J.

### **Looking at how meaning is created in text: language study within an area of study: perspective: stage 6 English (ESL)**

NSW DET, Multicultural Programs Unit, 2003  
ISBN 0731382420 [428.2071]

#### ABSTRACT

These teaching sequences are designed for ESL Stage 6 students between levels 4 and 6 on the ESL scales. The material concerns values and attitudes related to multiculturalism, and is intended to help students explore, analyse and experiment with the ways that texts shape perspectives. The texts provided as models for student deconstruction are a newspaper feature, cartoons, images, and a poem. Exercises and activities are printed as handouts and include

vocabulary work, language and structural features, exam style questions, features of dialogue, text analysis sheets, composing and responding tasks, and scaffolds. The resource was written for the English Stage 6 Area of Study: *Change*, and now generally supports the teaching of literacy and language.

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English 7–10  
\$POA (Multicultural Programs Unit  
ph 02 9244 5324) SCIS 1129038

HROMEK, Robyn

### **Game time: games to promote social and emotional resilience for children aged 4 to 14**

Paul Chapman, 2005  
ISBN 1412910722 [616.89]

Skills courses which use therapeutic games tend to be very successful, because the lessons translate easily to the playground where those with the fewest social skills have a difficult time. This book goes one step further than similar resources as it uses a series of board games. These will be very attractive to young students and they will be useful in teaching them to get along better with their peers. The nine games are presented on a CD, and teachers can access an Australian version at [www.paulchapmanpublishing.co.uk/gametime](http://www.paulchapmanpublishing.co.uk/gametime). The book discusses the use of the games and common problems such as cheating. A. Soutter

**USER LEVEL:** Professional  
Paper \$55.00 SCIS 1210035

CARR-GREGG, Michael

### **Surviving adolescents: the must-have manual for parents**

Penguin, 2005  
ISBN 014300378X [649]

Sensible and not patronising, this parenting manual gives practical, research based advice on all the important topics for parents and teachers. These include how to help boys get more out of school, tips for youth friendly communication, and exploring what enables young people to flourish. It has clear information to help parents and teachers identify the signs of mental health problems, such as depression. There is an extensive and useful list of Australian contacts. Counsellors will find this book helpful when dealing with primary and secondary students. As the book points out, one in six girls reaches puberty at eight, meaning there are more adolescents in primary school than ever before. A. Soutter

**USER LEVEL:** Community Professional  
Paper \$17.95 SCIS 1226513

### **Melbourne 2006 XVIII Commonwealth Games education program**

<http://education.melbourne2006.com.au/>

The official education program for the Commonwealth Games offers a wealth of information for teachers, including the Latest news and structured lesson plans. About the program allows teachers to assess the site's usefulness, and it summarises each section of this resource. The site's material has been developed to

help students learn about the Commonwealth and the Commonwealth Games, to link schools in activities to do with this event, and to allow students to participate in related Games activities. Classroom resources are shown in five age based categories from K–12. Although based on the Victorian curriculum, teaching resources are comprehensive, easy to adapt, and apply to a range of NSW syllabuses. A very large and useful Professional development collection is included on the site. K. McCulloch

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Commonwealth Games – (2006: Melbourne); Commonwealth Games – Problems, exercises, etc; Commonwealth Games – Study and teaching  
**PUBLISHER:** Govt. of Victoria, Australia  
**REVIEW DATE:** 29/11/05 [796.407] SCIS 1247244

### **A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: drama (Whose life is it anyway? A play by Brian Clark)**

Multicultural Programs Unit, N.S.W. Department of Education and Training, 2004  
ISBN 073138380X [822]

#### ABSTRACT

The text is one of four units which demonstrate an approach to teaching poetry, media, prose fiction, and drama within the Area of Study: *The journey* for English Stage 6: ESL. It includes introductory activities to help students understand the social and cultural context of the play, and handouts which are designed as models to help teachers scaffold students learning. There is specific information on the play's use for *The inner journey* and *The physical journey*, plus a glossary of the script, exploring characters through dialogue, the relationship of characters to the journey concept, and the use of metaphor and imagery. Writing activities involve planning an analytical response, and an essay. These teacher resources have usefulness beyond the current Area of Study.

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: ESL  
\$POA (Multicultural Programs  
Unit ph 02 9244 5324) SCIS 1199452

Other reviewed titles:

**A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: media (Through Australian eyes)** SCIS 1197272

**A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: poetry (Immigrant chronicle, an anthology of poetry by Peter Skrzynecki)** SCIS 1196962

**A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: prose fiction (The China coin, a novel by Allan Baillie)** SCIS 1198700

### **Focus on Australian topics [picture]: wall charts. Ages 10+: stimulus posters to develop knowledge and understandings**

Macmillan Education Australia, 2005  
ISBN 0732997112 [994.0071]

Brilliantly linked to Stage 3 outcomes in the HSIE K–6 syllabus, these wall charts and accompanying teaching resources have impressive relevance for NSW schools. The charts are large, clear

and eye-catching, with excellent information, ideas, links and questioning suggestions on the reverse side. They are well aligned to *Information skills in the school*. Complete units of work, assessment and evaluation tools and strategies, are positive inclusions in the teacher's manual that supports each set of charts. Suggested content for each of the four strands in the HSIE K–6 syllabus is addressed in these units. Each topic has an overview that includes key understandings, KLA links, outcomes and indicators. Lists of further resources and useful web sites are also included. G. Cale

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
Paper \$64.95 (Teacher's manual \$42.95)  
SCIS 1211298

Other reviewed titles:

**Focus on art in society and environment [picture]: wall charts. Ages 5–8: stimulus posters to develop art appreciation** SCIS 1206575

**Focus on art in society and environment [picture]: wall charts. Ages 10+: stimulus posters to develop art appreciation** SCIS 1206683

## 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.

SCHELFHOUT, Christine & KING, Stephen Michael

### **A new look at nursery rhymes**

Macmillan Teacher Resources, 2005  
ISBN 0732998069 [398.8]

The big book format is ideal for modelled and shared reading experiences. Featuring six traditional rhymes, the appeal of this resource is its innovative additional verses, which add humour and a modern twist. Opportunities for choral reading of repetitive phrases, locating rhyming words, and the joint construction of extra verses abound. Stephen Michael King's supportive, colourful

## resources

for the *Information and Software Technology Years 7–10 syllabus* outcome 5.3.1. A. Kokkotas

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; TAS; VET  
**SYLLABUS:** Creative Arts K–6; Music 7–10; Information & Software Technology 7–10; Information Processes & Technology Stage 6; Information Technology Curriculum Framework Stage 6; Technology (Mandatory) 7–8  
**SCIS SUBJECTS:** Copyright; Internet (Computer network); Music industry; Musicians  
**PUBLISHER:** The Recording Academy, USA  
**REVIEW DATE:** 24/01/06 [781.64] SCIS 1234974

### Just the arti-facts: toys

<http://www.chicagohistory.org/AOTM/dec97/dec97artifact.html>

One hundred years ago, Chicago's toy industry was creating many of America's famous toys. This concise site depicts that history in images and short paragraphs. In sections of **Fun on wheels**; **Dolls**; **Planes, trains & automobiles**; and **Building basics**, the site provides printable resources and a workable lesson plan. Teachers could use this information for the Unit: *Toyworld* in Science and Technology K–6, in helping students compare life in the past with their own experiences. Images are accompanied by a brief statement describing the toy's place in history and this supports the study of historical visual design practice in Visual Design Stage 5. Industrial Technology 7–10 students may also enjoy this small site, especially those who are interested in the design and construction of metal toys for the Core: *Art metal*. M. Whitfield

**USER LEVEL:** Stage 1 Stage 5 Professional  
**KLA:** CA; SciTech; TAS  
**SYLLABUS:** Industrial Technology 7–10; Science & Technology K–6; Visual Design 7–10  
**SCIS SUBJECTS:** Toys – History  
**PUBLISHER:** Chicago Historical Society, USA  
**REVIEW DATE:** 24/01/06 [790.109] SCIS 1245244

### Stage designs of Richard Finkelstein

<http://www.rfdesigns.org/index.htm>

An inspirational resource for design and drama students, this site is a descriptive gallery of Finkelstein's work on 50 dramatic productions. Two plays on the new *Drama Stage 6 syllabus* are here: **As you like it** and **Private lives**. Each has terrific production images and the designer's notes on the production's context. The former also contains a detailed description of the set and the play's **Conceptual foundations**. As a resource for the study of *The individual project: Design in Drama Stage 6*, and the Module: *Stage sets and props* in Visual Design Stage 6, this web site is an excellent illustration of what can be done. Some productions, such as **The merchant of Venice**, include photographs of the model of the setting and a comparative photograph of the built set. English students studying these texts will appreciate the vivid images and creative range of the designer's interpretations. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama 7–10; Drama Stage 6; English 7–10; Visual Design Stage 6  
**SCIS SUBJECTS:** Dancing; Design – Biography; Theatre – Stage setting and scenery – Design and construction; Theatre – Stage setting and scenery – Pictorial works; Websites – Design and construction  
**PUBLISHER:** Richard Finkelstein, USA  
**REVIEW DATE:** 24/01/06 [792.02] SCIS 1233680

### Ocean planet: writings and images of the sea

[http://seawifs.gsfc.nasa.gov/OCEAN\\_PLANET/HTML/ocean\\_planet\\_book.html](http://seawifs.gsfc.nasa.gov/OCEAN_PLANET/HTML/ocean_planet_book.html)

Excerpts from the book of a Smithsonian exhibition can be found on this site. Relevant as supplementary reading for the English Stage 6 Area of Study: *The journey*, these include Sea Rat's poetic recount of his adventures from *The wind in the willows*, Ann Davison's recollection of her solo sailing trip in *Singlehander*, and Peter Benchley's reflection on searching for the giant squid in *Discovery*. While the complete book is not available as an e-text these pieces complement the BOS booklet for the HSC English course, and teachers could use the excerpts to complement the Area of Study. **The Ocean planet exhibition floorplan** links to extensive information relevant to environmental studies and the science of the sea. H. Cobban

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6: *Standard*; *Advanced*; *ESL*  
**SCIS SUBJECTS:** Ocean in literature; Voyages and travels in literature  
**PUBLISHER:** Smithsonian Institution, USA  
**REVIEW DATE:** 24/01/06 [808.8] SCIS 1236192

### The bookhive: your guide to children's literature and books

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

Created by staff of a public library, this is a site of book reviews with primary school students in mind. Site users can search a regularly updated database of mostly American books by author, title, reading level, genre, and illustrator. In **Listen to a story**, stories are performed rather than just read, by several storytellers. Reviews are written by adults, and are accompanied by short student comments. The site has several activities and allows students to print or colour activity pages online. There is a **Harry Potter quiz**, booklists for text evaluation, and discussion questions which would be useful for literature circles and book clubs. This is an informative and entertaining site. A. Beedles

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K–6  
**SCIS SUBJECTS:** Children's literature, American; English literature – Problems, exercises, etc.  
**PUBLISHER:** Public Library of Charlotte & Mecklenburg County, USA  
**REVIEW DATE:** 24/01/06 [820.76] SCIS 1240277

### Converse: the literature website

<http://aspirations.english.cam.ac.uk/converse/alevel/poetry.acds>

An innovative resource for students aged 11–19, this site is well worth a look by teachers. Three age sections, roughly similar to NSW, cover poetry, Chaucer, the English language, Shakespeare, and the **First World War**. There is specific material on Owen's *Dulce et Decorum* for the English Stage 6: *Standard* course. **The war illustrated**, facsimiles of an English pictorial magazine, is a valuable primary source for students of Modern History. Senior English students can interactively explore the historical context of a poem, and the ideas about practical criticism could help teachers



introduce critical theory to Year 10 or 11. The **History of the English language** and some of the Shakespeare material is excellent for younger students. In **Teachers** there are some creative ideas, for example on visual literacy, found in the handbook. H. Cobban & E. Searle

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English; HSE  
**SYLLABUS:** English K–6; English 7–10; English Stage 6: *Standard*; Modern History Stage 6  
**SCIS SUBJECTS:** English literature – History and criticism; World War, 1914–1918 in literature  
**PUBLISHER:** Cambridge University, UK  
**REVIEW DATE:** 24/01/06 [820.9] SCIS 1236209

### The Quentaris chronicles

<http://www.quentaris.com/main.html>

Complementing the popular fantasy series, this site seeks to involve readers in the *Quentaris* saga. Information is succinct and readable and students may investigate each of the **Books** via a summary and extract. **Authors** and **Creators** biographical details would be helpful when conducting an author study, with users able to access the authors' web sites. The site would be useful as a literature extension activity for students, and for independent study within a classroom situation. Students can download novel word searches and a full sized map of the city. There is an excellent personality and place glossary. Navigation throughout the site is easy and the resource will engage those familiar with and new to the series. G. Cale

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Australian fiction; Children's literature, Australian; Fantasy  
**PUBLISHER:** Lothian, Australia  
**REVIEW DATE:** 24/01/06 [A823] SCIS 1161014

### The legend of Captain Dave's lost treasure

<http://dcls.org/pirate/>

Cross-curriculum in nature, and American in design, this multifaceted site holds many treasures for the user. Information concerning pirates is enhanced via many hyperlinks that tap into related sites. Navigation is simple, streamlined, and information is presented in an easily read and understood format. As the user seeks to solve the puzzle, the information almost becomes incidental along the way. **Kid's corner** offers other adventurous interactive sites, which could also be used for entertaining literature based activities. This site would be most useful as an engaging extension activity to support the achievement of English outcomes RS2.5, RS3.5, RS2.6 and RS3.6 for subject matter and information skills. Other links offer lesson plans for teachers and information and advice for parents. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K–6  
**SCIS SUBJECTS:** Information skills; Pirates; Webquests  
**PUBLISHER:** Dauphin County Library System, USA  
**REVIEW DATE:** 24/01/06 [910.4] SCIS 1234937

### Ancient China

<http://www.ancientchina.co.uk/menu.html>

Excellent images, written resources, and activities on ancient China are beautifully co-ordinated on this site. Within the topics of

**Crafts and artisans**, **Geography**, **Time**, **Tombs**, **Ancestors**, and **Writing**, students can read a **Story**, interactively **Explore** the topic, and take a **Challenge**. Knowledge bases and games, such as **The silkworm challenge** which takes students through the processes involved in silk production, are thoughtfully constructed and interesting to use. In the **Staff room**, teachers will find useful resources and worksheets, and explicit information in setting up the classroom to use the web site effectively. This terrific site has wide application for K–6 work with Chinese culture, history, and language, and it has much to support the study of ancient China in Year 7 History. E. Searle

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** CA; English; HSE; Languages  
**SYLLABUS:** Chinese K–10; Creative Arts K–6; English K–6; History 7–10; HSE K–6  
**SCIS SUBJECTS:** China – History – To 960; China – Social life and customs – To 960  
**PUBLISHER:** British Museum, UK  
**REVIEW DATE:** 24/01/06 [931] SCIS 1194991

### Feudal life: what was it really like to live in the Middle Ages?

<http://www.learner.org/exhibits/middleages/feudal.html>

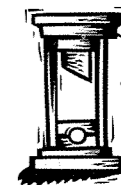
Inspired by a television series, this simple web site could be useful to support the History 7–10 Topic: *Medieval and early modern Europe*. The site would be an excellent way to introduce students to this topic. Students will enjoy using the site and information is easy to access. There is an overview of feudal life in areas such as **Religion**, **Health**, **Clothing**, **Arts and entertainment**, **Homes**, and **Town life**, and some of these have a short activity. A dictionary of Feudal terms of England is entertaining and the site gives background to the Magna Carta. E. Searle

**USER LEVEL:** Stage 5  
**KLA:** HSE  
**SYLLABUS:** History 7–10  
**SCIS SUBJECTS:** Europe – Social life and customs – 476–1492; Feudalism; Middle Ages  
**PUBLISHER:** Annenberg Media, USA  
**REVIEW DATE:** 24/01/06 [940.1] SCIS 1240719

### French Revolution

<http://rnc.library.cornell.edu/collections/frenchrev.html>

Eighteenth century pamphlets, books, manuscripts, newspapers, and prints are presented here. The site takes time to negotiate but material does support the study of *The reign of terror in France 1792–95* in the Modern History syllabus. Reproductions of images such as cartoons and drawings are of interest, but written texts are reproduced as originals, in French. The collections offer an opportunity for research into the Ancien Régime, the French Revolution, the Napoleonic period, and the Restoration. The **Maurepas Collection**, **LaForte archive**, **Lavoisier Collection**, and **Lafayette Collection** provide manuscript documentation of the years immediately preceding the Revolution. The **Guide** section of the latter has excellent information and interpretations of the period. E. Searle



**USER LEVEL:** Stage 6 Professional  
**KLA:** HSE  
**SYLLABUS:** Modern History Stage 6  
**SCIS SUBJECTS:** France – History – 1789–1799, Revolution; France – History – 1799–1914

PUBLISHER: Cornell University, USA  
 REVIEW DATE: 24/01/06 [944.04] SCIS 1236254

### The Indians' discovery of Columbus

<http://www.yale.edu/ynhti/curriculum/units/1992/2/92.02.01.x.html>

The main focus of this site is Hernando Cortés and the conquest and invasion of Mexico as viewed by the Aztecs. The site is laid out like a text book and contains a dense and informative narrative in chapters, including background information on Europe at the time, and Aztec society before the arrival of the Spaniards. Lesson plans, teaching strategies, and exhaustive bibliographies are supplied. The site could be a very useful resource for the *History Years 7–10 syllabus* as it addresses outcomes in the study of medieval Europe, the Americas, and colonisation. This is a well written resource which demonstrates a particular point of view and provides an introduction to the concepts of historiography. E. Searle

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
**SCIS SUBJECTS:** Aztecs; Columbus, Christopher; Cortés, Hernando; Europe – History – 1492–1789; Mexico – Historiography  
**PUBLISHER:** Yale-New Haven Teachers Institute, USA  
**REVIEW DATE:** 24/01/06 [972] SCIS 1236194

### Te Ara: the encyclopedia of New Zealand

<http://www.teara.govt.nz/en>

Well written entries and appealing graphics make this site a pleasure to browse. Specific research is impeded by some clumsy cross referencing, but Stage 6 Society and Culture and Aboriginal Studies students who persevere will find much of interest. For the Society and Culture Core: *Social and cultural continuity and change*, this resource supports students' investigation of heritage, gender, values, and identity in another country. *Maori in New Zealand* in brief ably supports the study of contemporary New Zealand within the Aboriginal Studies syllabus Part 1: *Social justice and human rights issues*. Following the references in *Related stories from Te Ara* is fruitful, and links such as *Society and Urban marae* will reward student research. In *New Zealand peoples*, HSIE K–6 students can explore a large and vibrant collection, including an extensive look at the role of *Australians*. For young students, *Get the short story* provides a useful summary. C. Thomas

**USER LEVEL:** Stage 3 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; HSIE K–6; Society & Culture Stage 6  
**PUBLISHER:** Ministry for Culture and Heritage, NZ  
**SCIS SUBJECTS:** New Zealand – Encyclopedias  
**REVIEW DATE:** 24/01/06 [993.003] SCIS 1211713

#### 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](mailto:michela.busch@det.nsw.edu.au)

## Professional reading

Resources are in Dewey order.

### Picture books that explore the values of education

<http://www.education.tas.gov.au/delic/els/values.htm>

ABSTRACT

A project of primary school teachers in Tasmania, this resource is a list of picture books that explore particular values. The list has been updated to include 2005 books, and each text is keyed to show its relevance for readers by age. The list is intended as a guide, as titles may explore multiple values. The list includes some books from the 1980s but most have been published within the last ten years. Picture books are listed under the values of **Connectedness** (developing a sense of community); **Resilience** (recognising strengths and maximising potential); **Achievement** (pursuing individual excellence); **Creativity** (valuing original ideas and aesthetics); **Integrity** (ethical behaviour); **Responsibility** (individual and collective); and **Equity** (social justice).

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Picture books – Indexes; Values education  
**PUBLISHER:** Department of Education Library and Information centre, Australia  
**REVIEW DATE:** 10/01/06 [011.62] SCIS 1246704

BLACK, Octavius

### The mind gym: wake your mind up

Time Warner, 2005

ISBN 0316729922 [153.4]

Early advice provided to the reader in this instructional manual for the mind is: don't read this book. However, the text is crammed with practical ideas to exercise the mind as we exercise the body to increase fitness and performance. The message is, be selective by choosing what needs exercising to take control, give the right impression, be creative, win tough conversations with the inner voice and with others and turn stress tactics into successful strategies. The psychological foundation of the strategies ground the theory in practice. A supporting web site at [www.themindgym.com](http://www.themindgym.com) contains opportunities for team building within organisations. F. Plummer

**USER LEVEL:** Professional  
**Paper \$29.95** SCIS 1217453

McKENZIE, Jamieson

### Learning to question to wonder to learn

FNO, 2005

ISBN 0967407850 [153.4]

The author suggests that thinking does not always lead to wisdom. This book provides a useful range of strategies that teachers can use to engage students in powerful thinking—thinking that is productive and leads to a better understanding of the world. The chapter on questioning provides a useful link to implement elements of *Quality*

*Teaching*, as teachers explore higher-order thinking stimulated through questioning to increase **Intellectual quality** in teaching and learning activities. The role of questioning is clarified by mapping the types of thinking that stimulate originality and productivity. The differences between learning and absorbing, and teaching and learning, are explored through narrative and persuasive reasoning. The book provides a short, practical and enjoyable read. F. Plummer

**USER LEVEL:** Professional  
**Paper \$40.00** SCIS 1217702

COWLEY, Sue

### Letting the buggers be creative

Continuum, 2005

ISBN 0826473342 [370.11]

Teachers are always looking for creative ways to energise their work, and this book will provide some of that energy. A rationale for teaching creativity is strongly argued in this excellent resource. A wide range of cross KLA ideas and actions are described, including working with the layout of the classroom, lesson pacing, and questioning. The author's friendly style encourages creative action as part of professional development, and teachers will find suggestions can be easily applied to individual classrooms. Twenty two lesson ideas will inspire and re-energise teachers, and even experienced teachers will find something of value here. K. Rushton



**USER LEVEL:** Professional  
**Paper \$35.00** SCIS 1217956

MARTINO, Wayne & PALLOTTA-CHIAROLLI, Maria

### Being normal is the only way to be: adolescent perspectives on gender and school

UNSW Press, 2005

ISBN 0868406872 [370.15]

Written by eminent academics in gender education, this text provides invaluable insight into the social justice issues concerning adolescents at school. The pressure to adhere to narrow gendered identities in order to avoid peer ridicule is cogently conveyed through numerous quotations from Australian students. The text is structured into gender focused chapters which present the authors' research. A series of reflective questions and practical strategies at the end of each chapter will assist schools to address the issue raised. This text is a strong resource for high school teachers, especially those working in student welfare, and it specifically relates to the study of youth and gender in the Community and Family Studies and Society and Culture syllabuses. A. Anderson



**USER LEVEL:** Professional  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; Society & Culture Stage 6  
**Paper \$39.95** SCIS 1229104

### Australian National Schools Network

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

ABSTRACT

A network of educational groups, the ANSN web site includes DET and NSW teacher organisations and describes initiatives to do with improving teaching and learning in Australian schools. In *Professional development*, *About the ANSN* explains that the group's focus is to reform traditional school structures and work organisations from within, by helping schools deal with times of change. *Projects* explains strategies and research, including ANSN supported initiatives in NSW schools. *Resources* is a downloadable pdf collection including forms, reports, kits, articles, and conference papers, many of which deal with digital portfolios. *Professional development* details workshops intended to reflect the needs and interests of students and to provide practical opportunities for teachers.

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Education – Australia; Education – Research; Teachers – In-service education; Teaching methods

**PUBLISHER:** Australian National Schools Network, Australia  
**REVIEW DATE:** 10/01/06 [370.7] SCIS 1203132

LOW, Nicholas [and others]

### The green city: sustainable homes, sustainable suburbs

University of New South Wales Press, 2005

ISBN 0868406937 [307.76]

Exploring the concept of sustainable city growth and the notion of a green city, this clear and concise resource examines overseas and local examples using a multi-disciplinary approach. It is relevant to the Geography Stage 6 Topic: *Urban places*, and the Legal Studies Stage 6 Focus study: *Global environment*, although the degree of detail and intensive focus make it most suitable as a professional resource. Aided by well drawn diagrams and photographs, the book discusses the effect of making multiple small changes in areas such as transport, culture, environment, and workplace. Solidly referenced chapters and a comprehensive index extend the usefulness of this resource for teachers. P. Passmore

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Geography Stage 6; Legal Studies Stage 6  
**Paper \$39.95** SCIS 1221827

### Australian Children's Television Foundation

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

The production of entertaining and dynamic film media as a teaching and learning tool is the aim of this organisation. Solid Australian materials which realise this aim are abundant on the web site. *About us* clearly lays out site content with annotated links to film and television resources. The *Learning centre* features K–10 material, while senior resources plus an extensive collection of analytical material are found in the *Resource centre*. Materials include text synopses and comprehensive study guides, some audio visual clips and resources showing *Behind the scenes*, and lesson plans for all KLAs. Teaching kits are described, and are available for purchase, while *News* has online publications with more teaching and learning resources. Site users can usefully search by title, Year level, or KLA, to explore the wealth of material onsite. C. Thomas

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Television in education; Television programs  
**PUBLISHER:** ACTF, Australia  
**REVIEW DATE:** 10/01/06 [371.33] SCIS 1038041

### ***Bullying in schools: how successful can intervention be?***

/ edited by P. K. Smith & D. Pepler & K. Rigby. Cambridge University, 2004  
 ISBN 0521528038 [371.5]

Amongst many books about bullying, this resource is the most comprehensive account of interventions carried out in schools in Europe, North America, and Australasia. The book looks at the core tasks of teaching and the impact of bullying. It asks whether the direct approach to reducing bullying is always the best, and what the most effective aims for an anti-bullying program are. It deals with the influence that teachers have on the amount of bullying in a school, and examines the implications of the success or otherwise of different programs for those developing effective interventions. This book shows that bullying is a universal phenomenon, but that holistic programs are sustainable and effective. A. Soutter

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** \$27.95 SCIS 1212626

### ***UCLA school mental health project: Centre for Mental Health in Schools***

<http://www.smhp.psych.ucla.edu>

Physical and mental health concerns must be addressed if students are to succeed at school. This site will help schools work towards the mental wellbeing of students, with many good resources for both teachers and school counsellors. Most of the resources are in **Center materials**, including information on classroom enhancement, student development, transitions and school, community, and family relationships. There are ideas on bullying prevention, working effectively with student issues such as attention, conduct, behaviour, and relationship problems. Presentation and training aids are useful for schools wishing to look at mental health as a whole staff issue. This site is an excellent source of clear and concise information. A. Soutter

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Mental health; Psychiatric illness; School students – Mental health  
**PUBLISHER:** UCLA, Dept. of Psychology, USA  
**REVIEW DATE:** 10/01/06 [371.7] SCIS 1246689

RETTET, J. & KINTOMINAS, J. & GAZAL, J.

### ***Looking at how meaning is created in text: language study within an area of study: perspective: stage 6 English (ESL)***

NSW DET, Multicultural Programs Unit, 2003  
 ISBN 0731382420 [428.2071]

#### ABSTRACT

These teaching sequences are designed for ESL Stage 6 students between levels 4 and 6 on the ESL scales. The material concerns values and attitudes related to multiculturalism, and is intended to help students explore, analyse and experiment with the ways that texts shape perspectives. The texts provided as models for student deconstruction are a newspaper feature, cartoons, images, and a poem. Exercises and activities are printed as handouts and include

vocabulary work, language and structural features, exam style questions, features of dialogue, text analysis sheets, composing and responding tasks, and scaffolds. The resource was written for the English Stage 6 Area of Study: *Change*, and now generally supports the teaching of literacy and language.

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English 7–10  
 \$POA (Multicultural Programs Unit  
 ph 02 9244 5324) SCIS 1129038

HROMEK, Robyn

### ***Game time: games to promote social and emotional resilience for children aged 4 to 14***

Paul Chapman, 2005  
 ISBN 1412910722 [616.89]

Skills courses which use therapeutic games tend to be very successful, because the lessons translate easily to the playground where those with the fewest social skills have a difficult time. This book goes one step further than similar resources as it uses a series of board games. These will be very attractive to young students and they will be useful in teaching them to get along better with their peers. The nine games are presented on a CD, and teachers can access an Australian version at [www.paulchapmanpublishing.co.uk/gametime](http://www.paulchapmanpublishing.co.uk/gametime). The book discusses the use of the games and common problems such as cheating. A. Soutter

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Paper \$55.00 SCIS 1210035

CARR-GREGG, Michael

### ***Surviving adolescents: the must-have manual for parents***

Penguin, 2005  
 ISBN 014300378X [649]

Sensible and not patronising, this parenting manual gives practical, research based advice on all the important topics for parents and teachers. These include how to help boys get more out of school, tips for youth friendly communication, and exploring what enables young people to flourish. It has clear information to help parents and teachers identify the signs of mental health problems, such as depression. There is an extensive and useful list of Australian contacts. Counsellors will find this book helpful when dealing with primary and secondary students. As the book points out, one in six girls reaches puberty at eight, meaning there are more adolescents in primary school than ever before. A. Soutter

**USER LEVEL:** Community Professional  
**SCIS SUBJECTS:** Paper \$17.95 SCIS 1226513

### ***Melbourne 2006 XVIII Commonwealth Games education program***

<http://education.melbourne2006.com.au/>

The official education program for the Commonwealth Games offers a wealth of information for teachers, including the **Latest news** and structured lesson plans. **About the program** allows teachers to assess the site's usefulness, and it summarises each section of this resource. The site's material has been developed to

help students learn about the Commonwealth and the Commonwealth Games, to link schools in activities to do with this event, and to allow students to participate in related Games activities. Classroom resources are shown in five age based categories from K–12. Although based on the Victorian curriculum, teaching resources are comprehensive, easy to adapt, and apply to a range of NSW syllabuses. A very large and useful Professional development collection is included on the site. K. McCulloch

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Commonwealth Games – (2006: Melbourne); Commonwealth Games – Problems, exercises, etc.; Commonwealth Games – Study and teaching  
**PUBLISHER:** Govt. of Victoria, Australia  
**REVIEW DATE:** 29/11/05 [796.407] SCIS 1247244

### ***A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: drama (Whose life is it anyway? A play by Brian Clark)***

Multicultural Programs Unit, N.S.W. Department of Education and Training, 2004  
 ISBN 073138380X [822]

#### ABSTRACT

The text is one of four units which demonstrate an approach to teaching poetry, media, prose fiction, and drama within the Area of Study: *The journey* for English Stage 6: ESL. It includes introductory activities to help students understand the social and cultural context of the play, and handouts which are designed as models to help teachers scaffold students learning. There is specific information on the play's use for *The inner journey* and *The physical journey*, plus a glossary of the script, exploring characters through dialogue, the relationship of characters to the journey concept, and the use of metaphor and imagery. Writing activities involve planning an analytical response, and an essay. These teacher resources have usefulness beyond the current Area of Study.

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: ESL  
 \$POA (Multicultural Programs  
 Unit ph 02 9244 5324) SCIS 1199452

#### Other reviewed titles:

***A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: media (Through Australian eyes)*** SCIS 1197272

***A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: poetry (Immigrant chronicle, an anthology of poetry by Peter Skrzynecki)*** SCIS 1196962

***A unit of work: Stage 6 English (ESL) HSC course: language study within an area of study: the journey: prose fiction (The China coin, a novel by Allan Baillie)*** SCIS 1198700

### ***Focus on Australian topics [picture]: wall charts. Ages 10+: stimulus posters to develop knowledge and understandings***

Macmillan Education Australia, 2005  
 ISBN 0732997712 [994.0071]

Brilliantly linked to Stage 3 outcomes in the *HSIE K–6 syllabus*, these wall charts and accompanying teaching resources have impressive relevance for NSW schools. The charts are large, clear

and eye-catching, with excellent information, ideas, links and questioning suggestions on the reverse side. They are well aligned to *Information skills in the school*. Complete units of work, assessment and evaluation tools and strategies, are positive inclusions in the teacher's manual that supports each set of charts. Suggested content for each of the four strands in the *HSIE K–6 syllabus* is addressed in these units. Each topic has an overview that includes key understandings, KLA links, outcomes and indicators. Lists of further resources and useful web sites are also included. G. Cale

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
 Paper \$64.95 (Teacher's manual \$42.95) SCIS 1211298

#### Other reviewed titles:

***Focus on art in society and environment [picture]: wall charts. Ages 5-8: stimulus posters to develop art appreciation*** SCIS 1206575

***Focus on art in society and environment [picture]: wall charts. Ages 10+: stimulus posters to develop art appreciation*** SCIS 1206683

## 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.

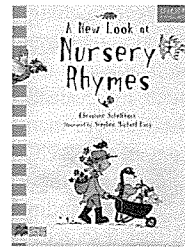
SCHELFHOUT, Christine & KING, Stephen Michael

### ***A new look at nursery rhymes***

Macmillan Teacher Resources, 2005  
 ISBN 0732998069 [398.8]

The big book format is ideal for modelled and shared reading experiences. Featuring six traditional rhymes, the appeal of this resource is its innovative additional verses, which add humour and a modern twist. Opportunities for choral reading of repetitive phrases, locating rhyming words, and the joint construction of extra verses abound. Stephen Michael King's supportive, colourful

illustrations add to the overall appeal. The accompanying books support a thematic approach and have relevance for achieving outcomes at the Early Stage One level. While some blackline masters are time fillers, there are many useful ideas and lesson plans based on movement, literacy, numeracy and perception skills, to engage students in meaningful learning. C. Keane



**USER LEVEL:** Professional  
**KLA:** CA; English; Mathematics  
**SYLLABUS:** Creative Arts K-6; English K-6; Mathematics K-6  
 Paper \$36.95 SCIS 1217103

Other reviewed titles:

**A new look at nursery rhymes. Teacher resource book**  
 SCIS 1219218  
**Nursery rhymes: play to learn! Ages 5-8**  
 SCIS 1215613

CENTER, Yola

### **Beginning reading: a balanced approach to literacy instruction during the first three years at school**

Allen & Unwin, 2005  
 ISBN 1741146399 [428.407]

Center claims to marry theory and practice, however this book is weighted towards theory, and the sense of joy in literacy acquisition is missing. The book places meaning at the core of learning to read and it has a strong phonics component. The practice that Center recommends integrates comprehension, listening, reading, spelling, grammar, and writing, and it does provide a systematic approach to teaching and assessment. Each chapter begins with a summary; the main directions of the chapter are summarised in charts, and the index is thorough. The resource has one very pertinent case study, which makes one wish there had been more concrete examples. M. Davis

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$39.95 SCIS 1229250

### **Numeracy hour**

<http://www.amblesideprimary.com/ambleweb/numeracy.htm>

A compendium of appealing mathematical activities and engaging resources, which are ideal for use with a data projector, allow easy demonstration of some complex concepts in this site. Angles, analogue time, decimals, fractions, graphs, shape, and number operations are well covered. There are tests for multiplication facts, mental arithmetic, and problem solving. Some excellent lessons introducing Logo, the simple computer drawing language, are featured. Clear instructions are included for each activity and site users can check their answers. Simple, attractive graphics and cleverly constructed puzzles and games will enliven mathematics lessons. All strands of the *Mathematics K-6 syllabus* are represented and well supported by this valuable site. S. McLoughlin

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K-6  
**SCIS SUBJECTS:** Mathematical recreations; Mathematics – Problems, exercises, etc; Mathematics – Study and teaching  
**PUBLISHER:** Ambleside C. E. Primary School, UK  
**REVIEW DATE:** 10/01/06 [510] SCIS 1104002

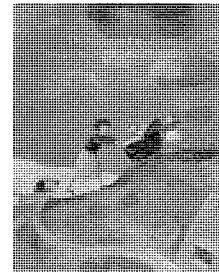
## Picture books

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

AMSTUTZ, André & AHLBERG, Allan

### **The shopping expedition**

Walker, 2005  
 ISBN 074459684X



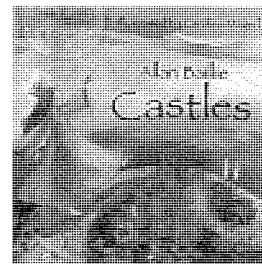
When the car breaks down and the shopping still has to be done, an intrepid and persistent little group of mum, the dog, and baby brother, have an amazing trek around the world. This imaginative picture book tells a warm and delightful family story in sparing, well chosen words illustrated by bold, brightly coloured images. The trio encounters blizzards, jungles, and deserts in their quest to get to the shop on the shore. They return to find that dad has a surprise waiting for them. An excellent book to read aloud, with visual literacy opportunities in abundance, this book will delight students and teachers. N. Chaffey

**USER LEVEL:** Early Stage 1 Stage 1  
 \$27.95 SCIS 1211471

BAILLIE, Allan & MAGERL, Caroline

### **Castles**

Penguin, 2005  
 ISBN 067004184X



We are only limited by our imaginations, and this absorbing picture book cleverly expounds this theme. The things that magic and make believe are made of, such as princesses, castles, pirates and monsters, are the subjects of this engrossing fantasy. Beautiful watercolour illustrations by Caroline Magerl ably support the witty text and take the reader off to other worlds, within the context of play and creativity. The rivalry that develops between the princess and the pirate, as each tries to achieve the upper hand, and the cleverly contrived monster names, add depth and contrast to the story. These elements, combined with age old catch phrases, make this a wonderful tale to be listened to, read independently or used in a readers' theatre context. G. Cale

**USER LEVEL:** Early Stage 1 Stage 1  
 \$24.95 SCIS 1224100

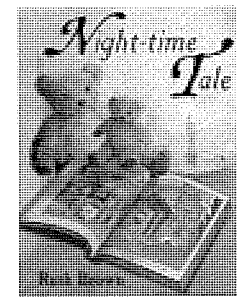
BROWN, Ruth

### **Night-time tale**

Andersen, 2005  
 ISBN 1842703447

Beautifully illustrated, this combination of fairytales will evoke childhood memories for older readers, and enchant youngsters.

Tales such as *Little Red Riding Hood*, *Hansel and Gretel*, *Jack and the beanstalk* and *Goldilocks and the three bears* come together in this unusual book. Uncomplicated written text supports the soft, old-world painting style. Someone is dreaming and wakes to be comforted; but exactly who is doing the dreaming and who provides the comfort? Ideal to share with young students, this would be a lovely book to also use with older children, to focus on narrative and illustrative styles. The fairytales aspect of the English syllabus will be supported by this picture book. A. Beedles

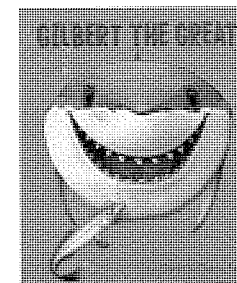


**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English  
**SYLLABUS:** English K-6  
 \$29.95 SCIS 1225752

CLARKE, Jane & FUGE, Charles

### **Gilbert the great**

Koala, 2005  
 ISBN 0864615701



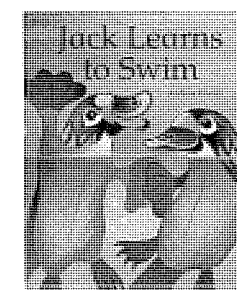
Gilbert, a young great white shark, and Raymond, a remora, are best mates. Visual and written text humanise their symbiotic relationship, cheerfully describing their days together with colourful illustrations, reminiscent of Disney movie cells. When Raymond disappears, Gilbert is inconsolable. Vague shapes of whale carcasses on the sand and references to Raymond in the past tense hint at his death, while a new friendship will provide a happy ending for most readers. Deceptively simple, this picture book can be used as a discussion starter for the themes of friendship, grief, death and family relationships in the PDHPE K-6 Strands: *Interpersonal relationships and Growth and development*. Clever word plays could provide stimulus for a language investigation for older students. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; PDHPE K-6  
 Paper \$12.95 SCIS 1208207

CORAM, Andrew

### **Jack learns to swim**

Echidna, 2005  
 ISBN 1740709373



Using a platypus as the main character provides a real Australian flavour to this picture book, as this unique animal confronts and overcomes his fear of swimming. Jack the platypus must eat worms instead of yabbies, and he misses out on the fun because he cannot swim. Finally admitting his unhappiness, he decides to swim and, after a rescue, and some swimming practise, he succeeds. Illustrated with finely painted watercolours, this is a charming resource for promoting discussion on feelings such as fear. The story and concluding platypus facts could be used to support the Science and Technology Strand: *Living things*. F. Moore

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
 \$24.95 SCIS 1219903

Other reviewed title:

**Crimson feathers for Ty** SCIS 1219893

CREW, Gary & WHATLEY, Bruce

### **The lantern**

Hachette Livre Australia, 2005  
 ISBN 0733613004

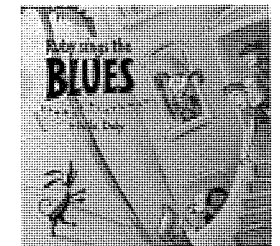
Written in memory of the author's son-in-law, this picture book springs, to some extent at least, from personal experience. From the smoky endpapers to the realistic full page colour treatments, Bruce Whatley's paintings, particularly the portraits of the characters' faces, are remarkable. Aiden Baker's father goes missing on a ship when sailing near their home, and in an attempt to help Aiden cope with his grief, his mother suggests that he keep an old oil lantern lit by the window. Over the course of a week, the boy sees images by the light of the lantern – some modern, some antique. The resolution is gentle and open, and would be a good starting point for a discussion of strategies which may be employed to manage grief. A. Beedles

**USER LEVEL:** Stage 2 Stage 3  
 \$27.95 SCIS 1230670

DALY, Niki

### **Ruby sings the blues**

Frances Lincoln, 2005  
 ISBN 1845070992



Fluid, stylised illustrations are a feature of this picture book which tells an entertaining and ultimately triumphant tale in very exuberant style. Ruby is very loud, so loud that everyone is constantly telling her to turn her volume down, even to switch it off. Everyone that is, except the sax player and the jazz singer downstairs who are awed by her voice and who decide to train her as a singer. Written and visual texts complement and extend each other well. The overall effect is delightfully humorous, colourfully expressive, and loads of fun, offering an appealing text for modern youngsters. B. Richardson

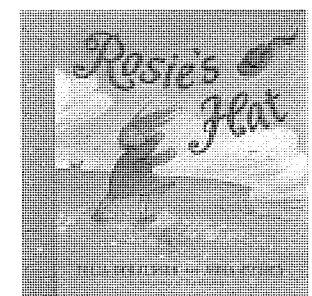
**USER LEVEL:** Stage 1 Stage 2  
 \$27.95 SCIS 1223127

DONALDSON, Julia & CURREY, Anna

### **Rosie's hat**

Macmillan Children's, 2005  
 ISBN 0333999231

When young Rosie's blue, wide brimmed, red feathered hat is blown away by a gust of wind, it embarks on amazing adventures interacting with a variety of delightful animals, people and birds. As an adult firefighter, Rosie is called to rescue a pet cat stuck in a tree, and she discovers her wayward hat. This very joyous picture book has great



## resources

appeal. Gentle watercolour illustrations capture movement and meaning very well and their timeless, classic style exudes warmth and charm. They have enough detail for young eyes to delight in and linger on and they combine perfectly with the lilting sentences describing the action. Following the single sentence is an onomatopoeic, rhyming text that ensures reader participation. B. Richardson

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.95 SCIS 1232380

FARRER, Vashti & CHAPMAN, Gaye

### *Breakfast with Buddha*

Scholastic 2005  
ISBN 1865047775

Ethics in fiction is the interesting subject for this lovely picture book. Sati is a lost, hungry cat. After reluctantly sharing rice with a beggar, he finds himself in a Buddhist temple with many other cats and dogs which the monks feed regularly. Sati is keen to be the top cat, and he haughtily assumes that position physically, by climbing up to the roof. Demanding his rice is to no avail, as the wise old monk knows, Sati must be humbled by hunger into joining the other animals down in the temple courtyard. Peace is restored and Sati, presumably, has a new home. Rich, detailed illustrations accompany the prose text, which would provide interesting fiction support for the Stage 2 HSIE Unit: *People and their beliefs*. A. Beedles

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$27.95 SCIS 1228022

GOSS, Mini

### *Rhino Neil*

New Frontier Publishing, 2005  
ISBN 1921042303

Neil lives in a safari park where all the other animals avoid him because of his imposing size. When an elephant arrives at the park, Neil is the only animal to offer friendship, and then he is no longer lonely. Simple sentences, subtle humour, and realistic colourful illustrations will make this text appealing to young readers. Messages of acceptance and finding a friend support the PDHPE Unit: *Me and my friends*. A clear comparison of animal sizes and proportions supports the Science and Technology Unit: *What's alive*. R. Parnis

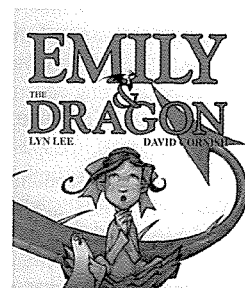
**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** PDHPE; SciTech  
**SYLLABUS:** PDHPE K-6; Science & Technology K-6  
\$24.95 SCIS 1218633

LEE, Lyn & CORNISH, David

### *Emily & the dragon*

Scholastic, 2005  
ISBN 1862915857

Emily is a determined character who loves dancing and who does not know the meaning of the word 'can't'. When her brother Jack taunts her by stating that girls do



not fight dragons, she sets off to prove him wrong. So begins her journey into the Dark Old Forest with her pet chicken, Egg. Along the way she meets a witch, who wants a friend to play with, and a knight who likes to knit. When she finally catches up with the fierce dragon in this enticing picture book, Emily is in for another surprise. A wonderful example of breaking down stereotypes, this is an entertaining and worthwhile book for young readers to enjoy. J. Eade

**USER LEVEL:** Early Stage 1 Stage 1  
\$27.95 SCIS 1224097

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LINDGREN, Astrid & TÖRNQVIST, Marit

### *The red bird*

Arthur A. Levine, 2005  
ISBN 0439627966

An engaging and moving picture book, this is a recent translation and illustration of a 50 year old story. It follows the journey of two orphan children, who have been thrown into a life of slavery with a farmer. The children's journey is brilliantly depicted through the dramatic use of colour. In the early pages, dark and wintry colours are used to represent a life of drudgery. The greys give way to bright splashes of colour, representing glimmers of hope, and finally to bright, colourful pages as the children find a happier place. The theme of holding onto a dream for a better life, the different personalities of the two children, and the book's ending, will cause thoughtful discussion amongst some students. M. Muller

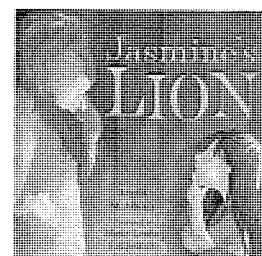
**USER LEVEL:** Stage 1 Stage 2 Stage 3  
\$29.95 SCIS 1219052

McALLISTER, Angela & FITZPATRICK, Marie-Louise

### *Jasmine's lion*

Random, 2005  
ISBN 0385605056

An afternoon of imaginative play is brought to life in this picture book, with sun dappled watercolours splashed across every page. Visual interest adds to the narrative as the illustrations portray the action from a variety of perspectives. The characters, a young girl and her extremely patient and accommodating mother, are recognisably contemporary and suburban, as is the setting. Staying out in the garden and enjoying being outdoors appears to be the objective of the play, as a lion occupies the house. The story illustrates and reinforces the concepts of inside and outside, imagined and real. N. Chaffey



**USER LEVEL:** Early Stage 1 Stage 1  
\$32.95 SCIS 1226323

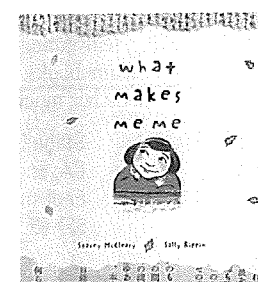
McCLEARY, Stacey

### *What makes me me*

Lothian, 2005  
ISBN 0734408021

Oriental inspired illustrations and simple, readable text, enhance the beautiful and timeless message of this delightful picture book. Containing a thought provoking message, this book is simple and

understated. Themes of inner struggle, development and change are handled superbly through the simply presented text and childlike drawings. The use of black ink sketches on a neutral background, often within a frame, is contrasted by startling splashes of rich cerise. These refreshingly different graphics could inspire experimentation with block printing and calligraphy. This unusual resource has different levels of meaning, and is a wonderful springboard for discussion and discovery. G. Cale



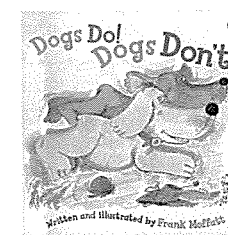
**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K-6; English K-6  
\$27.95 SCIS 1225108

MOFFATT, Frank

### *Dogs do! dogs don't!*

Penguin Books Australia, 2005 (Puffin)  
ISBN 0143501259

Dog lovers will appreciate this book which has a parallel text in different fonts, sizes and colours, on each page. It describes what the family dogs should do and the antics that they really get up to. Humorous cartoon illustrations with speech and thought bubbles add meaning and detail to the story. This cheerful picture book is suitable for reading aloud, and as a resource for use in choral reading, with groups of children taking the different parts. It could also provide stimulus for a debate on the care of pets, and human-dog relations. F. Moore



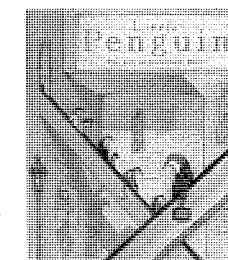
**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$14.95 SCIS 1221645

MONTANO Josie & OTTLEY, Matt

### *Little penguin: the life of Eudyptula Minor*

Lothian, 2005  
ISBN 0734407882

Whimsical, offbeat depictions of anthropomorphised penguins set against a busy, high rise city backdrop will beguile, bewitch, and possibly bewilder readers in this picture book. The comparison of penguins to humans, as they go about their repetitive daily routines, is surprisingly apt and wittily clever. They raise families, go out for dinner, and evade enemies. This is an ingeniously playful and quirky story. Students will delight in the quaint illustrations, appreciate some of the humour, and learn a surprising amount about the life cycle and habits of the little, or fairy, penguin. Discerning students will savour the wit and sardonic undertones. The text has potential for a picture book study in Year 7. B. Richardson



**USER LEVEL:** Stage 2 Stage 3 Stage 4  
\$27.95 SCIS 1230523

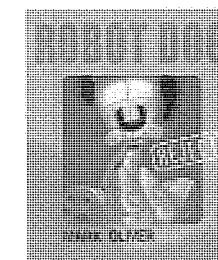
All prices in the availability statement include GST.

OLIVER, Mark

### *Robot dog*

Koala, 2005  
ISBN 0864616597

Family, belonging, and the need to be cared for are at the heart of this picture book. Scrap, an appealing robot dog, is rejected by factory quality control, and sent to the junk yard. Acceptance of self and others, while being responsible for your own destiny in a world that is indifferent to you, is the book's message. It is told through stylised images, giving the settings a futuristic feel. These are appropriate to the plight of the robotic rejects around which the plot is centred. The colour and charm of the images underscores and enhances the themes, mood and action, while the size and placement of words enhances their importance within the narrative. N. Chaffey



**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$12.95 SCIS 1230687

OLIVER, Narelle

### *Dancing the boom cha cha boogie*

Scholastic, 2005  
ISBN 1862915903

In a style unlike previous offerings from this author, this charming and thought provoking picture book takes the reader to a world on the brink of change. The narrative, reminiscent of Lewis Carroll's *Jabberwocky*, is a fable in which three characters accidentally journey to an unfriendly land. Subtly, the reader is asked to consider their beliefs about inclusion and exclusion, as fear and ignorance give way to caring and knowledge that extends and enriches the characters. The book clearly illustrates the mechanics of prejudice and racism and would be a useful discussion starter for the HSIE K-6 study of *Change and continuity* and *Cultures*. N. Chaffey

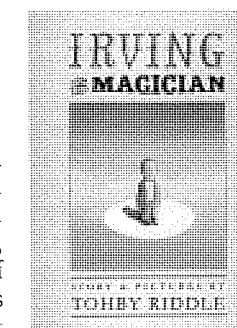
**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
\$27.95 SCIS 1228029

RIDDLE, Tohby

### *Irving the magician*

Penguin, 2005  
ISBN 0670896497

Irving's world is bleak. He lives in an apartment with his aunt, surrounded by people whose loneliness and isolation is echoed by locked doors, empty letterboxes, and a lack of colour. By chance, Irving overhears an exclamation on the street that leads him to search for magic. After finding an old book of magic, his world begins to change, and night after night he is mesmerised by its contents, determined to become a magician. Subtle use of line and colour emphasise the starkness of the neighbourhood while highlighting the magic within Irving. This magic is his gift of drawing lonely people together to celebrate the joy of connecting. This unusual picture book will appeal to thoughtful readers, and its illustrations and spare writing will invite further investigation. C. Keane





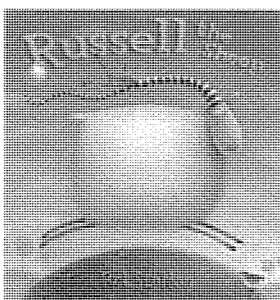
**USER LEVEL:** Stage 2 Stage 3 Stage 4  
\$24.95 SCIS 1235527

SCOTTON, Rob  
**Russell the sheep**

HarperCollins, 2005  
ISBN 0007206232

As night falls in Frogsbottom Field, only one sheep is out of step. Russell tries various strategies to solve his insomnia, and the subdued palette of blues, greens and greys provides the perfect backdrop for full page illustrations. With deceptively simple pen strokes, Scotton imbues Russell with a captivating personality, humorously echoed by an animated striped hat, and poses his fluffy frame to support the written text, which swirls and stretches to add meaning. The text, sometimes reminiscent of Goldilocks' adventures, is ideal to read aloud, and the amusing visual detail deserves closer inspection. The book also supports early Mathematics concepts of counting to ten and opposites. This engaging picture book will delight a wide audience. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; Mathematics  
**SYLLABUS:** English K-6; Mathematics K-6  
\$24.95 SCIS 1228085

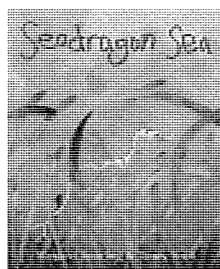


SPURLING, Margaret & SNELL, Danny  
**Seadragon Sea**

Working Title, 2005  
ISBN 1876288612

The illustrations in this picture book are immediately appealing and the sea world is romantically enchanting. Engaging creatures swim, leap, sleep, and frolic against beautiful sea green and blue backgrounds illumined with splotches of pinks and yellows, and festooned with brightly coloured grasses and sponges. Alliteration and counting are used in the short, somewhat prosaic narrative that tells of ten baby seadragons and their journey in search of their home, the beautiful seagrass meadow. One is left behind and along the way the little seadragon meets friendly creatures who offer advice. Students will be attracted by the glowing, idealised seaworld and the simple and positive story. B. Richardson

**USER LEVEL:** Early Stage 1 Stage 1  
\$ 24.95 SCIS 1228037



SVENDSEN, Mark & REDLICH, Ben  
**Circus carnivore**

Lothian, 2005  
ISBN 0734407548

A complex narrative written in nonsense verse, this picture book deals with the circus of the mind. The protagonist invites the audience into her head to explore the secrets of her words, and to meet the characters who create those words. Fantastical creatures run riot, then reinvent themselves to fit in with adult expectations of propriety. The world created by the illustrations is imaginative, lively, and colourful, providing an excellent example of the link between vocabulary and illustrations in creating meaning. The book will really suit some

[A821]

students and annoy others. Themes and issues include self-determination, labelling, reinventing identity, censorship, and rebelliousness. For a study of picture books, visual literacy, imagination and narrative structure, the book has much to offer. F. Crum

**USER LEVEL:** Stage 5  
**KLA:** CA; English  
**SYLLABUS:** English 7-10; Visual Arts 7-10  
\$27.95 SCIS 1221278

WILSON, Mark  
**Prayer for the animals**

Lothian, 2005  
ISBN 0734407556 [333.95]

The reflective, meditative quality of this picture book invites one to pause and consider the creatures who share our world. The diversity of the animal kingdom is illustrated in the array of drawn and painted images in colour, sepia, and black and white. Each image is linked to a phrase or thought, to engage and beckon the reader to consider the place of this creature on our planet. Open ended, the text leaves the reader wondering. Page referenced information at the end of the book provides a listing of the animals. Useful for conservation related topics, as a research stimulus or to consider prayer as a text and a tool for change, this book can be enjoyed on several levels. N. Chaffey

**USER LEVEL:** Early Stage 1 Stage 1  
\$27.95 SCIS 1211962

**Fiction for younger readers**

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

AHLBERG, Allan & McEWEN, Katharine  
**The children who smelled a rat**

Walker, 2005 (The Gaskitts)  
ISBN 1844280454

Action, nonsense, and mayhem prevail in this new Gaskitt family adventure mystery. Heavily laced with comic moments, near misses, word play, and cross referencing to the other titles, this story will involve and entertain young readers. The format successfully bridges the gap between picture books and chapter books. The narrative and style shift from the feel, colour and look of a picture book, to more print dominant chapters, with pages of coloured, cartoon like and diagrammatic illustrations. Younger readers will enjoy sharing and participating in the reading, while independent readers will enjoy the smorgasbord of verbal and visual humour. Those who read the entire book will have a sense of achievement. N. Chaffey



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
\$24.95 SCIS 1223133

CAMPBELL, Margaret  
**All dressed up**

Lothian, 2005 (Start-ups)  
ISBN 0734407823

Gilly, a tomboy, is a flowergirl at a family wedding; this means ballet shoes, bows and beautifying, with petals, pink silk and petticoats. All goes well until our heroine rescues a cat from a tree and lives up to her tomboy reputation. Characters are well described and range from extended family, to friends and community. The format follows a traditional narrative with an orientation, complication, and resolution. This beginner novel, with its short chapters, large text and Anna Pignataro's soft pencil sketches, is perfect for newly independent readers, particularly those who long to be involved in a wedding party. F. Moore

**USER LEVEL:** Stage 1 Stage 2  
Paper \$10.95 SCIS 1220846



CHASE, Diana  
**Daisy Street**

Fremantle Arts Centre Press, 2005  
ISBN 1920731113

Why is Daisy Street so named when there are no daisies in sight? The occupants address the problem in this collection of six short stories, which focus on community spirit and cooperation. Each story has characters from a different family, of varying ages and cultural backgrounds. There are youngsters, Emma and James, who come to stay with their grandparents; Mrs Fiacci the general store owner; and Uncle Charlie Lim who needs help to deliver his vegetables and look after his lovely pony. These warm, humorous tales would suit reading aloud, as well as being suitable for newly independent readers. A. Beedles

**USER LEVEL:** Stage 2  
Paper \$14.95 SCIS 1219650



COTTRELL BOYCE, Frank  
**Millions**

Macmillan Children's, 2005  
ISBN 0330441302

Narrated in the first person by Damian, an intelligent, yet naive, young boy, this fast paced novel is filled with humour and poignancy. Searching for explanations for his mother's death, Damian finds consolation in the lives of the saints, but his encyclopaedic knowledge and obsession cause concern. When a bag containing a huge amount of cash appears to fall from the sky, Damian sets out on a pious quest to save the poor, but his brother Anthony has other ideas. Racing to spend the old currency before the introduction of euros, the boys realise that possessions cannot fill the void left by their mother's death, as they are pursued by greedy neighbours and bank robbers. Well developed characters and a complex plot, which combines grief, humour and adventure, provide a satisfying reading experience. C. Keane

**USER LEVEL:** Stage 2 Stage 3  
Paper \$14.95 SCIS 1225995

FAULKNER, Carole  
**Dads have no shame**

Penguin Books Australia, 2005 (Puffin) (Aussie bites)  
ISBN 0143301780

A familiar suburban setting, believable characters and some lively, if slightly exaggerated actions and reactions make the Allens' and the Doggetts' Saturday garage sales a day to remember. Competition between the two fathers for the attention of a crowd of customers escalates from announcements by microphone, through offers of free tea and coffee, to a full blown barbecue and karaoke street party. Happily, all is resolved to the satisfaction of everyone, and good neighbourhood relations are re-established and strengthened. Young readers will enjoy this spirited addition to a popular series. It could also be used in a discussion of neighbourhood networks and community relationships. W. Smith



**USER LEVEL:** Stage 1 Stage 2  
Paper \$10.95 SCIS 1220897

FLYNN, Pat  
**To the light**

University of Queensland Press, 2005  
ISBN 0702234923

The use of everyday happenings as a narrative basis has been effectively achieved in this book. Jamie loves to surf and the book is structured around that activity. When Jamie meets an old pro surfer on the beach she decides that she wants to be as good a surfer as she can be. Jamie narrates the story in present tense, and she deals with situations which will be recognised by many students. The short chapters are well supported by Chantal Stewart's energetic illustrations. This is a very good narrative for independent readers, with a nice touch in that the narrator's gender is only revealed on the last page. J. Hancock

**USER LEVEL:** Stage 3 Stage 4  
Paper \$16.95 SCIS 1223506

**Girlz rock! [series]**  
Macmillan, 2005

An array of female Australian authors contribute stories inspired from real childhood events to this stimulating series. Shey Kettle, Jacqueline Arena, Holly Smith Dinbergs and ex-Neighbours actor, Julie Mullins, tell humorous stories that showcase four pairs of best girlfriends being confident, adventurous and supportive, while maintaining their sense of fun. Sports, hair care and sleepovers are some of the topics covered. Each illustrated tale is presented in modified script format. The authors suggest, through informal afterwords, how the playlets may be performed by students, and what props would be needed. There are also glossaries, mini author interviews, **Instant info** and **Must-dos**, thematic riddles and trivia questions. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K-6; English K-6  
Paper \$9.95 each

Reviewed titles in this series:

**Hair scare** SCIS 1217099  
**Netball showdown** SCIS 1217105

Surf girls  
The sleepover

SCIS 1217140  
SCIS 1217111

GOLDS, Cassandra & AXELSEN, Stephen

### The mostly true story of Matthew and Trim

Penguin Books Australia, 2005 (Puffin)  
ISBN 0143302175

A comic book version of the part played in Australian history by Matthew Flinders and his feline companion Trim, this great resource combines fact, fiction, and fantasy in the narrative. It describes the human side of events with wit, humour, and affection. Relevant to HSIE K-6 outcomes in *Change and continuity* and *Environments*, this format will engage readers, and the material provides a stimulus for research into points of view in history. The use of chapters, the incorporation of French impressionist landscapes, and the detail in the frames adds interesting elements of visual literacy and intertextual references. N. Chaffey



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English, HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
Paper \$16.95 SCIS 1221661

HARLEN, Johnathan

### Ziggy and the plugfish

Allen & Unwin, 2005  
ISBN 1741144027

From the shore to the depths of the Marianas Trench beneath the Pacific Ocean, this action packed, zany holiday adventure incorporates a cast of larger than life international characters who ultimately discover a new species of jellyfish and stave off the global consequences of its removal. There is never a dull moment as the characters plough headlong into the fray. The wordplay and characterisation through caricature are reminiscent of a 1960s Cold War spy comedy. The pace, fantasy and humour in this adventure story will engage and entertain readers who are curious about life beneath the waves. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3  
Paper \$14.95 SCIS 1211202

McDONALD, Megan

### Stink: the incredible shrinking kid

Candlewick, 2005  
ISBN 0763620254

From the author of the *Judy Moody* books, comes this latest title which features Judy's younger brother James, otherwise known as Stink. His problems all stem from the fact that he is short. One night Judy measures him and finds that he has actually shrunk from his previous early morning measurement. Even though his parents try to reassure him that he will grow, he is not convinced, and only when the school nurse tells him that everyone is shorter at night, does he begin to feel that perhaps it is all part of growing up. The theme of growing and life cycles is further reinforced when he looks after the school newt for the weekend. Black and white cartoon illustrations, interspersed with full page cartoon strips, complement the large, simplistic text. This book is a must for all *Judy Moody* fans. J. Eade

**USER LEVEL:** Stage 2 Stage 3  
\$24.95 SCIS 1211455

METZENTHEN, David

### Roller-coaster

Penguin Books Australia, 2005 (Puffin) (Aussie Nibbles)  
ISBN 0143301764

When Matt goes to the Fun Park with his family, he is so awed and terrified at the sight of the huge roller coaster, that he decides to save it until last. Along the way, Matt makes friends with Darren, who appears to be fearless. As the reader follows Matt's adventures on the Dinosaur Walk, the Thunder Tunnel, the Big Tall Tower, and the Supersonic Sled ride, anticipation grows for the final event – the Roller Coaster. Written in short, easily accessed chapters, and containing simple sentences and interesting black and white illustrations, this entertaining book is ideal for young independent readers. J. Eade



**USER LEVEL:** Stage 1 Stage 2  
Paper \$10.95 SCIS 1220899

ODGERS, Darrel & ODGERS, Sally

### Dog den mystery

Scholastic, 2005 (Jack Russell, dog detective)  
ISBN 186504783X

In the manner of an old Hollywood movie, this fast paced adventure mystery is narrated by Jack Russell, dog detective with a difference. A crime scene is established, facts clarified and detailed, and investigations are carried out with intuition and nose maps as this Sherlock Holmes of the canine world solves the mysterious disappearance of his squeaker-bone, and a homeless dog finds a loving home. This adventure story will work well as a read aloud book or for independent reading. Small in size and big in impact, like its hero, the book is liberally sprinkled with humorous dog perspectives and definitions. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3  
Paper \$7.95 SCIS 1212308

PRUE, Sally

### The path of Finn McCool

Black, 2004 (White wolves)  
ISBN 0713668423

This amusing Irish folktale seeks to explain why the rocks along the Irish coastline near Ballycastle are known as the Giant's Causeway. The story involves a huge, simple giant known as Finn McCool, who builds a bridge of stones from the Irish coastline across the sea to the Scottish coast. Here, Finn hopes to meet Benan Donner, the biggest giant in Scotland. He regrets his decision when he finally encounters an enormous man who chases him back over the causeway. It is only the quick thinking of Finn's clever wife which saves the day and, as he hastily escapes from Ireland, Benan Donner throws the stones into the sea, creating the Isle of Man. This delightful tale features double spaced text and supports the *Cultures Strand* in the *HSIE K-6 syllabus*. J. Eade

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$14.95 SCIS 1208054

RIORDAN, James

### Escape from war, Frank's story; escape from war, Hannah's story

Kingfisher, 2005  
ISBN 0753409712

Back to back narratives recount the intersecting stories of youngsters Frank and Hannah during WW1. Frank and his sister are evacuated to the English countryside where they stay with Mrs Pittaway, who has also taken in Hannah, a German Jew who has escaped Europe. The novel is an outstanding historical portrayal of the period for young readers, and it will acquaint students with some of the major events of the war. It would be an enjoyable read for English students studying point of view. The characters' different perspectives on events is effectively told, particularly Frank's misunderstanding of Hannah's situation and some latent anti-Semitism. Reading Frank's story first will raise the interest level for Hannah's story. A. Frost

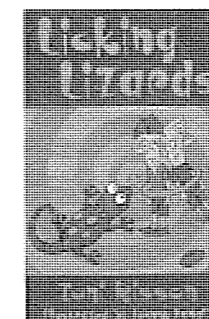
**USER LEVEL:** Stage 3 Stage 4  
Paper \$12.95 SCIS 1228163

RISSON, Toni & DANALIS, Johnny

### Licking lizards

University of Queensland Press, 2005  
ISBN 0702235245

From their secret base at the lake, Alex and Luke see strange things. The football team starts turning into zombies, so with ingenious ideas and creativity, the two boys do some detective work and finally capture the culprit. The narrative uses imaginative and descriptive language as the heroes explore the mystery of their friends being used by lizards to search for an ancient treasure. The plot is entertaining and fast paced and will have particular appeal for those boys who relate to rough and tumble play and friendly tackles. D. Johnston



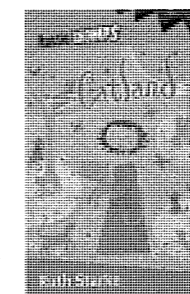
**USER LEVEL:** Stage 2 Stage 3  
Paper \$16.95 SCIS 1221658

STARKE, Ruth

### Catland

Penguin Books Australia, 2005 (Puffin) (Aussie chomps)  
ISBN 0143302019

Eccentric girl meeting eccentric adult is a formula that works well for Starke. When Rose goes on holiday and meets Nydia, the cat lover next door to her father's new family in Adelaide, she accepts the self imposed mission to save both cats and Nydia from her step mother's machinations. The novel is a simple narrative about likeable people, with a subtle lesson about animals and neglect. There is a nice mix of short and long sentences, and simple and complex vocabulary. Cat loving readers will identify and empathise with Rose, as her step sisters come to accept her differences and her presence. Background themes of local politics and gentle parenting problems ably support the narrative flow. C. Thomas



**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1223510

TAYLEUR, Karen

### David Mortimore Baxter [series]

Black Dog Books, 2005

Each book in this humorous series concerns the tribulations of young David, his family and the members of The Secret Club. *Manners!* is a very funny guide to etiquette, presented as a set of David's personal, supposedly true, anecdotes. Complete with a guide to the series' regular characters, there is also an index, from *Being polite* through to *Knife strife* and *TV manners*. In *Secrets!*, David and Zoe's diaries get mixed up and his elder sister reads his precious list of secrets at the annual fair instead of her own poem. Anne Ryan's accompanying cartoons feature a pet rat, Ralph, who makes wry commentary on the friends' exploits via speech bubbles. I. McLean

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
Paper \$12.95 each

Reviewed titles in this series:

*Manners!* SCIS 1221695  
*Secrets!* SCIS 1221699

WAGNER, Michael

### The Maxx Rumble books. Series Two [sound recording]

Louis Braille Audio, 2005 (Out loud! Literacy) (50 min.)  
ISBN 1920725849

This resource consists of one CD and four complete and unabridged books. Each book contains one humorous Australian Rules football story. This format supports students as the auditory component enhances and follows each text word for word. The appealing audio narration reflects authentic Australian accents and expressions. Readers needing additional literacy support may engage with the content in this sporting series and appreciate the expressive oral format supporting the written texts. Teachers could note that if students are reading the books in conjunction with the CD, the absence of prompts requires some concentration by the user. N. Chaffey

**USER LEVEL:** Stage 1 Stage 2  
\$59.95 SCIS 1212537

WINCH, Gordon & TEXIDOR, Dee

### The mighty Matilda Mudpuddle

New Frontier, 2005 (Matilda Mudpuddle)  
ISBN 1921042060

Special spinach gives Matilda an unexpected new strength. She reduces the school bully to a whimpering weakling, and outwrestles the circus strongman. This book will engage readers as they accompany the heroine through a series of adventures and problems which Matilda solves. Readers will enjoy the adventures of family life, pets, school life and customs, as the plot deals with playground issues, an excursion, and a sports carnival. Themes of friendship, courage, fear, kindness and bullying emerge through this illustrated chapter book, and Matilda learns that inner strength is the best ability. D. Johnston

**USER LEVEL:** Stage 2  
Paper \$12.95 SCIS 1229708

All prices in the availability statement include GST.

## Fiction for older readers

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

ABDEL-FATTAH, Randa

### Does my head look big in this?

Pan Macmillan, 2005  
ISBN 0330421859

For 16 year old Amal, life as a Muslim Australian-Palestinian is a perplexing labyrinth. In this funny and touching tale, Amal decides she is going to wear the hijab all the time. To make things even more challenging, Amal's closest friends are facing their own identity crises. The group must confront and overcome prejudice in order to discover their place in the world. Themes of self discovery, racism, tolerance, and diversity are explored in the novel. Told from Amal's perspective, in first person and present tense, this enjoyable book is especially relevant for students gathering an understanding of current events in Australian society. H. Gardiner

**USER LEVEL:** Stage 5  
Paper \$16.95



SCIS 1228087

ASHWORTH, Sherry

### Paralysed

Simon & Schuster, 2005  
ISBN 1416900942

Simon, a local football hero on the verge of national representation, collides with another player and damages his spinal cord. Simon and Emma, his girlfriend, and Danny, his best mate, relate events of the year that follows. They deal with guilt, hope, loyalty, and reconstruction, in the wake of the tragedy. This well written novel explores how people cope in such an event, and the far reaching effects of the accident. This is a moving and insightful story, effectively told from multiple perspectives. It ends strongly on a realistic and positive note. K. McCulloch

**USER LEVEL:** Stage 5  
Paper \$16.95



SCIS 1225860

BAILLIE, Allan

### A taste of cockroach

Penguin, 2005  
ISBN 0143003372

Spanning the last 150 years and into the future, this collection of short stories offers diverse cultural contexts, with settings including Kathmandu, Indochina, Italy, Rangoon, Afghanistan, and Australia.



Cameos of human interaction, they sensitively recount tales of endurance which are often linked to the more seamy side of life. This well written collection of narratives is a valuable text for examining a range of historical contexts and multicultural perspectives. The stories use ample dialogue and well paced action, and would be useful as supplementary reading for the English Stage 6 Area of Study: *The journey*. C. Sly

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
Paper \$16.95 SCIS 1217794

CADDY, David

### The reef

Fremantle Arts Centre Press, 2005  
ISBN 1920731296

When unsavoury visitors arrive in a small Australian coastal village they cause concern among the locals. Tom and Ellie become inadvertently involved and they uncover a secret that shocks the whole community. The stakes are high and adult criminal activities disturb everyone, especially when the motives of one local, whose friendly disposition and apparent concern for a recent widow are revealed. The intrigue and suspense throughout create a fast paced and dramatic plot. Tom's asthma forms an interesting subplot, and he has to deal with this in an enlightened and matter-of-fact way. This story could be a great resource when teaching children who have asthma or a similar disability. J. Hancock

**USER LEVEL:** Stage 4  
Paper \$14.95 SCIS 1223317

CARMODY, Isobelle

### The legend of Little Fur

Penguin/Viking, 2005 (Little fur)  
ISBN 0670040932

An attractively presented novel with a suede cover, this story will appeal to a wide range of ages. The protagonist, an elf troll, sets out in traditional quest style to stop the destruction of the natural world by developers. She is accompanied by quaint animal characters who help her negotiate the threats of the human world. Little Fur describes everyday places and situations from a non-human perspective, which will open the eyes of the readers. Students may develop an understanding of the relationship between the natural world and the built environment and start to ask questions about the value of progress. English Stage 6 students who are fantasy lovers with a social conscience may find this novel suitable as related material for the Area of Study: *The journey*. H. Cobban

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10; English Stage 6  
\$19.95 SCIS 1228142

CASWELL, Brian

### Double exposure

University of Queensland Press, 2005  
ISBN 0702235334

Twins Cain and Chris are each gifted in some way. Artists will enjoy this narrative, as art, painting, photography, film, and design concepts feature in plot and theme. Caswell uses an interesting collection of characters, from wealthy lawyers to street prostitutes, and he switches the narrative between characters and third person.

The twins move in and out of their own unhappy family life, intersecting with other families, and domestic and street violence. Violence is clearly expressed but it is not gratuitous and is appropriate to the situation. The pace is slow but as the book gathers momentum, its plot, themes and characters meld to create a meaningful narrative. Complex mental issues are handled sensitively, as is the unexpected psychological twist. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
Paper \$18.95 SCIS 1225711

CHENG, Christopher

### New gold mountain: the diary of Shu Cheong

Scholastic, 2005  
ISBN 1865048518

The plight of Chinese gold miners is the focus of this historical novel. Written in diary form, the story is told from the perspective of Shu Cheong, a young boy whose father and uncle die soon after their arrival in Australia. Placed in the guardianship of a Chinese merchant and encouraged to keep a journal, Shu Cheong describes some of the challenges faced by the Chinese miners, including the illegal seizures of holdings, racism, and petty crime. However, events are described in a relatively sparse manner and the language is quite stilted. Such features may result in a lack of genuine empathy for the protagonist. H. Gardiner



**USER LEVEL:** Stage 3 Stage 4  
\$16.95 SCIS 1228096

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COLFER, Eoin

### Artemis Fowl: the opal deception [sound recording]

Penguin, 2005 (Puffin audiobooks) (210 min.)  
ISBN 0141806044

From the fourth book in the highly acclaimed *Artemis Fowl* series, this terrific abridged reading will not disappoint. Evil pixie Opal Kobai is planning to destroy the fairy world as part of her plot to achieve world domination, and Captain Holly Short believes that only the criminal mastermind child genius Artemis Fowl can defeat her. Reader Adrian Dunbar controls the story's dynamic pace superbly, cleverly differentiating characters, capturing and conveying personalities well, and playing up the wicked humour. This CD resource is excellent for the sight impaired, and it would be a treat for all aficionados of Colfer's incredible fantasy world. B. Richardson

**USER LEVEL:** Stage 3 Stage 4  
\$19.95 SCIS 1229790

DORROS, Arthur

### Under the sun

Amulet, 2004  
ISBN 0810949334

In this poignant tale of survival, 13 year old Emet and his mother seek refuge from the 1990s war in Sarajevo when they flee to find family in the Croatian countryside. After watching his mother die after an attack by soldiers, Emet's efforts to find safety are constantly stymied by technicalities and paperwork. This story of the destruction caused by war, cultural tolerance, survival, and the

kindness of strangers shows that there is no clear division between the sides in this conflict. A complex and well written narrative, this book engages the reader with the realities of war. A detached third person narration causes more description than character development and this slows the pace of the novel. A. Frost

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
\$29.95 SCIS 1220489

FREEMAN, Pamela

### The black dress: Mary MacKillop's early years

Black Dog, 2005  
ISBN 0876372877

A fictional account of the early life of Mary Mackillop, this novel is written in the first person by the nun, as she looks back over her early years of family life and dealing with her earnest but irresponsible father. It is a poignant insight into city and rural life in Victoria around 1850, as Mary's poor family move back and forth from city to country to survive. Her spiritual journey and call to God is entwined with her family's circumstances. Life, death, love, hate, poverty, wealth and class structure are the themes of this novel which depicts an extraordinary and inspirational woman ahead of her time. F. Campbell

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Paper \$17.95 SCIS 1229083

GREENWOOD, Kerry

### Journey to Eureka

Hachette Children's Australia, 2005  
ISBN 0733617670

Llewelyn's journey from Wales to find his cruel mother and loving uncle involves a challenging passage on a steamer and a long walk in Australia. He finds a mentor in the ship's doctor, who cultivates the likeable Llewelyn's love of languages and learning. Cultural differences, between the Welsh, Scot, and English emigrants on board, and the Italians at Eureka, provide much of the novel's momentum. This is a pleasant read which Llewelyn narrates in a speech like style. It is a cultural adventure and a novel about growing up, rather than an action story, and the drama of the Eureka rebellion is subdued with explanations. Characters are strongly drawn, with Llewelyn's mother being a fine, unredeemed creation. C. Thomas

**USER LEVEL:** Stage 5  
Paper \$14.95 SCIS 1230674



HILL, Stuart

### The cry of the Icemark

Chicken House, 2005  
ISBN 1904442609

Set in an unknown time, the peaceful existence of the Icemark kingdom is under threat from its marauding neighbour, the PolyPontus. At 14, Thirrin has ascended to the throne after the sudden death of her beloved father, Redrought, at the hand of his archnemesis. In order to secure her kingdom's defence, Thirrin must undertake an arduous quest to form tenuous political alliances with an array of supernatural beings and fantastical creatures. The epic plot uses rich language to interweave history and fantasy, bringing the strong characters and panoramic

## resources

settings to life. This powerful novel makes engrossing reading. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5  
\$19.95 SCIS 1205151

HO, Minfong

### *The stone goddess*

Scholastic, 2005 (First person fiction)  
ISBN 0439381983

An engaging story, this novel deals with one family's turmoil in Cambodia under the horrific Khmer Rouge. Nakri survives internment after the loss of her father and elder sister, and most of the book is set in Cambodia as the Vietnamese army invades. The narrative reveals Nakri's journey as a refugee, from childhood to adulthood in America. Hope, beauty and the importance of family dominate the story. Nakri's love of beauty, in this case the classical dance of Cambodia, sustains her in the darkest times and finally helps her come to terms with her sadness and loss. This very moving book has a universal message about the value of hope in the face of suffering. K. Rushton

**USER LEVEL:** Stage 4 Stage 5  
Paper \$9.95 SCIS 1221318

KELLEHER, Victor

### *Dogboy*

Penguin, 2005  
ISBN 0143003577

A bildungsroman with a difference, this narrative traces the growth to maturity of a boy whose only known mother is a dog. When a baby is abandoned as a gift to the mountain, his mother implores the Great Father to care for him. Miraculously, the baby survives. He is suckled by a dog and during a storm is washed downstream to a riverbank settlement where the community adopts him and names him, Dogboy. He endures many challenges and trials during his life, earning acclaim through his ability to sniff out underground water in the drought stricken countryside. This compelling novel has a large number of tense moments. It elicits thought on the development of selfhood and coping with difference. C. Sly

**USER LEVEL:** Stage 4 Stage 5  
Paper \$18.95 SCIS 1226926

KONIGSBURG, E.L.

### *The outcasts of 19 Schuyler Place*

Walker, 2005  
ISBN 1844289540

Set in Pennsylvania during 1983 this novel encompasses philosophical and social history themes. Twelve year old Margaret is rescued from summer camp by her Hungarian great uncles and taken to their home at Schuyler Place. The family has a love of art and individuality and Margaret's determination to save the clock towers in her uncles' backyard becomes the focus of the novel. The narrative deals with individuality and community and civic responsibility with some style and flair. Thoughtful readers, especially those who are artists and who ponder the nature of art, will appreciate this novel. F. Crum

**USER LEVEL:** Stage 5 Stage 6  
Paper \$14.95 SCIS 1216240

LEWYCKA, Marina

### *A short history of tractors in Ukrainian*

Viking, 2005  
ISBN 0670915947

Estranged sisters Nadezhda and Vera discover their 84 year old father has been lured into a second marriage by the beautiful blonde Valentina, a Ukrainian who is less than half his age. The gentle octogenarian now has little time to continue his writing on the development of tractors under a socialist regime. Valentina comes to Britain to amass an array of consumer luxuries, and she proves a great challenge for the old man's daughters. This most original and quirky book weaves a fine line between uproarious black comedy and tender hearted pathos, as attempts are made to rectify relations in this dysfunctional family and restore some semblance of order. Fast moving and amazingly bizarre, this is a most memorable tale. C. Sly

**USER LEVEL:** Stage 6 Professional  
Paper \$29.95 SCIS 1226131

MARK, Jan

### *Useful idiots*

Definitions, 2005  
ISBN 0099473003

In 2255, Merrick, a young graduate of the lost science of archaeology, lives in a world radically altered by climate and a new world order. The English keep the old lores and traditions, and when a skull is washed up in their marshes, ownership claims abound. Merrick enters the English community in his search to discover the truth about the skull. This is a cryptic tale of future worlds, identity, technology, and ethnicity. Our world, and the one we know of in our history, are compared to the world in which Merrick finds himself. This is a futuristic murder mystery with a little coarse language and a philosophical twist. F. Campbell

**USER LEVEL:** Stage 5 Stage 6  
Paper \$17.95 SCIS 1221845

MASSON, Sophie

### *The curse of Zohreh: a fantasy novel*

Random House Australia, 2005  
ISBN 1741660726

A fantasy tale inspired by the Arabian nights, this novel has a fresh twist. In a modern world of cars, flying carpets, mobile phones, and genies, Khaled and Soheila are victims of a terrible curse that has haunted their families for a hundred years. Now they must find a way to end it. This is a very satisfying narrative with an interesting crossover of Middle Eastern magic and Indiana Jones style adventure. Masson is a great story teller and this fine example of her work will appeal to a wide range of readers. Fantasy buffs, especially those who are after something different to the usual European inspired fantasy tales, will like this novel. C. Mood

**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.95 SCIS 1221848

PYERS, Greg

### *Doublecross*

ABC Books, 2005  
ISBN 0733315496

In 2029, Carly Sands lives in a world where genetic cloning has created designer plants and animals, and genetic manipulation

produces whatever organisms people desire. The boundaries of individual species is blurred, and to Carly this is normal, until she meets Ace who shows her that things are not always what they seem. This is a fast paced adventure story aided by Carly's first person narration. The engaging plot delves into an imaginative future of cloning and time travel, and will make students think about possible futures of the world in which they will be adults. Language and content would suit middle school students and the novel has potential as a class set. A. Frost

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1228091

THOMPSON, Colin

### *Space: the final effrontery; (Future Eden 1 1/2)*

Lothian, 2005  
ISBN 0734407858

In this sequel to the spoof *Future Eden*, it is the year 2288 and Earth has a population of a few thousand due to apathy. The spaceship Desperalda travels back in time in this mystery adventure to unravel the source of creation and save the human race. Jay and Kay, the story's heroes, are accompanied by a blind piano tuner and Ethel the amazing chicken. The easy to read narrative, reminiscent of Douglas Adams, detailed descriptions of planets and civilisations, interesting meetings with historical figures such as Nostradamus, and ample references to contemporary culture will entertain students. A. Frost

**USER LEVEL:** Stage 4  
Paper \$17.95 SCIS 1221757

## Information, poetry and drama

Resources are in Dewey order.

BEATON, Claire

### *Daisy gets dressed*

Barefoot, 2005  
ISBN 1841487937 [152.14]

The find and seek format is usually a successful strategy to engage students, and this book uses the concept in an innovative way. Daisy implores the reader to find her vest, t-shirt, tights and other articles of patterned clothing amongst colourful collections of similarly patterned items. Although Daisy is sometimes overwhelmed by busy backgrounds and her sense of style is questionable, the use of colourful fabric, ric-rac braid, and buttons could inspire collage creations. Suitable for developing sight word recognition, matching and pattern perception, this book would also be a useful teaching tool for English K-6 reading outcomes. C. Keane

**USER LEVEL:** Early Stage 1  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K-6; English K-6  
\$27.95 SCIS 1221794

MORONEY, Trace

### *Feelings series [series]*

Five Mile, 2005  
ISBN 1741245028

Featuring tactile, fuzzy felt covers, raised illustrations and attractive rabbit characters, these stories will appeal to kinaesthetic learners. Incorporating descriptions which include reasons for anger, sadness, happiness and fear, along with the accompanying behaviours, these engaging tales offer a number of strategies for children to deal with their emotions. These include taking deep breaths, going to a quiet place and talking about why they are feeling angry, or sharing their feelings when sad. These delightful resources are useful for helping students recognise their feelings and develop self control strategies. Useful background information, about positive self concept and self trust, is featured at the end of each book. These are valuable resources for child protection education. F. Moore

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
\$12.95 each

*Reviewed titles in this series:*

*When I'm feeling angry* SCIS 1221220  
*When I'm feeling happy* SCIS 1221218  
*When I'm feeling sad* SCIS 1221216  
*When I'm feeling scared* SCIS 1221215

### *Relating: the choice we make [videorecording]*

ED Consultancy, 2005 (20min.) [158.2]  
ISBN none

Consisting of nine scenarios dealing with contemporary adolescent issues, this DVD is very good support for an area that needs to utilise immediacy and relevance when working with modern teenagers. Issues about effective communication, assertiveness, drug use, and relationship dilemmas are dealt with succinctly, although the brevity of each vignette is somewhat disappointing. However, discussion activities included in the accompanying booklet allow for more detailed coverage. The DVD and booklet are directly applicable to the new *PDHPE Years 7-10 syllabus*, and it could also be used successfully in the senior *Crossroads* course. R. Cox

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6  
\$75.00 (available from Emmaus Productions  
ph: 02 9484 0252) SCIS 1228427

BARWICK, John & BARWICK, Jennifer

### *Australia's global connections [series]*

Heinemann Library, 2005

Outlining the topic of globalisation and Australia, this series utilises an effective layout, simply written text, quality photographs, tables, fact boxes, and a useful glossary. For student information and research, *Communication* and *Trade* are the most substantial of the books, and *International cooperation* is an excellent source of organisations and agreements. *Immigration & tourism* is a token resource which offers nothing new.



## resources

Simplicity of writing style and up-to-date references make the series useful for the Geography 7–10 Focus areas: *Global change, Global issues and the role of citizenship, and Australia in its regional and global context.* P. Passmore

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography 7–10  
\$29.95 each

*Reviewed titles in this series:*

<b>Communication</b>	SCIS 1226618
<b>Immigration &amp; tourism</b>	SCIS 1226609
<b>International cooperation</b>	SCIS 1226615
<b>Trade</b>	SCIS 1231635

GROVER, Paul

### Visual texts

Harcourt Education, 2004 (The Heinemann English project)  
ISBN 1740813634 [302.23]

Contemporary in content and appearance, and loaded with practical techniques for visual analysis, this magazine style resource is a valuable teaching tool. Its busy layout includes the topics of advertising, television, film, and the Internet. Visual vocabulary boxes are scattered throughout. There are plenty of questions and relevant activities which, along with the book's content and language, are in keeping with English syllabuses. This resource excels in the precise deconstruction of a photograph, postcard, comic page, cartoon, CD cover, and a picture book page. Labelled analyses clearly explain what is suggested by the visual design and techniques employed, and will benefit every teacher of visual literacy. C. Thomas

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** English 7–10; English Stage 6; Photography & Digital Media 7–10; Visual Design 7–10  
Paper \$15.40 SCIS 1189682

ELLIS, Deborah

### Three wishes: Palestinian and Israeli children speak out

Allen & Unwin, 2005  
ISBN 1741146321 [305.23]

These 2002 interviews of children from eight to eighteen years of age provide a deep and disturbing insight into the plight of those growing up in a war zone. They express their anger and sorrow, their simple pleasures, their desire for peace and their desire to be free. Martyrdom and suicide bombers are mentioned, some with chilling approval, and readers are shown interesting thought processes relating to the effects of constant oppression. A common thread is that each nationality generally dislikes the other, but it is an opinion formed without personal contact. Some interviews may provide useful stimulus materials for the Studies in Society syllabus Topic: *Conflict and society*, and the Studies of Religion 7–10 Options: *Jerusalem: a significant and holy place*, and *Religion: unity and disunity.* F. Campbell

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Studies in Society 7–10; Studies of Religion 7–10  
Paper \$14.95 SCIS 1228094



JAMAL, Nadia & CHANDAB, Taghred

### The glory garage: growing up Lebanese Muslim in Australia

Allen & Unwin, 2005  
ISBN 1741146496 [305.48]

The stories in this book are informative, touching, and sometimes very funny. Lebanese Muslims have super sized the glory box experience and this book provides a unique insight into the lives of some contemporary Australians. It shows how families weave cultural and religious beliefs into the fabric of their Australian identities. Sensitive issues such as religion and politics are discussed in the context of personal stories about Australian families. Readers will be able to develop an understanding about Islam, and Lebanese culture, in an extremely enjoyable way. K. Rushton



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Society & Culture Stage 6; Studies in Society 7–10  
Paper \$18.95 SCIS 1224102

SCOTT, Tom & GRICE, Trevor

### The great brain robbery

Allen & Unwin, 2005  
ISBN 1741146402 [362.29]

Drugs, their history and how they affect the brain and body are clearly explained with written text, graphics, photographs, and cartoons in this book. From the chapter entitled **20 ways to say no to drugs**, to personal accounts of the effects of drugs, this book provides useful information. The very clear explanation of drug use and the damage it can cause to adolescents in the developmental phase of their lives is invaluable. The book supports the PDHPE 7–10 Strand: *Individual and community health*; the PDHPE Stage 6 Core: *The health of young people*; and the study of the use of drugs in the PDHPE Stage 6 Option: *Sports medicine.* K. McCulloch

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7–10; PDHPE Stage 6  
Paper \$22.95 SCIS 1216506

### Community helpers [series]

Echidna, 2005

Sourcing current, appropriate, and well written Australian information for HSIE K–6 students is often difficult. This series is an excellent resource for teachers exploring the HSIE Unit: *Workers in the community.* The texts are also useful to support some units in the Science and Technology syllabus. Each colourful book uses large print, interesting photographs, and an effective Q&A format to examine the role these workers play in our community. Good use is made of headings and captions, and the layout will work well for young readers. The glossary and index are more detailed than is usually found in books of this nature. J. Hancock

**USER LEVEL:** Stage 1  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K–6; Science & Technology K–6  
\$29.95 each

*Reviewed titles in this series:*

<b>What do firefighters do?</b>	SCIS 1219938
<b>What do garbage collectors do?</b>	SCIS 1219941
<b>What do nurses do?</b>	SCIS 1219943
<b>What do police officers do?</b>	SCIS 1219935

KYI, Tanya Lloyd

### Fires!: ten tales of dramatic blazes in history

Penguin Books Australia, 2005 (Puffin)  
ISBN 0143302183 [363.37]

Short, easy to read and suspenseful, these 12 stories about some of the worst fires in history will especially appeal to boys in the middle school years. Factual stories of disasters and adventures can be relevant reading for this group when they are well told, as they are here. Each narrative involves personalities, background to the event, responses, and consequences. They would suit an energetic live reading. Stories include the fires of London in 1666, Kuwait in 1991, Chernobyl in 1986, the *Hindenburg* in 1937, and an attack on a Korean train in 2003. Two of the tales have a strong environmental content. A thoughtful introductory chapter on **The myths and reality of fire** touches on the Australian bushfire experience. C. Mood



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K–6; English 7–10; HSIE K–6  
Paper \$14.95 SCIS 1217580

DORIA, Claudia

### The truth about being an international student

Globally United, 2005  
ISBN 0975739905 [370.116]

An outstanding resource, this book outlines the basic and more complex needs of international students in Australia. Briefly outlining why students come to Australia to study, the book offers visiting students practical advice on Australian life, including education systems, weather, culture, etiquette, security, and the law. Case studies of accommodation are detailed enough to support the Legal Studies Stage 6 Option: *Shelter.* The book deals with travelling into the unknown, and the emotions, stresses, and successes involved. Content and style will appeal to students of non-English speaking backgrounds, and the book is appropriate support for the English Stage 6: *ESL Area of Study: The journey.* A. Frost

**USER LEVEL:** Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** English Stage 6: *ESL*; Legal Studies Stage 6  
\$27.45 (available from publisher  
ph: 03 9690 3066) SCIS 1221064

### Why is this day special? [series]

Franklin Watts, 2005

Bringing together a variety of cultural and religious customs associated with important occasions celebrated by families around the world, this series supports the study of *Change and continuity* in the HSIE K–6 syllabus. Every page contains large-print explanations, photographs of icons associated with special occasions, and quotations



from children speaking about significant aspects of the event. These texts present the information in a variety of ways, maintaining visual and intellectual interest for the reader. Included in each book are summary lists of the key terms and tenets of each religion mentioned. N. Chaffey

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
\$35.95 each

*Reviewed titles in this series:*

<b>A new baby</b>	SCIS 1217164
<b>A wedding</b>	SCIS 1217162

SOUHAMI, Jessica

### The little, little house

Frances Lincoln, 2005  
ISBN 1845071085 [398.2089]

Based on a Jewish folk tale, this beautifully illustrated book has a moral centred on the appreciation of a life free of greed. Joseph is not content with life in his little house, so he seeks advice from his wise Aunt Bella, who offers a humorous solution. Finally, Joseph realises that his life is not so bad after all. The use of bold colours in a collage style, and different fonts and sizes, adds impact and awareness throughout the story. Attention is also captured through the use of repetition, rhyme, and word patterns. M. Muller

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English  
**SYLLABUS:** English K–6  
\$27.95 SCIS 1216209

### Mac Australia. Middle extras [series]

Macmillan Education Australia, 2005

Nine titles comprise this subset of a much larger nonfiction series aimed at upper primary students. Each volume is simply and clearly laid out, has language appropriate for students, and is well illustrated with photographs, drawings and maps. Each includes a useful glossary and a comprehensive index. Topics have syllabus relevance, and demonstrate a range of types of texts and variations in the way each is organised. Individual books may be useful as an introduction to a topic or as a supplement to other sources. The accompanying teacher's guide includes ideas for using the books in guided reading and group activities, as well as blackline masters. W. Smith

**USER LEVEL:** Stage 2 Stage 3 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** English K–6; HSIE K–6  
Paper \$81.00 (set of 9)

*Reviewed titles in this series:*

<b>Australian inventions and innovations</b>	SCIS 1225525
<b>Crossing the Nullarbor Plain</b>	SCIS 1225533
<b>Farm life in Australia</b>	SCIS 1225514
<b>Religions in Australia</b>	SCIS 1225521
<b>River systems in Australia</b>	SCIS 1225539
<b>State capitals then and now</b>	SCIS 1225491
<b>The impact of technology on people's lives</b>	SCIS 1225499
<b>Two ancient civilisations</b>	SCIS 1225496
<b>Weather patterns in Australia</b>	SCIS 1225544

*Other reviewed title is:*

**Mac Australia Middle primary extras: teacher's guide extras** SCIS 1225546

MILLS, Andrea

**Animals like us**

Dorling Kindersley, 2005  
ISBN 1405306556

[570]

Produced in association with ARKive, an organisation which is collecting films and photographs of the world's threatened animals, this is an attractive, authoritative book. Each chapter describes a habitat, and five endangered animals relate their lives and situation. Information is displayed across two pages which contain detailed coloured photographs of each subject. **Fact files** with maps, population figures, and reasons why a species is endangered, and **Did you know?** boxes provide easy access to relevant information. General facts on each different habitat are also available and reference is made to many Internet sites for further exploration, although these would need to be checked for curriculum relevance. Information supports outcomes LT S2.3 and LT S3.3 in the *Science and Technology K-6 syllabus* and human impact and ecosystems objectives of the *Environmental education policy for schools*. J. Eade

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
\$34.95 SCIS 1207603

ROSS, Stewart

**Pirates, plants and plunder!**

Eden Project Books, 2005 (Eden project)  
ISBN 1903919355

[580.75]

Twelve substantial stories spring from the work of botanists and explorers in this collection. The tales are entertaining travel and adventure stories, and they use a variety of voices. Links to the title are tenuous, and plants are sometimes loosely described. Chocolate, rhododendrons, tea, and the Douglas fir rate special mention, but this book is more about exploration and maritime adventures than plants. The story of Joseph Banks on the Great Barrier Reef will be of interest to Australian students and it does support *Significant events and people* in HSIE K-6. The tales are interesting stories about the personalities involved, and would suit reading aloud to a class. S. McLoughlin

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$14.95 SCIS 1216657

**National Geographic theme sets [series]**

National Geographic, 2005

These theme sets develop nonfiction literacy skills while developing understandings of concepts. The topics are interesting and students will enjoy using these well written books. Formats are colourful and supportive of the key concept. Visual literacy skills, vocabulary work, a research and write task, comprehension activities, and genre identification work make up the main features in each book. Students can identify, locate, and use information by following the clear and effective layouts. The books have a good representation of content which is relevant to Australian students. Each set of four titles caters for a range of reading levels, although differentiating the texts and making this work in practice may be difficult for teachers. N. Chaffey

**USER LEVEL:** Stage 2  
**KLA:** HSIE; SciTech

**SYLLABUS:** HSIE K-6, Science & Technology K-6  
Paper \$9.95 each

*Reviewed titles in the series Animals in their habitats:*

**Desert animals** SCIS 1214717  
**Forest animals** SCIS 1214720  
**Ocean animals** SCIS 1214719  
**Rainforest animals** SCIS 1214718

*Reviewed titles in the series Providing goods:*

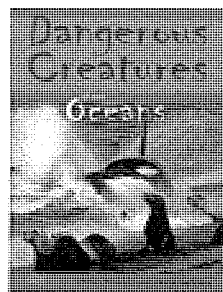
**From cotton to blue jeans** SCIS 1213102  
**From cows to ice cream** SCIS 1213103  
**From trees to paper** SCIS 1213105  
**From wheat to bread** SCIS 1213109

BATEMAN, Helen & DENSHIRE, Jayne

**Dangerous creatures [series]**

Macmillan, 2005 (Macmillan library)

Superb photographs, interesting and often gory information, and the clear layouts in these books will attract and sustain the attention of students. A world map shows the location of the featured environment and supports its written description, setting the scene for entertaining reports on the characteristics and survival techniques of its dangerous inhabitants. Two pages of text offer short, descriptive paragraphs, bold headings, fact boxes and stunning labelled visuals for each animal. Food chain diagrams and endangered animals chapters illustrate the interconnectedness of living things and the impact of humans. Supporting the Science and Technology Strand: *Living things* and the HSIE Strand: *Environments*, these books also have relevance for English outcomes and could provide stimulus for student writing. C. Keane



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; HSIE K-6; Science & Technology K-6  
\$28.95 each

*Reviewed titles in this series:*

**Dangerous creatures of the deserts** SCIS 1215002  
**Dangerous creatures of the forests and woodlands** SCIS 1214995  
**Dangerous creatures of the grasslands** SCIS 1215006  
**Dangerous creatures of the mountain and polar regions** SCIS 1215008  
**Dangerous creatures of the oceans** SCIS 1214987  
**Dangerous creatures of the tropical rainforests** SCIS 1215003

STRINGER, Chris & ANDREWS, Peter

**The complete world of human evolution**

Thames & Hudson, 2005

ISBN 05000511321 [599.93]

Students of the *Biology Stage 6 syllabus* Option 9.8: *The human story*, will appreciate this fascinating and extremely useful reference book. It contains far more information than they will need, but the parts most relevant to the syllabus are easy to find. Illustrations are excellent, and the extensive use of diagrams, maps, drawings, reconstructions, and photographs clearly explain the tentative nature of anthropologists' interpretation of the fossil record. Archeological illustrations also feature. There is a concise and well

illustrated explanation of the significance of mitochondrial DNA, which may not be easy to obtain from other sources. The book is up-to-date with the Flores discovery, and it includes a chapter on *The first Australians* with some relevance for History students. R. Dircks

**USER LEVEL:** Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Biology Stage 6; History Stage 6: *Extension*  
\$75.00 SCIS 1226391

**The human past: world prehistory & the development of human societies**

/ edited by Chris Scarre. Thames & Hudson, 2005

ISBN 0500285314 [599.93]

An authoritative and comprehensive archaeological, anthropological, scientific, and social history of the human race can be found in this tome. It has a broad temporal scope from six million BCE to around 1500AD, including evolution, dating methods, dispersals of hominin, the formation of agricultural societies, and the development of more complex groupings. The geographical scope is worldwide. Detailed written text is accompanied by maps, tables, timelines, photographs, and many illustrations. Chapters contain a key controversy, site, discovery, or method discussion and these could provide starting points for student research. The book supports the Biology Option: *The human story* and it has multiple applications within the Ancient History and History: *Extension* syllabuses. B. Hull

**USER LEVEL:** Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Ancient History Stage 6; Biology Stage 6; History Stage 6: *Extension*  
Paper \$90.00 SCIS 1226374

MELTZER, Shelley & FULLER, Cecily

**Eating for sport**

New Holland, 2005  
ISBN 1843308592 [613.2]

Students will find this a valuable addition to the usual texts covering this area. The book is particularly useful for the PDHPE Stage 6 Core: *Factors affecting performance* and the Options: *Sports medicine* and *Improving performance*. It offers depth on key study areas and explains the research with a good deal of clarity. The dietary needs of various athletes are explained specifically, with colourful graphics throughout. Information on common supplements and drugs is also conveyed in meaningful ways. The only criticism would be that because athletes have similar needs, some information is repeated. R. Cox

**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
\$45.00 SCIS 1229955

SPURLOCK, Morgan

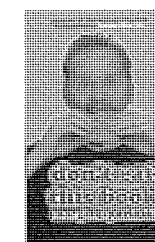
**Don't eat this book**

Penguin, 2005  
ISBN 0141020733 [613.2]

Spurlock has written a humorous, insightful book about health problems associated with obesity, cigarette smoking, fast foods and their effect on people in America and Britain. He investigates the effect of status on fast food eating and the influence advertising has on consumers. He mentions people who have contacted him about their

lifestyle changes in eating and exercise patterns as a result of watching his movie *Super size me*. Suitable as a supplementary resource for studying the Food Technology Stage 6 Option: *Contemporary food issues - nutrition*, the book raises awareness about the subliminal influence that corporate food giants can have on people's lives, and explains how they make profits indiscriminately. M. Timperley

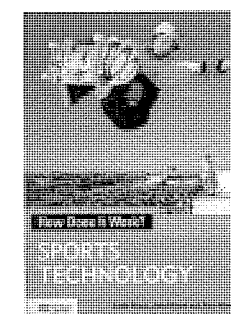
**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**KLA:** TAS  
**SYLLABUS:** Food Technology 7-10; Food Technology Stage 6  
Paper \$24.95 SCIS 1224986



**How does it work? [series]**

Macmillan Library, 2005

Embracing the technologies involved in communications, entertainment, the household, music, space, and sports, this comprehensive series contains a wealth of fascinating information. Each book features twelve different technologies, such as music synthesisers, roller coasters, toasters and mobile phones. The information is arranged in a double page spread for each technology, with clearly defined sub headings. These include where and how the technology is used, what materials are used, how it works, and what is next for the technology. Colourful photographs and labelled diagrams readily complement the text, making this an attractive, informative series, which would be invaluable for use with the Science & Technology K-6 Strand: *Information and communication* and the Learning processes: *Designing and making* and *Using technology*. J. Eade



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
\$28.95 each

*Reviewed titles in this series:*

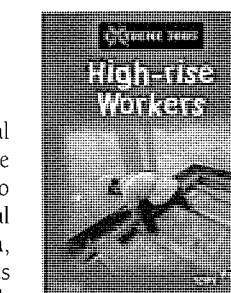
**Communications technology** SCIS 1222073  
**Entertainment technology** SCIS 1222090  
**Household technology** SCIS 1222080  
**Music technology** SCIS 1222083  
**Space technology** SCIS 1222076  
**Sports technology** SCIS 1222054

HYLAND, Tony

**Extreme jobs [series]**

Macmillan Library, 2005

An attractive resource for vocational learning across curriculum areas, these books provide an introduction to some unusual work places. Colourful photography of workers in action, easy to read text, and worker profiles provide information about jobs with high risk factors. Teachers will find the language is age appropriate for junior high school, while a simple glossary of technical and scientific language adds value to students' knowledge of different working environments. A section which gives students a checklist



## resources

of the job's requirements makes an important link between students' interests and their employable skills. E. Kesby

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** Work Education 7-10  
\$28.95 each

Reviewed titles in this series:

**Astronauts** SCIS 1219156  
**Divers** SCIS 1219209  
**High-rise workers** SCIS 1219212  
**Miners and drillers** SCIS 1219160  
**Stunt performers** SCIS 1219153  
**Zoo keepers** SCIS 1219217

GRIFFITHS, A. & THOMSON, J. & BLACKMORE, S.

### **Fast food and no play make Jack a fat boy**

Pan Macmillan, 2005  
ISBN 0330421808 [649.3]

Griffiths' narrative is supported by information from an athlete and dietician in this unusual book. Jack is overweight, and he shares his life in a humorous first person narration. His lifestyle is causing him problems and when his father has a health scare, the whole family tries to make changes. At the end of each chapter are facts and a quotation related to the narrative, strategies for recognising the need for change, and ideas to help change. The advice is easy to follow and the strategies are workable. The book could form an excellent basis for health and nutrition lessons. K. McCulloch

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
Paper \$14.95 SCIS 1226319

MASTERS, Colin

### **DNA and the body: what you need to know about biotechnology**

UNSW, 2005  
ISBN 0868409847 [660.6]

DNA, genetic engineering, biotechnology and related concepts are brilliantly explained in this outstanding book. It is a fine starting point for anyone beginning to explore these controversial topics. The timeline of events and frequently asked questions at the beginning of this book will capture the interest of many students and teachers. The language and science involved has been kept simple in most sections. This is a worthwhile book for Stage 5 Science students when completing outcome 5.12(c) on the benefits and problems associated with biotechnology. Biology students who elect to study the Option: *Biotechnology* will definitely find the information presented useful and relevant. I. Mavin



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7-10  
Paper \$29.95 SCIS 1232667

All prices in the availability statement include GST.

JACKSON, Albert & DAY, David

### **Collins complete woodworker's manual**

HarperCollins, 2005  
ISBN 0007164424 [684]

A combination of excellent graphics and information detail all areas of woodwork in this large book, from the growth and milling of timbers to the design concepts of furniture. Various tools, equipment, and safety aspects are described in great detail, by using stepped instructions with large photographs and drawings. Joint production is covered with easy to follow instructions and handy tips allowing students to work independently. It is always difficult to find a woodworking resource that meets both course and student needs, and this book provides exceptional information regarding the raw material, tools, techniques, and finishes. Wood artists will also be inspired and aided by this text, especially by the chapters on design and carving. B. Maher

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; TAS  
**SYLLABUSES:** Design & Technology Stage 6; Industrial Technology 7-10; Industrial Technology Stage 6; Technology (Mandatory) 7-8; Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6  
\$69.95 SCIS 1232992

### **Arts alive! [series]**

Watts, 2005

Here is a stimulating series which investigates each different aspect of the featured artistic media, setting tasks for students to attempt along the way. Each book contains a definition, different forms, styles and famous examples of the media, as well as a glossary and a quiz, which encourages the students to look back throughout the book to observe and compare various details. The text is large and the accompanying illustrations and photographs are attractive and colourful. The interactive format enhances students' engagement. This series would be useful for achieving the outcomes VAS1.4, VAS2.4 and VAS3.4 in the *Creative Arts K-6 syllabus*. J. Eade

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
\$35.95 each

Reviewed titles in this series:

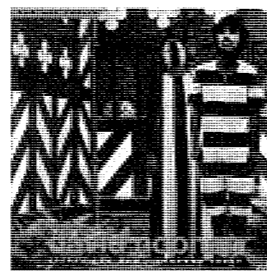
**What is a sculpture?** SCIS 1215669  
**What is a self-portrait?** SCIS 1215671

FAHEY, Johanna

### **David Noonan: before and now**

Thames & Hudson, 2004 (New art series)  
ISBN 0975196588 [709.94]

A biography of Noonan's artistic practice, this book delves into the artist's inspirations and fascinations. A strong sense of place and the forms that inhabit it are evident in his highly decorative prints and gouaches. Noonan's video installations frequently suggest, through their attention to detail, the northern Italian renaissance artists



such as Van Eyck. His obvious love of detail, decoration, and evocation of mystery is pervasive in the works depicted here. Visual Arts students will find this book to be an interesting exploration of a variety of contemporary media. Information highlights both the subjective and structural frames of the senior syllabus, with clear, strong photographs that amplify the written text. K. Ashley

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7-10; Visual Arts Stage 6  
Paper \$39.95 SCIS 1226408

CIVARDI, Anne

### **Sculpture: three dimensions in art**

Hodder Wayland, 2005 (Artventure)  
ISBN 0750245735 [730]

A diverse range of sculpture is included in this book, which serves best to introduce the study of sculpture in Visual Arts. The sculptures range from ancient Egyptian to ultra modern, in media of clay, stone, and wood, through to wax and temporal materials such as ice. For the *Creative Arts K-6 syllabus*, this is a well-rounded collection, which illustrates the diverse nature of three dimensional sculptural forms. There is a balance between information about specific artists and their works, questions for students to think about, as well as explanations about the form of sculpture in general. The text is well suited to the intended audience. R. Kirsten

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
\$36.95 SCIS 1228879



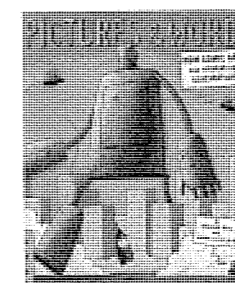
BELL, Roanne & SINCLAIR, Mark

### **Pictures and words: new comic art and narrative illustration**

Laurence King, 2005  
ISBN 1856694143 [741.5]

Opening the door to visual literacy, this resource is a collection of the new comic art emerging from artists around the world. It traces pictorial narration to as early as 35 000 BCE, with references through the ages to noted works such as Michelangelo's Sistine Chapel ceiling. This provides an interesting starting point for viewing the comic art and narrative illustration for students of Visual Design. Each illustration includes a brief statement about the artist, the context of the work, and references to the visual literacy elements used in the work. The book provides a diverse range of visual texts and an interesting platform from which to investigate narrative illustration. Teachers should be aware of some explicit language and images. R. Kirsten

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** English 7-10; English Stage 6; Visual Design 7-10; Visual Design CEC Stage 6  
Paper \$59.95 SCIS 1231812



ANG, Tom

### **Digital video handbook**

DK, 2005  
ISBN 140530636X [778.59]

Practical skills in movie making are explained in simple and clear language, with extensive illustrations in this useful reference book. The resource addresses all aspects needed to bring the video art form into the classroom. Information is given on camera types, editing software, storyboarding, using light and sound, and film editing. Chapters take photographers smoothly from an amateur level to introductory professional, with well written and precise information. Twelve *Digital video projects* offer practical tips in making the photography of accessible events more interesting. Photography students entering and experimenting in this field will find the book yields many creative and technical ideas to help their studies. N. French

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Photography & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7-10  
\$59.95 SCIS 1219750

KRUGER, Debbie

### **Songwriters speak: conversations about creating music**

Limelight, 2005  
ISBN 0975708031 [780.92]

Interviews with 45 Australian and New Zealand songwriters, from Rolf Harris to Kasey Chambers, provide an inspiring insight into the creative process of song writing in this large book. An excellent reference for Australian music and composition, the book traces the careers of some of our most famous songwriters of popular music. Each chapter contains a portrait, a short biography, and a substantial transcribed interview in Q&A format. The resource is readily accessible to students wanting to know what drives the song writing process. Relevant to the study of musicology and composition in Music syllabuses, this resource manages to bring the songwriters closer to their audience by demystifying how they approach their craft. M. Bradley

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Music 7-10; Music 1 Stage 6; Music 2 & Music Extension Stage 6  
Paper \$49.95 SCIS 1232594

SHAPIRO, Peter

### **The rough guide to hip-hop**

Rough Guides, 2005  
ISBN 1843532638 [782.42]

A well presented dictionary of hip-hop and its related genres, including beatboxing, breaking, and rap, this is a valuable reference book for students researching hip-hop culture. Focusing on the personalities of the artists, material also catalogues producers, disc jockeys, breakdancers, and graffiti writers. Places, related issues such as fashion and Islam, record labels, and recommended recordings are noted, with ample use of photographs. Entries give the background to the artist and the music, and highlight chronological and sociological rather

than musical factors. Written in the informal verbal style of the genre, the text does include colourful street talk. Suitable for the study of musicology, popular music, and the relationship of technology to music, this resource will give students a chance to discover the stories behind the music they listen to. M. Bradley

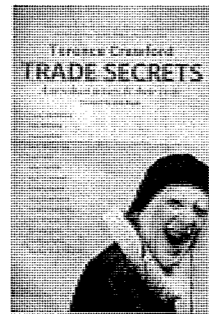
**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Music 7-10; Music 1 Stage 6; Music 2 & Music Extension Stage 6  
 Paper \$39.99 SCIS 1229132

CRAWFORD, Terence

**Trade secrets: Australian actors and their craft**

Currency, 2005  
 ISBN 0868197637 [792.02]

What better way to learn about the dramatic arts than from the best Australian actors? This enlightening text contains interview transcripts in a Q&A format with 14 contemporary actors. Each entry provides a wealth of information regarding the actor's response to their craft, plus their career highs and lows. The actors discuss the nuances of working on the stage, in television and film, and they offer valuable advice to novices. Some coarse language means that content should be reviewed before use. As a professional resource, this excellent text would be invaluable for Drama and English teachers. H. Gardiner



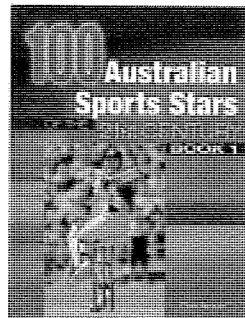
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** Drama 7-10; Drama Stage 6; English 7-10  
 \$34.95 SCIS 1227650

RENNER, Clare

**100 Australian sports stars of the 21st century. Book 1**

Echidna, 2005  
 ISBN 1740708911 [796.092]

This is an excellent reference for anyone with an interest in Australia's current sporting elite and the range of sports practised in Australia. Each single page entry on an athlete contains several biographical paragraphs, a fact file, a career highlights list, and an action photograph. In this book, and the following four texts, the demographic of contemporary Australian society is reflected in the wide range of sports and athletes depicted. The nature of being and becoming a champion is touched on, but the books are really personality profiles, and would support the study of biography writing in English K-6. Some of the books have flashback entries highlighting former champions of a sport. N. Chaffey



**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; Physical Activity & Sports Studies 7-10  
 \$29.95 each

Other reviewed titles:

**100 Australian stars of the 21st century. Book 2** SCIS 1226600  
**100 Australian stars of the 21st century. Book 3** SCIS 1226602  
**100 Australian stars of the 21st century. Book 4** SCIS 1226603

ELLIS, Liz

**Netball heroes: 30 greats of the game**

Allen & Unwin, 2005  
 ISBN 1741143594 [796.324]

Biographies, training tips, quotations, career highlights, and superb action photographs of netball players, coaches, and umpires make up this wonderful compilation. The physical nature of the game is magnificently displayed in images and an energetic writing style. This is an extremely positive book, which would be an excellent motivation tool. As the book focuses on personalities, there are many inspiring quotations laid out prominently on the pages. Each athlete's style, personality, inspiration, and development is noted, and their personal climb to the top is described in third person. This book is an excellent resource for the PDHPE syllabuses listed, and it is an appropriate book to model report writing in English K-6. K. McCulloch



**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; Physical Activity & Sports Studies 7-10; Sport, Lifestyle & Recreation CEC Stage 6  
 Paper \$24.95 SCIS 1216505

BRASCH, Nicolas

**The Commonwealth Games: Melbourne 2006**

Heinemann Library, 2005  
 ISBN 1740702824 [796.4]

Filled with information about the games' history, plus the athletes, venues, and volunteers of Melbourne, this book will be an excellent guide for students following the event from a distance. Especially useful in this regard is a timeline of the games, and **The ones to watch**, which provides a pointer to key competitors in 19 sports. There is data on 11 of **Australia's medal hopes** and design information about the logo, coinage, and mascot. An additional book, *The Commonwealth*, gives an excellent overview of that organisation. Its ten pages on the Commonwealth Games are an interesting supplementary resource for the Melbourne games, featuring a political rather than sporting history of the games. C. Thomas

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; Physical Activity & Sports Studies 7-10  
 \$29.95 SCIS 1232568

Other reviewed title:

**The Commonwealth** SCIS 1232565

SCAGGS, John

**Crime fiction**

Routledge, 2005 (The new critical idiom)  
 ISBN 0415318246 [809.3]

Written for undergraduates, this book could be usefully approached by English Stage 6: *Extension* students looking for specific information on a book or film of crime fiction, and those attempting a study or creative work in this genre for their *Major work*. Scaggs has a wide interpretation of crime fiction, and the book is structured around direct references to works, rather than an ethereal study of type. The author offers comment on many HSC texts, including *The big sleep*, *Memento*, and *Blade runner*, as well as the concepts of postmodernism, feminism, and appropriation. The book is excellent professional reading for the Elective: *Crime fiction*, in English Stage 6: *Extension 1*, and teachers interested in the genre for English 7-10 will find this a most readable, rewarding and informative critical study. C. Thomas

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6: *Extension 1*; *Extension 2*  
 Paper \$36.00 SCIS 1223024

HERRICK, Steven

**Naked bunyip dancing**

Allen & Unwin, 2005  
 ISBN 1741146550 [A821.3]

Herrick's verse novel will delight and amuse students and teachers as they follow the progress of Class 6C in their final year of primary school. When a new 'hippie' teacher comes to the school the students give their different reactions to his innovative teaching style. Each poem is written by a student or teacher and as the collection develops so too does our understanding of these individuals. We see their emerging personal relationships, young love, secrets, anxieties, and triumphs. Herrick's poems are accessible, entertaining and genuinely funny. Teachers might use this collection as a model for young writers of poetry and poetic novels, especially in Years 6 and 7. H. Cobban



**USER LEVEL:** Stage 3 Stage 4  
 Paper \$14.95 SCIS 1228113

DICKSON, Andrew

**The rough guide to Shakespeare: the plays, the poems, the life**

Rough Guides, 2005  
 ISBN 1843535181 [822.2]

This book contextualises and celebrates the many facets of Shakespeare's work: stage, screen and multimedia. Section one contains the 38 plays alphabetised, each with interpretative and source information, character list, synopsis, stage history, adaptations and films. Section two covers an appreciation of the poems with sections on sourcing, interpretation, analysis and references to other criticisms. Section three contextualises Shakespeare's life, the performance venues and conditions of his era, the canon of his

work, and gives a very useful and extensive reference list of books, web sites, discussion groups, study guides and educational sites, and a limited glossary. This is an excellent resource. F. Crum

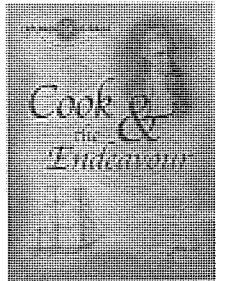
**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** CA, English  
**SYLLABUS:** Drama 7-10; English 7-10; English Stage 6  
 Paper \$35.00 SCIS 1223570

BRASCH, Nicolas

**Explorers of Australia in their own words [series]**

Heinemann Library, 2005

An attractive and stimulating resource, this series makes good use of primary sources and authorial description to clearly show the dramatic nature of these travels. The books are written around personalities, and the explorers' motivations and actions are strong features. Layout and graphics are excellent, and the books include many maps, photographs, a visually appealing timeline, and drawings. There is some analysis of source material. Historical referencing, and descriptions of such things as naval terms, are more substantial than is usually found in texts of this nature. The books have the look and feel of a fresh approach, and students will find them a pleasure to use. E. Searle



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History 7-10  
 \$29.95 each

Reviewed titles in this series:

**Bass & Flinders** SCIS 1225015  
**Cook & the Endeavour** SCIS 1225020  
**The early ocean explorers** SCIS 1225027  
**The mountain explorers** SCIS 1225024

GIBLIN, James Cross & IBATOULLINE, Bagram

**Secrets of the Sphinx**

Scholastic, 2004  
 ISBN 0590098470 [932]

Lavishly illustrated and very readable, this is a fascinating insight into the construction, myths, and place of the Sphinx in ancient and modern Egypt. Various forms of historical evidence and investigation are incorporated, such as the anthropological remains of the pyramid workers, the conflicting theories of geologists and historians as to the origins of the Sphinx, and Cayce's Atlantis connection. These could shape an introduction into the nature of historiography, historical debates, and interpretations. An annotated bibliography provides a sound basis for further study. This book could serve as a valuable introduction to the Ancient History Option: *Egypt: Society in the Old Kingdom, Dynasties III-VI*, and it is a worthwhile source for the History 7-10 Topic: *Societies and civilisations of the past*. B. Hull

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7-10  
 \$29.95 SCIS 1220175

All prices in the availability statement include GST.



BRADLEY, Pamela

**Cities of Vesuvius: Pompeii and Herculaneum**Cambridge University Press, 2005  
ISBN 0521608953

[937]

Archaeologists continue to excavate beneath the layers of Roman Pompeii, revealing new evidence about the people who inhabited this area centuries before the 79AD eruption. This superb text book, written for the Ancient History Core: *Cities of Vesuvius – Pompeii and Herculaneum*, clearly and comprehensively lays out archaeological discoveries and interpretations. It explains in detail the customs, economy, religion, and politics of the Oscans, the Greek colonists in Herculaneum, and the Romans. Primary and secondary sources, an amazing history of the excavations, and the changing ideas of archaeologists, make this an engrossing read. As a student resource, the book's layout, including diagrams, summaries, activities and questions, is very useful. Small and muted black and white photographs are the only disappointment. C. Keane

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6  
Paper \$39.95 SCIS 1229195

CAMERON, Kate &amp; LAWLESS, Jennifer

**Secrets of Vesuvius: unlocking the sources from Pompeii and Herculaneum**Thomson Nelson, 2006  
ISBN 0170127818

[937]

Using primary and secondary sources from the early Oscan settlement to the present day, this richly produced resource, with glossy pages of informative text, colour photographs, maps and diagrams, provides a comprehensive insight into the changing methodologies of archaeologists, including the problems of deterioration and preservation. Written to complement the scope and sequence of the Ancient History Core: *Cities of Vesuvius – Pompeii and Herculaneum*, each chapter includes a list of outcomes to guide students in their investigation of archaeological and written sources. Students are reminded to consider and analyse the limitations and reliability of source material throughout and **Source-based questions** are provided at the end of each chapter for review. The accompanying CD-ROM includes fascinating annotated images. C. Keane

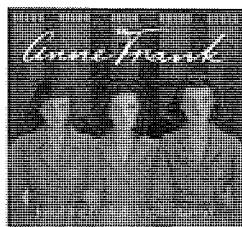
**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6  
Paper \$39.95 SCIS 1244393

POOLE, Josephine

**Anne Frank**Hutchinson, 2005  
ISBN 0091768276

[940.53]

Opening with a quotation from Anne Frank's diary, this lavish book traces her story from birth to death, and the return of her father, alone, in 1945. Large landscape openings show meticulously researched illustrations of the family's life in Frankfurt and Amsterdam. The background of poverty and political change is suggested but not laboured. The narrative, in simple, direct and



powerful prose, tells the story of the family, and especially of Anne, in a compelling and moving way. The bravery and loyalty of Dutch friends is clearly told. Additional information about the Anne Frank Museum, and a timeline of events, adds to the book's value. This handsome book is an ideal introduction to Anne's story for young readers, and may lead them to read the diary. W. Smith

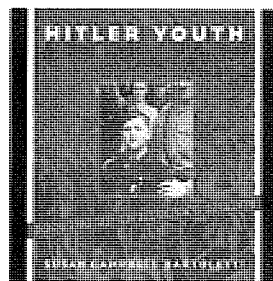
**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
\$32.95 SCIS 1225144

BARTOLETTI, Susan Campbell

**Hitler Youth: growing up in Hitler's shadow**Scholastic, 2005  
ISBN 2004051040

[943.086]

Structured around the stories of individuals, this powerful book gives a detailed and highly personal account of the way the Hitler Youth movement worked. It is a comprehensive study of the movement's structure and operation during 1933-1945, and it clearly shows the range of effects on the people involved. Each chapter begins with the story of a young German boy or girl and then develops to show the broader impact of events in Germany at this time. Stories include the experiences of Jewish and communist youth, young people who betrayed their parents to the Nazis, and those who actively resisted the movement. A large number of extraordinary photographs give poignancy and immediacy to the written text. E. Searle



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; Modern History Stage 6  
\$29.95 SCIS 1221484

**Australia changing times [series]**

Echidna Books, 2005

Dealing with important milestones in Australia's past, and with our developing nation, the well constructed books in this series will help students studying Australian history. Each double page addresses a topic which is set out under easily identifiable sub-headings with detailed drawings, photographs and maps to enhance the text. A timeline and Glossary are useful inclusions. Whilst not abundant, information is easily read, well spaced and succinct. The fact boxes and evidence boxes highlight important information, often using words from original documents of the time. This series ably supports the achievement of outcomes in the HSIE K-6 Strands: *Change and continuity*, and *Cultures*. G. Cale

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$29.95 each

Reviewed titles in this series:

**Australians on the Thai-Burma Railway: a story of hardship and survival** SCIS 1224935  
**Sailing on the First Fleet: journey into the unknown** SCIS 1224943  
**The life of Bennelong: living in two cultures** SCIS 1224936  
**The return of Uluru: back to the original owners** SCIS 1224942

BRUCE, Jill B.

**Sea explorers of Australia**Simon & Schuster, 2005  
ISBN 0731812441

[994]

A visually delightful book, this resource clearly targets the junior History student with simple leading questions and colourful wash drawings. Organised chronologically, the book covers many personalities. Information includes the recognition of Aboriginal possession and the possibility of early Chinese coastal exploration. The book examines the many theories of trade contact and Australia's exploration in relation to our Pacific neighbours. There is scope for extensive classroom activities using this excellent resource, due to its extended treatment of Tasman, Cook, and Flinders. B. Kervin

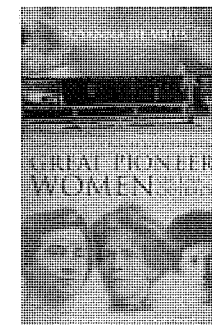
**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; HSIE K-6  
Paper \$14.95 SCIS 1225861

DE VRIES-EVANS, Susanna

**Great pioneer women of the outback**HarperCollins, 2005  
ISBN 0732276632

[994.009]

The lives and experiences of 10 women are examined in this book. Each undertakes an extraordinary journey of discovery, and the depth of treatment allows the reader to empathise with each of the subjects. There is strength in the detail, allowing readers to understand the problems of everyday life, involving such challenges as isolation, childbirth, and the climate. The danger of the location emphasises their personal efforts and attitudes as they battle these adversities. Apart from Jeannie Gunn, author of *We of the Never-Never*, the book's focus is on unknown pioneers, and this does perhaps restrict its usefulness. The book would have particular use for the History Stage 6: *Extension* Option: *The bush legend*, and for research involving the construction of a feminist outback history. B. Kervin



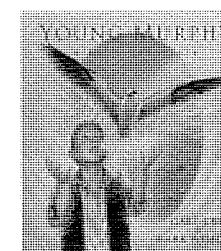
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; History Stage 6: *Extension*  
Paper \$29.95 SCIS 1221811

CREW, Gary &amp; WILSON, Mark

**Young Murphy: a boy's adventure**Lothian, 2005  
ISBN 0734407807

[994.02]

John Murphy was 15 when he joined Leichhardt's expedition across Australia's north east corner. Each entry of this fictional diary is credibly supported by a map, a solid quotation from Leichhardt's diary, and a full page composite illustration. Murphy's observations, his growing despair with the journey's events, and his developing artistic talent are represented well. The eventual realisation of the lack of preparation and the eccentric



German's unsuitability to lead are strongly expressed, and the book carefully summarises the background and outcomes of that deadly journey. Content and layout are very suitable for ESL students seeking supplementary reading for the English Stage 6 Area of Study: *The journey*. The book would also suit a joint History and English study in Year 8. C. Thomas

**USER LEVEL:** Stage 3 Stage 4 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; English Stage 6: *ESL*; History 7-10; HSIE K-6  
\$27.95 SCIS 1230528

JORDAN, Mary Ellen

**Balanda: my year in Arnhem Land**Allen & Unwin, 2005  
ISBN 1741142806

[994.29]

The cultural divide is starkly apparent in this interesting factual account of a naive woman's 14 month stint living and working in a contemporary Aboriginal community. Arriving with little knowledge but much idealism, her cultural stereotypes are shattered by her interactions with the locals. Many questions are asked about the rural Indigenous lifestyle in relation to education, health, work, culture and integration, yet the author's involvement with the community, away from work, is limited. Readers are given plenty to think about as Jordan relates stories of language, art, environment, sport, and relationships. The book is an excellent resource for people wanting an insight into the myriad influences and traditions affecting Aboriginal people. A. Playford

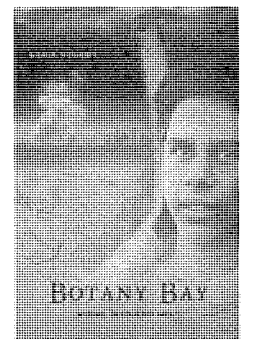
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Community & Family Studies Stage 6  
Paper \$24.95 SCIS 1229123

NUGENT, Maria

**Botany Bay: where histories meet**Allen & Unwin, 2005  
ISBN 1741145759

[994.4]

Focusing on the Tharawal people, this award winning book examines the forced changes upon the people and the land by European society over the past 217 years. It also deals with a number of the Nations in the Sydney basin area in describing tourism, the French influence, the development of an industrial and residential landscape, and environmental politics. Botany Bay's historical importance, and the subsequent ways the first meetings developed, are shown to have a strong place in the psychology of modern Australia. Well researched with fine use of oral histories to ensure all points of view are represented, this is a very useful reference book across a range of HSIE syllabuses. C. Dorbis



**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stage 6; History 7-10; Society & Culture Stage 6  
\$39.95 SCIS 1221286

GUILE, Melanie

### **Islands of the South Pacific** [series]

Heinemann Library, 2005  
ISBN 1740702565

Comprehensive information on the history, culture, and daily life of people on selected islands is presented in this useful series. A wide ranging view of each island includes a more detailed written text than is usually found in books of this nature. Layout and illustrations are attractive, with maps and a pictorial timeline clearly setting the context for student research. Each book contains a traditional recipe and a useful craft activity, helping students to enrich their understanding of the culture in question. Potentially controversial topics, such as government policy on environmental degradation, are dealt with honestly. The series strongly supports the HSIE K-6 Strand: *Cultures*. S. McLoughlin

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$29.95 each

*Reviewed titles in this series:*

<b>Fiji</b>	SCIS 1219889
<b>Micronesia</b>	SCIS 1219909
<b>Samoa &amp; Tuvalu</b>	SCIS 1219892
<b>Solomon Islands</b>	SCIS 1219904
<b>Tonga</b>	SCIS 1219899
<b>Vanuatu</b>	SCIS 1219907

### Who reviews?

Reviewers for **Scan** and the DET web site are selected from teachers and teacher-librarians across the state.

Andrew Anderson, Gender Equity Programs Unit  
Kristin Ashley, Newcastle HS  
Colleen Barlow, Erina HS  
Aven Beedles, teacher-librarian  
Margaret Bradley, teacher  
Lynda Buttsworth, Jamison HS  
Gayle Cale, teacher  
Francie Campbell, teacher-librarian  
Nell Chaffey, Tamworth PS  
Heather Cobban, Fort Street HS  
Peter Conroy, The Forest HS  
Robert Cox, Morisset HS  
Frances Crum, teacher  
Meg Davis, Literacy Consultant  
Ruth Dircks, Dungog HS  
Chris Dorbis, SCA Information Management  
Jan Eade, Lane Cove West PS  
Nicole French, Cranebrook HS

Amanda Frost, Grantham HS  
Heather Gardiner, Kanahooka HS  
Maree Gary, Mathematics Consultant  
Jan Hancock, Penshurst PS  
Bronwyn Hull, Goulburn HS  
Di Johnston, Cambridge Park PS  
Cath Keane, Parramatta East PS  
Elissa Kesby, Pennant Hills HS  
Bede Kervin, Bowral HS  
Rachael Kirsten, teacher  
Anita Kokkotas, Chifley College, Shalvey Campus  
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### 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](mailto:michela.busch@det.nsw.edu.au)

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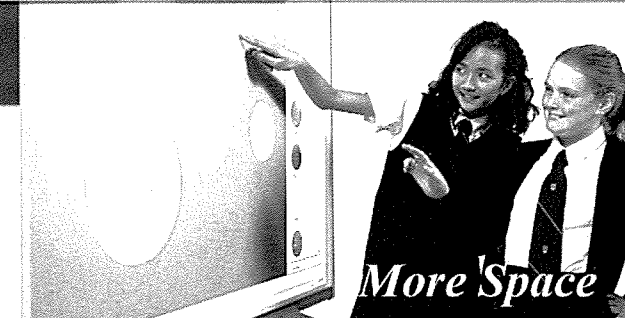


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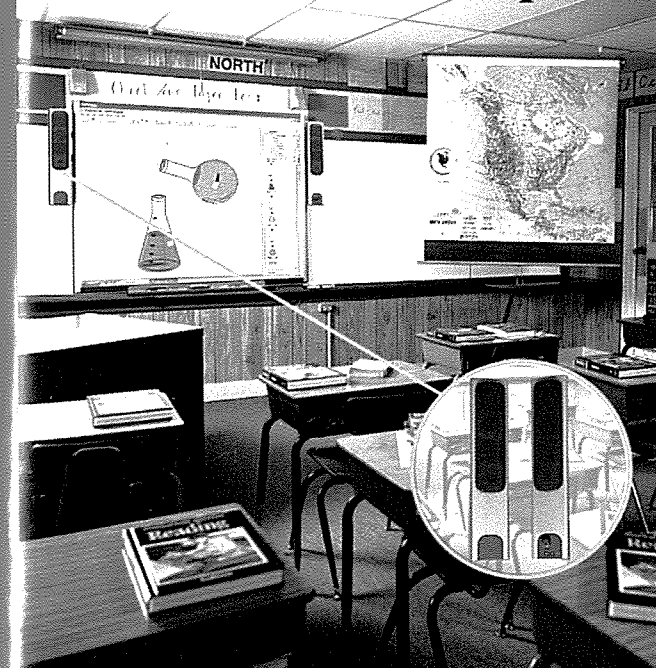
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