

Scam

▶ Teaching ideas

▶ Professional support

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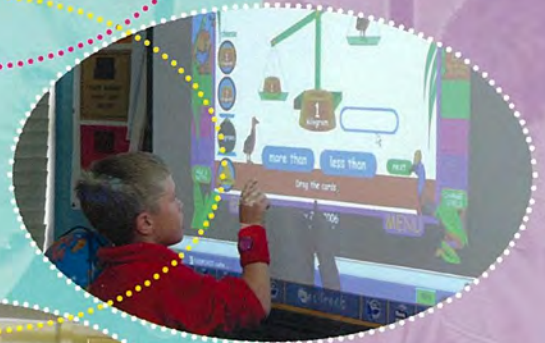
▶ SCIS

▶ *The School Magazine*

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In this issue

- engaging the Google generation
- leading & learning: guided inquiry, making connections, ICT and more
- COGs, collaboration and integrated units of work
- school libraries, diversity and dynamic reading environments
- SCIS records for COGs

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From the Editor



Welcome to Term 3 and the third issue of *Scan* for this year. A key theme in this issue is supporting students' diverse

learning needs. I hope you enjoy reading this issue of *Scan*, and have a wonderful time celebrating Book Week. If you have a suggestion for future articles, please let us know. You can contact the Editor on (02) 9886 7501 or by email at editor.scan@det.nsw.edu.au

Cath Keane
Editor

COGs: helping to manage the curriculum: a cooperative approach to teaching and learning

Steve Connelly, Principal, discusses how one school is using the Connected Outcomes Groups (COGs) units to implement an integrated curriculum. Steve illustrates the teacher-librarian's key role supporting school change and collaborating in planning, programming and teaching.



page 4

The Library Reading Café: a student directed literacy experience in a dynamic reading environment

Jan Stevens, teacher-librarian, shares her rewarding experiences working imaginatively with students in creating a vibrant, supportive reading environment. An inspiring read!

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Teacher-librarians leading and learning in ICT

Jenny McCarron, teacher-librarian and Assistant Principal, discusses opportunities for leadership and professional growth for teacher-librarians as participants, master trainers and senior trainers with the *Intel@ Teach to the Future* program. The article highlights collaborative processes, and ways ICT and information skills can be integrated meaningfully.

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The school library supporting a diverse community

Victor Davidson, teacher-librarian and President of ASLA

(NSW), shares strategies for supporting a multicultural learning community, and encouraging students to participate in various leadership programs, which include volunteering for the library team. An enticing taste of engaging learning supported by enthusiastic teamwork and sound policy.



page 18

Designing learning to connect students to their cultural knowledge

Frances Plummer, Mechel Pikoulas and Helen Vlachos describe their backward mapping approach to designing guided inquiry tasks for students attending Saturday School Languages Centres. The significant support of the information process features strongly and some exciting learning and presentations resulted.

page 22

Research columns: School libraries and best practice and Uncertainty and guidance: school students' feelings, study approaches, and need for help in inquiry projects

Dr Ross Todd reflects on 10 years of supporting *Scan* research, and highlights the importance of a guided inquiry approach and sustained, instructional guidance for students learning in complex information environments.

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Resourcing the curriculum: online support

Colleen Foley outlines the variety of resources and

professional support available for teacher-librarians and teachers through the new look *Curriculum Support* website. Read on and then explore the site further.

page 36

New school reports for all NSW public schools

Ian Harrison guides readers on a tour of the *Curriculum planning, programming, assessment and reporting to parents* website to clarify common requirements for informing parents about good practice in schools. Essential components of reports and the range of support materials available are included to help teachers be fully informed.

page 38

Interactive whiteboards engaging students

What are IWBs? How versatile are they? Do they improve student engagement? Read this article by Tom Benjamin and Hilary Hughes, from the Centre for Learning Innovation, for some answers.



page 44

Engaging the Google generation through Web 2.0

Judy O'Connell's enthusiasm for supporting students by connecting them to virtual environments is infectious. What is the participatory web and how can we harness it? What about blogs and wikis? This article will springboard many readers into the 21st century.

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Colleen Foley is
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Information Literacy
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Professional learning and collaboration

It is always wonderful to work with teacher-librarians, teachers and professional networks. It has been a pleasure to collaborate with colleagues in regional professional networks, presenting and sharing aspects of educational significance.

Our centrally run program of *Quality Teaching for teacher-librarians* and related modules on resourcing curriculum, policy development and SCIS, and the *OASIS Library* workshops, has been very well received and evaluated to date. There are some great suggestions for further workshops. The professionalism and enthusiasm of our endorsed *OASIS Library* trainers is greatly appreciated, as is the generosity of the principals, teacher-librarians and School Administrative Officers (SAOs) and other staff in our host schools and TAFE venues.

The Semester 2 program is now available. For further information about the workshops and to register for them, go to <http://www.curriculum-support.education.nsw.gov.au/prolearn06/>

The recent professional days for primary and secondary teacher-librarians participating in the retraining course were indeed inspiring. These days were organised by Jenny Scheffers, teacher-librarian at Caddies Creek Public School, and Jackie Hawkes,

Currents

teacher-librarian at St Clair High School, in collaboration with other mentors. They highlighted some of the outstanding work of our teacher-librarians in a wide range of schools. The professional commitment and contributions of our mentors is well worth noting. The retraining course is coordinated by the Department's Retraining Unit, in partnership with Charles Sturt University.

The *Visions of Learning: ASLA Online II* conference, also held recently, included some inspiring papers and discussion.

Research and best practice

The important cycle of research informing practice informing research is again highlighted by Dr Ross Todd in this issue's Research columns. The research in this issue explores how students learn in today's challenging information environments and we can see the implications for appropriate explicit teaching of the information process, supported by a guided inquiry approach and pedagogical frameworks such as *Quality Teaching*. This issue's featured research comes from the Center for International Scholarship in School Libraries (CISSL) at Rutgers University.

As teacher-librarians committed to *Quality Teaching* and best practice, such research, reported in *Scan* and through other professional journals and associations, is inspiring and helps us push the boundaries in making a difference to student learning. An evidence based approach supports us in providing local evidence of the ways we contribute to teaching and learning in our schools.

Other recent research, well worth a look includes:

- *Good school libraries: making a difference to learning* available at <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=4170>

publications/index.cfm?fuseaction=pubs.summary&id=4170

- the updated 2006 edition of *School libraries work!* available at http://www.scholastic.com/librarians/printables/downloads/slw_2006.pdf The earlier version of this summative paper was discussed in *Scan* 24(1) February 2005 pp. 36-39.

The CISSL site at <http://cissl.scils.rutgers.edu/> is a great source of professional reading. Teacher-librarians would find it useful for extending their exploration of some of the issues focused on in Research columns.

Such recent research and papers, including those published online by Talis at <http://www.talis.com/resources/index.shtml> also provide stimulating ideas and professional challenge as we explore various models of best practice for school libraries and teacher-librarians, and seek to provide quality teaching and learning support into the future.

Judy O'Connell's article in this issue, 'Engaging the Google generation through Web 2.0', makes fascinating reading. It draws on ideas and issues discussed in some of these papers and research, and provides insightful ideas into aspects of technology that need to be integrated into management and teaching for information literacy in the contemporary and future learning environment.

I'd like to welcome Cath Keane from Parramatta East Public School, the new Editor of *Scan*, to the School Libraries and Information Literacy Unit team. I'd also like to thank Cath, Di Johnston from Cambridge Park Public School, and Carol Thomas for their editing work and support while recruitment took place. ■

COGs: helping to manage the curriculum:

a cooperative approach to teaching and learning



Steve Connelly,
Principal at
Parramatta East
Public School,
discusses the

process of streamlining the crowded curriculum through the implementation of Connected Outcomes Groups (COGs) and the integral role of the teacher-librarian.

Parramatta East Public School (PEPS) is a small school in Parramatta, the second CBD of Sydney. PEPS is a truly multicultural community comprising of students from 36 countries, 71% of whom are from non-English speaking backgrounds. The teachers at PEPS range in levels of experience, and all are committed to our journey of streamlining the delivery of curriculum for our students.

Background to implementing COGs

The need to manage the demands of the overcrowded primary curriculum saw the initial integration of teaching and learning from the *Science and Technology K-6 syllabus* with teaching and learning from the *Human Society and Its Environment K-6 syllabus* to create a Life Sciences program, which began its development at PEPS during 2004 for implementation in 2005.

After a somewhat tenuous start, the development of our Life Sciences approach was halted mid 2005 when our teacher-librarian raised our awareness of the curriculum planning framework being developed by Curriculum K-12 Directorate under the name of COGs. The entire teaching staff, already committed to de-crowding the curriculum, welcomed the hard work of integrating outcomes, content, process and skills already done by those developing the units. During Term 4, 2005, Stage 3 trialled the first draft of the *Living land* unit, which was found to be heavily reliant on the Internet for access to websites on the Snowy Mountains. Difficulties, not solely related to our own peculiar hardware issues, saw the need to hark back to the old days and use something known as a book, the beautifully

illustrated *The man from Snowy River* (see review at end of article), as well as posters and a video, to provide background knowledge of the high country. This unit, like most in COGs, has been updated and improved since the beginning of unit development.

Curriculum framework

The curriculum planning framework, in Figure 1, helps teachers by directing their planning and programming. It also helps to engender consistency of curriculum delivery across the school.

As a consequence of discussions on future curriculum direction at PEPS, the staff used the COGs framework at face value to collaboratively develop a two year scope and sequence of delivery, with the exception of Early

Figure 1 Curriculum planning framework

Stage 1, who cover all six units each year. The scope and sequence in Figure 2 was developed to suit the needs our school.

Quality Teaching and COGs

Our focus for the coming years is to implement COGs into the school within the *Quality Teaching* (QT) framework. The COGs approach to syllabus implementation dovetails nicely into QT philosophy, particularly the dimension of Significance, as student learning is maximised when concepts are contextualised through meaningful integration across a range of key learning areas and experiences. Parramatta East has been selected to trial and evaluate COGs units and provide work samples as an Australian Government Quality Teaching Programme (AGQTP) activity, *Implementing the curriculum planning and assessment frameworks*. All PEPS teachers will critically reflect on the teaching and learning plans in each unit.

Resourcing

Initial findings indicate a reliance on high level use of the Internet for resources and stimulus material. The advantage of this is that it is relatively easy to access by all schools, although some connections and links are tenuous. Flexible timetabling ensures all classes have access to the Information and Communication Centre (ICC), which is part of the library, where Stage 2 and Stage 3 classes are team taught information and communication technology (ICT) skills in the context of units of work. K-2 classes also attend information skills lessons in the ICC, where team teaching with the teacher-librarian, class teacher and ESL teacher takes place.

Streamlining of resources into unit kits will take time, as current resources are collected, collated and cross-referenced to the COGs units. These resource kits will then be updated as units are further developed. Utilising the expertise of

the teacher-librarian is essential in meaningfully drawing together resources and information sources.

Collaborative planning of lessons is an integral part of implementing COGs at PEPS, as the four KLAS, under the banner of COGs, are often taught by up to four teachers in RFF and team teaching roles. The integrated teaching of English and Mathematics further increases the need for planning days for whole staff collaboration as we move head-on and happily into COGs.

Snapshots of COGs at PEPS

Classroom teachers, RFF teachers, the ESL teacher and the teacher-librarian collaborated in planning, programming and teaching the units. Lessons were timetabled to ensure the maximum use of resources, including support staff, books, posters, digital cameras, computer access in the library, and space for music and drama in the performing arts room, and access to audiovisual equipment in the library and two other areas.

Term 1

Stage 3 COGs (B): Identity

The students were meaningfully engaged in teaching and learning. Favourite activities involved experimenting with *Morphases editor*, using the digital



A *Morphases* face manipulation



Symbols of Australia



Steve Irwin



Charles Kingsford Smith

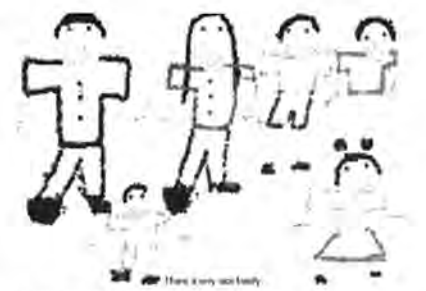
camera and digitally manipulating their images with *Adobe Photoshop*, researching Australian symbols and investigating significant Australians.

Stage 2 COGs (B): *Being Australian*
Discussing family backgrounds and special occasions, using Excel to create a database of cultural backgrounds and producing artwork using a variety of painting techniques appealed to these students.



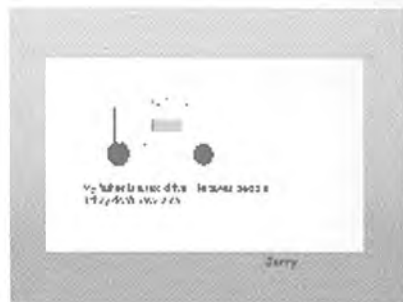
Australian art work

Stage 1 COGs (B): *Getting along*
Students were most engaged using *Microsoft Paint* to draw and label



My family using Microsoft Paint

representations of their families, friends and community helpers. These were saved as PowerPoint presentations, which promoted a great deal of discussion.



Our community helpers using Microsoft Paint



My family using mixed media



My friends using Microsoft Paint

Early Stage 1 COGs (B): Me Kindergarten students particularly enjoyed making playdough representations of themselves, participating in Aboriginal legends drama activities and creating dot paintings.

Term 2

Stage 3 COGs (D): Making informed choices

As Stage 3 students went to Canberra at the end of term, this focus area was studied instead of the planned *Living land*. Highlights included a visit and talk by the Federal Member for Parramatta, the Honourable Ms Julie Owen, and engaging websites,

especially the interactive quizzes such as the Australian citizenship quiz from Resources in the *Australian citizenship website*.



Kidsview website



Image from Virtual Canberra website



Favourite resources



A framed botanical collage



Australian War Memorial collage



Balloons over Canberra display



Online Australian citizenship quiz

Stage 2 COGs (G): *Our fleeting past* The *Convicts of the first fleet* webquest is a highly engaging learning activity for the students. Other highlights included the CD-ROM and DVD pictured below.



Favourite resources



A framed botanical collage



Robots in crayon



Solar energy art work

Stage 1 COGs (G): *Powering on* The students thoroughly enjoyed investigating and creating activities.



V&A Museum of childhood website

Early Stage 1 COGs (A): *Our place* Sharing a photo storyboard presentation of favourite places in the

playground was a special treat. Using cardboard boxes or spreading a tablecloth over desks provided opportunities for role play in imaginary places.

Implementing COGs at Parramatta East Public School is still a work in progress. We are looking forward to further collaborative planning and programming days to ensure *Quality Teaching* and engaged learning.

Connected Outcome Groups

Early Stage 1 Even & Odd Years

Term 1	Term 2	Term 3	Term 4
B Me	D Healthy choices	F Moving	C Changes
I Physical education	I Physical education	I Physical education	I Physical education

Stage 1 Even Years

Term 1	Term 2	Term 3	Term 4
D Getting along	F Powering on	B Our families	C Growing & changing
I Physical education	I Physical education	I Physical education	I Physical education

Stage 1 Odd Years

Term 1	Term 2	Term 3	Term 4
H Understanding ourselves	A Local places	E Products & services	G Our stories
I Physical education	I Physical education	I Physical education	I Physical education

Stage 2 Even Years

Term 1	Term 2	Term 3	Term 4
B Being Australian	G Our fleeting past	D Working together	F Machines
I Physical education	I Physical education	I Physical education	I Physical education

Stage 2 Odd Years

Term 1	Term 2	Term 3	Term 4
H Understanding each other	E Products, services & systems	C Effects of growth & change	A Local environments
I Physical education	I Physical education	I Physical education	I Physical education

Stage 3 Even Years

Term 1	Term 2	Term 3	Term 4
B Identity	A Living land	D Making informed choices	F Physical phenomena
I Physical education	I Physical education	I Physical education	I Physical education

Stage 3 Odd Years

Term 1	Term 2	Term 3	Term 4
G Traditions & heritage	C Interconnecting growth & change	E Global & social issues	H Symbol systems
I Physical education	I Physical education	I Physical education	I Physical education

Figure 2 COGs scope and sequence at Parramatta East Public School

PATERSON, A.B.

The man from Snowy River

Scholastic, 2004

ISBN 1865046957 [A828]

Traditional poetry can often be perceived as dull and boring with students unable to visualise the text. This classic Banjo Paterson tale is brought to life through the use of simple, yet colourful, illustrations by Freya Blackwood. Watercolour paint in many shades of green, blues, and greys evokes the colours of the bush, providing exceptional visual support and giving the reader a greater understanding of life in the country during the early part of the last century. Images will stimulate discussion and encourage students to explore the language of ballads. This book is appropriate for a study of the Environments Strand of the Stage 3 *HSIE K-6 syllabus*, and it makes an appealing resource when studying poetry and visual literacy. J. Hancock

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$27.95

SCIS 1203040

Figure 3 Review available at School Libraries and Information Literacy: Resource reviews website

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The Library Reading Café:

a student directed literacy experience in a dynamic reading environment

Jan Stevens, teacher-librarian at

Chifley College Shalvey Campus, shares

her rewarding experiences with

students, who are engaged in

self-directed literacy activities.

How the Library Reading Café was born is important to share. The idea was born on a stormy, grey lunchtime with thunder booming and lightning crackling over the school. Exams in our school necessitated the library being closed that day, but a group

of regular library enthusiasts pushed their noses to the door and begged to be able to come in. How could I resist and how could I know this would be the start of something good! We gathered in a corner, huddled over our lunches and just read. At the end of lunch, they quipped, 'Why can't we do this all the time Miss?' Why not? After all, the idea of the Internet café had been out there in the wider community for a while.

Student directed engagement

The idea for the Library Reading Café grew in response to the students

articulating a need. The responsive and dynamic nature of the relationship between the students and the program enables it to reflect current concerns of core educational frameworks such as the *Priority Schools Funding Program: operational guidelines 2003*, the *Quality teaching in NSW public schools: continuing the discussion about assessment practice* and support the *English Years 7-10 syllabus* (Figure 1).

LIBRARY READING CAFÉ			
Links to the English Years 7-10 syllabus			
Objective 1: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understandings in order to speak, listen, read, write, view and represent.			
Stage 4 Outcome 1: A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.		Stage 5 Outcome 1: A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.	
Stage 4 students learn to:	Stage 4 students learn about:	Stage 5 students learn to:	Stage 5 students learn about:
1.1 respond to imaginative, factual and critical texts, including the required range of texts, through wide and close listening, reading and viewing	1.11 the ideas, information, perspectives and points of view presented in imaginative, factual and critical texts	1.1 respond to and compose a range of imaginative, factual and critical texts which are increasingly demanding in terms of their linguistic, structural, cognitive, emotional and moral complexity	1.7 the ideas, information, perspectives and ideologies presented in increasingly demanding imaginative, factual and critical texts and the ways they are presented
1.2 respond to and compose texts intended to inform, persuade and entertain, including humorous texts	1.12 links between the ideas, information, perspectives and points of view presented in texts and their own background and experience	1.3 analyse the effectiveness and impact of texts on responders in terms of ideas, perspective and originality	1.9 the ways sustained texts use elements such as evidence, argument, narrative, dialogue and climax
1.5 interpret, question and challenge information	1.15 the forms and features of language, the structures of		

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

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LIBRARY READING CAFÉ			
Links to the English Years 7–10 syllabus			
<i>and ideas in texts through close study</i>	<i>texts and the nature of content that enables categorisation by content, composer and genre.</i>	1.5 <i>respond to texts from different reading positions as an aspect of their developing moral and ethical stances on issues.</i>	1.11 <i>their own emerging sense of style, personal preference and discernment in responding to and composing texts.</i>
Stage 4 Outcome 2: <i>A student uses a range of processes for responding to and composing texts.</i>		Stage 5 Outcome 2: <i>A student uses and critically assesses a range of processes for responding and composing.</i>	
Stage 4 students learn to:	Stage 4 students learn about:	Stage 5 students learn to:	Stage 5 students learn about:
2.4 <i>use processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information for specific purposes.</i> 2.6 <i>respond to their own and others' ideas, images, information, linguistic and visual forms and features, tone, style, and type and structure of text, with reference to their appropriateness for the text's purpose, audience and context.</i>	2.11 <i>different ways of using feedback to improve their texts</i> 2.13 <i>alternative ways of expressing ideas.</i>	2.1 <i>produce sustained spoken and written texts in rehearsed, unrehearsed and impromptu situations</i> 2.7 <i>identify and articulate their own processes of responding and composing.</i>	2.8 <i>the ways that the processes of planning including investigating, interviewing, selecting, recording and organising ideas, images, information can and should be modified according to specific purposes and texts</i> 2.13 <i>their own processes of composition and how these processes influence the quality of their texts.</i>
Stage 4 Outcome 3: <i>A student responds to and composes texts in different technologies.</i>		Stage 5 Outcome 3: <i>A student selects, uses, describes and explains how different technologies affect and shape meaning.</i>	
Stage 4 students learn to:	Stage 4 students learn about:	Stage 5 students learn to:	Stage 5 students learn about:
3.2 <i>respond critically and imaginatively to texts in a range of technologies, including video, computers, print and handwriting.</i>	3.7 <i>technical features of audio and visual recording, word processing, graphics and formatting used for composing texts.</i>	3.2 <i>identify and critically evaluate the ways information, ideas and issues are shaped.</i>	3.6 <i>the ways in which modern technologies of communication are used to inform, persuade and entertain.</i>

Figure 1 Summary of English Years 7–10 syllabus outcomes and content supported by the Library Reading Café program

Effective literacy

The Library Reading Café was established as a Priority Schools Funding Program (PSFP) initiative, at the heart of which is a focus on literacy, numeracy and participation. The complex and dynamic nature of how students become more literate is evident in the PSFP definition of literacy as:

the ability to read and use written information and to write in a variety of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society...Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is purposeful, flexible and dynamic. It continues to develop through a person's lifetime (2002).

The importance of active engagement to the development of students' literacy, in a meaningful context, is at heart of the way the Reading Café operates. The program addresses key concerns of the English Years 7–10 syllabus about developing proficiency in English to enable students to become:

- confident communicators
- critical thinkers
- lifelong learners
- active participants in Australian society.

The Reading Café in the library was established to support students who choose to read voluntarily at school. The main aim is to target students with positive attitudes to reading and to nurture their desire to read. The library provides the time, place and appropriate climate to support students who aspire to the reading habit. Current research suggests that wanting to read by choice is a powerful predictor of a person's literacy abilities, and the reader's ability to continue to be a lifelong learner can be nurtured in a positive reading environment (La Marca, 2004).

Implementing the vision

So how did our Reading Café progress from that idea on a stormy afternoon?

The vision was simple and flexible. Once a week, the library would become a café for students who chose to read voluntarily at lunchtime. Students were invited to bring their lunch and the café would supply a hot or cold drink and a biscuit or piece of cake. Access to the library at this time would be exclusive for those students. During this time, students were invited to settle for quiet reading or discussion. The idea was to target students, inclusive of all abilities, who wanted to read. Attendance at the Reading Café was by invitation only, with the intention of giving participants a sense that they were special and valued by the school community. After all, the whole library had been set aside for them.

...the café also offers flexibility intended to nurture a sense of belonging and ownership.

Staff members were asked to nominate students who were readers, or who wanted to be known as readers, and

joining the Reading Café continues to require a recommendation from a member of staff. Access is not exclusive to established readers, but includes students who can model attitudes and habits of already established readers. Our school is a small junior high school with a strong sense of community. By initially keeping the group small, participants felt secure and they have developed a sense of community and identity. These are qualities which reflect our school context. It was felt this was also the best way to encourage authentic talk about reading, and to support the emerging identity of those who wanted to be known as readers.

As the Reading Café Program aimed to enhance a positive attitude to reading, a sense of ownership about the group was important. Consequently, it was important to demonstrate responsiveness to student wants in relation to how the Reading Café worked. As this is a lunchtime program, the café has widened its audience and credibility among students. When students join, friendship groups are considered for their placement on an appropriate day in the café. It is a mark of the café's success that the program has extended from one to two days a week, and that the student waiting list continues to grow.



Students enjoying a quiet read and a drink at the Reading Café

Student initiatives

What happens in the café also offers the flexibility intended to nurture a sense of belonging and ownership. Students are given a choice to read, participate in discussion, share reading or comment about their reading. Increased participation in the Premier's Reading Challenge, from one student initially, to seven students last year, is directly linked to the café program. Of these, two withdrew after completing the reading but failing to coordinate the paperwork within the deadline, despite a great deal of support. The last point is significant in relation to the feedback that students want to maintain the café's existing format. These responses to the café seem to affirm the nature of readers at Shalvey Campus as *inexperienced readers*, a term used by Literacy Consultant, Shelley Wiley, during a School Literacy Focus day in 2005. This year, however, twenty students have chosen to participate in the Premier's Reading Challenge. Most are associated with the Reading Café.

Informal discussion and surveys are the main way feedback is sought. Primarily, this responsiveness enables participants to select resources, from lists and bookseller talks, for the library. Request lists are available, and responded to as speedily as possible. An example of extending student participation and ownership occurred last year, when Kate Colley, a well-regarded spokesperson for contemporary children's literature, addressed café participants. As a result, student selected books were purchased. A similar selection process is offered monthly by participation in the scholastic Book Club. In 2004, 62 items were purchased in this way. This increased to 108 in 2005. Other student initiatives include a student designed Reading Café identity card, which carries the privilege of the student being able to access the library at any time during lunchtime. It was also a group decision to set aside a



The Library Reading Café provides an effective reading environment for students

special place in the library for our Reading Café collection, which is now our Reading Café corner.

More formal surveys have indicated that participants value the quiet and a chance to settle to read, and they do not want anything changed. However, the flexibility of the café enables the program to be adaptable to suit different groups. A group of inexperienced readers is being enticed to widen their tastes by adopting this year's book week theme. The Reading Café has *Book Now* lunch times where our focus is on books, with opportunities to model responses to reading, and focus on explicit techniques to support literacy. Evaluations of books are shared, which offers new participants a list of best titles as a starting place. Comments and reviews are encouraged, and these are then published in our school newsletter. This ensures that students' voices are heard, and enhances attitudes to reading and the library. By sharing their work with an audience beyond the school environment, the students are engaged in ways that reflect the element of connectedness of their reading.

Establishing an effective reading environment is important for relationships within a school (La Marca, 2004) and the Library Reading Café has been well supported by the school community. Initial discussions with senior executive about the idea were

greeted with an enthusiasm that was contagious. Teachers have been inquisitive, and keen to support the idea by continuing to recommend students to participate. The enthusiasm of the P&C, and particularly the enthusiasm of its dynamic president, who is so keen to be involved that she donates time to attend each session, is encouraging. Her involvement, and the energy and authenticity her presence contributes in supporting participants, continues to be a crucial link to the wider community.

While these ideas provide an overview of the successes of a simple and very flexible concept, the idea of the café was realised as a PSFP program, and is funded above the library budget. As such, further evaluation of the concept is best offered within the parameters of this program, and with reference to aspects of the *Quality teaching in NSW public schools: continuing the discussion about assessment practice*, and as an example of evidence based practice (Figure 2).

The evaluation of the Library Reading Café initiative was successful in achieving funding to allow the program to continue again this year. The evaluation referred to interrelated action areas, such as:

- quality teaching and learning
- home, school and community partnerships
- classroom and school culture.

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Quality teaching and learning	
Focus <ul style="list-style-type: none"> providing students with a voice and a level of control of their learning environment 	Evidence based practice <ul style="list-style-type: none"> student survey responses – read more books, faster, better quality learning environment high expectations connectedness student direction extending reading experiences future visions
<ul style="list-style-type: none"> showing commitment to the view that each young person can learn and achieve 	<ul style="list-style-type: none"> accessibility of café attendance figures (Figure 3)
<ul style="list-style-type: none"> maximising teaching and learning time and avoiding anything that distracts from the focus of the lesson activity 	<ul style="list-style-type: none"> library used exclusively for Reading Café participants for two each week
<ul style="list-style-type: none"> fostering higher order thinking through critical understanding as well as factual recall 	<ul style="list-style-type: none"> model explicit ways of responding to reading student reviews of texts demonstrate higher-order thinking deep knowledge about texts to explore concepts of good writing discussions reflect problematic knowledge and deep understanding
<ul style="list-style-type: none"> negotiating the selection of subject matter to make effective links between students' lives and their school experiences 	<ul style="list-style-type: none"> survey feedback guest speaker, Kate Colley (<i>Bloomin' Books</i>) to review current fiction student book selection
Home, school and community partnerships	
Focus <ul style="list-style-type: none"> promoting and valuing the role of volunteers in the classroom 	Evidence based practice <ul style="list-style-type: none"> Narelle Eyre, President of the school's P&C, attends and with the running of the café background knowledge contributes to the Significance of authentic tasks
<ul style="list-style-type: none"> developing two-way communication strategies that encourage parents to contribute to a range of school issues 	<ul style="list-style-type: none"> widen the scope of the café to include cultural knowledge, narrative and inclusivity by inviting guests from the Aboriginal and Pacific Islander communities for a Reading Café afternoon.

Figure 2 Summary of focus elements and evidence based practice in interrelated action areas used to evaluate the Library Reading Café for continued PSFP funding

Term	Attendance Totals	% School Population (440 Total)	% Males	% Females
1	233	53	38	62
2	193	44	30	70
3	239	54	26	74

Figure 3 Student participation in the Library Reading Café program

Conclusion

The Library Reading Café invites fun, interest and engagement. While the comments about its operation are general, the concept is so flexible, that it can be adapted to suit the contexts of other school communities. References to the NSW *Quality Teaching* model have been included to illustrate how the concept has

relevance beyond PSFP schools.

Figure 1 reinforces how the Library Reading Café can meet the objectives and outcomes from the *English Years 7–10 syllabus*. These focuses may assist in developing a rationale for teacher-librarians to establish a similar program to proactively enhance literacy engagement and participation within other school communities. ■

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Teacher-librarians leading and learning in ICT



Jenny McCarron
is teacher-librarian and Assistant Principal at Quakers Hill Public

School. Jenny is one of five New South Wales senior trainers in the Intel® *Teach to the Future* program.

In 2004, I became aware of the Intel® *Teach to the Future* professional development program. This innovative program aims to achieve effective integration of information and communication technology in our schools (Intel, 2006). As a result of becoming involved in this program, I have experienced a period of great professional growth, worked with many colleagues across the state, and travelled overseas as a senior trainer.

Background

In July 2004, another teacher from my school and I trained as master trainers with the Intel® *Teach to the Future* program.

Over the next year we trained 30 teachers in the 40 hour participant teacher course. The large number of teachers from our school, who undertook this intensive course, demonstrated their commitment towards developing the use of sound pedagogy to integrate information and communication technology (ICT) into the curriculum, where and when it is most appropriate.

The features that attracted me to the program were the emphasis on:

- sound pedagogy
- ICT being used as a tool for research
- ICT as a tool for evaluation
- productivity.

The teacher support and student support materials created during the course, as well as a variety of student samples including multimedia presentations, a newsletter and a website, were illustrative of the practical nature of the program.

Senior trainer

Along with Noel Brackenbury, Head Teacher English at Blacktown Girls' High School, I was asked to become one of the first two senior trainers for New South Wales. Teachers from Queensland, New South Wales and Victoria came together in Melbourne to train as senior trainers.

Since that time, I have trained teachers from different regions of New South Wales as master trainers. They have then moved on to train teachers from their own schools, or in the case of small schools, a cluster of schools. Sample Unit plans, developed by Australian teachers who have completed the course, are available from *Intel innovation in education, Australia: unit plans* at <http://educate.intel.com/au/ProjectDesign/UnitPlans/>

In April 2005, I travelled to Penang, Malaysia, to the Intel Asia-Pacific Senior Trainers' Workshop where 30 teachers from ten Asia-Pacific countries shared their experiences and knowledge, as well as their strategies to enhance problem-based learning and higher-order thinking skills. It was an exciting opportunity to work with teachers from many systems; all teachers worked

towards achieving the best learning outcomes for their students.

Quality Teaching

In New South Wales, discussions about *Quality Teaching* have been included as part of the Intel® *Teach to the Future* program. The dimensions of pedagogy in NSW public schools are evident in the program and provide a vehicle for meaningful discussion at the school level, as well as providing examples of where teaching and learning programs may be enhanced by the inclusion of the various elements.

...they were able to use their expert knowledge as teacher-librarians to complement the aspect of information literacy, which is an integral component of the course.

When teachers are engaged in a focused program such as this, where they are addressing issues such as planning, programming, implementation and assessment, it provides an excellent opportunity to examine teaching practices closely in a way not normally seen in other professional learning activities. It also reinforces those successful strategies presently in use in classrooms, while providing resources and strategies to develop new approaches in the use of ICT in teaching and learning programs.

Intel® Teach to the Future and teacher-librarians

The Intel® Teach to the Future course has provided teacher-librarians and teachers with a common language to use in the collaborative process of programming, planning and teaching. The use of essential unit and content questions, and the use of information literacy skills as well as higher-order thinking skills has been very helpful to teachers in directing students to problem-based learning that requires meaningful use of the library and digital resources. Inquiry or problem-based learning is an effective pedagogy which allows for purposeful instruction in information skills, while providing relevant and engaging learning situations for students.

In most groups that I have trained there has been at least one teacher-librarian master trainer, such as Gillian Maugle, who wrote of her experiences with the Intel® Teach to the Future course in the May, 2006

The professional sharing that occurs between teachers in technology skills, knowledge of curriculum areas and the variety of pedagogical practices is one of the strongest features of the course.

edition of *Scan*. Another teacher-librarian, Kate Reid, also wrote in the same edition of *Scan* of her experiences as a participant teacher completing the course. Both writers highlighted how they were able to use their expert knowledge as teacher-librarians to complement the aspect of information literacy, which is an integral component of the course.

The Intel® Teach to the Future program also focuses on the effective use of the Internet as well as print resources, including issues of copyright, plagiarism and identification of authoritative sites. Teachers are encouraged to be selective in their use of digital resources and are taught how to select, bookmark, evaluate and create websites as part of the program. Through pedagogical discussions, teachers from primary and high schools are encouraged to share their experiences and expertise.

The professional sharing that occurs between teachers in technology skills, knowledge of curriculum areas and the variety of pedagogical practices is one of the strongest features of the course. As a senior trainer, I have met many teachers who were willing to share their technology skills while enhancing their own skills in ICT integration into the curriculum, and then to guide their staff in the same process.

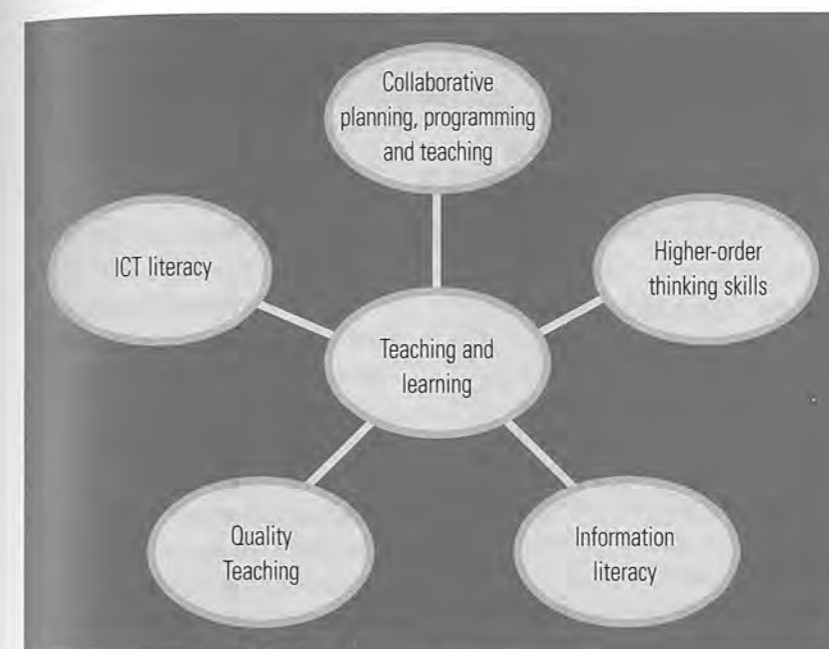


Figure 1 Connecting the elements in the education process

For teacher-librarians, participation in this program, either as a master trainer or participant teacher, assists them to:

- be seen in a leadership role within the school community
- encourage the effective use of information and communication technologies and information skills in the classroom
- focus on the ways students and teachers can use information and communication technologies to enhance their learning through research, communication, and productivity strategies and tools
- emphasise hands-on learning and the creation of units of work and assessment tools
- promote engaging opportunities to work in teams, problem-solve and participate in peer review of their units.

Intel® Teach to the Future

Where does it all fit in?

The work of teachers and teacher-librarians involves the bringing together of many elements in the education process (Figure 1).

Consideration needs to be given to:

- curriculum content of KLAS, including Curriculum Outcome Groups for primary schools and specific subject areas for secondary schools
- the Quality Teaching dimensions of Intellectual quality, Quality learning environment and Significance
- higher-order thinking skills
- information literacy
- ICT literacy
- collaborative planning, programming and teaching.

The use of ICT in our schools and the huge increase in availability of

information to our students has changed our work as teacher-librarians. I believe that it has made our role in schools more vital as the development of information literate students requires a broader range of skills and understandings that cross all key learning areas and are transferable to all learning.

Where to from here?

As an extension to the original Intel® Teach to the Future course, a pilot program will be held in Sydney later this year. This program, The Intel® Teach to the Future Workshop on Teaching Thinking with Technology integrates ICT, interactive thinking tools and higher-order thinking skills utilising online thinking tools.

If the pilot program is successful, this course will be offered in 2007. ■

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The school library supporting a diverse community



Victor Davidson is teacher-librarian at Birrong Girls High School and President of ASLA

(NSW). Victor has taught in Australia, Japan and Italy and is passionate about information literacy support.

Since its establishment in 1957, Birrong Girls High School (BGHS) has had a significant population of non English speaking background (NESB) students. Our awareness of this has resulted in a change of strategies to support our culturally diverse students.

Currently, we have an NESB population of 86% and our students speak 45 languages at home. A breakdown of the major languages by percentage shows: Arabic 40%; Vietnamese 10%; Chinese 8%; Turkish 6%; and speakers from the Pacific Islands at 5%. We are truly mixed! This is the nature of the client base the library supports.

Supporting multicultural students

The school has a variety of strategies for supporting students including:

- the welfare policy
- Student Representative Council (SRC) commitment
- Harmony Day
- visits to schools with very different ethnic backgrounds
- the library's commitment to acquiring multicultural resources, to teaching, and to nurturing student cultural heritages.

Supporting a Quality learning environment

The school has an active and committed welfare team which operates within a clearly articulated welfare policy and with strong support from the executive. This reflects a whole school commitment to providing an environment conducive to quality learning at all levels.

The welfare of the pupil is a dynamic growth process, based in the home, maintained and supported at school and continuing throughout life. Student welfare is the combined efforts of parents and the school community to nurture and guide each child to develop as an independent, positive and valued citizen demonstrating social awareness and positive self-esteem. Welfare is defined as the intellectual, social, emotional and physical well-being of all students regardless of their age, religion or socio-economic background. It is the concern of all the school community and it needs to be recognised that all school activities have an impact on student welfare.

Student welfare policy statement, Birrong Girls' High School

A typical year for the welfare team aims at encouraging many students to participate in varied programs. Participation enhances skills in areas such as communication, leadership, goal setting, conflict resolution and learning strategies, and assists students in achieving personal success in a positive learning community. The welfare team works with and supports our students with enthusiasm, persistence and commitment.

Samples of activities for 2005:

- The peer support program, led by Year 11 students, allowed a smooth and supportive transition for our

new Year 7 students. They settled into the routine of high school well and many formed new friendships.

The Year 11 students who delivered the program demonstrated strong leadership, communication and organisation skills.

- As part of our literacy program we ran a volunteer literacy peer support scheme in partnership with TAFE.
- The Year 11 study skills program consolidated and reinforced many skills and strategies, such as time management, effective reading, note taking, effective study and organisation. These assisted our students to become successful learners.
- Students in Years 7 and 9 were entertained by thought provoking dramas, *The hurting game* and *Verbal combat*, which raised awareness about the acceptance of difference, issues of harassment, and managing conflict. Students reflected on their behaviours and gained strategies for dealing with conflict and maintaining positive relationships.
- Students from all years viewed a motivational multimedia presentation entitled *True blue* which presented true stories of several Australians of diverse backgrounds. The presentation focused on developing the characteristics of courage, endurance, sacrifice and friendship so that our students will be better prepared to cope with the challenges of the future.
- A school visitation program, which is part of a South Western Sydney Region Multicultural ESL Education initiative, operates between our school and Engadine High School, providing an

opportunity to meet and communicate with students from other backgrounds and promote understanding and community harmony.

- The SRC ran Harmony Day which featured a celebration assembly *Celebrating our diversity*, with a photographic display and cultural dance display.
- Members from Birrong Girls High School joined fellow SRC students from Engadine High School for an excursion to the Royal National Park. The purpose of this venture was to reinforce and continue the ongoing cultural exchange program in which both schools are involved and included a leadership and motivation session. The benefits of such a program are extensive as stereotypes, fears and misconceptions have been eroded.

At the end of the day we are all Australians working together in an Australian society. Year 8 Birrong High School student

Supporting school management strategies with policies

Within the context of the school welfare policy and the general school commitment to diversity and multiculturalism, the library operates effectively and delivers curriculum support to the full range of its clients. Comprehensive information literacy and collection development policies are reviewed annually and are essential guides for library performance (Figure 1).

The teacher-librarian is recognised as a team leader and takes responsibility for formulating a library management plan. The management plan identifies priorities, strategies and indicators under the three areas of *Teaching and learning*, *Planning and management* and *Leadership and culture*. Above all, it is the information literacy program and the opportunities it gives me for collaboration with teachers from various faculties that empowers me as the teacher-librarian and makes the library a highly functional and central resource for the school.



Library information literacy policy 2006 (extract)

Statement of purpose:

Birrong Girls High School library provides:

- information services and innovative practices in learning for the school community
- a broad, inclusive learning experience
- a strong sense of worth, both in herself and her own cultural heritage, and respect for and tolerance of the positive contribution of others
- self-confidence, optimism and a commitment to personal excellence as a basis for her potential roles as a family, community and workforce member
- skills in analysis and problem solving
- skills to be an active and informed citizen with the ability to exercise judgement and responsibility in matters of morality, ethics and social justice
- the ability to make rational and informed decisions
- teaching and learning programs that support classroom teachers' research needs as well as offering lifelong learning programs.

Beliefs:

- *Quality Teaching* pedagogy forms the central platform for lifelong learning at Birrong Girls High School
- students learn best when learning occurs at immediate point of need
- an excellent information service develops the whole mind to develop the full potential of its clients: *Ad Astra: To the Stars*
- best practice in learning happens in a collaborative mode
- change is a constant for all learners
- lifelong learners need excellent skills in locating, manipulating and using information for specific purposes
- lifelong learners need excellent skills in critical thinking
- lifelong learners need excellent skills in the use of ICT for learning
- lifelong learners need excellent skills in problem solving.

Implications:

- students have access and are enabled to access appropriate resources as needed
- planning and teaching activities reflect collaborative learning practices
- physical environment and other resources are available for a range of teaching and learning methodologies
- the library empowers lifelong learning by providing skills in information literacy, information and communication literacy (ICT) and critical thinking
- as learning happens best in the context of the curriculum, the information literacy program should be embedded within student learning and assessment needs
- information literacy is underpinned by constructivist learning
- reflection, an aspect of quality teaching pedagogy, is an important skill in critical thinking
- critical thinking and higher order learning need a matrix or process that can be applied to all learning situations
- structured critical thinking and ICT skills should be taught in the context of student learning experiences
- learning how to become a lifelong learner requires a range of strategies that should include: face to face classes, small group or team work, individual work in face to face and online environments.

Figure 1 Extract from BGHS library information literacy policy

A key element in the school's *Statement of purpose*, included in the library information literacy policy, is our commitment to provide each student with ...a strong sense of worth, both in herself and her own cultural heritage, and respect for and tolerance of the positive contribution of others.

BGHS Library information policy 2006

In the context of the *English Years 7-10 syllabus*, the Year 7 information literacy program addresses a broad range of outcomes. In terms of content and text requirements for Stage 4, students study examples of spoken, print and visual texts as well as media and multimedia.

Such units also support working towards English outcomes including:

Students learn to:

- 1.6 categorise texts by content, genre, composer and purpose
- 2.4 use processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information for specific purposes in composing
- 5.2 make oral presentations that demonstrate a personal point of view, including speeches and drama performances
- 10.1 recognise and consider cultural factors, including cultural background and perspective, when responding to and composing texts.

Students learn about:

- 1.15 the forms and features of language, the structure of texts and the nature of content that enables categorisation by content, composer and genre
- 1.19 types of humour and how humour is expressed in texts
- 2.9 techniques for planning and rehearsing including brainstorming, mindmapping, storyboarding, role play and improvisation
- 6.9 the variety of genres available to composers of imaginary texts

- 6.10 the structures and features of imaginative texts including characterisation, setting, tension and climax, chronology and time, narrative voice, effective beginnings and endings
- 9.7 the ways in which *story* creates a world within which characters interact and shape action
- 10.5 different cultures and their common and distinguishing elements
- 10.10 key cultural stories including *Dreaming*, myths and allegories, what they represent and the ways they have influenced other texts
- 10.11 the ways recurring stories such as legends and fairy stories have been written and rewritten, in and for different contexts.

Reinforcing harmony and multicultural values

A foundation of the library's involvement in reinforcing values in regard to multiculturalism is the use of narrative in the Year 7 information literacy program. This focus supports the content and text requirements of the *English Years 7-10 syllabus* where students must experience, among other things, *literature from other countries and times and a range of social, gender and cultural perspectives* (p. 19).

Each lesson of the program includes a traditional story, which is used for a variety of purposes, including a discussion of the values embedded in the characters and the plot. Aspects of information literacy are then linked to the stories. European folk tales feature strongly, as they are universally well known through television and movies. *Puss in boots* is seen in the context of following instructions and lateral thinking. *Hansel and Gretel* is embroidered to include aspects relevant to all the KLAs, which are then used as the basis for the concept of the tree of knowledge. *Rumpelstiltskin* is about the search for information and thus is the perfect platform for teaching the information skills process.



Figure 2 BGHS students with Victor Davidson, teacher-librarian

The great number of students with a Middle Eastern background makes stories from this part of the world very popular. By introducing the tale of *Scheherazade* as background for *The 1001 Nights*, and following this with *Aladdin*, I explore the nature of narrative and the variety of types of texts. *The tale of the shipwrecked sailor* is an ancient Egyptian story which I use to show the connection between history and folk story. From East Asia, I use *One inch boy* and *The white crane* to explore the different roles and values that traditional societies predicate for men and women. This leads to a discussion of gender equity.

In another lesson on visual literacy and verbal communication, I divide the class into teams and they compete, using the principle of the Chinese whispers game, to pass information about pictures from team member to team member. This is a very popular game and I use it to expand on the concepts of literacy and communication. Drawing on Aboriginal stories I narrate *How the Koala got its name* and *Why magpies laugh at dawn*. I also discuss the place of myths in religious culture. This leads to creation stories found in the *Bible* and Greek myths, topics with which many students are familiar.

Near the end of the information literacy course, NESB students tell stories from their own cultures. The library collection includes folk tales told in Arabic, Vietnamese and Chinese, so I ask students with those languages to relate a simple passage and translate for us. This is often a very affirming experience.

For many years, within the library program, we have used a workbook that students fill in lesson by lesson. One section of the workbook has exercises on bibliographic records. Each page has a closed section in which students find items in the catalogue and then record details such as author, title, subject, physical description and call number. After the student has engaged in the practical hands-on experience of the catalogue, I show an overhead of a bibliographic item that the KLA teacher is using and I ask questions of the record.

The other section of the workbook is a list of key elements in information literacy. This list includes the information skills process, text types, various genres, Meyer's key competencies, De Bono's thinking hats and Gardener's multiple intelligences. Lessons analyse both daily activities of students and the characters in folk story narratives to see how these concepts fit in. This program is ambitious in the outcomes it aims to support. It has the additional benefit of building literacy skills and a vocabulary base that KLA teachers continue in the classroom.

Students as part of the library team

Our library team encompasses the teacher-librarian, the library School Administrative Officer (SAO) and our volunteer student library monitors. Our group of monitors comes from a varied mix of ethnic backgrounds, working towards a common goal of serving our community, the executive, teachers and fellow students. This provides an opportunity for students to develop their knowledge of civics, and to participate as active citizens within their school community environment.

We have developed a framework for implementing a comprehensive volunteer leadership development program which simultaneously supports the library clerical activities. It includes:

- a compulsory formal written application

- a charter which clearly sets out tasks and responsibilities in a pseudo legal format
- a learning schedule
- a library quiz
- work experience references on request
- a roster, which is displayed, encompassing the main volunteer areas.

The weekly schedule specifies tasks that include:

- processing
- shelving
- repairing and shelf checking
- processing of circulation desk loans, returns and reservations
- shelving and self checking duties
- workroom duties involving covering and repairing books
- making student and staff borrowing cards
- overseeing student photocopying and printing.

The benefits to the students include on the job training, social awareness and community service. These opportunities for responsibility enable students to practise valuable skills and to build confidence and self worth. As we have been operating this way for a number of years, we have now incorporated a *Train the trainer* scheme, whereby our senior monitors, who have been with us since Year 7, train and buddy the junior monitors under the supervision of myself and the library SAO. This has

considerably enhanced the operation of our library so that the library SAO is free to assist students with basic research or computer needs, leaving the monitors to cover the other duties mentioned above. Student ownership and commitment to the learning community affirms the place of the library in the school.

None of us is as good as all of us.
BGHS Library motto

Collaboration

After many years of developing expertise and providing resource and curriculum support, I have found that collaboration with teachers of various faculties brings significant professional satisfaction. The result of every Year 7 teacher bringing their class to the library for at least one information literacy lesson, which incorporates content from their KLA, means all teachers over time have taught collaboratively with me.

After working with Year 7, I am often asked to revise aspects of the information literacy program as an introduction to a research assignment for later years. Today, teachers are keen to share their lesson plans and collaborate when they want to bring classes to the library. After many years of establishing myself as a teaching partner and an information resource specialist, I feel proud of the synergy I achieve as teacher-librarian. ■

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Designing learning to connect students to their cultural knowledge



Frances Plummer is NSW Manager, Australian Government

Quality Teacher Program. Frances facilitated two workshops to engage Community Languages teachers' understanding and application of the Quality Teaching model to develop an authentic task to connect students to language learning through cultural knowledge.



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Authentic learning with a focus on cultural knowledge

Fifty teachers across more than ten language groups participated in two workshops in Semester 2, 2006 at Chatswood High School Language Centre. The workshops were coordinated by Mechel Pikoulas and Helen Vlachos, and facilitated by Frances Plummer.

The workshops were structured to investigate an alternative pedagogy to traditional teaching methods that dominate the two hour blocks teachers and students spend together on Saturdays. The two concurrent workshops were designed to engage the teachers' understanding and application of the Quality Teaching model. The result was the development of an authentic task that connected students to language learning through cultural knowledge.

Teachers were challenged to think about integrating the information skills process – defining, locating, organising, analysing, presenting and students assessing their learning – with a task design that extended students through higher Intellectual quality linked to connectedness, cultural background and cultural knowledge. To increase the connectedness of the task, the design features included expanding students' multimedia, ICT and presentation skills.

Teachers of Community Languages, through the development of an authentic task, demonstrated their commitment to understanding more about Quality Teaching and to improving the quality of the learning experience for their students attending Saturday School Languages Centres (SSLC).

Context for the student research task

The limits of my language are the limits of my mind (Wittgenstein, 1999).

This quote defined the context for the student research task. The students designed their own research study based on one aspect of their culture and demonstrated their learning in

their community language. Students were encouraged to construct their own meaning from their chosen area of study, to develop representations of this

information that demonstrated deep knowledge and deep understanding as they 'encountered alternative perspectives and conflicting ideas' (Todd, 2006, p. 27). The focus on incorporating information technology as a medium for the student presentations developed their confidence and self-esteem as problem solvers, independent learners and critical thinkers (Todd, 2006, p. 19). The teachers realised that they would need to further their understanding of Quality Teaching and information skills

Teachers were challenged to think about integrating the information skills process.

to support their students to complete a guided research task.

Background and cultural knowledge in languages learning for bilingual students

For students, learning a community language is a reflection of self-identity, their diaspora identity and the collective identity within their cultural community. Teachers of Community Languages know that these identities have a powerful influence on how diaspora students engage in learning their community language.

Language is shaped by social and cultural practices, beliefs and traditions and ways of knowing and communicating ideas. The influences on learning a language are clearly linked to the dimension of Significance in the Quality teaching in NSW public schools (2003) framework. Addressing the element of cultural knowledge in bilingual classrooms raises some questions about pedagogy. In Community Languages classes the dominant cultural knowledge is not Australian, yet these students are Australian. Cultural knowledge in the context of this learning is ethnicity. Cultural knowledge has been stereotyped as celebrations, people and events and therefore fixed in time and place. This focus can have the effect of stifling students' engagement in deep knowledge and deep understanding of their self-understanding, if their learning is reduced to a set of facts.

Giving cultural knowledge status in the curriculum

In the Systemic Investigation of Pedagogy and Achievement (SIPA) study, the data to date indicates that cultural knowledge scores the lowest of the Quality Teaching elements in assessment tasks and classroom observation scales. This raises questions for teachers in designing activities for students with an explicit focus on cultural knowledge, such as:

- What does an assessment task look like that has an explicit focus on cultural knowledge?
- How do students communicate their understanding of cultural knowledge in shaping their language learning and self-identity?

Addressing these questions was the challenge that inspired a group of Saturday School of Community Languages (SSCL) teachers who wanted to:

- expand the learning experiences beyond traditional teaching methods within the limitation of a two hour block once a week
- set a challenging research task that required students to expand their information skills
- make a difference to student learning experiences through the SSCL by designing a task with high Intellectual quality linked to relevance, background knowledge and cultural knowledge
- challenge the students to design multi-media presentations
- expand their expertise through professional learning around Quality Teaching.

As a result of the teachers' participation in the two Quality Teaching workshops, a guided inquiry approach was used to provide students with self-directed learning opportunities to 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' (Todd, 2006). The teachers used backward mapping to plan the guided inquiry.

Backward mapping is a strategy for planning curriculum, pedagogy and assessment in teaching practice, and a strategy for student learning

Effective teaching practice integrates curriculum, pedagogy and assessment.

At its most effective, it combines teacher direction with social construction where a negotiated learning process between teachers and students facilitates students' intellectual and social growth. These processes are underpinned by active learning that has clear goals for student learning and explicit criteria for assessing the achievement of the learning goals. In NSW the learning goals are defined by the outcomes, content and performance standards in each course syllabus.

Backward mapping can provide a useful framework to bring together the three elements of curriculum, pedagogy and assessment. It is possible to create a backward mapping framework by using the Quality Teaching model of pedagogy to focus student learning and construction of the learning activities.

A backward mapping framework can be guided by the following five questions:

- What do I want the students to learn?
- Why does that learning matter for my students?
- What will the students produce to demonstrate their understanding?
- How well do I expect the students to do it?
- How will I know when learning has occurred?

The process of backward mapping involves:

- starting with what the students know, understand and are interested in learning
- identifying specific curriculum knowledge, skills and understanding, as described by the syllabus outcomes
- developing evidence of student understanding and achievement through ongoing assessment
- creating teaching and learning experiences that will develop student understanding.

Designing an authentic task

Elements of the task design included:

- defining the topic with provision for student choice (student direction, high expectations, connectedness)
- engaging the students in independent research (deep knowledge & deep understanding, higher-order thinking)
- developing students' ICT skills (student direction, connectedness)
- student presentations that combined multimedia and public speaking (deep knowledge & deep understanding, substantive communication)
- peer assessment of the presentation (explicit quality criteria).

Backward mapping process

STEP ONE

Consider the following key questions:

What do I want the students to learn in terms of knowledge, skills and understanding, related to specific syllabus outcomes?

Why does this learning matter to students?

CONSIDER:

- What do I understand about the deep knowledge and deep understanding related to these outcomes?
- What big ideas are worthy of understanding and are implied in these outcomes?
- What are the essential questions I need to pose to know the students really understand the big ideas?
- What should students know, understand and be able to do through their work in these activities?
- What transferable understandings do I want students to develop?

STEP TWO

Consider the following key questions:

What am I going to get the students to do or produce?

How well do I expect them to do it?

CONSIDER:

- What learning experiences will I design to engage students to build their deep understanding of the big idea(s)?
- What will need to be taught and coached, and what approaches will best meet individual student learning needs?
- What quality criteria will I apply to guide student performance? How will this be constructed (with the students)?
- What is the evidence of their understanding?
- What will serve as student performances of understanding, as collected evidence or documentation of understanding?

STEP THREE

Consider the following key questions:

How will I know when they have learned it?

CONSIDER:

- How well did the students understand what was required of them?
- How did they receive ongoing feedback into their work?
- How did student performance reflect what they were required to do?
- What elements of Quality Teaching could be strengthened by reviewing students' performance on the activity?
- What actions could I take to improve student performance on this activity?

Figure 1 Backward mapping process

Student guided research task: *Discovering my cultural identity*

Scaffolds were developed to support teacher professional learning and to guide student planning and reflection. The completed task, incorporating the information skills process, designed as a student guided research task, is outlined in Figure 2. While the teachers believed it was important for students to have a choice within the guided research task there were a number of activities that they felt students needed to complete in order to demonstrate their achievement of the syllabus outcomes. The activities shaded in Figure 2 represent the activities that all students had to attempt.

	Option 1	Option 2	Option 3	Option 4
Defining the topic <ul style="list-style-type: none"> Why have you chosen this topic? What do you already know? How does this topic enrich your understanding of self? How does this topic enrich your understanding of your culture? How does this topic enrich your understanding of your community? 	Identify a significant festival, religion celebration or national day that defines your cultural identity	Identify a famous person that defines your cultural identity	Identify a current or historical event of significance that defines your cultural identity	Identify an aspect of your culture that defines your cultural identity (i.e. film, national anthem, music)
Researching the topic Record sources of information and list as a bibliography	Multimedia: Internet, CD-ROM, video	Mass media: TV, radio, film, newspapers, magazines, etc	Books, biographies, print media	Personal interviews recorded by video, audio, written field notes
Selecting and organising (synthesising) <ul style="list-style-type: none"> Relevance Check key ideas 	Complete the student planning and reflection scaffold	Timeline	Flowchart	Mind map
Presentation/performance <ul style="list-style-type: none"> Format to be presented in background language Consider the audience (peers, parents, community members, teachers) Duration of speech: 5 minutes 	Speech	Multimedia: PowerPoint presentation, digital portfolio, web page, video	Print: poster, scrapbook	Role play, skit, song, poem
Evaluation/reflection	What do I now have a deeper understanding of?	What did I do to help my learning?	What did the teacher do to help my learning	How did my engagement with my community support my learning

Figure 2 Guided research task

Assessment rubric

The assessment rubric (Figure 3) is an important element of the task, and was provided to the students with the task.

Criteria	Excellent (mark 4/4) Student demonstrates:	Very Good (mark 3/4) Student demonstrates:	Satisfactory (mark 2/4) Student demonstrates:	Developing (mark 1/4) Student demonstrates:	mark
Interrelationship between CULTURE and SELF	<ul style="list-style-type: none"> the ability to discuss in depth how culture and self are interlinked. the ability to analyse in depth the impact of culture in shaping self identity the ability to provide detailed examples of how the student as an individual has drawn on culture to define themselves. 	<ul style="list-style-type: none"> the ability to discuss with some detail how culture and self are interlinked the ability to analyse with some detail the impact of culture in shaping self identity the ability to provide some examples of how the student as an individual has drawn on culture to define themselves. 	<ul style="list-style-type: none"> the ability to discuss with limited detail how culture and self are interlinked the ability to identify with some detail how culture shapes self identity the ability to provide few examples of how the student as an individual has drawn on culture to define themselves. 	<ul style="list-style-type: none"> a few examples of how culture and self are interlinked limited ability to identify how culture shapes self identity the ability to provide examples of how the student as an individual has drawn on culture. 	
Quality of the research	<ul style="list-style-type: none"> the ability to select and synthesise information relevant to the topic sophisticated research skills to connect culture and identity a high level of engagement in the research process. 	<ul style="list-style-type: none"> the ability to select and summarise information relevant to the topic a high level of research skills to connect culture and identity a substantial level of engagement in the research process. 	<ul style="list-style-type: none"> the ability to select and organise information relevant to the topic some research skills to connect culture and identity some level of engagement in the research process. 	<ul style="list-style-type: none"> the ability to select information relevant to the topic limited research skills to connect culture and identity a limited level of engagement in the research process. 	
Quality of the presentation	<ul style="list-style-type: none"> the ability to incorporate diverse language structures and features to express own ideas the ability to experiment with linguistic patterns and structures to convey information appropriate to audience, purpose and context 	<ul style="list-style-type: none"> the ability to incorporate some diverse language structures and features to express own ideas the ability to vary linguistic patterns and structures to convey information appropriate to audience, purpose and context 	<ul style="list-style-type: none"> the ability to incorporate language structures and features to express own idea the ability to use some linguistic patterns and structures to convey information appropriate to audience, purpose and context 	<ul style="list-style-type: none"> the ability to use limited language structures and features to express own ideas the ability to use few linguistic patterns and structures to convey information appropriate to audience, purpose and context 	

Criteria	Excellent (mark 4/4) Student demonstrates:	Very Good (mark 3/4) Student demonstrates:	Satisfactory (mark 2/4) Student demonstrates:	Developing (mark 1/4) Student demonstrates:	mark
	<ul style="list-style-type: none"> the ability to effectively integrate support material in the presentation. 	<ul style="list-style-type: none"> the ability to integrate support material in the presentation. 	<ul style="list-style-type: none"> the ability to use support material in the presentation. 	<ul style="list-style-type: none"> a limited use of support material in the presentation. 	
				<ul style="list-style-type: none"> Total mark 	

Figure 3 Assessment rubric

Student planning and reflection

The teachers felt it was important to create a scaffold to support student planning and reflection. The *Student planning and reflection scaffold* (Figure 4) provided students with the structure and tools for guiding their development of the research study and evaluative reflection that was a compulsory part of the assessment process.

Defining the topic	Topic:	Purpose:	Key words:	Key ideas:
Researching the topic	What I already know (background knowledge):	Sources of information:		Bibliography:
Selecting and organising (synthesising)	Relevance:	Check key ideas:		Variety of information:
Presentation/performance	Graphics	Text	Movies	Hyperlinks
Evaluation/reflection	What do I now have a deeper understanding of?	What did I do to help my learning?	What did the teacher do to help my learning?	How did my engagement with my community support my learning?

Figure 4 Student planning and reflection scaffold

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 To find out more about Saturday School of Community Languages (SSCL), visit <http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/sscl/>

three

2006

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 contribution of a guided inquiry approach supporting the range of students undertaking inquiry projects.

School libraries and best practice



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Can you believe it, Scan Research columns is 10 years old! I can remember so clearly when, in late 1995, the School Libraries and Information Literacy team conceived of the idea, and made it happen. It was built on a fundamental assumption that knowing the current research is critical to informing and shaping professional practice of teacher-librarians and school libraries. In my role as Research columns editor, finding and communicating this research in order

to develop effective practice on the basis of these findings has not necessarily been an easy task. It is, nevertheless, exciting to look back over the last 10 years and reflect on the journey. That initial assumption of the role of research remains as strong as ever, perhaps compelled today even more with a certain professional urgency. Research is a key tool for developing a thinking and informed profession, and without it, and a commitment to engage with it and learn through it, we run the risk of being a blinkered profession, one that is disconnected from best practice and best thinking, and one which, by default, often resorts to advocacy and position as a bid for survival.

As I look back over the Research columns, three reoccurring themes stand out. These three themes, I would like to posit, are core values of school libraries: student learning outcomes, evidence based practice, and best practice. These three values are inseparable, and require thinking and action in order to be realised. Teacher-librarians must be dedicated to best practice, and school libraries must be exemplars of best practice if they are to be perceived as essential to a school's learning fabric, and seen to

demonstrate strong learning outcomes. Otherwise, there is no reason for them to exist. Best practice is about working to achieve the highest levels of sustainable performance in order to achieve the highest level of outcomes. It is not so much about reaching some kind of idealistic standard and staying there, rather it is both a mindset and action orientation that strives to continuously improve on existing processes as times change, as things evolve, and as research informs.

At the heart of effective school libraries are thought leaders, teacher-librarians who continuously engage in thinking about and reflecting on effective school library practices, and who also translate this thinking into action to lead learning through school libraries. Often, thinking does not translate into action. Sometimes barriers such as staffing, budgets, and other people's mindsets and perceptions get in the way and we may feel powerless to take action. Other times we may feel bombarded by an incredible array of theoretical approaches, conceptual frameworks and schemas, which appear in educational discourses around the world, for example, anchored instruction,

conditions of learning theory, experiential learning, multiple intelligences, situated learning, structural learning, stimulus sampling, and operant conditioning. The challenge is to move beyond just thinking about improvement, and take action through implementing local strategies and processes that contribute to a cycle of ongoing improvement. Thinking and believing without action is pointless. Taking action means you are living the solution. Not taking action means that you will be living someone else's dreams and someone else's solutions, and these may not be in the best interest of student learning outcomes through the school library.

The first Research columns in February 1996 featured a research article, by Dr Penny Moore from New

Zealand, titled *Information literacy: the importance of questions*. This study focused on what has been a recurring idea in many columns, the characteristics of learners at particular stages of development, and the thinking processes that underlie information seeking and use. Moore states, 'Expert learners have the ability to manage learning situations to optimise outcomes, and metacognition develops with increasing knowledge and experience'. This study sought to illuminate the ways in which students manage complex learning situations during the phases of information problem solving.

Research columns in this issue of Scan continues to illuminate how students learn in complex information environments, and highlights the

importance of sustained, instructional guidance. It also reinforces the importance of explicit, collaborative teaching and learning. It comes from our Center for International Scholarship in School Libraries (CISSL) at Rutgers University, and was part of a large research project, funded by the US Institute for Museum and Library Services. Dr Jannica Heinström, Research Associate with CISSL, worked on the study styles dimensions of this project. Jannica, from Finland, earned a Masters Degree in Psychology in 1994 from Abo Akademi University and a PhD (Information Studies) in 2002, and came to CISSL on a Fullbright Scholarship in 2004. ■

Uncertainty and guidance: school students' feelings, study approaches, and need for help in inquiry projects

Dr Jannica Heinström
and **Dr Ross J Todd**

Abstract

Building on the frameworks of the NSW Department of Education and Training's approach to *Quality Teaching*, and guided inquiry (Kuhlthau & Todd, 2005), this article discusses how students' need for information literacy instruction can be related to individual differences. The findings are based on a study of 574 middle and high school students in New Jersey, who described their feelings, study approaches, difficulties, and their need for help while undertaking inquiry projects.

It concludes that the students' tendencies to experience different feelings and difficulties, while searching and processing information, are dependent on their study approaches. This interaction has important implications for the design and implementation of instructional interventions by teacher-librarians and classroom teachers.

Introduction

The field of teacher-librarianship is currently placing renewed and timely attention on the nature and dynamics of *Quality Teaching* and learning through the school library. *Quality teaching in NSW public schools* (2003) focuses on three key dimensions:

Intellectual quality, **Quality learning environment**, and **Significance**. At the heart of **Intellectual quality** is students' ability to engage in **higher-order thinking**, to be able to reflect on and critically analyse information, and to build their own **deep knowledge** and **deep understanding** of their topics, rather than merely transporting and memorising facts. These *Quality Teaching* goals of **Intellectual quality**, **higher-order thinking** and **deep understanding** of the curriculum topic are also core concepts of guided inquiry. Guided inquiry refers to carefully planned, closely supervised, targeted interventions of an instructional team, of teacher-librarians and classroom teachers, to guide students through curriculum based inquiry

units that build deep knowledge and deep understanding, and gradually lead them towards independent learning (Kuhlthau & Todd, 2005). Guided inquiry goes beyond the typical information access focus of lower order information literacy, which is often developed through fixed scope and sequence approaches to instruction, to a knowledge outcomes focus, and where instruction gives explicit and systematic attention to background knowledge, specific learning needs in the process of constructing knowledge, and desired knowledge outcomes. Guided inquiry gives primary emphasis to an active search for meaning and understanding by learners. Learners are directly involved in, engaged in, and guided in the discovery of new knowledge. In the process of their inquiry, learners will:

- build background knowledge as a basis for formulating their specific focus
- encounter alternative perspectives and conflicting ideas
- develop and use the skills to transform prior knowledge and experience into deep understandings
- have opportunities to practice skills learned
- transfer this new knowledge and skills to new circumstances.

In a guided inquiry approach, students are seen as active agents in constructing their own knowledge. This approach to inquiry also includes motivation and emotion as vital components in sustained knowledge construction (Kuhlthau & Todd, 2005). Inquiry learning encourages students to explore the world, ask questions, make discoveries, and critically analyse and test these discoveries (Gawith, 2005).

Guided inquiry supports the *Quality Teaching* dimension of Significance, that is, knowledge integration and connectedness from the curriculum topic to students' established knowledge base, their real life context, and other subject areas (Gore, Griffiths, and Ladwig, 2002; Kuhlthau & Todd, 2005). Intellectual quality and relevance are not automatic

Guided inquiry goes beyond the typical information access focus of lower order information literacy.

outcomes from inquiry projects. They need to be carefully considered in the design, implementation, and instruction of the students. Essential to the guided inquiry

approach is guidance and support by teachers and teacher-librarians throughout the knowledge constructing process, not just in relation to the information finding process (Kuhlthau & Todd, 2005). Guidance needs to be approached in a more holistic way than providing relevant sources for, and instruction in, finding and evaluating sources, which still tends to be the most common library intervention (Kuhlthau, 2004).

A supportive classroom environment, where students are listened to, supported and encouraged for self-regulation and engagement in their own learning process, is identified by Gore, Griffiths, and Ladwig (2002) as an essential component of *Quality Teaching*. In all educational settings, motivation is the key for student engagement, and ultimately for their learning. It has been shown that the most predominantly used motivational techniques in information literacy instruction tend to focus on perceptual techniques to capture attention, while situating the search within a relevant problem-solving context is less accounted for (Small, Zakaria, & El-Figuigui, 2004). It has also been shown that, while undertaking a research project, students commonly go through a process with distinct

phases of feelings, thoughts, and actions (Kuhlthau, 2004).

Emerging research evidence shows that the ways in which students solve their information search tasks relate to their study approaches. Students with a personal motivation to learn more about a topic, tend to apply a deep approach to information seeking and use, distinguished by reflection and analysis (Tait, Entwistle & McCune, 1998). These students often search widely for information and use a variety of materials and search paths (Ford, 1986, Limberg, 1998).

Less motivated students often resort to a surface study approach in an attempt to reproduce information through rote learning (Tait, Entwistle & McCune, 1998). This is reflected in their information seeking, which is characterized by minimum effort and an attempt to find the 'right answer' (Ford, 1986, Limberg, 1998). These students particularly appreciate guided and targeted instruction on task requirements. Without such guidance, these students typically experience anxiety, self-doubt and fear (Breivik, 1997). Students with low confidence in their research skills frequently feel apprehension, fear, panic, uneasiness, tension, and stress in relation to an information search task (Onwuegbuzie & Jiao, 2004). Fear of failure and poor time management seem particularly influential on information retrieval (Ford, Miller & Moss, 2003). Low self-reliance can be overcome by increased search skills (Nahl, 2001).

Students who are focused mainly on achievement, typically take on a strategic approach, distinguished by organisation and structure, in order to accomplish their goals (Tait, Entwistle & McCune, 1998). When searching for information, they tend to obtain a clear picture of their search problem and use a variety of search terms from the very beginning of their work task process (Kaski, 1999). High-achieving students are often reluctant to ask for help at the library, in order to conceal

Guided inquiry emphasises the importance of a supportive relationship with the teacher-librarian that is sustained throughout the knowledge construction process.

their incompetence as users of library services (Jiao & Onwuegbuzie, 1999).

Guided inquiry emphasises the importance of a supportive relationship with the teacher-librarian that is sustained throughout the knowledge construction process, and not just in relation to information gathering and evaluation. Students with a positive experience of help are likely to return to the library for future information quests (Radford, 1998). The most effective way to form a positive relationship with the students, and make them more likely to return to the library, is to exceed their expectation of help (Jenkins, 2001). When students feel that they are given individual attention and customised services, they are more likely to feel a personal connection to the library and, as a consequence, create a relation to the information world.

Behavioural preferences and habits stem from an inner inclination to act and react in a way that feels natural for the individual. As reactions and

habits develop and stabilise, they form styles of behaviour that persist over time. This also applies to an educational context where students tend to develop habits, routines and preferred ways to take on study tasks (Entwistle & McCune, 2005). An increasingly vital part of studying is the ability to independently retrieve and make use of information. Information search tasks, which students can approach independently without instructions, are particularly likely to induce habitually preferred ways to seek information. Supporting differences as well as commonalities among the students prepares them for citizenship in a diverse society (Gore, Griffiths, and Ladwig, 2002).

Research goal

Against this backdrop, this research explores how middle and high school students' approaches to studying influence their difficulties, feelings, and need for help while independently seeking information in a guided inquiry project. The importance of a supportive environment and recognition of student differences, two central aspects of *Quality Teaching*, will be emphasised (Gore, Griffiths, and Ladwig, 2002).

Sample

The sample consisted of 574 students in Grades 6 to 12, from 10 diverse public schools in New Jersey, USA, undertaking inquiry projects. The students studied a broad range of

curriculum topics in humanities, social studies, chemistry and biology. Data was collected during March and April 2004. The participating school libraries were carefully selected, by an expert panel, as representative for teacher-librarian and teacher teams implementing inquiry-based programs. The participating teams were trained in guided inquiry. The information search process model, outlined in Figure 1, guided both the implementation of the projects as well as the research methodology.

Data collection

Data was collected at the project's three key stages:

- initiation
- formulation
- conclusion,

Data collection used four survey instruments consisting of open-ended and categorical questions. The questions related to the students' topical knowledge, interest, feelings, and experiences while gathering and processing information in the context of an inquiry project.

This article will focus on identifying four dimensions:

- the students' approaches to studying
- their feelings at the three stages of the project
- what the students considered difficult in their projects
- their conceptions of teacher-librarian and teacher help.

Tasks	Initiation	Selection	Exploration	Formulation	Collection	Presentation
Feelings (affective)	uncertainly	optimism	confusion frustration doubt	clarity	sense of direction/ confidence	satisfaction or disappointment
Thoughts (cognitive)		vague ?			focused	
Actions (physical)	seeking relevant information exploring				increased interest	?seeking pertinent information documenting

Figure 1 Model of the information search process (Kuhlthau, 1989; 2004)

What the students considered difficult regarding information seeking was measured by an open question, *Write down what you think is difficult about researching your topic?* The help they had received from teacher-librarians and teachers was explored by, *How did the teacher librarian help you?* and *How did the teacher help you?* The students' feelings of confidence, disappointment, relief, frustration, confusion, optimism, uncertainty, satisfaction, and anxiety were measured on a four-point scale from 'very', 'fairly', 'a little' to 'not at all'. These feelings have been shown as being pertinent to the information search process (Kuhlthau, 1989; 2004).

The approaches to studying were examined using an abridged version of the Approaches and Study Skills Inventory for Students (ASSIST) (Tait, Entwistle, & McCune, 1998), a well established and validated measure for identifying approaches to study. Each of the three approaches to studying, deep, surface and strategic, is measured by six test items on a five-point scale (a total of 18 statements). The ASSIST measure gives every student a score on each of the three study approaches. 31 students were identified as representative of a surface approach, 28 students as deep, and 30 students as strategic in their approach to study. The responses to the questions regarding difficulties and teacher-librarian or teacher help were coded qualitatively. The responses from students that represented each of the study approach categories were then compared to identify interactions of the variables.

Findings

Surface students' difficulties and need for help

The surface students' challenges emerged right at the beginning of the inquiry project. Their negative emotions peaked at the beginning, while deep and strategic students started out significantly more

They valued help from teacher-librarians and teachers the most of the three groups defined by study approaches. Surface students appreciated that the teacher-librarian 'helped me a lot' and 'guided me through the whole research experience'.

confident and optimistic, and faced most of their negative emotionality at the challenging midpoint of the project. The high levels of anxiety, frustration, confusion, and uncertainty that the surface students felt, appeared to be related to self-doubt and low self-reliance rather than the actual project work, which had not yet started. This finding is consistent with previous research which shows that students with a surface study approach typically tend to be challenged in their school work, and often obtain low grades. They are threatened by a new research or study task, and they expect failure. This can bring on a self-conception of being unsuccessful, and turn into a self-fulfilling prophecy. We noted that surface students' self-confidence as researchers increased towards the end of the inquiry project. They felt a great sense of relief and satisfaction when the project was finished. A possible explanation for this is the nature of guided inquiry and its principle of sustained support throughout the project, as documented further on in this report.

The surface students' anxiety and project difficulties seemed to be related. Already anxious as they anticipate the coming workload and meeting the requirements, surface students tended to conceptualise

information seeking as an unwelcome effort and waste of time, as they believed that their efforts would be in vain, and that they would fail despite them. Surface students described their difficulties in information seeking as, 'I don't really know much, so I have to look up information' (200, 7975), '... all the information was not together on sites and I had to search each individual question on different sites each time,' (800, 04c509), and 'you have to do a lot of research' (400, 16). As one student put it, '... the most difficult and annoying part of our task is looking up the information. It's not that hard, but it seems like a waste of time' (400, 6).

The surface students particularly needed much emotional support and encouragement through their inquiry process. They valued help from teacher-librarians and teachers the most of the three groups defined by study approaches. Surface students appreciated that the teacher-librarian 'helped me a lot' (51, 44), and 'guided me through the whole research experience' (800, 04c517). The same aspects of general support and encouragement also came through in their descriptions of teacher help as '... she was there to help me all the way' (800, 04c517), or '...(the teacher helped) by going around the class asking *Are you ok with your topic? Do you need help?* ... just trying to help us by answering the questions we had' (300, 24). In contrast to students with a deep or strategic study approach, none of the surface students stated that they did not need help, or expressed that they preferred to work independently.

It is clear that surface students needed support and help to stay focused through the whole project experience, yet they often experienced falling behind. They appreciated it when teachers relieved this stress by ... giving me extra time' (800, 04c509), or '... extending the deadline' (51, 46). None of the deep or strategic students mentioned aspects that

implied that they could not finish their project on time, or according to requirements.

The surface students clearly experienced difficulties in information processing: (it is difficult) '...to fully understand and comprehend information' (800, 04h627), '... finding out about it' (51, 49), '... reflecting on the short stories' (500, 531631), and '... finding out what they are trying to say in their writings' (500, 532110). In the intertwined web of cause and consequence, surface students' distinctive low learning motivation, lack of search engagement, and learning challenges are probably all related.

Deep students' difficulties and need for help

The deep students felt confident and optimistic at the beginning of the project, and continued to feel so, despite a minor dip in emotions at the midpoint. They felt considerably more satisfied at the end of the project compared to the other groups, presumably being pleased to complete a successful

project. Their uncertainty, confusion and frustration did peak midpoint of the project, and this development reflects the natural emotional experience in an information seeking process (Kuhlthau, 2004). Throughout the project it seemed that deep students' curiosity and eagerness to learn, made them enjoy the discovery process of information seeking. As one deep student stated, '... nothing is difficult since I enjoy researching for unknown knowledge' (51, 17).

When deep students did experience challenges for which they needed help, these were often related to information content, rather than the process of information seeking. The

deep students' descriptions of difficulties indirectly revealed their awareness of the learning process, where new concepts are related to previous understanding, and where knowledge gaps were seen as a barrier, as in, 'I have never been to Norway so I don't know what it looks like there or the climate' (300, 56). Teachers were consulted for clarification and explanation of unclear content, '... she helped me clarify my misunderstanding' (200, 8164), and '... she helped me understand the written work' (51, 6). Also, teacher-librarians helped out with explanation, '... she helped me understand things' (300, 26). Many deep students proudly emphasised that they did not need, did not ask for, nor received any help from their teacher-librarians or teachers.

Strategic students' difficulties and need for help

While deep students enjoy learning for its own sake, strategic students are more focused on achievement. Their self-discipline was illustrated in their

description of difficulties as, '... if it became an obstacle I just pushed harder to overcome it' (800, 04c638). It was therefore interesting to note that, while the deep students' confidence remained at a similar level throughout the

project, the strategic students became increasingly more confident as the project proceeded, seemingly when they realised that they could expect a good outcome. Confidence, however, did not necessarily come with satisfaction. Strategic students felt greater anxiety and dramatically less satisfied at the end of the project compared to surface and deep students. Neither did they feel particularly optimistic, which may reflect their high self-demand and ambition.

In contrast to deep students, who were focused on information content, strategic students described difficulties, and appreciated help in the process of inquiry. Particularly, they mentioned organisational aspects of information handling such as (difficulty in) '... putting all the information together in an organised way that makes sense' (300, 36), '... getting time to really do the work' (500, 567271), or '... arrange the information of the source in the right order' (300, 59). This was also reflected in their requests for help, such as '... (teacher-librarian helped to) gather everything together' (500, 562668), and '... (teachers) guided us and helped us stay organised' (500, 644604), '... (teachers showed) how to put information in order' (300, 59), and '... (teachers helped by) explaining the project and organising ...' (300, 7).

The strategic students were eager to meet project requirements, '... (the teacher-librarian) let us know how to do the project' (300, 57), and '... (the teacher) checked to make sure everything was in order'. Their ambition made them see the strategic benefit of acquiring skills as '... (the teacher helped by) being a great supporter of what I was researching. Instead of giving me answers she told me where to look and I learned a lot more.' (300, 7). The students' strategic thinking also extended into future endeavours, such as '... (the teacher) helped me handle my time which will help me to get things done in college' (5000, 340306).

Discussion

The students' study approaches influenced their emotional experience, difficulties, and their need for help in the inquiry project. Students with a surface study approach, who tend to be unmotivated and challenged in their learning process, faced most difficulties and negative emotionality. The surface

Strategic students felt greater anxiety and dramatically less satisfied at the end of the project compared to surface and deep students.

students needed particular attention, guidance, and encouragement to pull through. Achievement was often accomplished with the help of teacher-librarians and teachers. The students appreciated when teacher-librarians and teachers had encouraged them, as illustrated by a student voice, '... (the teacher) told me something important; Never to give up on anything no matter how bad you think you are doing' (800, 04c509).

Students with a deep study approach felt involved and motivated. They thoroughly enjoyed discovering new information, and often preferred to search for information independently. When they experienced difficulties and needed help, their questions often related to information content. The strategic students, on the other hand, focused more on the very process of information seeking in order to acquire generic skills that could be applied in future projects. Strategic students' skills in organising and managing should be supported, but they may need encouragement to get involved in the expansion of their topical understanding, perhaps by finding an angle that they can relate to. The opposite might apply to deep students. Their eagerness to learn is a valuable asset that makes them alert to information content. They may however have problems formulating a focus and risk information overload if their curiosity pushes them too far.

The way middle and high school students approach their information searches depends on their motivation. This makes engaging topics, and engaging them in a sustained way in their topics, an important key for successful information literacy interventions. It is vital that searching and information use are taught in a context that engages the students, and they see the relevance of this engagement. This does not mean that the motivating framework should be artificially imposed, as in teaching information literacy through involving students in searches related to

It is vital that searching and information use are taught in a context that engages the students...

their personal interests or hobbies, but rather through presenting a curriculum topic from an angle or perspective that they can relate to, which highlights the Significance dimension of *Quality Teaching*. Surface students may overcome some of their overall resistance to educational tasks if they perceive the relevance and real world connection of their topics and feel ownership.

Awareness of study approaches may explain why students request certain types of information, or ask for help at a particular stage of the information search process. Unmotivated searchers are likely to look for quick answers, while engaged searchers may appreciate a discussion about their topics. Some will welcome teacher-librarian intervention and instruction, while others prefer to handle their information seeking independently. Independent work does not mean that the students work on their own, but rather that they are not offered simple solutions. In cases where the teacher-librarians have encouraged, and instructed students towards independent searches, the students feel confident and content at the end of the project. The students may not appreciate it when it happens, but they express a pride in overcoming a challenge, and feel that they have developed their search ability. As one student admits, '(The teacher-librarian helped me to) do my work when I wasn't doing it. Always stayed on my case to make sure I did well. I didn't like it then but I am glad she did' (51, 46).

Implications for practice

- The NSW Department of Education and Training's model of *Quality Teaching* integrated with the principles of guided inquiry

provides a useful framework for information literacy education, and identifies significant, relevant and productive information literacy interventions.

- It is important to personalise instructions to meet a particular student's need at the stage of the inquiry process where he or she is at.
- Students' feelings are an important part of the inquiry project, and guidance should include encouragement and emotional support.
- If students find an angle of the curriculum topic that they can relate to, this increases their motivation and as a consequence the depth of their learning.
- Students with a surface study approach and low confidence as researchers would need extra support and attention to develop search skills and increase confidence.
- Students with a deep study approach tend to get involved in projects that they can relate to, a great asset that should be encouraged.
- Deep students may occasionally get too carried away in topical engagement and may need help to focus on their topics.
- Students with a strategic study approach are good at organising and structuring their inquiry work, skills which should be supported and celebrated.
- Strategic students may sometimes need to develop their alertness to content aspects of information literacy, such as information quality, and dealing more carefully with information conflict.
- With support and guidance from teacher-librarians and teachers, students can get through obstacles on their way to learning, and increase their information literacy competencies as well as knowledge. ■

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Book raps update

*For more information, contacts and resources for the following raps and those that are archived, go to the website at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>

Term 3, 2006

- **Book Week 2006: Early Childhood Books.** Stage 2, English. This book rap is now live.

Term 4, 2006

- **Eggsactly! rap: Egg drop, Don't let the pigeon drive the bus, Bad eggs** and other eggstremely funny 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.

Term 1, 2007

- **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.
- **Flytrap**, by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English.

Term 2, 2007

- **Our stories.** A rap for Stage 5 English, using a compilation of high interest Aboriginal publications e.g. Lucashenko's *Too flash*, extracts from *Koori Mail*, *Deadly Vibes* etc.

Resourcing the curriculum: online support



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Recently, Curriculum K-12 Directorate in the NSW Department of Education and Training revised and relaunched their website at <http://www.curriculum-support.education.nsw.gov.au/index.htm> (Figure 1). The result is a more user-friendly, exciting and current site supporting teaching and learning for the key learning areas (KLAs), and specific priority and focus areas, such as school libraries, *Quality Teaching*, literacy, middle years, early years, gifted and talented, environmental education, and Curriculum Planning, Programming and Assessing.

The site will continue to be updated regularly and grow and develop, providing a comprehensive range of relevant and practical resources that will help in the implementation of NSW Board of Studies syllabuses, as well as providing useful and clear advice on a range of other curriculum-related issues. Teachers and teacher-librarians will find much to explore, inform and use on the website. Feedback and suggestions are welcome. Teacher-librarians can collaborate with their colleagues to enrich teaching and learning experiences and support the curriculum using *Quality Teaching* and an information process approach.

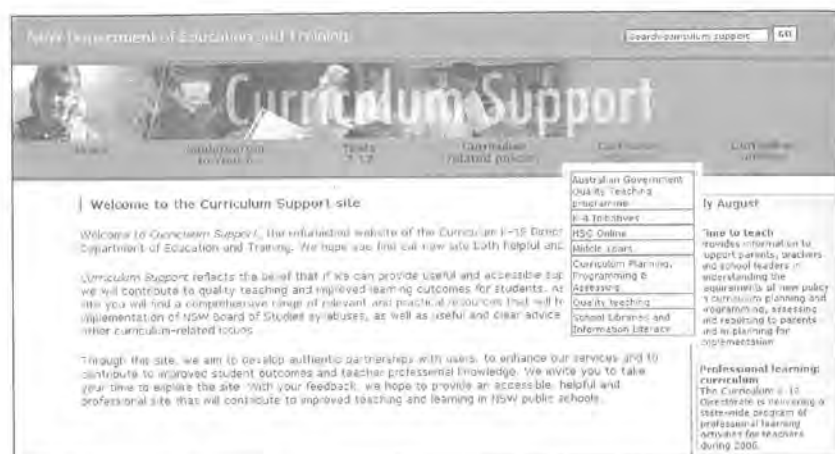


Figure 1 Curriculum Support site

For each KLA in Kindergarten to Year 6 and Years 7-12 there is a variety of practical and rich curriculum support, including sample units of work, resources, contacts, and professional learning opportunities. Curriculum related policies are also easily accessed. A similar range of material is provided for cross-curriculum and priority focus areas.

The updated School Libraries and Information Literacy pages are also easily accessed via Curriculum initiatives and are available at <http://www.curriculum-support.education.nsw.gov.au/schoollibraries/index.htm> (Figure 2).



Figure 2 School Libraries and Information Literacy site

Development of these pages is ongoing. Thanks to those who have already provided ideas for inclusion on the site. These ideas are being incorporated.

User feedback has indicated that navigating these pages is a user-friendly process. Briefly, some highlights of the site are as follows. FAQs includes appropriate advice in response to commonly asked questions in a range of areas such as accessioning, cataloguing, culling, flexible timetabling and *OASIS Library*.

Hot topics is a brief, moving feast of topical issues. A practical reference list,

compiled to support teacher-librarians and teachers addressing aspects of ethical use of information and plagiarism in their programs, is now available.

The Links have been compiled to support the professional and collaborative work of teacher-librarians. They provide easy access to a range of significant resources, including some that are only available to Departmental staff on the intranet. If you are looking for particular online sources of professional support beyond that provided in the website pages, try checking this section. If you lose your professional bookmarks or want quick access to a site when you are unsure of the url, try the Links and you may find what you are looking for quickly without the trawling!

The site also offers ready access to the current Departmental policy for school libraries, along with associated support documents and resources for information management and curriculum support. For example, Departmental users can access the recent memorandum on teacher-librarians. The cover image of the *Handbook for school libraries* will also link to the contents page to provide access to current copy of the handbook's contents. An updated version of the disputed materials sample form is available (Figure 3).

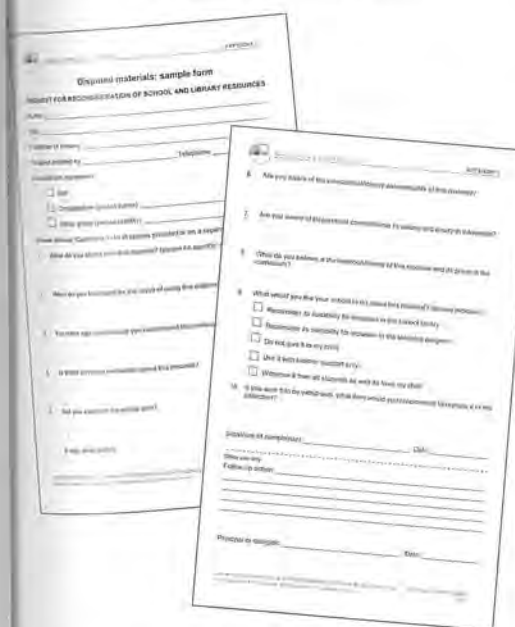


Figure 3 Disputed materials sample form

Professional learning provides online support related to SCIS and *OASIS Library*, as well as access to current workshops for teacher-librarians and School Administrative Officers (SAOs) working in school libraries. See what is available in your area. You can also make requests for workshops for your area through your local professional network to colleen.foley@det.nsw.edu.au or by contacting me directly. Teacher-librarians may also choose to take advantage of the professional learning workshops being provided by KLAs and other priority areas to inform their professional practice and syllabus understandings. Additional information can also be accessed in the SCIS section.

Regional networks is a growing section. If your area teacher-librarian network has a website or email contact for a member of the committee, you are welcome to request the link to be placed on this page by emailing colleen.foley@det.nsw.edu.au

Other areas providing support for teacher-librarians and teachers in the school libraries pages include the Resource review program incorporating the online database of reviews. Teaching ideas such as raps and book raps offer a rich repository of teaching and learning strategies and resources, and a supportive environment for integrating ICT and connected learning (Figure 4).

Users can also easily access extracts, the subscription forms and information about *Scan* and *The School Magazine* (Figure 5).

We invite you to explore and use the resources and support provided through the *Curriculum Support* website. Your comments regarding the School Libraries and Information Literacy pages are welcome. Email colleen.foley@det.nsw.edu.au with your suggestions. ■

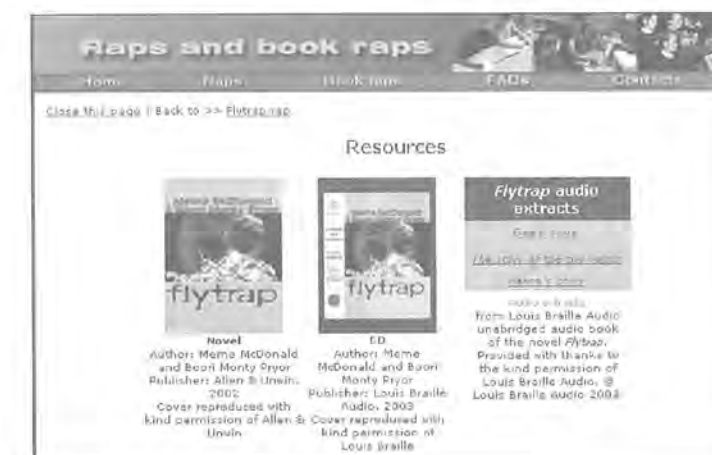


Figure 4 Example of book rap resources



Figure 5 About The School Magazine

New school reports for all NSW Public Schools

Ian Harrison is Acting Manager, School Based Assessing and Reporting.

Curriculum planning and programming, assessing and reporting

The NSW Department of Education and Training's policy, *Curriculum planning and programming, assessing and reporting to parents K-12*, clarifies the common requirements for all NSW government schools in these areas. Combining requirements into one policy allows better relationships between these processes and acknowledges the connections between them.

The policy website (Figure 1) provides the current Policy Statement and related Policy Standards. Any change will appear here first.

One source of support for the new policy requirements is available through the *Curriculum planning, programming, assessing and reporting to parents K-12* website (Figure 2). Previous Scan articles (Brown & van Westenbrugge, 2005; van Westenbrugge, 2006) have described the support provided for K-6 planning and programming, including planned and informal assessments, as integral parts of units of work.

Communicating children's performance to parents

Good practice involves keeping parents informed throughout the school year, as well as providing a written report to summarise that information twice yearly. Clear and

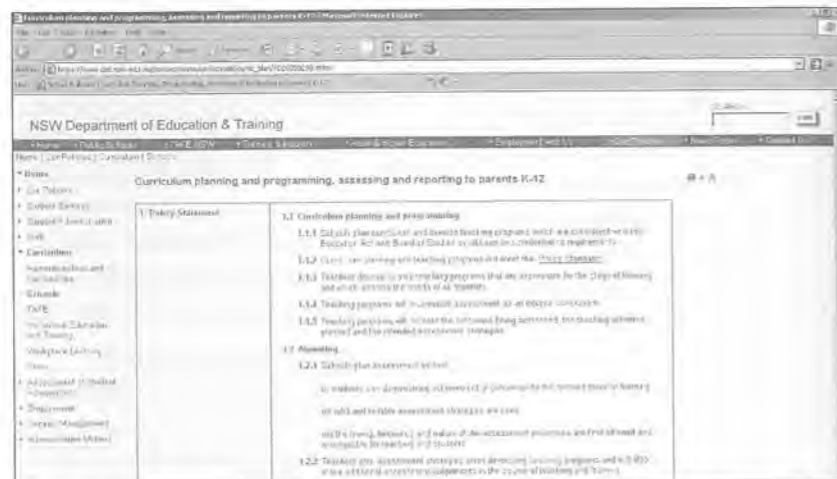


Figure 1 Curriculum planning, programming, assessing and reporting to parents K-12 policy statement

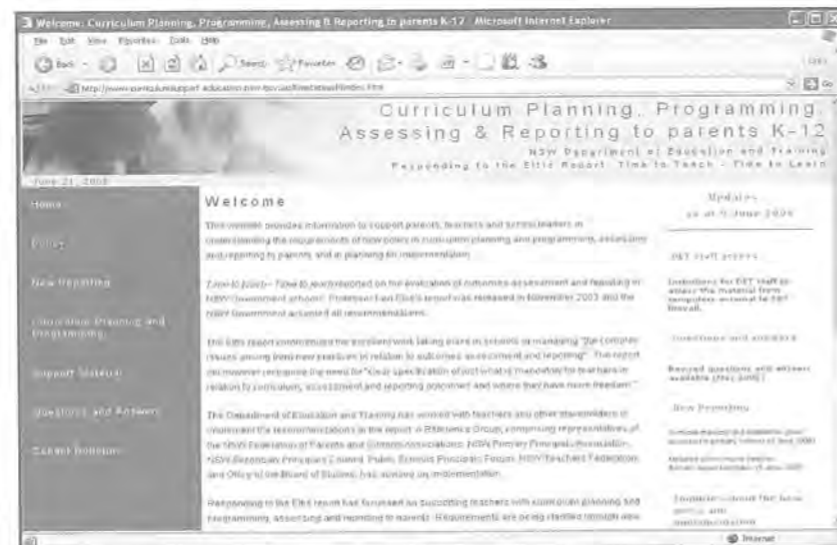


Figure 2 Curriculum planning, programming, assessing and reporting to parents K-12 home page

accurate reports will be supported by other opportunities for parents to talk to teachers about how their child is achieving at school.

Essential components for written reports

Descriptions of essential components for all reports are available in a range of forms: models as pdf downloads; word templates; and descriptions of

mandatory requirements and school devised components. Models of reports that show the essential components for written reports that should be common to all of our schools are available as pdf downloads on the Departmental website at <http://www.curriculum-support.education.nsw.gov.au/timetoteach/newreporting/index.htm> They are also provided as word documents that address the common requirements

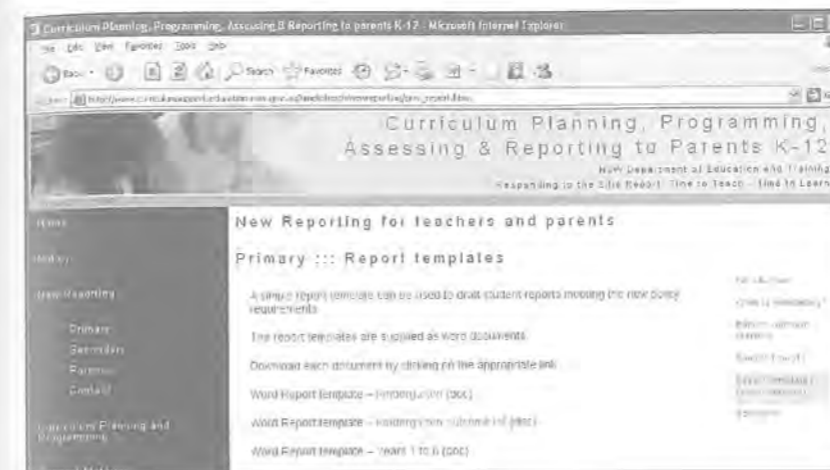


Figure 3 Website access for report templates

and can be saved and adapted to meet the additional reporting needs of the school (Figure 3).

The new reports will clearly show what each student has achieved academically and in other areas of school activity. This includes a snapshot of overall achievement, using the grades A to E to represent how well a student has achieved in each key learning area (KLA). The descriptions of each grade are provided in the *Policy Standards*, and in support material, such as: regular school bulletins, a brochure for parents, and in workshop material provided in face to face regional workshops and on the website.

Schools will also show achievement in each strand of English and Mathematics, using the key words

of *outstanding, high, sound, basic* or *limited* attached to each grade. They may also include strand level reporting for the other KLAs, if they choose, for the benefit of highlighting student strengths and areas for further development.

The reports will also have detailed teacher comments, which will show what a student can do well and where they need further assistance. They will use plain language that will provide parents with valuable information on their child's progress. These comments will summarise information that has been previously made available to parents through formal and informal discussions or interviews.

The new reports include information about non academic achievement,



Figure 4 Support materials secondary

such as how the student is developing socially at school and their commitment to learning. The reports will also provide information about a student's involvement in activities outside the classroom, such as public speaking and sport.

If parents request information about how their child is going compared to other students in their peer group, schools will provide information that shows the number of students in the peer group who achieve each grade in each KLA.

The Department will provide sustained professional development support for teachers during the period 2006 to 2008. This will be delivered through workshops conducted by regional personnel or by Curriculum Directorate personnel, and through the provision of curriculum support materials in print and on the *Curriculum planning, programming, assessing & reporting to parents* website (Figure 4).

Reporting to parents school bulletins, with updates of information related to the policy implementation and support processes, are regularly being sent by the Deputy Director-General, Schools to school principals.

Bulletin 1 and bulletin 2 are about the new reporting requirements and their implementation this year. The first clarifies what is mandatory and what is optional. It also provides information on software and professional learning support that is available to assist schools to implement the new requirements.

The second bulletin, distributed within a week of the first, provides information on the application of the new requirements for English as a Second Language (ESL) students, and students with disabilities or learning difficulties.

Bulletin 3 assisted schools that were adopting the new format for their first semester reports and schools preparing for the introduction in

second semester. It provides help for the whole school community to better understand the new report format and the grade allocations. Attached to this bulletin is a PowerPoint presentation, which has been developed to assist principals and teachers to communicate consistent messages about the A to E scaled reports to school communities.

Bulletin 4 is about the use of software to support the process. The Department's School Based Student Reporting (SBSR) module software was used by a number of schools to produce midyear reports. Some schools have modified their existing software.

Bulletin 5 provided advice on the after hours IT help desk to assist primary teachers using SBSR version 2 during the midyear report writing period. It also provided advice on communicating with parents, grading within a Stage, personalised teacher comments, and the timeframe for implementing new reports in other states and territories.

The school bulletins are available on the Departmental website at <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/bulletins/index.htm>

Five focus areas for professional learning

While priorities and needs will vary within and across schools in all regions, the following five focus areas have been identified. Professional learning workshops have been developed to support teachers and schools in implementing the new policy in these areas:

- planning and programming
- manageable and effective assessment
- consistency and comparability of teacher judgement
- making A to E judgements



Figure 5 Smart pack School Based Student Reporting module version 2

- reporting to parents and the School Based Student Reporting (SBSR) software.

The last two areas are the major focus of support during 2006. These workshops focus teachers' attention on making judgements of overall achievement and allocating grades, fulfilling the essential requirements common to all school reports, and using the Department's student reporting software.

The Smart pack SBSR module version 2 (Figure 5) has been developed to support K-6 teachers in recording comments and grade allocations. The SBSR module can then be used for generating and printing reports that meet the policy requirements.

To record reporting information, teachers will be able to enter their password provided by the school administrator and select their class. When they have selected a student, buttons and screen menus will allow them to record comment details and overall achievement.

While schools may wish to use the free Smart pack software from the Department, other commercial software companies have been briefed

so they can support schools in providing reports with common features. A list of these software companies is included on the website.

One of the benefits of the new reports will be more consistent information for parents from every government school across the state.

New reports will be in place in all schools in NSW by the end of 2006. Further information is available on the Department's website at <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/newreporting/> ■

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Pathways to environmental citizenship

Kevin Butler, *Manager Environmental Education*, discusses the rationale of the Environmental education policy for schools and the support that teacher-librarians may provide for its implementation.

The intent of the Environmental education policy for schools

The Term 2 South Western Sydney Regional Principals' Conference was recently devoted to issues of sustainability under the audacious title, *Save the World*. The first session was opened by Andy Best, principal of Leumeah Public School, who described his personal journey to recognising the need for a new education for sustainability. He was followed by Natasha Todorovic, captain of Leumeah PS, who read the speech that Severn Suzuki delivered to the UN Conference on Environment and Development in Rio de Janeiro in 1992, available at http://www.sfsf.com.au/econews/econews_story_severin_suzuki.htm. Natasha was followed by Professor Nicholas Klomp, Dean of the School of Environmental and Information Sciences at Charles Sturt University, who took the audience of 170 principals through a spellbinding story about the reality of our global environmental crisis.

Meanwhile, indicators for concern were everywhere to be seen. Drought, predicted by climate change models to become more common in NSW, fried

the fields and new housing estates outside. Debates about the privatisation of the Snowy Scheme, the need for improved public transport and the virtues of nuclear power as a way of reducing greenhouse gases, took up increasing space in the media. Petrol prices continued to rise. One question appeared unavoidable for us as teachers: Are we preparing our students to handle these complex issues and to make the necessary adaptations of future life and work styles?

For some years, specialist environmental educators have been discussing just this question and acknowledging the evidence that we could do better. A survey of NSW school students by the University of Technology Sydney (UTS) in 2000 found that they:

- become less environmentally aware and motivated as they get older
- do not have faith in the ability of science, government, or business to solve environmental challenges
- say their families are not sources of environmental understanding.

Interpreting these findings is not straightforward. If they are still an accurate reflection of the average situation in NSW schools, they indicate that students are better informed and more optimistic environmental citizens in early and middle primary school than they are in later primary and high school. Indeed the survey also found that:

- optimism is an important determinant of environmental understanding, values, action and a relational view of the environment.

In other words, the students who were optimistic about the environment were

Teacher-librarians:
Can you help? Read on and see how you can contribute online...

also the best informed and the most active or, conversely, the best informed and most active were also the most optimistic. This connection between environmental citizenship and optimism is an encouraging finding, but the suggestion that both may decline during early adolescence is cause for concern.

Things have progressed since the UTS Survey. The *Environmental education policy for schools*, released by NSW Department of Education and Training in 2001, introduced a new philosophy of education for sustainability. A major focus of the policy is on values and behaviour change. The requirement that schools develop School Environment Management Plans (SEMPs), which contain actions for grounds, resources and the school curriculum, is based on the idea that schools will help develop values and practices among their students, if they model these values and practices in their own operations.

Although no state-wide survey has been undertaken, smaller surveys suggest that at least a quarter of Departmental schools are actively implementing the environmental education policy. This means that between 500 and 600 Departmental schools have effective SEMPs. To increase the take-up of the policy by the remaining schools, the Department is developing a new strategy called *Environmentally*

Early childhood Ages 4 – 7	Early Stage 1 & Stage 1	Activities to enhance the developmental tendency toward empathy with the natural world;
Middle childhood Ages 8 – 11	Stage 2 & Stage 3	Exploration should take precedence;
Early adolescence Ages 12 – 15	Stage 4 & Stage 5	Social action should assume a more central role.

Figure 1 Sobel's three phases of environmental education

Sustainable Schools NSW and each region has developed, or is in the process of developing, a regional environmental education plan. More information on these developments will be provided in future issues of *Scan*.

How can teacher-librarians support our school communities to implement the environmental education policy and address issues of sustainability, locally and globally? There are many possible answers to this question. One for future exploration is the role of libraries in knowledge management. For example, school libraries are important repositories for information on the state of the environment in the school, the local area, the region and the world. However, the issue of selecting appropriate literature for students at different stages in their journeys to becoming environmental citizens needs discussion.

If we return to the findings of the University of Technology survey in the year 2000, we can wonder why students, who were well informed in the earlier years, appeared to regress in later years. Was it due to our curriculum, or to maturational changes and shifts in identity and interest? Was it due to other issues related to the middle years? Was it due to an overload of bad news stories about the environment in the early years? Is it possible that presenting stories of global environmental crisis to six year olds does more harm than good? One author who believes this is the case is the US teacher educator, David Sobel.

The progressive development of environmental citizenship

After a long career in environmental education, Sobel (1996) has come to believe that to focus on environmental problems before students have had a chance to form connections with and values regarding the natural world, has negative results later on. As a result, he proposes three phases of environmental education:

These are not intended as rigid stages but as changes in emphasis. Perhaps his strongest prescription is:

When considering appropriate topics for elementary and middle school aged children, I often suggest the maxim of "No tragedies before fourth grade." Tragedies are big, complex problems beyond the conceptual and geographical scope of young children. Dealing with the nearby sadnesses of children's lives is a different matter. Parents getting divorced, pets dying, a favorite tree being cut down are necessary tragic issues to cope with in the early elementary grades. But curriculum that focuses on environmental problems will be most successful when it starts in fifth and sixth grade and then focuses primarily on local problems where children can make a real difference. Community service programs can show students the relevance of the curriculum and give local organizations a wonderful injection of youthful energy.

(Sobel, 1996)

We may not agree with Sobel's stages (Figure 1), but they provide a framework for investigation and discussion, and they may provide

insights for the development of School Environment Management Plans in primary and secondary schools. The fact that we don't know whether he is right or wrong, highlights our lack of sophistication in mapping out the most effective pathways for students to follow towards environmental citizenship through their school years.

Possible roles of teacher-librarians in the implementation of the environmental education policy

Teacher-librarians have a key role in managing resources to support the school's curriculum, and teaching essential skills for using these resources. By providing a range of age appropriate resources, including current research articles and media reports, and information skills support, teacher-librarians can address the different learning styles and background knowledge of students. When connections are made with prior knowledge and contexts beyond the classroom, students will engage in meaningful learning and make responsible and informed decisions about environmental sustainability. For Middle Years students, a good place to start would be Severn Suzuki's speech, mentioned in the introductory paragraph.

Sobel (1996) includes a bibliography of children's books, organised according to his three stages (Figure 2). This list needs updating, adapting to an Australia context, and extending to include alternative information sources. The final question for this article is:

- Would you like to contribute to this adaptation and an ongoing discussion about scoping and sequencing environmental education for sustainability K-12?

Participate in updating resources

The *School Libraries and Information Literacy* unit will have a page on its

Empathy (Ages 4-7)	Exploration (Ages 8-11)	Social action (Ages 12-14)
Cannon, J. (1993) <i>Stellaluna</i> , Harcourt Brace and Co., New York	Burston, P. (1996) <i>The jungle of peril</i> , Candlewick Press, Cambridge	Cherry, L. (1992) <i>A river ran wild</i> , Harcourt Brace and Co., New York
McLachlan, P. (1994) <i>All the places to love</i> , HarperCollins, New York	Grahame, K. (1981) <i>The wind in the willows</i> , Charles Scribner's Sons, New York	Muller, G. (1992) <i>The garden in the city</i> , Dutton Children's Books, New York
Milne, A. (1971) <i>Winnie the Pooh</i> , Dutton, New York	Locker, T. (1984) <i>Where the river begins</i> , Dial Books, New York	Wheatley, N. (1992) <i>My place</i> , Kane Miller, Brooklyn
Steiner, J. (1978) <i>Rabbit Island</i> , Harcourt Brace Jovanovich, New York		

Figure 2 Examples found in Sobel's bibliography of children's books

website to enable teacher-librarians to collaborate in the creation of an environmental education resource collection for NSW schools. Sobel's list is just the start. Go to the School Libraries site at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm> and follow the prompts to add to the resource list. ■

GRAHAM, Bob

Oscar's half birthday

Walker, 2005
ISBN 1844280292

In this joyous picture book readers join a family in a picnic celebration of baby Oscar's half birthday. We accompany them as they leave their high-rise apartment and take the long walk out of the city to the top of Bellevue Hill. There we join in a party shared with other folks who have also escaped the confines and noise of the city to enjoy the natural bush environment. Throughout, there is so much to seek and find in the very detailed, expressively mobile illustrations which, integrated with the homely story, send clear, but gentle messages about city life, family, love, caring and sharing and the joy to be found in simple natural pleasures, delighting in such little things as watching a leaf fall. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
\$ 27.95 SCIS 1215869

CRAWFORD, Joanne & FIELDING, Grace

A home for Bilby

Magabala, 2004
ISBN 1875641912

An interesting mix of fact and fiction, and Indigenous and European art styles, gives this picture book's variation on a traditional plot a distinctly Australian feel. As a displaced bilby searches for an appropriate home, the reader becomes acquainted with other Australian animals and their habitats, habits and needs along the way. Underscored by the story line, and outlined by the fact based introduction, is the need for the type of conservation which comes through education and understanding. Also included is the

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Aboriginal origin of the word *bilby*. Units of study relating to *Living things* and *Environments* could incorporate this useful resource to initiate discussion. It could also be useful for reinforcing or assessing primary concepts and content. N. Chalffey

USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English; HSIE; SciTech
SYLLABUS: Creative Arts K-6; English K-6;
HSIE K-6; Science & Technology K-6
Paper \$18.95 SCIS 1186556

Eco explorer

<http://www.naturegrid.org.uk/eco-exp/index.html>

'You can make a difference!' is the motto that scrolls across the opening page of this fabulous site on environmental sustainability. Hypertext links direct students to pages on **Respect**, **Reduce**, **Reuse & repair**, **Restore**, and **Recycle**, all offering ideas about responsible sustainable living. A rebus cloze activity on the **Respect** page sets the tone for the site, preparing young users for responsible choices, activities and challenges about their impact on the planet. Colourful graphics, explicit language, hypertext links, direction arrows on every page, and a **Glossary** with **Glossary** challenge, ensure that this site is accessible and fun to use. An **Eco-challenge** poses questions about recycling and reusing; **Web enquiry** is an interactive quiz to check understandings and provide links. This is an excellent resource for achieving the outcomes of the *Environmental Education Policy for Schools*. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Environmental protection; Recycling (Waste, etc)
PUBLISHER: Kent National Grid for Learning, UK
REVIEW DATE: 12/9/03 [333.7] SCIS 1146930

Interactive whiteboards engaging students



Dr Tom Benjamin, Senior Researcher, Centre for Learning Innovation, and



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The interactive whiteboard (IWB) has found wide acceptance overseas and is being used in many NSW schools. The IWB is a combined input and projection system, which is essentially a jumbo size version of the touch screen used for check-in at some airport terminals.

An IWB differs from simply using a data projector in that teachers can actively engage students by encouraging them to demonstrate their skills and understandings by operating the IWB by tapping on the screen image. In this way, the IWB replaces the traditional chalkboard, magnet board, and wall chart as the focus of classroom attention. But, as the IWB is also a fully functional computer touch-screen, it allows access to the Internet and the full suite of desktop computer applications.

There are hard and soft membrane surfaced IWBs. Some of these can be used with conventional erasable felt markers as a standard whiteboard. Others can be activated by fingertips, and some IWBs use a specially designed stylus.

Many teachers report that the IWB speeds up both their preparation time and lesson pace.

IWBs are very exciting when seen for the first time. Even to those accustomed to PowerPoint presentations, there is the novelty element of audience participation in front of a class, and dragging and dropping things around on screen (Figure 1). Limitless numbers of computer-based learning objects can be edited, saved and reused easily. Many teachers report that the IWB speeds up both their preparation time and lesson pace.

Storage, versatility and interactivity

The IWB is very appealing to teachers as it combines the storage capacity and versatility of the computer with the touch interactivity of the whiteboard. The real power of computer



Figure 1 An IWB enables the student to drag and drop labels to sort objects on the basis of their mass

solutions is the ability to capture the work and make them available to all. Once one user has developed a lesson, it can be easily stored, cloned and passed on to others. We are still catching up on the full potential of the earlier generation of presentation software development, yet the IWB era maintains all those gains and adds a few more.

The appeal to students comes in part from their contemporary engagement with mobile phones, digital games, and home computers. They expect to see technology in the classroom at least as advanced as that available in their homes. The IWB is uniquely engaging because it allows them to step up before their peers and make something happen in real time on the screen. This sets it apart from earlier technologies. With a mere tap on the screen they can call into action powerful animations and sounds (Figure 2).

Other pieces of equipment may also be connected to the IWB to enhance its operation. These may include a scanner, microscope, camera or input devices that collect student responses. These are hand-held electronic voting devices that allow students to communicate answers to quizzes and presentations. They can be tabulated in real time for feedback to the teacher and the class. While a show of hands often remains the best method, the electronic answers have advantages such as being individual, anonymous, and allowing a full text or numeric message to be conveyed. This allows individual progress monitoring within a group activity. Results can be instantly converted to a table or chart.



Figure 2 Students tap on the screen to activate animation

With the IWB, the single computer in a classroom can act in place of an entire earlier generation of individual computer lab workstations. Such technologies, together with mobile phone developments, promise to bring the dream of personalised learning closer.

IWBs in action

Five schools from South Western Sydney Region are participating in a 12 month trial using interactive whiteboards. In association with the Centre for Learning Innovation (CLI), RM Asia-Pacific Pty Ltd and Delf Systems International have supplied a TeamBoard IWB and a full suite of Easiteach software to the schools. CLI has provided each of the teachers with three days of training, as well as regular ongoing support. Teachers will also be looking at ways to incorporate CLI products into their lessons.

While the trial is in its early stages, visits to the schools and class observations are already revealing some interesting results. Most teachers have reported significant improvement in student engagement (Figure 3). It was also found that teachers with only a very basic knowledge of ICT were learning how to make interactive lessons with the Easiteach software.

Andrea Hui from Concord West Public School has a Year 5/6 class with a wide range of abilities. When divided into graded reading groups, her students are able to read and compose stories together using the IWB. All of her students are very keen to drag and drop text and images on the board, and manipulate the elements of the lesson. Students are also learning to write very clearly, so that the handwriting recognition software will convert their script into typing.

Most teachers have reported significant improvement in student engagement.

Martha Gartshore is a Mathematics and Science teacher at Merrylands High School. Martha is using the Easiteach software for almost every lesson.

It's great to have all of the lesson notes prepared ahead of class, according to Martha. Now that I don't have to turn my back on the class to write on the board, I have much more time to walk around and help individual students. This has made classroom management much easier and students are getting the personalised help that they need.

Martha has also found that she is getting through the syllabus faster than before. Time in class is more concentrated on learning, with less time spent on copying notes.



Figure 3 Most teachers have reported significant improvement in student engagement

Lisa Campbell, from Casula High School, has found that some students are willing to come out to the board, while others are more comfortable staying in their seat, with many students calling out instructions to those using the IWB. 'It's very useful to be able to mark a worksheet together as a class. I can scan in the worksheet and students come out individually to write in their answers,' Lisa commented.

For senior mathematics classes, Lisa is using Geometer Sketchpad software and Excel to demonstrate more sophisticated concepts.

Teachers are finding that the IWB lessons, which they have developed, are very convenient when recapping a previous lesson. Greg Nibbs, a History teacher at Merrylands High School, has also been able to save lessons to the school intranet. This enables individual students to use them for revision, or to catch-up on classes that they have missed.

Shannan Judge, from Tower Street Public School, has developed Stage 3 units of work for all text types. These lessons are easily expandable and reusable. 'The results the kids have shown are outstanding!' she said.

The Centre for Learning Innovation is looking forward to continuing its work with these teachers as it CLI developed learning materials in NSW schools. ■

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Engaging the Google generation through Web 2.0: part 1



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Where to with information literacy?

Information literacy is not just about finding information; it is a true catalyst for educational change. Effective competencies and strategies for information seeking make independent lifelong learning possible. The tools for information seeking and the spaces for information sharing are changing and developing. It is important for teacher-librarians to become familiar with these developments, and to respond to the changing learning landscape.

One space in this new Information and Communication Technology (ICT) landscape that has raised questions in the minds of many is the MySpace website. The social networking of MySpace, FaceBook, Second life and other online social spaces, alerts us to the fact that something is afoot. MySpace is busier than Google (Abram, 2006). It is reported that it gets about two to three times the

We need to look for new ideas and new ways of working with literacy, information literacy, and digital fluency for teaching and learning.

traffic of Google daily. There are over 150 000 new MySpace accounts being created daily.

To learn is to engage and develop as a person within, and as part of, our social framework. Ultimately, it's not just about skills and competencies in isolation, but about skills and competencies within the greater context of our global society. The reality is that the web environments of these social networks are very empowering when utilised to develop ideas, share resources, hone knowledge, and empower creativity.

The MySpace generation is 'creating new forms of social behavior that blur the distinctions between online and real-world interactions' (Hemple, 2005). This is the difference between us and our students: most adults see the Internet as an adjunct to their lives, most students see the Internet as intrinsic to their lives.

What are we doing to support learner groups to connect in virtual environments, bearing in mind this is a natural extension of life for our millennial generation? How do we

create a learning framework that is real, physical, virtual, and even visceral? How can we help our students need to learn?

Learning now

During the last 10 years, we have built school websites, developed school intranets, deployed content and learning management systems, engaged with each other through email and listservs such as OZTL_NET, and worked out how to integrate various ICTs in the curriculum. Now we are rapidly moving into an era of connective technology and pervasive interactivity. There is possibly a new wave of innovation for teaching and learning through the emergence of social software and the personalisation of education.

For educators, the potential changes in the ways our teachers teach and students learn are momentous.

The tools of the new internet give us opportunities for collaboration and for constructivist learning, and allow students to become meaningful contributors to the vast body of knowledge that is the [social] internet. (Richardson, 2006)

We need to look for new ideas and new ways of working with literacy, information literacy, and digital fluency for teaching and learning. Whether it's blogs or wikis or Really Simple Syndication (RSS), all roads now point to an Internet where little is done in isolation and all things are collaborative and social in nature.

Teaching and learning processes need to change because we have expansive access to a wide variety of ideas, can find and receive information in a way never before possible, and we create and share at a global level with transparent ease. It is a challenging time for teacher-librarians.

What is Web 2.0?

Although the term Web 2.0 (pronounced 'web two point oh') was conceived in 2005 at a conference brainstorming session, and has had more than 9.5 million citations, there is still disagreement as to what Web 2.0 represents (O'Reilly, 2005). Contrasting sharply with the old Web 1.0 methodology, Web 2.0 describes a new breed of websites that revolutionise how users interact with information on the Internet. Web 2.0 sites use newer web authoring tools, feature low learning curves (for the user) and support a collaborative environment.

Web 2.0 is fundamentally participative, and is about sharing code, content, and ideas. It is about communication and facilitating community. Ultimately, Web 2.0 is about remix and it is smart. How smart? Read *Introduction to Web 2.0* (Porter, [2005?]), and experience participative and collaborative Web 2.0.

Participatory web: some developments

Web 2.0 is participative, and about sharing code and communication. According to Kronschi (2006), 'community is the new consumption. With the emergence of new Web 2.0 tools, the non-technical person has been given a major voice online.'

Squidoo and Wiki are examples of flexible, shared databases of knowledge and information (see Figure 1). Students can use a wiki to create projects or develop a class resource pool, while teacher-librarians could access the *Teacher librarian wiki* (Figure 1) and *The library wiki* (ANE, [2006?]), which is a training tool for

the circulation desk as well as being a knowledge management system for policies and protocols.

Wikipedia is a group-created and edited database of shared knowledge. Updated and refining its content is a huge participatory exercise, which gives it the authority it needs to get people to link to it. The value of Wikipedia is often debated by educators, but the fact remains that it is utilised by people around the world.

The value of a wiki is the ability to create a shared database of knowledge and information. Students can use a wiki to create projects or develop a class resource pool. It can also be used as a promotional or developmental tool. A good example is the *Teacher librarian wiki*. There are many wiki that have been created to be websites, to distribute information, to build community, to develop knowledge and participation. It demonstrates the productive and participatory value of a wiki in a professional library setting.

Tagging and social bookmarking

The notion of sharing and collaborating in a global framework has produced Web 2.0 developments that make participation fast, efficient, and shareable. Social bookmarking, using such tools as Del.icio.us make it possible to track websites, annotate websites, and add keywords (tags) to categorise information. Forget the confusion of bookmarking websites on your own computer, ordered only by folders. While I can keep my professional bookmarks private, and then be able to access them from any computer in the world, I choose to make my Del.icio.us bookmarks public, so that others working on the same topics can share my finds. In addition, it is possible to download and install a widget in your internet browser that allows you to add sites directly to your bookmarks. My bookmark at <http://del.icio.us/heyjude> provides sites with annotations on

Web 2.0 topics. Just click on the Web 2.0 tag and the bookmarks will be sorted to show just Web 2.0 sites.

Sharing and tagging has a leading place in the world of Flickr (Figure 3), demonstrating the best way to store, search and share your photographs. It is also an excellent personal and professional tool. Many educators have used Flickr to store their images from workshops and presentations, and present them as a slideshow.

Folksonomy is a style of community tagging in which like-minded people sort and classify information. While less accurate than other styles of organising a site, it is appealing because it involves the entire user population in the categorisation process to produce a dynamic, live navigation scheme. For example, as Hurricane Katrina started on its path of destruction in Louisiana in 2005, pictures began arriving at Flickr. As the days progressed, the pictures told a fascinating story that was not matched by traditional news services.

Collaborative Internet for schools

Two prominent collaborative tools being used in education are wiki and blogs. Weblogs (blogs) are a very popular Web 2.0 tool. Authoring, maintaining or adding an article to an existing blog is called *blogging*. The social aspect of weblogs is the ability for readers to comment on postings, to post links to, and to keep track of, other blogs.

Blogs have many uses in education as a way of sharing or managing information and promoting literacy and learning. Using online tools like Blogger or Edublogs, a blog can have various forms and functions such as a journal, a diary, a publication tool, an administrative tool or a research source. Edublogs provide the ability to link directly to a wiki which can be established by the blog owner, merging the two collaborative tools into one functional whole.

Web 2.0 connective technology – pervasive interactivity – the future Blogs – Wikis – Social Bookmarking		
<p>Blogs</p> <ul style="list-style-type: none"> • Usually single author • Sequential entries in reverse chronological order • Personal. Reflect the thinking of the blogger, whether it is professional or personal. • External links • RSS feeds <p>The result supersedes the personal website, providing individuals with a very easy and quick way to post to the Internet.</p>	<p>Wikis</p> <ul style="list-style-type: none"> • Usually many authors • Structure determined by content and users • Usually objective • Internal and external links • Reflects the interests of the contributors. • Has immediacy not usually present in credentialed services. <p>The result is very simple editable database of shared knowledge.</p> <p>Try the TeacherLibrarianWiki at http://teacherlibrarianwiki.pbwiki.com/</p>	<p>Social bookmarking</p> <ul style="list-style-type: none"> • Many contributors • Provides contributors with full access to their bookmarks from any computer on the Internet • Links are shared (public) for all to see • Structure defined by tags defined by the contributors. • "Folksonomy" rather than taxonomy. <p>Save your bookmarks to an online service and "tag" them with keywords you create instead of saving the bookmarks in your browser's favorite's list. Your collection of bookmarks is viewable and shareable with others.</p>
<p>SQUIDOO</p> <p>And now there is <i>SQUIDOO</i> not a blog, not a wiki, not social bookmarking. Providing 'lenses' on any topic you can name.</p> <p>Squidoo provides a communal space where members create information compilations. Maybe you could call them research portfolios. Maybe you could call them research topics. Maybe just your personal interest. These topics are searchable and sharable at www.squidoo.com/introtoweb20</p>		
<p>BLOG LINKS</p> <p>An explanation from Alice Yucht, a TL from the US: http://www.bloglines.com/blog/Aliceinfoshow2rss Personal blog using the Serendipity blogging tool: http://www.misrule.com.au/serendipity Group blogs Judy's recent creation for Parra Tls; http://parra-bib-blog.blogspot.com/ Marita's Book Bites: http://www.bookbite.blogspot.com/</p> <p>A school system where all teachers are required to have personal blogs. These are links to the TL and 4 teachers and how they are being used. http://www.glnl.k12.va.us/weblog/dcross/ http://www.glnl.k12.va.us/weblog/clong/ (Art blog) http://www.glnl.k12.va.us/weblog/vpinner/ http://www.glnl.k12.va.us/weblog/jtruscott/</p> <p>WIKI LINKS</p> <p>From the Education Learning Initiative (Tertiary support): http://www.educause.edu/ir/library/pdf/ELI7004.pdf Tls in the US are trialling the technology themselves: http://www.teacherlibrarianwiki.pbwiki.com Wiki source: http://www.seedwiki.com/page.cfm?doc=seedwiki&wikiid=1</p> <p>SOCIAL BOOKMARKING</p> <p>Del.icio.us: http://del.icio.us Judy's Del.icio.us bookmark http://del.icio.us/heyjude</p>		

Figure 1 Web 2.0 summary created by Judy O'Connell and Jan Radford

Blogs also provide an excellent opportunity for educators to advance literacy through storytelling and dialogue. They embrace literacy and digital fluency, both prerequisites for sociability and lifelong learning. As a particular technology application they

promote the types of literacy traditionally encouraged in learning, as well as the digital fluency needed to prosper in the digital age (Harris, 2006; Huffaker, 2006).

Blogs can also be used to communicate, showcase student work,

collaborate, promote and develop peer involvement (Figure 2).

I have found blogging as a professional tool to be particularly relevant, efficient, enjoyable and easy to manage. You can join me in this journey of discovery by dipping into

Examples of blogs used to communicate and showcase student work	
Library Weekly News http://parra.bib.blog.blogspot.com	Thoughts of a particular teacher http://gwegner.edublogs.org/
Project-based blog ... http://research-project.blogspot.com	Student-project blog http://butterflydanceproject.blogspot.com/
Thoughts of a particular librarian http://joycevalenza.edublogs.org/	Student blogs feedback http://www.halcyon.com/arborhts/mahlness

Figure 2 Blogs to communicate and showcase student work

the *HeyJude* website (Figure 3). The purpose of this blog is to engage in professional reflection on Web 2.0 in the context of our schools, teaching and learning, technology and the read/write immediacy of working on the Internet. Read the blogs of those educators and information professionals listed in the blogroll (links). Follow the links in the various posts (messages) to important articles and sources of information. Use the documents provided in the Resources section at any time, including materials used in the Introduction to blogging workshops held for teachers and teacher-librarians. A less personal, more broadly focused blog for information

dissemination is *BiB blog – weekly news* (Figure 3), which I produce for teacher-librarians. Included in the links are blogs of other teacher librarians which focus on library activities and promotion. The *Max the monkey* blog (Figure 3) has been a real favourite of primary children and adults alike.

Educational blogging is positive, transformational technology that is often confused with social sites like *MySpace*. While there are similarities in the web technologies used for blogging and social networking sites, they serve different purposes. Learn more about blogging at the *SupportBlogging wiki*. To find blogs on a specific subject, use *Technorati*, a real-time search engine for

Web 2.0 Resources mentioned in the article	
<i>BiB blog – weekly news:</i> http://parra-bib-blog.blogspot.com/	<i>HeyJude:</i> http://heyjude.wordpress.com
<i>Blogger:</i> http://www.blogger.com	<i>LearnerBlogs:</i> http://learnerblogs.org/
<i>Bloglines:</i> http://www.bloglines.com/	<i>Max the monkey:</i> http://maxthemonkey.blogspot.com/
<i>Del.icio.us:</i> http://del.icio.us	<i>MySpace:</i> http://www.myspace.com
<i>Edublogs:</i> http://www.edublogs.org/	<i>PBwiki:</i> http://pbwiki.com
<i>Facebook:</i> http://www.facebook.com	<i>SupportBlogging wiki:</i> http://supportblogging.wikispaces.com/
<i>Flickr:</i> http://www.flickr.com	<i>Technorati:</i> http://www.technorati.com/

Figure 3 Web 2.0 resources

tagged blog postings (Figure 3). With more than 10 million blogs online, effective searching is important.

RSS and RSS reader

Imagine having the latest headlines and updates from your favourite websites or blogs delivered to your desktop without having to visit all the blogs or websites individually. RSS is an acronym for *Really Simple Syndication*, an XML formatting language which allows users to subscribe to sites that offer feeds of new content. Teachers can use one program (a feed reader) to see any new content from web pages or services subscriptions.

An *RSS Reader* on the other hand acts as an *aggregator*. This is a software application or online service that pulls together and presents the feeds to which the user has subscribed.

Bloglines is an example of such readers. *Bloglines* can track RSS feeds from *Google* or *Yahoo* news on particular search terms; *Del.icio.us* feeds for resources related to your work; or news feeds for major publications in your field. *Bloglines* is also an online tool that allows feeds to be shared.

Another area that has grown greatly due to RSS is podcasting. This tool for audio broadcasting over the Internet has tremendous potential in education. The name comes from the combination of *iPod* and broadcasting and, while the technology has been around for some years, the delivery mechanism of RSS has made it possible to broadcast audio both to a wider and more specialised interest groups. Podcasts are available for download to personal computers or mp3 players for entertainment or information. Students are now producing podcasts to share their work, and display their knowledge and enthusiasm to their peers.

What does this all mean for teacher-librarians?

Individuals and organisations are finding new and increasingly effective ways of connecting through Web 2.0 technology. Our students are living that connection. This is the human side of this Web 2.0 transformation.

According to Richardson (2006), the read/write flexibility of Web 2.0 threatens to make the difference between teachers and learners more acute than ever. On the other hand, the good news is that the tools discussed in this article have just as much chance of closing the gap as widening it.

I think it is time to engage with Web 2.0 with a view to finding Library 2.0.

[Editor's note: Part 2 of this article, with a focus on implementing Web 2.0

technology in teaching and learning, will be published in the next issue of *Scan*.] ■

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SCIS records for COGs units of work

Anne Dowling is Cataloguing Coordinator, NSW SCIS Agency, School Libraries and Information Literacy Unit.

One of the Special order files of SCIS records (accessed in Create orders) is a file of SCIS numbers for the units of work for the NSW Department of Education and Training Connected Outcomes Groups (COGs). These units are available at <http://www.curriculum-support.education.nsw.gov.au/timetoteach/cogs/unitsintro.htm>

Each web page for the Word and pdf versions of the COGs units has been catalogued with the url for the Word document and the url for the pdf included in the SCIS record. By opening the special order file and downloading

the 30 records, a permanent link to the units of work is established in the OASIS Library catalogue.

A virtual resource box can be created in OASIS Library for each unit, from the resources listed in the unit of work, that are held by the library, and from resources that are not on the COGs list but found to support the teaching of the COGs unit.

How to create a resource box is the subject of an FAQ on the *School Libraries and Information Literacy* website at <http://www.curriculum-support.education.nsw.gov.au/schoollibraries/faqs/faqsbox.htm>

A virtual resource box can be created by following these steps, but not actually physically adding the resource to a box. A list of the resources can be printed and shown to the teachers. Providing records of such resources in



SCIS Create orders page



SCIS Special order files page

the library catalogue, maintains the integrity of OASIS Library as the entry point for the full range of resources that support teaching and learning. ■

Briefly...

Professional development sharing day for retraining teacher-librarians and mentors

Jenny Scheffers, teacher-librarian at Caddies Creek Public School, organised a professional development sharing day for participants of the 2006 Teacher Librarian Retraining Program and their mentors. After registration and a warm welcome, the 28 teacher-librarians, accompanied by Colleen Foley, Manager School Libraries, Michele Busch, Review Coordinator, and Jane Hayes, Project Officer, Retraining Unit, began an inspirational day, which included presentations by:

- **Jan Reynolds and Colleen Blancato** on flexible timetabling, collaborative planning and teaching, implementing ICT and *Eduweb* at Hassall Grove Public School
- **Jane Gee** on integrating *Smart Board* technology in teaching and learning at Barnier Public School
- **Lynne Milson-Fitzgerald** on library management at Parklea Public School
- **Jenny Scheffers** on book raps and raps, flexible timetabling and collaborative planning and teaching at Caddies Creek Public School.

Everyone was appreciative of the huge effort of coordinating such a successful day, from which the participants gained inspiration and ideas for teaching and learning.



Jenny Scheffers, Jane Gee and Lynne Milson-Fitzgerald.

A professional sharing day was also held for secondary retraining teacher-librarians, hosted by Jackie Hawkes and other mentors at St Clair High School.

A memorable morning with author and illustrator Anthony Browne

Paul Macdonald, owner of the The Children's Bookshop at Beecroft, invited 60 teacher-librarians to a presentation by Anthony Browne on 24 June 2006 as part of the bookshop's 35th birthday celebrations. Four members from the *School Libraries and Information Literacy Unit*, Colleen Foley, Anne Dowling, Wendy Elliott and Cath Keane, were fortunate enough to attend.



Wendy Elliott was thrilled to meet Anthony



Anthony signing for Anne Dowling

The audience was entertained by Anthony's warm and personal talk in which he expanded on the inspirations for his creations. Anthony then spent several hours signing books as devoted fans clogged the footpath to wait their turn.

Professional learning opportunities in 2006

A range of workshops are being provided by Curriculum K-12 Directorate to support the work of schools and regions. The professional learning program offers options in Primary and Secondary KLA's and subjects,

and cross-curriculum areas such as school libraries, gifted and talented, and curriculum planning (COGs). The program for Semester 2 is now available. For further information about scheduled workshops and to register for events, go to www.curriculum-support.nsw.edu.au/prolearn06/index.htm Teacher-librarians may wish to alert their colleagues to this information.

Other professional learning opportunities in 2006

Children's Book Week 2006 Theme: *Book Now!* 19th-25th August 2006. Book of the Year Winners announced Friday 18 August 2006.

Sybasign conference: *Designing for learning: how to make the most of the school library learning environment*. Friday, 8 September 2006, 9.00 am-4.00 pm, Dockside Conference Centre, Cockle Bay Wharf, Sydney. For information go to <http://www.sybasigns.com.au>

Australian computers in education conference. 2-4 October, Cairns, Queensland. For information go to <http://www.acec2006.info>

Auslib conference: *Learning Futures: public libraries for the new generations in Australia and New Zealand* on 9 March to 10 March 2007 in Adelaide. Details at <http://www.auslib.com.au/>

Awards

Congratulations to Ursula Dubosarsky, who was awarded The Ethel Turner Prize in the 2006 NSW Premier's Literary Awards for her novel, *Theadora's gift*. Reviewed *Scan* 24(4). Ursula is also currently working with *The School Magazine* team.

The recipient of the 2006 Nan Chauncy Award is Muriel Barwell, Life Member of CBCA WA Branch, in recognition of her pioneering contribution to children's literature in Australia. ■



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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 nonfiction 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 website <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/> Site reviews and some other resource reviews for a number of HSC syllabuses are also available on *NSW HSC online* at <http://hsc.csu.edu.au>

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are not necessarily those of the Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or in 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** (for preschool/early childhood)
 - Stage 1** (for lower primary)
 - Stage 2** (for middle primary)
 - Stage 3** (for upper primary)
 - Stage 4** (for lower secondary)
 - Stage 5** (for middle secondary)
 - Stage 6** (for upper secondary)
 - Community** (for community/parent/adult)
 - Professional** (for teachers)

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

- The following symbols indicate the key learning area:
- CA** Creative Arts
 - English** English
 - HSIE** Human Society & its Environment
 - Languages** Languages other than English
 - Mathematics** Mathematics
 - PDHPE** Personal Development/Health/Physical Education
 - Science** Science
 - SciTech** Science & Technology
 - TAS** Technology & Applied Studies
 - 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 website 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.

PEW/Internet

<http://www.pewinternet.org/index.asp>
Providing an insight into the impact of the Internet on all aspects of today's society, this website contains many research projects that cover a range of topics. **Family, Friends & community, Technology & Media use** and **Health** are among the subject headings for article links. The reports, presentations and data, range in scope and sequence, but provide detailed statistics and insights. Although there is American bias, information is relevant to Australian society. The **Find an expert** link provides a functional tool when undertaking research. An interesting, easy to navigate site, this would be particularly useful for technology studies as part of the *Community and Family Studies Stage 6 syllabus* and the *Society and Culture Stage 6 syllabus*. A. Frost

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; PDHPE
SYLLABUS: Community & Family Studies Stage 6; Society & Culture Stage 6

SCIS SUBJECTS: Computers and civilisation; Information technology; Internet; Mass media – United States; Technology and civilisation; Technology – Social aspects
PUBLISHER: Pew Internet & American Life Project, USA
REVIEW DATE: 23/06/06 [004.67] SCIS 1265230

Open Source Web Design

<http://www.oswd.org>
Selections of over 1,000 English language website templates from all around the world are available to download for free on this website. The files will open in recent versions of both *Frontpage* and *Dreamweaver*, while some templates are written in CSS or XHTML language. The files are compressed and require the user to have installed Winzip or another zip compression program for them to be opened. The web designs have been tested in all common web browsers including *Internet Explorer*, *Netscape* and *Mozilla Firefox*. Each site's pages are styled on the homepage, where the features, format and navigational style are demonstrated and explained. There is an option to email the creator with your questions. The only cost to the user is the requirement to acknowledge the copyright of the developer and maintain any links to the users own website. There are good links to free online website development resources and expert knowledge. P. Conroy



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Information Processes & Technology Stage 6; Information Software Technology 7–10; Photographic & Digital Media 7–10; Software Design & Development Stage 6

SCIS SUBJECTS: Computer graphics; Electronic publishing; Websites – Design and construction
PUBLISHER: Open Source Web Design, USA
REVIEW DATE: 23/06/06 [006.7] SCIS 1257660

Internet guides: UC Berkeley: Teaching Library Internet Workshops

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/>

This university site describes effective ways of finding information on the Internet. It clearly explains the web's structure and web jargon relevant to searching techniques and strategies, and using links to other sources of information. This is achieved via a tutorial which details the importance of knowing your topic, how to use search engines and other search tools, how to understand their structure and constraints, how to find Internet directories and databases, and how to use Boolean search techniques. Traps to fall into when searching are also discussed. As the site is for tertiary students, teachers should investigate its scope to assist students to use it effectively. P. Conroy

USER LEVEL: Stage 6 Professional
SCIS SUBJECTS: Elearning; Information skills; Search engines
PUBLISHER: Library, University of California, Berkeley, USA
REVIEW DATE: 23/06/06 [025.04] SCIS 1269519

Library online tutorials

<http://www.lib.monash.edu.au/vl/ssstrat/ssstrcon.htm>

Interactive tutorials on the information process and strategies for effectively undertaking research are provided on this website. Open ended questions are listed at each stage of the information

process, allowing for student interaction. The **How** to guide investigates search strategies, how to use libraries, *Google* and other information sources, through to evaluating work. The subject guides target a university audience, but some ideas may be useful for schools. The multilingual glossary and index facilitate understanding of research terminology. The site is clearly written, comprehensive, and easy to navigate. The language, style and format are suitable for senior students, and as a teaching resource. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
SCIS SUBJECTS: Information skills; Libraries; Research;
PUBLISHER: Monash University, Australia
REVIEW DATE: 23/06/06 [028.7] SCIS 1265230

Poynteronline—everything you need to be a better journalist

<http://poynteronline.org/default.asp>

Students interested in journalism will appreciate this site. Aspiring writers and photographers will gain a wide appreciation of the media and its place in the world. *Tip sheets* offer advice and analysis on such things as **Design/graphics**. This section discusses and explains visual and interactive techniques, and will be helpful for Visual Arts and English teachers. **Photojournalism** is an excellent tool for photography students, with plenty of visual material for classroom discussion. Visual Arts students will enjoy learning how colour works on the intellect and emotions through using the **Interactive colour tool**. Articles on writing online, cartoon ideology, and journalism **Ethics**, may also be useful for English teachers. The site is primarily a tool for practising journalists, but it does offer teachers some interesting material and ideas for media work. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*; Photographic and Digital Media Years 7–10; Visual Arts 7–10; Visual Design CEC Stage 6

SCIS SUBJECTS: Graphic arts; Journalism; Mass media; Photography, Documentary
PUBLISHER: Poynter Institute, USA
REVIEW DATE: 23/06/06 [070.4] SCIS 1267717

Innovation watch

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

Through news feeds, web logs, books, and articles, this complicated site explores a variety of perceptions and perspectives on change, and develops alternative scenarios for the future. This is a large website based around the developments in the subject areas: **Science, Technology, Business, Society, Global politics, Future** and the **Environment**. Navigation through the site is via links to these subject areas and different types of resource material. **Weblogs** and **New books** relevant to these areas are also listed. The **Signs of the future** link in particular is most helpful. By selecting one of the seven subject areas, links to current articles are provided, containing a wide range of information relating to the topic. A. Parnis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; SciTech; TAS.
SYLLABUS: Business Studies Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Science 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS: Social change; Technological innovations – Future

resources

PUBLISHER: Innovation Watch, Canada
REVIEW DATE: 23/06/06 [303.49] SCIS 1265835

People & the planet

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

The effects of people on Earth's resources are discussed here via article-based issues. The 16 topics covered include **Population pressures**, **Coasts and oceans**, **Renewable energy**, **Climate change**, globalisation, and water. **Eco tourism** has detailed information for the syllabus. The site has excellent, contemporary material for each topic, with an overview of the issue, news articles, books and films, a fact file, glossary, feature articles and links to websites. This site is a useful tool for gathering relevant information on topical issues which focus on our planet's finite resources. The site has a **Picture gallery** where interesting photographs can be downloaded for educational purposes. P. Passmore



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; VET
SYLLABUS: Geography 7–10; Geography Stage 6; Tourism Curriculum Framework Stage 6
SCIS SUBJECTS: Conservation of natural resources; Human ecology
PUBLISHER: Planet 21, UK
REVIEW DATE: 23/06/06 [304.2] SCIS 1265386

Australian citizenship

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

ABSTRACT

Although this huge, authoritative site is designed for multiple audiences, it is primarily organised into **About Australian citizenship** and **Promoting Australian citizenship**, each with clear links for further investigation. Information on Australian values, celebrations, citizenship criteria, and legislation, is useful and appropriate for secondary school use. **Resources for schools** has **Parliamentary education for schools** with excellent interactive online learning and fact sheets for Stage 2 and Stage 3. Teachers will find an electronic version of the **Discovering democracy** kits here, for detailed information on civics and citizenship, and some useful links. Graphic rollover buttons entice primary school students to participate in an **Australian citizenship quiz**, an **Australian citizenship crossword** and a **Citizenship-get into it! Quiz**, which provide revision opportunities of knowledge and understandings, and instant confirmation of answers. Menus and tool bars assist navigation, along with pdf **Fact sheets**, **Reports** and **Immigration** links.

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Citizenship; Citizenship – Study and teaching
PUBLISHER: Dept. of Immigration and Multicultural and Indigenous Affairs, Australia
REVIEW DATE: 23/06/06 [323.60994] SCIS 956160

MyCareer: simply jobs

<http://mycareer.com.au>

Basically a job search site, this resource uses a fast and efficient search facility allowing student research of over 30 industries. The site targets adult job seekers, but students entering a keyword such as 'junior' will find some work appropriate to their age. The site is

best used in schools for studying the job market, rather than job seeking. **Advice and research** has sample letters and tips for interviews. It also has very useful videos, where employers talk about what makes a suitable candidate. These strongly support high school career advisers who recommend that students get some experience in work and community projects. Students completing vocational learning assignments may find this site useful. E. Kesby & C. Thomas

USER LEVEL: Stage 5
KLA: VET
SYLLABUS: Work Education 7–10
SCIS SUBJECTS: Careers – Directories; Employment – Australia
PUBLISHER: Fairfax Digital, Australia
REVIEW DATE: 23/06/06 [331.702] SCIS 1266413

LHMU

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

LHMU allows Hospitality students access to information directly related to THHCO01B: *Develop and update hospitality industry knowledge* and THHCOR03B: *Follow health, safety and security procedures*. **Labour start international union news** looks at issues on a world basis, while **Union** provides information on the history of the union. **Rights** has up-to-date information on awards, enterprise agreements, individual contracts known as Australian Workplace Agreements, entitlements, and harassment in the workplace. **Rights** also provides detailed information on OH&S issues ranging from accidents in the workplace to stress and air quality and the related OH&S laws. **LHMU** provides current and useful information. Students should be made aware that some site information may be biased, and this knowledge should affect their responses when presenting information for the HSC. K. Lissa

USER LEVEL: Stage 6
KLA: VET
SYLLABUS: Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Alcohol industry; Hospitality industry – Australia; Trade unions – Australia
PUBLISHER: Liquor, Hospitality & Miscellaneous Union, Australia
REVIEW DATE: 23/06/06 [331.88] SCIS 1265909

InvestSMART: financial services

<http://investsmart.com.au>

Looking for the latest research or market trends with plenty of information about investment possibilities? Then you will appreciate this award winning site. There is not much theory, but plenty of practical guidelines, which teachers will find of real value for the Business Studies Topic: *Financial planning and management*. Choose **Shares** for real **Online Share Trading**. Check out the latest investment opportunities or research any investment from **Managed funds** to **Wraps and master trusts**, as well as ASX listed companies. This includes a **Quick-search** capability with 20 minute delayed prices. The **Site Map** is the best starting point with everything organised under eight headings. **Education** has a **Tools and calculators** selection where students can choose and compare investment alternatives with a time frame perspective. N. McFayden

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Finance, Personal; Investments
PUBLISHER: InvestSMART, Australia
REVIEW DATE: 23/06/06 [332.6] SCIS 1270206

Join the wild forest adventure

<http://www.forest.nsw.gov.au/education/default.asp>

Information about state forests as wildlife habitats, managed resources and recreation areas is offered in an entertaining way on this website. Throughout the cartoon story, signposts labelled **Woodwork**, **Poo**, **Ferals** and **Parties** provide opportunities to learn about the purposes and management of state forests, the use of biosolids, how wood is grown and used, the environmental and economic threats presented by feral animals, and how people can use state forests for recreation. The site provides information about excursions to Cumberland State Forest and Strickland State Forest, supported by useful resources for teachers in pdf files, with recommended Stage levels and syllabus links. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Forest ecology – Problems, exercises, etc.; Forest ecology – Study and teaching; Forests and forestry – New South Wales; Forests and forestry – Problems, Exercises, Etc.; Forests and forestry – Study and teaching
PUBLISHER: NSW Dept. of Primary Industries and Forests, Australia
REVIEW DATE: 23/06/06 [333.75] SCIS 1270683

Play it cyber safe

<http://www.playitcybersafe.com>

Professionally formatted and well-written, this site is designed to teach children about laws relating to accessing information and communicating over the Internet. Clear explanations of types of **Cybercrime** are accessed from the top menu on the **Home** page. **Curriculum** offers cartoons, worksheets, fact sheets, media articles and games to promote understanding and appreciation of unlawful conduct, such as piracy, sabotage, espionage, unauthorised access, hacking and pornography. **Research** provides articles from industry, media and government bodies, summarising attitudes and behaviour. The **Parents** and **Teachers** sections contain the same resources. **Kids** provides **Games** and **Tools** to raise awareness with students. The variety of activities enables teachers to tailor them to students' ages and abilities, although the literacy level is generally very high. Legislation referred to is American, however the ethics are transferable to the Australian context. P. Conroy

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English; HSIE; TAS
SYLLABUS: English K–6; English 7–10; HSIE K–6; Information & Software Technology 7–10
SCIS SUBJECTS: Computer crime; Internet – Law and legislation
PUBLISHER: Business Software Alliance, USA
REVIEW DATE: 23/06/06 [343.09] SCIS 1257653

Ybblue: a youth depression awareness campaign

<http://www.beyondblue.org.au/ybblue/>

The Ybblue crew who run this site is a group of young Australians aged between 16 and 25, who are working together to break the silence of depression for young people. All young people are invited to be involved by either contributing to or publicising the site, because depression is a problem which affects many people directly and indirectly. The site gives young people ideas about

what to do if they are feeling down or if they know someone who is blue. There is a range of depression and anxiety resources available, including materials developed by **Beyondblue**, fact sheets, CDs, e-cards, and related links. Teachers will need to explore this site. A. Soutter

USER LEVEL: Professional
SCIS SUBJECTS: Adolescent psychology; Adolescents – Mental health; Depression (Psychology)
PUBLISHER: BeyondBlue: the national depression initiative, Australia
REVIEW DATE: 23/06/06 [362.2] SCIS 1252849

First grade plus

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

Downloadable pdf files for implementing the **Tuckertown** drug education program are available on this site. After free registration, teachers are able to access the **Tuckertown teacher's guide** that contains teacher and lesson notes and reproducibles. The **Tuckertown** program is an American unit that supports lessons about peer pressure and decision making in the PDHPE K–6 Strand: *Interpersonal relationships*. Similar to *Life Education's* Happy Harold, **Tuckertown** utilises animals to make lesson content more accessible to young students. **Program Overview** has a detailed overview that can be easily printed without viewing pdf files. The site is a useful PDHPE resource for educating younger students about drugs. D. Croker

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS SUBJECTS: Drug abuse; Drugs – Study and teaching
PUBLISHER: First Grade Plus, USA
REVIEW DATE: 23/06/06 [362.29] SCIS 1264010

Reaching and serving teen victims: a practical handbook

<http://www.ncvc.org/tvp/AGP.Net/Components/DocumentViewer/Download.aspx?DocumentID=40743>

Young people are twice as likely as adults to become victims of crime. Furthermore, although they are vulnerable to repeated crime, they are less likely than adults to report crimes to the police. The obstacles seem to be a fear of not being believed, or of being blamed themselves for being in a dangerous area, and a belief that nothing will be done. This 47 page booklet aims to help teachers, school counsellors and parents assist young people who are victimised. It focuses on the impact of victimisation on adolescent development and specific interventions. Although it is American, it has relevance to NSW where we also have victim support services, which are accessed through the NSW Attorney General's Department. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Adolescents; Crime prevention; Victims of crimes
PUBLISHER: National Center for Victims of Crime, USA
REVIEW DATE: 23/06/06 [362.88] SCIS 1264308

Food Safety Information Council

<http://www.foodsafety.asn.au>

The aim of this authoritative website is to educate the public about the safe handling of food to minimise the number of food

poisoning cases which occur in Australia each year. When skimming and scanning this easily navigated website, teachers and students will find that **Fact sheets, Quizzes, Articles and surveys, and Educational material in Publications** are relevant resources. **Links** provides an annotated list of websites which contain information on food safety, with information suitable for secondary school students. **Media releases** offers a selection of food safety articles which students could use as case studies. K. Lissa



USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS; VET
SYLLABUS: Food Technology 7-10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Food handling – Safety measures; Food industry – Safety measures
PUBLISHER: Food Safety Information Council, Australia
REVIEW DATE: 23/06/06 [363.19] SCIS 1257812

Food safety matters: Queensland health

<http://www.foodsafetymatters.gov.au/foodsafetymatters/default.asp>

An excellent website, this provides comprehensive, explicit explanations on how to keep food safe at home, at school and in the workplace. This website's primary aim is to promote the use of the resource *Food safety matters*, which was designed specifically for use by Queensland Food Technology and Hospitality students. The concepts deal primarily with food safety in the home, but are transferable to a commercial environment. A side bar menu and **Site map** provide simple access to **How to keep food safe, About food safety matters, a Teacher's manual and Student guide** for a wealth of information. Some parts of the resource are downloadable. The website also has very extensive and relevant **Links** to other websites and excellent pdf format **Video and posters** resources. K. Lissa

USER LEVEL: Stage 5 Stage 6 Community
KLA: TAS; VET
SYLLABUS: Food Technology 7-10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Food contamination; Food handling; Food poisoning; Food – Safety measures
PUBLISHER: Queensland Health, Australia
REVIEW DATE: 23/06/06 [363.19] SCIS 1189202

Australian Greenhouse Office education resources

<http://www.greenhouse.gov.au/education/index.html>

Well-organised and accessible for student researchers, this site's extensive categorisation makes it educationally valid and a pleasure to use. Most information is clear and well-presented with an uncluttered interface. Energy saving tips provide practical ideas for everyday life, including home, school, work, and transport. **Schools** lists realistic community projects, such as walking to school and the **Bikeability toolkit**. The **Online photo gallery** contains copyright free images useful for promoting discussion of such topics as solar power and greenhouse emissions, and the effects on our environment. The site will be very useful for the Science and Technology Unit: *Environment matters*. Geography and Science students will find the **National greenhouse gas inventory** and the **National pollutant inventory** on this site. Geography teachers may be interested in the sample **Data view DVD**, which shows satellite images of landscape and vegetation change in Australia since 1972. The large number of links would also be worth teacher investigation. A. Beedles

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: Geography 7-10; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Climate – Study and teaching; Energy conservation – Study and teaching; Energy resources – Study and teaching; Greenhouse effect – Study and teaching
PUBLISHER: Australian Greenhouse Office
REVIEW DATE: 23/06/06 [363.738] SCIS 1223921

CrimTrac

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

The information systems that assist Australian police with law enforcement and crime prevention are explored in this comprehensive website. Relevant to the Legal Studies Focus Study: *Crime*, this resource gives students and teachers a basic overview of the technologies used by police to gather information relevant to crime. **Police information** provides background on the National Exchange of Police Information (NEPI), established in 1990 to combine the resources of jurisdictions Australia wide, and the establishment of the CrimTrac Agency. **Fingerprints** has an interesting timeline and includes explanations of current Australian fingerprinting and DNA technologies, and has links to related Australian **Media releases** up to 2004. Australian police resources and international resources relevant to crime technologies. The language used is simple and the discussion of technologies is explicit enough for students to understand. P. Passmore

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
SCIS SUBJECTS: Criminal investigation; Forensic sciences; Police – Australia
PUBLISHER: CrimTrac Agency, Australia
REVIEW DATE: 23/06/06 [364.0994] SCIS 1257973

SOFweb: an initiative of the Department of Education & Training, Victoria

<http://www.sofweb.vic.edu.au>

ABSTRACT

A resource for educators in all states, this site has material and links to resources across Australia and internationally. The site has a large range of professional development ideas, resources, activities and contacts for teachers. **Leadership & management** provides information on a range of administrative issues, and **Parents & community** has initiatives and programs, including Internet security. **Students** has material on using the Internet, web communication and media options, searching options, rules and protocols. The **Virtual lounge** in the **Teen area** is primarily designed for younger users who are new to the Internet. It has a large range of classroom resources, plus self help for students, including Internet chat, website building, email, publishing on the Internet, digital movies and sound formats. An **Ideabank** of school produced activities can be found in **Teaching & learning resources**.

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: Education – Victoria; Educational resources; Leadership; Parent and teacher; Professional development; School and community; Students
PUBLISHER: Dept. of Education & Training, Victoria, Australia
REVIEW DATE: 23/06/06 [370.9945] SCIS 1269524

Policy @ school

<http://extranet.edfac.unimelb.edu.au/EPM/policyatschool/index.shtml>

The aim of this site is to provide students with understandings about how policies are formed and implemented and their rights and responsibilities in the process. The site includes information about **Health, Diversity, X Roads, No bull and My rights** using language that can be understood by students. The information is presented using engaging cartoon style illustrations in bright colours. A list of definitions is also provided. Controversial topics such as mental health and child abuse are covered in an unbiased, informative manner. The site is easy to navigate and the materials provided will engage students while providing them with an understanding of the issues related to creating policies designed to protect student rights and promote responsibilities. K. Rushton

USER LEVEL: Stage 4
KLA: PDHPE
SYLLABUS: PDHPE 7-10
SCIS SUBJECTS: Education Australia – policy; School discipline – Policy; Students – Policy
PUBLISHER: Faculty of Education, University of Melbourne
REVIEW DATE: 23/06/06 [371] SCIS 1264951

Little fingers games

<http://www.little-g.com/shockwave/games.html>

Targeting young students, this website is simple and easy to navigate. It offers a wide variety of basic activities involving early mathematics, phonics, sorting, mouse and keyboarding skills. Each activity is indicated by a brief written explanation and an appropriate colourful graphic. They also feature an expected age range, although this tends to be about one grade too high for some of the academically based activities. Unfortunately, not all of the activities have oral instructions, so some adult assistance would be required. This site would be useful when providing students with different contexts for practising basic reading skills in English, and number, measurement and position skills in Mathematics. M. Whitfield



USER LEVEL: Early Stage 1 Stage 1
KLA: English, Mathematics
SYLLABUS: English K-6; Mathematics K-6
SCIS SUBJECTS: Classroom activities; Educational activities
PUBLISHER: Redding, USA
REVIEW DATE: 23/06/06 [371.33] SCIS 1266507

Play kids games.com

<http://www.playkidsgames.com/about.htm>

Designed by parents to help children practise basic computer, mathematical, reading and problem solving skills, this website provides a safe learning environment. Some of the activities offer a range of ability levels and there is a wide variety of games to choose from. Featuring colourful and entertaining graphics and simple actions, the site is let down by its uninspiring audio cues for student responses. Activity categories **Alphabet, Math, Memory, Geography & puzzles and Vocabulary** are easy to navigate. One game involves memorising tones and lights to move a turtle along a track. Good for auditory and visual memory practise, this website would be a useful extension activity for classroom lessons. M. Whitfield

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; English; HSIE; Mathematics

SYLLABUS: Creative Arts K-6; English K-6, HSIE K-6; Mathematics K-6
SCIS SUBJECTS: Classroom activities; Educational activities
PUBLISHER: Playkidsgames.com, USA
REVIEW DATE: 23/06/06 [371.33] SCIS 1266545

First-School preschool activities and crafts

<http://www.first-school.ws/>

A great collection of early childhood resources, this website is organised under categories such as months, themes and holidays. Clear black and white graphics illustrate many themes and are easily printed for class use. HSIE, Science and Technology, and English syllabuses are especially well catered for by this excellent site. **Preschool themes** include plants, **Transportation**, multicultural crafts, **Fairytales and legends, Weather, Health and nutrition**, nursery rhymes, and **Art appreciation**. Activity pages for letters of the alphabet and numbers are included, though some adaptation would be needed to match foundation style print. Site material is also appropriate for students of the Module: *Play and the developing child* in the Exploring Early Childhood syllabus. R. Parnis

USER LEVEL: Early Stage 1 Stage 1 Stage 6
KLA: CA; English; HSIE; Mathematics; PDHPE; SciTech
SYLLABUS: Creative Arts K-6; English K-6; Exploring Early Childhood CEC Stage 6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Classroom activities
PUBLISHER: First School, USA
REVIEW DATE: 23/06/06 [372.13] SCIS 1266141

Australia Post education

<http://www.auspost.com.au/education>

A busy website, this resource has many useful and interesting activities for students. **Letter writing interactive** has business and personal options with sample letters, including job applications which give purpose to the online tasks. **Stamps and stamp collecting** combines stamp design with lots of background information, and **Fun activities** offers educational entertainment for primary students. Most of the **Teachers** material is designed to be used in conjunction with a visit to the Postmaster Gallery in Melbourne, but they also provide interesting material for HSIE topics to do with Australia, Federation, and Greek-Australian relations. Australia Post sponsors several education initiatives which are described here. These include Science teacher **Phill Higgins' outback adventures** which can be read about in **Phiggles the flying scientist**. Complimentary copies of AP resources, including videos and curriculum notes, may be ordered online from this excellent site. A. Beedles

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English; HSIE; SciTech; VET
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6; Science & Technology K-6; Work Education 7-10
SCIS SUBJECTS: Australia Post; Letter writing; Postage stamps; Postal services – Australia
PUBLISHER: Australia Post
REVIEW DATE: 23/06/06 [383] SCIS 1140419

The why files?: science behind the news

<http://whyfiles.org/>

With the aim of exploring the science and technology behind news and current affairs stories of the day, this excellent site definitively

achieves this aim. Students, when completing Science outcome 4/5.5 b, may find this site a useful starting point. **Virtual science!** from the side menu offers four interactive simulations: **Control a tornado**; **Play with lightning**; **Make a snowflake**; and **Hit a home run**. These are excellent, adaptable teaching tools, and **Teacher activities** contains links and interactive questions for students to complete on topics such as tsunamis and volcanoes. Overall, this is a dynamic site that provides information on a variety of current scientific and world issues. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Science; Technology
PUBLISHER: University of Wisconsin, USA
REVIEW DATE: 23/06/06 [500] SCIS 1032629

Sci4kids

<http://www.ars.usda.gov/is/kids>

While difficult to navigate, this site is dedicated to aspects of science, with a particular emphasis on agriculture. In **Contents**, many excellent links for teachers and students relate to a range of topics in Science and Technology Strands: *Physical phenomena*, *Living things*, and *Built environments*. Ideas for students to create their own science projects for a science fair are included with simple instructions and diagrams. The scientific process is explained and the images on the site would be a useful resource for teachers and students. There is a range of games and quizzes in the **Teachers whizkid activity packet**, and some information on careers in science. An email link is provided for students to ask questions of scientists and to search for answers in the archives. S. Hay

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Agriculture; Science
PUBLISHER: Agricultural Research Service, USA
REVIEW DATE: 23/06/06 [507] SCIS 1108062

The science toy maker home page

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

Site users can make simple toys and machines which demonstrate scientific principles on this site. Projects are laid out in areas of difficulty and all equipment, using inexpensive and readily available materials, is listed. Each project has step-by-step instructions, related activities and interesting links for further research. Short videos are included for some projects, showing students making and using the toys. Written text and graphics are extremely bright and fluorescent but very informative. Projects particularly relate to the Science and Technology Units: *Making it easy*, *Stuck on you*, *Switched on*, and *Sailing, sinking, soaring*. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Models and model making; Science – Problems, exercises, etc; Science – Study and teaching; Technology – Problems, exercises, etc; Toys – Models
PUBLISHER: Slater Harrison, USA
REVIEW DATE: 23/06/06 [507] SCIS 1249495

Jenny Eather's rainforest maths

<http://www.teachers.ash.org.au/jeather/rainforestmaths/RFMA/RFMA.html>

Taking students through a comprehensive variety of curriculum based mathematical activities, this resource has over 30 interactive activities for Early Stage 1 and up to 200 for Year 6. This site is well-organised and will appeal to students through its colourful use of rainforest animal graphics. Teachers and students can easily **Change levels** and access **Help & Notes**. Answers to students' responses are given visually and there is a built in score card for results. The only drawback is the lack of sound, so younger students may need assistance to read the instruction. However, with consistent **Click**, **Drag**, **Enter**, **Check**, **More**, **Next** and **Menu** options, recognising instructions will develop. This is a useful resource for consolidating students' knowledge in each of the syllabus Strands. M. Whitfield

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Mathematics – Problems, exercises, etc; Mathematics – Study and teaching
PUBLISHER: J. Eather, Australia
REVIEW DATE: 23/06/06 [510.7] SCIS 1258998

Paper models of polyhedra

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

It is well worth exploring this large and updated site for its treatment of models and nets of polyhedra and their properties, including **Platonic solids**. Coloured paper model collections and their nets in multiple designs are accessible from links on every screen. Greek prefixes and meanings are explored, and historical and scientific approaches are excellent for senior Mathematics students. Graphic resources and indexed lists make navigation and selection easy for teachers and students. Detailed construction instructions are excellent for building shapes, including cones and cylinders, and especially the complex **Other paper models**. Patterned solids and their compounds are downloadable zipped files. The search option and further analysis of properties, angles, and reasoning, are useful for secondary Mathematics. This site also has potential for art students as it has strong visual appeal and includes activities such as origami. M. Gary

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; Mathematics
SYLLABUS: Creative Arts K–6; General Mathematics Stage 6; Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS: Polyhedrons
PUBLISHER: G. Altes, Netherlands
REVIEW DATE: 23/06/06 [516] SCIS 1253879

The Galileo project

<http://galileo.rice.edu>

Although written specifically about the life and works of Galileo Galilei, this substantial website also details the life of numerous other famous scientists and church leaders of the time, including Kepler, Bruno and Brahe. Scientific theories and instruments are explained, as well as the Inquisition. Many portraits of notable figures from the era are included. Information is succinct and uses simple language. This site would be a useful resource when completing units of work covering the history of science, particularly when discussing how societal and religious values had an impact on scientific developments. This site is further enhanced with detailed timelines of Galileo's work. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Astronomers – Biography; Astronomy – History; Galilei, Galileo
PUBLISHER: Galileo Project Development Team, Rice University, USA
REVIEW DATE: 23/06/06 [520.92] SCIS 1045515

The American Physical Society – a century of physics

<http://timeline.aps.org/APS/>

Exploring our place in the universe, from the cosmic to the sub-atomic and the development of physics and its practical applications during the last 100 years, this is an excellent timeline model and starting point for student projects on the impact of science on society. The development of astronomy, particle physics, electronics, space exploration, and modern medical technology are easily followed with user friendly **Search** and **Index** pages or by clicking on the **Timeline**. The site supports the Science 7–10 study of everyday life affected by scientific developments. It is also an interesting resource to provide historical context for the Physics Options: *Medical physics* and *Astrophysics*. D. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science Years 7–10
SCIS SUBJECTS: Physics–History
PUBLISHER: American Physical Society
REVIEW DATE: 23/06/06 [530.09] SCIS 1258966

Mineralogy 4 kids

http://www.minsocam.org/MSA/K12/K_12.html

Almost everything you ever wanted to know about minerals can be found on this website. The **Rock cycle** and the three main rock types are explained. Clear photographs and an **Identification chart** are provided for each type of rock. **Mineral groups**, **Mineral properties**, **Minerals in your house**, **All about crystals** and **Mineral games** are the very bright main headings that take students to a simple explanation. Young students will have little trouble understanding the language used in these initial steps. Moving through the choices quickly takes site users into complex scientific material suitable for HSC students. Well-organised with easy links, the content on this site would be useful for Science 7–10 outcomes 4.9.6 and 5.9.4, as well as Chemistry, and Earth and Environmental Science. R. Parnis



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Earth & Environmental Science Stage 6; Science 7–10
SCIS SUBJECTS: Mineralogy; Rocks
PUBLISHER: Mineralogical Society of America
REVIEW DATE: 23/06/06 [549] SCIS 1271166

CSIRO Marine and Atmospheric Research

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

A good source of current Australian information on a variety of research projects, this website links to background data and research findings in areas such as changes in atmospheric ozone concentrations, ocean carbon levels, shark tagging and the Huon

estuary study. Also provided are a variety of external links to information about the greenhouse effect, ozone depletion, the ozone hole and other scientific topics. Many of the web pages have relevant graphs and tables that can be easily adapted into useful teaching resources. The graphs of data from the Cape Grim Baseline Air Pollution Station in north-western Tasmania are particularly useful. As students may experience difficulty in locating relevant information on this large site, it is probably best suited to teacher use. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6
SCIS SUBJECTS: CSIRO Marine and Atmospheric Research; Ecology; Nature conservation; Pollution; Wildlife conservation
PUBLISHER: CSIRO Marine and Atmospheric Research, Australia
REVIEW DATE: 23/06/06 [577] SCIS 1245502

MBGnet: what's it like where you live?

<http://www.mbgnet.net>

Detailed information on the biomes of the world can be obtained on this website. Each biome, **Rainforest**, **Tundra**, **Taiga**, **Desert**, **Temperate** and **Grasslands**, contains a world map showing its location as well as information on plants and animals found in this environment. There are also comprehensive facts on plants in general and how they grow. Three **Freshwater ecosystems** and three **Marine ecosystems** are also featured. Whilst the text is clear and concise and hyperlinks provide definitions and colourful photographs, the focus is strongly on the United States, even to the point where the Great Barrier Reef is mentioned as the largest coral reef in the world, but there is no information provided. This resource is useful as a general science site and it is relevant to the Science and Technology Strand: *Living things*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Biomes; Freshwater ecology; Marine ecology
PUBLISHER: Missouri Botanical Garden, USA
REVIEW DATE: 23/06/06 [577] SCIS 1234963

Rivers and streams

<http://www.mbgnet.net/fresh/rivers>

Focusing on **Freshwater ecosystems**, this useful site is easy to navigate and clearly laid out. The site contains links that cover relevant information on a variety of other **Marine ecosystems** and **Biomes of the world** such as rainforests and deserts. *Rivers and streams* contains clear, concise text and simple comprehension tasks. The website is divided into nine subpages that treat specific issues, including **How streams become rivers**, **River creatures** and **Hydroelectric power (dams)**. While using many American examples, this website is extremely useful for HSIE students requiring a global perspective of these fragile environments, and is excellent source material for the HSIE K–6 Strand: *Environments*. Diagrams, photographs and satellite images aid student understanding of river and stream ecosystems. D. Croker

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
SCIS SUBJECTS: River ecology
PUBLISHER: Missouri Botanical Garden, USA
REVIEW DATE: 23/06/06 [577.6] SCIS 1264073

Biology of plants<http://www.mbgnet.net/bioplants/main.html>

Simple explanations of plant life cycles and plant structure are featured on this well-presented website. Colour photographs, animations and short movies clearly show **Plant parts**, **Pollination**, **Seed dispersal**, **Making food**, **Plant adaptations** and **growth**. **Plants and life on Earth** explains how plants help the environment and people in different ways. Notes explain critical terms and lesson plans are available as pdf documents on some pages. There are simple games to reinforce a few of the concepts and song lyrics about plants for younger students. This website would be an excellent resource for the Science and Technology Strand: *Living things*. R. Parnis

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Botany
PUBLISHER: Missouri Botanical Garden, USA
REVIEW DATE: 23/06/06 [580] SCIS 1271199

Virtual world Antarctica<http://www.nationalgeographic.com/crittercam/antarctica/index.html>

Based on a research project using a video camera attached to a leopard seal in Antarctica, this site shows some of the wildlife of the region. **Enter Antarctica** to identify and click on a bird or animal as it crosses each frame. From one to three photographs of each creature are displayed, with relevant information in printable format. The site has value as part of a study of Antarctica, and would provide an enjoyable interactive introduction to Antarctic wildlife. Background information is provided on the development, and use of the crittercam. There are links to two other virtual worlds, the **Arctic** and the **Deep sea**. W. Smith



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10
SCIS SUBJECTS: Animals - Antarctica
PUBLISHER: National Geographic Society, USA
DATE REVIEWED: 23/06/06 [591.998] SCIS 1270666

SpiderRoom.info<http://www.spiderroom.info/>

Designed to increase students' understandings of scientific concepts, while integrating English and Mathematics skills, this resource provides many investigative activities for students. **Spider yarns**, **Teachers** and **Anansi's classroom**, contain nine lessons for scientific investigations. **Anatomy** allows the user to interactively identify and investigate the body parts of the featured tarantula. Detailed information follows and includes a movie and **Quiz**. The contents menu features **Life cycles**, **Spider webs**, **Spider survival** and **Spider species**, which contain accessible written information and excellent movies, interactive challenges, explanatory animations and step-by-step photographs to support meaning. Apart from an annoying and anthropomorphic voice, and the absence of Australian spiders, this visually appealing resource supports learning in the Science and Technology Strand: *Living things*. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; Mathematics; SciTech

SYLLABUS: English K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Spiders
PUBLISHER: Mathematics & Science Center, USA
REVIEWED: 23/06/06 [595.4] SCIS 1263786

BugWise<http://www.bugwise.net.au>

Entomological information explaining **Vertebrates are important**, defining **What is an invertebrate?** and giving an **Invertebrate guide** is found on this visually appealing website. Fact sheets on all types of invertebrates are provided as well as links to the museum staff and other areas of information. Developed to support a program of entomological research, groups or individuals are invited to become involved in workshops conducted by scientists from the Australian Museum, and to assist in primary research. Six different surveys are described, with equipment and techniques needed to complete them. The site has relevance for Science and Technology outcome LT S3.3 and Science 7-10 outcome 4.10. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Biodiversity - Management; Ecology - Australia - Research; Insects - Australia
PUBLISHER: Australian Museum
DATE REVIEWED: 23/06/06 [595.7] SCIS 1270581

Birds in backyards<http://www.birdsinbackyards.net>

Detailed information on Australian backyard birdlife is the focus of this well-designed, valuable resource. Various surveys, **Featured bird groups**, **Bird-friendly spaces**, **News**, **Upcoming events** and **Resources** contain accessible written and visual information to cater for different learning styles. The comprehensive **Search engine** allows searching by scientific name, family name, type of bird, size, colour and shape, whilst the surveys contain information on various backyard birds, plants and results from current and past surveys. **Featured bird groups** includes **Birds behaving badly** and **Honeyeaters**, while bird-attracting plants, nest boxes, a history of Sydney's birds and a summary of the habitats of the Sydney region can be found in **Bird-friendly spaces**. Useful for the *Living things* Strand of the *Science and Technology K-6 syllabus* and for environmental perspectives in Science and Technology, Science, and HSIE syllabuses, this is an interesting and attractive site to visit. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Birds - Australia; Birds - Identification
PUBLISHER: Australian Museum
REVIEW DATE: 23/06/06 [598.0994] SCIS 1267077

Becoming human: journey through the story of human evolution in a broadband documentary experience<http://www.becominghuman.org/>

For those who have broadband access, this is a primary source of information of the discoveries of hominoid fossil remains narrated by Donald Johanson. In a video clip, he recounts his discoveries and discusses their significance as evidence of human evolution. Several scientists, including palaeoecologist Kaye Reed, speak

about their role in discovering fossils using an interactive dig site. There are pages on scientific method and interactive activities and accompanying lesson plans. Students will enjoy independently searching this interesting site, though a guided approach by teachers focusing on relevant points from the *Biology Option: The human story*, will give students insight into scientific method, evidence of hominoid characteristics and evolution. D. Thompson

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Evolution; Humankind-Origin
PUBLISHER: Institute of Human Origins, USA
REVIEW DATE: 23/06/06 [599.93] SCIS 1248184

CSIRO Manufacturing & Infrastructure Technology<http://www.cmit.csiro.au>

A valuable resource for highlighting new technologies in industrial products, materials and processes, this site has some excellent material for senior students. **News** and **Technologies** describe achievements in innovation. **Research** is explained in terms of science themes such as transport, security, minimising CO2 emissions, future cities, and processing technologies that optimise efficiency and environmental performance. This section provides some explanations about concepts and topics, such as embedded energy and polymers, and describes CSIRO's services, the papers produced in these areas, and where these are available in full. Online **Brochures** summarise the range of commercial services the CSIRO provides to research materials and processes, and provides email contacts for further information. P. Conroy

USER LEVEL: Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Engineering Studies Stage 6; Industrial Technology Stage 6; Senior Science Stage 6
SCIS SUBJECTS: CSIRO; Sustainable development; Technology - Research
PUBLISHER: CSIRO Australia
REVIEW DATE: 23/06/06 [606] SCIS 1219229

Interactive bodyhttp://www.bbc.co.uk/science/humanbody/body/index_interactivebody.shtml

Incredibly interactive and highly entertaining, this animated site is designed to enhance learning about the **Human body & mind**. In the **Organ game**, users **Choose gender**, then **Choose an organ** for identification, before using the **Rotate** and **Drag and drop** functions to insert the organ, with correct 3D orientation, in the *Interactive body*. The **Muscles game**, **Skeleton game**, and **Nervous system game** follow the same 3D jigsaw format as the **Organ game**. Hints and fact files offer extra support in this outstanding teaching tool for Science 7-10 teachers and students when completing outcome 4.8.5. The ability to click for immediate more detailed information about each body part further enhances this brilliant website. I. Mavin

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Educational games; Physiology
PUBLISHER: BBC, UK
REVIEW DATE: 23/06/06 [612] SCIS 1182299

**Active for life**<http://www.activeforlife.com.au/>

The presentation and quality of information on this website make it extremely useful for students learning about the components of fitness. There is a great deal of relevant information for schools in **Lifestyle**, **Fuel**, **Exercise**, and **Calculators**, despite the annoying disappearance of the drop down menus during use. The **Site map** will allow teachers to quickly gain an appreciation of the site's content. The resource does have some interactive components, and students have the ability to enter information, such as heart rate, and assess the results presented. The written text is straightforward and has the required technical depth to satisfy senior PDHPE students without alienating junior researchers. Some of the **Recipes** are interesting, and information on nutrition and exercise needs is presented in a way that is not too confronting. Sugar facts do not quite tell the complete story. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Diets; Exercise; Physical fitness
PUBLISHER: Fitness Australia
REVIEW DATE: 23/06/06 [613] SCIS 1264791

Galaxy-H<http://www.galaxy-h.gov.uk/>

Here is a bright and entertaining website with an engaging space travel theme, focusing on personal health and safety issues. Students are able to utilise a useful roll-over function, easily allowing them to view clear descriptions and overviews of each link. There are five zones, each featuring a number of activities exploring topics including nutrition, hygiene, physical activity, road safety, drugs, smoking, and mental health. For each activity there is a link to a useful teachers' page. Students will find the graphics and layout enjoyable, and teachers will find that it encourages discussion and allows individuals or groups of children to work fairly independently. *Galaxy-H* supports the PDHPE Strands: *Active lifestyle*, *Safe living* and *Personal health choices*. L. Doyle

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Health
PUBLISHER: Dept. of Health, England
REVIEW DATE: 23/06/06 [613] SCIS 1269824

Mind, body & soul<http://www.mindbodysoul.gov.uk/>

Aiming to give young people information on many aspects of health in an entertaining and interesting way, this resource will give students accurate and up-to-date information so that they can make their own choices about **Drugs**, **Emotional health** and **well being**, **Sexual health** and other relevant topics. It also contains material that can assist with assignments. The **Teachers page** has a slight UK bias, but can be used with Stage 5 outcomes in PDHPE 7-10, specifically Strand 3: *Individual and community health*. Teachers will find the interactive tasks and activities useful. Links provided are to reputable sites that supply additional good quality information. K. McCulloch

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

resources

SCIS SUBJECTS: Adolescents – Care and health; Health
PUBLISHER: Health Development Agency, UK
REVIEW DATE: 23/06/06 [613] SCIS 1269447

Welltown

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

The focus of this simple resource is health and safety for students in their early years of school. Navigation gives access to five locations: **Health centre**, **Home**, **School**, **Park** and **Road**. The site promotes learning through play, by including enjoyable games and activities. Very young students will need assistance with the reading required in some sections, however they should be able to navigate through the site with ease and they will enjoy clicking on objects to find out more about them. There are pages for teachers and parents incorporating additional information, learning points, links and resources. This website complements the PDHPE K–6 Strands: *Active lifestyle*, *Safe living* and *Personal health choices*. L. Doyle

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS SUBJECTS: Accident prevention; Drugs; Health education; Safety education; Smoking
PUBLISHER: Department of Health, UK
REVIEW DATE: 23/06/06 [613] SCIS 1047873

HealthStar

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

There are several appealing sections on this site. **FIT** contains excellent and easily read information for students on a wide range of health topics. These topics would be a valuable starting point for student assignments. There are quick links to other well-known and respected sites such as *NSW Health*. The section for teachers contains only very limited material at present with quite basic work sheets. **Fun** contains some interactive games. The **StarQuizzes** section has only one quiz with heart health questions. Unfortunately, it lacks the ability to reveal individual question responses without revealing answers to subsequent questions. Still in development, further additions should improve this website. R. Cox



USER LEVEL: Stage 3 Stage 4
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K–6; PDHPE 7–10; Science & Technology K–6
SCIS SUBJECTS: Health education
PUBLISHER: Life Education Australia
REVIEW DATE: 23/06/06 [613.07] SCIS1264789

Kidnetic.com

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

This informative and enjoyable resource encourages students to focus on nutrition, fitness and the human body. It contains relevant activities to encourage active lifestyles, healthy eating and an understanding of how the body works, through the inclusion of games, recipes, quizzes and child-friendly articles. It has an appealing design and layout, is well-organised and easy to navigate using **Move**, **Eat**, and **Talk**. There is a facility for children to email their parents through **Kidnetic** mail, and a parents section to show them how to direct their family towards a healthier lifestyle. This website would readily support the PDHPE K–6 Strands: *Active*

lifestyle and *Personal health choices*, and the Stage 2 Science and Technology Unit: *A look inside*. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K–6; Science & Technology K–6
SCIS SUBJECTS: Cookery; Exercise; Food; Nutrition; Physical fitness
PUBLISHER: IFIC Foundation, USA
REVIEW DATE: 23/06/06 [613.7] SCIS 1263179

Non-Smokers' Movement of Australia

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

As an obvious advocacy agency for the reduction of smoking, some of this website's information borders on hyperbole with quite emotive language. However, sifting through various sections some solid links for Year 12 PDHPE students emerge on strategies to limit harm, which is a key area of the Module: *Health priorities in Australia*. In particular, the information on cardiovascular disease and cancer would be useful. Although an Australian site, much of the data focuses on worldwide problems and trends which are of only peripheral interest. The **Fact sheets on tobacco and smoking** have solid, easily digestible information and the **Picture gallery** contains confronting images aimed at deterring people from smoking. R. Cox

USER LEVEL: Stage 6 Community
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Smoking
PUBLISHER: Non-Smokers' Movement of Australia
REVIEW DATE: 23/06/06 [613.85] SCIS 1264792

OTC drugs: getting the most from your medicine

<http://familydoctor.org/851.xml#top>

Information available on this website would enhance PDHPE lessons about the issue of over the counter (OTC) drugs. General information, with tips on making OTC drugs safer for consumers, is brief and to the point. Information is efficiently written in short sentences with minimal jargon, and is generally laid out in a useful and friendly Q&A format. In **OTC guide**, **OTC medicines** and **OTC charts** will aid both students and staff to easily find the facts they require. The website is part of the huge **Family doctor** site that contains information on a broad range of health topics. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6 Community
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Drugs
PUBLISHER: American Academy of Family Physicians
REVIEW DATE: 23/06/06 [615] SCIS 1264790

Edheads: virtual knee surgery

<http://www.edheads.org/activities/knee>

Students will be captivated and actively involved when using this excellent teaching resource about a knee replacement. This outstanding interactive website is brilliant at summarising many major ideas covered in the Senior Science Topic: *Medical technology – bionics*. Using cartoons, students play the part of a surgeon and in turn select tools and procedures to perform a virtual knee operation. The sounds produced as students operate enhances this site as a wonderful teaching tool. An appropriate glossary is also

provided. The graphic nature of the real life surgical photographs provided should be considered before using this site with students who may be sensitive to this type of material. I. Mavin

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Senior Science Stage 6
SCIS SUBJECTS: Knee–Care and treatment; Medical technology; Surgery
PUBLISHER: Edheads, USA
REVIEW DATE: 23/06/06 [617.5] SCIS 1263167

Wind Industry Development Project: fact sheets and information

<http://www.auswea.com.au/WIDP/factsheets.htm>

To promote understanding and awareness raising of wind power as the most cost effective way of producing clean, green energy, this site has 12 detailed fact sheets based on wind as a renewable energy resource in Australia. Various aspects of this energy resource are covered, including **Wind farming and the Australian electricity system**, the environment, tourism, **Wind farms & noise**, bird and bat issues, and traditional farming. Most fact sheets are accompanied by a background document that gives more detailed information on each topic. The site also contains a link to **Sustainable Energy Australia** which in turn provides links to wind associations around the world and relevant Australian government sites. This is a useful site for students and teachers, as it presents information in both outline form and in detail. P. Passmore



USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10
SCIS SUBJECTS: Electric power; Wind power
PUBLISHER: Wind Industry Development Project, Australia
REVIEW DATE: 23/06/06 [621.31] SCIS 1257994

The blobz guide to electric circuits

<http://www.andythelwell.com/blobz/>

Here is an interactive website where students can easily navigate their way through five sections about circuits. These are accessed by icon and cover: **What makes circuits work?**, **Conductors and insulators**, **All about switches**, **Changing circuits** and **Circuit diagrams**. Each section contains information, an activity to consolidate what has been read, and a quiz to assess what has been learnt. Each time participants are successful, they are awarded a gold star, with the accumulation of five of these leading to a bonus surprise. A useful facility allows users to click on highlighted words to learn more about their meaning and function. Students will find this resource to be an enjoyable learning tool, with simple, well-explained instructions and information. The site supports the Stage 3 Science and Technology Unit: *Switched on* and the Stage 3 Connected Outcomes Group (COGs) (F): *Physical phenomena*. L. Doyle

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Electric circuits
PUBLISHER: Staffordshire University, UK
REVIEW DATE: 23/06/06 [621.3815] SCIS 1216960

Raising Children Network: the Australian parenting guide

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

Well-organised, informative, colourful and easy to use, this website has much to offer students and teachers of Exploring Early Childhood and Community and Family Studies. Site users will find this a useful resource in areas of child development, childhood disabilities and illnesses, parenting and specific issues such as teenage pregnancy. Material is logically and efficiently laid out in sections such as age specific information, an **A–Z health reference**, and resources for child care and health workers who will be **Working with parents**. As this site is easy to navigate, it lends itself well to self-paced learning activities for students with a range of abilities. Unusual and creative interactive content includes a baby karaoke with audio and animation, and **Parenting in pictures**. The ability for students to **Make a book**, using site material to create their own learning resource, is under construction. C. Barlow

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE; TAS
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS: Child development; Children – Management
PUBLISHER: Raising Children Network (Australia)
REVIEW DATE: 23/06/06 [649] SCIS 1271656

E-businessguide: an Australian guide to doing business online

<http://www.e-businessguide.gov.au>

By downloading the e-businessguide planner on this website, teachers will clearly see the sections they wish to explore to cover the syllabus basics. **Understanding**, **Planning**, **Building**, **Protecting**, **Managing** and **Improving** link to important knowledge and understanding requirements of the Business Studies Topic: *Establishing a business*. Clear, signposted directions make navigation easy and a search feature appears on every page. As well as an excellent topic introduction, the site lends itself to the development of investigation, analysis and evaluation skills. There are 80 case studies organised by industry or location which can be downloaded. The importance of good management, with several excellent topic choices, makes this site worthy of repeat visits. N. McFayden

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Computers in business; Ecommerce; Small business management
PUBLISHER: Dept. of Communications, Information Technology and the Arts, Australia
REVIEW DATE: 23/06/06 [658] SCIS 1270935

Plan Ware: business plan software

<http://www.planware.org>

Opportunities abound for preparing knowledge, understanding and skill development activities for the Business Studies Topics: *Establishing a business* and *Developing a business plan*, on this comprehensive website. **Business plan guide**, **Financial projections software**, and **Cash flow forecasting software** are just some of the developed topics on this site. Teachers have many possible activity choices, starting with the development of a business idea,

resources

strategic planning and even funding possibilities. Links to resources, detailed work sheets, online tools and business plan guides are all here for free. There is a prepared table in **Business plan software**, with three columns headed **Software to try/buy**, **White papers to read** and **Things to do**. The **Site search** option is useful for specific information. N. McFayden

USER LEVEL: Stage 6 Community
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business – Data processing; Planning – Data processing; Small business management
PUBLISHER: Invest-Tech, Ireland
REVIEW DATE: 23/06/06 [658] SCIS 1270916

PACIA

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

PACIA is an Australian organisation that seeks to show the positive contribution of plastics and chemicals to our society. This site has vast amounts of current research related to plastic manufacturing, processing and environmental issues, such as how plastics saved the elephant from extinction. Students completing research assignments on industrial chemistry or organic chemistry have free access to the **Orica chem fact sheets**, which highlight some of the more commonly used chemicals such as **Acetic acid** and **Hair shampoo** and detail the actual production methods and by products. **Plastics in sport** and **Plastics industry** have links to pages outlining the latest information. Teachers can download additional full colour fact sheets for class displays or to use as stimulus for class discussions. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Engineering Studies Stage 6; Senior Science Stage 6; Technology (Mandatory) 7–10
SCIS SUBJECTS: Chemical industries; Plastics; Plastics industries
PUBLISHER: Plastics and Chemicals Industries Association, Australia
REVIEW DATE: 23/06/06 [660.0994] SCIS 1270510

Food Standards Australia New Zealand

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

Packed with detailed information on food safety, this straightforward site is very easy to navigate. The **Food standards code** can be downloaded and students may use the **Nutrition panel calculator** to create their own nutrition panels when studying labelling. **What's in food** is a comprehensive look at many issues, such as genetically modified foods, irradiation, and food allergies. **Fact sheets** can be printed and **Media releases** accessed. Students will find relevant information for the Food Technology Stage 6 Content: *The Australian food industry*, *Food manufacture*, and *Food product development*. Hospitality students would benefit from visiting the site for the Units of competency: *Follow health safety and security procedures* and *Follow workplace hygiene procedures*. There is much of value for teachers and students on this site. K. Lissa

USER LEVEL: Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Food industry – Australia – Standards; Food industry – New Zealand – Standards; Food – Standards; Nutrition – Standards

PUBLISHER: Food Standards Australia New Zealand, Australia
REVIEW DATE: 23/06/06 [664] SCIS 1104911

Timber.net.au

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

Some very useful educational material can be found on this site. Information is extensive and includes timber types and tree species, geographic locations, physical properties, applications and ease of working, and potential hazards. Technical bulletins in **Resources** assist with design rules and constraints. This, plus a terrific section on building in bushfire areas, and an online design software package for timber frames, could be very useful for Construction Stage 6 students. The resource is also appropriate for the Engineering Studies Stage 6 Module: *Civil structures* and for the study of related industries and timber products in Industrial Technology Stage 6. Site resources include **DIY projects** such as a wine rack and children's playhouse. Miscellaneous technical information includes the characteristics of treated pine, and the hardness and colour of various floor timbers. The site is well-laid out and well-written, with appropriate graphics to enhance communication. P. Conroy

USER LEVEL: Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Construction Curriculum Framework Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS: Bushfires – Australia; Timber industry; Wood
PUBLISHER: Timber Development Association, Australia
REVIEW DATE: 23/06/06 [674] SCIS 1269884

Museum of childhood

<http://www.vam.ac.uk/moc/kids/>

This fabulous site ably supports a study of the Science and Technology Unit: *Toy world*, and the Stage 1 Connected Outcomes Group (COGs) (F): *Powering on*. **Kids' pages** has an amazing historical collection of toys with a modern interactive twist. **Build a toy** lets the user design a powered toy and use it in a levelled maze game. **Moving toys** features 39 hyperlinked thumbnail photographs of toys, categorised as **Wind up**, **Rocking**, **Spinning**, **Push pull**, **Natural forces**, **Battery**, **Springs** and **Strings**. An audio visual clip of each toy clearly shows its operation, and a text box provides background information. **Toy theatre** has downloadable templates and instructions to create a *Cinderella* pantomime. **Slider** and **Jigsaw** have interactive puzzles, while **Jumping jack** and **Thaumatrope** have stencils and instructions for students to use card and string to make their own moving toys. Teachers and students will especially enjoy creating an online **Kaleidoscope**. C. Keane

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Toys – Problems, exercises, etc
PUBLISHER: V&A Museum of Childhood, UK
REVIEW DATE: 23/06/06 [688.7076] SCIS 1263802

The virtual artroom

http://www.virtualartroom.com/home_page.htm

A wealth of exploration is available to students on this website. Intended primarily for visual arts and design students and teachers,

it offers free resources, information and invites participation through online projects. There are tutorials for **Image manipulation**, **Animation**, photographing and scanning artworks, and creating slideshows, amongst others. Interactive activities are provided with themes spanning Aboriginal art to Cubism. These include reading passages, word sequencing exercises and drag and drop image matching activities. **Projects** hosts a growing resource of ideas for art projects that incorporate the use of ICT. These give ideas for exploration with links to complementary sites, online **PowerPoint** presentations, work samples and work sheet downloads. R. Kirsten

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Photographic & Digital Media 7–10; Visual Arts 7–10; Visual Design 7–10
SCIS SUBJECTS: Art appreciation; Art – Computer assisted instruction; Art – Problems, exercises, etc.; Design; Information technology
PUBLISHER: R. Milner, England
REVIEW DATE: 23/06/06 [700] SCIS 1264774

An ideal city?: the 1912 competition to design Canberra

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

From the origins of town planning through to the winning entry of Walter Burley Griffin, this site offers an intriguing insight into the contest to design Australia's national capital. It traces the social and political conditions that necessitated the establishment of the federal capital and the international competition that followed. Investigating the judging criteria, the entries, runners-up and Burley Griffin's 1912 winning submission, this site offers a wealth of source material on the competition including detailed sketches, photographs, images and other historical records. The inquiry-based nature of material could be valuable in the HSIE Strand: *Change and continuity* and as a virtual site study for the Topic: *Australia to 1914 in the History Years 7–10 syllabus*, where students are required to develop the historical inquiry process through an historical investigation. A. Fisher

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Architecture, Australian; Canberra (A.C.T.) – Buildings; Canberra (A.C.T.) – History; Town planning – Australian Capital Territory
PUBLISHER: National Archives of Australia
REVIEW DATE: 23/06/06 [711] SCIS 1267713

Helen Leete sculpture

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

Delve into the work of Sydney based figurative sculptor Helen Leete. **Learn more about Helen** is an insight into her artistic practice, prizes won and works on display. **Bronze sculptures** showcases 16 thumbnail images which can be enlarged, and each is supported by an artist statement of practice and intention. **Landscape sculptures**, **Fountains & garden sculptures**, and **Installations & conceptual work** provide fascinating renderings of the human form in a variety of media. Leete's artworks in the *Sculpture by the sea* exhibition could easily lead into further research on this exhibition. This is a great site for looking at different interpretations of the human figure. N. French

USER LEVEL: Stage 4 Stage 5

KLA: CA
SYLLABUS: Visual Arts 7–10
SCIS SUBJECTS: Sculptors; Sculptures, Australian
PUBLISHER: Helen Leete, Australia
REVIEW DATE: 23/06/06 [730.92] SCIS 1262702

Street to studio: the art of Jean-Michel Basquiat

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

Every line means something is the opening mantra for this site, which provides an insight into the art of Jean-Michel Basquiat. The scribbling nature of Basquiat's work is echoed in the strong visual format in sections such as **Explore the paintings** and **Who was Basquiat?** Users navigate Basquiat's influences through the use of a timeline. When viewing the online collection, categories of the main themes found in the works, including **Cultural identity** and **Visual poetry**, are provided as navigational tools. Visual Arts students will find the section on **Artistic process** worthwhile, as it invites users to investigate the works through materials, rhythm and subject matter. The interactive nature of the site allows users to create an online work, send an e-card or read and contribute to online discussions about the works. R. Kirsten

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Basquiat, Jean – Michel; Painting, American; Painting – Modern 20th century
PUBLISHER: Educational Web Adventures, USA
REVIEW DATE: 23/06/06 [759.13] SCIS 1264773

Vincent van Gogh 3D

<http://www.vangogh3d.co.uk/>

Visit and explore some of Van Gogh's most famous artworks presented in three dimensions on this site. Clements has meticulously rendered his favourite Van Gogh artworks from various viewpoints using 3D generating software. This allows the viewer to experience the feeling of stepping into and being a part of these artworks. Van Gogh's *Bedroom at Arles* has been 3D rendered from multiple view points, and by choosing an avatar, students can experience virtual reality on an interactive tour of Van Gogh's house. This would be an engaging introduction to the rules of perspective and could be the basis for a unit of work on transforming the viewpoint of artworks. N. French

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Painters, Dutch; Paintings, Dutch
PUBLISHER: P. Clements, UK
REVIEW DATE: 23/06/06 [759.9492] SCIS 1262678

BBC Radio 3: making tracks

<http://www.bbc.co.uk/radio3/makingtracks/index.shtml>

An interactive concert available to schools, this website has a variety of interactive games and activities. The radio player provides online access to live shows for those outside the UK. Students can compose music using a drag and drop system and send their composition to the BBC. The **Beatmachine** allows students to select from tuned and untuned percussion sounds, and arrange and layer the sounds into a grid score, then change

the tempo and dynamics of the composition. **Games** provides a comprehensive selection of musical games, which reinforce the musical concepts outlined in the *Creative Arts K-6 syllabus*. Advice to parents on music and their child is also provided. R. Kirsten

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Community
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Composition (Music); Concerts; Games with music; Music - Study and teaching
PUBLISHER: BBC Radio 3, UK
REVIEW DATE: 23/06/06 [780.7] SCIS 1265256

Tomie dePaola

<http://www.tomie.com/main.html>

Characterised by a profusion of the artist's charming, distinctive illustrations, this rich and rewarding site provides much information as well as access to many previously unpublished illustrations. **About Tomie** contains biographical information and interesting anecdotes from friends. **Resources** includes printable colouring pages and activities. **Books** provides information on dePaola's **New releases**, background information on selected works, and a complete **Bibliography**, which is downloadable as either a *Word* document or as a pdf file, would be useful to students and teachers. Particularly interesting is **Being an artist**, in which dePaola discusses the creative process, and shows how the roles of author, illustrator, editor and art director are necessary in the making of a book. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
SCIS SUBJECTS: Authors, American; Children's literature, American - Biography; Illustrators, American
PUBLISHER: T. dePaola, USA
REVIEW DATE: 23/06/06 [813] SCIS 1259571

Creaky g design: the online studio of Gail C. Breese

<http://www.creakyg.com>

In this easily navigated site, Breese, a Western Australian located writer, artist, illustrator and web designer, briefly tells of her life and how she came to be a writer and illustrator. Samples of her artwork, noting medium and technique used for each, are arranged in **Illustrations**, while **Books** highlights her three published books for children. Breese has created many web pages for other writers of children's books. Her skills as a web page designer are evident and the featured examples in **Websites** could inspire students interested in this field of study. In **Writing**, Breese draws on many external sources and her own experiences to offer advice to aspiring writers. Links to sites maintained by other authors and illustrators may have interest for students and teachers. W. Smith

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; TAS
SYLLABUS: Design & Technology 7-10; English 7-10; Visual Design 7-10; Visual Design CEC Stage 6
SCIS SUBJECTS: Authors, Australian; Illustrators, Australian; Websites - Design and construction
PUBLISHER: Gail C. Breese, Australia
REVIEW DATE: 23/06/06 [A823] SCIS 1259582

Discover Australia

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

Although primarily a tourist website, there is enough general information on the states and various regions of Australia to suit the Geography Stage 4 Topic: *Tourism*. In addition to general tourist information, there are links to accommodation and car hire facilities within Australia, including current prices and itinerary guides. This is a useful resource for students needing to access basic information on travel within Australia or to create a tourist itinerary. Tourism students will appreciate this feature. Integrating ICT, students can develop and refine Internet search techniques to produce a brochure or multimedia presentation, making this resource relevant to some English 7-10 outcomes. P. Passmore



USER LEVEL: Stage 4 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; Geography 7-10; Tourism Curriculum Framework Stage 6
SCIS SUBJECTS: Travel
PUBLISHER: Discover Australia Holidays, Australia
REVIEW DATE: 23/06/06 [919.404] SCIS 1257961

Daintree Cape Tribulation tourism

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

A tourism brochure, this website enables students to explore the Daintree Cape Tribulation National Park through colourful photographs and easy links. Details of the **Great Barrier Reef**, **World Heritage rainforest**, **Daintree River**, the **Southern cassowary**, mangroves, vegetation, and climate are included. Information is also provided on the establishment of the World Heritage area and the **Daintree blockade**, renewable energy and local Indigenous communities. Interspersed with tourist information, this site suits investigation by Tourism students and it would be useful for teaching about Queensland rainforests and reefs in HSIE K-6. This site is also appropriate for the Geography 7-10 Focus Area: 4G2: *Global environments* and *Optional Module: Coral reef ecology*. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6; Marine Studies CEC Stage 6; Tourism Curriculum Framework Stage 6
SCIS SUBJECTS: Coastal ecology; Ecotourism - Australia; National parks and reserves - Queensland; Rainforests
PUBLISHER: Daintree Cape Tribulation Tourism Association, Australia
REVIEW DATE: 23/06/06 [919.4304] SCIS 1270550

Flags of the world

<http://www.fotw.net/flags>

Current information on the history and meanings of flags from countries and organisations all over the world is easily accessed on this comprehensive website. **Country**, with an alphabetical menu, and **Clickable maps** with interactive navigation, are examples of available search tools. Enter **Useful links** to download or print black and white line drawings of the flags in **Colouring book**, research interesting information and dates for special **Flag flying days**, and download music and lyrics from the **National anthems reference page** for multicultural celebrations. Unfortunately, as the site features flags of some racist and antigovernment movements,

teachers should use caution when allowing students to independently roam this site. This is an excellent resource for the HSIE K-6 Strand: *Cultures*. M. Whitfield.

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Flags
PUBLISHER: FOTW, USA
REVIEW DATE: 23/06/06 [929.92] SCIS 1163461

The Ancient Egyptian Culture Exhibit

<http://www.mnsu.edu/emuseum/prehistory/egypt/index.shtml>

A very comprehensive overview of ancient Egyptian culture can be accessed through this easily navigated site. **Military**, **Archaeology**, **Daily life** and **Government** are some of the many topics. Sections such as **Foods and Sanitation**, found in **Daily life**, have information and references, both book and Internet, that together with the **Links**, provide access to many other resources. The readable language and short text pieces would provide students with a basis for further research, as they complete the History 7-10 Topic: *Societies and civilizations of the past*. Senior students looking at ancient Egypt could find the section on **Archaeology** a pertinent introduction, particularly the biographies of **The archaeologists**. The **Word search** and **Concentration** games are an entertaining component of the site. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7-10
SCIS SUBJECTS: Egypt - History - To 332B.C.
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 23/06/06 [932] SCIS 1018436

Gallipoli

<http://users.skynet.be/Gallipoli>

Providing an insight into the Gallipoli Campaign of WWI, this sight contains fascinating historical information as well as travel tips for a trip to Gallipoli. A concise essay on the history of Gallipoli, its slang, archaeology, stories of **The lost battalion** and a timeline, provide an overall picture of the campaign. This website would be useful for teaching the nationally remembered days in outcomes CU S2.3 and CU S3.3 of the *HSIE K-6 syllabus*, and studying the Topic: *Australia and World War I* in the *History Years 7-10 syllabus*. Some students may find the white text on black background in some areas of the site difficult to read. The site is easy to navigate, and links to further research are useful. A. Frost

USER LEVEL: Stage 2 Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS SUBJECTS: Anzac Day; Gallipoli Campaign, 1915-1916
PUBLISHER: Cable and Wireless, Belgium
REVIEW DATE: 23/06/06 [940.4] SCIS 1060686

Yellowstone: America's sacred wilderness

<http://www.pbs.org/edens/yellowstone/native.html>

Featuring extensive written material and captivating photographic images, this site offers a diversity of information on America's Yellowstone National Park. From personal insights to myths and legends, users can access material on the history of the area's Native peoples, the vital role that fire has played in shaping the environment, and the diversity of animals that can be found in the park, including the grizzly and black bear populations. A selection



of virtual panoramic images of Yellowstone is accessible with the appropriate plug-ins, while **Teacher resources** offers suggested activities and further material on Native American myths and food webs. This website could be used as the basis of a comparative study within the Geography 7-10 Unit: *Global Environments*. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10
SCIS SUBJECTS: National parks and reserves - United States; Yellowstone National Park
PUBLISHER: PBS Online, USA
REVIEW DATE: 23/06/06 [978.7] SCIS 1267725

Australian explorers, discoverers and pioneers

<http://www.gutenberg.net.au/explorers.html>

Australian land and sea exploration from 1606 to 1917 is the focus of this website. An extensive compilation of links takes the user to information about an extensive list of explorers, including journals, maps and images. There is much information on the explorers, but it is difficult to navigate and heavily text based. **Maps and charts** displays images that can be enlarged and printed for class resources. An **Exploration timeline** in table form contains an easy to read overview of early Australian exploration. Australia on the map is a useful, student friendly link and worth a look. Content on this website relates to the HSIE Strand: *Change and continuity*. This site will be overwhelming for some students. S. Hay

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia - Discovery and exploration; Explorers, Australian
PUBLISHER: Project Gutenberg of Australia
REVIEW DATE: 23/06/06 [994] SCIS 1270016

Images in this section from Microsoft clip art and media. <http://office.microsoft.com/clipart/default.aspx?lc=en-us>

Professional resources

Resources are in Dewey order.

Managing for learning: issues for primary school libraries

/ edited by Marianne Punshon. SLAV, 2005

ISBN 0909978301

[025.1]

ABSTRACT

The contributions in this publication offer strategies and solutions on a range of everyday school library management issues and tasks. Its aim is to make the library a positive learning environment where students can interact with ideas and information. Written by teacher-librarians in the Victorian system, the resource has 25 short chapters which describe procedures and processes in school libraries. Topics include stocktaking hints, ordering books online, budgeting strategies, developing a collection, writing a submission, flexible schedul-

ing, timetabling, collaborating with teachers, the library's profile within a school, cataloguing, SCIS, and judging the suitability of websites. The book's introduction stresses the value of good management in creating school library policies for student learning.

USER LEVEL: Professional
Paper \$60.00 SCIS 1234787

Australia/NZ reference centre

<http://www.epnet.com/titlelists.asp>

The reference centre within the EBSCO publishing website covers a wide range of journals, newspapers and reference books. This excellent, highly relevant database offers more than 680 full text titles including *Choice*, *Australian PC User*, *Good Medicine (Australia)*, *Magpies*, *Nutridate*, *The Daily Telegraph* and *The Sydney Morning Herald*. Subscription costs vary according to the school population; then the full text of articles, some going back 40 years, can be downloaded. Some searches are limited by citation only. **Basic search** and **Advanced search** allow searches by **Keywords**, **Subjects**, **Publications**, **Images/videos**. Java is required to run **Visual search** which allows a search across broad subjects and then returns a visual map of results, organised by topics. One of the great features of this facility is that there is unlimited access for all teachers and students at school and at home. Teachers can **Request a free trial** to obtain further information about this excellent database. M. Busch & A. Farrar

USER LEVEL: Professional
SCIS SUBJECTS: Australian newspapers; New Zealand newspapers; Periodicals; Reference books
PUBLISHER: EBSCO, USA
REVIEW DATE: 23/06/06 [050.9] SCIS 1262895

BOWKETT, Stephen

Continuum one hundreds series [series]

Continuum International, 2005

Supporting the constant search for new and creative ways to engage and motivate students, these titles demonstrate some knowledge of how classrooms work. *100 ideas for teaching creativity* draws on many theories to offer varied strategies for such things as brainstorming, visual organisers, and attaining goals. This has very interesting material, and is a great book to dip into for new ideas. *100 ideas for managing behaviour* reflects a positive pedagogical approach as well as a sense of humour. While the ideas and strategies are practical and useful, the most valuable aspect of this book is the focus on the teacher's own behaviour as the key to managing students. Strategies are presented on a single page and, if they are not activities in themselves, a suggested activity is outlined. K. Rushton

USER LEVEL: Professional
Paper \$19.95 each

Reviewed titles in this series:

100 ideas for managing behaviour SCIS 1245014
100 ideas for teaching creativity SCIS 1244999

Professional learning: philosophy in schools and community of inquiry

<http://www.itag.education.tas.gov.au/proflearn/pedagogy/communityofinquiry/default.htm#els>

ABSTRACT

Developed by the School Education Division of Tasmania, this website provides extensive support to teachers and parents inter-

ested in developing a *Community of Inquiry* teaching philosophy in their schools. This is realised as the development of a supportive group within a school setting to discuss ideas, and has become a significant pedagogy in Tasmanian schools. The materials available include a step-by-step example of a lesson using the *Community of Inquiry* approach. Comments from a school already using the method are included. Site materials reflect a strong theoretical basis with supporting references to both websites and texts.

USER LEVEL: Professional
SCIS SUBJECTS: Life skills – Study and teaching; Philosophy – Study and teaching; Thought and thinking – Study and teaching
PUBLISHER: Tasmania Department of Education, Australia
REVIEW DATE: 23/06/06 [153.407] SCIS 1264988

Metromagazine

<http://www.metromagazine.com.au/metro/default.asp>

A professional site for media teachers, this resource will be very useful for teachers researching contemporary ideas and practical resources in media. ATOM's two online magazines, *Metro Magazine* and *Australian Screen Education*, are available here. There are a large number of film **Study guides**, including two for the English Stage 6 texts, *Rabbit-proof fence* and *The castle*. Also here are study guides for *Photoshop Elements 1–7*. The education shop has other resources, and at time of review featured a *Blade runner: director's cut* analysis text. Professional development for teachers is well-catered for on the site, which is designed and maintained specifically with teachers in mind. It is a useful resource to advise teachers of such things as free screenings and study days. J. Webber

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6; Visual Design CEC Stage 6
SCIS SUBJECTS: Mass media – Study and teaching; Mass media – Study and teaching – Periodicals; Teaching – Aids and devices
PUBLISHER: ATOM, Australia
REVIEW DATE: 23/06/06 [302.23071] SCIS 1211391

Youth challenge: teaching human rights and responsibilities: a human rights education resource for teachers [electronic resource]

Human Rights and Equal Opportunity Commission, 2004

ISBN none [370.11]

ABSTRACT

Written for Australian classrooms, this cross-curricular resource comprises four units linked to NSW syllabuses. Material is designed to assist teachers educate students about human rights and responsibilities through role plays, guided activities, personal stories and prompted questions for discussion. The units are: *Human rights in the classroom*; *Disability rights*; *Young people in the workplace*; and *Tackling sexual harassment*. Through these units, students explore human rights as they are relevant to their own experiences and communities. This material is also available from <http://www.humanrights.gov.au/youthchallenge/index.html>. Some lessons work with *Youth Challenge* videos, which are free and can be ordered from the website.

USER LEVEL: Community Professional
Free from HREOC SCIS 1192430

LEAMAN, Louisa

Managing very challenging behaviour

Continuum, 2005

ISBN 0826485391 [371.102]

Although nominally a book about managing extreme behaviour, this book mostly deals with the backbone of behaviour management and teaching skills, such as setting boundaries, being consistent, and giving clear instructions. Before dealing with very difficult behaviour one always needs to create a calm classroom and this book helps a teacher be proactive in that regard. It deals with challenges such as attention seeking, restlessness, poor attitude, defiance, verbal and physical abuse. There is a checklist appendix on the causes of challenging behaviour. This brief book gives a step-by-step guide to managing specific problems, which many teachers will find helpful. A. Soutter



USER LEVEL: Professional
Paper \$27.95 SCIS 1248750

DUFFICY, Paul

Designing learning for diverse classrooms

PETA, 2005

ISBN 1875622624 [371.3]

Designing learning so that all students gain productive access to the curriculum can mean rethinking the role of language, its developmental processes, and the theory of its exploration. A number of interactive options is discussed here, using the Initiation Response Followup model. Practical principles are suggested for designing learning following a sequence of challenge, handover, engagement and assisted performance. Teachers are invited to adopt this patterning to expand students' learning experiences by drawing on contexts of rich cultural diversity to deepen their knowledge through interactive dialogue. A variety of transcripts illustrate how carefully designed classroom talk becomes a powerful learning tool. E. Plummer

USER LEVEL: Professional
Paper \$32.00 SCIS 1249715

Special forever: an environmental communications project

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

Opportunities for students to learn about natural resource management in the Murray–Darling Basin catchment are outlined and supported in this online project. **Themes and units** are designed to assist teachers achieve syllabus outcomes across a range of KLAs. Each broad theme, **Living together**, **Managing resources**, and **Time and change**, offers a complete unit of work at each Stage level. Each unit includes suggested print, video and online resources, syllabus links and a wide range of activities in and out of the classroom. Although registration in this environmental communications project is limited to schools in the Murray–Darling Basin, these relevant and useful units are available to all teachers seeking integrated lesson plans. W. Smith

USER LEVEL: Professional
KLA: CA; English; HSIE; Mathematics; SciTech
SYLLABUS: Creative Arts K–6; English K–6; HSIE K–6; Mathematics K–6; Science & Technology K–6

SCIS SUBJECTS: Art – Study and teaching; Communication – Study and teaching; English language – Study and teaching; Environmental education; Information skills; Project based learning; Teaching methods; Thematic approach; Writing (Authorship) – Study and teaching

PUBLISHER: PETA, Australia
REVIEW DATE: 23/06/06 [371.3] SCIS 1123735

Teachers' toolkit

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

Designed to accompany the *Teachers' Toolkit* magazine, this online resource guide provides an array of interesting teaching ideas to support educators. **Download lesson plans** includes outstanding sites such as **Primary English Teaching Association** and **Adventure ecology**. Although the pdf files are pages from the magazine, the accompanying web addresses provide a gateway to pages full of rich information for teacher-librarians. **Education resource links** leads to 10 varied sites including **Dept of the Environment and Heritage**. This site has a variety of useful posters, kits and fact sheets available to schools. **Submit a lesson plan** offers opportunity for collegial resource sharing. Providing instant access to the resources and sites reviewed by the magazine, this is a worthwhile site to check each term. D. Johnston

USER LEVEL: Professional
SCIS SUBJECTS: Classroom activities; Education, Primary – Australia
PUBLISHER: Marloo Media, Australia
REVIEW DATE: 23/06/06 [371.3028] SCIS 1264814

First day of school activities

<http://www.cbv.ns.ca/sstudies/activities/1rstday/1rst.html>

Designed for beginning teachers, or experienced teachers who may have changed grades, this site has some handy activities to help teachers get through the first few days. There are 14 different activities, each of which provides the relevant level and list of necessary materials. Brief, yet useful, teacher and editor notes provide activity updates or successful variations to try. The activities can be downloaded as text and, as all the activities are based on concrete materials, there are no accompanying worksheets to the site. Many of the activities can be related to the *Change and continuity* HSIE Strand, whilst a common key component is the *Talking and listening* Strand of the *English K–6 syllabus*. M. Whitfield

USER LEVEL: Professional
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: Classroom activities
PUBLISHER: Cape Breton-Victoria Regional School Board, Canada
REVIEW DATE: 23/06/06 [372.13] SCIS 1254495

ROFFEY, Sue

Helping with behaviour: establishing the positive and addressing the difficult in the early years

Routledge, 2006

ISBN 0415342910 [372.139]

There are few books on positive behaviour management written for preschool and Early Stage 1 teachers. This practical book recognises the enormous responsibility of early years' teachers for devel-

oping crucial competencies such as self-regulation, empathy and interpersonal skills, which will affect their students' attitude to and enjoyment of learning for years to come. This is a brief book, easily dipped into, as every chapter uses point form, clear summaries and illustrative case studies. There are chapters on dealing with vulnerable, needy children, challenging behaviour, working with families, and looking after yourself and your colleagues. This book will inspire both experienced and beginning teachers. A. Soutter

USER LEVEL: Community Professional
Paper \$43.00 SCIS 1266028

RODD, Jillian

Leadership in early childhood

Allen & Unwin, 2006

ISBN 1741146755 [372.2]

It is no surprise that an exposition on learning in early childhood education should include leadership as a crucial component. The complexities of leadership for early childhood educators are explored through the dimensions of developmental psychology, care giving, management and policy, to provide high quality service. There are strong links made between the research and practice. The characteristics of leadership in early childhood contexts are illuminated through professional commitment, knowledge acquisition, influencing community and ethics, and social values. With a contemporary focus on early childhood, the chapter on communication skills for appropriate self-assertion, conflict resolution, delegation and attention to personal growth and development, provides realistic strategies and guidance for aspiring leaders. F. Plummer

USER LEVEL: Professional
Paper \$39.95 SCIS 1244910

Navigating to read, reading to navigate

/ edited by Denise E. Murray & Pamela McPherson

National Centre for English Language Teaching and Research, 2005

ISBN 1741381177 [428.407]

A sociocultural approach to reading, this text supports students developing digital literacy using scaffolding, a strategy defined by the work of Vygotsky. The book explains the theoretical understandings teachers need to compare print and web texts, and to support students to successfully read the texts they will navigate using digital technologies. It offers strategies from five different adult classrooms where English is taught as a second language. The final section is a brief discussion of digital literacy and how it has been addressed in the classrooms presented in the text. This text provides a strong theoretical background for teachers. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper \$24.95 SCIS 1256249

CALE, Lorraine & HARRIS, Jo

Getting the buggers fit

Continuum, 2005

ISBN 0826475353 [613.043]

As an important adjunct to the treatment of childhood obesity and Type 2 diabetes, this book is quite helpful for PDHPE teachers, allowing them to reflect upon their practice in the teaching of fitness and physical activity. The early sections dealing with statis-

tics, declining or static fitness standards and the recommended daily amounts, have limited appeal since no study seems conclusive. The authors readily admit this. The data is either British or American, rather than within an Australian context. Later chapters concentrating on how to promote and implement physical activity within lessons and the whole school setting are much more relevant to PDHPE professionals and would assist them in modifying existing teaching methods to gain improved student outcomes. R. Cox

USER LEVEL: Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; Physical Activity & Sports Studies 7–10
Paper \$35.00 SCIS 1250596

CAUGHEY, Jane

Let's read humour

Curriculum Corporation, 2006

ISBN 1863667989 [808.7]

ABSTRACT

Implementing the study of novels into a reading program is the focus of this resource. Five novels are discussed here: *Let's do the pharaoh*; *My mum the pirate*; *Sacked*; *Selby's secret*; *The adventures of Captain Underpants*; and *Sprung!*. Each novel has a short author's biography with photograph, a synopsis, pre-reading activities, chapter activities and work sheets. The resource includes proformas for study contracts, character profiles, cause and effect, vocabulary activities, and book reviewing. Activities use multiple intelligences and a multiple intelligence grid is provided for students to complete. There are also proformas for planning a narrative, an information report, a recount, an exposition, and a procedure.

USER LEVEL: Professional
Paper \$34.95 SCIS 1231543

GeoInteractive: geography resources

<http://www.geointeractive.co.uk/>

Dedicated to geographic information technology resources, this site for teachers consists of two sections, the *Contributions section* and the *Subscriptions section*. The former includes a range of free resources including work sheets, PowerPoint activities and photographic galleries which are produced by teachers. Recent additions to the resource database are highlighted and accessed via colourful thumbnail photographs on the main page. Although a UK based resource, the contributions are sourced worldwide. *Subscription* is fee based, and accesses interactive resources that have been produced by GeoInteractive. An indication of user level is given in both sections, however this is related to the UK education system. *Geography in the news* could be very useful for schools. A search facility assists navigation in each section. P. Passmore

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Geography – Computer-assisted instruction; Geography – Study and teaching
PUBLISHER: GeoInteractive, UK
REVIEW DATE: 23/06/06 [910.71] SCIS 1257978



Literacy and Numeracy resources

The NSW Literacy and Numeracy Plans underpin 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 Plans.

ENZENSBERGER, Hans Magnus

The number devil: a mathematical adventure

Granta, 2006

ISBN 1862078289

Number theory is taught in a meaningful way in this intriguing narrative. Robert's dreams are commandeered by a number devil, who takes him on unforgettable experiences solving number problems and discovering 'tricks' in mathematics. Students will love the puzzles, patterns and solutions revealed through storytelling. Robert achieves new understandings in maths and develops a positive relationship with his mathematics teacher. Language is used as a learning tool and the novel would make an interesting resource for joint English and Mathematics classes in Year 7. Robert builds a Pascal's triangle and the story explores fractions, factorials and probability concepts. Illustrated with colour drawings and calculations, this novel is both an entertaining and didactic reading experience. M. Gary

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; Mathematics
SYLLABUS: English K–6; English 7–10; Mathematics K–6; Mathematics 7–10
Paper \$21.95 SCIS 1252324



MELLING, David

Humpty Dumpty and other rhymes

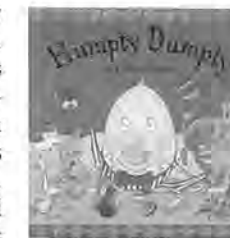
Koala, 2005

ISBN 0864616767 [398.8]

Nursery rhymes are a wonderful vehicle for introducing emergent readers to written text. Their rhyming structures also provide

opportunities to develop auditory discrimination and predicting skills. This collection of traditional rhymes features modern, cartoon-style illustrations to support meaning, and an expressive monkey demonstrates actions to accompany some rhymes. Closer inspection of the colourful and busy illustrations reveals many images that are indirectly associated with the theme of each rhyme, and that one rhyme often appears to flow to the next. The print is clear and sometimes cavorts across the page to match the rhythm. This resource demonstrates ways to have fun with language while achieving the outcomes TES1.1, RES1.5, RES1.6 and WES1.9 from the English K–6 syllabus. C. Keane

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K–6
Paper \$10.95 SCIS 1249035



BELL, Krista & DUNK, Sarah

That's the trick!

Lothian, 2006

ISBN 0734408943 [428.1]

This humorous guide to commonly confused homophones could be used as a classroom resource aiding in the development of spelling and vocabulary, or as an enjoyable and informative look at the imaginative flexibility of language. Presented in alphabetical order, each group of homophones is put into surreal yet succinct sentences demonstrating the meaning. The irreverence of the descriptive sentences is reinforced with an accompanying cartoon visually depicting the distinct meanings of the individual homophones. The sentences draw from familiar folk tales and unexpected and imaginative scenarios, adding value to the text as a creative and informative teaching resource. M. Phipps

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper \$14.95 SCIS 1256351

HELDSINGER, Sandy & BRANDRETH, Jan

Reading around, writing about. 3, student book

Jangles, 2005

ISBN 0975767216 [428.4076]

Designed to support teachers in monitoring student progress in comprehending and writing, this book is similar in approach to the Basic Skills Test (BST). The book offers 20 texts including brochures, poems, a fable and rich information texts. Each text is accompanied by multiple choice and short answer questions which test skills such as identifying purpose, figurative language and the meaning of conventions, inference and interpretation, and making connections between ideas. The layout is spacious and attractive, although blank pages are irritating. As well as somewhat laborious monitoring sheets for reading skills, the companion teachers' book includes writing tasks that draw on the texts in the student book and provide criteria for assessment. M. Davis

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K–6
Paper \$16.50 SCIS 1227432

Other reviewed title:
Reading around, writing about. 3, teacher book SCIS 1227430

Count me in too website

<http://www.curriculumsupport.education.nsw.gov.au/primary/matematics/countmeintoo/cmit/index.htm>

ABSTRACT

An Australian Government Quality Teacher project, this website is designed to strengthen the Department's *Count me in too* program. **About** describes the project, **Learning framework** briefly outlines research theories about the formation of number concepts in children, and **Assessment** describes the use of diagnostic interviews. These links remain in the menu bar in each of the site's main areas, **Teachers**, **Parents** and **Children**. The **Teachers** section contains instructions for using the interactive activities in **Teaching ideas**. **Evaluation** has yearly research reports from 1996 to 2003. Streaming videos on each of the four areas of interactive curriculum change are located in **PD model**, and **Maintaining momentum** highlights the need for ongoing professional support within schools. **Parents** has four interactive activities for *Working with your child*. **Children** contains many animated interactive games such as *Butterfly ten game* which support a variety of counting strategies. Simple instructions and instant responses are a feature of each game. **FAQ** responds to questions about syllabus relevance, assessment, explicit teaching and reporting.

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Community Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Mathematics - Study and teaching
PUBLISHER: NSW Department of Education and Training, Curriculum K-12 Directorate, Australia
REVIEW DATE: 23/06/06 [510.7] SCIS 1272533

Picture books

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

ASHMAN, Linda & MACK, Jeff

Starry safari

Koala, 2005

ISBN 1860228054

[811]

An entertaining and well-presented narrative, this is a wonderful picture book. The narrative is complemented perfectly by the beautiful whole page and bold illustrations. The reader is invited to explore the colour, layout and other visual images as they engage with the story. Language features such as exclamation points, repetition, rhyme and rhythm engage the reader. This is a great book to illustrate to a potential writer how text layout and style can be as important as the content for comprehension of a text. The pace invites the reader to keep reading right up to the surprise ending. H. Evans

USER LEVEL: Early Stage 1 Stage 1
 Paper \$12.95 SCIS 1247623

BOURKE, Nicole & DANALIS, Stella

What the sky knows

University of Queensland Press, 2005

ISBN 0702235342

A young girl's fascination with the sky forms the basis of this imaginative journey in this picture book. She wants to know how it changes colour, holds up the birds and makes clouds, as she experiences her inquisitive journey. The unusual collage illustrations add to the story's mesmerising feel. Each page holds many intriguing items hidden in the illustrations, and the minimal words take second place to the visual panorama. An unusual font and random placement of type carry the reader through the book, following the young girl's flight across the pages. Young readers will love the story. Older readers will be engrossed in the illustrations. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
 Paper \$16.95 SCIS 1261005



CHILD, Lauren

We honestly can look after your dog

Puffin, 2005 (Charlie and Lola)

ISBN 0141382104

Left to look after a dog, Lola and Lotta are full of the overwhelming confidence of young children. The dialogue as they negotiate dog sitting reflects real life. The font changes, as does the direction of the print, providing opportunities to talk about what these variations mean. Body language and facial expressions speak volumes, despite the fact that the illustrations are only line drawings. The language is rich, especially in modal adverbs which assert good intentions, make instructions clear and express absolute opinions. The picture book provides light-hearted opportunities to discuss responsibility, being realistic about abilities and maintaining confidence in the face of failure. M. Davis

USER LEVEL: Early Stage 1 Stage 1
 \$16.95 SCIS 1239315



CREW, Gary & HILL, Aaron

Automaton

Lothian Books, 2006

ISBN 0734406932

Based on the true story of Thomas Edison's creation of a mechanically lifelike doll, this picture book targets the assembly line's dehumanising effect. Crew pushes that idea to the limit in an unobtrusive written text. Young Dylan is increasingly unable to distinguish realities in the factory and, when the experiment fails, he returns to his sad home life. Dylan has a wonderful working class voice, and his perspective nicely defines his humanity. Life and technology are contrasted in Hill's splashy watercolours, which are grim but fail to compellingly exploit the industrial theme. The multi-layered story could provide interest as a picture book study for Year 10 English, as there would be animated discussion about what works

and what does not. This take on *Frankenstein* could also be useful for English students learning about transformations. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
 \$27.95 SCIS 1252056

DALY, Jude

To every thing there is a season

Frances Lincoln Children's, 2006

ISBN 1845073444

[223]

Inspired by, and using text from, Ecclesiastes 3:1-8, this beautiful picture book is set in a farming community in coastal South Africa and it shows the lives of two families. The book could be used as an introduction to the original text, but it should not be limited to that.

Daly's soft and muted illustrations detail the daily and seasonal round of agricultural, and social and domestic activities, offering much opportunity for sharing and discussion of the meaning of the words, and how they are interpreted in the illustrations. Repeated readings will reveal details in the visual narrative. The book strongly supports the HSIE Strand: *Cultures*. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$27.95 SCIS 1249815



DICAMILLO, Kate & IBATOULLINE, Bagram

The miraculous journey of Edward Tulane

Candlewick, 2006

ISBN 0763625892

Nostalgia imbues the physical format of this chaptered parable-like narrative, as the reader enters a world of people and places somewhere just beyond our reality. With the feel of storybooks of yesteryear, the sepia-toned pages in this picture book are punctuated by water-colour plates. Edward is a china rabbit. His journey is not just his story, but also a metaphor for the human condition and the quest for love, place and purpose. The reader lives through a series of life-changing adventures within Edward's consciousness, privy to his inner struggles, physical challenges and growing understanding of love and his place in a world which he will never again take for granted. Thoughtful readers will savour the tone and themes. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Stage 4
 \$18.99 SCIS 1256207



EDWARDS, Hazel & BURGEMEESTRE, Kevin

Antarctic dad

Lothian Books, 2006

ISBN 0734408501

Human activity in Antarctica, separation from family members and communication in the modern world are the themes treated sensi-

tively and engagingly in this lavish picture book. A nine-year-old boy uses email to maintain contact with his father who is wintering in the Antarctic with an Australian research team. His dad shares photographs, sends birthday greetings and even checks homework to maintain daily email contact with his family. The detailed illustrations complement the narrative beautifully, providing a rich portrait of this harsh environment and the ingenuity of human adaptation. The book is a valuable resource for Stage 3 students investigating Antarctica in the HSIE Strand: *Environments*. Younger students will enjoy this captivating story. S. McLoughlin

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$27.95 SCIS 1252059

GERAGHTY, Paul

Rotten and Rascal: the two terrible pterosaur twins

Random House Children's, 2006

ISBN 0091884829

In this energetic and engaging picture book, fierce sibling rivalry between young pterosaur twins is manifested in constant noisy squabbling, competitive argument and physical conflict. Delightfully realised minor characters, all dinosaurs, are clearly and accurately portrayed, yet with individual and contemporary touches. Alliterative, repetitive and cumulative text encourages listener participation. While the surprise conclusion may shock some tender young readers, it is utterly right and humorous in the context of the preceding story. This terrific book offers many opportunities for classroom use, including reading aloud, predicting, role play, dramatisation, and discussion of issues regarding peer competition and interpersonal relationships. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$32.95 SCIS 1253626



GUTIERREZ, Elisa

Picturescape

Simply Read, 2005

ISBN 1894965248

An excursion to the art gallery exposes our young hero to landscapes that capture his imagination and take him on fantastic journeys within the imagery of each painting he views. The variety of images, orientations and styles, make the narrative dynamic and visually interesting. Accessing the book's informative website would enhance an Australian audience's appreciation of the references made to 20th-century Canadian landscape paintings in this wordless picture book, while the website's animated version of the book is engaging. However, the visual imagery is such that the intent of the plot is still accessible without this knowledge. For teachers introducing art appreciation and wanting to develop visual literacy, this is a sound starting point. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
 \$26.95 SCIS 1246884

HORACEK, Petr

Silly Suzy Goose

Walker, 2006

ISBN 1844282171

The humorous star in this appealing tale is Suzie, a white goose who wants to be different from all the others. To achieve this she sets out to imitate other animals such as a bat, toucan, penguin, elephant, kangaroo, ostrich and a seal. Emphasis is added to the actions she is trying to emulate with each verb being written in upper case. However, it is not until Suzie arouses a sleeping lion that she learns that looking like all the rest can have its advantages. With simple, large text and bold, colourful two-page illustrations, this beautiful picture book will find a willing audience among younger readers. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1253574



HOY, Catriona & JOHNSON, Benjamin

My grandad marches on ANZAC Day

Lothian, 2005

ISBN 0734408455

The story of Anzac Day is told through the perspective of an Australian child in this picture book. The narrative provides a chronological account of the child's day as she attends an early morning service and subsequent Anzac Day march with her father. It is simply worded and accompanied by sombre illustrations that emphasise the tone of the text. The story is prefaced with information about Anzac Day. The HSIE Strands: *Change and continuity* and *Cultures*, could use this resource as it deals with family and celebrations. Providing some insights into the solemnity of the day, it is best suited for lower primary or NESB students. H. Evans

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$27.95 SCIS 1256236

HUME, Lachie

Clancy the courageous cow

Scholastic, 2006

ISBN 1862915636

Youngsters and adults will enjoy this very clever story which points out that there are sometimes advantages to being different from one's peers. Clancy is a Belted Galloway without a white belt around his tummy. Although his parents love him, other members of the herd are disdainful until Clancy wins the annual cow wrestling competition, thus claiming grazing rights to the rich pastures next door. This often humorous tale may be a useful fiction focus for discussions about accepting difference, the effects of bullying, peer pressure and self-esteem. Colourfully illustrated, the picture book would also provide an interesting starting point for discussion of the elements of narrative. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
\$24.95 SCIS 1252801



Text and illustrations copyright © Lachie Hume 2006

KOORANG, Mundara

The little platypus and the fire spirit

Aboriginal Studies Press, 2005

ISBN 085575494

[298]

A contemporary Dreaming story about how the platypus came to have its distinctive features and how it moved from land to water is related in this visually appealing picture book. Suitable for independent readers or reading aloud to younger students, the story traces the journey of the platypus and the changes it undertakes, with the assistance of the fire spirit, to enable it to swim. This resource could be used as part of a study of Aboriginal culture and would encourage discussion on the importance of traditional and contemporary Dreaming stories. It could also make an interesting stimulus for discussions about personal identity, and changes in identity. Richly illustrated, using painting and digital imaging, this is a story that students and teachers can enjoy in a range of learning contexts. A. Byron

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1244103

KRAUSS, Ruth & SENDAK, Maurice

Bears

HarperCollins, 2005

ISBN 0007206623

[811]

Is there something familiar about this picture book? Yes, it's Sendak's wolf suited Max from *Where the wild things are!* He happily inhabits the pages of this re-illustrated, picture book, along with a dog-napped bear, a jealous pet and a crowd of bears. Using 27 rhyming words and phrases, Sendak creates a series of interesting and entertaining scenarios to complicate Max's search for his snatched bear, before he finally makes his way back to bed. The expressive illustrations weave a satisfying bedtime story. There is independent and shared reading amusement to be had with the rhyming words, engaging bears, the imitable Max and his dog. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1245837

MATTHEWS, Cecily & BLACKWOOD, Freya

Emily's Rapunzel hair

ABC, 2005

ISBN 0733315232

Seven delightful stories in a traditional picture book format focus on the loving family life of four year old Emily. Impressed by her friend's beribboned pigtails and inspired by her father's bedtime reading of *Rapunzel*, Emily longs to be rid of her boyish locks. A pair of red tights provides a temporary solution to this problem as days of imaginative play form a timeline of waiting for her desired Rapunzel hair. This delightful book would be wonderful to read aloud in staggered sessions, a chapter at a time, to build up the students' anticipation of coming events and to promote reading as a special treat. Students will enjoy a closer inspection of the softly coloured illustrations when they revisit the text independently. C. Keane

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1209941



MORRIS, Jill & GALL, Heather

Platypus deep

Greater Glider, 2006

ISBN 0947304746

Inspired by the controversial building of a supermarket near a known platypus colony in Maleny, Queensland, this picture book relates the story of Orni's ongoing battle to survive, as he thwarts natural predators, pollutants and the dominant male platypus of the colony. Orni and his friends have noticed the falling creek levels, but when a sudden storm washes their homes downstream, he must find a better, deeper location for a new burrow. The text and illustrations provide incisive information about platypus defences, other Australian creek dwellers, and long extinct, prehistoric denizens of the same area. This beautiful picture book supports a number of units in Science and Technology: I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$19.80 SCIS 1254292



MORRIS, Jill & MUIR, Lynne

Argonauta, octopus navigator

Greater Glider, 2006

ISBN 0947304711

[594]

A fascinating tale of an incredible and dangerous journey through the ocean, this wonderful picture book explains the life cycle of the octopus known as Argonauta. The specific vocabulary choices by the author are highly descriptive and scientifically correct. Beautiful and vibrant illustrations aptly convey the mood of the written text. The resource begins with an eloquent poem, a useful teaching tool, and ends with an information appendix which can be used as stimulus for further research. This resource supports the Science and Technology Strand: *Living things*, as well as the Stage 1 Connected Outcomes Group (COGs) (C): *Growing and changing*. M. Whitfield

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
Paper \$19.80 SCIS 1254295



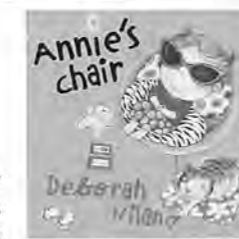
NILAND, Deborah

Annie's chair

Penguin, 2005

ISBN 0670042498

Annie's chair is a versatile prop in her world. A place of comfort and play, its uses are many and varied. It has always been hers exclusively, to do whatever she wants to do with it, whenever she chooses. Sharing her chair is not something she is prepared to do until her sovereignty is unwittingly challenged by someone near and dear to her. This picture book captures the delightful world of young Annie and her family. The illustrations are colourful and contemporary, capturing and underscoring the



characters, action and moods of the story. This book, like Annie's chair, would be agreeable to share with someone special. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1239220

THOMPSON, Colin

Castles

Hutchinson, 2006

ISBN 0091884861

[758]

Eleven fantastic castles are here shown in minute detail, with familiar motifs reappearing. These include the Café Max, a bilby, impossible architecture (especially stairs and bridges), puzzles, hidden jokes, and puns. Realistically drawn animals jostle for space with fantastic and naked semi-human figures, or stare serenely out at the reader from their chaotic or grotesque settings. Students will enjoy the challenges set by Thompson at the beginning of this lively book, and equally enjoy exploring every aspect of the pictures. Older students could be encouraged to compare this new book with earlier picture books by the same illustrator, noting similarities, differences and repeated motifs. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
\$32.95 SCIS 1243649

WATTS, Frances & LEGGE, David

Kisses for daddy

Little Hare, 2005

ISBN 1877003786

Realistic 3D representations of the bath and bed routine of a grumpy little bear bring this picture book to life. A young audience will easily empathise with the little bear's antics as he plays one parent off against the other. Patient daddy bear tries many persuasive ways to get baby bear to give him his ritual goodnight kiss and hug. Teachers can draw attention to links between what is happening, the language used and the subtle artwork referring to different animals in each frame. Legge's beautiful, rich illustrations will inspire discussion during shared reading time on a topic that will be familiar to all. The simple vocabulary makes it an excellent model for role play or drama. This sumptuous book will make a wonderful bedtime reading experience for emergent readers. M. Busch & C. Keane

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1229548



WHEELER, Lisa & BYNUM, Janie

Hokey pokey: another prickly love story

Koala, 2006

ISBN 0864616775

Cushion the porcupine would love to dance with Barb the hedgehog but his prickles and two left feet get in the way. All the animals try to teach Cushion, but to no avail. Alliteration and repetitive, rhyming text will have children joining in with an animated reading of this picture book. Humorous, descriptive language is employed to deliver a lovely, light story about friendship and helping each other out. From endpaper to eye-catching endpaper, illustrations are soft and appealing. Children will be encouraged to persevere with things they would really like to do, even when some attempts may make them feel 'lower than a limbo stick'. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1254821

WILD, Margaret & DAWSON, Janine

Bobbie dazzler

Working Title, 2006

ISBN 187628868X

Goal setting and the celebration of effort and achievement through friendship are wonderfully explored in this enchanting picture book. Bobbie can do every gymnastic move, except the splits. She worries about this, and her friends are supportive. Striking pen and ink drawings and water-colour interpretations of well-known Australian flora and fauna enhance the storyline and draw the reader in. Visually delightful, this book celebrates achievement and the value of faith and encouragement from those who really care for and believe in you. Uncluttered pages and a sparse text allow the reader to explore the narrative and graphics without having their senses overwhelmed. Younger students will love this book. G. Cale

USER LEVEL: Early Stage 1 Stage 1
\$24.95

SCIS 1252805



WILLEMS, Mo

The pigeon finds a hot dog!

Walker Books, 2005

ISBN 1844285456

Willems has again produced a great tale about Pigeon in this picture book, with minimal written text and deceptively simple drawings. This time Pigeon has found a hot dog and before he can eat it, a duckling comes along to trick him into sharing. Witty dialogue and that expressive eye make this book a must read. Young and old will find something to enjoy in this tale of guilt and cunning, as the two characters vie to find out who is the more clever bird. The narrative lends itself to dramatic presentation and use as a script writing tool for older students, as well as an entertaining read along for younger students. R. Parnis

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

SCIS 1249222

**Fiction for younger readers**

Resources are arranged alphabetically by author.

Some of these books are also suitable for lower secondary students.

AINSWORTH, Marlane

Offbeat

Fremantle Arts Centre Press, 2006

ISBN 1920731652

The musical world meets the sporting world in this novel's clash of cultures. Unlikely friends Thommo the trumpet player and Simone

the football player are at odds when their lives collide as the school orchestra and football team travel together on an excursion. Will their friendship survive? The story is fairly predictable as they meet on this mixed up adventure and each tries to adapt to the other's lifestyle. Using alternative stereotypes, a female football player and a male musician, gives an interesting twist to the tale. Unfortunately the novel is printed in a difficult and small font. The prose would suit a capable upper primary reader. K. McCulloch

USER LEVEL: Stage 3
Paper \$14.95

SCIS 1252884

ARNOLD, Ted

Hi! Fly Guy

Scholastic, 2005 (Cartwheel books)

ISBN 0439639034

The characters, illustrations and theme of this book are decidedly quirky. Bulging eyes and shapeless bodies abound in a tale about a hungry fly and a boy who is determined to catch an interesting animal as his entry for *The amazing pet show*. Short sentences, a clear font and colourful picture support on each page make this a suitable book for early readers. The use of repeated text and colourful illustrations enables readers to use semantic, structural and visual cues to decode and predict written text and events. Although the theme is rather silly, there is enough humour and playful character interaction to make this an enjoyable reading experience. C. Keane

USER LEVEL: Stage 1 Stage 2
\$11.95

SCIS 1244199

CASSIDY, Anne

Witness

Evans, 2005 (Shades)

ISBN 0237529246

Todd Lucas is running late for school one day when he witnesses a robbery at a local store. The owner of the shop is brutally attacked and Todd recognises the assailant. Reporting the matter to the police has its repercussions, with Todd and his friend Dex bearing the brunt of malicious blackmail. This brief, simply written tale is energetic and absorbing. It is a terrific read for less able readers and for students with a non-English speaking background. The simple plot, focus on crime, mounting tension and predictable resolution of good triumphing over evil make this a useful text to encourage independent reading. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$13.50

SCIS 1253319

COOPER, Susan

The magician's boy

Hodder Children's, 2005

ISBN 0340911107

When the St George character disappears from a puppet show, the magician's young assistant is despatched to bring him back. The quest takes the assistant through the Land of Story, where he meets a range of familiar characters, including the Pied Piper, Jack and the giant, Red Riding Hood and her wolf. He disrupts their stories by his presence and actions. Simply told, the story shows his growth from dependent boy to a self-reliant and responsible young man. Younger readers may enjoy meeting familiar characters in a new, humorous and unpredictable story. Older



students could be encouraged to explore the issue of intertextuality, due to the narrative's appropriation of traditional material. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1246816

DAHL, Roald

Charlie and the chocolate factory [sound

recording] [kit]

Puffin, 2005 (76 min.) (Puffin audiobooks)

ISBN 0141500670

The Johnny Depp film has sparked a new interest in this favourite Roald Dahl story. Abridged material from the film is presented here via audio CD and a large, colourful picture book. David Morris' narration is lively and expressive, with a combination of background music and characterisation allowing students to extend their imagination into Willy Wonka's world of chocolate. An interspersed saxophone riff indicates that readers should turn the pages. Skillfully presenting Dahl's outrageous humour, which makes fun of foolish children and their parents, the CD could support the learning of vision impaired students and students with learning or reading difficulties. This audiovisual package provides an entertaining basis for a literature study for primary students. D. Johnston



USER LEVEL: Stage 2 Stage 3
\$24.95

SCIS 1250549

FRENCH, Jackie

My gran the gorilla

Angus & Robertson, 2005 (Wacky families)

ISBN 0207200122

A wacky tale develops around the friendship of TJ and Linda. They both have unusual secrets: TJ's gran is a gorilla and Linda's pop is an elephant. The new teacher seems very odd and there is suspicion about wombat smugglers in the vicinity. After some adventure and drama, gran and pop save the day. Themes include friendship, secrets and families, and there is much dialogue, reminiscent of the way children normally speak. The many quirky images by Stephen Michael King will appeal to young readers, and they effectively break up the written text. This book will enthrall and amuse young readers. S. Hay

USER LEVEL: Stage 2
Paper \$11.95

SCIS 1250463

GLEITZMAN, Morris

Aristotle's nostril

Penguin Books Australia, 2005 (Puffin)

ISBN 0143301977

Aristotle and his twin brother Blob are nose germs, and total opposites. Blob enjoys the regimented society of their nostril home but mischievous Aristotle, who desires fun and adventure, is often in trouble for bending the rules. When Aristotle flaunts the rules once too often by preparing a cake to celebrate their 10 year birthday, the germ siblings are banished from their insular, nasal home. Fighting their fear, the pair begin a journey of discovery, and stumble upon another nostril. The ensuing events combine horror

with humour, as rival germ societies seem intent upon annihilation. Themes of loyalty, compassion and optimism are developed in this unusual narrative, which can be enjoyed as an eccentric biology lesson, a commentary on society, and humorous fiction. C. Keane

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1244505

HACKETT, Dave

UFO: unavoidable family outing

Penguin Books Australia, 2006 (Puffin)

ISBN 0143302272

Hilarious one-liners and the usual crazy sibling pranks make up much of the text in this story about a wacky family of five travelling in a 1969 Morris Minor from Sydney to Cape York. The novel contains a parallel story, *The cat from Darktown*, which is being written by the 10 year old main character during the journey, and which mirrors the mystery unfolding. The hapless family lurch from one disaster to another along the road. Reminiscent in parts of a stand-up comedy routine, and including Hackett's funny little cartoon drawings throughout, this novel will have wide appeal. E. Moore



USER LEVEL: Stage 3
Paper \$16.95

SCIS 1252037

HOBBS, Leigh

4F for freaks

Allen & Unwin, 2006

ISBN 1741140919

Encapsulating a teacher's worst nightmare, this humorous tale presents the revolting class of 4F and their plan to get rid of every teacher they have. Upon entering her new school, Miss Corker is introduced to her terrifying class. After wrecking the classroom they close in on her and she runs away terrified, never to return. A tough new teacher arrives the next day, with a plan that works. Featuring quirky illustrations, the brief chapters entertain the reader with a single sentence on each page. Illustrations and repetition dominate the narrative. This tale would be suitable as an ice breaker to be shared by teacher and students. D. Johnston



USER LEVEL: Stage 2
Paper \$12.95

SCIS 1251653

KING-SMITH, Dick

Dinosaur trouble

Penguin, 2005

ISBN 0141381787

Young children are fascinated by dinosaurs and they certainly will not be disappointed by this latest offering from King-Smith. When two young dinosaurs, Nosy, a pterodactyl, and Banty, an apatosaurus, become firm friends, they cannot understand why their families are so rude to each other. However, when a tyrannosaurus rex threatens their existence, the families quickly join forces to defeat this terrible foe. Apart from the interesting story, young readers will also be exposed to some sophisticated vocabulary which is all explained by Nosy's very clever



resources

mother. This is an enjoyable and amusing story, about true friendship between two very different creatures. J. Eade

USER LEVEL: Stage 2
\$19.95 SCIS 1248540

LINGARD, Joan

The sign of the black dagger

Puffin, 2005

ISBN 0141320087

Launching into the mysterious disappearance of Will and Lucy's father from the opening page, readers are propelled through Scottish history in this novel. The narrative follows Will and Lucy who find themselves in similar situations to their ancestors, William and Louisa, who lived in the same home 200 years before. The protagonists will appeal to readers of both sexes, and the interwoven plot highlights the historical attitude to females, and explores the ideas of possession, credit and debt. The similarities and differences of the time periods are subtly thought provoking. The smattering of French and an 18th century narrative offer variety in this entertaining and captivating mystery. A. Frost

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1239466

McALLISTER, Angela

Digory the dragon slayer

Bloomsbury, 2005

ISBN 074757944X

In this delightful and original tale, an ordinary boy's world is turned upside down by a simple misunderstanding. The author does a fantastic job of personalising the character of Digory to one we can all relate to, because he is just like us. The written text is accompanied by illustrations which strengthen the readers' understanding of character development. The reader is allowed to wander through Digory's thoughts, fears and uncertainties as he unwillingly champions the ordinary. Guaranteed to be enjoyed by all, the book pushes aside traditional narrative stereotypes of brave knights and damsels in distress. The unpredictable nature of the plot makes this a compelling read. M. Whitfield

USER LEVEL: Stage 2
Paper \$14.95 SCIS 1244203



McSKIMMING, Geoffrey

Cairo Jim and the sumptuous stash of Silenus: a tale of gold, greed and gruesomeness

Hachette Children's Books Australia, 2005

ISBN 0733616593

In the tradition of farce and Monty Python, here is another Cairo Jim story with its silly plot, fantastic characters and dreadful puns. This time Cairo Jim and his mad entourage have to help Silenus regain his powers so that he can free a young Greek woman bound in a mythical trap. The novel romps along at such a pace that we barely have time to enjoy the awful poetry, classical allusions and sick jokes. In addition to the heroes, we have the stereotypical villain who must be caught before he brings ruination to the world.

There is something truly appealing about this parody of the popular adventure genre. Is it our own quest to find out if anything even more improbable can happen? H. Cobban

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1243465

O'DOWD, Annie

The seadog adventures [series]

Macmillan, 2005

Seadogs are mouse-like creatures whose adventures are described in wonderfully rich language in this series. Appealing illustrations enhance the well-written narratives. In *Left shoe and the foundling*, Left shoe goes fishing, encounters the terrifying giant squid and becomes a hero to the seadog community. In *Marigold and the dark*, Marigold and Left shoe set out for the market with cuttlefish bones as their currency. Despite warnings about goannas being an enemy of the seadog, they are duped by a disguised goanna who hypnotises them. Matilda escapes and overcomes her fear of the dark. Illustrated glossaries are a rich example of the presenting stage of the information process. This family of appealing creatures will intrigue younger readers during modelled or guided reading. D. Johnston

USER LEVEL: Stage 2 Stage 3
\$16.95 each

Reviewed titles in this series:

Left shoe and the foundling SCIS 1243018
Marigold and the dark SCIS 1243020



PEARCE, Philippa

The little gentleman

Penguin 2005

ISBN 0141318392

When Mr. Franklin breaks his leg and is unable to visit his secret friend by the river, he enlists the help of Bet, his housekeeper's lonely granddaughter. Bet befriends the little gentleman, a 300 year old mole, and reads Lord Tennyson to him. After an exciting transformation, they begin an adventure and together they explore time, witchcraft and the underground. The setting and scenery are described using great detail. This touching, gentle story raises wonderful discussion points concerning supernatural happenings and several historical references that could lead to research of English and Scottish history. Family structures are also atypical and could lead to discussions about different types of families. J. Hancock

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1245459

STAFFORD, Paul

Horror High [series]

Random House Australia, 2005

Ghoulis comedy with simple, direct prose and witty dialogue that will engage middle year students feature in these texts. Readers will immediately relate to the roll call that begins each book and connect with the exploits of the students. Conversational language, friendship, academia, sportsmanship, and school dynamics feature in these



narratives about the adventures of students at Horror High. The characters are well-developed, and simple pen drawings begin each chapter and complement the text. The large font, language, style and format will be appreciated by readers needing support. A. Frost

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 each

Reviewed titles in this series:

The 101 damnations SCIS 1247899
The great brain robbery SCIS 1253456
The interghouls cricket cup SCIS 1247898

Fiction for older readers

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

BAUER, Michael Gerard

Don't call me Ishmael!

Scholastic Australia, 2005

ISBN 1862916667

An original novel, this narrative successfully explores the awkward but inevitable transit through adolescence. Ishmael Lesuer, a likeable and credible main character, tries to negotiate his peer group, his first romance, being forced onto the school debating team and, most importantly, the mortifying dread of school bullying. Ishmael grapples with his self-image, as the text continually delivers the unexpected. The tightly written dialogue is an accurate reflection of how teenagers speak, and it may enable readers to reflect on their own struggle for self-identity. A satisfying but plausible ending will reassure youngsters that there is hope for the future. S. Taylor

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1259925

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BANKS, Lynne Reid

Tiger, tiger

HarperCollins, 2005

ISBN 0007190425

Engaging from the opening sentence, the book will transport readers back to the rule of Caesar, and the life and times of gladiators and exotic animals in the Roman Colosseum. Caesar gives his daughter, Aurelia, a wild tiger cub as a gift and it becomes the pampered pet of the palace. After her first visit to the Colosseum, the sheltered Aurelia is haunted by the images of the tigers that are abused and tormented and she questions her father's honour. Aurelia is forced to face the injustices of Roman society. The attention grabbing prose and historical story will captivate readers,

though descriptions of animal cruelty may be difficult for some students. This would be an ideal text to complement the study of Roman history. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10
Paper \$14.95 SCIS 1250477

BOYNE, John

The boy in the striped pyjamas

David Fickling, 2006

ISBN 038560940X

Instantly engaging, this narrative juxtaposes childhood innocence and horrifying inhumanity, offering a unique perspective on the Holocaust. Nine year old Bruno and his family are in the throes of urgently moving from their home in Berlin. Their new dwelling place results in great sadness and alienation for Bruno until he discovers a very curious friend. The writer's economic use of language evokes an appreciation of the austerity of the situation and the sense of foreboding experienced by a child in an adult world virtually devoid of human warmth. This is a gripping book, a moving and haunting novel that should be experienced by a wide age range. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
\$29.95 SCIS 1250148

CAMERON, Anson

Lies I told about a girl

Pan Macmillan, 2006

ISBN 0330422251

Told through the eyes of a teenage protagonist, this novel will captivate adolescent readers. Blue Black has a scholarship to attend a prestigious Victorian boarding school. However, conflict arises when this poor logger's son meets wealthy students, a girl he loves, and a new enrolment, the Prince of England. This coming of age novel contains swearing and explores themes of mateship, social class, societal, cultural and family expectations, and teenage sexuality. The suicide of one of the main characters is handled appropriately, however the reader is left with a sense of the characters behaving heroically. This is of concern and the issue may need to be discussed with students. Black questions values, morals and loyalty, and it is great to read a novel that will interest older boys. J. Webber

USER LEVEL: Stage 5 Stage 6
Paper \$22.00 SCIS 1255189

CLUGSTON, Chynna

Queen bee

Scholastic, 2005

ISBN 0439715725

A graphic novel, this book uses black and white anime influenced drawings to tell an old story of girls' rivalry. It adds a new element to that narrative with psychokinesis, the ability to move things with your mind. Haley is the new girl in school, an honest character who, in wanting desperately to be popular, falls in with the trendy, shallow girls' group. Haley narrates in a clear and strong voice. When another new girl arrives, the two characters use psychokinesis against each other in a very subtle narrative. The students are divided into

competing groups and bullying is rife. The author has certainly captured the American teenage voice and mannerisms which are increasingly familiar here. The story is mostly told in dialogue, with energetic and pleasantly complex graphics in support. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5
\$16.95 SCIS 1244219

CROWLEY, Cath

Gracie Faltrain takes control

Pan Macmillan, 2006
ISBN 0330422294

Gracie Faltrain is in Year 11 and the best soccer player on her team but, when trying out at representative level, she suffers from discrimination by the all male team. Managing a boyfriend who is struggling with the unaccountable absence of his mother, and dealing with her friend Alyce, the school nerd, Gracie decides to make her life, and their lives, a success. This narrative is a witty insight into a girl's desire to achieve her dreams at all costs. Complex family relationships of loss and discovery are explored, and the issue of dealing with bullying is a constant theme. Written in the first person, this is a personal journey about success, failure and redemption, and letting those close to you decide how they wish to live their lives. F. Campbell

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1247946



CREECH, Sharon

Replay

Bloomsbury, 2005
ISBN 074758186X

A heart-warming tale of Leo, a Greek-American 12 year old who wants to be an actor, this novel expertly mixes prose and scripts. In seeking to become a better actor, Leo finds that acting is not always about being the star. He uncovers a family secret and gains an understanding of his family. Leo's father has lost his zest for life, and the lives of father and son are paralleled through Leo's role as an old crone in the school play, and through a school journal written by his father at 13. Themes and issues include family and relationships, creativity and performing. The novel includes a copy of the play. F. Crum

USER LEVEL: Stage 4
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10
Paper \$14.95 SCIS 1240441

FELDMAN, Ellen

The boy who loved Anne Frank

Picador, 2005
ISBN 0330441442

Testament to the lasting memories and effects of war, this novel is about Peter van Pels, who hid from the Nazis with Anne Frank and her family in a secret annex in Amsterdam. In the novel, Peter establishes a new life in the USA, repressing his Jewish descent and Holocaust experiences. When he finds his wife reading a newly published book, *The diary of a young girl*, his demons return to haunt him. A moving psychological drama, this first person narrative expertly interweaves disturbing flashbacks with the

present time. Frequent intertextual links with Anne Frank's diary create an historical authenticity that challenges the notion of the imagined nature of fiction. This is a significant novel that commemorates and enhances the original diary. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$30.00 SCIS 1232932

GOETZE, Jutta

Snow wings

Allen & Unwin, 2005
ISBN 1741144639

A contemporary fantasy adventure, this novel captures winter in the German Alps with wonderful descriptions of the weather, skiing, avalanches, village life, feuding girls, and a seemingly unbeatable enemy. Deep in the Alps a darkness threatens the heroes of the tale. The multitude of characters battling the darkness includes a know-it-all Australian and her talking cockatoo, an expert skier, an amnesiac boy, and a stray dog. They need to find the prophetic key that will save both worlds. Themes and issues include friendship, courage, depression, fear and determination. E. Crum

USER LEVEL: Stage 4
Paper \$15.95 SCIS 1230539



IRVINE, Ian

The gate to nowhere

Penguin Books Australia, 2006 (Puffin) (Runcible Jones)
ISBN 0143301586

Eccentric and treacherous characters live on the worlds of Earth and Iltior. Magic is a crime on Earth and the norm on Iltior. In attempting to save Mariam from serious injury, Runcie opens a portal to Iltior through which they escape. An action packed and adventurous journey follows, as they stumble into dangerous situations trying to negate a prophecy, save both worlds and find the way home. Runcie is not a Harry Potter clone, and this well-written fantasy adventure has themes of good and evil, personal abilities, courage, and betrayal. E. Crum

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1250120

KUIJER, Guus

The book of everything

Allen & Unwin, 2006
ISBN 1741147514

From an acclaimed Dutch children's writer, this quirky award winning novel is presented as notes made in a special book by a nine year old boy. Thomas' goal when he grows up is to be happy. In the meantime, he notates life experiences in his own journal, which he refers to as *The book of everything*. Thomas has an interesting and often whimsical perception of the world. He talks to Jesus. He befriends an elderly woman who other children refer to as a witch, and he falls in love with Eliza, a girl with an artificial leg. His extremely positive perspective enables Thomas to overcome his fear of his autocratic and aggressive father. A delightful story of triumph over adversity, this makes for enjoyable reading. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1252339



MAHY, Margaret

Maddigan's quest

HarperCollins, 2006
ISBN 1869506022

Garland, 12, lives in a travelling circus troupe in a post apocalyptic world. There is danger from the people and from the landscape of this world and Garland loses her father just before three young time travellers arrive to complicate matters. The novel has a slow and repetitious beginning, which over emphasises the self-important Maddigan family who rule the circus. The narrative improves when the interesting strangers, and the sinister men who trail them, join the plot. A standard mix of some common elements of science fiction and fantasy, this novel has been published as *Maddigan's fantasia*. It has been recently filmed as a television series, and colour plates of scenes are included. Fantasy fans and those who are familiar with the television series may enjoy this novel. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$16.95 SCIS 1253914

No place like home: Australian stories by young writers aged 8-21 years

/ edited by Sonja Dechian [and others], Wakefield, 2005
ISBN 186254686X

A compilation of well-written anti-racism stories, each of these pieces involves the journey concept and the trials of moving to a new home or country. With this transition comes the fictional or real exploration of fleeing religious persecution, war, political unrest, famine, and discrimination. While these stories and memories are often told through the innocence of childhood, it is adult themes that these youngsters are sharing, in a reminder of the migrant experience. The book is a welcoming reinforcement of the backgrounds and experiences of some of the students in our classes. It would be a valuable text to use when exploring the English Stage 6 Area of Study: *The journey*. J. Webber

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$19.95 SCIS 1244216

NUNN, Cameron

Shadows in the mirror

Black Dog, 2006
ISBN 1876372885

David becomes a boarder at an exclusive, rugby obsessed school when his parents separate at the beginning of Year 11. Here he meets Simon, grandson of a rugby great and an intellect, who stumbles across a school mystery. Bullying is a way of life at the school, and the mystery concerns the beating, rape, and death of a student in the late 1950s. Simon and David discover the truth, and each deals with that in a satisfyingly realistic way. These two are likeable and strongly drawn characters; other students are unpleasantly realistic. More problematic are the adults, with stereotypes and some unlikely behaviours creeping into an otherwise fine narrative. David relates events, and it is his emotional growth, and Simon's fearless personality, that most impress in this novel. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$18.95 SCIS 1261445

RICHARDSON, E.E.

The intruders

Random, 2006
ISBN 0370328825

Can a house really be haunted? Do ghosts exist? Such questions arise when Joel Demetrius moves into an abandoned, ramshackle mansion with his new family. Joel is convinced that a strange presence lives in the house, and he hears a haunting voice every time he closes his eyes. Matters are complicated by the fact that both Joel and his older sister, Cassie, cannot stand their new stepfather and his two pesky sons. A gripping plot draws the reader into a supernatural world where events are intriguing and fear is evident. Can Joel solve the mystery of the mansion and discover the true identity of the intruder? H. Gardiner

USER LEVEL: Stage 4 Stage 5
\$27.95 SCIS 1253569



RIGBY, Robert

Goal!: official tie-in novelization

Random, 2005
ISBN 0552554030

Based on the film *Goal!*, this novel includes colour stills from the movie. Santiago is a soccer mad young Latino immigrant living in Los Angeles. His family is a struggling, hardworking, illegal family in the USA. Santiago is spotted by a talent scout in a routine weekly game and his life moves into a new stage. With help, he travels to England to try out for a professional team. The struggles he faces include family issues, a new girlfriend, new fame and the pressures of fitting in. He has skill and flare but will it show in his only chance at making the big time? This exciting novel engages the reader from start to finish. K. McCulloch

USER LEVEL: Stage 4 Stage 5
Paper \$18.95 SCIS 1252424

TUCKER, Alan

Cyclone Tracy: the diary of Ryan Turner

Scholastic, 2005
ISBN 1865049166

It is late 1974 in Darwin, where the banks have just introduced the credit card, and the latest movie release is *The towering inferno*. Fourteen year old Ryan is writing a diary about his life of fishing, school and the interesting hippy family he has just met. Although a fictional account, the use of the diary genre allows the author to incorporate historical events to evoke realism when describing how Ryan is affected by Cyclone Tracy. Beginning in September 1974, the novel vividly places into historical context the life of an Australian family living in Darwin. The account of the cyclone's impact on Ryan's family also provides an insight into the decisions and procedures enforced just after the cyclone devastated Darwin. F. Campbell

USER LEVEL: Stage 3 Stage 4
\$16.95 SCIS 1252080



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WEATHERLY, Lee

Breakfast at Sadie'sDavid Fickling, 2005
ISBN 0385607792

Sadie and her mother run a bed and breakfast establishment in England, until Sadie's mother falls ill to a rare disease and is hospitalised. Sadie's aunt arrives to help but then disappears shortly after, leaving Sadie to secretly run the B&B on her own, with the help of a computer nerd, Marcus. Written in the first person, this is a story about a young girl's ability to cope with difficult circumstances and outshine her own insecurities. The often fluctuating relationship of mother and daughter is portrayed with insight. Easy to read, with some humorous scenarios and lucky escapes, this novel relates the personal journey of an amazing girl who surprises herself with her own capabilities. F. Campbell

USER LEVEL: Stage 4 Stage 5
\$34.95

SCIS 1240939

**Information, poetry and drama**

Resources are in Dewey order.

The Heinemann English project [series]

Harcourt Education, 2005

Contemporary and appealing, these magazine-style books will be winners with students. They comprise thoughtful material and a hands-on treatment, with visual charm, use of humour, and an age appropriate style. The books' usefulness goes beyond the English classroom, and these skills will also help students entering the workforce. For example, *Who am I?* explains **How to introduce yourself**. *Public speaking and presentations* is the star of this group of four books. It is an expert guide for English students on breathing, debating, performance poetry, and using visual aids. *Journalism* is an excellent resource for student writers, and *Research skills* intelligently supports *Information skills in the school*. Teachers of Stage 3 English may find the books' activities useful in the primary classroom. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English; HSIE VET
SYLLABUS: English K-6; English 7-10; Work Education 7-10
Paper \$15.40 each

Reviewed texts in this series:

<i>Journalism</i>	SCIS 1224867
<i>Public speaking and presentations</i>	SCIS 1215822
<i>Research skills</i>	SCIS 1218308
<i>Who am I?</i>	SCIS 1229216

SMITH, David J. & ARMSTRONG, Shelagh

If the world were a village: a book about the world's people

Allen & Unwin, 2006

ISBN 1741148154 [304.2]

Visualising six billion people surviving each day would be a daunting task for most adults. This innovative resource reduces this enormous figure to 100 people in an imaginary village where each person represents about 64 million people. Chapters on **Languages, Religions, Food, Air and water, and Schooling and literacy**, introduce students to the diversity of lifestyles, beliefs, literacy levels and wealth in the world. The ratio of people who are starving is both shocking and thought provoking, especially as there is enough food for 100 to share. Colourful illustrations, a simple yet provocative written text, and amazing statistics combine to make this an excellent resource to support the HSIE K-6 Strand: *Cultures*. It also offers opportunities for integrating ICT in the curriculum by creating databases and graphs. C. Keane

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; Mathematics
SYLLABUS: HSIE K-6; Mathematics K-6
Paper \$16.95 SCIS 1250593

All prices in the availability statement include GST.

Macquarie atlas of Indigenous Australia: culture and society through space and time

Macquarie Library, 2005

ISBN 1876429356

[305.89]

As a tool for promoting understanding and reconciliation, this atlas is magnificent. The editors have created a beautiful production that contains outstanding illustrations, detailed maps and amazing historical photographs. The well-presented information is laid out in three major sections: **The socio-cultural space**, **The socioeconomic space**, and **The socio-political space**. Chapters within each section make for easy and absorbing reading. The index has numerous entries and the glossary is substantial. Teachers and students will find the references to further reading helpful, while a highlight of the publication is the summary at the end of each chapter. This is a great reference tool for achieving outcomes across KLAs. A. Playford

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
\$80.00 SCIS 1244742



DALE, David

Who we are: a miscellany of the new Australia

Allen & Unwin, 2006

ISBN 1741147905

[306]

Providing a compelling insight into the social, cultural and economic life of Australia, a plethora of facts is provided in this text that attempts to determine what it means to live in Australia and be an Australian. Beginning with an overview of Australia, the book investigates comparisons over time and concisely plots Australian history, the population's likes and dislikes, uniquely Australian identities and significant people. The easy to read format uses red to highlight key ideas and the index facilitates use of the book. This is an informative resource that would be useful as a teacher reference or for students studying any aspect of Australian social life and customs, particularly if looking for quick factual information in any of the HSIE K-6 Strands and History 7-10 Topics. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Community Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
\$19.95 SCIS 1254710

**The dismissal: where were you on November 11, 1975?**

/ edited by Sybil Nolan. Melbourne University Press, 2005

ISBN 0522851991

[324.294]

Events regarding the dismissal of the Labor government in 1975 are recalled here by 30 Australians from varying political and journalistic backgrounds, including Bob Hawke, David Smith, Gerard Henderson, and Bob Ellis. The accounts are personal recol-

lections and reflections and consequently they have a colloquial and readable style. Michelle Grattan has the final word on the legacy of the dismissal, reflecting on its impact beyond 1975. Perspectives cover many points of view, and readers will find these pieces enlightening, frustrating, and humorous. Students will enjoy this bite sized collection, and they should find the format and content informative and entertaining. P. Sheppard

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10; Modern History
Stage 6
Paper \$24.95 SCIS 1257142

Money [series]

Macmillan, 2006

At last, a concise, easy to read, Australian based series on money for Australian students. This series, with titles dealing with budgeting, earning money and banking, relates closely to the online curriculum material *Makingcents*. The series ably supports the Stage 2 and Stage 3 Connected Outcomes Group (COGs) (E): *Products, services and systems* and *Global and social issues*. Excellent chapter headings and indexes make it easy for students to locate required information. Clear examples using graphs, tables and photographs support the written text. Other titles in the series deal with the history and production of money and explain fundraising ideas and intentions. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; Mathematics
SYLLABUS: HSIE K-6; Mathematics K-6
\$28.95 each

Reviewed titles in this series:

<i>Banking</i>	SCIS 1255199
<i>Budgeting</i>	SCIS 1255203
<i>Earning money</i>	SCIS 1255201
<i>Fundraising</i>	SCIS 1255208
<i>Making coins and banknotes</i>	SCIS 1255197
<i>The history of money</i>	SCIS 1255206

Earth's processes/Heinemann infosearch [series]

Heinemann Library, 2005

Using a balanced international approach in examples and graphics, both of these colourful books have a lot to offer students. The books are written using short blocks of straightforward text, including an appealing *Did you know?* section which could be used to engage students in discussion. Stage 4 Science outcomes addressed well in these books involve the changing states of water, renewable and non renewable sources of energy, and the formation of landforms due to weathering and erosion. Clear and interesting diagrams, graphs, maps, and photographs support the written text. Information and layout strongly support the Science and Technology Stage 3 Unit: *What's the weather?* and the Stage 2 Units: *Cycles in our world* and *Material world*. I. Mavin

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
\$35.95 each

Reviewed titles in this series:

<i>The Earth's resources</i>	SCIS 1253481
<i>The water cycle</i>	SCIS 1253472

ZEVIN, Gabrielle

ElsewhereBloomsbury, 2005
ISBN 0747580340

Beginning with dying and ending with rebirth, this contemporary American novel explores an afterlife scenario. Liz, 16, dies in a hit and run accident and awakens to find herself on board a ship with Thadi, the victim of a shooting. Adjustment to death is difficult, but Liz discovers that the afterlife has family reunions and new friends; there is falling in love, learning to drive, arguments and loneliness. The bonds of love prevail. Written in a colloquial voice and present tense with plenty of dialogue, the novel should appeal to adolescent readers. Teachers need to be aware that the novel ends positively, but it may be depressive for a reader who is grieving or anticipating the loss of someone close. F. Crum

USER LEVEL: Stage 5
Paper \$15.95

SCIS 1233324

LINDENMAYER, David & BURGMAN, Mark

Practical conservation biology

CSIRO, 2005

ISBN 0643090894

[333.95]

Although written specifically for tertiary students, this reference book is an asset for all teachers of Biology, and would be a valuable reference for teachers undertaking professional development in conservation research. The text is rich in Australian examples, maps, tables of data, graphs, and facts. While much of the material is advanced, early sections of the text will help Science teachers enhance classroom discussions on a wide variety of Australian biological topics. Earth and Environmental Science teachers will find the book very useful for the Option: *Introduced species and the Australian environment*. The book's material on agricultural systems and current conservation issues strongly supports the Agriculture Stage 6 Elective: *Sustainable land and resource management*. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6; Earth & Environmental Science Stage 6
Paper \$79.95 SCIS 1257205

BARKER, David

Essential Australian law

Cavendish Australia, 2005 (Essential series)

ISBN 1876905360

[349.94]

Written for undergraduate law students, this revised edition is a concise guide to Australian law from which others will also be able to learn. Headings, subheadings, dot points, examples and summaries are used to great effect, making this an extremely accessible and informative book. Each topic contains comparisons of federal and state systems and recent cases are referred to throughout. This book is particularly useful for Commerce 7–10 and Legal Studies Stage 6. Students will find the book explains much of the work covered in the Legal Studies preliminary course, and it supports the syllabus Focus Study: *Crime*. The book supports the Commerce 7–10 Core: *Law and society*, and the study of contracts in Commerce and Business Studies Stage 6. P. Sheppard

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7–10; Legal Studies Stage 6
Paper \$34.95 SCIS 1256189

PLATT, Richard

Forensics

Kingfisher, 2005

ISBN 0753412179

[363.25]

A new generation text with colour watermark photographs for each topic, multiple photographs, diagrams and large text, this resource will inform and inspire our budding forensic scientists. The 23 topics cover fingerprints, ballistics, trace evidence and autopsy, as well as not so common topics including DNA analysis, blood, facial reconstruction, computer crime, and maggots. Website references, a thorough index and a comprehensive glossary are included to make this a useful resource for Stage 4 and Stage 5 units of work related to forensics in the Science syllabuses. W. Chaffey

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech

SYLLABUS:

Science 7–10; Science & Technology K–6
Paper \$16.95 SCIS 1245718

NICHOLSON, John

Australia locked up

Allen & Unwin, 2006

ISBN 1741146097

[365]

Focusing on imprisonment within Australia, from earliest European settlement to the present, this lavish book traces the history of prisons, prisoners and justice in Australia. Meticulous research into Australian imprisonment is evident in the personal stories, outstanding sketches and illustrations, and powerful commentary. Convict transportation and living conditions, punishment, gaols, treatment of special prisoners, internment, the purpose of imprisonment and changing values and attitudes from the 1700s to the present are clearly discussed. This is an outstanding resource for Australian history and the study of the prison system. The language, style and format are very suitable for the intended audience. The book particularly suits the HSIE K–6 Strands: *Change and continuity* and *Social systems and structures*, and related mandatory Topics in History 7–10. A. Frost

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
\$29.95 SCIS 1248746

LOVES, June

Shops and markets [series]

Macmillan Education Australia, 2006 (Macmillan young library)

Interesting information concerning how and where people purchase goods and services is displayed in this most useful series, making it an excellent resource for young students. Specifically addressing the HSIE K–6 Units: *Workers in the community* and *Who will buy?*, clear and concise written text is complemented by engaging photographs. The visuals are a strong feature of each title, as is the bolding of keywords linked to glossaries. Each title follows a standard format, which is a useful tool for students. Each book has an activity which beautifully supports the making and construction content in Science and Technology K–6, and is also a good model for the writing of procedures in English K–6. G. Cale

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
\$22.95 each

Reviewed titles in this series:

Department stores SCIS 1254915
Markets SCIS 1254913
Newsagencies SCIS 1254910
Service stations SCIS 1254919
Shopping centres SCIS 1254911
Supermarkets SCIS 1254912

**Celebrations and festivals [series]**

Macmillan, 2006

ISBN 1420203576

Accurate, relevant and current information on a broad range of festivals and celebrations from around Australia is presented in this useful and attractive series. The detailed articles use accessible language to provide insights into important events in the lives of Australians of many cultural backgrounds. Important festivals of all major world religions are shown as they are celebrated in modern Australia. Indigenous ceremonies, New Year festivities and state and national events are also featured. Excellent photographs with simple captions highlight the key points of each article and enhance comprehension. Each book includes a recipe or craft activity to further develop student understanding. The series will support students and teachers working on the HSIE K–6 Strand: *Cultures*. S. McLoughlin

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
\$22.95 each

Reviewed titles in this series:

Country festivals SCIS 1253144
Family celebrations SCIS 1253151
Indigenous Australian festivals SCIS 1253146
New Year celebrations SCIS 1253148
Religious celebrations SCIS 1253153
State and national festivals SCIS 1253150

FARA, Patricia

Scientists anonymous: great stories of women in science

Wizard Books, 2005

ISBN 1840465743

[500.82]

Women struggling to engage in scientific endeavour over the last 350 years have largely been anonymous. Counterbalancing modern perceptions of past female scientists, numerous examples of significant contributions by women in various guises are presented in this book. Assisting husbands, brothers and fathers with their research are common themes. Posing as men in dress and manner conveys the desperate measures some women were prepared to employ to be able to work in research areas for which they had a passion. The text is easy to read and consists of many short biographies of women involved in mathematics, astronomy, physics, chemistry and exploration. This text would provide excellent examples of societal values influencing scientific developments when addressing the Science 7–10 Prescribed Focus Area: *History of science*. S. Lockwood

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
Paper \$16.95 SCIS 1244931



All prices in the availability statement include GST.

THOMAS, Abigail

Scribbly gum nature diary: year-round adventures with Australia's plants and animals

ABC Books, 2006

ISBN 0733315836

[508.94]

Nature lovers, the environmentally minded, teachers, students and parents will find the diary entries of this publication an enlightening and fascinating reference. Month by month overviews, accompanied by indexed references, are followed by detailed entries that contain a map, field notes and information. A selection of creatures and natural cycles of the Australian bush directly link to the Science and Technology Strand: *Living things* and particularly the Stage 2 Unit: *Our Australia*. Along with the website with which the publication is linked, there is a plethora of information to raise the awareness of the uniqueness, splendour and idiosyncrasies of Australia's natural heritage. While not comprehensive, the book is informative and the format lends itself to wide school use. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Community Professional
KLA: SciTech
SYLLABUS: Science & Technology K–6
Paper \$22.95 SCIS 1250663

Raintree fusion [series]

Raintree, 2006

Fact boxes, definitions of words on individual pages as well as a glossary, the use of both metric and imperial measurements, and sequential, labelled diagrams are features of these appealing resources. Some use is also made of timelines, compass points and scales. Large size font and a spacious, uncluttered layout will encourage readers who need support to investigate the material presented. **Want to know more?** provides short lists of websites, books and magazines for further reading. Potentially complex topics such as force and motion are given sporting applications with which many readers will be familiar. In **Blackout!**, students will investigate electricity and circuits and find stimulating blackout scenarios to promote **higher-order thinking** and discussion. The dynamic format and catchy titles will ensure readers are captivated. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
\$32.95

Reviewed titles in this series:

Alien neighbours? SCIS 1253378
Blackout! SCIS 1253403
The extreme zone SCIS 1253391

Waves of the future

Science Foundation for Physics, 2005

ISBN 1864877251

[530]

Another outstanding publication from Sydney University, this resource explores a variety of fields of physics. Thirteen notable Australian physicists, including four women, challenge our in-school physicists in traditional fields, such as waves and beaches, communication systems and quantum mechanics, and in the new physics areas of biophotonics, brain dynamics and nanotechnology. Numerous colour photographs enhance the 16 papers, and the cosmology papers are a must for Physics students. Technologies producing better sound systems and computers used in personalised information

delivery are likely to attract classroom digital natives, while the more environmentally tuned will be interested to read about the aerosols we breathe. With its relevant syllabus content and snippets by Dr Karl Kruszelnicki scattered throughout, this book is a valuable resource for Stage 6 Physics students and their teachers. W. Chaffey

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6
Paper \$36.00 SCIS 1232867

JOHNSTONE, Gary

Einstein's big idea [videorecording]

WGBH International, 2005 (115 min.)

ISBN none [530.1]

As part of celebrations to mark 100 years since Einstein's development of the formula $E=mc^2$, this docudrama illustrates its meaning by unravelling the story of how it came to be. Beginning with Michael Faraday's work on electricity and magnetism, the drama paints a picture of scientific contributions from Lavoisier, Maxwell and du Châtelet amongst others. The drama emphasises social and political forces that influenced the work of highlighted scientists, and discusses the significant contributions of female scientists. Illustrating events in a clear, entertaining manner will enhance student understanding of Einstein's famous equation. The program is highly relevant to both the *Physics Stage 6 syllabus* in relation to *Knowledge and understanding* and the Prescribed Focus Area: *History of science in the Science Years 7-10 syllabus*. S. Lockwood

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7-10
\$19.95 SCIS 1247998

GORE, Bryson

Biology: spider silk is stronger than steel

Aladdin/Watts, 2005 (Wow science)

ISBN 0749662727 [570]

Why do animals migrate to the same area year after year? How can an ant lift a weight 50 times greater than its own? Why do sharks never stop moving? The answers to these and many more interesting scientific phenomena answers are explained in this clearly laid out information book. The author uses easy to understand terminology to describe topics including DNA and genetic coding, evolution, body design and adaptation. Detailed outlines of the methods that scientists have used to gather and interpret information are included, as well as an evolution timeline and a timely warning for the future. This resource supports a study of ecosystems in the Science and Technology Strand: *Living things*. J. Hancock

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$35.95 SCIS 1246852

STEWART, Robin E.

Charles Darwin's big idea: the revolutionary theory of evolution

Hyland House, 2005

ISBN 1864470933 [576.8]

The combination of sophisticated scientific notions with warm, biographical detail will engage curious minded youngsters in this

readable resource. Diagrams, maps and many photographs appealingly illustrate this biography of Darwin and the explanation of his discoveries. The book would provide some interesting ideas for teachers of the HSIE K-6 Unit: *People and their beliefs*, as students learn how Darwin, originally trained in theology, came to doubt current religious theory and write his own doctrine. The book would usefully support outcome 4.1 in Science 7-10, as it presents the changing view of natural history very well. S. Taylor

USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE; Science
SYLLABUS: HSIE K-6; Science 7-10
Paper \$18.95 SCIS 1239918

BRIM, Warren & EGLITIS, Anna

Creatures of the rainforest: two artists explore Djabugay country

Magabala, 2005

ISBN 1875641998 [591.9943]

A celebration of Aboriginal culture, this handsome book is a visual delight with its attention to detail in beautiful reproductions of linoprints and acrylic paintings. Entries are laid out in alphabetical order, and each double page has two images of rainforest flora or fauna, with Aboriginal captions subtitled in English. A paragraph describes the topic, its growth patterns, habits, and uses. Notes regarding the interaction of the Djabugay people with the landscape are interesting and useful for Aboriginal Studies. The book strongly and enthusiastically depicts the natural environment of the Djabugay landscape. S. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English; HSIE; Languages
SYLLABUS: Aboriginal Languages K-10; Aboriginal Studies 7-10; Creative Arts K-6; English K-6; HSIE K-6; Visual Arts 7-10
\$26.95 SCIS 1253423

STEWART, Robin E.

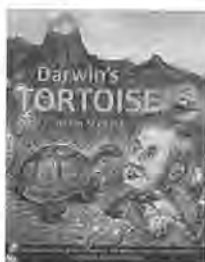
Darwin's tortoise: the amazing true story of Harriet, the world's oldest living creature

Black Inc., 2005

ISBN 1863953736 [597.92]

Harriet lived in Queensland's Australia Zoo. Collected in the Galapagos Islands by Charles Darwin in 1835, she was believed to be the world's oldest living animal until her very recent death. This wonderfully written book uses maps, drawings, and photographs to brilliantly capture her amazing life story and international travels. Based mainly on fact, the book uses a present tense narrative to also explain the life and scientific endeavours of Darwin, in a very easy to read and imaginative way. The book would be useful to supplement Science 7-10 work on the theory of evolution and natural selection. Its engaging content and narrative style links the English, HSIE, and Science and Technology curriculum areas, making this superb book very suitable for extension work within primary classrooms. I. Mavin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE; Science; SciTech
SYLLABUS: English K-6; HSIE K-6; Science 7-10; Science & Technology K-6
Paper \$19.95 SCIS 1245609



PRICE, Geoff

Puberty boy

Allen & Unwin, 2005

ISBN 1741145635 [612.6]

Many men would have wished for such an interesting and informative guide to puberty when they were growing up. This colourful and contemporary book offers a very comprehensive look at this difficult issue, with warmth and humour that is sustained throughout. Pages are filled with large colourful pictures, excellent graphics, quotations, and a very approachable style of writing. Any potential embarrassment should be dispelled on beginning the first chapter. Individual students seeking information for their own benefit, as well as those completing related assignments in PDHPE, should be well-satisfied by researching information here. The book includes information about health and diet, unwanted touching, taking risks, emotional intelligence, homosexuality, and relating to girls. R. Cox



USER LEVEL: Stage 3 Stage 4 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper \$26.95 SCIS 1235272

BARRACLOUGH, Sue

Animals that work

Heinemann Library, 2006 (Animal worlds / Little nippers)

ISBN 0431003653 [636.088]

With a focus on dogs and horses (elephants and donkeys also get a mention), this small book looks at working animals from various points of view, enabling young readers to compare the featured animals with each other, and with themselves. Information includes housing needs, food, types of work done, noises animals make, training, relaxation, and care. Simple language, short sentences and numerous illustrations will aid emerging readers. Teachers may find the end notes offer useful ideas for follow-up activities, and the book may have relevance for the Science and Technology Unit: *Living things*. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$22.00 SCIS 1253241

BRIAN, Janeen

Hoosh!: camels in Australia

ABC Books, 2005

ISBN 0733315046 [636.2]

In response to the cameleer's cry, 'hoosh,' 450 kilograms of camel groans and sits, waiting to be loaded with supplies or yet another tourist. These hardy ships of the desert were first used in Australia for inland exploration and were instrumental in the construction of the overland telegraph line, the rabbit-proof fences and the dog fence, as well as being used by miners, the outback police and soldiers in WWI.



Essentially a tourist attraction nowadays, the important role of camels in Australia's history of European settlement is told in an accessible narrative style and supported by photographs, maps and interviews. Although this fascinating text would easily support studies of early Australian exploration, working animals or the environmental impact of introduced species, it is, above all, an entertaining read. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
\$29.95 SCIS 1203634

VOGEL, C. M. & CAGAN, J. & BOATWRIGHT, P.

The design of things to come: how ordinary people create extraordinary products

Pearson Education, 2005 [658.5]

ISBN 0131860828

The work of designers and how they create innovative products and business systems forms the detailed content of this book. More about the business of design than the art of design, the book gives examples of how consumer desires and self-image, not functional requirements alone, drive the development of products. Examples range widely over fashion, motoring, consumer goods, and technological products, including iPods, the Harry Potter books, and computer software designs. The book deconstructs innovation and discusses business related topics such as patents, branding, stakeholders, trends, and intellectual property. The resource supports outcomes in Design and Technology syllabuses, when focusing on designers and their work. It strongly supports Business Studies Stage 6, and elements of both Visual Design syllabuses. Teachers may find the text works best as professional reading. A. Parnis

USER LEVEL: Stage 6 Professional
KLA: CA; HSIE; TAS
SYLLABUS: Business Studies Stage 6; Design & Technology 7-10; Design & Technology Stage 6; Visual Design 7-10; Visual Design CEC
Stage 6
\$44.95 SCIS 1256261

Art express [videorecording]. *Sculpture by the sea*

[videorecording]

Guiding Light, 2005 (22 min.) (Art shorts)

ISBN none [709.94]

Become enlightened and inspired with these short films about two well-known and loved art shows. The films look at the *Art express 2005* exhibition and Bondi's *Sculpture by the sea 2004* exhibition. Exhibiting artists discuss their ideas and artmaking processes, and three HSC students relate their experiences, from construction to exhibition. Teachers' notes give direction for discussions relating to Visual Arts syllabuses, particularly in the area of artistic practice and the conceptual framework. Senior students will easily relate to the Year 12 students discussing their artmaking practice and the challenges they faced. Concise presentation of information and interesting camera angles will sustain student interest, making this an intelligent resource for Creative Arts. N. French

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
\$66.00 SCIS 1255587

JAKAB, Cheryl

Artists at work [series]Macmillan, 2006
ISBN 0732998581

The books in this series have a strong historical thread, including a timeline, making the books useful for the study of craft through the ages. Each book has one simple practical project and these are appropriate for primary students. The impressive page layout sees an even balance of text and images throughout, making the books attractive for younger students. For example, written in simple language, *Clay artists*, offers descriptive and informative facts on clay mining, firing and decoration. Key art terms are bolded and clearly defined. Short case studies on the terracotta army, kilns, and clay chemistry, would be a good starting point for further research. Teachers will find the series an ideal introduction to each craft. N. French

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; HSIE; SciTech
SYLLABUS: Creative Arts K-6; History 7-10; HSIE K-6; Science & Technology K-6
\$28.95 each

Reviewed titles in this series

Clay artists	SCIS 1254983
Glass artists	SCIS 1254986
Metal artists	SCIS 1254988
Stone artists	SCIS 1254989
Textile artists	SCIS 1254985
Wood artists	SCIS 1254991

CARLE, Eric

The art of Eric CarlePhilomel Books, 2002
ISBN 0399240020 [741.6]

Delve into the life and artwork of a loved children's illustrator in this book. Carle's art making practice is explored here, detailing how he prepares and creates his colour tissue paper designs, and the processes he follows to make a collage image. These practices could easily be adapted in a classroom setting to create a collage of a similar style. The large glossy details of book imagery, spanning 25 years, allow the viewer to see the textures and patterns which make Carle's books so appealing to young children. After viewing this book, teachers will be keen to locate and read one of his many available books. N. French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts Stage 6; Visual Design CEC Stage 6
Paper \$24.95 SCIS 1245623

WALDING, Murray & VUKOVIC, Nick

Plastered: the poster art of Australian popular musicMiegunyah Press, 2005
ISBN 0522851681 [741.6]

A private archive of over 500 Australian music posters is presented as an outstanding visual reference in this stimulating book. The posters present a stunning record of music events and graphic



design over the last five decades, and include jazz, popular music, and rock music events. The book is a useful reference for the compulsory study of Australian music, and some electives, in Stage 5 Music. It assists in placing music within a cultural context, and is versatile enough to have application to the additional topics in Music 7-10. The written text accompanying the images will be of interest to Music students, and Visual Design students will find the poster collection an invaluable source of stimulus material. R. Kirsten

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6
\$69.95 SCIS 1248062

NILSEN, Anna

Art auction mysteryKingfisher, 2005
ISBN 0753410680 [750.1]

What better way to introduce students to more than 30 of the world's greatest artists and works of art than by an absorbing puzzle which encourages close attention to the paintings? The mystery begins when auctioneer Henry Hammer receives a tip-off that 16 of his 34 famous paintings, due to be auctioned the next day, are actually fakes. Detailed information about the forgers is presented and the reader is asked to compare each picture from the auction with the picture in the catalogue, by identifying mistakes and checking the forgers' bank accounts. Historical information and split pages support the quest in this effective resource that encourages art appreciation in an entertaining way. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
\$34.95 SCIS 1248410

PENNY, Nick

Making musical instruments from junkA & C Black, 2005
ISBN 0713672471 [784.192]

Looking for activities to engage students in Music, and Science and Technology? Teachers wanting to resource design and investigation activities to do with sound will find this resource bursting with budget and user friendly ideas. The book is especially relevant to the Science and Technology K-6 Unit: *Sounds great*, and the sound work in the Stage 1 Combined Outcomes Group (COGs) (F): *Physical phenomena*. Included are a variety of instruments, and the text encourages students to experiment with ideas and to employ different methods of producing sound. Some instruments are struck or shaken, others are plucked or blown, and all are made from recycled containers and materials in everyday use. Clearly illustrated and sequenced procedural steps could also be useful for procedure writing in English. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; English; SciTech
SYLLABUS: Creative Arts K-6; English K-6; Science & Technology K-6
\$29.95 SCIS 1241707



THURLOW, Clifford

Making short films: the complete guide from script to screenUNSW, 2005
ISBN 0868408417 [791.4302]

An introductory text with informative anecdotes and appendices, this book explores specific films and their scripts. The author deals with the narrative process, providing excellent pointers on creating a short script. The producer's, editor's and director's tasks, and the pitfalls of those roles, are explained. The book discusses auteur, mise-en-scène, interpretation, the societal role of film, genre and Behre's guidelines. It also gives practical guidance regarding finance and distribution deals, and advice on making a successful pitch. This is an excellent reference book for teachers and students making films. E. Crum

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10; English Stage 6: *Extension 2*
Paper \$29.95 SCIS 1224864

ANDERSON, Michael

Solo: a guidebook for individual performanceCurrency, 2006
ISBN 0868197572 [792.02]

A clear and practical handbook for senior Drama students, this publication offers valuable signposts for those preparing individual performance pieces. The first section focuses on performance techniques, including the development of character through precise application of movement and voice. The second section presents a range of performance scripts in different dramatic styles. Tips on devising or selecting a script, and developing a coherent, convincing performance, are outlined in a step-by-step process that gives due consideration to many of the elements involved in meaningful dramatic communication. The book is directed at student readers, and those who have elected *Performance* as their *Individual project* for HSC Drama will find this book very supportive. C. Sly

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$29.95 SCIS 1261142

STOREY, Rita

Street jazz: and modern danceFranklin Watts, 2005
ISBN 0749663472 [793.3]

Clearly targeting a young audience, the premise of this book is to stimulate physical activity. The book describes and summarises styles such as break dancing, hip-hop, tap, and moon walking. Large, clearly captioned photographs explain movements well. A balance of boys and girls dancing is used to describe the steps, and this could assist in building a positive dance culture within the school. Step-by-step instructions are included for the formation of key shapes and movements within styles. The references to *Stamp*, the Tap Dogs



company, and styles, are the strongest link to the dance content of the *Creative Arts K-6 syllabus*. Warm-up and cool down exercises, and historical outlines, extend the book's usefulness. R. Kirsten

USER LEVEL: Stage 2 Stage 3
KLA: CA; PDHPE
SYLLABUS: Creative Arts K-6; PDHPE K-6
\$35.95 SCIS 1237464

HARVEY, Guy

Tintin & Snowy. Album 1Moulinsart, 2005
ISBN 2874240818 [793.7]

Based on the characters and settings in the Tintin books by Hergé, this collection of activities will delight Tintin fans and may attract a new generation of readers. Puzzles, quizzes, and things to make are linked to Tintin's adventures in various narratives, and an answers page helps to solve the clues for forgetful followers and newcomers. Cartoon images and descriptions of the main characters include an introduction and brief description of appearance, qualities, behaviour and significant attributes. Each is an excellent model for description writing or a basis for narrative writing. Interesting facts, well-supported by illustrations, transport readers on a global tour, and highlight the need for research to produce quality writing. A brilliantly illustrated, full-length Tintin adventure completes this reading experience. C. Keane

USER LEVEL: Stage 3 Stage 4
\$19.95 SCIS 1249011



DAVIS, Luke

Getting into [series]

Macmillan, 2006

All you need to know to get started in these active sports is included in these visually appealing sport manuals. Each 32 page, well-presented book will take the reader to the field, track, court, skate park, ocean or pool as the case may be. The superb real life photographs offer authenticity and depict both male and female participants. The coloured instructional graphics are clear and well-labelled. Each text includes an outline of the sport with information on equipment, clothing, skills and rules. Informative fact boxes are included in most chapters. This series will encourage participation and satisfy readers' curiosity about these sports. K. McCulloch

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$28.95 each

Reviewed titles in this series:

Australian Rules Football	SCIS 1253164
Mountain biking	SCIS 1253140
Netball	SCIS 1255106
Skating	SCIS 1253138
Surfing	SCIS 1253139
Swimming	SCIS 1253141



CHAMBERS, Catherine

Goal!: how football conquered the world

Black Dog, 2006

ISBN 1876372982

[796.33409]

A genuine love for soccer is portrayed in this book which outlines the game's history. From ancient Roman times and a savage pastime involving large village groups, through to contemporary international matches, soccer is described in all its glory. Places, competitions, and players are detailed in a way that aficionados will appreciate. Short chapters, interspersed with vignettes on a host of relevant topics, make for a very engaging read. Students working on the history of soccer should find this information easily accessible and helpful. The book has few graphics, it says very little about the 2006 World Cup, and it has a small chapter on female competitors. R. Cox

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: Physical Activity & Sports Studies 7-10
 Paper \$16.95 SCIS 1253093

DAHL, Roald

Songs and verse

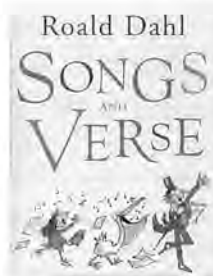
Random, 2006

ISBN 022407038X

[821]

Beautifully presented, this collection of extracts from previously published works by Roald Dahl is a delight to read. Rhyming verse and hilarious passages from his famous stories are included. Grouped together under intriguing chapter headings such as **Best behaviour**, **Poisonous possibilities** and **Unlikely creatures**, they are sure to fire the imagination of any child or adult, whether a Dahl fan or not. Fantastic for reading aloud, this could be a great classroom aid for encouraging children to read the full texts. The illustrations, by an array of well-known artists, provide visual appeal and support for the written text and its often quirky themes. R. Parnis

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
 \$49.95 SCIS 1244180



DONALDSON, Julia

Charlie Cook's favourite book

Macmillan, 2005

ISBN 1405034696

[821]

Here is a very cleverly designed poetry book, which begins with a young boy, Charlie Cook, reading a book about a pirate who finds a book in a treasure chest. The next two pages feature the pirate's book. This book within a book theme continues throughout the resource. Ten different stories introduce a character, and then delve into this character's book until the full circle is complete with the final book about a boy called Charlie Cook. Each book contains eight lines of rhyming prose accompanied by large colourful



pictures. The end pages act as a type of contents page to the titles of the books concerned, making this unique, well-designed book, one not to be missed. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1244173

HOLLYER, Belinda

She's all that!: poems about girls

Kingfisher, 2005

ISBN 0753411342

[821.0082]

A collection of poems that challenges stereotypical views of girls and promotes the diversity within the gender is contained in this interesting book. It champions girls who like to do unusual things. There are examples of many different styles and themes of poetry. All the poems are relatively short and easy to read, with scattered black and white illustrations. Many of these poems lend themselves well to readers' theatre. The book also provides models of a variety of different forms of poetry. There are interesting stimuli provided for discussions about gender-based issues relating to topics in the *Interpersonal relationships* Strand of the PDHPE K-6 syllabus. S. Hay

USER LEVEL: Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
 \$29.95 SCIS 1243731

COSTAIN, Meredith & ALLEN, Pamela

Doodledum dancing

Viking, 2006

ISBN 0670028223

[A821]

Rhyming verse and nonsense action poems are the subject matter for this humorous book from Meredith Costain. Pamela Allen's colourful and dynamic illustrations add to the appeal of the book for young children. Titles, including *Loose tooth*, *Dinosaur swamp stomp* and *Wintry weather*, will stimulate the imagination and evoke memories while introducing early readers to the joys of creative word play. The catchy rhymes relate to events and wonderings in a young child's life. They could easily be incorporated into language lessons, daily classroom activities and would be suitable for class or assembly presentations. Some poems from this delightful collection could be used as stimulus material for several KLAs. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1250502

GODWIN, Jane & ZAK, Drahos

The true story of Mary: who wanted to stand on her head

Allen & Unwin, 2006

ISBN 1741147166

[A821]

Sophisticated language and grim drawings depict Mary's difference and quirky individuality in this nonsense rhyme. The story is

fantastical and an attempt at the end to suggest reality sits oddly. This is an unpleasant narrative, with Mary's parents seeking a cure for their daughter through punishment and torture. They confine her to a medical institution, tie her up, abandon her in the desert and finally commit her to a Dickensian school. The book's language and style are pitched at older readers. Mary does not have the jovial independence of Lewis Carroll's Father William, who stood on his head, nor, despite the similar language, does the narrative have the positive and humorous energy of *Jabberwocky*. C. Thomas

USER LEVEL: Stage 3 Stage 4
 \$22.95 SCIS 1242921

**Poems by young Australians, vol. 3: the best entries from the 2005 Taronga Foundation Poetry Prize**

Random, 2005

ISBN 1741660521

[A821.008]

The talents of young poets are showcased in this excellent anthology. It contains an assorted collection of poetic forms that cover an extensive range of topics. Many of the poems provide a snapshot of everyday life, while others focus on environmental and wildlife conservation issues. The poems are presented in an attractive layout and organised into age categories, adding to the ease of use. The most appealing characteristic of the anthology is that all the poems are composed by children and young adults. Such a feature would be invaluable in illustrating to primary and secondary students that poetry remains relevant in the contemporary world. H. Gardiner

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$14.95 SCIS 1242905

KILLINGBECK, Lesley & TOFT, Kim Michelle

Reef superstar

Borghesi and Adam, 2005

ISBN 1877035580

[A821.4]

In this beautifully illustrated picture book we take a glimpse into the world of tropical coral reefs. Like characters in a performance, the sea creatures are introduced one by one, demonstrating the unique features and adaptations which enable them to survive on the reef. The majority of the text is written in rhyme, however a lack of consistent rhythm tends to distract the reader. A final double page spread highlights some factual details of the featured sea creatures. Specific marine terminology is explained and is accompanied by a world map and miniature illustrations. This book would be useful when studying the Science and Technology Unit: *What's alive?*, or for stimulus material when examining colour in Creative Arts. M. Whitfield

USER LEVEL: Stage 1
KLA: CA; SciTech
SYLLABUS: Creative Arts K-6; Science & Technology K-6
 Paper \$17.99 SCIS 1252085

OSWALD, Debra

Mr Bailey's minder

Currency, 2005 (Currency plays)

ISBN 0868197610

[A822]

Some memorable dramatic moments emerge between the focal characters in this play. Leo Bailey was once a talented, famous artist, but he is now an alcoholic curmudgeon, ostracised by family and friends who have been subjected to his cantankerous nature. Therese Laurence, who has served a jail sentence for adolescent crime, secures a position as Bailey's minder. Fur flies as both characters jockey for control of the situation in his eccentric, ramshackle dwelling, which, like its owner, is disintegrating. Therese discovers something precious in Bailey and he gives value to her existence. A powerful play that moves the audience to care for inherently unlikeable characters, this is a potent script for senior literature study or performance. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10
 Paper \$21.95 SCIS 1234977



WILLIAMSON, David

Influence; Operator: two plays

Currency, 2005 (Currency plays)

ISBN 0868197599

[A822.2]

These plays reflect Williamson's usual close engagement with current social issues. *Influence* examines the role of Ziggi, a shock jock in popular media, and it juxtaposes the reality of Australian society against his views and opinions, ironically exploring concepts of racism and responsibility along the way. *Operator* utilises the Machiavellian character of Jake in an examination of working relationships in white collar Australia. The play questions the value placed on truth and integrity as perceived by the business community. Students will enjoy the realistic scenarios of both plays and the credible well-drawn characters. The pace and humour of both texts lend themselves to performance in class. Williamson has provided commentary on both plays, which allows for utilisation of the text as a senior resource. M. Phipps

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10;
 English Stage 6
 Paper 24.95 SCIS 1223616

KILMURRY, Mark

The Hamlet diary: Shakespeare's play from conception to opening night

Currency, 2006

ISBN 0868197858

[822.3]

An interesting publication focusing on Shakespeare's play, this book includes the diary of an actor/director from selection to performance. The diary notations span a period of around 11 weeks and begin with comments on pre-rehearsal research and development of production style. Entries are included on the

rehearsal period, noting the highs and lows of this process for both actors and director. Culminating in opening night and individual responses to this production, the diary offers an insight into the drama behind the scenes of a performance. The script included is cut to suit performance time and the overall concept of this particular production. A fascinating book, this will engage students in exploring the technique behind developing a play from script to stage. C. Sly

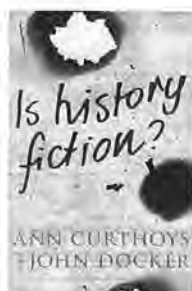
USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
Paper \$29.95 SCIS 1261080

CURTHOYS, Ann

Is history fiction?

UNSW Press, 2006
ISBN 0868407348 [907]

Posing this question as its title, the author has created a challenging and thought provoking book. A comprehensive range of historians' views is presented, from Herodotus and Thucydides, to contemporary post modernists and anti-post modernists. This book includes a chapter on **History wars**, discussing the varying history content taught in different countries, including the current debates in Australia. The earlier chapters offer the reader a more in-depth discussion on each historian or period. Some chapters, in particular the one on feminist writers, tend to become an annotated list of authors and works. Teachers of HSC History *Extension*, especially *Part 1: What is history?* could find this book to be a new approach to introduce students to the concepts and ideologies surrounding questions of historiography. B. Hull



USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: HSC History Stage 6: *Extension*
Paper \$39.95 SCIS 1243362

Palgrave advances in world histories

/ edited by Marnie Hughes-Warrington. Palgrave Macmillan, 2005 (Palgrave advances)
ISBN 2004050043 [907]

An area not limited by temporal or national boundaries, world history is an ill-defined yet intriguing field of study. This graduate level introduction to world history is a historiography which ranges widely from Herodotus to Mel Brooks. Ten historians, predominantly American, contribute on issues including gender, the environment, the writing of history, civilisation, modern and postmodern studies, and history education. The text has strong relevance to History teachers seeking professional development in this field. Although a complex collection, some material will support Stage 6 HSC History *Extension* students, including the outstanding resource lists that accompany each chapter. *Readers, responses and popular culture* is a line chapter to support a *Major work* in popular culture for English: *Extension 2* students. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6: *Extension 2*; HSC History Stage 6: *Extension*
Paper \$54.00 SCIS 1248298

Modern eras uncovered [series]

Raintree, 2006

Covering a plethora of topics in the modern world, this series contains concise, well-presented information about different decades that would be useful for a multitude of KLAs, particularly History 7–10. Topics include politics, peace, technology, conflicts, scientific and social developments, changing attitudes, art and music. Each topic is presented as a double page spread with colour graphics and photographs, in-depth feature boxes and fact panels complementing the text. Controversial issues are well-handled with differing points of view expressed. A timeline, glossary and index facilitate understanding, and suggestions for further information may enhance research into particular topics. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
\$37.50 each

Reviewed titles in this series:

From television to the Berlin Wall: the mid 1940s to the early 1960s SCIS 1248302
From the World Wide Web to September 11: the early 1900s to 2001 SCIS 1248299

BUTTROSE, Larry

People who have changed the modern world: from Einstein to Eminem

New Holland, 2005
ISBN 1741103347 [920.009]

An amazing range of people who have shaped modern thought over the last 100 years form the subjects of this clearly organised book. Covering the areas of film, theatre, politics, entertainment, visual arts, science, technology, literature and classical music, each entry provides the name and relevant dates of the particular contributor, highlighting their major works and in particular the ideas and themes that have influenced the modern world. Each entry provides a good starting point for student research, but the language and brief critical analyses may be difficult for readers needing support. The resource covers people from around the world, including Australians, and would be a useful springboard for deep research. F. Campbell

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
\$34.95 SCIS 1233808

TYLDESLEY, Joyce

Egypt: how a lost civilization was rediscovered

BBC Books, 2005
ISBN 0563522577 [932]

Tyldesley has once again produced an extremely readable, yet well-sourced book on ancient Egypt. She explores not so much the history of Egypt, but how this history was, and still is, being uncovered, as the rationale and methods of archaeology change over time. The personalities of archaeology, including Belzoni, Petrie, and Maspero, are placed in political and historical context. Questions of excavation rights, custodianship of finds and the increasing role of forensic sciences are discussed. The book accompanies a BBC production, but it can be used in isolation. This book could be used in any of the Ancient History Egyptian Options. Students of the HSC History *Extension* course would also find this a useful adjunct to the changing nature of archaeology and histori-

ography, especially those attempting the Option: *Ancient Egypt and the life of Teti*. B. Hull

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; HSC History Stage 6: *Extension*
\$45.00 SCIS 1256266

ANDERSON, Matt

Don't forget me cobber!: Australia and the first world war

ANZAC Day Commemoration Committee of Queensland, 2006
ISBN 0975712357 [940.4]

A solid commemorative publication, this book uses layout to full effect. It has powerful visuals including site and personnel photographs, posters, graphics of medals and artefacts, and drawings. These are extensively and expertly captioned. Images are the strength of this publication, providing a panorama of humanity and the enormity of battlefield events in Gallipoli, France, and Egypt. The roles of Australian medical teams, the navy, and flying squadrons are outlined. Although the written text is sometimes overly sentimental and simplistic it does provide enough descriptive information to be an excellent introduction to Australia's involvement in WWI. The booklet helpfully suggests projects, useful websites, and further reading. D. Giorgi

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
Paper \$10.95 [Available from <http://www.anzacday.org.au/shop/publications.html>]
SCIS 1257005

ROBINS, Phil

War children: the Second World War in their own words

Scholastic Children's, 2005
ISBN 043996315X [940.53]

Based on actual interviews recorded by the British Imperial War Museum, this book provides a unique perspective of Europe from 1933 through to the end of the WW11. Childhood memories are related, showing the effect the war had on the children's lives. Subjects talked about include living in Hitler's Germany, being Jewish in the ghettos of Poland, fleeing from Hitler's advances, life during wartime Britain and surviving the concentration camps. The simple diary approach, supplemented by summary overviews, allows young readers to identify with these first hand accounts from people of similar ages. This resource can be a valuable tool as an introduction to a number of classroom activities or as a supplement to secondary source material on the subject. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10
Paper \$14.95 SCIS 1256223

FARRER, V. & SMALL, M. & ALGER, E.

Feathered soldiers: an illustrated tribute to Australia's wartime messenger pigeons

ANZAC Day Commemoration Committee of Queensland, 2006
ISBN 0975712322 [940.54]

Humorously and sympathetically written, this delightful book focuses on the many amazing feats carried out by Australian pigeons

in WW11. Starting with facts about pigeons, readers learn about the difficulties of wartime communication and the special role that pigeons played. Complex words are highlighted and explained in a glossary, bulleted points list examples of more difficult concepts, and fact boxes outline interesting facts about pigeons, encouraging readers to build literacy skills and extend their vocabulary. This beautifully illustrated book allows readers to clearly appreciate the life saving role of pigeons in WW11, and it is an effective introduction to the Pacific war. The book is also available as a big book, with classroom activities on CD-ROM. D. Giorgi



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K–6; History 7–10; HSIE K–6
Paper \$12.40 [Available from <http://www.anzacday.org.au/shop/publications.html>]
SCIS 1257002

DAVIDSON, Leon

Red haze: Australians & New Zealanders in Vietnam

Black Dog, 2006
ISBN 1876372958 [959.704]

Davidson successfully presents a balanced view of the Vietnam War, using the perspectives and voices of Australian and New Zealand soldiers to describe and evaluate events. The book has evocative descriptions of the role of these soldiers, and the actions and tactics of the Viet Cong. It discusses the differing methods and tactics of the Australians and New Zealanders, and their American counterparts, and the public response to the war in Australia. It briefly describes the emergence of communism and Vietnam's history. The book is written with an awareness of the complexity of events and does not pretend to tell the complete story of the Vietnam War. The written text is fast paced and supplemented with black and white maps and photographs. D. Giorgi

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
Paper \$16.95 SCIS 1252925

A prisoner in the garden: opening Nelson Mandela's prison archive

Penguin, 2005
ISBN 0670029491 [968.06]

Documenting the setting up of a permanent exhibition of material relating to Mandela's imprisonment, this book is a detailed and precise record of the processes and negotiations involved. Containing rare photographs, facsimiles of handwritten letters to family, friends and the authorities, diaries and notes, official records, medical records and legal documents, this collation provides a moving record of Mandela's 27 years in prison. The resources give a fascinating insight into the man and his struggle to oppose apartheid during his



long incarceration. The primary sources are interspersed with a balanced commentary on the events to which they relate. This would be a wonderful resource for the Modern History Stage 6 personality study of Nelson Mandela. E. Searle

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
\$39.95

SCIS 1248671

WELSH, Frank

Great southern land: a new history of Australia

Penguin, 2005
ISBN 0140291326

[994]

A beautifully written history, this volume makes entertaining, consuming and thought-provoking reading. It does not automatically accept conventional views, neither does it set out to mark its place by being deliberately controversial. There is rationality, balance, commentary and opinion, as well as freshness and scholarship in the accounts, events and sources used. The scope is pre-settlement through to 2005, with a predominantly national perspective, although state events, politics, and people get more than an occasional look in. Aboriginal and contact history is integrated and Welsh's takes on politics and political leadership, from Governor Phillip to Prime Minister Howard, are adept and fascinating. A nation's history is obviously a work in progress and Welsh concludes by balancing Australian successes against a 'sense of discontent' and a need for some political reform. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
Paper \$26.95



SCIS 1256893

CROCOMBE, Angela

Convicts in Australia: a workforce of prisoners

Echidna Books, 2006 (Australia changing times)
ISBN 1740709020

[994.02]

Clearly and simply written, and organised into eye-catching double pages using text boxes for information and labelled illustrations, this book would be a valuable resource for teaching and learning Australian history. Statistics and sources, such as excerpts from letters and records, convey information about the daily life of convicts, crime, punishment, escape, and emancipation. Readers are encouraged to empathise with the stories of individual convicts, to understand the reasons for transportation, and to reflect on the convict legacy for Australian society. Important words are bolded and defined in a glossary. Information about convicts is embedded in the wider context of Australian colonial society, and a useful timeline aids this approach. D. Giorgi

USER LEVEL: Stage 3 Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
\$29.95

SCIS 1253357

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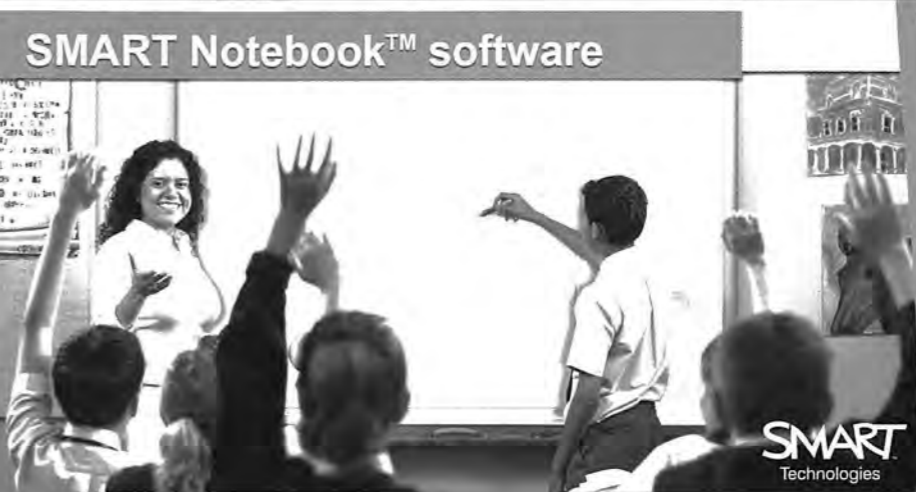
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