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NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Scan

From the Editor

Welcome to Term 2 and the second issue of *Scan* for 2007. A key theme in this issue is the development of students' literacy skills. The articles offer a variety of teaching and learning ideas, from games-based learning to participation in online raps, to motivate students to achieve literacy competence. *Scan* continues to support teaching and learning, and to reflect current trends in teaching practice and professional thinking, by providing an interesting and informative mix of articles and resource reviews.

Annotations of articles and the database of resource reviews are available at <**http://www.curriculumsupport.education.nsw.gov.au/schoollibraries**>.

If you have suggestions 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

Currents

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

Quality learning and school libraries

*T*eacher-librarians who attended the *Leading learning through the school library: a guided inquiry approach* seminar with Dr Ross Todd in March*, found it an exciting, challenging and rewarding day. This issue's *Research columns* provides a taste of some of the issues discussed, along with interesting related Australian research. Some vital questions arise for us as we work with the NSW Department's information process in a *Quality Teaching* framework. How can a guided inquiry approach further enrich our endeavours? Does meaningful engagement with the whole information skills process, and related systematic teaching support, reflect aspects of a guided inquiry approach?

The *News update ... School libraries transforming learning* article about our special project for school libraries supporting student achievement, on page 4 of this issue, offers some ideas. I look forward to your feedback. As a critically literate profession, we will have some rich discussion. Watch for updates and opportunities on our School Libraries and Information Literacy Unit website <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

Ongoing professional learning

The 2007 workshop program is well under way and, to date, has been positively received. Members of our School Libraries and Information Literacy team have enjoyed working with teacher-librarians across the state, and we look forward to more such opportunities. For further information about the workshops, including those in key learning areas and priority focus areas, and to register for them, go to <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>.
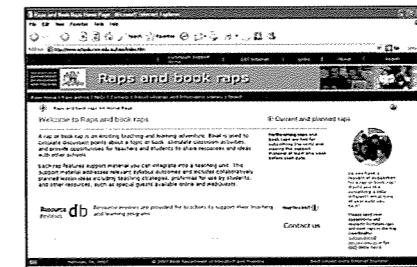
Teacher-librarians are welcome to suggest topics and areas for professional learning to be included in the workshops in their area. The School Library and Information Literacy team is available for professional learning events organised by regional and area teacher-librarian networks. Contact <colleen.foley@det.nsw.edu.au> with requests or for planning support.

Scan's commitment to professional learning for teacher-librarians and teachers across the diversity of our professional endeavours continues. Literacy and integrating ICT, which are key action areas for teacher-librarians, feature strongly. Part 2 of Len Unsworth's article is a stimulating read including practical ideas for working with e-literature and online literary resources. Paul Stafford offers some creative approaches to engaging boys. Darcy Moore shares the excitement of games-based learning, and Harry Vassila shares aspects of literacy learning support in Science. Fiona Migan's article on copyright will be welcomed by all. Michele Busch provides further support for making the best use of raps and book raps to support literacy and ICT. ▣

School Libraries and Information Literacy Unit

Name	For assistance with
Colleen Foley, Manager <**colleen.foley@det.nsw.edu.au**> Phone 02 9886 7488	All aspects of policy, curriculum and support relevant to school libraries, teacher-librarians and their role. Professional learning support.
Anne Dowling, Cataloguing Coordinator, NSW SCIS Agency <**anne.dowling@det.nsw.edu.au**>	Cataloguing issues, making the most of SCIS, resources needing a SCIS record. Contact Anne on phone 02 9886 7587 if you have resources not on SCIS.
Michele Busch, Review Coordinator <**michele.busch@det.nsw.edu.au**>	Reviews and reviewing; Internet sites and other resources supporting curriculum; specialist bibliographies.
Cath Keane, Editor, *Scan* <**cath.keane@det.nsw.edu.au**>	*Scan* articles and content; feedback on *Scan*; writing for *Scan*; letters to the Editor. Subscription enquiries phone 02 9886 7415 or fax 02 9886 7413

News update...

School libraries transforming learning

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

In Scan 25(4), the November issue of 2006 (pp. 4–5), I introduced our School Libraries and Information Literacy Unit's exciting project. Our quest continues with these questions remaining at its heart:

- What do quality school libraries look like?
- How do they impact student learning?
- How does teacher-librarian practice contribute?
- What about the future?

In reflecting on these, we are exploring contemporary models of best practice for teacher-librarians and school libraries in NSW government schools, their contributions to student learning, and possible future directions. As indicated, the project has a three part process, to:

- undertake a focused review of recent research and professional literature
- devise a list of indicators of good practice, based on the literature
- illustrate a range of examples of best practice through exploratory case studies.

We will soon bring together the research review, and then convene some focus groups to consider precursors to excellence in school libraries. I invite you to email me if you are interested in being involved.

Making connections: *Quality Teaching*, information literacy and guided inquiry

The ideas presented by Dr Ross Todd in this issue's Research columns, along with the related Australian research from Lee Fitzgerald, are indeed thought provoking. Are there implications for our practice?

The NSW Department's *Quality Teaching* framework challenges us to transcend superficial approaches to developing information literacy. Even though we can be challenged for time in our teaching collaborations, and integrating the information process in these contexts, the learning experiences we provide need to be rich, stimulating, contemporary, and integral to the class learning program. Such integration is a major policy imperative in our schools. Many successful examples have been shared by teacher-librarians and teachers in *Scan*.

An exploration of the dimensions and elements of *Quality Teaching* offers support and ready connections with the pedagogical intent of the Department's information process (*Information skills in the school*, 1989), with which we have been enthusiastically working for some time. *Quality Teaching* and the information process have conceptual underpinnings and language in common. Both reflect a commitment to constructivist teaching and learning, and deep and meaningful engagement with a range of resources for teaching and learning. This is great news for those of us passionate about the information process. For example, consider the following:

Problematic knowledge encourages students to address multiple perspectives and/or solutions and recognise that knowledge is socially constructed.

In planning teaching and learning, ask:
- What perspectives are addressed?
- How are students engaged in constructing knowledge?

When planning strategies, ask:
- What are the teaching and learning activities that provide opportunities for students to address multiple perspectives and construct knowledge?

Higher-order thinking engages students in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.

In planning teaching and learning, ask:
- Which **higher-order thinking** components am I focusing on?
- How are students engaged in organising/reorganising/synthesising knowledge or information?

When planning strategies, ask:
- What are the teaching and learning activities that provide opportunities for students to reorganise, apply, analyse, synthesise, and evaluate knowledge and information?

Essentially, using a *Quality Teaching* framework helps us move beyond a concentration on information access, to deeper, critical understandings of how to use, evaluate, manipulate, synthesise and interpret information in the contemporary environment. Any mapping of the syllabuses and subject requirements provides a multiplicity of opportunities to use the information process to support selected outcomes in KLA and subject units of work K–12. Integration into curriculum is at the heart of our approach.

Reflecting on teaching and learning strategies

What do teachers find most helpful? Consider *Information skills in the school*, framed by a *Quality Teaching* approach. It supports our decisions about appropriate teaching interventions and strategies at the relevant times of need for our classes. The emphasis on teaching and learning is imperative.

Ross Todd's discussions (2006; 2007) about guided inquiry, with planned, targeted interventions, are helpful here in enriching reflections on our practice and, indeed, *acting* upon them. This includes adding to the repertoire of teaching strategies we use for successful student learning. Many of us have a rich array of such tools, some of which are drawn from or are built on the suggestions in the Department's *Information skills in the school*. We have seen many practical examples reflected in *Scan* and other professional articles over time. It is exciting to have further stimulus to enhance these. Incidentally, if you have not done so recently, it is well worth taking a moment to re-read the Department's important information skills document, which will be republished online by 1 June 2007 at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/ppub>. Think also about the strategies we use, for example, for using information from a variety of sources, which a number of syllabus outcomes require. Successfully using information requires critical understandings related to *Quality Teaching* elements such as deep knowledge, deep understanding, problematic knowledge, higher-order thinking, substantive communication, knowledge integration, connectedness, and so on.

Information process supporting student learning

Any information process model needs to make sense in the context of teaching and learning environments. It is important that, as practitioners, we are critical users of our tools of trade. In exploring other information process models, we have often appreciated the simplicity and accessibility of representation in the Department's model. It captures information seeking as well as using, manipulating and evaluating. We have also recognised the understandings that are givens, sitting behind the information framework in any successful implementation. For example, Kuhlthau's six stages align well with much of the Department's framework. The work of Kuhlthau and Dervin can act as timely reminders of aspects of behaviours and environments that we are mindful of when implementing the process.

Consider issues related to student levels of frustration, confidence and uncertainty, and their impact on student thinking and action while learning. This informs our judgements about phases in the information cycle that require teaching interventions and explicit strategies.

It is also good news that, as professionals, we are committed to further pursuing excellence, building on what we know works and continuing to reflect on our practice. Jan Reynolds (2006) explores possible models for applying *Quality Teaching* elements, linked to phases in *Information skills in the school* in a recent *Scan* article. This, and research reported by Scheffers (2006), offer some practical examples.

We have also been working on a scaffold of suggested strategies for use when implementing the information process, including links for a range of Connected Outcomes Groups (COGs). An extract of the draft is available at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas>.

All of this means that a guided inquiry approach may well be a way to provide rich support for more engaging and critical use of the information skills process, for the systematic development of related skills to construct knowledge, and, hopefully, for wisdom. We can thus use it to enhance our implementation of the information process, framed by *Quality Teaching*. Our quest for quality school libraries continues!

Contact Colleen Foley <colleen.foley@det.nsw.edu.au>. ■

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The Dead Bones Society

Paul Stafford is an author and consultant. Paul works with schools throughout Australia, specialising in working with boys to encourage them to write. The aim of the Dead Bones Society project is to provide an interesting, entertaining and relevant program in an exciting venue to improve the writing and reading skills of boys.

The origin of the *Dead Bones Society*

I write books to encourage male readers aged 12 to 15 years. My latest series of comedy-horror books, the *Horror High series*, initially had me angling for an invitation to Bathurst's Australian Fossil and Mineral Museum, with all its creepy skeletons, dinosaur eggs and associated weirdness, for a book launch. I got more than I bargained for.

In 2005 I wanted to start a writing club in Bathurst for boys who got a kick out of writing. I wanted to get numbers over 20 every time I hosted it. I wanted it to convene every three weeks out of school hours, and I wanted to snare six male teacher education students from Charles Sturt University (CSU) to act as mentors. I wanted the boys to enjoy the experience so much they would keep coming back, and I wanted them to bring their friends with them.

I wanted to get my head read!
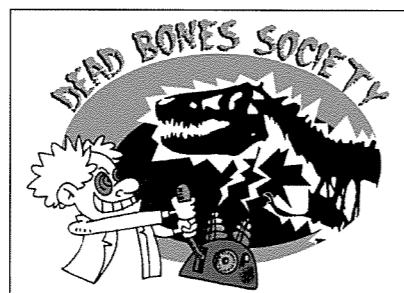
The Dead Bones Society's logo

A recipe for success

It is now a year on, and the *Dead Bones Society* (DBS) is growing like a thistle. With Penny Packham, from Bathurst's Australian Fossil and Mineral Museum, I have developed a winning formula. The ingredients are:

- 25 boys aged 11 to 13
- 1 archaeologically obsessed local assistant principal
- 6 male mentors
- 1 person to crack the whip and keep us all in line
- 1 menacing Tyrannosaurus-rex (the only complete T-rex skeleton in Australia) to loom menacingly over the show.

The magic of DBS is its simplicity. The boys gather at the museum at 5pm. Colin Ellis, a wonderfully inspiring archaeology enthusiast, museum volunteer, and assistant principal of Bathurst South Public School, takes them on a 10 minute tour, concentrating on one specimen from the collection. The group then convenes to vote on what type of story we would like to write. The genre is chosen by popular vote. We then discuss plot, characters and complication, and the boys begin writing in silence.

The mentor's role

At this point the mentors take on a variety of tasks. Some:

- scribe for boys who have the ideas but just cannot get them out on paper
- help boys with spelling, punctuation, or discussion of plot details
- write their own version of the boys' story plan.

We break for nibblies at 6pm, and begin reading the finished product at 6.40pm. The whole thing winds up at 7pm. From every session, two stand out writers win *Horror High books*, which 1 sign, and then we drive them all out, threatening that the last boy is fed to the T-Rex. It seems to disperse them pretty effectively.

A group works with their mentor in the Mineral Gallery at Bathurst's Australian Fossil and Mineral Museum

The importance of fun for disengaged boys

The whole thing works because it is entertaining, and that is what is often missing from writing narratives. Writing can be so dull and difficult for some boys that they almost prefer to have their teeth pulled. The DBS scheme we cooked up was as ambitious as entering a sausage dog into a championship greyhound race, but we had to do something.

Role models make a difference

The *Dead Bones Society* is an experiment, building on the work we have been doing for the past decade with Australian schools to encourage students to write, and the DBS boys are my lab rats. I use the term 'experiment' advisedly. I do not pretend this whole structure could be readily replicated in schools, but there are elements of this trial that have useful applications in schools.

From my experience with DBS, what we need more than anything to tip the balance back is male mentors. Male mentors are significant in redressing alienation that boys can experience in education. How can education, especially a creative education, be important to boys? The men they relate to play professional sport, heroically fight fires or do anything else but pursue a creative vocation. Men teaching in classrooms can make a significant impact.

This is probably the most important contributing factor in the success of the DBS experiment. The boys love the mentors. They love discussing story ideas with them, or just shooting the breeze. They love seeing the mentors write stories, especially stories based on the boys' ideas and, when the mentors read them, the listening and comprehension skills displayed by the boys are amazing. They love getting attention from their male mentors, especially when it involves enabling and legitimising their creativity. I am very lucky to have snared six excellent male role model mentors, students from Charles Sturt University's Teacher Education course, who are keen to learn shortcuts in boys' literacy workshopping.

Sometimes, we all write our own versions independently. At other times, we split into four or five groups, each with a mentor, and stage a write-off. The boys and mentor create the plot, which the boys discuss and dictate, while the mentor scribes. At the end, the mentor reads it aloud while the boys act it out.

The venue certainly contributes to the

> [DBS] offers boys excellent literacy strategies and tools they can use in the classroom and elsewhere …The young guys are free to explore, discuss and question all aspects of literacy in an open, accepting forum. It's fun and loud and there's no pressure, so the learning is happening right under the boys' noses. I have witnessed, over the past twelve months, much progression for many of the boys – both academically and socially.
>
> Scott Bell, CSU student and DBS mentor, November 2006

success of DBS. Bathurst's Australian Fossil and Mineral Museum, featuring the world famous Somerville Collection, contains Australia's only complete T-rex skeleton, various smaller dinosaurs and a myriad of curious artefacts from dinosaur eggs to ancient insects in amber. The collection is housed in a creepy gothic structure that was the original Bathurst Public School, which after dark is suitably spooky with low wattage baby spotlights. It is to imaginative boys what a light bulb is to bugs.

Why split boys and girls?

There are two genuine ironies that stand in stark contrast to the reluctance of boys to write narratives in class. One is that they love *telling* stories, and the other is that, for all their bravado, they can be sensitive about their ideas. They have to know their ideas are accepted by the group, and will hold back enunciating them until they know they will get a fair hearing.

There is an easy way to harness these quirky realities and get over the hump; let the boys talk. Let them discuss it, wave their arms, shout and argue about it. This may not work in a mixed class with girls. Boys need to discuss possibilities and options with other boys. They need to know where the story is going, how it can get there, and, most importantly, that creating it does not veer them off into the wuss zone, that invisible, though clearly understood, deadly, dangerous territory.

Boys are incorrigible tall storytellers. Boys love creating scenarios and inventing situations where they control the action, punish or embarrass undeserving authority figures, and emerge triumphant.

The lemming factor

If there is no shortage of inspiration and story fuel in boys, there are obviously other factors at work. From my experience, some are truisms; most boys are quick to find shortcuts or weak links to exploit and, given the choice, will not touch traditional writing work with a pole. Some seem deceptive; it sounds a ruse but their hands do get sore when writing. Some reasons are obscure, until they hit you in the face. Boys are as sensitive about their ideas as any other artist. They need to know they will get an equitable hearing, but like to compete against each other, on something measurable, such as, all writing the same plot.

But towering above all these reasons is the lemming factor.

Boys are naturally creative, but not when press-ganged in small numbers. I have run holiday workshops with small numbers, five or six boys, and the whole gig sits as awkwardly and feels as wrong as a sumo wrestler at a Weight Watchers tea party.

Get the very same boys in a group of 15 or more and they go off. Why?

To plumb boys' innate creativity one must achieve critical mass, and this does not come in small numbers. Stage 3 and Stage 4 boys are at a challenging age. They know instinctively how deeply damaging it will be to be labelled anything but normal, mainstream, one-of-the-crowd. To be branded a wuss or a nerd can be social death, and the label will stick for years. But if the mass does it, and thinks it cool, it must be okay. It is lemming logic. Accept it, go with it, and exploit it.

Adapting the DBS concept in schools

In smaller schools it means getting boys from different classes together or, if necessary, utilising neighbouring schools. It means giving boys the opportunity to discuss what they will write about. List all the genre choices and have a public vote on it, eliminating the lowest scorers until just two remain. Then the boys get carried on the wave, jubilant when their choice wins. This is a very basic ambush, but it works.

Secondly, list possible settings, taking all their suggestions and voting the same way. Think of settings that really inspire boys, such as, toilets and sewers, secret labs, UFO experimentation centres, and animal testing centres. All these have massive boy potential.

Thirdly, take character ideas. These must be original, not movie hack characters, or you will end up with movie rewrites. Vote for the favourite three or four, any more and the story gets bogged.

Next, throw open the debate to complications and conflicts. This is the kicker. Explain that conflicts can be as simple as a dare or bet, as obvious as something valuable or rare going missing, or broken and destroyed by the protagonist. It could be a broken promise that has to be kept, a stolen charm or magic item that must be restored, or a competition that must be won against all odds in order to retain a favourite club, meeting or place.

The Fossil Gallery and male mentors inspires the boys to participate

Writing narratives is much more difficult for boys than writing procedures or recounts for one simple reason; those things have happened, but narratives have not. Narratives are pure theory. A recount about a great motorbike stack during a cross country race can be easily described because it happened. A procedure about changing a bike tyre is easy because it is simple step-by-step stuff. But a narrative is wide open, potentially never-ending, and must be trapped like smoke in a jar. Who knows how much there is, and how long it will go?

That is where scaffolding comes in. As a teacher, it can be as straight forward as discussing a story plan as a group, so everyone agrees on the story and is literally working off the same page, dot pointing the plot, breaking it down into eight or ten sections, then writing each section at a time.

Sectional scaffolding

One ever present problem with narratives is the boys desire to knock it off in one paragraph. Sectional scaffolding prevents that. Section one is an introduction to the story, describing the setting and bringing the main character into it. Section two might bring in another character and the complication. Each section comprises a paragraph and cannot run into the next. I would then be inclined to dangle a story-board option, such as a comic book adaptation, as bait for further work, after the narrative is written.

Narratives, and any difficult creative work, must be executed in the morning. The middle session is okay, but the afternoon is a write-off, so do not even try.

A powerful shortcut to focusing boys on writing is getting a published male author in once a year. They can walk a line between teacher and parent, acting as a creative facilitator, and a conduit between classroom theories and vocational reality.

This conundrum contains the problem and the solution. With print on demand becoming cheaper, it is possible to professionally publish small print runs of books containing kids' stories and illustrations, to sell to parents and recoup costs retrospectively, perhaps related to an author visit. Alternatively, literacy projects can start with boys writing narratives, adapting these into scripts, and filming them as either short films or claymations which can be sold to parents as DVDs. This demonstrates to boys the legitimacy of writing, and reinforces vocational income generating outcomes, and the links between writing and real world recreational pursuits that they relate to in movies, cartoons, books.

All this means working your male author, really working him. Ask the author to run a writing workshop that includes:

- taking the class step-by-step through a narrative plan
- creating a narrative scaffold with the class
- writing dot point ideas on the board
- writing the students' narrative idea himself. This is the ultimate scaffold, as it allows the boys to see exactly how much professional potential there is in their ideas.
- helping the students, one on one, by scribing and coaxing them over the hurdles
- repeating these steps through the day with three separate classes.

What has the *Dead Bones Society* experiment taught me?

1. Boys, deep down, love to write, love to be creative, but need a truly supportive, male environment.

2. Boys love working with male mentors, and really spread their creative wings under those conditions. It reassures them that writing is something that can be legitimately performed by males.

3. Male teachers, role models who are creative, artistic and instil positive creative ideas, are vital. ■

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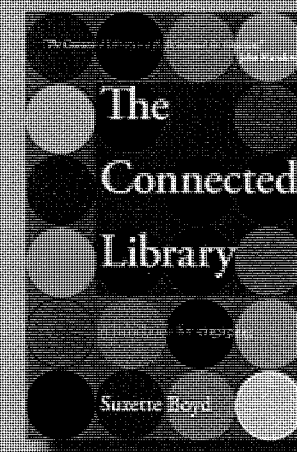*Paul's blog*, Paul Stafford. Viewed 03 April 2007. <http://www.thewritinglabs.com/plog>.

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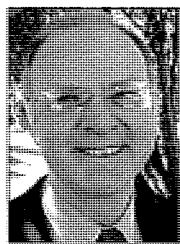
Professor Len Unsworth, *Professor in English and Literacies Education, School of Education, and Director, Centre for Research in English and Multiliteracies Education (CREME), University of New England, provides examples of innovative learning experiences for students using digital literary resources in extended programs of classroom work.*

Planning extended classroom units of work using computer-based resources

The burgeoning of children's literature sites on the Internet reflects not only the popularity of children's books and other forms of literary narratives, including electronic game narratives, but also the integral part played by the Internet in children's experience of such story contexts. Nevertheless, many teachers do not feel confident or comfortable in

> ...more and more children routinely use computers outside of school to access a variety of forms of digital narrative on CD-ROM and the Internet.

the world of digital multimedia. At the same time, more and more children routinely use computers outside of school to access a variety of forms of digital narrative on CD-ROM and the Internet, and communicate their experience around story via email, blogs, various forms of electronic forums and chat rooms.

A growing number of educators are advocating the need for curriculum design and classroom teaching to be responsive to these changes and, in so doing, they acknowledge the relevant experience and expertise of children, which many adult educators do not possess (Alvermann, 2004; Andrews, 2004; Chandler-Olcott & Mahar, 2003; Gee, 2003; Lankshear & Knobel, 2003; Lankshear et al., 2000; Sefton-Green, 2001; Sefton-Green & Buckingham, 1998). However, it is also obviously the case that teacher-librarians and teachers are in a position to mediate areas of new knowledge and understanding that are

not so readily accessible to children. An example relevant to this work is the functional grammars of language and image that facilitate explicit discussion about narrative form, and the interpretive possibilities constructed by the multimodal texts. There is an opportunity in working with e-literature and online literary resources to bring the complementary expertise and experience of children and teachers together in their shared enjoyment of exploring children's literature. This entails a framework for pedagogic practice that simultaneously acknowledges children's expertise and inexperience in a range of aspects of learning.

Such a pedagogic framework involves the strategic use of student-centred, discovery learning as well as teacher directed, overt teaching and intermediate, guided investigations of various kinds (Unsworth, 2001). Managing classroom learning also includes designing learning experiences based on collaborative small group activities, individual independent work and common whole class tasks. The teacher-librarian and teacher, at times, will be facilitators and guides or co-researchers and co-learners. At other times, they will be authoritative (but not authoritarian) leaders and direct instructors. Initial work on a topic, for example, may involve sharing of informal knowledge, observations, and

opportunities and suggestions for extending understanding. This may be highly student-centred and exploratory but, as the teacher begins to negotiate more systematic knowledge, the pedagogic orientation shifts to more guided investigation and direct instruction. On the basis of students' greater familiarity with systematic knowledge of the topic the teacher then moves to emphasise more critical framing to provoke critical questioning by students and a shift toward transformative knowledge. This kind of work may entail more collaborative group work and independent research. It may also require a shift back to more student-centred, student-initiated learning.

As the classroom work progresses through these phases, teaching is differentiated to optimise the engagement of all students in essentially the same learning tasks. This means sophisticated planning and preparation which may include:

- providing scaffolded learning guides, and opportunities for peer support for some students
- grouping students with high support needs together to prime their understanding of subsequent tasks through direct teaching, while more proficient learners operate independently
- regrouping students heterogeneously so that highly proficient students and high support students are able to work productively together on collaborative tasks.

The following activity, which can be taught collaboratively by the teacher-librarian and classroom teacher in the classroom and library, indicates how some of these principles can be addressed in practice.

Teaching and learning

Week 1: Session 1

- Introduction: Show the students a collection of different versions

of *The Little Prince*, including CD-ROM and the Internet. Give an outline of the story. Indicate short quotations that appeal to students such as:

Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

- Read the first two chapters aloud.
- Plan the following six group work activities to begin the next day:
  - About the author: Biography section on the CD-ROM (de Saint-Exupéry, 2000b) and websites *Antoine de Saint-Exupéry* <http://members.lycos.nl/tlp/antoine.htm>, Literature for all time: *Antoine de Saint-Exupéry* <http://www.geocities.com/wsuvetadpi> and *Saint-Exupéry: a short biography* <http://www.cnr.berkeley.edu/~gsposito/LittlePrince/saint-ex> Students

The Little Prince: a suggested ICT activity incorporating e-literature

Age group	10–12 years (Stage 3)
Duration	10 sessions (90 minutes each) over two weeks
Resources	• Computers – four to twelve computers with Internet access • Websites 　*Der Kleine Prinz* <http://mitglied.lycos.de/kleineprinz> 　*International Little Prince online* <http://www.geocities.com/athens/rhodes/1916/online.html> 　*The Little Prince* <http://www.lepetitprince.com/en> 　*Everything I need to know I learned from The Little Prince* <http://www.geocities.com/razzber ryrainstars/littleprince.html> 　*La page internationale du Petit Prince!!!* <http://www.patoche.org/lepetitprince> 　*Le Petit Prince* <http://lepetitprince2.tripod.com> 　*The Little Prince, Antoine de Saint-Exupéry* <http://www.sparknotes.com/lit/littleprince> 　*The Little Prince* <http://www.odaha.com/littleprince.php?f=English> • Books/CD-ROMs – four to six copies of each of the following: 　Almond, D., *Skellig* 　Baillie, A., *Megan's star* 　Browne, A., *Bear hunt* 　Carmody, I. & Woolman, S., *Dreamwalker* 　de Saint-Exupéry, A., *The Little Prince* 　de Saint-Exupéry, A., *The Little Prince* [CD-ROM] 　Victor-Pujebet, V., *Lulu's enchanted book* [CD-ROM] 　Wheatley, N. & Ottley, M., *Luke's way of looking* 　Wrightson, P. & Ingpen, R., *The Nargun and the stars*

Background and synopsis of *The Little Prince*	*The Little Prince* was first published in 1943 and has been republished many times, most recently by Penguin Books (2000) and by Harcourt Inc. (2000) in a larger format. Also in 2000, the CD-ROM with hyperlinked animations of the original images, was published by Tivola/Gallimard (2000). In this story the narrator is a lone aviator whose plane suddenly has mechanical difficulties over the Sahara Desert and he is forced to land. A young boy comes up to him from nowhere and asks him to draw a sheep. Gradually the pilot learns that the Little Prince is a visitor from space who lived on a small asteroid named B-612. He left his home to explore, and he describes his journey from planet to planet, where each tiny world is populated by a single adult. As the Little Prince recounts these visits, the author pokes fun at a king, a businessman, a geographer, and a lamplighter, all of whom signify some futile aspect of adult existence. Eventually, the Little Prince is carried by a flock of birds to Earth. Here the parable or fable-like story continues, addressing deep philosophical issues about love, relationships, the emptiness of a life without either, death, spirituality, capitalism, and, in general, the soulless existence of the adult world.
Learning tasks	To build background knowledge, students will: • use the Internet to appreciate the international and intergenerational life of this kind of literary classic • use the Internet to explore information about the author and the context of composition of the story • develop an understanding of the visual grammar of images and the role of different grammatical features of images as part of the narrative technique of the book • expand their literary appreciation of other stories that involve supernatural characters who provide opportunities for characters to gain new insights and understandings. Examples of stories like this include *Skellig*, *Megan's star*, and *The Nargun and the stars*.
Stage 3 English Outcomes and Content	RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues. *Shared, Guided and Independent Reading* • *accesses and interprets a wider range of Internet/computer texts and graphics* *Responding to Texts* • *uses multiple pathways to read electronic texts* RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read. *Contextual and Semantic Information* • *adjusts reading strategies for different texts and different purposes e.g....examines pictures and text when reading picture books* RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experiences. *Responding to Texts* • *identifies how camera angles, viewer position, colour, size and shading in a visual text construct meaning* • *recognises opportunities and constraints attached to methods of constructing electronic texts* RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts. *Text Language* • *compares conventional structures used in print and electronic texts*

produce a chart or *PowerPoint* slideshow about the author.
– International and inter-generational literature:
(a) visit websites such as *Der Kleine Prinz* <http://mitglied.lycos.de/kleineprinz>, *International Little Prince online* <http://www.geocities.com/athens/rhodes/1916/online.html> and *La page internationale du Petit Prince!!!* <http://www.patoche.org/lepetitprince> to note *The Little Prince* in different languages; the virtual communities that exchange ideas about the story; and children's work portrayed on the websites.
(b) design and conduct a telephone survey of students' extended family members to find out who has read *The Little Prince*, in what language and under what circumstances in their lives.
(c) check the school and local libraries, bookshops (including online booksellers) for versions of the story and then prepare a chart or electronic report on their surveys.
– Reading online: survey a selection of Internet sites providing the illustrated story, note different formats and select one to read. Compare the experience of reading a story online with reading in book format.
– Characters drawing their story: Read *Bear hunt* (Browne, 1982) to observe the ways in which the drawing done by a story character are the drawings in the book and an integral part of the story. Explore other books where the images in the book have a similar narrative role such as *Luke's way of looking* (Wheatley & Ottley,
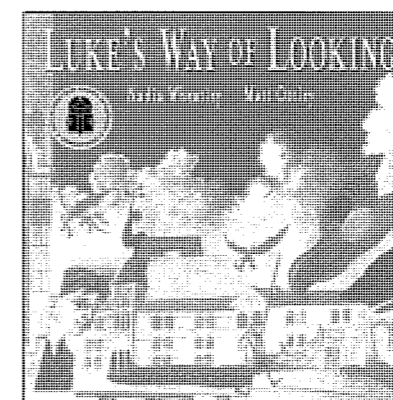
Figure 3 Luke's way of looking. Cover reproduced with kind permission of Hodder Children's, Sydney.

1999) and *Dreamwalker* (Carmody & Woolman, 2001).
– Otherworldly characters in other stories: Read *Skellig* or listen to an excerpt online read by the author, such as *David Almond audio extracts* <http://www.davidalmond.com/books/audio.html>. It is also possible to purchase an audio cassette version of the story read by the author. Select a paragraph or two for reading aloud to the class.
– Image exploration: Teacher introduces key elements of the grammar of visual design, focusing on the visual

grammar of interactive meanings.
Concepts introduced include:
❖ contact – the differences between offers and demands
❖ social distance – long medium and close-up views
❖ power – high, eye-level and low angle views
❖ involvement – parallel or oblique horizontal angle.
Concepts are introduced using the online story *The littlest knight* <http://www.magickeys.com/books/lk> (Moore, 1994) (Figure 1), and then explored in the images in the early chapters of *The Little Prince*.

Each of the six groups of students will complete two tasks each day over the next three days.

Week 1: Session 2
• Read aloud the next two chapters of *The Little Prince*.
• Students divide into six groups and work on the first two of the group work tasks.
• Review what we can now say about the story chapters read as a

The Littlest Knight

Follow the littlest knight as he battles to save the kingdom from the terrible dragon and win the hand of the princess.

A Children's Book
Written and Illustrated by Carol Moore
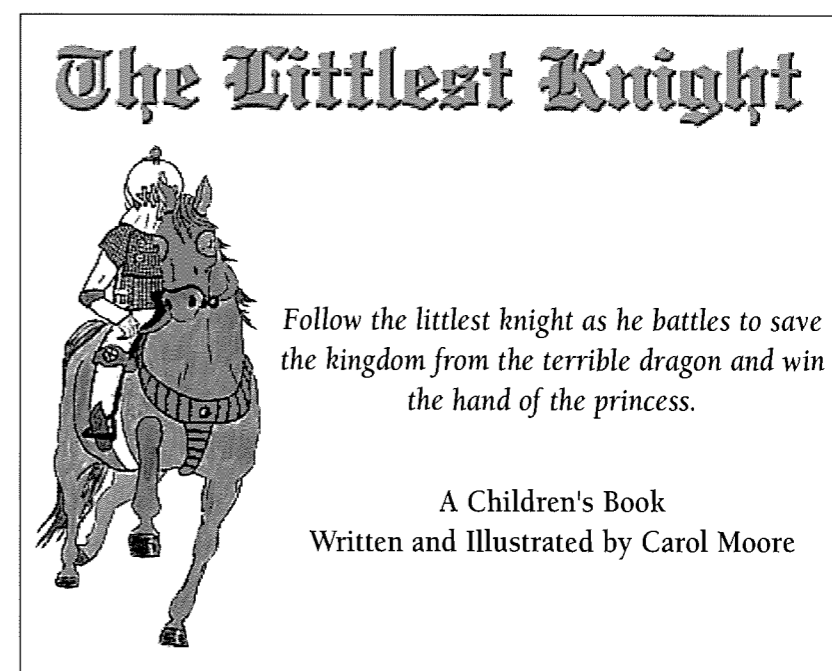
Figure 1 The littlest knight <http://www.magickeys.com/books/lk>

The Little Prince <http://www.lepetitprince.com/en/index.php>. © Sogex

whole class to date including the quotable quotes, which can be added to the class notice board, images encountered and their role in the story, and the questions/issues/lessons raised so far.

Week 1: Session 3
- Introduce students to *Megan's star* (Baillie, 1988). This is another book which involves an otherworldly character who enables the main human character to develop deeper insights or understandings.
- Group work tasks: all students complete the second set of two tasks for their group.
- Discussion with whole class about ways in which *Megan's star* and *The Little Prince* are the same and different.

Week 1: Session 4
- Read aloud the next two chapters of *Megan's star*.
- Group work tasks: all students complete the final set of two tasks for their group.
- Discussion with the whole class about similarities and differences among *Skellig*, which they have all now encountered in group work, *Megan's star* and *The Little Prince*.

Week 1: Session 5
- Read the next two chapters of *Megan's star*.

Figure 2 *Lulu's enchanted book*, CD-ROM. Cover reproduced with kind permission of Hachette Children's Books, Sydney.

- Provide time for student groups to finalise displays and presentations of the results of their group work.
- Students share displays and presentations of their group work.
- Discussion with the whole class about what has been learned about *The Little Prince*, the narrative techniques of other stories involving otherworldly characters, and the role of images in constructing stories.
- Complete reading aloud of *Megan's star*.

Week 2: Session 1
- Review with the students the results of their group work as displayed, and consolidate the

grammar of visual design in understanding the role of different types of images in developing the story.
- Using a data projector, introduce the class to the CD-ROM story, *Lulu's enchanted book* (Victor-Pujebet, 1997) (Figure 2).
- For the remainder of this session and the first part of the next session the class will work in four groups.
(a) explore all of *Lulu's enchanted book* on CD-ROM
(b) explore all of the CD-ROM version of *The Little Prince*
(c) complete reading *Skellig* (using the audio cassettes and/or teacher and/or peer assistance in the case of any students who find reading the book difficult)
(d) complete reading *Dreamwalker*, paying particular attention to the images, and when finished explore the images on the *Dreamwalker* websites, such as Cally Steussy's image at *Science fiction and fantasy art: Nesaka the dreamwalker* <http://elfwood.lysator.liu.se/loth/s/t/steussy/nesaka1clrsz.jpg.html>.

Week 2: Session 2
- Complete group work tasks from the previous session. Early finishers engage in Internet searches for reviews of *Lulu's enchanted book*, more information about *Skellig* etc.
- The teacher demonstrates the role of image analyses in comparing the interpretive possibilities of the hypertext CD-ROM of *The Little Prince* and the other hard copy and linear online versions the children have read. The focus of the comparison is the geographer chapter in *The Little Prince* (for details see (Unsworth, in press, 2006).
- The teacher plans with the students the following four group work tasks to be completed over the next two sessions:
  - select another episode in *The Little Prince* to compare, applying the visual analyses used in the teacher demonstration

- select an episode from *Lulu's enchanted book* and undertake an image analysis to indicate the role of the hypertext-activated images in confirming or changing the way the written story is interpreted
- select an episode from one of the illustrated books read in the previous week, such as *Dreamwalker* or *Luke's way of looking* (Figure 3), analyse the images and comment on the role of the different types of images and how other image selections might have been used to impact upon the story interpretation
- select one episode from *Skellig* and design and insert images at points in the text as appropriate.

Week 2: Sessions 3 and 4

Each of the four groups in the class completes two of the tasks as outlined above, so that by the end of session four all students have completed all tasks.

Week 2: Session 5

- Reporting by student groups of their four completed tasks.
- Whole class discussion of the different sections of the CD-ROMs that the four groups investigated, the different episodes of the books in which they explored the images,

> *...the expanded digital context of story worlds as a resource for encouraging sustained reading of literary narratives among young people needs to take account of the impact of ICTs on the textual practices surrounding literary texts...*

and the different representations for the various episodes of *Skellig* they chose.

- In this session, the children set up a poster presentation of their work and invite (at this point or on a subsequent occasion) other teachers, classes and parents to attend. As visitors circulate around the presentations, students are on duty to explain their work.

Conclusion

The potential of the expanded digital context of story worlds as a resource for encouraging sustained reading of literary narratives among young people needs to take account of the impact of ICTs on the textual practices surrounding literary texts, and indeed on the character of literary narratives

themselves, changing the very nature of what we understand to be narratives (Hunt, 2000; Locke & Andrews, 2004; Mackey, 2001).

This article is intended to assist teacher-librarians and teachers in considering this kind of role orientation, and to maintain and enhance a vibrant engagement of net-age students with past, contemporary and emerging forms of literary narrative.

In addition to the texts mentioned in this article, a variety of free books are available on line. Some examples are:

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byGosh.com: free children's classics. Viewed 03 April 2007. <http://bygosh.com/childrensclassics.htm>.

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[Editor's note: For a more detailed account of the classroom work in this article see Unsworth (2006).]

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Use the Semester 1 and Semester 2 links for workshop details and online registration, or go to <http://www.curriculumsupport.education.nsw.gov.au/prolearn07/semester1/libraries.htm>.

Games-based learning: motivating students to become multiliterate

Darcy Moore is Deputy Principal at Dapto High School.

How many articles have you read during your career about boys and literacy? Motivation and engagement are the key words in most. Walking into an English classroom, or any classroom for that matter, and seeing a poster instructing students on the ruling of red margins in workbooks is hardly likely to inspire and enthuse our 'digital natives' to become sophisticated, multiliterate learners. It seems obvious that educators need to engage with professional learning that fundamentally changes the way we teach and organise learning in our classrooms and schools. To an extent, this is happening but many still disagree on the best way to harness the power of new technologies or reject the importance of popular culture in the classroom. Anecdotally, many parents and teachers are particularly resistant to computer or video games being used in educational settings.

In late 2005, the keynote address at the English Teachers' Association (ETA) conference was delivered by 29 year old, Mike Jones, the VectorLab manager at the Powerhouse Museum. His address, *Youth culture and contemporary communication*, explored genre, narrative structure, parody, film, Jane Austen and the familiar concepts of such a conference, but the focus was on computer gaming, the Internet, remix culture, James Brown, pop videos and a range of topics one would have been unlikely to find at a professional development for English teachers last century. I loved it, felt validated and excited because, finally, my own hobbies and professional roles were starting to merge.

Jones (2005), quoting the American educational theorist Marc Prensky, said that today's students are no longer the people our educational system is designed to teach. He did go on to say that the curriculum of today in NSW has made giant strides forward compared to the curriculum he was exposed to just a few years ago, but how are we really going engaging students in our classrooms? Jones' presentation was exciting and I hope that more teachers will enjoy it via the podcast at the ETA website <http://www.englishteacher.com.au/index.php>.

Are you a digital native or a digital immigrant?

Most teachers are likely to be digital immigrants. If you answer yes to the following, you probably are one too:
- Have you ever used a typewriter?
- Have you ever printed an email or word document to edit?
- Do you type http://www in front of web addresses?
- Do you ever write your mobile number down to give it to a friend?
- Do you go to the Internet second for information?

Most digital immigrants will forever speak with an accent and we may alienate our digital native students with anachronistic, outmoded practice. That is not to say that we immigrants will not become expert, if we are determined and do not cling to the past.

Computer games are a significant part of many students' lives...

Computer games are a significant part of many students' lives and a leisure activity that some could barely imagine doing without. Often these video games are belittled and blamed as a cause of many social evils. Representation of teenagers as overweight, violent, lacking attention span, and illiterate is regular tabloid fodder. Imagine our lives without the joys of the novel and how much poorer we would all be for it. In 1843, Harvey Newcombe worried:

Novel reading produces a morbid appetite for mental excitement. The object of the novelist generally is to produce the highest possible degree of excitement, both of the mind and the passions. The effect is very similar to that of intoxicating liquors on the body. Hence the confirmed novel reader becomes a kind of literary inebriate, to whom the things of eternity have no attractions, and whose thirst cannot be slaked, even with the water of life.

If we replace novel with video game it seems that some conservative commentators' fears about the role of computer games in young people's lives have been explored previously in another historical and social context. Why are parents and educators so often suspicious of pleasure and its role in learning? Games have always been a traditional way of teaching and learning.

Steven Jones (2005) argues that the cognitive work done watching increasingly sophisticated television shows and playing complex video games is actually making the population more intelligent. What makes his position so interesting is that IQ testing in the USA quite clearly supports his thesis. These electronic pleasures, Jones would argue, should not be treated with such suspicion by parents and educators. However, it is likely that you will read yet another article in the media on the dangers of video games within a week of reading this article. Is the jury still out on the impact of video games? Not in Jones' opinion.

> ...video games will be employed in a range of contexts that motivate young men to be more actively engaged in developing their own literacies within the classroom

How do we motivate students, especially boys, to improve their literacies?

Pleasure is an essential part of learning, and hopefully video games will be employed in a range of contexts that motivate young men to be more actively engaged in developing their own literacies within the classroom. Maybe we can take to heart two points that James Gee has made so eloquently in his books and conference keynotes in the last few years:
- good commercial games are built on sound learning principles
- video game technologies hold great promise for moving beyond entertainment to serious learning purposes in and outside of school.

Good video games exhibit characteristics very much like the kinds of classrooms we would like to create. They motivate; permit failure; emphasise both competition and collaboration; are designed with well-sequenced problems; are constructivist; and, most importantly, allow all to participate at their own level. Many of these games are sophisticated and enjoyable, challenging and engaging. They require the gamer and teacher to be highly multiliterate and skilful in a number of domains.

During the 1990s, my lunchtime history club, indulged and supported by our excellent teacher-librarian, explored PC games like *Age of empires, Civilization, Caesar III* and other similar real time and turn based strategy titles. I learnt a great deal about cheat codes, and the students learnt about anachronism. The conversation that came about from a student's question about why priests rather than doctors heal people in the game resulted in an amazing debate.

Dapto High School's Year 8 curriculum provides students with the opportunity to choose a gaming elective. Andrew Walker, a *World of Warcraft®* enthusiast, has established a course that aims to engage students and develop their literacies using *Warcraft® 111: reign of chaos*. I loved *The Hobbit* when I was in Year 8, but being able to study a text that commenced in a world where:

...war between the orcs and humans ended...Yet the kingdoms of men grew complacent in their victory - and slowly, the defeated orcish clans regrouped under the banner of a new visionary leader...

would have been an incredible literary adventure.

How to choose an engaging game with educational merit

Andrew Walker shares his process of selecting a suitable game for Year 8 English students.

Selecting a game that will appeal to students who have grown up with console based first person shooters whilst meeting concerns of the rating of its content and educational merit is not an easy task. Warcraft® 111: reign of chaos, a real time strategy title first published in 2002, seemed to be the best choice for a number of reasons:

- The single player campaigns are an excellent game play tutorial and have a large literacy component.
- The multiplayer game allows for cooperative team based play.
- The editor can be used to design and build custom maps.
- Being an older game, it would likely be new content to most students.
- The word warcraft in the title would be familiar to students with an interest in gaming or fantasy fiction thanks to the *World of Warcraft®* franchise.

When the majority of my class arrived to their third lesson with fifteen minutes of lunch remaining I knew that I had made the right choice of game and wondered how long the students had been waiting outside the room for me to get there before the previous lessons.

Three lessons down and most of the class is two and half hours into the multiplayer campaigns. They are focused, intently reading as they are drawn into the world of Thrall, Arathas and Uther.

Andrew Walker

A collection of images from *Warcraft® 111: reign of chaos*
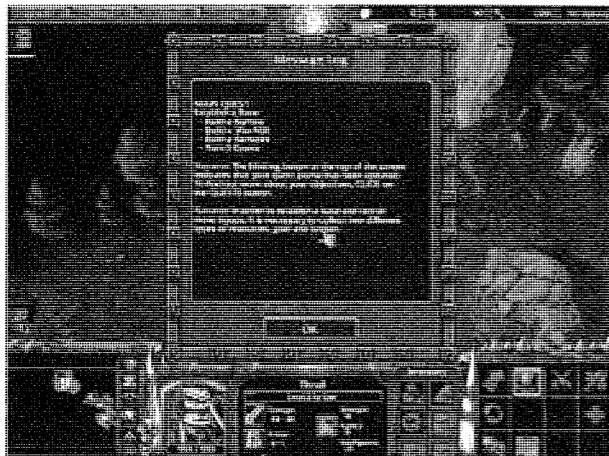
Message log
Warcraft® 111: Reign of ChaosWarcraft® III: Reign of Chaos™
©2002 Blizzard Entertainment, Inc.

Thrall giving instructions to set up the camp

Hint about usefulness of Peons
Warcraft® 111: Reign of ChaosWarcraft® III: Reign of Chaos™
©2002 Blizzard Entertainment, Inc.

Thrall checks on arrival of reinforcements

Linking game-based learning with *Quality Teaching*

The *Quality Teaching* documents emphasise the use of metalanguage in our daily classroom exchanges as fundamental to ensuring deep learning. The word bank for Andrew's Year 8 elective is evidence of the rich vein of cultural literacy he can mine and use in many substantive conversations. Motivating young men is the key, and Andrew's elective will result in much more challenging reading than some of them are usually likely to do. Many of the concepts in the word bank will be of great use across the curriculum.

Warcraft® 111: reign of chaos word bank

Roman	multiplayer	melee	icons
numerals	specifications	bestiary	resolution
multimodal	operating	mythology	ambient sounds
genre	system	chronology	mouse
fantasy	narrator	history	keyboard
action	narrative	quest	waypoints
strategy	taxonomy	campaign	economy
roleplaying	techtree	profile	fog of war
heroes	peasant	citadel	rain
alliance	terrain	homophone	prophet
horde	palette	law	profit
destiny	menu	lore	
militia	exile	reign	

Needless to say, Principal Andrew FitzSimons took some persuading, but has now become an advocate for this kind of innovation in our schools.

As a parent, I watch and acknowledge the skill and finesse of those who design such games. As principal I am sure this school must find a way to tap into the energy and commitment to succeed that is displayed by enthusiastic gamers. This trial of an 'Interest Elective' affords students, teachers and the school as a whole an opportunity to engage with new and powerful elements of youth culture. This 'digital immigrant' is watching closely, visiting this class when he can and learning a great deal.

Andrew FitzSimons

How can teachers justify using computer games?

Extracts from The K–10 Curriculum

- work collaboratively with others to achieve individual and collective goals
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- be productive, creative and confident in the use of technology and understand the impact of technology on society (p. 4).

English Years 7–10 syllabus, (2003). NSW Board of Studies

Extracts from *English Years 7–10 syllabus*

Texts are communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia. Texts include written, spoken, nonverbal or visual communication of meaning (p.16).

In each Year students must study examples of
- spoken texts
- print texts
- visual texts
- media and multimedia which should, over Stages 4 and 5, include texts drawn from radio, television, newspapers, the internet and CD-ROMs (pp. 19, 31).

The selection of texts must give students experience of:
- cultural heritages, popular cultures and youth cultures (pp. 19, 31).

English Years 7–10 syllabus, (2003). NSW Board of Studies

Extracts from Cross-curriculum content

Information and Communication Technologies (ICT) content in English enables students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English.

...students are able to apply their existing knowledge of word processing, multimedia, ways of formatting and presenting texts, simulation software, graphics and electronic communication and further develop their skills, knowledge and understanding of these technologies (p. 9).

Literacy is the ability to communicate purposefully and appropriately with others in a wide variety of contexts, modes and mediums. Different contexts require general and specific skills, knowledge and understanding as students compose meaning for themselves and others...

...The syllabus also requires the development of students' visual literacy through the development of skills in viewing and representing a diverse range of texts including texts in print, film and other technologies (p. 10).

English Years 7–10 syllabus, (2003). NSW Board of Studies

Stage 4 Outcomes

1.6	categorise texts by content, genre, composer and purpose
1.16	conventions associated with generic definitions of literary, film, television and other multimedia, information, everyday and workplace texts
3	responds to and composes texts in different technologies
3.4	respond to interactive and simulation texts in print form and on computer to plan, design and investigate a situation
3.6	the ways different modes work together to shape meaning in multimedia texts such as film, CD-ROM, websites and television
3.9	the forms, features and structures of interactive and simulation texts, multimedia texts and websites, including layout and design, and the nature and capacity for interaction
3.10	technologies, software and their functions appropriate for particular tasks in English
4.4	combine modes and describe their relationships in multimodal texts
4.11	the interaction of different language modes and different media to create meaning in multimodal texts
6.3	explore real and imagined (including virtual) worlds through close and wide engagement with texts
6.8	the ways 'the real world' is represented in the imaginary worlds of texts including literature, film, media and multimedia texts
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 (pp. 20–30).

Stage 5 Outcomes

3	selects, uses, describes and explains how different technologies affect and shape meaning
3.6	the ways in which modern technologies of communication are used to inform, persuade and entertain
3.7	the ways in which modern technologies of communication are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences
6.1	explore real and imagined (including virtual) worlds through close and wide engagement with increasingly demanding texts
6.2	respond imaginatively and interpretively to an increasingly demanding range of literary and non-literary texts
8.12	intertextuality and how it can be used to shape meaning in texts
10.8	the effects of personal, social, historical and technological perspectives on language and communication
10.12	how texts sustain or challenge established cultural attitudes (pp. 32–43).

English Years 7–10 syllabus, (2003). NSW Board of Studies

Relevant aspects of the *Quality Teaching* model

Intellectual quality

Problematic knowledge

Students are encouraged to address multiple perspectives and/or solutions and to recognise that knowledge has been constructed and therefore is open to question.

Higher-order thinking

Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.

Metalanguage

Lessons explicitly name and analyse knowledge as a specialist language (metalanguage), and provide frequent commentary on language use and the various contexts of differing language uses.

Quality learning environment

Engagement

Most students, most of the time, are seriously engaged in the lesson or assessment activity, rather than going through the motions. Students display sustained interest and attention.

Significance

Background knowledge

Lessons regularly and explicitly build from students' background knowledge, in terms of prior school knowledge as well as other aspects of their personal lives.

Connectedness

Lesson activities rely on the application of school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school.

Narrative

Lessons employ narrative accounts as either (or both) a process or content of lessons to enrich student understanding.

Quality teaching in NSW public schools: discussion paper, (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training

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Access to technology in our schools is improving all the time, and there is a myriad of resources available to support teaching and learning. Teacher-librarians and teachers need to engage with change and ongoing professional learning to be able to make the necessary strides forward to keep abreast of our students. Lessons in my English classroom, with Xbox games displayed using a data projector, led to some great analysis of the structures and features of a range of genres. I am not arguing that we turn our classrooms into gaming zones, but we must consider how we can use and analyse contemporary pastimes and pleasures in our schools and classrooms to engage and motivate students, especially young men. There is plenty of opportunity to reward and engage students in higher-order thinking using a range of platforms at school. To paraphrase James Gee's recent comments at the Curriculum Corporation conference:

> there needs to be further research into the field of games and learning but we must investigate learning systems that best leverage video games' powers for learning, and the most effective roles for teachers.
>
> Gee, 2003

Computer games, like the novel in earlier times, are unfairly maligned and under explored in our schools. We need to change if our daily exchanges are intended to motivate and engage students in our classrooms and schools. Professional learning plays an important role in imagining the future; as does keeping an open mind to the potential of video games in our schools as an innovative tool for improving the literacies of our students. ■

[Editor's note: See also the *Professional learning community on game-based learning* article pp. 41–43.]

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Raps: opportunities for teacher-librarians to contribute to curriculum programs through collaboration

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is Review

Coordinator,

School Libraries

and Information

Literacy Unit.

At the heart of our role as teacher-librarians is collaboration with teachers within our schools. There is a variety of ways that teacher-librarians contribute to their school's curriculum programs and priorities, and one of them is through integrating ICT in teaching and learning. Another is through supporting literacy, which remains a key priority.

Literacy is not only about reading; it incorporates an understanding of visual literacy, critical literacy, and the multiliteracies which encompass a multitude of types of texts and information formats. According to the NSW Department of Education and Training:

To be literate within contemporary society requires students to read, write, talk and listen and think critically in order to understand written, visual and technologically based information.

Literacy <http://www.curriculumsupport.
education.nsw.gov.au/policies/literacy/index.htm>

Todd in *Scan* 23(4) states

…it is not merely about functional literacy for active learning at school, but for living and working in an information society (p. 20).

The *Raps* program, which is offered through the School Libraries and Information Literacy Unit, provides wonderful opportunities for collaboration as well as a wealth of teaching and resource materials to support aspects of literacy learning and integrating ICT in teaching and learning.

Raps: but how can I find the time?

Teacher-librarians often say:

But how can I find the time to do a rap?

This article aims to give you some ideas which may help you to implement a rap in your school. It will explain how a rap works, and suggest ways to collaborate with teachers in your school to teach a rap.

Progam and planning

Stage 5 Outcomes and content	Teaching and learning strategies
Outcome 1: A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.	Introduce the book rap and outline expectations. Students are shown the rap web site, read selected sections such as **Rap lingo**, discuss the purpose of rap lingo and practice using it.
Students learn to: **1.2** respond to and compose more sustained texts in a range of contexts	In discussing the purpose and conventions of a book rap, teachers also refer to appropriate Book rap FAQs, and examples of email messages in the **Archives of email discussion** from previous raps.
1.3 analyse the effectiveness and impact of texts on responders in terms of ideas, perspective and originality.	
Students learn about: **1.10** the use of variations within conventions of particular genres, including forms of poetry, fiction and film and how these variations address the composer's purpose	Discuss the process of subscribing to a listserv. Subscribe the group or class to *Whale rider* film rap.
1.12 how inference and figurative language can be used in complex and subtle ways.	Students view the film before the rap begins.
Outcome 3: A student selects, uses, describes and explains how different technologies affect and shape meaning.	Teacher reviews filmic techniques such as camera angle etc. to ensure students have experience in understanding the composer's purpose see Filmic techniques.

An example of programming and planning in a rap

What exactly is a rap?

A rap is an online unit of work which uses email to circulate discussion about a text, video or topic. Teaching strategies and learning outcomes are provided in the rap materials. Each rap features support material that can be integrated into the teaching unit. This support material addresses relevant syllabus outcomes and includes collaboratively planned lesson ideas. These include:

- teaching strategies
- worksheets for students' use
- other resources, such as special guests available to talk to the students by email
- further reading
- WebQuests.

I enjoyed the way the rap was set out so I could print off the unit and use it in my program. I will definitely do a book rap again.

Marie Leahy, teacher-librarian, Walcha Central School

Why participate in a rap?

Raps are a great way to engage students with a topic or a text. There is meaningful communication with a real audience through use of email.

The Stage 3 students at Lalor Park PS enjoyed the levity of Eggsactly! It was a welcome breather from their work in other KLAs. They were pleased with the interactive nature of the activity, eagerly looking up other rappers' schools on Google Earth (Beauty Point was the most memorable). It was a thrill for students to see their comments receiving a wider audience than usual, and students whose first names and comments were included in the emails were chuffed.

The topic allowed us to integrate other work on cartooning, which is always a favourite with Stage 3 students. We explored sites such as <http://www. unclefred.com> and Mo Willems' own website (which gave instructions for how to draw the pigeon), and worked with Kim Gamble's book, You can draw anything.

The biggest drawback from a teacher's perspective was the time factor. Term 4 is busy for Stage 3 students and we frequently found that our rap sessions had to be postponed or cancelled. We did manage to particpate, however, and I think all students gained from the experience.

Sean McLoughlin, teacher-librarian, Lalor Park P.S.

How do I find the time for a rap?

Ideally, a rap will need about three or four lessons a week, for about five weeks, depending on the rap.

Thanks for running the rap. We had a great time. As a first time rapper it was certainly a big learning curve. Some things worked really well, other things I think I would do differently. We were very pressed for time and I got a bit carried away with doing all the activities. I think next time I would allow a lot more time for just discussing the ideas coming in from the emails.

Georgie Buenfeld, Pulteney Grammar School, Adelaide

How can I manage this on my own?

You do not have to. Link up with a classroom teacher and divide the rap so that they can teach some points and you continue when the class comes to the library. You might like to work on the email response with the students during their library time, or read or watch the text with them. Being in the library, you are more likely to have access to a computer.

What's in a rap?

The rap materials contain:

- syllabus outcomes

Where will I find out about raps?

- planning and programming (teaching and learning strategies)
- ICT skills, including appropriate use of language
- rap points, which are the questions, topics or issues which students respond to and discuss in their emails
- rap sheets, which are the worksheets already provided for you
- rap wrap up which is an evaluation sheet for the last lesson
- resources to help with the rap and provide background information or reading.

The children thoroughly enjoyed the rap and got a lot out of it. [They] loved all the books and found them interesting and amusing, and we all learned a significant amount about visual literacy. The rap provided food for discussion and provided a different kind activity for the students.

Elizabeth Williams, teacher-librarian, Beauty Point P.S.

Where will I find out about raps?

All our raps are on our website <http://www.schools.nsw.edu.au/raps>. On the top option bar you will find the current raps, planned raps, and past raps, which are in the *Raps archive*.

Eggsactly! rap home page

Eggsactly! Rap
Eggsactly! Home
Welcome to Eggsactly!
Dates
Coordinator
Joining the rap
Syllabus Outcomes
Introductory rap point
Rap point 1
Rap point 2
Wrap up
Class email discussion
Picture gallery
Resources
Credits

RESOURCES

Click on the links below

The texts
Author and illustrator websites
Visual literacy websites
Visual literacy general resources
Humorous fiction – supporting texts
Resources for running a rap
Websites
Credits

The texts

Grey, M. (2003) *Egg drop*, Random, London SCIS 1154603
Wild, S. & MacKintosh, M. (2003) *Bad eggs*, Lothian, South Melbourne SCIS 1135130
Willems, M. (2004) *Don't let the pigeon drive the bus!*, Walker, London SCIS 1217299

Author and illustrator website resources

About us
Mini Grey
Mo Willems home page

Resources are included for each rap

Can I do a rap at a later stage?

The material is always available on the website. Although your students will not have the advantage of communicating with other schools, you may be able to set up an email exchange between groups in your class.

Remember that there is as wealth of related resources on the raps, including websites, reviews, print resources, author sites, and technology resources.

For which Stages are raps designed?

There are raps available for all Stages, from Early Stage 1 to HSC English. There are raps which address Departmental priorities, including Aboriginal and multicultural perspectives.

Will I get any support if I have problems?

The rap coordinator is available to answer any content problems and the Departmental rap facilitator is there to help solve technical problems.

By joining the teacher rap you will be supported by other teachers who are participating in the rap and you will be able to have useful professional discussion with others. It will also give you ideas, such as how to structure class groups, or how to respond to emails.

A beginner's guide to raps, which will be included in all future raps, is available at <http://www.schools. nsw. edu.au/raps/ beginnersguide toraps.htm>.

> We overcame the initial problems of not being able to use a dedicated hotmail address…
>
> Elizabeth Williams, teacher-librarian,
> Beauty point P.S.

For more information go to *FAQs* at <http://www.schools.nsw.edu.au/ schoollibraries/teaching/dfaqs/htm>.

More ideas

- display the emails in the library; young students love to see them on the wall, especially if their names are mentioned
- choose the most suitable activities for your class for each rap point – you don't have to do them all
- hook up a data projector for the whole class to see the rap
- ask students to come in at lunch time to send the email response if there is not enough time in during the lesson
- collaborate with teachers to teach some of the rap in normal class time and you continue when the class comes to the library
- print off the syllabus outcomes, rap points, and activities; tick, sign and date for your program
- consider doing the rap to complement a reading café or literature circle.

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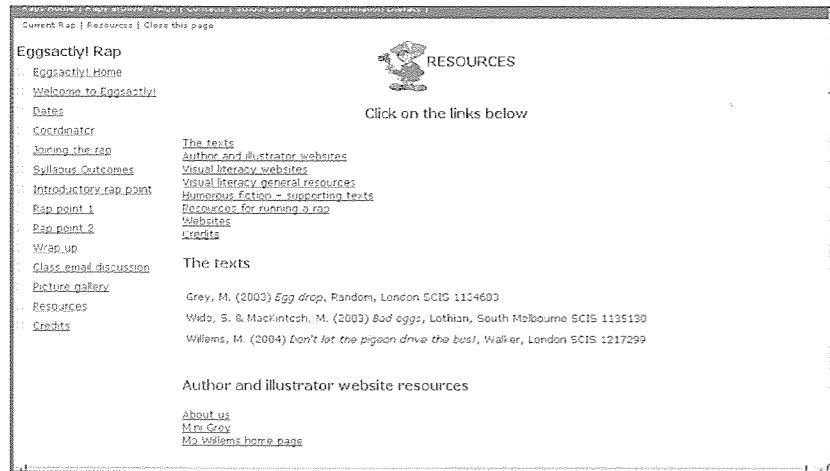Callow, J. (2000) 'Reading the future. The literacy demands of visual text: deconstructing a web page', *Scan* 19(3), pp. 15–16.
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*For more information, contacts and resources for the following raps and those that are archived go to the website at
<http://www.schools.nsw.edu.au/schoollibraries/teaching/ raps/index.htm>*

Raps update

Term 2, 2007
- *Possum Magic* by Mem Fox and Julie Vivas. Stage 1
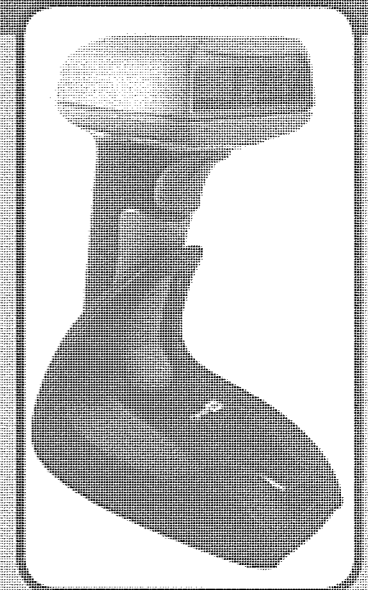- *Eggsactly! rap: Egg drop, Don't let the pigeon drive the bus, Bad egg* Stage 3. Beginning Term 2 Week 5.

Term 3, 2007
- *Big rain coming* by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. KLAs to be advised.

two 2007

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 challenges teacher-librarians and teachers to consider quality pedagogy supporting the development of information literacy, and the role a guided inquiry approach can play.

Guided Inquiry supporting information literacy
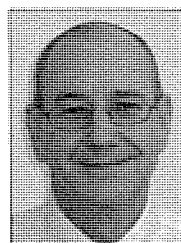
Dr Ross J. Todd

is Associate Professor, Director of the Master of Library and Information Science (MLIS) program, Director of Research for the Center of International Scholarship in School Libraries (CISSL), School of Communication, Information and Library Studies at Rutgers University, the State University of New Jersey, USA.

I have greatly enjoyed two recent trips to Australia where I had the privilege of speaking in both Sydney and Melbourne. What a joy it was for me to engage with so many enthusiastic and thoughtful teacher-librarians over those two days. The focus of these presentations, sponsored by Sybasigns and supported by School Libraries and Information Literacy Unit, NSW Department of Education and Training in Sydney, and the School Library Association of Victoria (SLAV) in Melbourne, centred around a guided inquiry approach for learning in the school library. At the heart of this approach is an instructional framework and quality pedagogy for transforming information into deep knowledge and deep understanding. Its pedagogy revolves around a set of essential questions:

- What curriculum outcomes are to be developed?
- What does deep knowledge and deep understanding look like in each of the disciplines: for example, what does deep knowledge of science, history, geography, mathematics, social science, actually look like?
- How do students go about developing deep knowledge and deep understanding of a discipline in ways that reflect how disciplinary knowledge is developed?
- What curriculum content and outcomes lend themselves to inquiry research through the school library?
- What are the instructional interventions that enable the development of deep knowledge and deep understanding?
- How can students be effectively and appropriately guided throughout the inquiry process, and not be abandoned at the most complex stages of knowledge development?

- How can knowledge outcomes be measured, and what do these outcomes look like? (as related to curriculum outcomes).`

The Center for International Scholarship in School Libraries (CISSL) has begun to develop a *Guided Inquiry* website <http://cissl. scils.rutgers.edu/guidedInquiry/ guidedInquiry.htm>. We posit Guided Inquiry as a 'carefully planned, closely supervised targeted intervention of an instructional team of school librarians and teachers to guide students through curriculum based inquiry units that gradually lead towards independent learning. Students actively engage with diverse and often conflicting sources of information and ideas to discover new ones, to build new understandings, and to develop personal viewpoints and perspectives'.

This approach seeks to frame authentic learning of disciplinary knowledge within the constructive processes that experts in disciplines engage in to develop deep knowledge and understanding. Various fields of knowledge exhibit distinctive structures or patterns of meaning. They have different (and complex) ways of 'coming to know', that is, how knowledge is gained in a subject, and how it is validated. The various fields of knowledge have different methods of inquiry, for creating new knowledge, and for validating claims to new knowledge. These are often embedded and articulated in various curriculum standards, such as mathematical inquiry, scientific inquiry, and historical inquiry. A close examination of these methods for building deep knowledge of a discipline shows that there are many different conceptions of the information-to-knowledge process embedded in the development of different disciplinary knowledges, and that there is no one generic notion of what inquiry-based research is. It is disciplinary specific.

Against this backdrop, Guided Inquiry posits that simplistic approaches to information research and information processes are inconsistent with how disciplines build deep knowledge and deep understanding. In other words, there is no one-size-fits-all model of information literacy, and each discipline has its own unique conception of information literacy. This challenges us to rethink our approach to mediation and intervention in relation to information literacy.

Underpinning Guided Inquiry is a central focus on instructional interventions that move beyond the accessing, locating and evaluating information sources, to providing instructional interventions that emphasise knowledge construction processes; the complex thinking, reasoning, analytical and constructive processes of critically engaging with the found information and transforming it into deep knowledge and deep understanding that become part of the personal knowledge of a student.

Guided Inquiry is based on Kuhlthau's model of the Information Search Process. This model, established and validated through a series of research studies over two decades, provides an instructional framework for understanding students' journey of information seeking and knowledge building, and a basis for guiding and

Existing Knowledge (limited) ➡ Building background knowledge and topic selection ➡ Encountering / investigating multiple viewpoints and perspectives, dealing with conflicting knowledge ➡ Focused information collection and focused knowledge building and knowledge authentication (quality arguments, use of evidence) ➡ Structuring new knowledge ➡ Representation of new, deep knowledge in meaningful structures and formats ➡ Communicating new knowledge ➡ Knowledge reflection

Figure 1 The knowledge continuum: building declarative knowledge

intervening to ensure students develop deep knowledge and deep understanding. From a knowledge rather than an information perspective, Kuhlthau's model (Figure 1) suggests the following information-to-knowledge journey:

The stages of the Information Search Process (Initiation, Selection, Exploration, Formulation, Collection, Presentation and Assessment) are potential zones of instructional intervention in the school library to develop deep knowledge and understanding through the school library.

Specific instructional interventions are determined by the curriculum outcomes to be achieved, and the cognitive, affective, and behavioural needs of the learners to help them achieve these outcomes. The instructional interventions are knowledge-based interventions to provide students with the necessary skills (procedural knowledge) to construct deep knowledge and understanding of their topics. The instructional interventions guide students at all stages of their inquiry and support them in their process of developing deep knowledge and understanding of their topics. They are the cognitive, behavioural and affective processes to build deep knowledge and understanding. They include knowledge of, and applying thinking processes and tools such as:

- knowing how to do authentic research in a discipline – the central questions; how disciplinary inquiry is undertaken to build knowledge

- building engagement, interest in and motivation for inquiry
- locating, accessing, selecting sources of information to build background knowledge
- engaging with multiple viewpoints and dealing with conflicting knowledge
- selecting, evaluating and interacting with ideas in these sources to develop understandings
- recognising uncertainties, doubts and frustrations, and knowing how to use them creatively and positively
- transforming rather than transporting text
- collecting data through disciplinary specific modes of inquiry, such as interviews, surveys, experiments, observation, journaling
- identification of central ideas and mapping relationships, for example complex relational note taking rather than fact gathering
- generating and verifying new knowledge through arguments, evidence, testing and reflection
- understanding how to build and represent new knowledge in safe, ethical and responsible ways
- structuring, organising and representing new knowledge in meaningful and appropriate ways
- reflecting on new knowledge: what have I learned and what opportunities does this open up for further learning?

The starting point for the interventions is not information literacy skills in isolation, rather it is a curriculum task that lends itself to complex

information encounters to build deep disciplinary knowledge, situated within an understanding of how disciplinary experts build deep understanding of the world around them. Thus, underpinning Guided Inquiry is a constructivist framework for learning. It seeks to:

- actively engage students in a search for meaning and understanding, rather than passively receiving information and stockpiling descriptive facts
- engage students more purposefully and critically in the information-to-knowledge process
- provide a focus on knowledge and skills outcomes aligned with curriculum standards and syllabus guidelines.

To this end, CISSL has developed some tools for charting the development of knowledge as students engage with guided inquiry. These are called the S.L.I.M. toolkit: School Library Impact Measure, and provide a mechanism for teacher-librarians and classroom teachers to document learning outcomes, as well as report on the enabling role of a range of information-to-knowledge competencies. The details of the

S.L.I.M. toolkit are available at <http://www.cissl.scils.rutgers.edu/guided_inquiry/slim.html>.

Such a guided inquiry approach can complement a *Quality Teaching* approach to information literacy development, supporting and enriching the NSW Department of Education and Training's information process.

The challenge for teacher-librarians is to thoughtfully reflect on their information literacy practices and to see how these may be more carefully aligned to curriculum goals; to identify gaps in instructional practices; and to re-engineer pedagogy to one that truly focuses on the development

of deep knowledge and deep understanding. The research column in this issue of *Scan* is a case study of how one teacher-librarian and one school have risen to the challenge, and have embarked on the process of implementing guided inquiry as an instructional framework for the leading of learning through the school library. Lee Fitzgerald is teacher-librarian at Loreto Kirribilli, who has engaged actively for many years in developing the profession of teacher-librarianship, through her work as a reflective practitioner, scholar, leader in professional associations, and past editor of *Scan*. ∎

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Investigating Guided Inquiry: a beginning

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Background: constructivist learning and Guided Inquiry

This report documents one school's journey in implementing a Guided Inquiry framework for learning in the school library. It builds on key principles and processes of guided inquiry, as developed by the Center for International Scholarship in School Libraries (CISSL). It examines and reflects on the process of development and implementation of Guided Inquiry as defined by CISSL: targeted instructional interventions of school librarian and classroom teacher teams that guide students through curriculum based inquiry units. Its focus is enabling and guiding students in a constructive process of building deep knowledge of their curriculum topics through their

encounters 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 (Kulthau & Todd, 2005a).

Guided Inquiry is founded on the belief that learning is a process of personal and social construction. This view of learning is deeply embedded in the educational tradition that has

been developed by influential 20th century educational thinkers such as John Dewey (1859–1952), George Kelly (1905–1967), Jerome Brunner (1915–), Jean Piaget (1896–1980) and Lev Vygotsky (1896–1934). Collectively, these thinkers have articulated a set of guiding principles of constructivist learning, which gives emphasis to an active search for meaning and understanding by learners, who:

- construct deep knowledge and deep understanding rather than passively receiving it
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and conflicting ideas so that they are able to transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills
- contribute to social well being, the growth of democracy, and the development of a knowledgeable society (Kuhlthau & Todd, 2005b).

The Information Search Process

Research carried out by Carol Kuhlthau, from 1985 to 2004 (Kuhlthau, 2004), provides a validated foundation and framework on which to implement Guided Inquiry. Kuhlthau's model of the Information Search Process (Figure 1) is the only research-based model of the information seeking and use behaviour of students from the time information searching is initiated that can guide the instructional planning process, and direct the focus on deep knowledge and understanding. It is particularly useful in that it not only provides input on the thinking and behavioural processes of students, it

also accounts for the feelings students encounter as they carry out an inquiry project. The steps in the Information Search Process: Initiation, Selection, Exploration, Formulation, Collection and Presentation, and the feelings, thoughts and actions that students encounter provide a mechanism for knowing when to tailor the interventions that students need when researching, are illustrated below (Figure 1).

School context

The school, which was the focus for this research, is situated in Sydney with an enrolment of approximately 1050 girls from Kindergarten to Year 12. In 2006, from June to early December, all students in Year 7 English (aged 12) undertook wide reading in historical fiction. Each student was expected to read at least two novels. From their reading, they were free to develop an interest and an individual line of inquiry. They met once a cycle with teachers and teacher-librarian, and developed their interest into an inquiry question, narrowed their topic to focus questions, were given instruction and individual guidance arising from feedback provided in the form of responses to the SLIM surveys (School Library Impact Measurement) (Todd & Kuhlthau, 2005b) (from one class only), and feedback arising from gathering of information about each individual student's inquiry and difficulties in the form of conversation and email.

The students' inquiry was scaffolded by the use of a research booklet in which students organised their research. Students were expected to hand this in at completion of the research, as well as their product, which was:

- a creative response to their inquiry question, in the form of diary entries, a poem, a magazine, a story, a script, or the more factual products, such as, a web page, blog, or written report. Students were also to accompany their research with a visual representation.

The class met once a cycle (every ten days) for five months.

Goals of case study

This case study research had three goals:

1. to understand what kind of structured interventions are most useful to students at each stage of the information search process, by having them define what their difficulties and strengths are at critical points in this process

2. to implement a constructivist approach inquiry where students were free to develop their own line of inquiry, as distinct from the type of inquiry that students normally undertake – researching a structured imposed question derived from curriculum content – and to understand the challenges of such a free inquiry

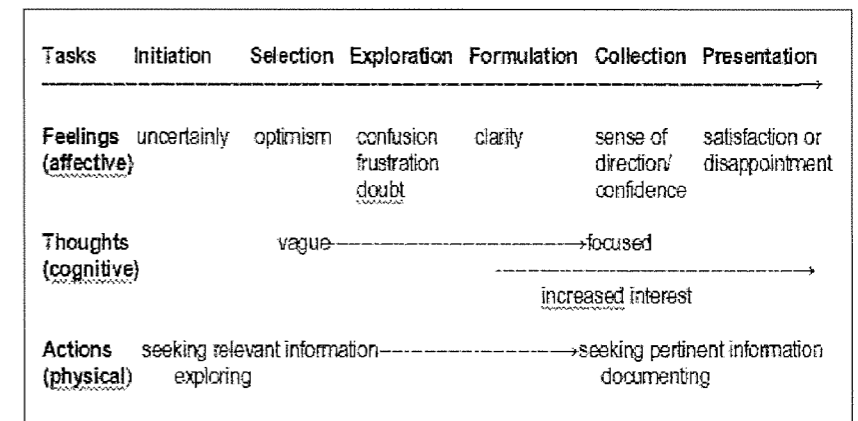| Tasks	Initiation	Selection	Exploration	Formulation	Collection	Presentation
Feelings (affective)	uncertainity	optimism	confusion frustration doubt	clarity	sense of direction/ confidence	satisfaction or disappointment
Thoughts (cognitive)		vague		→focused		
					increased interest	
Actions (physical)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

Figure 1. The Information Search Process

3. to define the best ways in which teachers and teacher-librarians can support students in a Guided Inquiry framework.

Participants

120 Year 7 students participated in the constructivist research, with one class only (30 students) carrying out SLIM surveys at three points in their research. The School Library Impact Measure (SLIM) is a toolkit and handbook for tracking the learning outcomes of Guided Inquiry through the school library (Todd & Kuhlthau, 2005). It can be used as a:

- means of gathering data for research purposes
- means of finding out from students at critical stages of their research just what they need help with so that they can be appropriately guided in their inquiry
- simple and very powerful means of students being able to see their own process of learning.

Goal 1: Understanding the nature of structured interventions

Data collection consisted of:

- surveys at three stages in the Information Search Process (Initiation/Selection, Formulation and just before Presentation), based on and modified from the SLIM toolkit
- the research booklet kept by each student during the progress of assignment
- the products students completed.

Of the 30 students undertaking the SLIM surveys, 14 were invalid for reasons of missing one or other of the surveys, from absence from class on the day, or being moved from one class to another during the five months of the project. The SLIM data gathered is therefore based on 16 valid responses – a response rate of 55%.

From the whole cohort of 120 students, information was gathered about their inquiry question, their focus questions and resourcing problems. Responses were made in person or by email. This information was gathered by having students fill in a form during class time, asking for their topic and inquiry question, and by offering help in developing focus questions. The teacher-librarian then gave feedback either in person or by email, with email found to be the easiest and most effective.

Findings from SLIM surveys

Question 1: Take some time to think about your topic. Now write down what you know about it.

Our students had some difficulties with the wording of this question. It might be that they are too young to demonstrate growth from facts to understanding to explanations, but in analysing this question we chose to chart whether students showed growth in factual knowledge from the Initiation/Selection, through the Formulation to the Presentation stage.

Students demonstrated clear growth in factual knowledge, with some difficulties for students who changed their topic in mid stream. (First stage average: 0.53, Second stage: 0.67 and Third stage: 0.40 where 1 = shows initial factual knowledge or shows increased factual knowledge). It is interesting that their responses in Stage three indicated less factual knowledge than would have been expected. This may be because of the pressure of time students were under at the end of their project. It raises a key question for all teachers and teacher-librarians: just how much do our students really learn when they embark on library-based research?

Question 2: How interested are you in this topic?

Students demonstrated high levels of interest (First stage average: 2.4, Second stage: 2.5 and Third stage: 3 where 3 = 'a great deal of interest'), with interest appearing to increase as students continued through the process. Building student interest, motivation and engagement are critical to effective inquiry, because the goal is for students to develop their own deep knowledge of the curriculum topics, rather than merely replicating a pile of facts about a topic in which they have no ownership.

Four students demonstrated a loss of interest in the formulation stage, presumably when they found that their topic was actually pretty daunting. This is an important signal for mediation and intervention to ensure that students make appropriate choices based on the demands of the task, resources available and time frame involved. Those who demonstrated a high level of interest at each stage were those whose topic was contained, manageable and easy to find out about.

Question 3: How much do you know about this topic?

Students demonstrated perceived growth in knowledge (First stage average: 1.25, Second stage: 1.875 and Third stage: 2.56 where 3 = 'a great deal').

In Stage two, many students demonstrated a lack of comfort with where they were with the assignment – only one 3, with twelve 2's ('quite a bit'), with high level of satisfaction with their level of knowledge at Stage three, particularly those whose topic was clear and contained. These students all show a clear 1 or 0, 2, 3 pattern – moving from perceived lack of knowledge at outset to 'quite a bit' in Stage two, and 'a great deal' in Stage three.

Question 4: When you do research, what do you generally find easy to do?

The largest numbers of responses at all stages of the assignment were for: Accessing information effectively; and Creating the research product. Many students mentioned the value of using Advanced Search in *Google*. This raises an important question: do we continue to focus information literacy interventions of finding, locating and assessing information, or target more complex needs, particularly that of enabling students to transform the found information into deep personal understanding?

In the middle stages – Formulation – there were only ten responses from all stages, indicating lack of knowledge that this is a required step in an assignment, and an important step in establishing the direction, scope and depth of the task. This is in contrast to the 33 responses at the Initiation/Formulation and Presentation stage. A few students like 'Putting information into my own words' and others mentioned they liked the structure of the research booklet. This is backed up with what students in general found difficult in Question 5.

Question 5: When you do research, what do you generally find difficult to do?

Although students might nominate themselves as finding it easy to access information, in Question 5, they indicated that they have difficulty with:

- finding information at the right level
- finding topic specific information, statistical information, current information, and chronology of events.

An equal number of students preferred books as those that preferred the Internet, and some students indicated difficulty with locating and using books in the library.

In the middle stage of the Information Process – Formulation – students encountered these difficulties (unnamed/unknown? in Question 4):

- finding information they can understand
- narrowing information down to what is needed
- knowing whether or not to trust Internet information, especially when using multiple sources
- summarising

- notetaking
- organising all the information
- transforming all the information into a creative product out of factual information (this was mentioned 3 times).

Information provided from these surveys at Stage one provided scope for very specific teacher-librarian interventions such as:

- use of the library catalogue
- location of very specific titles relating to student topics
- instruction on smarter searching with *Google*
- individual interventions by email and in person on narrowing the topic.

Pressure of time prevented much in the way of interventions at the synthesising end of the assignment. This is where the SLIM surveys could be used most effectively, to work on the transformation of information as dictated by student needs. The challenge is to consciously plan for time to implement such interventions that directly relate to the knowledge construction process and move students beyond the information finding and gathering processes. This was an important insight gained from this case study.

Key outcomes of study

Students from this school are researchers whose output is usually only sought and evaluated at the product stage of an assignment. They are relatively unaware and inarticulate about their process of doing research. Responses indicated that they view themselves as good searchers for information, and good at creating their final product, although the detail of searching for information revealed that they find information too hard to understand, too much, and that it is difficult to get to topic specific information. There seems to be a lack of awareness between Initiation/Selection and Presentation, that is, of the Exploration, Formulation Collection stages: those skills of evaluating, sorting, categorising, understanding, critical reflection, argument building, dealing with conflicting ideas, and transforming this diverse information into deep knowledge. This does not mean that they do not do these things because clearly their excellent products indicate instinctive synthesis. It is simply that they are not used to talking about their process of research.

Students are unpractised at having to submit their process as part of assessment. In implementing a Guided Inquiry process, we provided the students with the opportunity for reflection at each stage of the Information Search Process, and this helped considerably in providing the instructional team with the information needed to tailor direct interventions according to need. There is evidence in student responses of high interest and a move towards deep knowledge of their topic, which is anecdotally supported by the high quality of their research products. This arose from a combination of being supported at each stage of this project by teacher and teacher-librarian structured intervention, and by the engaging nature of the students' free choice inquiry questions.

We hope that one potential outcome from the study is an impact on the way that assignments are structured and implemented. Our long term goal is to demonstrate the value of a guided inquiry approach in the school to design library-based assignments, provide interventions at critical points in their execution, and to assess their products to demonstrate the impact of knowledge-centred interventions on the learning of curriculum topics.

Goal 2: Implementing an open constructivist inquiry

Observations

Our students are not used to choosing their own question and had difficulty with it, especially because their field of inquiry (historical fiction, leading

to any period of history) was so broad, and probably also because they are very young (12 years). A finding relating to constructivist inquiry is, therefore, that students need boundaries put around their field of inquiry; to research any topic in history was very difficult to narrow. Throughout the project, those whose choice in the first place was in a well defined, narrow area ('The Plague in The Rocks, Sydney, 2001' as distinct from 'Tudor England') found that their research was easier, and their difficulties less numerous. In our case, we needed more intervention early on to ensure that all students had chosen their area of research, narrowed it

extensively, passed it by the teacher-librarian to ensure that it was feasible in terms of resources, and then to carry out the SLIM surveys. Teacher-librarian intervention in this project focused heavily on helping students narrow their area of inquiry, when clearly it might have been better spent focusing on the Formulation/Collection phase of the assignment.

Those marked with an asterisk provided difficulty for students because the topic area was too broad, or too information rich, and because of the relative ignorance from which students began their investigations. Those marked with a tick were

Topics investigated by students included

What was life like for Aboriginal children of the Stolen Generation? ✳	How have people been affected by the Bubonic Plague? ✳
What was life like for children in the Industrial Revolution? ✳	What was the importance of Gallipoli in Australian history? ✓
What are the different ways of encoding information? ✓	What was daily life like for women in England in the 16th century? ✳
Why were Jewish people persecuted during World War 11? ✳	What is the story of gold in Ballarat? ✓
What is the significance of the Holy Grail? ✳	Was Anastasia Romanov murdered along with her father and the rest of her family? ✓
Why did Australia join the Vietnam War? ✓	Why was there so much prejudice against Chinese miners in the Australian goldfields? ✓
What has Nelson Mandela's role been in freeing black people in South Africa? ✓	What is it like to be a famous male dancer? ✓
What has been the significance of the Twin Towers' attack? ✓	What effect did slavery have on American history? ✳
What is the significance of the Taliban in Afghan history? ✳	Under what circumstances do refugees come to Australia, and what is life like in detention centres? ✓
What impact did pirates have on 17th century life? ✓	What were the main contributions Elizabeth 1 made to English society? ✳
Vermeer's 'Girl with a Pearl Earring': Who was she, and how does her life compare with the girl in the novel? ✓	How has the experience of travelling to Australia changed over time? ✓
What was life like in Elizabethan England? ✳	What are the highlights of 19th century fashion in England? ✓
Who are my most favourite mischievous characters in fiction? Why are they so memorable? ✓	What is the importance of the Kokoda Track in Australian history? ✓

contained and manageable and students found the process easier, as well as creating their research product with more ease.

Conclusion

Students need intensive guidance and modeling of questions that will be manageable for them very early on in a guided inquiry approach. It also might be that students in Year 7 are too young to properly engage in an open-choice inquiry. To that end, in 2007, we are moving the open inquiry project in English to Year 9.

Goal 3: To define the best ways in which teachers and teacher librarians can support students in a Guided Inquiry framework.

We now have information on student needs and feelings at each stage of an open guided inquiry, which can be generalised into a useful process which can relate to any type of assignment.

Since this small research project took place, I have had the opportunity of visiting the CISSL team at Rutgers University, as well as seeing Guided Inquiry in action at Gill St. Bernard's School in New Jersey, as led by the school librarian, Randi Schmidt. It was fascinating to observe Guided Inquiry entrenched in the curriculum at Gill St. Bernards, to observe the detailed group and individual interventions that Randi and her teacher teams make with the students, to see that students are expected to use academic databases routinely for their information, to observe the high quality products students present, and to listen to the wisdom with which Grade 9 students could talk about their own learning. Randi's program for Year 11 students won the library media program of the year for the New Jersey Association of School Librarians in 2005. This and Randi's whole approach to Guided Inquiry and evidence based practice is explained by Oatman (2006).

I also attended the 'Leading learning through the school library: a guided inquiry approach' one day seminar with Dr Ross Todd in Sydney in March 2007, bringing with me three classroom teachers. Learning from the above three opportunities have led to these initiatives in the school:

- Using the Senior Geography Project and the Year 11 Modern History Independent Research Project to implement a Guided Inquiry approach. In both of these assignments, students have been given a folder of scaffolds at the Initiation stage. They must keep the folder and its contents together till the end of the project and hand it in. The folder contains three progress reports that students hand in at three stages of the research; Initiation/Selection, Formulation and just before Presentation. The progress reports (Attachment A) ask them simply: what do you know about your topic? What more do you know about your topic? What do you now understand about your topic? One more question at each stage asks them to name difficulties they are having, and finally, what they have learnt from their project. These progress reports are handed in at targeted dates, read by the teacher and teacher-librarian, who then intervene with the teaching strategies that students have said they need. We also included A5 notetaking cards for students to use when notetaking, which also must be handed in with their products.
- Later in the year, with English and PDHPE, I hope to be doing full Guided Inquiry assignments with open-ended inquiry, which from the start emphasise and 'count' process as part of the marking scheme. I think having the process steps contribute to the grade students receive is another essential element of Guided Inquiry.

Other projects are underway which use Guided Inquiry processes in a smaller way on assignments which are not open-ended enquiries, for example, students in Year 7 Geography investigating national parks are using a simple proforma which asks them to copy and paste information, then narrow and synthesise it, then narrow it again to develop meaningful abstractions, then put it in bullet points, clearly to engage them in transformation of information, rather than merely transporting it and stockpiling facts without critical thinking about these facts. When they have completed this information-to-knowledge process, they will then be asked to creating a PowerPoint presentation to demonstrate their topical understanding. We think these simple measures will cause students to transform the information first, and be ready to make a meaningful PowerPoint, instead of one based on PowerPointlessness!

While my understanding of Guided Inquiry is still at the learner stage, here is a snapshot of what it means to me in my daily work so far. (I am sure there is more to come):

- Students are to have an active choice of tasks in their assignments – they are to be based on constructivist principles and based in real world learning. Ideally, the inquiry should come from the student.
- It is time to seriously reconsider our Information Process and look at the Information Search Process of Carol Kuhlthau's as the model which includes the affective component so clearly visible in our students' behaviours, and the model with an extensive history of research to support it.
- Focus is on process as well as product. Process and content are equally marked.
- Use and build on the background knowledge of students.

- Students are to provide progress reports at three critical points in their assignments: the beginning, the middle and the end. The progress reports (SLIM) are used for teachers and teacher-librarians to gather information about the sorts of interventions students require at these stages, on an individual and class basis. They are also kept and used by students to create their reflection on their own learning. They are handed in with their products.
- Do not let students know what the final product of an assignment is until they have gathered and worked on the information.

Teach them how to build deep knowledge and understanding, and guide them at every stage of this process.

In a nutshell: Provide students with an engaging research task, as open as it is possible in our syllabuses. Teach them how to build deep knowledge and understanding, and guide them at every stage of this process. Do not abandon students at any stage of the Information Search Process, particularly at what is the most complex and difficult part – that of transforming the found information into deep personal knowing.

I do not remember a more exciting time in our teacher-librarian history! The theory is new but not so new, and calls on us to create, recreate, gather, edit, use and share all the techniques we have all developed in helping students through assignments. Let's get on with it! ■

Appendix A: Documents for planning a Guided Inquiry approach to assignments for staff and students.

Senior Geography Project - Research Progress report 1

Due: Term 1, Week 7

This is the first of three short progress reports you will write during the course of this assignment. The purpose of all of them is to help you organise what you know about your topic, in preparation for writing your SGP. They will be collected by your teacher and the teacher librarian to look at to help them help you in the course of your assignment. They will hand them back to you, and you must keep all Progress reports and hand them in with your assignment.

Name	
Topic	
Question	

What do you know about your topic?

Have you any particular difficulties relating to your topic? For example, understanding the context of your topic, locating specific resources, etc? Please list:

Senior Geography Project - Research Progress report 2

Due: Term 2, Week 3

This is the second of three short progress reports you will write during the course of this assignment. The purpose of all of them is to help you organise what you know about your topic, in preparation for writing your SGP. They will be collected by your teacher and the teacher librarian to look at to help them help you in the course of your assignment. They will hand them back to you, and you must keep all Progress reports and hand them in with your assignment.

Name	
Topic	
Question	

What MORE do you know about your topic?

Have you any particular difficulties at this stage of the assignment relating to your topic? For example, topic related difficulties – too much/too little/just not right information/difficulties with understanding context of topic, how to organise the information. Please list:

Senior Geography Project - Research Progress report 3

Due: Term 2, Week 6

This is the last of three short progress reports you will write during the course of this assignment. The purpose of all of them is to help you organise what you know about your topic, in preparation for writing your SGP. They will be collected by your teacher and the teacher librarian to look at to help them help you in the course of your assignment. They will hand them back to you, and you must keep all Progress reports and hand them in with your assignment.

Name	
Topic	
Question	

What do you understand about your topic?

Reflection: Describe the process of your research and your development of understanding. For example, what shortcuts have you learnt to help you with your next assignment? How will you better deal with emotional, physical and cognitive (thinking) difficulties of research next time?

References and further reading

Kuhlthau, C. & Todd, R. (2005a) 'Guided inquiry: a framework for learning through school libraries in 21st century schools', *Guided Inquiry*, Center for International Scholarship in School Libraries (CISSL), Rutgers University. Viewed 03 April 2007. <http://cissl.scils.rutgers.edu/guided_inquiry/foundation.html>.

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Literacies of science
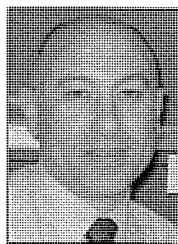
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Science provides authentic contexts and meaningful purposes for literacy learning. Libraries can provide excellent opportunities where literacies, specific to science, can be developed. The literacies of science allow students to represent their understanding of science concepts, processes and skills.

The Australian Academy of Science *Primary connections* initiative embeds literacies of science in its curriculum units. *Primary connections: linking science with literacy* is a professional learning program which links the teaching of Science and Technology K–6 with literacy. The program has been developed as a partnership between the Australian Academy of Science and the Department of Education, Science and Training, and is supported by NSW Department of Education and Training.

The *Primary connections* professional learning program is supported with curriculum resources including a science background CD, teaching and learning resources such as lesson plans that have a working scientifically focus, teaching strategies, equipment lists and suggested assessment. The *Primary connections* program aims to enhance teachers' confidence and competence in teaching science to improve students' learning outcomes in both science and literacy.

The following material is drawn form the Primary connections professional learning folder, *Making connections* (Australian Academy of Science, 2007).

There are many different literacies, such as community or everyday literacy, street literacy, visual literacy, computer literacy and school subject literacy (Gee, 2004; Street, 1995).

Each of these literacies may entail reading and writing, but also involve talking, thinking, viewing and acting for a wide range of purposes. Examples of everyday literacies include:

- using slang
- reading street signs
- playing computer games
- sending and receiving emails
- talking with friends
- calculating the correct change when buying something.

Literacies are not only oral or written language, but involve multiple modes, including:

- visual language (graphs, tables, drawing, diagrams)
- mathematical language
- embodied language (gestural, role play).

To be scientifically literate, students need to be competent in using a range of 'literacies of science', particular language practices that record and communicate science activities, processes and findings, to interpret and construct scientific text, systematically collect data and search for evidence which support explanations and represent these findings.

The literacies of science include:

- using scientific language and vocabulary
- reading a weather report
- using science based learning objects on a computer

- discussing a new diet and fitness plan
- reading labels before selecting a product to buy
- reading graphs, tables, diagrams, charts,
- keeping records in science journals
- procedures (used to describe how something is done, and includes directions and instructions)
- factual recounts (describes or reconstructs past experiences)
- explanations (describe why or how things happen)
- information reports (used to organise and record factual information)
- expositions (used to persuade others to act or think a particular way).

Examples of the literacies of science used in *Primary connections* units:

A circuit diagram is a pictorial representation of an electric circuit. It includes standard symbols of the different components and connections between the components.

A cross section is a diagram used to show the inside of an object. It includes a drawing with a heading, labels and arrows, and a caption.

A cutaway diagram represents the outside and inside of an object. It includes a title, a cutaway section to show the inside, and labels with arrows to indicate the main features.

A factual recount describes or reconstructs past experiences. They are typically based on the author's direct experiences, and may include personal feelings or interpretations. Language features of recount texts may include reference to specific participants, written in past tense, and connective language to link events and times.
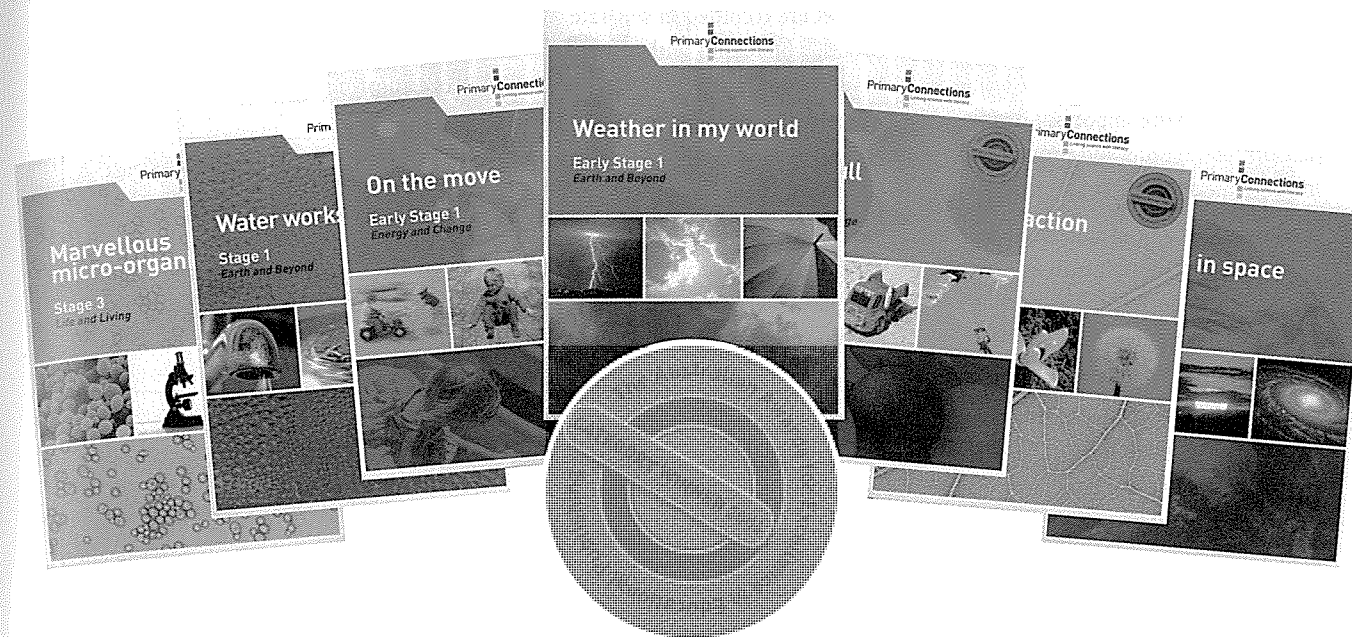
Primary connections has won the 2006 Australian Publishers Association Award for Excellence in Educational Publishing in the Primary Teaching and Learning category.

A factual text presents information or ideas to inform, instruct or persuade the reader. Factual texts use text (printed and visual) and text organisers to present information. They include titles, labels, highlighted keywords, diagrams, maps and photographs.

A flow chart is a graphic organiser used to describe a sequence of events, or the stages in a process. A linear flow chart arranges the information in one line and uses arrows to indicate the order in which to read the text.

A force-arrow diagram uses arrows to represent push and pull forces. Arrows can be used to indicate the direction of the force. A pull is indicated by an arrow pointing away from the object. A push is indicated by an arrow pointing towards the object.

A graph organises, represents and summarises information so that patterns and relationships can be identified. Graphs have a title and each variable is labelled on the graph axes, including the units of measurement.

Information report texts are used to organise and record factual information. The structure of an information report includes an opening statement (often a classification or definition), a

series of paragraphs describing various aspects and features of the topic, and a summary paragraph. Language features of information report texts include writing in the third person using timeless present tense, factual and precise language, and specialised or technical vocabulary.

An interview is a discussion between two or more people where an interviewer (or interviewers) asks questions of an interviewee (or interviewees) to collect information and opinions. An interview is guided by questions relating to the purpose of the interview, and can occur in a face-to-face or long distance (for example, by telephone or video link) situation.

A labelled diagram is a representation used to illustrate the shape, size and features of an object. Scientific labelled diagrams include a title, an accurate drawing, a scale to indicate size, and labels indicating the main features. A line or arrow connects the label to the feature.

A map shows the location of items or places, the distance between them and possible routes to take. Features of a map include a title, labels and arrows, symbols and a key to explain the symbols.

A poster is a multi-modal representation that links written and visual information to communicate ideas, processes and findings. Posters include a title, and written and visual information such as tables, graphs, diagraphs, photographs and illustrations. Parts are linked through the use of layout features and signposts including lines, borders, arrows, numbers and captions, and the arrangement and positioning of information.

Procedural texts are used to describe how something is done, and include directions and instructions. They include a goal or aim, a list of requirements or materials, and a sequence of steps.

A role-play is a physical representation of a system, process or situation. It involves students using speech, gestures, actions and objects to enact this representation.

A science journal is a record of observations, experiences and reflections. It contains a series of dated, chronological entries. It may include written text, drawings, labelled diagrams, photographs, tables and graphs.

Storyboards are used to identify key events and represent them in sequential order. They include a title, drawings showing important details, descriptive captions and numbers to indicate the sequence of steps.

A summary is a brief statement that presents the main points in an efficient, concise form. The purpose of a summary is to provide the main information in an organised way.

A table is used to organise information so that it can be accessed more easily. It consists of a title, columns with headings, and information organised under the appropriate headings.

A timeline is used to represent a sequence of events. It includes a heading, a caption, units of time, symbols and words to label events.

A Venn diagram is a visual representation of information in intersecting circles. Items with properties unique

to a set are recorded in separate circles, while items with shared properties are recorded in the space where the circles intersect.

A word wall is an organised collection of words and images displayed in the classroom. It supports the development of vocabulary related to a particular topic and provides a reference for students.

Information about *Primary connections* is on the website <http://www.science. org.au/primaryconnections>. ▪

For additional information please contact:
Harry Vassila at
<harris.vassila@det.nsw.edu.au>
Telephone: 02 9886 7176

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Do you have a great idea for a future **Scan** article? Please ring The Editor on **02 9886 7501** or email editor.scan@det.nsw.edu.au

Professional learning community on game-based learning

Jane Hunter, Senior Project Officer, and Ian McKee, Project Officer, are members of the TaLe team.

The game-based learning PLC on TaLe

*T*wo English head teachers from Riverina high schools are about to consider game-based learning as a new way of working with students in literacy. Anthony Catanzarati from Griffith High School and Darryl Meredith from West Wyalong High School have started to discuss learning using games on a new professional learning community (PLC) on the Teaching and Learning exchange, *TaLe* website <http://www.tale.edu.au>.

Anthony sees the potential for using games to engage boys in literacy.

> *Games are such a big part of the lives of today's young people, to be able to use them in the classroom would be a resource too valuable for high school English teachers to ignore.*
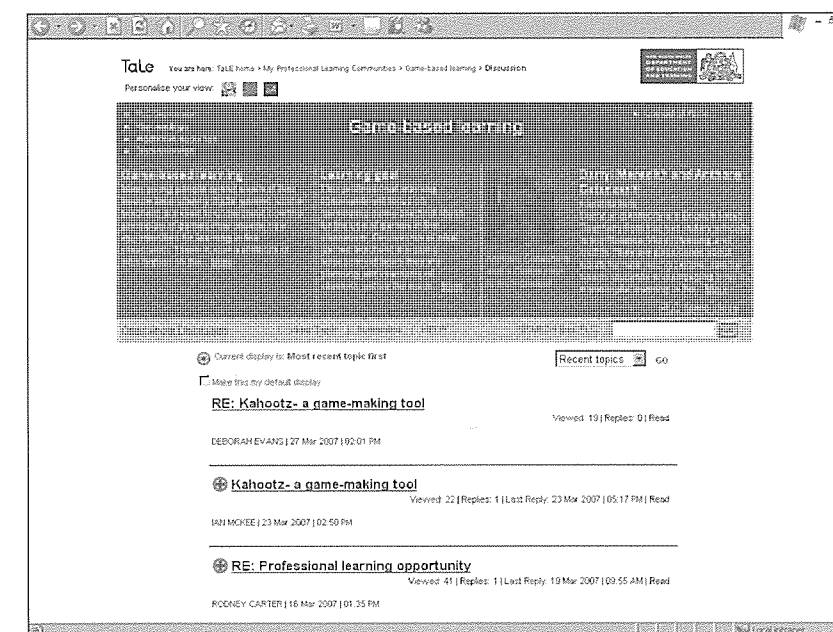>
> Anthony Catanzarati

Darryl is similarly interested in games as a learning tool, and is keen to discuss ideas with colleagues.

> *I have a Year 10 boys' class for English this year. I am really interested in what I can do with them based around games.*
>
> Darryl Meredith

This PLC on game-based learning on TaLe aims to:

- support teacher discussion

- offer current literature on games sourced by the Education and Training Information Service (ETIS)
- encourage practical ideas for the use of games in the classroom
- develop some possible units of work which embrace the world of gaming
- support the sharing of games with colleagues across NSW Department of Education and Training schools.

Ian McKee from the TaLe team, at the Centre for Learning Innovation, supports this head teacher initiated PLC on TaLe. Ian would like teachers to:

- go to the PLC

- subscribe to the discussion area so they can get new posts by email
- contribute by writing a post to share ideas, interests and current practice about game based learning with colleagues across NSW government schools.

What is a game?

Defining a game is complex and subject to multiple interpretations. In the early 1970s, a 'game' was often defined according to function and whether it was from a social science, anthropological, literary, historical or business perspective (Sutton Smith & Avedon, 1971). Researchers at Futurelab recognise that the difficulty in defining a game continues, and suggest that the use of games in the

educational environment has further complicated the matter. In a recent Futurelab handbook, a simplified definition uses

> the terms 'computer games' and 'video games' to designate digital applications that can be controlled by individuals or groups of players using a PC or a console such as a Playstation or Xbox machine.
>
> Sandford & Williamson, 2005

Seeing how games are defined in some of the work being conducted by organisations like National Endowment for Science, Technology and the Arts (NESTA) was paramount on the study tour agenda for Gail Dyer, the principal of Belmore South Public School, when she visited the United Kingdom early this year. Gail, who has a long held interest in the potential of games for learning, made games the focus of her Premier's Harvey Norman Information and Communication Scholarship.

> At NESTA they are working with school students who are using Mission Maker to develop 3D games using their own narratives. A year 7/8 class at the community learning centre in Wolverhampton is also using MissionMaker. Firstly, the students learn to critique games in terms of what makes a good game or a bad game. Next, the teacher scaffolds the group on the interactive whiteboard, and the students then work in pairs and develop their own game.
>
> Gail Dyer

The PLC key readings include a number of stimulating articles and video clips. In one article by Richard Van Eck (2006), he explains how

> professional game development takes from one to two years and involves teams of programmers and artists.

It is not so much that education organisations will be in the business of game development, as it is a very time consuming and intensive process, but rather to encourage teachers to

integrate commercially produced games into classroom learning, or to require students to construct and study games as multimedia texts.

Students in some schools are scaffolded to take on games developer thinking and develop digital games as a substantive task over a school term. For instance, teachers working with students at Belmore South Public School have been doing just this.

> We encourage a 'hard fun' or critical literacy approach, by examining games, writing games and teaching students how to use a program like Gamemaker.
>
> Gail Dyer

Teachers working this way address syllabus outcomes, align the content of the game accordingly, and then ask students to:

- research material on the topic or text being studied
- set up a design for the game
- decide how it might work
- present or play it with other students.

Teachers and peers assess the game as to how well it has met learning outcomes.

Other interesting game-based learning work is occurring in Scotland. Judith Robertson, from Heriot-Watt University in Edinburgh, has been working with students from Ancrum Road Primary School in Dundee. These students are using *Neverwinter nights* to make their own games. It may be helpful for teachers and teacher-librarians to refer to Judith's blog (Robertson, J.), which also links to Gail Dyer's blog (Dyer, G.). Further reading on the range of games technologies and there place in schools can be found in the work of Derek Robertson, who has established *Consolarium*, the Scottish Centre for Games and Learning in Dundee, and is trialling console based learning using *Xbox* and *Playstation* with his students (Robertson, D. 2007).

Games embody well established principles and models of learning

Steven Johnson (2005) expresses a convincing argument that

> gaming and other forms of entertainment have become more intellectually challenging.

This view adds to earlier research by James Gee (2003), which suggested there are many cognitive skills that students learn from video games. He cites four key features that make games effective for learning:

- motivation
- the role of failure
- competition and collaboration
- the design of the game.

Some inclusions for games designers to reflect on are:

- interactivity
- customisation
- strong identities
- well-sequenced problems
- a pleasant level of frustration
- the cycle of expertise
- whether they are deep and fair (Gee, 2003).

Andrew Stapleton (2004) supports Gee's stance. Stapleton's view that games can provide a constructivist approach to learning; where students 'actively construct knowledge through interaction, founded on their prior knowledge and experience' has immediate application to the Intellectual quality dimension of the *NSW model of Quality Teaching*.

How the features of games assist in developing effective learning in the classroom is not yet widely understood, and more research is needed to inform our understanding. Research on boys and game-based learning is being carried out by academics in Australia and overseas, while other institutions have developed specialised labs for games and games testing. Researchers at Monash University, for example, are investigating girl gamers

and cyber sites or Local Area Networks (LAN) under the leadership of Catherine Beavis. In Victoria, the Australian Centre for the Moving Image (ACMI) has also established a Games Lab which is dedicated to work in this area, and to the development of art as screen design.

Some schools are running games projects. As part of the Federal Government's initiative, *Boys' Education Lighthouse Schools* (BELS), a teacher at New Town High School in Hobart, is developing games with middle years students to test the effectiveness of strategies for improving learning outcomes for boys. Pedagogical approaches to gaming in this project replicate what we know about quality learning in schools; it uses a range of student-centred interaction models built on empathy, simulations of experience, preparation for action, cross-functional teamwork, situated meaning and open-endedness.

Educators are undecided about the exact merit of game-based learning in the school context.

Educators are undecided about the exact merit of game-based learning in the school context. What we do know is that this is a space that our students find engaging and significant. How do we explain the student who has a problem concentrating in class but can focus for hours on a game that requires complex problem solving? Some games may also require repeated attempts in order to progress forward, as well as an understanding of metalanguage.

Dianne Oblinger (2006) reminds educators of deeper issues:

> … not all games are good for all learners or for all learning outcomes. The key is how games are

used. Simply adding games to a curriculum does not mean they are integrated with it. Consider how best to add games to the educational tool set, blending them with other activities. Integration requires an understanding of the medium and its alignment with the subject, the instructional strategy, the student's learning style, and intended outcomes. Games can be integrated into education through a range of approaches such as allowing students to create their own games, integrating commercial games into the curriculum, or critiquing games to find what is incorrect or lacking in a game, which allows students to explore not just the subject but how the game is structured.

These might be some of the issues raised for debate and dilemma in the PLC on game-based learning on the *TaLe* website that allow teachers and teacher-librarians to share their experi-

ences, questions and observations in this online environment. Anthony Catanzarati, Darryl Meredith and other teachers who are interested in game-based learning, have already put up posts in the PLC. Later this year, a week of activity is planned around a *Virtual games conference* on the PLC where guest speakers, who are working in game-based learning, will be available to chat and share their research and ideas. This will enhance teachers' awareness of game-based learning and ensure they are not operating out of the zone.

To find out more about the PLC, visit the *TaLe* website <http://www.tale.edu.au> and follow the PLC link from the left-hand side of the teachers' page.

Contact: Ian McKee on the TaLe team at the Centre for Learning Innovation at Telephone: (02) 9715 8649. ▣

[Editor's note: See also Darcy Moore's article, Games-based learning: motivating students to become multiliterate, pp. 18–23.]

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Understanding copyright within your school
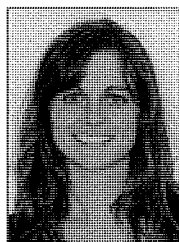
Fiona Migan, is Senior Policy Officer, Copyright, External Relations Policy Directorate.

The world of copyright can be confusing at the best of times, particularly for staff in schools. In addition to educating students, keeping track of new technologies, curriculum materials and policy documents, schools have to keep abreast with copyright law. Finding information can take considerable time and effort and, even then, the answers may not be clear cut.

Is it simply an issue of whether one can or cannot copy something? Ten years ago, the answer to that question would more than likely have been 'yes'. Today, it is not so straightforward.

What has changed?

The most significant single change is that copyright owners, or more particularly, those organisations that manage their interests, have in the last few years become more vigorous and assertive in claiming revenue from schools.

Prior to 2001, schools paid annual copying licence fees to the main owner's group, the Copyright Agency Limited (CAL), on a per student basis. This approach allowed Australian education departments to relatively easily forecast copyright costs. It also saw a gradual and predictable increase in fees each year.

However, in 2002 the Copyright Tribunal ruled that schools would have to pay for print materials on a per page rate and established that different types of material should be charged at different rates. It was no longer a one size fits all method. Since then, there has been a five-fold increase in costs for copying print and digital materials alone (Figure 1), with no sign that the rate of escalation is slowing.

In 2002, education ministers around Australia attempted to address the problem of escalating costs by embracing the concept of Smart Copying, to reduce the amount of remunerable material which is reproduced or communicated, without detracting from the value of education being provided. Smart Copying is not about restricting teachers and staff in schools from copying; it is about becoming smarter about how material is used.

The NSW Department of Education and Training is currently working on a number of initiatives to try to reduce copyright costs...

The NSW Department of Education and Training is currently working on a number of initiatives to try to reduce copyright costs, including a national licensing scheme to allow schools to copy each others' material free of charge. In the meantime, other actions that schools can take to become smart copiers include:

- considering the use of free-for-education resources
- increasing awareness and understanding of copyright within your school
- linking to material rather than uploading to your intranet site
- auditing the video and DVD collection for pirated materials.

Consider the use of free-for-education resources

There are a number of Internet sites which allow content developers to upload content without applying the usual copyright restrictions. Through these websites, content developers grant permission to use their material for free. Provided you meet the developer's conditions, the Department does not have to pay royalties each time a school downloads or photocopies the material. Often, if you want to use this material, the only requirement will be that you attribute the work to the copyright owner.

There are a range of websites worth investigating which provide photographs, text and music. For more information on the free-for-education resources available online refer to <https://detwww.det.nsw.edu.au/deptresources/copyright>.

The Department's own provider of free-for-education material is the Teaching and Learning exchange (TaLe), which allows teachers to research and locate teaching resources to support student learning. Most materials downloadable from the TaLe
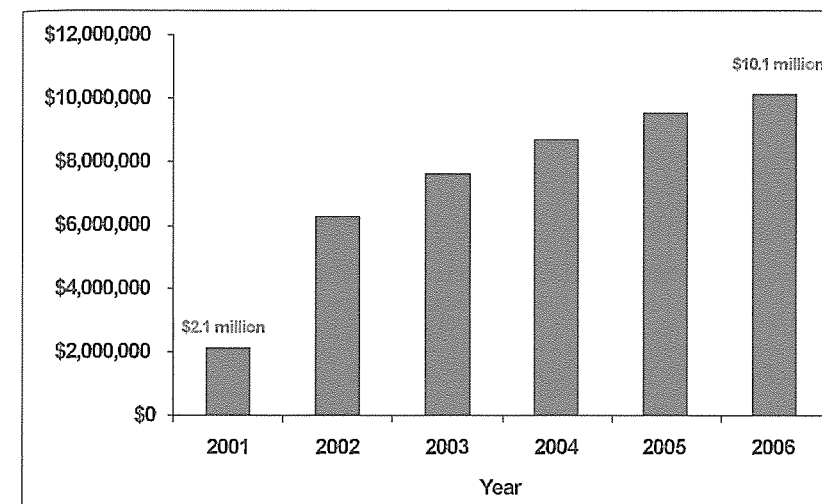

Figure 1 Cost of the CAL Licence to NSW Government Schools 2001-2006

website by government schools are not restricted by a copyright licence. Copy away! Teachers in NSW government schools will also find free-for-education support material on the Curriculum Support website. <http://www.curriculumsupport.education.nsw.gov.au>.

Increase awareness and understanding of copyright within your school

Refer staff to the resources mentioned at the end of this article. If you are not sure whether your school is entitled to copy something, always check. Ensure your school is up to date with the Department's copyright policies by checking out the new copyright intranet site.

The Australian Copyright Council (ACC) runs annual copyright information sessions on the rights and obligations of schools and other educational providers. Follow the link at the end of this article for more information on the ACC and its activities.

Link to material rather than uploading to your intranet site

Did you know that the Department pays copyright royalties each time a school uploads externally created material to the school intranet or network?

If it is appropriate, rather than uploading material to a central site or network, teacher-librarians could direct teachers and students to material by providing hyperlinks to websites and electronic content. Technology minded students of 2007 are capable of accessing information via hyperlinks, thus saving unnecessary costs for downloads.

Audit your video and DVD collection for pirated materials

Would you know what a pirated film looks like? The Department has developed guidelines to assist schools to avoid breaching the Copyright Act when screening films (see <https://detwww.det.nsw.edu.au/deptresources/copyright>). Use these guidelines when reviewing DVD collections to ensure that they have been obtained from a legitimate source.

More information and resources

The good news is that you do not need to be a lawyer to understand copyright these days. There are a range of plain English resources available online specifically for schools and teachers.

The Department's recently developed copyright intranet site <https://detwww.det.nsw.edu.au/deptresources/copyright/> provides a central point to which NSW government schools can access information on copyright and further contacts. The site links to a range of resources

for further reading, and also to copyright friendly education resources, such as Creative Commons, for schools and TAFE.

The National Copyright Guidelines are also available online at <http://www.smartcopying.org.au>. They provide a quick reference guide to copyright issues affecting Australian schools.

Another useful resource for schools is the Australian Copyright Council website <http://www.copyright.org.au> which contains links to information sheets on topics of relevance to the education sector.

If you are still stuck for an answer, the NSW Department's Copyright Unit staff are available to provide support and advice to NSW government schools on copyright issues. The unit also manages copyright licences, on behalf of NSW government schools, which govern what and how much we are permitted to copy. For further information and assistance, contact:

Elizabeth Markwick
Manager, Copyright
Telephone: (02) 9561 8121
Facsimile: (02) 9561 1499
Email: <Elizabeth.Markwick@det.nsw.edu.au>

Fiona Migan
Senior Policy Officer, Copyright
Telephone: (02) 9561 8140
Facsimile: (02) 9561 8698
Email: <Fiona.Migan@det.nsw.edu.au>

Did you realise...?

- Schools are the largest single user of copyright material in Australia.
- The school sector pays over $40 million nationally for the use of copyright material.

So, next time you go to hit the print button, stop and think if there might be a smarter way to copy! ■

OASIS Thin Client and SCIS

Doug Jenkins, Library Analyst,
Information Technology Directorate.

There are no changes in the process for creating SCIS orders once a school is cut over to OASIS Thin Client. The process for downloading is simply enhanced in two ways:

1. You can create your *SCISWeb* order and download it into *OASIS Library* on the same computer, without the need to reboot or move to a computer that has Internet access.

2. You have options for saving the SCIS usmarc.dat file to your local drive, or a removable disk. The floppy disk option is still available if the school has a computer with an A: drive. These drives are available to users who have administration rights for their pc.

The *School Systems* website <http://schoolsystems.det.nsw.edu.au/schools> has a wealth of information on the OASIS Thin Client project.

Locating information about downloading SCIS records

1. From the School Systems home page, click the link *OASIS Thin Client implementation*.

2. From this page, select *Detailed support documents* (Figure 1) to find links to documents associated with OASIS Thin Client (Figure 2).

3. Under the heading, *Library, choose Loading USMARC records* for the draft library document, *OASIS changes* (2006). This document provides step-by-step instructions for:

• Loading Marc records ordered from *SCISWeb* to OASIS Thin Client (Figure 3)

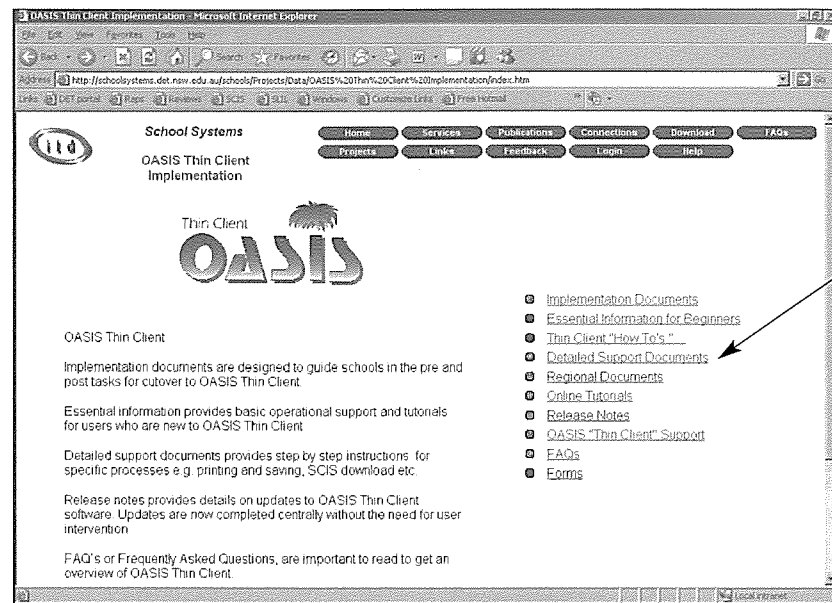• Accessing the USMARC.DAT file from Windows.

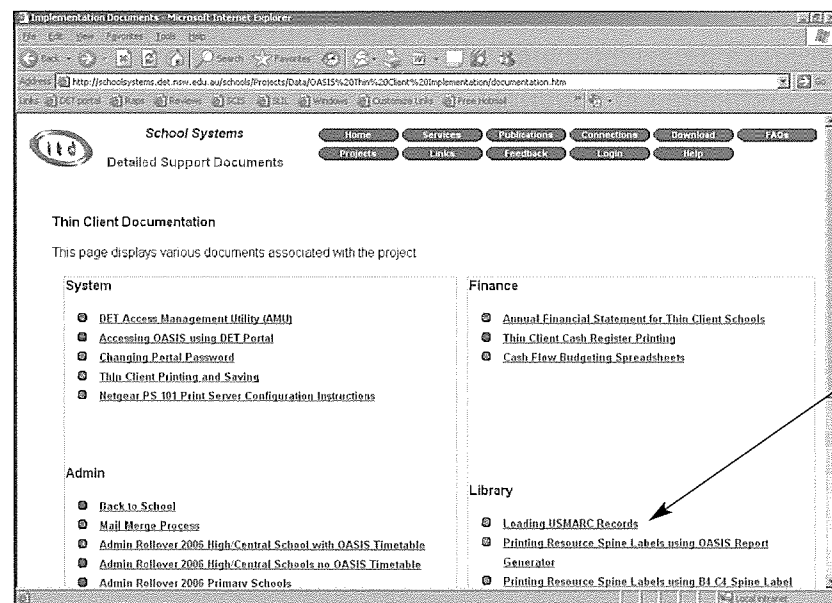*Figure 1 School Systems: OASIS Thin Client implementation*

Figure 2 School Systems detailed support documents: Thin Client documentation

Additional support for teacher-librarians is located in the Library section (Figure 2) with links to detailed instructions for:

• Printing resource spine labels using *OASIS report generator*

• Printing resource spine labels using B4 C4 spine label data.

Further support for OASIS Thin Client can be obtained from the IT Help Services Unit on 1800 338 483. ∎

[Editor's note: There are links to the *Schools Systems* website on the Thin Client welcome page and also from My Websites in the DET Portal. You can also Bookmark the *School Libraries and Information Literacy* website's home page at <http://www.curriculumsupport. education.nsw.gov.au/schoollibraries>, then click on Thin Client from the *Links* page to easily access the *School Systems* website.]

Loading Marc Records ordered from SCISWeb to OASIS Thin Client

1. Getting ready

From the OASIS menu select B4 then N1 Rebuild files	Complete a K1 OASIS Data Backup NOW	From OASIS Menu I select H1 SCIS Download

2. Loading Instructions

From the OASIS Menu H1 select G2 Load Marc Records

Select SCIS SCIS/USMARC and press <enter>

Select <C>ontinue and then press <B>ulk or <S>ingle

Accept the first barcode default or scan the first available barcode in its place

Clear the default accession number and press <ENTER>	YES ←	Have the resources had accession numbers already allocated? (E.g. abbreviated or acquisitions)	NO →	Accept the default accession number or type the first available accession number

At this point a Windows dialogue box appears. Navigate to where the usmarc.dat file has been saved e.g Drive A, or Drive C (which appears as C$ on client [V:]) Once the usmarc.dat file is found click on OPEN. (See following pages for details)

Import SCIS/USMARC data <C>onfirm

Select <U>pdate	YES ←	Do you wish to attach the records to abbreviated Entries/Entries ordered through Acquisition	NO →	Select <A>dd

A full <K1> data backup must be performed immediately after a <B>ulk download

<B4-F5>data Validation report <S>elect on date of download in the "from" and "to" date field. Select <A>ll and <S>ummary to <P>rint the report

Figure 3 Loading Marc records ordered from SCISWeb to OASIS Thin Client

The implications of ISBN13 for ordering SCIS records

Anne Dowling *is Cataloguing Coordinator for the New South Wales SCIS (Schools Catalogue Information Service) Agency, School Libraries and Information Literacy Unit.*

International Standard Book Numbers changed from 10 digits to 13 digits on 1 January 2007. Current ISBNs have the prefix 978 and a recalculated check digit at the end of the ISBN. When this range of ISBNs is completed, ISBN blocks prefixed by 979 will be issued. More details are on the ISBN Australia page on the *Thorpe-Bowker* website <http://www.thorpe.com.au/isbn/isbn13.htm>.

To accommodate the change, SCIS cataloguers will use the 13 digit ISBN when there is one, even if a work has both a 13 and 10 digit ISBN. SCIS records can be ordered using both the 10 and the 13 ISBN, but if a work has a 13 digit ISBN then this is the ISBN to use to create an order. If there is only a 10 digit ISBN then it should be used. The SCIS policy is detailed in the *Cataloguing FAQs* on the SCIS home page under *Managing our data* <http://www.curriculum.edu.au/scis/managing/catfaqs.htm>.

If your barcode reader needs to be reconfigured, you can find information on how to make the changes on the websites of the producers of the barcode readers. Library staff in NSW government schools can find how to make the changes on the *School Systems* site on the intranet. There is a link from the *School Libraries and Information Literacy* site <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>. ■

New improved website for the Education and Training Information Service (ETIS)

Jocelyne Sealey *is the Manager of the Education and Training Information Service (ETIS) which is located at the Centre for Learning Innovation (CLI), Strathfield.*

ETIS has a new website which was developed using feedback from our clients: teachers; teacher librarians; and staff in directorates.

Resources provides access to useful databases for educational research.

On the home page, the Services overview page, and the Make a request page, you can see at a glance the list of services offered. On the side menu, ETIS Services information has been divided into Resources, News, Journals, Research spotlight and Links to make it easier to find relevant information. New services are featured which include the Conference reporter, where we highlight papers from a recent educational conference, and Effective searching skills for tips on searching the Internet.

Resources provides access to useful databases for educational research. Through paid subscriptions, ETIS has access to many more databases, such as the EBSCO Literary Reference
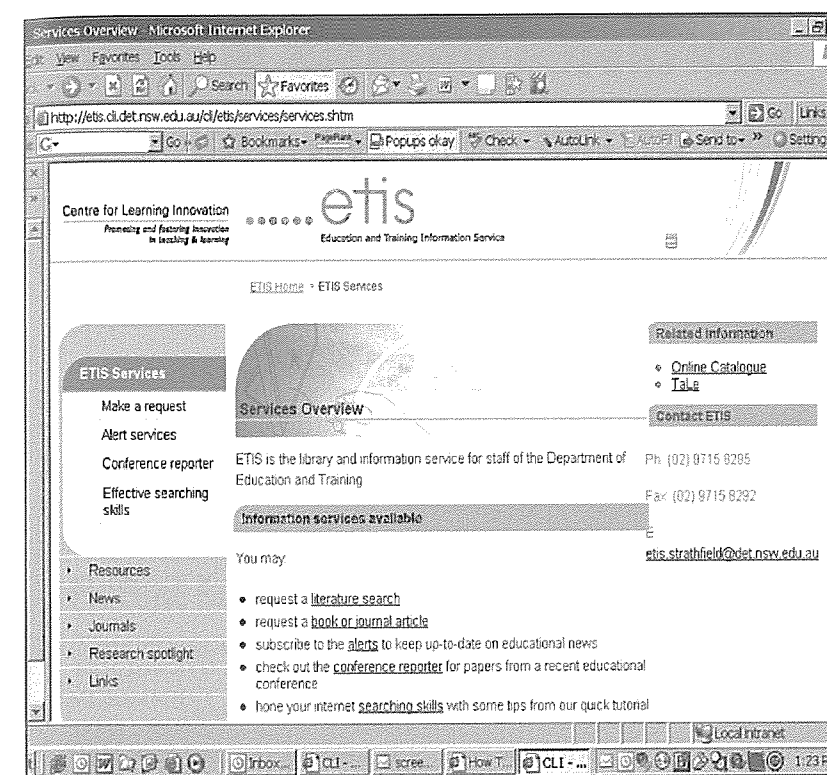
ETIS Services overview <http://etis.cli.det.nsw.edu.au/cli/etis/services/services.shtm>

Center, for a comprehensive listing of studied authors, journal articles and essays on literary criticism.

Other new features are News, with links to educational news from national and international newspapers, and Journals, which will regularly highlight a journal title. The current highlighted title is Teacher–the national education magazine. Also new is Research spotlight which lists key readings for current themes in the educational arena. The latest addition is Social software.

Contacting us for a search or a service is easy in the new website, and our interactive electronic forms are proving to be popular. You can choose the most appropriate search form for your needs: books; journal articles; or a literature search. Alternatively, you may contact us by telephone, facsimile or email.

Take a few moments to look at our new website at <http://etis.cli.det.nsw.edu.au>. Your feedback and comments are welcome. ■

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Briefly...

International Pen Friends (IPF)

Celebrates its 40th anniversary year with a letter writing competition based on the theme, 'Greetings from 2007! ... A Letter that will be Discovered 40 Years Later'. The competition has four categories for prizes, and caters for 8–61+years. The competition's closing date is 31 August 2007. For more information please contact: Julie Delbridge <admin@ipf.net.au> or telephone: (02) 6685 4998

WATL2007

The Annual Conference & Trade Fair, of WATL, the Western (NSW) Association of Teacher-Librarians will be held at Charles Sturt University, Dubbo Campus on Friday, 22nd June. See <http://www.watlnsw.org.au> for registration and session details.

ASLA XX Biennial Conference

This will be held at the Adelaide Convention Centre, South Australia from 2nd to 5th October 2007. The conference theme, *Hearts on Fire: Sharing the Passion,* is designed to challenge thinking, encourage reflection on current practice, and ignite the passion of the profession. See < http://www.asla.org.au/pd/conference> for details.

Australian Copyright Council

The Australian Copyright Council is running seminars for people who work in educational institutions. For detailed information and booking forms, use the *Training for educational institutions 2007* link from the *School Libraries and Information Literacy* home page at <http://www.curriculumsupport.education.nswgov.au/schoollibraries> or go to <http://www.copyright.org.au/training/training-topics-2007/edutraining2007.htm>. ■

CBCA 2007 shortlisted finalists in the Children's Book of the Year Awards

On the 17th April, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2007 Children's Book of the Year Awards:

EARLY CHILDHOOD

ALLEN, Pamela (2006) *Grandpa and Thomas and the green umbrella*, Penguin/Viking. SCIS 1283321, reviewed *Scan* 26(2)

COSTAIN, Meredith & ALLEN, Pamela (2006) *Doodledum dancing*, Penguin/Viking. SCIS 1250502, to be reviewed in *Scan* 25(3)

FOX, Lee & WILCOX, Cathy (2006) *Ella Kazoo will not brush her hair*, Lothian Books. SCIS 1269427, reviewed *Scan* 26(2)

GLEESON, Libby & BLACKWOOD, Freya (2006) *Amy & Louis*, Scholastic Press. SCIS 1306010, reviewed *Scan* 26(2)

LEE, Lyn & GAMBLE, Kim (2006) *Eight*, Omnibus, Scholastic. SCIS 1285718, reviewed *Scan* 26(1)

WILD, Margaret & NILAND, Deborah (2006) *Chatterbox*, Penguin/Viking. SCIS 1273894, reviewed *Scan* 26(1)

BOOKS FOR YOUNGER READERS

BATESON, Catherine (2006) *Being Bee*, University of Queensland Press. SCIS 1285059, reviewed *Scan* 26(3)

FLYNN, Pat (2006) *The tuckshop kid*, University of Queensland Press. SCIS 1276560, reviewed *Scan* 26(1)

FRENCH, Jackie (2006) *Macbeth and son*, A&R, HarperCollins. SCIS 1259634, reviewed *Scan* 25(4)

GRIFFITHS, Andy (2006) *The cat on the mat is flat*, Pan Macmillan. SCIS 1278317, reviewed *Scan* 26(1)

LAGUNA, Sofie (2006) *Bird and Sugar Boy*, Penguin Books. SCIS 1269108, reviewed *Scan* 26(1)

MILLARD, Glenda (2006) *Layla, queen of hearts*, ABC Books. SCIS 1266849, reviewed *Scan* 26(3)

BOOKS FOR OLDER READERS

(These books are for mature readers)

BAUER, Michael Gerard (2006) *Don't call me Ishmael!* Omnibus, Scholastic. SCIS 1259925, reviewed *Scan* 25(3)

CLARK, Judith (2006) *One whole and perfect day*, Allen & Unwin. SCIS 1275905, to be reviewed in *Scan* 26(3)

CORNISH, D.M. (2006) *Monster blood tattoo: Book One. Foundling*, Omnibus, Scholastic. SCIS 1262848, to be reviewed in *Scan* 26(3)

DUBOSARSKY, Ursula (2006) *The red shoe*, Allen & Unwin. SCIS 1258260, reviewed *Scan* 25(4)

LANAGAN, Margo (2006) *Red spikes*, Allen & Unwin. SCIS 1285030, reviewed *Scan* 26(3)

SHANAHAN, Lisa (2006) *My big birkett: the sweet, terrible, glorious year I truly, completely lost it*, Allen & Unwin. SCIS 1268251, reviewed *Scan* 25(4)

EVE POWNALL AWARD FOR INFORMATION BOOKS

DAVIDSON, Leon (2006) *Red haze: Australian & New Zealanders in Vietnam*, Black Dog Books. SCIS 1252925, reviewed *Scan* 25(3)

FENTON, Corinne & GOULDTHORPE, Peter (2006) *Queenie: one elephant's story*, Black Dog Books. SCIS 1274878, reviewed *Scan* 26(1)

HOCKNULL, Scott & COOK, Alex (2006) *Amazing facts about Australian dinosaurs*, Steve Parish Publishing. SCIS 1267108, to be reviewed in *Scan* 26(3)

HOOPMAN, Kathy (2006) *All cats have Asperger syndrome*, Jessica Kingsley Publishers. to be reviewed in *Scan* 26(3)

NORMAN, Mark (2006) *The penguin book: birds in suits*, Black Dog Books. SCIS 1285049, reviewed *Scan* 26(2)

TONKIN, Rachel (2006) *Leaf litter: exploring the mysteries of a hidden world*, A&R, HarperCollins. SCIS 1266034, reviewed *Scan* 25(4)

PICTURE BOOKS

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

MCKIMMIE, Chris (2006) *Brian Banana Duck SunshineYellow*, Allen & Unwin. SCIS 1251581, to be reviewed in *Scan* 26(3)

OLIVER, Narelle (2006) *Home*, Omnibus, Scholastic. SCIS 1259923, reviewed *Scan* 25(4)

ORMEROD, Jan (2004) *Water witcher*, Little Hare Books. SCIS 1282889, to be reviewed in *Scan* 26(3)

RIPPIN, Sally (2006) *The rainbirds*, Lothian Books. SCIS 1282917, reviewed *Scan* 26(2)

SPUDVILAS, Anne (2006) *Woolvs in the sitee*, Penguin/Viking. SCIS 1257559, reviewed *Scan* 25(4)

TAN, Shaun (2006) *The arrival*, Lothian Books. SCIS 1288145, reviewed *Scan* 26(2)

CRICHTON AWARD FOR NEW ILLUSTRATORS

AGOSTINO, Vincent (2006) *When elephants lived in the sea*, Lothian Books. SCIS 1261155, to be reviewed in *Scan* 26(3)

HILL, Aaron (2006) *Automaton*, Lothian Books. SCIS 1252056, reviewed *Scan* 25(3)

HUME, Lachie (2006) *Clancy the courageous cow*, Omnibus, Scholastic. SCIS 1252801, reviewed *Scan* 25(3)

The winners will be announced on Friday 17th August, 2007. Book Week commences 18th August. The theme is *READiscover*. Visit the official Children's Book Council of Australia website <http://www.cbc.org.au>.

Reviews of many of the shortlisted books are already available in *Scan* and online. Go to the *School libraries and Information Literacy* website <http://www.schools.nsw.edu.au/schoollibraries> and, from the home page, follow the path: Teaching ideas, then Book Week, then Book Week 2007. Additional reviews will be uploaded to the site as they come to hand.

![Michele Busch photo]

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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 their own and should not be considered as an endorsement of the material by the NSW Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact *<colleen.foley@det.nsw.edu.au>*

USER LEVELS are given in Stages as follows:

Early Stage 1	*(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*
and	
VET	*Vocational Education and Training*
CEC	*after a syllabus denotes that it is a Content Endorsed Course.*

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

Images for Internet sites are from Microsoft clip art and media <http://office.microsoft.com/en-us/clipart/default.aspx?lc=en-us>.

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.

Nobelprize.org
http://nobelprize.org/index.html

Visually appealing and very informative, this dynamic site is a well-constructed resource, especially for History and Science students. Simulation activities in **Educational games** have excellent learning materials on lasers, polymers, the ear, international trade, and the novel *Lord of the flies*. Each activity is based on a Nobel prize winning achievement and each has distinct syllabus connections. The site has a wealth of biographical primary source material in **Nobel prizes**, including Nobel laureate images, interviews, articles and speeches such as Max Planck's 1918 Nobel lecture. **Women Nobel laureates** is a solid resource for junior students investigating female scientists, and Modern History students can imbibe the acceptance transcripts of syllabus personalities Gorbachev, Mandela, and Woodrow Wilson. The **Nobel museum** has some fine material for schools, and **Alfred Nobel**

contains biographical data and a slide show of Nobel's will and the major events leading to the first awards in 1901. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English; HSIE; Science
SYLLABUS:	Chemistry Stage 6; Economics Stage 6; English 7–10; Modern History Stage 6; Physics Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Nobel prizes – Biography; Nobel prizes – History
PUBLISHER:	Nobel Foundation, Sweden
REVIEW DATE:	30/04/07 [001.4] SCIS 1073437

Museum of Modern Technology
http://www.actden.com/skills2k/

Attractive, easy to use and reliable, this museum's online **Lobby** offers a choice of four impressive exhibits: **Operating system / desktop, E-mail, The World Wide Web** and **Networks**. The exhibits begin with a tour where students are introduced to the purpose, function, operation and issues associated with each topic. The engaging interactive nature of the exhibits with graphics, animated demonstrations, quizzes, questions and answers is very appealing. The site will encourage critical thinking and further use of online learning. A. Kokkotas

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS; VET
SYLLABUS:	Information & Software Technology 7–10; Information Processes & Technology Stage 6; Information Technology Curriculum Framework Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS:	Computer networks; Email; Operating systems (Computers)
PUBLISHER:	ACT360 Media, USA
REVIEW DATE:	30/04/07 [004] SCIS 1292052

Smart computing daily tip archive
http://www.smartcomputing.com/Editorial/daily/dailyarchive.asp

Containing over 1900 problem solving and informative tips of variable usefulness, this site will assist students and teachers with solving practical and technical problems, and understanding processes and terminology. Users can search the site's tip database by keywords and subject. The language of reply can be quite sophisticated. Students can email questions from email accounts, or post questions (and await a reply from other readers), on the Q&A board. The site serves well as a general reference. P. Conroy

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Computing Applications CEC Stage 6; Information & Software Technology 7–10
SCIS SUBJECTS:	Electronic data processing
PUBLISHER:	Sandhills, USA
REVIEW DATE:	30/04/07 [004] SCIS 1281359

Learn the Net
http://www.learnthenet.com/english/index.html

This is an excellent resource for students who are learning about the Internet and the WorldWideWeb. Students can read information, view animations and complete quizzes on a broad range of

related topics. In the **How to** category, students select **Master the basics** to discover the basics of the Internet. Here, students can select from the many other interesting topics such as: **Surf the web; Harness e-mail; Find information; Join newsgroups; Conference; Music, video and photos; Web publishing; Do e-business; Find the right job** and **Protect yourself**. In another category, students can learn about **Online shopping** and **How it works**. The site has relevance to the Information and Software Technology syllabus Core Topic 2: *Past, current and emerging technologies*; the Core Topic 4: *Hardware*; and the Core Topic 5: *Issues*. It is particularly useful for the study of multimedia and digital media, the Internet, and website development. A. Kokkotas

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS; VET
SYLLABUS:	Information & Software Technology 7–10; Information Processes & Technology Stage 6; Information Technology Curriculum Framework Stage 6
SCIS SUBJECTS:	Ecommerce; Electronic publishing; Email; Internet
PUBLISHER:	Michael Lerner Productions, USA
REVIEW DATE:	30/04/07 [004.67] SCIS 1004735

Cyber security tips
http://www.us-cert.gov/cas/tips/

US-CERT is a government website which provides information about common security issues on the Internet. It is designed for non-technical computer users around the world. Site users will discover the importance of having a secured computer. The site does not provide technical solutions to attacks and threats but rather provides information on a broad range of ethical issues as suggested in **Cyber security tips**. This includes **Attacks and threats**, viruses, **Privacy**, safe online communication, web browsing and protecting **Mobile devices**. The issues are all hyperlinked and, when visiting any one of these, the site provides reputable links for further information. The site has relevance to Core Topic 5: *Issues*, in Information and Software Technology. A. Kokkotas

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Information & Software Technology 7–10; Information Processes & Technology Stage 6
SCIS SUBJECTS:	Email – Security measures; Internet – Safety measures; Internet – Security measures
PUBLISHER:	United States Computer Emergency Readiness Team, USA
REVIEW DATE:	30/04/07 [004.67] SCIS 1292045

State Library of New South Wales: ask a librarian
http://www.sl.nsw.gov.au/ask

Providing a practical service, this site gives students five ways to ask a librarian a question, with particular reference to resources available through the State Library. The instant messaging trial could have strong appeal for students. **Ask online** takes users to the helpful choices of **For students** and **How it works**. The request form is easily accessible. To complete the request, users must indicate research already completed and the reason for the request. At any time, users can check the progress of a submitted question. The response is usually quick, with extensive information available. Students may also access strategies for undertaking research, and information on visiting the library and using its collections, including registering for remote access to online

databases. The site is easy to navigate, with most links functional. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Information skills; Library services
PUBLISHER:	State Library of New South Wales, Australia
REVIEW DATE:	30/04/07 [025.04] SCIS 1300798

MacquarieNet: Australia's online reference library
http://www.macquarienet.com.au

Presenting as a vibrant online library, this subscription site has encyclopaedias, atlases, dictionaries, e-books, images, and a daily news feed. The site is very large and crowded with visuals and choices, but its strong Australian perspective will help define the research process for students and teachers. Schools can trial the site for a month, and a subsequent school subscription will allow teachers to use the site at home. Potential subscribers will find that **Help** is very useful to quickly assess what the site contains and how it works. The site has classroom resources, such as lesson plans and worksheets, and its **SchoolMap** (technological learning and sharing beyond the classroom), and vetted Internet links will hold particular interest for teachers. The site is geared for educational purposes, with some specific sections for teacher or student use, and it is an excellent contemporary reference collection for schools. C. Thomas

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Australia –Directories; Reference books; Websites – Directories
PUBLISHER:	MacquarieNet, Australia
REVIEW DATE:	30/04/07 [025.06] SCIS 1112959

Kidsreads.com
http://kidsreads.com

Aimed at young readers interested in popular fiction, this well-designed site is regularly updated. Popular and newly published authors are interviewed and books are described in **Reviews**. **Features** includes thematic and seasonal lists; **Series** provides brief summaries and comprehensive lists; and **Trivia** offers multiple choice quizzes on many popular books and series. A newsletter is available by email, with parental permission, and archived issues are available on the site. Sound advice is offered to young readers wanting to establish **Book** clubs, with discussion points provided for many novels. Feedback to the site is encouraged. The site has an American focus, but it includes many popular authors whose work is available here, as well as some Australian authors. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Books and reading; Books – Reviews; Educational games; Teaching – Aids and devices
PUBLISHER:	Kidsreads.com, USA
REVIEW DATE:	30/04/07 [028.1] SCIS 1178588

Grolier online
http://go-international.grolier.com/

Material focuses on teaching with the news in this vibrant general reference, and it places Australia within an international context.

Many features enhance searching, particularly the choice between two levels of information environment, with younger students catered for at the **Kids** level. Searching is supported by the **Dictionary**, **Atlas**, and **Advanced search** facilities and access to associated databases. Succinct cross-referenced articles, **Weblinks**, **Periodicals** and **For educators** offer further scope. A **Table of contents** and subheadings support interpretation. Some students will need support navigating the site's breadth of information, but the flexibility of this attractive resource makes it useful for multiple research tasks across KLAs. The **Go tutorial** is a very useful feature. The site is available by subscription through <http://www.scholastic.com.au> with cost determined by school variables. J. Stevens

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS:	Encyclopaedias
PUBLISHER:	Grolier Inc, USA
REVIEW DATE:	30/04/07 [030] SCIS 1034989

National Museum of Australia
http://www.nma.gov.au/index.html

Through its search engine, **History browser**, and the **Collections** and **Exhibitions** menus, this site enables students to fruitfully explore some intriguing holdings of the museum and to access information on a range of topics across KLAs. In **Collection interactives**, multimedia activities include Ned Kelly's Jerilderie letter and the remarkable 1898 sketchbook of Oscar, an Aboriginal youth. In **Collection highlights**, the **Aboriginal and Torres Strait Islander cultures and histories** section offers insights for the History 7–10 Topic: *Aboriginal and indigenous peoples, colonisation and contact history.* The site has a wide range of interesting online **Exhibitions**, with vibrant images and information about salinity, cartooning, music, and photographic essays. Students of Australia's social history will enjoy researching such things as the Victa lawnmower, the Hills hoist, and Holden cars on the site. The site is diverse and worth a frequent check by teacher-librarians with all KLAs in mind. R. Darlington

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Australia – Galleries and museums
PUBLISHER:	National Museum of Australia
REVIEW DATE:	30/04/07 [069.0994] SCIS 1033435

Parenting Press
http://www.parentingpress.com/

Early childhood teachers, and students of Exploring Early Childhood and Community and Family Studies will find this site most informative and useful. The site includes parenting advice, resources, brochures, and an online magazine. **Teachers** has a concentration on improving the social skills of young students. Classroom activities are interesting and well-resourced with online teaching materials. **Parents** is also worth a look as it has useful ideas on relating to and helping young children socially and educationally. Updated regularly, the site contains the latest information on books and other resources. Links deal with issues of staying calm, feelings, punishment and child guidance, problem solving, death, grief and loss, development, values, temperament, child safety and communication. M. Timperley

USER LEVEL:	Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS:	Parent and child; Publishers and publishing
PUBLISHER:	Parenting, USA
REVIEW DATE:	30/04/07 [070.50973] SCIS 1300583

A-Z Hinduism: the ultimate Hinduism resource
http://www.indiaoz.com.au/hinduism/

The homepage of this useful portal is bulging with information, resources, links, upcoming festivals and a calendar of **Hindu** events in Australia. Sections include regularly updated **Hinduism** articles, a Sanskrit dictionary, and an illustrated summary of **Hindu** gods. The full texts of the **Bhagavad-Gita**, **Mahabharata** and **Ramayana** provide useful guides for older students. In **Hinduism for kids**, stories with morals and abbreviated religious texts are an appropriate resource for young students. The site's material is an ideal start for new students of Hinduism, with some material suitable for intensive study at Stage 6 level. This broad and appealing website will make the Hinduism tradition more accessible to students of Religious Studies. I. Summers

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Studies of Religion 7–10; Studies of Religion Stage 6
SCIS SUBJECTS:	Hinduism; Hindus in Australia
PUBLISHER:	Indiaoz.com.au, Australia
REVIEW DATE:	30/04/07 [294.5] SCIS 1291133

Cubed
http://www.britishcouncil.org/learnenglish-central-science-cubed-homepage-01.htm

The site shows some current scientific developments and their use in shaping our society. Designed as an aide to users learning English, this site showcases specific scientific developments with short illustrated sections of written text. The information is relevant to the study of applications and uses of science in Science 7–10. After reading about each innovation, users can try an online activity to test their understanding of the content. Language skills activities include matching words to definitions, re-ordering sentences, multiple choice and true/false questions. Static and animated images enhance the development of concepts explored. New case studies are added monthly and an archive lists previous issues. This site is an interesting research resource and it is a valuable aid for ESL students. S. Lockwood

USER LEVEL:	Stage 5
KLA:	Science
SYLLABUS:	Science 7–10
SCIS SUBJECTS:	Science – Social aspects
PUBLISHER:	British Council, UK
REVIEW DATE:	30/04/07 [303.48] SCIS 1294162

It's my life
http://pbskids.org/itsmylife/index.html

Middle school students will love this site. The tone and style are very child friendly and there is much to explore about **Friends**, **School**, **Emotions**, **Body**, **Family** and **Money** issues. Every section is interactive. Each has a number of topics along the lines of *My teacher hates* me, embarrassing moments, and comments by celebrities. The games are both educational and exciting to play. For teachers, there are printable activities including journal pages, discussion questions, worksheets, and word puzzles. Lesson plans and discussion questions accompany the videos. The online mentors are teenage volunteers, who, according to the site, have experience in helping younger people. A. Soutter

USER LEVEL:	Stage 3 Stage 4 Community Professional
KLA:	PDHPE

SYLLABUS:	PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS:	Adolescents; Human relations
PUBLISHER:	CastleWorks, USA
REVIEW DATE:	30/04/07 [305.235] SCIS 1294572

Alliant Energy kids
http://www.powerhousekids.com/stellent2/groups/public/documents/pub/phk_001537.hcsp

Energy production information and related environmental factors are shown on this site. Featuring information about electricity, natural gas, energy safety, and conservation, the site provides detailed and easy to follow lesson plans, and small projects for classroom and home use. There are a number of interactive games that require students to answer questions about wind, power and storms, although these are not very exciting and are basically short quizzes of content knowledge. Of greater interest are the **Cool projects** to try at home, which enable students to create their own electricity using wind, water, the sun, and manure. The site is a useful learning tool for students examining the environmental impact of energy production and consumption. M. Whitfield

USER LEVEL:	Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Energy resources
PUBLISHER:	Alliant Energy, USA
REVIEW DATE:	30/04/07 [333.79] SCIS 1291874

Energy kid's page
http://www.eia.doe.gov/kids/

A colourful approach to the subject of energy is sure to engage students on this site. Choices are simple to navigate, and the site has a wealth of informative text and illustrations on all types of energy. Ranging from how energy sources are formed to their effects on the environment, this site is a great resource for Science and SciTech. Material in **Energy facts** and **Energy history**, with short biographies of scientists, suits high school investigation, while **Fun & games** is designed for younger students. **Classroom activities** are an interesting and valuable collection of graded K–12 material. Scientific jargon is sometimes hyperlinked to a definition. While statistics and case studies are primarily American, this does not detract from the site's usability. S. Lockwood

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Energy resources; Force and energy; Power (Mechanics)
PUBLISHER:	Energy Information Administration, USA
REVIEW DATE:	30/04/07 [333.79] SCIS 1233028

Dairy Australia
http://www.dairyaustralia.com.au

A revamped site, this excellent resource contains a wide variety of dairy related information. Easy to use, the site's material is categorised for farmers, researchers, manufacturers, consumers and students. The site caters for primary teachers with its new *Primary schools resource kit* and it is particularly useful for the Science and Technology Unit: *Cycles in our world.* Other information is appropriate for high school Agriculture. Perhaps the most valuable information on the site for these students is the news and production statistics. The site would be useful for the study of dairy farming as an enterprise and for Stage 6 students in a case or

product study of animal production. As the site contains research project links it would be valuable for the Agriculture Stage 6 project component. L. Buttsworth

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	SciTech; TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6; Science & Technology K–6
SCIS SUBJECTS:	Dairy industry – Australia
PUBLISHER:	Dairy Australia
REVIEW DATE:	30/04/07 [338.1] SCIS 1182932

Australian Hotels Association
http://www.aha.org.au/home.html

Representing accommodation ranging from hostels to five star businesses in Australia, the AHA is recognised as the hospitality authority on government, media and industry issues. This fairly basic site could be used to introduce Hospitality students to these issues using the site's content of Media releases on marketing, Industrial relations, wage increases and work choices, Careers in the industry, mergers, Accommodation, and the AHA magazine Our hotel. Links cover the important sites related to the Hospitality syllabus. M. Timperley

USER LEVEL:	Stage 6
KLA:	VET
SYLLABUS:	Hospitality Curriculum Framework Stage 6; Tourism Curriculum Framework Stage 6
SCIS SUBJECTS:	Hospitality industry – Australia
PUBLISHER:	Australian Hotels Association
REVIEW DATE:	30/04/07 [338.4] SCIS 1281455

Joseph Rowntree Foundation
http://www.jrf.org.uk/default.asp

The website of this research charity presents findings and possible solutions to social problems. The relevant issues for teachers are child poverty, parenting, neighbourhood situations, and drugs and alcohol. Research and policy takes users to child poverty information, which includes articles describing how education can contribute to ending child poverty, and how playground play can develop social capital when parents and teachers work together. There are also children's own perspectives on the concepts of poverty, inequality and social exclusion. This material is useful for teachers exploring the role of the school in promoting social justice. It is also useful for the study of social justice, equality, the family, and parenting, within the Community and Family Studies syllabus, and for students choosing to study England as the selected country in the Society and Culture Core: Social and cultural continuity and change. A. Soutter
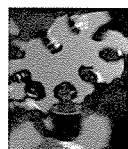
USER LEVEL:	Stage 6 Community Professional
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	Great Britain – Social conditions; Social problems; Social welfare – Great Britain
PUBLISHER:	Joseph Rowntree Foundation, UK
REVIEW DATE:	30/04/07 [361.7] SCIS 1294569

RSL serving the nation
http://www.servingthenation.info/home.html

Providing a collection of activities and resources to be used in the classroom, this site offers a comprehensive range of activities that involve reading text based material, viewing video evidence, and interactive tasks. Site users can critically use a range of evidence to examine the impact of wartime events on Australian society. A Curriculum guide outline lists the site's themes so that teachers can see how the site may support their syllabuses. Site material most strongly supports History 7–10. The site is intensive and well-organised and a first-rate tool for individual or group projects on the impact of war and its aftermath on Australia. M. Whitfield

USER LEVEL:	Stage 5 Professional
KLA:	HSIE
SYLLABUS:	History 7–10
SCIS SUBJECTS:	Air pilots – History; Australia – History, Military; Sailors – History; Soldiers – Australia – History; Veterans – Social conditions
PUBLISHER:	Ryebuck Media, Australia
REVIEW DATE:	30/04/07 [362.86] SCIS 1284106

Frankenstein's lightning laboratory: electrical safety
http://www.miamisci.org/af/sln/frankenstein/safety.html

The focus of this simplistic resource is safety around electricity and electrical devices. Characters in dangerous situations are depicted in and around a haunted house. Young students will enjoy the cartoon graphics. Students select each character and are then given a basic and breathless explanation of what the character is doing wrong and why it is unsafe. The language is simple and navigation backwards and forwards is suitable for the target audience. Used in isolation this activity is limited, however it could be a useful starting point for discussions and more extensive classroom activities on all aspects of safety in and around the home. The site supports the PDHPE K–6 Strand: Safe living. L. Doyle

USER LEVEL:	Early Stage 1 Stage 1
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
SCIS SUBJECTS:	Electric apparatus and appliances – Safety measures; Electricity – Safety measures
PUBLISHER:	Miami Museum of Science & Planetarium, USA
REVIEW DATE:	30/04/07 [363.18] SCIS 1300617

USFA kids: U.S. Fire Administration for kids
http://www.usfa.dhs.gov/kids/flash.shtm

Students can undertake simple interactive learning experiences on Escaping from fire, Smoke alarms and Home fire safety on this site. Students navigate through a series of lessons, followed by simple quizzes. Games and puzzles reinforce the information learned in the lessons. Finally, students are tested to attain Jr fire marshall status, when they can download an eye-catching certificate. Other features include visually pleasing cartoon illustrations, and audible cheering when questions are answered correctly. A valuable teacher resource section includes publications, lesson plans and downloadable graphics. Attention will need to be drawn to the correct emergency services number to dial in Australia. This website could be utilised in conjunction with the PDHPE K–6 Strand: Safe living. L. Doyle

USER LEVEL:	Stage 1 Stage 2
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
SCIS SUBJECTS:	Fire prevention; Safety education
PUBLISHER:	United Sates Fire Administration
REVIEW DATE:	30/04/07 [363.37] SCIS 1288928

HSC: all my own work
http://amow.boardofstudies.nsw.edu.au/

ABSTRACT
Designed to assist HSC students to avoid plagiarism, this website presents strategies for students to implement in managing the sources of located information. The content alerts students to copyright laws and includes practical strategies for referencing different types of resources, writing citations and bibliographies. The five self-paced modules are: Scholarship principles and practices, Acknowledging sources, Plagiarism, Copyright and Working with others. Each module includes key issues, strategies, tips and hints, FAQs, online links and a follow-up quiz. Working with others discusses the difference between collaborative learning, collusion and copying. Question and answer sample discussions outline how inadequately sourced work will be addressed by HSC markers. The resultant penalties are explained. There are suggestions for the suitable organisation of sources in the early stages of research assignments.

USER LEVEL:	Stage 6 Professional
SCIS SUBJECTS:	Cheating (Education); Higher School Certificate (N.S.W.); Learning and scholarship – Moral and ethical aspects; Plagiarism
PUBLISHER:	NSW Board of Studies, Australia
REVIEW DATE:	16/07/2007 [371.26] SCIS 1312277

Official Flat Stanley Project: an international literacy and communications activity for primary and junior students, teachers and families
http://www.flatstanleyproject.com/

Based on the book, this web project uses the concept of Flat Stanley being mailed around the world and it invites students to submit photographs of Flat Stanley visiting their environment. Schools can mail their Flat Stanleys by post or email. Project explains the rationale and introduces the materials and technical resources needed to participate. Technical information is clearly explained and alternate ways to reach the site are possible. The Picture gallery visually depicts the broad scope of this global communications activity, as Flat Stanley appears all over the world, including in Hawaii performing the hula, at the Oscars, on a plane, and at the Torino Winter Olympics. Participants shows a swag of Australian schools involved. The site is a clever exercise in international cooperation and creativity. C. Thomas

USER LEVEL:	Stage 2 Stage 3 Community Professional
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
SCIS SUBJECTS:	Computers in education; Project based learning; Thematic approach; Writing (Authorship)
PUBLISHER:	D. Hubert, Canada
REVIEW DATE:	30/04/06 [371.33] SCIS 1069899

Up To Ten kids
http://www.uptoten.com/kids/uptoten-home.html

An entertaining and educational site, this resource provides a range of activities for students aged up to 10 years, including puzzles, mazes, colouring pages, musical games and animations. Navigation is primarily by icon and students will need teacher direction in using the site, as the layout is busy and options do not present well on screen. The site's search engine is an efficient tool for teachers seeking particular activities to support a skill, for example multiplication or imagination. Open Search to browse Games categories and Educational categories. Each activity has an accompanying age guide and simple sound effects that will appeal to a young audience. Some activities are available in European languages. M. Whitfield

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English; Languages; Mathematics
SYLLABUS:	English K–6; French K–10; Italian K–10; Mathematics K–10
SCIS SUBJECTS:	Classroom activities; Educational games; Teaching – Aids and devices
PUBLISHER:	UpToTen, USA
REVIEW DATE:	30/04/07 [372.133] SCIS 1291877

Kindersite: where children play and teachers learn
http://www.kindersite.org/

Catering for very young students and those working with this age, this resource has a twofold Mission, which users should read. It provides interactive games, stories and songs for young students to use, and it offers primary teachers and students of Exploring Early Childhood research tools to measure children's learning abilities. An early education search engine helps users find other resources for this age group. In Directory, young students can be guided through the activities, and each one requires child interaction and concentration. However, the site is poorly designed for research purposes, and Stage 6 students may need teacher input to find useful information. Exploring Early Childhood students who persevere will find the site beneficial for the Optional Modules: Starting school and Children's literature. M. Timperley

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS:	Classroom activities; Early childhood education; Educational games; Songs; Teaching – Aids and devices
PUBLISHER:	Kindersite, UK
REVIEW DATE:	30/04/07 [372.21] SCIS 1300580

Our wireless future: a wireless home of the future
http://teacher.scholastic.com/activities/science/wireless_interactives.htm

Our wireless future comes alive in this Flash tour of a virtual home furnished with a wide variety of wireless devices and technologies. Users simply make a selection from the comprehensive menu, or navigate through the small but detailed house plan and select devices to learn about using a compass remote and zoom feature. Succinct descriptions and brief explanations are given for devices such as a refrigerator, and the technology used to create and use them. There is a great deal of metalanguage and technical information, and some students may find this unfamiliar and confusing. A degree of background knowledge and further reference material would be beneficial. The website supports the Science and Technology Strands: Built environments and Information and communication, and could aid the study of ways in which wireless technologies have altered our lives. L. Doyle

USER LEVEL:	Stage 3
KLA:	SciTech

SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Household equipment; Technological innovations; Telecommunications
PUBLISHER: Scholastic, USA
REVIEW DATE: 30/04/07 [384.5]   SCIS 1300601

Folktales: a new look at old stories!: designed for gifted and talented third and fourth graders
http://mcs.k12.in.us/les/ihnen/folktale.htm

A simple but very appealing WebQuest, this site aims to help young students become storytellers with an interesting task and a rewarding purpose. The entire site is designed for gifted and talented Stage 2 students who are given the task of presenting a folktale to Stage 1 or Early Stage 1 students. Strong colour works well as the background to the site's clearly written and well-laid out headings and tasks. Visuals are pleasant and will not distract from student understanding of instructions. Site users are directed to locate and choose a folktale from the Internet, book, and audio sources listed. They then decide on the method of presentation to tell the tale, including choice of props. One task is performed during the research period. C. Thomas

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Folklore – Problems, exercises, etc; Folklore – Webquests; Storytelling – Problems, exercises, etc
PUBLISHER: Marion Community Schools, USA
REVIEW DATE: 30/04/07 [398.2076]   SCIS 1290257

Livescience
http://www.livescience.com/

Divided into sections including the **Environment**, **Forces of nature**, **Technology**, and **Health SciTech**, this dynamic and visually loaded site is packed with a large collection of interesting science based news topics. The site is updated daily, with captivating news stories, photographs, videos, interactive quizzes, top 10 lists and so on, making it entertaining and useful to high school scientists. Science 7–10 students who are completing outcomes on the history of science and on current research and developments in science will find the site particularly useful. Colourful and fascinating, the site is guaranteed to capture the interest and imagination of students, although it is unfortunately littered with advertisements which may distract student attention. I. Mavin

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Science
PUBLISHER: Imaginova, USA
REVIEW DATE: 30/04/07 [500]   SCIS 1297302

Anglo-Australian Observatory
http://www.aao.gov.au

Aspiring astronomers are provided with a visual feast on this site. **Images** displays groups of celestial objects, such as supernovae, star clusters and emission nebulae. Written text accompanies each group of images, explaining their features. A collection of 50 favourite images includes a vast array of phenomena, such as comets and star trails, obtained from time lapse photography. **Virtual reality tours** take students inside the telescope at Siding Springs. A comprehensive list of links to observatories around the

world, and commonly used astronomy websites, will be useful for research. Students of Science 7–10 and the Physics Option: *Astrophysics* will find this site a valuable resource. S. Lockwood

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10
SCIS SUBJECTS: Astronomical observatories
PUBLISHER: Anglo-Australian Observatory, Australia
REVIEW DATE: 30/04/07 [522]   SCIS 1294214

The mysteries of deep space timeline
http://www.pbs.org/deepspace/timeline/

Students accessing this informative site can follow the development and future of the universe with an interactive timeline. Clicking on the text in the graphic timeline accesses more information about each event. The site provides **Classroom activities** and **Links** to relevant and engaging resources, such as **Astronomy picture of the day**. In **Ask the experts** students can browse responses from astronomers and astrophysicists. **Trivia challenge** is useful as a class activity. **Hubble** explains how this telescope functions, and how **Data storage and transmission** is managed. It describes **The science instruments** onboard and outlines **Mission operations and observations**. This detailed site is useful for the Physics Stage 6 Module: *The cosmic engine*, as well as most Science 7–10 Prescribed Focus Areas. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10
SCIS SUBJECTS: Hubble Space Telescope; Universe – History
PUBLISHER: PBS, USA
REVIEW DATE: 30/04/07 [523.109]   SCIS 1297284

The mummy's tomb
http://www.miamisci.org/af/sln/mummy/index.html

Supporting an exhibition about energy, this site delivers concepts with reference to gothic horror identities. It explores potential and kinetic energy with an interactive activity and two simple experiments. **Building a better pyramid** invites students to consider the effects of insulation on the temperature inside a pyramid by using an interactive diagram. **Cooling the mummy's tomb** and **Raceways** include experiments of simple materials to evaluate effective use and conservation of different types of energy. Although graphics are disappointing, simple language and clear layout makes the concepts accessible, and open ended questions assist to model the scientific investigation process. The site supports the Science and Technology Strands: *Physical phenomena* and *Built environments*. J. Stevens

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Atoms; Electricity; Force and energy; Mummies; Particles (Nuclear physics); Waves
PUBLISHER: Miami Museum of Science, USA
REVIEW DATE: 30/04/07 [530]   SCIS 1296930

PhET: Physics Education Technology
http://phet.colorado.edu/web-pages/index.html

This site presents interactive simulations of a wide range of physical phenomena. The simulations are grouped into topics and

include **Motion**, **Work**, **energy and power**, **Sound & waves**, **Electricity**, **magnets & circuits**, **Light & radiation** and **Quantum phenomena**. The simulations allow students to manipulate variables and make observations of the resulting effects. Simulations are excellent, with the scope of the site being enhanced by **Top simulations**, **New simulations** and **Cutting edge research**. Choices are supported by an extensive range of classroom resources and suggestions for classroom use, with the **Index** being a useful feature. This site can be used to illustrate important physical concepts within Physics Stage 6 and Science 7–10. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10
SCIS SUBJECTS: Physics – Study and teaching
PUBLISHER: University of Colorado, USA
REVIEW DATE: 30/04/07 [530.071]   SCIS 1260215

The Galileo games
http://www.pbs.org/wgbh/nova/pisa/galileo.html

A choice of Galileo's thought experiments, including those about **Falling objects**, **Inclined planes**, **Projectiles** and **Pendulums** can be enjoyed on this engaging site. Students can make predictions, conduct interactive experiments, and then read about the physics and history behind the experiment. The site is a component of one developed to accompany a film about the Leaning Tower of Pisa. Links to information about the monument could be used to enhance students' understanding of the role of physics in society and the environment. The **Teacher's guide** is useful and includes practical **Classroom activity** ideas. In enabling students to appreciate important concepts in physics, the site is useful for Science 7–10 and the Physics Stage 6 Module: *Space*. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science 7–10
SCIS SUBJECTS: Physics – Experiments
PUBLISHER: NOVA, USA
REVIEW DATE: 30/04/07 [530.078]   SCIS 1297292

Visual quantum mechanics
http://phys.educ.ksu.edu/vqm/

These interactive computer visualisations and animations provide graphic descriptions of quantum effects. This site aims to introduce quantum physics to students, by allowing them to interpret and explain graphics while the computer solves the equations. Three simulations are presented: **Hydrogen spectroscopy**, **Zeeman spectroscopy** and the **Franck-Hertz experiment**, with further choices being available for purchase. Students are able to manipulate variables and observe the results. A sample instructional unit about **Exploring light emission** can be accessed in **Research**, together with helpful references for teachers. This site provides a useful way to illustrate and support some of the more challenging concepts of the Physics Stage 6 Option: *From quanta to quarks*. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Quantum theory – Simulation methods
PUBLISHER: Physics Education Research Group, Kansas State University, USA
REVIEW DATE: 30/04/07 [539]   SCIS 1297278

Rader's biology4kids!
http://www.biology4kids.com/index.html

Divided into sections on **Cell structure**, **Cell function**, **Microorganisms**, **Plants**, **Invertebrates**, **Vertebrates**, **Animal systems**, and **Scientific studies**, this excellent site is a wonderful teaching resource to introduce the study of biology. Students will find the clean and clear layout easy to navigate. Written text is presented in simple colours, spacious paragraphs and bold headings, using an appropriate and concise style. Terms are helpfully cross referenced. Sections are supported by numerous diagrams and colourful close-up photographs. Related links and interactive quizzes explain answers after every question. Biology Stage 6 students completing outcomes on cell organelles and their function in the Module: *Patterns in nature* will find this site most relevant. In **Activities**, on the very bottom of the home page, users can find slideshows, videos, and an alphabetical collection of the quizzes. Here, and in **Real world examples**, stunning biological images will engage Science students. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Biology
PUBLISHER: Andrew Rader Studios, USA
REVIEW DATE: 30/04/07 [570]   SCIS 1297258

AmphibiaWeb
http://amphibiaweb.org/index.html

An extensive database of over 6000 amphibian species, this site was developed to increase worldwide knowledge and understanding about amphibian biology and conservation. The site allows users to complete country-specific searches. Detailed species information is supported by photographs, literature references, voice calls, video footage, and distribution maps. The site has particular use if amphibians are used as a case study by Stage 5 Science students completing outcomes on the impact of human activities on ecosystems. Students may become overwhelmed or distracted by the detailed information presented in some sections and the amphibian audio voice call facility. Overall, this is an impressive site which may best be used as a teacher centred resource. I. Mavin

USER LEVEL: Stage 5 Professional
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Amphibians; Wildlife conservation
PUBLISHER: University of California, USA
REVIEW DATE: 30/04/07 [597.8]   SCIS 1297267

Frogland: allaboutfrogs.org
http://allaboutfrogs.org/froglnd.shtml

Created by a frog enthusiast, this site has a surprising mix of frog information, artworks, stories, images, and tips for frog owners. The use of six simple headings allows users to locate information quickly. The regularly updated **Frogs in the news** is useful, and the **Teachers corner** contains a variety of teaching ideas and lesson plans. **Weird frog facts** provides concise and comprehensive information on frogs and toads through a series of headings and subheadings that will be easily navigated by students. The site has plenty of good Australian material, which is most efficiently located by entering *Australia* as a search term. This website is a helpful tool which supports the Science and Technology Units: *Cycles in our world* and *Environment matters*. K. McCorkell

USER LEVEL: Stage 1 Stage 2

KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Frogs
PUBLISHER: Dorota, USA
REVIEW DATE: 30/04/07 [597.8]   SCIS 1021159

Instructables: step-by-step collaboration
http://www.instructables.com/

A website forum for the free sharing of practical information, this site has thousands of inventions, processes and ideas. People post their innovative designs and processes in a 'how to' format, and each project has an open forum attached where site users can comment about the item posted. Students can use keywords to refine a search for a suitable project, and the search facility is fast and efficient. The website is easy to navigate, with photographs, clear descriptions and instructions provided to easily understand how to create and develop each project. This site is an interesting resource and is particularly suitable for students interested in metal designs and technological manufacture. A. Parnis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Design & Technology 7–10; Design & Technology Stage 6; Engineering Studies Stage 6; Technology (Mandatory) 7–8; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Cooperation; Design; Inventions
PUBLISHER: Instructables, USA
REVIEW DATE: 30/04/07 [607]   SCIS 1300609

Physical activity
http://familydoctor.org/x5216.xml

Information provided by practitioners is grouped by three themes on this site: *The basics of activity*, *Sports safety* and *Injuries and illness*. Each has a clear menu selection leading to concise articles, links to definitions and related information. **For teens: why exercise?** and **For kids: exercise is cool** are written specifically for young people. Graphics and animations to clarify information are limited and some information is more relevant to an American audience. *Sports safety* could be useful for students of Physical Activity and Sports Studies. The **Healthy living** tab on the top menu bar is the key to navigating back to the original page. B. Smith

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: Physical Activity & Sports Studies 7–10
SCIS SUBJECTS: Physical fitness; Sick persons – Care and health; Sports – Safety measures; Therapeutics
PUBLISHER: American Academy of Family Physicians, USA
REVIEW DATE: 30/04/07 [613.7]   SCIS 1290594

Secrets of lost empires
http://www.pbs.org/wgbh/nova/lostempires/

The companion website to the television series *Secrets of lost empires* focuses on techniques used by ancient engineers. Students can explore five different technologies from the past, observe NOVA's attempts to replicate them and then use an online simulation to apply their knowledge. **Medieval siege** explores the trebuchet, **Pharaoh's obelisk** explores how the ancient Egyptians raised an obelisk, and **Easter Island** examines how the island's ancient

residents quarried and moved the famous monoliths. Roman aqueducts and Chinese bridges are also discussed. This engaging site is particularly useful for associating machines, such as inclined planes and levers, with real situations. It will be useful for the Science 7–10 Prescribed Focus Areas: *History of science* and *Application and uses of science*. J. Morgan

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Architecture, Ancient; Building – History; Civilisation, Ancient
PUBLISHER: NOVA, USA
REVIEW DATE: 30/04/07 [624.09]   SCIS 1297301

Tea 4 schools
http://www.tea.co.uk/index.php?pgId=115

A wide range of information and activities relating to tea can be found on this clear and enthusiastic site. Teachers will find a range of cross-KLA teaching and learning activities in menu items, such as: **Lets visit**, a journey to four countries; and **Tea counts**, which has mathematic activities. **Tea parties** has instructions for running a Japanese tea party, and **Tea times** has a link to the Mad Hatter's tea party, with comprehension questions. **Grown ups** explains how teachers can use the site with students. Students will enjoy the activities in **Brain teasers** and **Tea counts**. The site is especially relevant to the Science and Technology Unit: *Food for the tuckerbox* and the HSIE Unit: *Who will buy?*. B. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; Languages; Mathematics; SciTech
SYLLABUS: HSIE K–6; Japanese K–10; Mathematics K–6; Science & Technology K–6
SCIS SUBJECTS: Tea
PUBLISHER: United Kingdom Tea Council, UK
REVIEW DATE: 30/04/07 [641.2]   SCIS 1290601

AIM Business Solutions
http://www.aimbusinesssolutions.com

Ian Mallet's company site has specific and limited value for students. Plenty of questions and issues are raised on the site but answers are not so easily accessed. The best value for students is found in **Free resources**, which contains short online articles. Working around the advertising, Business Studies teachers may find it worthwhile to make use of the site when preparing marketing, sales, and management planning material. The outlines of **Your marketing plan** and **Why you need a business plan** are particularly worthwhile as introductions to the syllabus. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Small business management
PUBLISHER: Aim Business Solutions, Australia
REVIEW DATE: 30/04/07 [658.02]   SCIS 1282652

How products are made
http://www.madehow.com

A comprehensive guide to the manufacturing process, with a range of explicit diagrams and illustrations, this site has impressive lists of products, from artificial blood to fireworks and temporary tattoos. Information comprises background history on a product, how it works, who invented it, the raw materials used and the product's applications. The site has clear links to the Science 7–10

syllabus, as well as designing and making outcomes in TAS. **Film** reference is a surprisingly detailed resource for actor and director biographies, some film analysis, and film data. Teachers of film will appreciate the extensive bibliographies in this section. Teachers should be aware that some films and other site material link to an open forum. M. Whitfield

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English; Science; SciTech; TAS
SYLLABUS: Design & Technology 7–10; English 7–10; English Stage 6; Industrial Technology 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Manufactures
PUBLISHER: Thomson Gale, USA
REVIEW DATE: 30/04/07 [670]   SCIS 1293256

Reflex
http://www.reflex.com.au

Paper manufacturing and use is explained on this site. A strong focus on sustainability and the use of recycled materials makes the site especially useful for the Geography 7–10 syllabus and cross-KLA work with the Department's *Environmental Education Policy*. About **reflex** is the most useful part of the site, with particular suitability for students and teachers of the Geography Focus Area: *Issues in Australian environments*. In well-presented fact sheets, the company's **Environmental commitment** is helpfully explained in detail. The **Downloads** in **Educational resources** contain PDF information on three Australian paper mills. The site is best for teachers rather than students in primary schools. Teachers will find a small amount of material in **Educational** resources, including how to make recycled paper, which may suit the Stage 2 Unit: *Material world* in Science and Technology K–6. C. Thomas

USER LEVEL: Stage 5 Professional
KLA: HSIE; SciTech
SYLLABUS: Geography 7–10; Science & Technology K–6
SCIS SUBJECTS: Paper industry – Australia; Paper – Recycling; Pulp and paper industry
PUBLISHER: Australian Paper, Australia
REVIEW DATE: 30/04/07 [676]   SCIS 1296601

CBBC art
http://www.bbc.co.uk/cbbc/art/index.shtml

Ever wanted to know how the masters created their artwork? Go to **Artyfacts** in this resource to investigate some famous artists and their style. Site information is concise, and site tools enable users to zoom in on individual works to examine the brushstrokes and style of the artists. Teachers can follow the explicit guide to create artworks with their students. There is a children's **Gallery** and **Activities** on art related games. In the latter, an outstanding feature is the story based art, where students write a short creative piece about an image, which they can submit to a competition. The site provides student stories and useful questions to guide students' thoughts. Many interesting practical activities, with explicit technique instruction, are scattered throughout the site, in such places as **Now try this** and **Have a go**. M. Whitfield

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6; Visual Arts 7–10
SCIS SUBJECTS: Art
PUBLISHER: BBC, UK
REVIEW DATE: 30/04/07 [700]   SCIS 1293224

Shakespeare illustrated
http://shakespeare.emory.edu/illustrated_index.cfm

Paintings, mainly from the 19th century, are boldly shown here to illustrate some relationships between artists and productions of Shakespeare's plays. The influence of art on literature is examined in the **Introduction**, suggesting the site's potential for an English study of the plays, and a Visual Arts study of the artist's intent. The works could also be used to show how an artist's interpretation can be read by different audiences. The plays list artworks, some with a quotation from the scene used as inspiration. For example: **The tempest** has several interesting works to support discussions of the imaginative journey for the English Stage 6 Area of Study: *The journey*; **Twelfth night** has artworks supporting the study of gendered language for English: *Extension 1*. The site is a boon for visual learners and teachers who are interested in the creative connections between English and Visual Arts. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6; Visual Arts 7–10
SCIS SUBJECTS: Art, Modern – 17th-18th centuries; Art, Modern – 19th century; English drama – History and criticism; Shakespeare, William–Criticism, interpretation, etc
PUBLISHER: Emory University, USA
REVIEW DATE: 30/04/07 [709.03]   SCIS 1296764

Archives of American Art
http://archivesofamericanart.si.edu/

A collection of 16 million photographs, diaries, sketches and other documents make this site a comprehensive resource for the history of visual arts in the United States. There is certainly a wealth of information to investigate, and clearly defining the search before beginning would be advantageous. In this pursuit, images may be searched by artist, topic, place or organisation. An *Australian* search lists 80 results. In addition to images, users can also browse **Exhibits** and **Oral history** interviews, where transcripts are provided. **Digital** collections has many exhibits, including Sketchbooks which provides access to 17 artist *sketchbooks* that have been scanned in their entirety. Each sketchbook includes a summary about the artist and highlights about the book. The exhibit is an interesting study of artist practice. R. Kirsten

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Art, American – History
PUBLISHER: Archives of American Art, USA
REVIEW DATE: 30/04/07 [709.73]   SCIS 1293172

The comics reporter: Tom Spurgeon's web site of comics news, reviews, interviews and commentary
http://www.comicsreporter.com/

Student artists and teachers who are working with narrative graphics will find this site interesting. Containing news and views on mainly contemporary comics and cartoons, the site also has limited material on manga and graphic novels. The site changes daily and it is worth watching for discussion on issues pertinent to NSW schools. At time of review the site had a very interesting and balanced letter on the library censorship of two well-known graphic novels. The site has a long alphabetical list of **CR reviews**,

and in **Commentary and features**, the Comics Reporter's **top 50 comics for the year 2005** offers an annotated list which could be useful for teachers selecting resources. **All about comics** is a handy introductory section which contains **Making mini-comics**, a terrific and practical guide for Visual Arts students. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7–10; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS:	Cartoons and caricatures; Comics
PUBLISHER:	T. Spurgeon, USA
REVIEW DATE:	30/04/07 [741.5] SCIS 1290642

Snoopy.com

http://www.snoopy.com/comics/peanuts/history/index.html

Useful for young cartoonists and older students of cartoon history, this site has plenty of thoughtfully presented visual material. **Fun and games** has simple word and image games, and it provides an easy way to experiment with online instant messaging using the comic strip and **Yahoo! Messenger IMVironment**. Older students may appreciate the strip's subtle observations of children's lives as shown in **Meet the gang**. Here, explanations that draw on literary and psychological knowledge accompany a selection of strips depicting the first appearances of characters and themes. **Places to visit** includes the Japanese *Peanuts* website, which, although cluttered with material, could be a pleasant learning experience for primary students of Japanese. The **Comics list** search function keeps users onsite, but it shows a large number of other comic strips and editorial cartoons which could be useful for teachers looking for visual literacy materials. C. Thomas

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	CA; English; Languages
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Japanese K–10; Visual Arts 7–10
SCIS SUBJECTS:	American wit and humour; Comics
PUBLISHER:	United Features Syndicate, USA
REVIEW DATE:	30/04/07 [741.5] SCIS 1290302

Mike + Doug Starn

http://www.starnstudio.com

Two American artists present their practice as photographic artists on this website. The site is a beautiful balance between metaphor and material. Works often combine photography with the disciplines of sculpture, painting, video, and installation. Essays and notes about the conceptual nature of their work complement the site's visuals. The Starns' longtime investigation of themes such as light and darkness, and nature and technology is woven through each section of the site. **Books and catalogues** has key texts about the Starns' work, giving users the ability to flip through images from the books, read summaries of essays and reviews of the publications. Stage 6 students will appreciate the art writing thread which continues in **Selected press**, where they can read essays, articles and reviews of the Starns' work. R. Kirsten

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 6
SCIS SUBJECTS:	Photography, Artistic
PUBLISHER:	M. Starn & D. Starn, USA
REVIEW DATE:	30/04/07 [779] SCIS 1293167

The American Museum of Photography

http://www.photographymuseum.com

The strength of this site is its collection of online photographic exhibitions. Most of the galleries have historical works, with a focus on American history and images dating back to the 1850s. The exhibitions are curated by theme, and topics include pulp magazine art (with exhibition notes in the style of crime fiction), architectural photography, spirit photography, and **Photographic fictions**. The latter offers a range of exhibits and readings on manipulated photography, which could form a useful comparison to contemporary digital media practice. The readings give explanations of the techniques of trick photography. The site offers superb images of masterworks, plus information on styles and the practicalities of preserving photographs. The site's guided tour with annotated notes is a helpful place for initial investigation. R. Kirsten

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 6
SCIS SUBJECTS:	Photography – Collections; Photography – History
PUBLISHER:	American Photography Museum, USA
REVIEW DATE:	30/04/07 [779] SCIS 1282982

Radio 3 guide to world music

http://www.bbc.co.uk/radio3/world/guide.shtml

Audio samples accompanied by a short overview and discography provide an introduction to the music of Algeria, Finland, Haiti, Japan, Mali, Romania, South Africa, Spain and Venezuela on this site. Ten tracks from each country have been included to reflect the musical diversity and history of the selected countries. With *RealPlayer* installed from RealNetwork's website it is possible to listen to the whole program, or hear an individual track or music clip and the story behind it. In providing a comprehensive introduction to music of certain cultures, audio examples on this site will be useful for the Topic: *Music of a culture* in Music 7–10 and Music Stage 6. M. Bradley

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Music 7–10; Music Stage 6
SCIS SUBJECTS:	World music
PUBLISHER:	BBC Radio 3, UK
REVIEW DATE:	30/04/07 [781.63] SCIS 1291742

DanceForms 1.0 choreography software

http://www.credo-interactive.com/danceforms/index.html

DanceForms is the choreographic software recommended for the Dance Stage 6 Dance and Technology Option: *Choreographing the virtual body*. Dance teachers will find the site a useful reference point when teaching the Option, and it supports the introduction of the software to students in Dance 7–10. The site provides specifications and purchasing information, as well as links to the free demonstration version of the software. **Community** provides Dance teachers with software tours, animation tutorials and links to an interesting paper about the use of computers in education. The **Gallery** in **Community** is a good starting point for HSC student investigation as it showcases examples of works that have been created using the software. R. Kirsten

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Dance 7–10; Dance Stage 6
SCIS SUBJECTS:	Choreography – Study and teaching; Computer animation; DanceForms (Computer program)
PUBLISHER:	Credo Interactive, Canada
REVIEW DATE:	30/04/07 [792.8] SCIS 1293208

The autobiography project

http://autobiographyproject.com/

An exceptional website for the teaching of autobiographical writing, this resource details a city's commemoration of Benjamin Franklin, whose autobiography is possibly the world's most published memoir. The site has a friendly, personal tone, and many questions that encourage writers' thoughts about the genre. There is clear articulation of the skills needed in autobiographical writing, particularly drafting and revision. The excellent **Revision checklist** utilises right and left brain techniques, with interesting application to nearly every form of writing that an English student will undertake. The **Selection process & criteria** echoes English outcomes. **Your autobiographies** has the short pieces that were street-published as part of this project, and these are interesting works that tend to deal with one pivotal moment in an individual's life. This inspiring resource could generate similar school or community based projects, run from the school's website. It is a great model for local possibilities. C. Thomas

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Autobiography; Writing (Authorship)
PUBLISHER:	Benjamin Franklin Tercentary, USA
REVIEW DATE:	30/04/07 [808] SCIS 1290625

Poetry magic

http://www.poetrymagic.co.uk/

Densely written and satisfyingly illuminating, this site will have strong appeal for English teachers and serious student poets. The site has a straightforward layout and it gives an academic introduction to the writing as well as the business of poetry. It does not publish poetry. The site concentrates on a helpful analysis of writing, as shown in **Approaches**, **Cycle of writing**, and **Shaping the piece**. Students creating poetic works of an experimental or performance nature for English or Visual Arts will find some fine ideas here. The site's general list of topics, plus the detailed material in **Need for theory**, supports English Stage 6: *Extension 1* students with information on **Critiquing** and **Postmodernist poetry**. The 50 **Poets** briefly discussed include some interesting names beyond the usual expectations. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English Stage 6: *Extension 1*; *Extension 2*; Visual Arts Stage 6
SCIS SUBJECTS:	Poetry – Study and teaching
PUBLISHER:	LitLangs, Chile
REVIEW DATE:	30/04/07 [808.107] SCIS 1200142

Chris Van Allsburg

http://www.chrisvanallsburg.com

Outstandingly designed, this attractive and thoughtful site has comprehensive information about the author/illustrator, his artistic career and working methods, his books and other works. Strongly interactive, the site engages young users from the outset, with sound, video clips, online games and many downloadable activities. Fritz, the white bull terrier who appears in each of Van Allsburg's picture books, acts as an animated guide to the site. For each book, teacher notes and student activities are provided, with appropriate and relevant external links. The site would be an invaluable resource in a study of the author's works, particularly in relation to visual literacy and the study of picture books in English 7–10. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Authors, American
PUBLISHER:	C. Van Allsburg, USA
REVIEW DATE:	30/04/07 [813] SCIS 1294651

Lemony Snicket

http:// www.lemonysnicket.com

With the final book in the series now published, young readers hungry for more about the Baudelaire orphans will find plenty to think about on this entertaining site. The resource is an outstanding example of how a wide variety of media techniques can extend the reader's experience. Well-designed by Brett Helquist, the series' illustrator, the heavily ironic site utilises a teasing, Gothic tone in language and image. Students can access information about the author and illustrator, and many quirky activities for young readers. The three short films in **Evido** are superb examples of creative filming. The site has potential for extension work with gifted and talented students. Uninitiated readers may find the site's material incomprehensible, but *Lemony Snicket* fans will love this clever site. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Photographic & Digital Media 7–10
SCIS SUBJECTS:	Children's literature, American; Humorous stories
PUBLISHER:	HarperCollins, USA
REVIEW DATE:	30/04/07 [813] SCIS 1105301

It's fun to read: poetry

http://www.starfall.com/n/level-b/poetry/load.htm?f

Six appealing titles, including R. L. Stevenson's *My shadow* and Christina Rossetti's *Who has seen the wind?* are accompanied by bright graphics on this engaging site. The latter is a very pleasant animation. Readers can enjoy reading and listening to the simple poems. Topics will be easy for young people to relate to, and the repetition, whimsical humour, and simple language enhance enjoyment. Graphics are well-designed for very young students, facilitating navigation between and within poems. A read along facility allows the choice of independently reading or listening to the poems while the lines are highlighted. Single words can also be highlighted for audio. At the end of each poem there is a suggested activity and attractive proformas accessed by the printer icon. J. Stevens

USER LEVEL:	Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	English poetry; Reading
PUBLISHER:	Starfall, USA
REVIEW DATE:	30/04/07 [821] SCIS 1296936

Contemporary postcolonial and postimperial literature in English
http://www.postcolonialweb.org/

Looking at the colonies of the British Empire and the social, historical and political influences on authors currently writing in these countries, the site is a comprehensive collection of material for English and History teachers. For English teachers, entering authors' names into the Search tool is an efficient way to access site information. This reveals analytical material specifically useful for English Stage 6 syllabuses dealing with Keri Hulme's *The bone people*, A.S. Byatt's *Possession*, and David Malouf's *An imaginary life*. Postcolonial theory is a detailed set of ideas which has limited application in English classrooms, but for English Stage 6: *Extension 2* and professional development, this is an exceptional resource. History teachers investigating the site by country, including Australia, may find the articles and opinions in History, Political context and Religion, useful for supplementary material, as the site strongly emphasises literature in historical context. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	English Stage 6: *Advanced*; *Extension 1*; *Extension 2*; HSC History Stage 6: Extension
SCIS SUBJECTS:	English literature – History and criticism; History in literature; Imperialism in literature; Political science in literature
PUBLISHER:	G. P. Landow, USA
REVIEW DATE:	30/04/07 [820.9] SCIS 1296779

Shaun Tan
http://www.shauntan.net/

Engaging and informative for students and teachers, this is a valuable website for the study of picture books, art design and illustration. Using a simple layout and creative graphics, the site is easy to navigate. Content, written by Tan, includes biographical notes, Paintings, and useful FAQs for English and Visual Arts students. Picture books has resource material, with notes on ideas behind the picture books. Comments comprises an essay on picture books and an essay on creativity. In Film and theatre, Tan describes aspects of stage design that will interest Drama students pursuing that area of study. The site also supports Visual Arts syllabuses as every section offers illumination on the artistic process. The site is an excellent reference. J. Webber

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Authors, Australian; Illustrators, Australian
PUBLISHER:	S. Tan, Australia
REVIEW DATE:	30/04/07 [823] SCIS 1302618

Einstein archives online
http://www.alberteinstein.info

The personal papers and Digitized manuscripts of Albert Einstein are collected on this comprehensive website that encapsulates Einstein's accomplishments and life. Einstein's Scientific writings and Non-scientific writings are available, as are his Travel diaries, correspondence with colleagues and family, lectures and poems. Photographs, sound recordings and film footage can be accessed online. The Gallery provides annotated highlights of Einstein's most significant works, and a biographical timeline provides an overview of his life. A search facility assists use of the database. This site would be useful for teaching Einstein's achievements, such as the theory of relativity, to show students his actual workings. The language, style and format are suitable for senior students. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Mathematics; Science
SYLLABUS:	Mathematics 7–10; Mathematics Stage 6: *Extension 1*; *Extension 2*; Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Einstein, Albert; Physicists
PUBLISHER:	Albert Einstein Archives, Israel
REVIEW DATE:	30/04/07 [838] SCIS 1293233

Disasters
http://www.schools.ash.org.au/Bilambil/disasters2.html

Basically a portal, this site has been created by a primary school to provide links for students researching Australian natural disasters. Links provided on Cyclone Tracy, the Newcastle earthquake and Victoria's Ash Wednesday bushfires will be useful for primary students and Science 7–10 students who are completing outcomes on natural disasters. The site has some related non-Australian links. It also has links to Australian Shipwrecks. The resource is small but it is appealingly laid out and very practical. The site will give students the big picture of natural disasters, with links to rescue services. It also stresses the importance of aid organisations such as World Vision. The website could be useful as a model for students creating a similar list of resources for the Internet. I. Mavin

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Disasters
PUBLISHER:	Bilambil Primary School, Australia
REVIEW DATE:	30/04/07 [904] SCIS 1233033

Countries of the world
http://www.factmonster.com/countries.html

Compiled from a range of sources, this website profiles over 200 countries by presenting information such as flags and maps, population, language, area, religion and history. There are also useful links to sites which contain additional content on the countries. General information on world Population and Government adds a useful dimension to the site. Physical features of countries can be researched through Geography, which is a helpful tool for Geography Stage 4 students. The site is a valuable resource for the HSIE K–6 Strand: *Cultures*, and students could use the summarised information on the website as a base for writing information reports. K. McCorkell

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
SCIS SUBJECTS:	Geography
PUBLISHER:	Pearson Education, USA
REVIEW DATE:	30/04/07 [910] SCIS 1300608

Longman atlas
http://wps.pearsoned.com.au/atlas

A valuable teaching tool for HSIE and Science, this resource centre provides an excellent range of worksheets on key HSIE K–6 studies, along with outline maps and curriculum correlations. Site users can access a large number of well-researched Case studies on events, people and ecosystems, and these are supplemented by visual aids and links to other sites. The site has a terrific Planet diary which students will appreciate. The ICT activity is a well-structured and innovative technological lesson where students find the ideal location for a new Australian city. This is supported online by the FAQs which are extremely helpful for using and creating multimedia. Most activities are freely available; some of the best are cross-referenced to work with the *Longman atlas*, and this requires a password from Longman. This excellent site is well worth a visit. M. Whitfield

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	HSIE; Science; SciTech; TAS
SYLLABUS:	Geography 7–10; Graphics Technology 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Atlases
PUBLISHER:	Pearson Education, Australia
REVIEW DATE:	30/04/07 [912] SCIS 1232815

Australian National Flag Association
http://www.australianflag.org.au/

Well laid out, easy to navigate and visually attractive, this is an excellent resource for Australian civics and citizenship. While having a strong focus on the Australian flag, the site also addresses aspects of national identity, national symbols and flags in general. Topics include Flag history, the Anzac tradition, resources for Schools, and protocols for Flying the flag. An outstanding feature of the site is the number of video and audio presentations, accessed at Flag multimedia, making the site especially valuable for audio-visual learners. B. Smith

USER LEVEL:	Stage 3 Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Emblems; Flags – Australia
PUBLISHER:	Australian National Flag Association
REVIEW DATE:	30/04/07 [929.9] SCIS 1290580

Inside Romans
http://www.bbc.co.uk/history/ancient/romans/

Visually exciting, solidly resourced, and loaded with information for students, this great site emphasises the drama of ancient Rome. There are well-designed sections on Rome and its empire, Roman Britain, religion and early Christianity, social life, Gladiators and Pompeii. For senior students, the site has many scholarly articles related to syllabus requirements, such as the discovery and preservation of Pompeii. The image galleries will appeal to all students. Both juniors and seniors will enjoy the site's interactive features, for example the Battlefield academy: Romans vs ancient Britons, a game in which the student organises a hill fort defence against a Roman attack. The site is an excellent resource for the study of ancient Rome in the History 7–10 syllabus and the Ancient History Stage 6 syllabus. R. Darlington

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
SCIS SUBJECTS:	Civilisation, Roman; Rome – History – 30 B.C.-476 A.D., Empire; Rome – Social life and customs – 30 B.C.-476 A.D., Empire
PUBLISHER:	BBC Education, UK
REVIEW DATE:	30/04/07 [937] SCIS 1300570

Nettlesworth Primary School: the Romans
http://atschool.eduweb.co.uk/nettsch/time/romans.html

A carefully laid out and simplistic overview of ancient Rome, this resource would be beneficial for students undertaking a Lifeskills pattern of study as they learn about Rome in the History 7–10 syllabus. Interesting information, written by students, and detailed, colourful images are available on Important people and events, a Child's life, Military news and the Arts & crafts. The Town tour will enhance student understanding of the built environment in ancient Roman towns. Fun and games will help students review the site's information, and links to additional resources could be useful. The site is easy to navigate, and visuals download quickly. A. Frost

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10
SCIS SUBJECTS:	Rome – History – 30 B.C.-476 A.D., Empire
PUBLISHER:	Nettlesworth Primary School, UK
REVIEW DATE:	30/04/07 [937] SCIS 1300762

The Holocaust chronicle
http://www.holocaustchronicle.org/

The site is the full text of *The Holocaust chronicle*, a book written by a distinguished team of American scholars. Users can go directly to the chronologically organised chapters. Alternatively, research can be streamlined by topic, using the site's excellent keyword, index or date search engines. Appendices has precise lists of data for student researchers. The site has an extensive bibliography and a large number of annotated web links. Over 1800 images are shown, incorporated into the chapters and presented as a slide show of photographs in Special features. These include a selection of stark images aptly titled Horrors of Dachau. The site would be very useful for students undertaking the Modern History Content: *National studies: Germany 1918–1939*; *Personalities in the twentieth century: Albert Speer 1905-1981*; and *International studies in peace and conflict: Conflict in Europe 1935–1945*. R. Darlington

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Germany – History – 1939-1945; Germany – Politics and government – 1933-1949; Holocaust, Jewish, 1939-1945; Nazism – History
PUBLISHER:	Publications International, USA
REVIEW DATE:	30/04/07 [940.53] SCIS 1049663

Medieval English towns
http://www.trytel.com/~tristan/towns/towns.html

Few websites can match this one for quantity and variety of information on almost every aspect of urban life in medieval England. It has a slide show, an excellent glossary, articles on multiple English cities and towns, plus links to medieval sources, including the *Domesday Book*. The site's research and articles have an academic style and tone, making the resource most useful for teachers and able students. Material supports the History Stage 4 Topic: *Societies and civilisations of the past* and the History Stage 5 Elective Topic: *Medieval and early modern Europe*. Senior students who are interested in medieval England for the *History project* will find this detailed resource extremely useful. R. Darlington

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE

SYLLABUS:	History 7–10; HSC History Stage 6: *Extension*
SCIS SUBJECTS:	Cities and towns – England – History; Great Britain – History – 1066-1485
PUBLISHER:	S. Alsford, Canada
REVIEW DATE:	30/04/07 [942.03] SCIS 1300619

The Nuremberg Trials and their legacy

http://www.ushmm.org/museum/exhibit/focus/warcrimetrials/

The site is devoted to the trial of German war criminals at Nuremberg. It is a reminder of postwar Europe and the effect of the International Military Tribunal. The resource highlights the trial as a major historical landmark. The site features photographs, the testimony of an investigator who gathered evidence for the trials, and pages from the tribunal's program. Students can research *Holocaust encyclopaedia* articles on the tribunal, the trials and the search for perpetrators. The site has much of value for the study of Germany in this time period for students of Modern History, including animated maps of the Holocaust, personal histories, multimedia interactive tasks, original film footage and resources for teachers and students. R. Darlington

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Holocaust, Jewish, 1939-1945; Nuremberg Trial of Major War Criminals, 1945-1946
PUBLISHER:	United States Holocaust Memorial Museum, USA
REVIEW DATE:	30/04/07 [940.53] SCIS 1300624

A chronology of Aboriginal and Islander history

http://www.natsiew.nexus.edu.au/chronology/info_fset.html

ABSTRACT

A source of information on Indigenous history, this fully searchable database allows students and teachers to explore key events in Australia's history. Using date and year search functions allows specific periods to be examined, with each entry providing a brief outline of an event. The resource is designed for students and it is explicit about how to find and appropriately use information on the site. Students and teachers of Aboriginal Studies and History syllabuses can search by *Topic*. Material here includes **Conflict and resistance, Land and sea rights, Government, Identities, Law and legal,** and **Organisations**. A post-invasion history of the Adnyamathanha people of the Flinders Rangers can be found in Special feature.

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10
SCIS SUBJECTS:	Aboriginal peoples – History; Australia – History; Torres Strait Islanders – History
PUBLISHER:	National Coordinators for Indigenous Education, Australia
REVIEW DATE:	30/04/07 [994] SCIS 1279439

BOYD, Suzette
The connected library: a handbook for engaging users

Utopia, Vic, 2006
ISBN 0646461389   [027.8]

The focus throughout this book is clearly, cleverly and concisely centred on creating dynamic school libraries that are lively and responsive to user needs. Chapters provide rationale for a range of practical and positive suggestions, many of which are in point form. These are related to planning, managing, developing, promoting, programming and evaluating the library, and involving others in the process. While implementing all the ideas would clearly take a larger number of staff than most schools have, this book serves as an invaluable catalyst. It will encourage teacher-librarians to start small in their efforts and then continue to develop libraries that will motivate, support and engage all learners. Active application of these ideas is sure to connect libraries with their users. J. Hawkes

USER LEVEL:	Professional
	Paper $60.00 SCIS 1294246

STARICOFF, Marcello & REES, Alan
Start thinking: daily starters to inspire thinking in primary classrooms

Australian Council for Educational Research, Vic, 2006
ISBN 0864316054   [153.407]

The large number of starter ideas presented here have a curriculum focus on number, words, science, philosophy, and creativity. Teaching ideas are designed to challenge and entertain students by drawing on their experiences, memories and resources, while developing their ability to work flexibly and persistently. The teaching philosophy underpinning these ideas is to stimulate thinking through risk taking, sharing tentative thoughts, thinking of alternatives and giving reasons for original ideas. The emphasis is on generating a large number of ideas without putting limits on generating the right idea or solution. Some activities have a level of abstraction designed to appeal to young learners, such as inventing a new toy. Each starter activity is supported by a work sample that illustrates its practical application while demonstrating applicability at different year levels. F. Plummer

USER LEVEL:	Professional
	Paper $34.95 SCIS 1287695

DAWES, L. & MERCER, N. & WEGERIF, R.
Thinking out loud: a program of activities for developing speaking, listening and thinking skills for children aged 8-11

Australian Council for Educational Research, Vic, 2006
ISBN 0864315813   [302.207]

Effective talk is the foundation for these 16 lessons that use an integrated curriculum approach. Explicit attention is given to the development of talking and thinking skills in each lesson. The key talking skills addressed are communicating and working co-operatively to improve learning and performance. An interesting comparative analysis links each Australian state education curriculum framework and draws connections between the communication and thinking skills in lessons. Introductory chapters helpfully guide the teacher to plan and implement the lessons. Lessons explicitly set out the aim, resources required, whole-class introduction, strategies for group work, a whole-class plenary and extension work. There is a strong focus in each lesson on addressing problematic knowledge and social support. F. Plummer
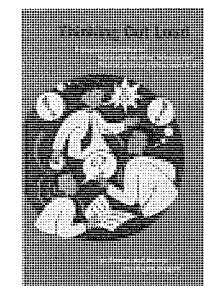
USER LEVEL:	Professional
	Paper $34.95 SCIS 1287697

MakingCents

http://www.makingcents.com.au/

ABSTRACT

Produced for teachers and parents, this resource contains practical information and teaching materials to help students and the general public understand and manage money. The site offers guidance and **Tips and tools** for parents to talk to their children about **Financial literacy**. It is designed to support family and class discussions on financial concepts such as credit, banking and budgeting, with the aim of building healthy money habits. The resource provides **Primary school teachers** with a range of education resources for individual or group activities for students aged 7–12. These are downloadable units matched to HSIE and Mathematics syllabuses.

USER LEVEL:	Professional
KLA:	HSIE; Mathematics
SYLLABUS:	HSIE K–6; Mathematics K–6
SCIS SUBJECTS:	Finance, Personal – Study and teaching; Money – Study and teaching
PUBLISHER:	Finance First Partnership, Australia
REVIEW DATE:	30/04/07 [332.024] SCIS 1299315

REIDY, Jo
Learning to work: students' experiences during work placements

Melbourne University Press, Vic, 2006
ISBN 0522852378   [370.113]

A narrative research method is used in this very interesting text which measures the experiences of 50 university students participating in a work practicum. Reidy's interest is in the resources and support networks offered by employers to accommodate students in the workplace. The research shows a directive approach requiring students to change. The concepts of the sojourner,

novice, and junior colleague highlight the challenges and opportunities facing student learners who are attempting a new identity using dress and voice, and in a limited time frame. These concepts are relevant to high school students, although the book is an academic work, designed for professional reading. E. Kesby

USER LEVEL:	Professional
	Paper $49.95 SCIS 1293977

ROGERS, Bill
Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support

Paul Chapman, UK, 2006
ISBN 141292863X   [371.102]

A comprehensive behaviour management guide, this excellent resource will be of great assistance in establishing a calm and effective classroom, especially in those vital first lessons. Rogers believes that good teaching and practical collegial support aids strong classroom management skills. Rogers explains in detail the teacher language and classroom dynamics visible in successful classrooms. He has many practical and humorous stories to illustrate his ideas, within a behaviour modification framework. Rogers constantly emphasises the need for a mutually respectful relationship between staff and students and the positive choices which are open to both. He includes whole school strategies for dealing with very challenging students and offers a continuum of responses from least to most intrusive, so that teachers have a broad repertoire of responses for tricky situations. L. Chase

USER LEVEL:	Professional
	Paper $57.95 SCIS 1286352

MCGRATH, Helen
Bullying solutions: evidence-based approaches to bullying in Australian schools

Pearson, NSW, 2006
ISBN 9780733971648   [371.5]

Not simply another book about bullying, this text is a genuine attempt by the National Coalition Against Bullying to provide evidence based directions for the management and legal issues which face schools. Written by leading experts, it contains practical strategies to prevent and deal with bullying. An excellent chapter that compares different approaches to bullying problems will reassure teachers who are wondering about the best action to take. The chapter on working with parents will assist principals and school counsellors. The final section provides a template for a school's anti-bullying plan. This excellent resource will assist educators to develop effective policies and procedures. A. Soutter

USER LEVEL:	Professional
	$49.95 SCIS 1242382

Primary English Teaching Association

http://www.peta.edu.au/

PETA has a very interesting and useful website for primary and secondary teachers of English. With its increasing emphasis on

providing online support, the site is a useful resource for teaching and learning theory, and practical teaching materials. The site's Catalogue and list of New releases includes many interesting pieces for English teachers K–12 to purchase. One example is Shaun Tan's paper on Picture books: who are they for?, which is a valuable support for the study of picture books in English 7–10. Online Teaching resources are particularly helpful for information on visual literacy and reading. The 2007 workshop program in Professional learning has ample opportunities for English teachers across the state to improve their skills. The site is a fine resource for all English teachers. C. Thomas

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Education, Primary – Australia; English language – Study and teaching; Teaching methods
PUBLISHER:	PETA, Australia
REVIEW DATE:	30/04/07 [428.007] SCIS 1216911

LUDWIG, Christine

Why wait?: a way in to teaching critical literacies in the early years

Curriculum Corp., Vic, 2006
ISBN 1863667040   [428.007]

ABSTRACT

Written to address the systematic under-performance of groups and individuals in English literacy, this resource draws on the work of Freebody and Luke (1990). The text deals with the roles that success-ful literacy learners use as they read: code breaker, text participant, text user, and text analyst. The resource uses written texts such as advertising and fiction to illustrate the ways in which these four roles can build literacy learning. The resource comprises activities linked to the four roles, questions for teachers to ask students, points for teachers to think about, images and graphics. It aims to help students use their own experiences to develop understandings about literacy as a social practice.

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $39.95 SCIS 1265234

Quick reads

http://www.wordweaverspress.com.au/

A publisher's site for this series of short narratives aimed squarely at boys, the resource has some helpful material for the purchase and use of the novels in schools. There are no novel excerpts on the site, but each title has several PDF pages of Teachers' notes and student activities. These are thoughtful and varied compilations of short and long answer questions, discussion topics, and worksheet activities. While some tasks will need teacher explanation, all learning styles are utilised, with a wide variety of English outcomes and potential for cross KLA work. Have your say has basic student comments, and author and illustrator sections have short biogra-phies with a photograph. In Media releases there is interesting written and visual material that further enhances the site's useful-ness for teachers. C. Thomas

USER LEVEL:	Professional

KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Reading materials, Australia
PUBLISHER:	Word Weavers
REVIEW DATE:	30/04/07 [428.6] SCIS 1290273

Online Asperger Syndrome information and support

http://www.aspergersyndrome.org/

Designed to help parents, teachers and young people understand Asperger's syndrome, this large site has plenty of practical and theoretical information. The most useful pages for teachers are in Education. Explaining what behaviours to expect in a diagnosed student and ideas for classroom management can be found in Teaching tips and papers. Also in Education, the program Understanding friends will help teachers prevent bullying as they prepare a primary class for the arrival of a student with Asperger's syndrome. Lesson materials are included. There are good research Papers and articles, some with classroom applications. A. Soutter

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Asperger's syndrome; Special education
PUBLISHER:	University of Delaware, USA
REVIEW DATE:	30/04/07 [616.85] SCIS 1294566

Creativity portal

http://www.creativity-portal.com/

A most useful collection of creativity resources, this site will help teachers to discover some unusual methods and procedures for teaching syllabuses across KLAs. Detailed annotations accompany links to a large number of sites, grouped in useful combinations for teachers searching by syllabus. In Art & craft projects, the site takes users to a How-to arts directory with tutorials on Metal crafting, physically manipulating a book's pages, and cartooning. There are writing prompts, other directories, and articles on the practical aspects of writing, and some very interesting activities for the English classroom. The site has plenty of art links, with collage, mosaic, and design topics solidly represented. The search function is fast and efficient. The site is well worth a look to explore its multitude of creative offerings. C. Thomas

USER LEVEL:	Professional
KLA:	CA; English; TAS
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Graphics Technology 7–10; Industrial Technology 7–10; Technology (Mandatory) 7–8; Visual Arts 7–10
SCIS SUBJECTS:	Art; Creativity; Writing (Authorship)
PUBLISHER:	Creativity Portal, USA
REVIEW DATE:	30/04/07 [700] SCIS 1182155

Multicultural perspectives in music

http://www.curriculumsupport.education.nsw.gov.au/multicul-tural_music/index.html

ABSTRACT

The website of a 2005 partnership project between the Creative Arts Unit of the NSW Department of Education and Training, Musica Viva Australia and the group Sirocco, this resource resulted from a series of professional development workshops for NSW secondary teachers. Developed following the practical workshops with Sirocco, this site features Videos and articles and activities about a small number of groups and styles. It includes

Latin American, Maori, and Indonesian music. The site includes audio samples, video clips with singing tips, and links to related sites. There are four Multicultural music activities. Linda Marr talks about the theory and practicalities of Singing songs from different cultures, giving tips on vocal technique and production.

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Music K–6; Music 7–10; Music Stage 6
SCIS SUBJECTS:	Multicultural education; Music – Ethnology
PUBLISHER:	NSW Department of Education and Training
REVIEW DATE:	30/04/07 [781.6] SCIS 1299284

CLARK, Anna

Teaching the nation: politics and pedagogy in Australian history

Melbourne University Press, Vic, 2006
ISBN 0522852335   [907]

The teaching of Australian history, its content and methods, has become an increasingly politicised controversy. In the debate about the appropriation of history education, a calm and balanced academic discussion, such as this book, should be useful for History teachers. The resource looks at the shifting politics and practices of history education, syllabus construction, and teaching and learning as placed within chronological and international contexts. Clark deconstructs many aspects of this complex issue in an academic but readable style. She does not provide simplistic answers, and there is much thoughtful material on people, quota-tions and events for analysis and intelligent discussion. G. Spindler

USER LEVEL:	Professional
KLA:	HSIE
SYLLABUS:	History 7–10; HSC History Stage 6: Extension; HSIE K–6; Modern History Stage 6
	Paper $49.95 SCIS 1292814

Literacy and Numeracy resources

The NSW State Numeracy Plan 2006–2008 and State Literacy Plan 2006–2008 underpin our work in key learning areas, and teacher-librarians have a vital role to play. Scan publishes reviews of a range of resources, including some Internet sites, to support literacy and numeracy. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy and numeracy experts in order to provide an accurate appraisal of resources and to show how resources might support these initiatives.

HEAP, Sue & SHARRAT, Nick

Alphabet ice cream: an a-z of alphabet fun

Penguin Books Ltd, UK, 2006 (Puffin)
ISBN 0141382325   [421]

On these bright pages, a smiling and naïvely depicted Nick and Sue cheerfully interact with such things as a plate of spaghetti, a kite, a walrus, and an apple. Each large letter gets a page, with upper and lower case identified. Most are in a simple 'j is for jelly' format; several have a sentence. The rhyme which links pages within the text will be enjoyed by students while it enhances learning the alphabet. An inter-esting feature of the artwork is small drawings of items beginning with the letter, which students identify by visuals only. Although Nick and Sue engage in fairly ordinary acts with a letter's topic, the book's device of characters taking students through the alphabet will be helpful for students needing extra support. C. Thomas

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–6
	$15.00 SCIS 1283629

LAPP, D. & FLOOD, J. & MOORE, K. & NICHOLS, M.

Teaching literacy in first grade

Guilford, USA, 2005 (Tools for teaching literacy)
ISBN 1593851812   [428.007]

The implicit theoretical approach to literacy development in this resource will be familiar to Australian teachers. Chapters deal with the practical and theoretical aspects of teaching literacy to students who are beginning to grasp the issues. There are many helpful tables and lists of resources, including proformas for literacy assessment. The wide range of detailed practical resources includes readers' theatre scripts, suggestions for yearly plans and transla-tions to support second language learners, in this case Spanish speakers. Teachers will find useful ideas in this well-organised resource. Teaching literacy in second grade also has a familiar and useful approach to the development of literacy across the curricu-lum. The strategies given for setting up the classroom, grouping students and developing home-school partnerships would alone make this a worthwhile resource. K. Rushton

USER LEVEL:	Professional
KLA:	English; Languages
SYLLABUS:	English K–6; Spanish K–10
	Paper $44.95 each SCIS 1280530

Reviewed titles in this series:
Teaching literacy in second grade   SCIS 1280533

AAA math: world education levels

http://www.aaaknow.com/world.htm

There are many basic K–8 Mathematics lessons on this site, incorpo-rating mathematical concepts and processes, worked examples and many interactive opportunities to practise skills. The site is initially basic in design, with material laid out in topic headings, then lesson headings. Entering the lesson area, choices become more plentiful and advertising material intrudes. Lesson materials are very tradi-tional, relying on algorithms and lacking the open ended nature and relevance of quality units of work. The use of American language and imperial units of measurement is helpfully offset with useful conver-sion lessons. This is a good site for drill exercises, with the appeal of interactive lessons enhanced by a fast screen transition speed, games where students can challenge each other, some animation, and immediate feedback for students. M. Gary

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
KLA:	Mathematics
SYLLABUS:	Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Mathematics
PUBLISHER:	J. Banfill, USA
REVIEW DATE:	30/04/07 [510] SCIS 1290097

Kids zone: learning with NCES
http://nces.ed.gov/nceskids/index.asp?flash=true

Some outstanding resources for Mathematics K–6 and Mathematics 7–10 can be found on this site. In **Graph**, a detailed tutorial on graphs and charts is provided. There are step-by-step interactive instructions to learn about probability and to create a graph or chart. Students can design, add data, label, preview, print and save their graphs. In **Chances**, students play a game to illustrate probability and statistics. The site has a quiz in mathematics and science for students who **Dare to compare** their knowledge with others around the world. In **Grabbag**, entertaining word puzzles, mathematics quizzes, and a **Multimedia exercise** download quickly. This interactive site will engage students. A. Frost

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Mathematics
SYLLABUS:	Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Education – Research; Education – United States – Statistics; Mathematics
PUBLISHER:	National Center for Education Statistics, USA
REVIEW DATE:	30/04/07 [510] SCIS 1300741

Exploratorium math explorer
http://www.exploratorium.edu/math_explorer/

An incredible resource for middle years students, this practical and relevant material incorporates mathematical and scientific outdoor activities, crafts, games, tricks and puzzles, with all specifications included. Every aspect of each user friendly lesson is comprehensively outlined and illustrated. Lessons can be used like a recipe. Links to sources, such as the Mayan calendar and symbols, are exploratory ICT adventures for stimulating young learners. Many opportunities are provided for students to build, construct, question, examine, analyse and observe. Opportunities exist to connect numeracy and Science, and the material provides great ideas for numeracy challenge days. M. Gary

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Mathematics; Science; SciTech
SYLLABUS:	Mathematics K–6; Mathematics 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Classroom activities; Mathematics – Study and teaching
PUBLISHER:	Exploratorium, USA
REVIEW DATE:	30/04/07 [510.7] SCIS 1290087

Picture books

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

ALLEN, Pamela
Grandpa and Thomas and the green umbrella
Penguin Group (Australia), 2006
ISBN 0670029734

In a picture book as warm and wonderful as a hug from a grandparent, this celebrated author again brings ordinary events to life with musical language, clever repetition and strong family themes. Soft, rounded illustrations in both black and white and pastel depict the two characters as they travel through an adventurous day at the beach. An imaginative rain storm adds drama when the green umbrella is blown away and Grandpa and Thomas drive to refuge in their sand car. This book is a simple and wonderful story which all generations should enjoy. S. Taylor
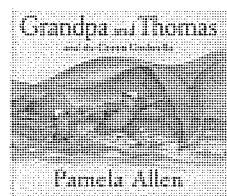
USER LEVEL:	Early Stage 1 Community
	$24.95 SCIS 1283321

ATHERTON, Bruce & McEWAN, Keith
The billycart ride
Penguin Group (Australia), 2006 (Viking)
ISBN 0670041238

Exposing students to past Australian culture, this large format picture book presents the family project of building a billycart to race in the street with friends. The vivid and lyrical text and rich descriptive language enhances the sense of community and mateship. Brilliant illustrations create anticipation and excitement for readers, as the billycart is pursued down the hill by an aggressive load of timber logs. The story is told in rhyming text, and the stunning visuals add variety to the story to keep readers engaged throughout. A double page storyboard format assists to emphasise conflict and heighten suspense. The book is great for encouraging character empathy and studying Australian colloquialisms in English. It supports perspectives in the Stage 2 Connected Outcomes Group (COGs) (B): *Being Australian*. D. Croker

USER LEVEL:	Stage 2 Stage 3
KLA:	English; HSIE; PDHPE
SYLLABUS:	English K–6; HSIE K–6; PDHPE K–6
	$24.95 SCIS 1277567

BASE, Graeme
Uno's garden
Penguin Group (Australia), 2006
ISBN 0670041912

In a picture book bursting with multi-layered, complex illustra-

tions that form a landscape of visual delight, an effective storyline encourages youngsters to search for Base's hidden nonsensical creatures. Uno creates a garden in a forest; a city grows around him and is then abandoned. Providing a valuable environmental lesson, the book ends with forest and city in perfect balance. For primary students, this delightful book is excellent support for the pre-reading strategy of visual scanning, and the Mathematics K–6 concepts of backwards counting, square numbers and doubling. For English Stage 4 students, the narrative and visuals would be an interesting and substantial study within the picture book genre. S. Taylor
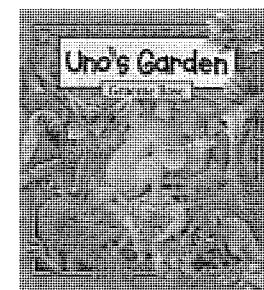
USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	English; Mathematics; SciTech
SYLLABUS:	English K–6; English 7–10; Mathematics K–6; Science & Technology K–6
	$29.95 SCIS 1274859

BEAKE, Lesley
Home now
Lincoln, UK, 2006
ISBN 1845071050

Set in Africa, this is the endearing story of young Sieta who loses both parents to AIDS and who goes to live with her aunt. Bright, colourful illustrations beautifully depict the African landscape. Sieta grieves for her parents by retreating into remembered images, until she meets orphaned elephants. When Satara and Sieta bond, the girl realises that although they have both lost loved ones, they are still loved and cared for. A note at the end of this sensitive picture book discusses the plight of young children in Africa due to the AIDS epidemic. The story ends positively for Sieta, but the parental death issue and resolution could be seen as simplistic. J. Eade
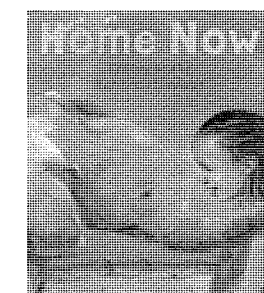
USER LEVEL:	Stage 1 Stage 2 Stage 3
	$27.95 SCIS 1292619

COLE, Babette
That's why!
Jonathan Cape, UK, 2006
ISBN 0224070282

Never one to avoid big issues, Cole tackles the biggest of all in this picture book. Weighed down by negative media reporting, antisocial behaviour on the streets, and personal loneliness, Ziggi cannot see the point of anything, until a miraculous heavenly messenger shows him the interconnectedness of all people and the purpose of life. This lively book's energetic and attractive illustrations extend and develop the written text. Featuring Cole's familiar and vigorous characterisations and humorous approach, the book could be very useful in discussions of the nature of social relationships and personal responsibility. W. Smith
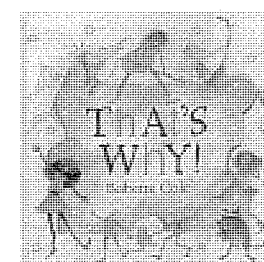
USER LEVEL:	Stage 1 Stage 2 Stage 3
	$32.95 SCIS 1292353

COWELL, Cressida & LAYTON, Neal
That rabbit belongs to Emily Brown
Orchard, UK, 2006
ISBN 1843624516

An imaginative and visually exciting mix of collage and cartoon style expressive drawings illustrate this picture book. The Queen wants Emily's rabbit, and deviously plots to kidnap it when Emily refuses to give it up. In an age of mass produced toys, Emily's single minded attachment to and appreciation of her old, worn and wonderful friend is as refreshing as it is quaint. Action packed, with just the right amount of repetition and cumulative storytelling to involve younger children, the imagined worlds that Emily enters with Stanley feature a variety of built and natural environments, peopled by captains, queens and astronauts. They catalogue the fantasies of childhood. Emily extols the virtue of making something your own. N. Chaffey
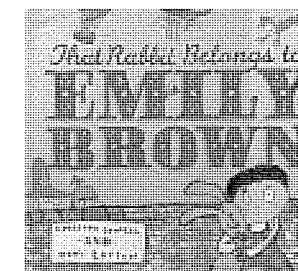
USER LEVEL:	Early Stage 1 Stage 1 Stage 2
	$28.95 SCIS1292667

DODD, Lynley
Where is Hairy Maclary?
Penguin Group (Australia), 2006 (Puffin)
ISBN 0141382759

Taking readers on a journey through a suburban street in search of a mischievous and popular terrier is the focus of this sturdy board book. Students are introduced to rhyming poetry, words and simple narrative features and support is provided for teaching students about questions and answers. The appealing rhyming text in this picture book is suitable for modelled reading and writing activities and is very accessible to young children due to its interactive and predictable plot. The eye-catching repetitive questions can be used as an enjoyable choral reading activity. The lift-the-flap on each page involves readers in the story, keeping them thoroughly entertained. This text supports perspectives in the Early Stage 1 Connected Outcomes Group (COGs) (A): *Our place*. D. Croker

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	$19.95 SCIS 1283301

DODSON, Emma
The very important idea
Hodder Children's, UK, 2006
ISBN 0340878088

There is inherent tension from beginning to end, as one would expect, when a cat employs a rat as his personal assistant in this dramatically illustrated picture book. The humour however, is not sustained. While it is probable the audience agrees with some of what the cat says, it is unlikely they will feel comfortable with how Mr Fat Cat behaves, as Rat, following his daily schedule, falls foul of his boss. Schedules, brainstorming and workplace roles are introduced and
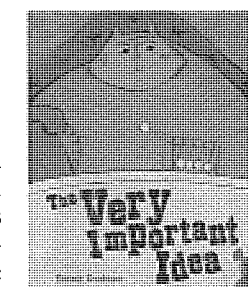
highlighted for possible discussion. Rat comes up with bright ideas, but the book explores character roles and priorities, and Rat's creative thinking regarding recycling socks is completely lost on his boss. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
$28.95   SCIS 1286531

DRAY, Matt

Dougal and Bumble and the long walk home

Penguin Group (Australia), 2006 (Viking)
ISBN 067007036X

Young readers will love hearing this gorgeous tale of a teddy bear, a bee and a pig who get lost after the teddy bears' picnic and then struggle to find their way home. This humorous adventure explores the themes of friendship, working together and persevering despite the odds. A feature of the picture book is its clever and captivating photographs, including some spectacular views of the Gold Coast. The text appears as though handwritten, as do the labels and captions. The characters are loveable, the language appropriate for the target audience, with some humour which adults will appreciate. The book may help teachers educate students in road signage, and an important lesson about not missing the bus may also be learned. L. Doyle
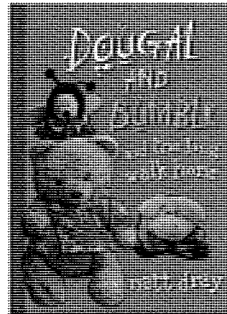
USER LEVEL: Stage 1
$19.95   SCIS 1288579

DUFFY, Carol Ann & RAY, Jane

The lost happy endings

Bloomsbury, UK, 2006
ISBN 0747579229

With the auspicious responsibility of releasing happy endings of stories into the world, Jub's evening task suggests a world rich with magic where happiness is assumed. In this sophisticated picture book the concept of fairytales having a happy ending is explored and the potency of words is affirmed. Jub's cosy and assured routine is interrupted when murky elements conspire with an archetypal wicked witch. With the happy endings so easily stolen, dire consequences in fairytales ensue and unhappiness amongst children unfolds. Jub's resulting sorrow and dream actualise a Golden Pen by which evil can be named and resolved and the relevance of the fairytale genre is restored. Haunting illustrations in glowing colour and vivid description make this an engaging resonant resource. J. Stevens
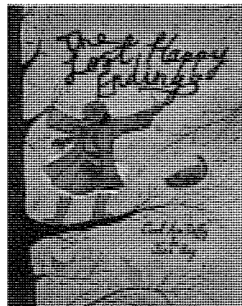
USER LEVEL: Stage 2 Stage 3 Stage 4
$25.95   SCIS 1297008

FOX, Lee & WILCOX, Cathy

Ella Kazoo will not brush her hair

Lothian Books, Vic, 2006
ISBN 0734408560   [A821]

One of the issues encountered by many parents is described brilliantly in humorous and repetitive rhyme in this picture book.

Wilcox's colourful acrylic and crayon illustrations energetically help us experience Ella's hair becoming wilder and curlier, until it has an unbrushed life of its own. Meanwhile, an exasperated mum battles the unkempt Ella. With a satisfying resolution and great visual and auditory appeal for young students, this book will entertain and engage students. F. Moore
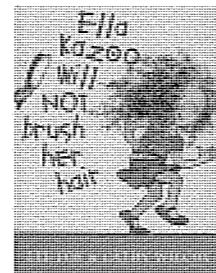
USER LEVEL: Early Stage 1 Stage1
$27.95   SCIS 1269427

FRENCH, Jackie & WHATLEY, Bruce

Josephine wants to dance

Angus & Robertson, NSW, 2006
ISBN 0207200750

Whatley's beautifully descriptive drawings enhance a storyline that will delight younger readers. This well-crafted picture book follows the dancing kangaroo Josephine from the stage of the Australian outback to a ballet stage, showing that with enough self belief we can fulfill our dreams. Clever use of rhyming text and brilliant illustrations make the book a treasure for readers' eyes and ears. The text would lend itself well to readers' theatre, and it could be used as a stimulus to create an original text in the same genre. French and Whatley have again combined to produce a story to warm the heart. G. Cale

USER LEVEL: Early 1 Stage1
$24.99   SCIS 1287671

GLEESON, Libby

Amy & Louis

Scholastic Press, NSW, 2006
ISBN 1865049352

Best friends Amy and Louis are always calling out to each other to come over and play. Then Amy moves far away and Louis is lonely. Will Amy hear him if he calls out really loudly? Realistic watercolours bring this simple story to life in an attractive picture book that will be appealing to the young child. Themes of friendship, loneliness, hope, and acceptance, are handled adroitly and this text could be used to help a child come to terms with the departure of a close friend. The illustrations would also be suitable as examples for visual literacy activities as they vary in their moods and point of view. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$24.99   SCIS 1285719

GRAY, Kes & SHARRATT, Nick

006 and a bit

Bodley Head, UK, 2006 (A Daisy book)
ISBN 0370328760

Central to this picture book exploration of a parent-child relationship is the adage that you cannot play if you do not understand the rules. In an ordinary day at home, through imaginative play, Daisy the spy transforms ordinary objects and activities into the hallmark devices and actions required in the world of espionage. Her ever patient and aware mother's timely participation ensures she too enjoys the fun while enriching Daisy's day and their

relationship. Daisy's cryptic code language is colourful and clever, engaging and amusing the reader with its descriptive metaphors. The visual humour of Sharratt's bright, cartoon style illustrations gives substance to the written narrative. N. Chaffey

USER LEVEL: Stage 1 Stage 2
$32.95   SCIS 1284689

HAMILTON, Richard & LANZREIN, Helen

The secret cave

Orchard, UK, 2006
ISBN 184362589X

Depth, warmth and colour characterise the pages of this beautifully illustrated picture book. An enchanting tale of discovery, imagination and relationship, the story poses questions for the mind and the heart. A wonderful outing for a father and son opens a myriad of possibilities for Johnny, when they discover a beach and then a mysterious cave. The staggered text on each page entices the reader to turn the page to see what will unfold. Slightly blurred images evoke a dreamlike quality, and as Johnny drifts off to sleep at the end of the day, the reader is left with a wonderful feeling of warmth and security. This is a delightful story for younger readers, whether read aloud or savoured alone. G. Cale

USER LEVEL: Early Stage 1 Stage1
$28.95   SCIS 1292657

JEFFERS, Oliver

The incredible book eating boy

HarperCollins, UK, 2006
ISBN 0007182279

Highly original illustrations are a feature of this outstanding picture book. In a slightly absurd tale of a boy who literally devours books, Jeffers shows the value of books as sources of information, learning and personal satisfaction. The author's pleasure and skill in the manipulation and presentation of ideas shine from every page, using clever designs of the written word. Illustrations and ideas challenge the reader to rethink preconceived notions of nourishment and of learning. The book can also be seen as a cautionary tale about the perils of excess, and of the necessity for each individual to achieve wisdom and understanding empirically rather than vicariously. Young readers will enjoy the irresistible joke on the last page. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
$24.99   SCIS 1287262

JEFFERS, Oliver

Lost and found

HarperCollins, UK, 2006
ISBN 0007150369

A quirky and award winning picture book, this story is about a boy who finds a penguin at his door one day. The subsequent journey to find the penguin's home forms the book's plot. Friendship is a strong theme; it seems there is nothing the boy will not do to help the penguin, even rowing to the South Pole! Illustrations make evocative use of light and shadows, and scale. Depictions of characters and environments are deceptively simple, and they suggest a philosophical message, just like the written narrative. Are we really lost, or are we searching for a place or friend? This is a carefully written and thought provoking text. Adults will enjoy reading the story to young children, who will definitely enjoy the listening experience. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$14.99   SCIS 1279382

MCBRATNEY, Sam & FUGE, Charles

Yes we can!

Penguin Books Ltd, UK, 2006
ISBN 0141380829

After best friends, Little Roo, Country Mouse and Quacker Duck finish making a leaf mountain, they set each other impossible tasks. This ultimately leads to an argument which is only solved by Little Roo's mother. She shows the trio that everyone is good at something by encouraging them to tackle tasks related to their abilities. The theme of friendship is celebrated in this endearing tale, with the three main characters learning that true friends do not laugh at each others weaknesses, but in fact encourage their strengths. Complete with whimsical, pastel watercolours and simple repetitive text, this delightful picture book not only entertains but also imparts an important message. J. Eade
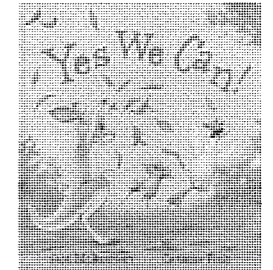
USER LEVEL: Early Stage 1 Stage 1 Stage 2
$14.95   SCIS 1283347

MCG, Shane

A surprise present!

Koala, NSW, 2006
ISBN 086461750X

Birthdays are exciting and the surprises are not always immediate, as Tom discovers when his father gives him a tennis racquet as a gift. While it is not mechanical, and no-one he knows plays tennis, Tom discovers tennis can be a lot of fun. Vibrant, stylised caricatures, possessing a computer enhanced almost surreal quality, make this simple father and son story action packed from start to finish. The numerous perspectives from which the action is portrayed, along with the naive styled and multi-sized font, add visual and narrative interest. Family life with all its smells and humour add to the appeal. N. Chaffey
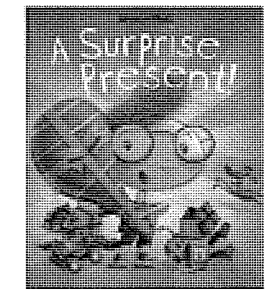
USER LEVEL: Stage 1 Stage 2
Paper $14.99   SCIS 1292059

MEEK, Ann & MASSINI, Sarah

I'm special, I'm me!

Koala, NSW, 2006
ISBN 086461733X

Each day at school, Milo aspires to be the focus character of each playground game, but he is always overruled by certain dominant peers. He becomes disillusioned as his attempts to participate are constantly rejected. He is also criticised for wearing glasses. At home, Milo's supportive, loving mother cheerfully encourages him to put his disappointments into perspective. Drawing on inspiration from home, Milo develops the confidence to make his own suggestion for the game, which is then embraced by his friends. This warmly imaginative picture book, with the illustrator's whimsical interpretations of children's games, supports

the development of students' self-perception, fair play, and the teaching of the Early Stage 1 HSIE Unit: *This is me*. I. McLean

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K–6
Paper $14.99   SCIS 1292067

METZENTHEN, David & RIPPIN, Sally

The rainbirds

Hachette, Vic, 2006 (Lothian)
ISBN 0734408862

A father tells young Gleeson about the migratory habits of a certain breed of black and white bird, and its links to weather phenomena and the onset of both winter and spring. The unusual collage illustrations are highly effective, using whitewashed newsprint backgrounds, characters cut from textured brown and black paper, and controlled applications of brightly painted highlights. These contrast well against the coloured text throughout. The birds' onomatopoeic cries eventually reveal them to be currawongs. While drought in Australia is not specifically mentioned, the alternating sparse and lush imagery in this gently told picture book would suit an investigation of weather patterns and the seasons, such as in the Early Stage 1 Science and Technology Unit: *Time, earth and weather*. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
$27.95   SCIS 1282917

MINOGUE, Kylie & PARK, Swan

Kylie: the showgirl princess

Penguin Books Ltd, UK, 2006
ISBN 0141383194

Full of glitter and glamour, this saccharine story about Kylie Minogue's preparation for a performance on her Showgirl Tour will appeal to her young fans. Promoted as a true fairytale and breathlessly told with a missing showgirl shoe as the rather weak element of conflict, the story meanders through the lead up to Kylie's show. Interesting images, a clever composition of photographs of Kylie superimposed onto a colourfully illustrated background, are the redeeming feature of this book. The technique has eye catching appeal, and the book offers some insight into Kylie's celebrity status and her life. F. Moore

USER LEVEL: Stage 1 Stage 2 Stage 3
$29.95   SCIS 1289664

O'CONNOR, Kerrie & SMITH, Craig

Little Jingle says no!

Allen & Unwin, NSW, 2006
ISBN 174114762X
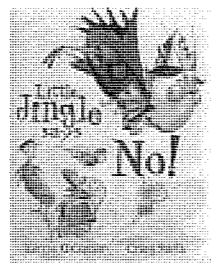
A quaint little story featuring a family of grasshoppers called Jingle, this picture book is both amusing and entertaining. Mama Jingle is expecting a baby, so the Jingles propose names for the new arrival, slowly working their way through choices in each letter of the alphabet. While Mama, Papa, taller smaller Jingle, and middle Jingle suggest quite sensible names, little Jingle's contributions are all insulting. He comes up with Dingbat, Moose monster and X-ray guts. But when Jimima Juniper Jingle is born, little Jingle is totally besotted. Both the repetitive nature of the text and the alphabetic format make this an ideal book for text innovation and reading aloud. J. Eade

USER LEVEL: Early Stage 1 Stage1 Stage 2
$24.95   SCIS 1292673

PATERSON, A.B. & BLACKWOOD, Freya

Waltzing Matilda

Scholastic, NSW, 2006
ISBN 1865048151   [A821]

Blackwood's fresh eye and historically informed approach breathe new life into an Australian icon and will enable a new generation to understand and appreciate this song and its historical background. On a collage background of 19th century documents and news reports, the book uses Paterson's original manuscript and tune to set the song firmly in its time. The illustrations weave three stories: swagman and sheep; the shearers' strikes of the 1890s; and an imaginary family's journey. These are skillfully brought together in the conclusion. The approach supports the historical study of Australia in HSIE syllabuses. A valuable inclusion is a CD with a John Williamson version, an instrumental and a sing along version. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; History 7–10; HSIE K–6
$24.99   SCIS 1282928

ROSOFF, Meg & BLACKALL, Sophie

Meet wild boars

Penguin Books Ltd, UK, 2006 (Puffin)
ISBN 0141500387

Fantastically illustrated with scenarios of hairy pigs, this hilarious tale about wild boars lacking in good manners will entertain children with its super visuals and witty language. This picture book deals with the purpose of good manners and behaviour, and is an excellent starting point for younger readers learning about relating to others in a civilised way. The book specifically supports the Early Stage 1 Connected Outcomes Group (COGs) (A): *Me*, as well as the Stage 1 Connected Outcomes Group (COGs) (D): *Getting along*. With its humorous take on rudeness and relationship perspectives it could easily be linked into lessons with a class or school based values or code of conduct focus. D. Croker

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE; PDHPE
SYLLABUS: HSIE K–6; PDHPE K–6

SUTCLIFFE, Mandy

Evie's seaside lullaby

Orchard, UK, 2006
ISBN 1843626071

Warm and comforting, this picture book presents the familiar scenario of a young sibling with a new baby in the family. Confused with the new family arrangement, Evie clings to her bear and escapes into an imaginary underwater world. This provides a welcome diversion, when, in an up-tempo rhythmical adventure, she dances with seahorses and swims with seals. When Evie is drawn back to reality and safety by her baby brother's cry, her value in the family is reinforced by her parents, and she becomes a helpful big sister. The delightful story and pastel watercolour illustrations will engage young students and may initiate positive discussion on family relationships. D. Johnston
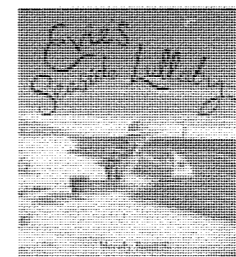
USER LEVEL: Early Stage 1 Stage 1
Paper $15.95   SCIS 1282114

TAN, Shaun

The arrival

Lothian, Vic, 2006
ISBN 0734406940

This magnificent wordless picture book (or graphic novel) explores individual stories behind the migrant journey, chronicling the bewilderment and alienation that can occur during settlement. Focusing on one man's journey as he escapes oppression, this story highlights the plight of others who are escaping slavery or war, before portraying the man's loving reunion with his family. Using sepia tones, much of the meaning is conveyed through detailed examination. The complicated and unsettling visual journey parallels the journey experienced by the main character. The visual journey transforms the reading experience into a vivid emotional identification with dislocation. This superb book supports the study of migration and cultural identity in high school, and the Stage 3 Connected Outcomes Group (COGs) (B): *Identity* and (G): *Traditions and heritage*. L. Chase
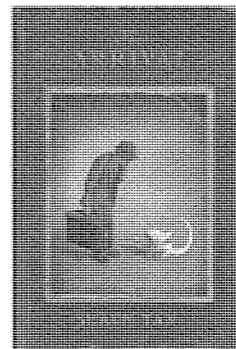
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; HSIE K–6
$39.95   SCIS 1288145

THOMPSON, Colin & LISSIAT, Amy

Norman and Brenda

Lothian, Vic, 2006
ISBN 0734409567

Continuing the imaginative collaboration of Lissiat and Thompson, this picture book examines the lives of two ordinary, unattractive, unimaginative and lonely people. Each double page spread, split horizontally, allows their parallel stories to be told concurrently, until the characters' fateful meeting. Postmodern irony and cultural references, plus the dry, laconic tone, mark this as a suitable picture book study for older English students. The book offers much to discuss in visual literacy terms. Teacher directed discussion about the issues raised, and comparison with *The short and incredibly happy life of Riley*, may be of value for teaching and learning about consumer issues and lifestyle choices. W. Smith
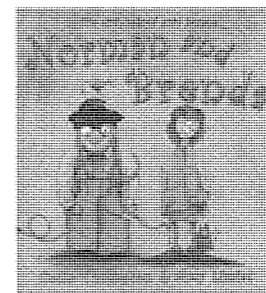
USER LEVEL: Stage 3 Stage 4 Stage 5
$27.95   SCIS 1281373

WHYBROW, Ian & REYNOLDS, Adrian

Harry and the dinosaurs go to school

Koala, NSW, 2006
ISBN 0864617453

Colourful and large illustrations introduce the reader to Harry and his dinosaurs, on Harry's first day at school. Conveying emotions that many first time students experience, this picture book would be a very worthwhile addition to early childhood classrooms. Students will certainly empathise with Harry and his feelings, which are ably expressed in both the written text and drawings. Loneliness, apprehension, friendship and adaptation are themes that are treated sensitively in this story. Teachers and parents will find this book useful in preparing children for school. G. Cale

USER LEVEL: Early Stage 1 Stage 1 Community
Paper $12.99   SCIS 1284497

Fiction for younger readers

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

BELL, Krista

Flying feet

Penguin Group (Australia), 2006 (Aussie nibbles)
ISBN 014330206X

Henry's feet cannot stop moving. His father suggests football and athletics but Henry does not enjoy them. When Henry sees the film *Singing in the rain*, he decides dancing is the sport for him. There are no other boys in the dance class, but fortunately for Henry his school decides to run dance classes. Henry excels at tap dancing and he becomes the star of a local talent quest. This simply written story is about finding your place in life and following your dream, despite the setbacks. Beginning readers should enjoy this story. R. Parnis
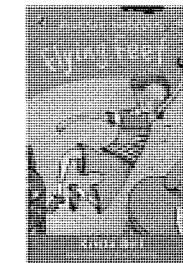
USER LEVEL: Stage 1 Stage 2
Paper $10.95   SCIS 1264578

BRAZEL, Janette

Do it, Stuart!

Limelight, NSW, 2006 (Little stirrers)
ISBN 0977536122

Stuart is a clumsy AFL player who takes us through the world of decision making via his talking shoes. Unfortunately, his shoes almost

always get it wrong. A wonderful resource to aid readers with personal development issues, the humour of the story is in the development of Stuart's self-confidence. Stuart sees through Simon the bully and comes to accept his clumsiness as he explores the complex world of friendship and self-worth. Written in the vernacular of young boys and aimed very much at lifting and affirming their self-perception, the novel will be an excellent stimulus for discussion. G. Cale & A. Soutter

USER LEVEL:	Stage 1 Stage 2	
	Paper $9.95	SCIS 1292055

DAVIDSON, Leanne
Quizzical
LJD, Vic, 2006
ISBN 064645868X

This likeable narrative moves quickly and predictably through a series of adventures involving a children's quiz show. Brain, a very intelligent but often pedantic primary student, narrates, although some sections read as third person narration. Brain and a selected team from Daramour Primary represent their school on the show. The book highlights the team's battle against the previously unbeatable Daramour Grammar, and the mishaps along the way. Included are quiz questions and answers and some incidental and useful life advice from Brain. There is a cute dog, some lovely examples of friends supporting each other, and a couple of adults who are stereotyped almost to the point of pantomime. Light hearted and amusing, the book does have some charm. H. Evans

USER LEVEL:	Stage 2 Stage 3	
	Paper $16.95	SCIS 1288477

FORSYTH, Kate
The gypsy crown
Pan Macmillan, NSW, 2006 (The chain of charms)
ISBN 1405037563

An adventurous tale of Romany gypsies in 18th century Britain, this first book in a new series is rich in its historical references to the Stuart era. Immersing readers in the daily life and hardships of gypsies, it features multiple references to historical characters of the period, including *Oliver Cromwell* and *Colonel Pride*. Emilia and Luka are gypsies who must locate six important ancient gypsy charms in order to save themselves and their families from a death sentence. Essentially a quest of hardship and values, this will be an enjoyable read for independent readers who are interested in magic, nomadic gypsy culture and mystery. D. Croker

USER LEVEL:	Stage 3 Stage 4	
	$16.95	SCIS 1283394

FORSYTH, Kate
Wishing for trouble
Pan, NSW, 2006 (Ben and Tim's magical misadventures)
ISBN 0330422618

While preparing for a game of knights and dragons, Tim rediscovers a magic ring taken from a dragon in the previous holidays. Soon, the five friends find themselves taken back into mediaeval times and under siege in a castle. Through a series of strange and misused wishes they help a damsel in distress and make it home in time for tea. An amusing tale, suitable for competent Year 2 readers, this novel's characters are simple and
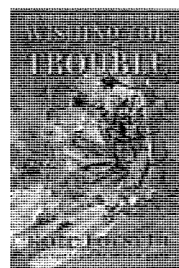
likeable. Their adventures show five young children in positive roles, outwitting Lord Dastardly and his army of knights. Simple black and white illustrations enhance the story. R. Parnis

USER LEVEL:	Stage 1 Stage 2	
	Paper $12.95	SCIS 1280107

GLEITZMAN, Morris
Doubting Thomas
Penguin Group (Australia), 2006
ISBN 0143302612

As we have come to expect from Gleitzman, serious and important issues appear clothed in comic dress in this work. Here, 11 year old Thomas is afflicted with itchy nipples, and he fears he may be turning into a girl. As he struggles to ascertain whether the itch is an illness, a career skill or a super power to be used for a special purpose, he falls out with some old friends, makes some new ones, becomes a minor star on national television and travels to Paris for the ultimate answer. Utterly believable characters, skilful plotting and realistic dialogue characterise this excellent novel, which offers many opportunities for discussion about significant personal and social issues. W. Smith

USER LEVEL:	Stage 3	
	$16.95	SCIS 1285398
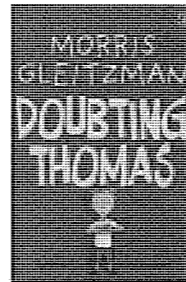
GREENBERG, Nicki
Antonia Cutlass walks the plank
Pan, NSW, 2006 (Antonia Cutlass)
ISBN 0330422693

This light-hearted novel provides a unique twist within the genre of pirate novels. Antonia's mother runs a theme restaurant with pirate and wench wait staff, a tacky live theatre show, and witty names for otherwise unappetising meals such as *Slapped flathead* and *Mystery catch*. A comedy of errors and practical jokes sees a health inspector's visit coinciding with a group booking by a community group from Antonia's school. The humour extends to the book's table of contents, which resembles a restaurant menu, and Antonia's class writing assignment, a restaurant review. The amusing visual procedure of cleaning a squid will appeal to students. The author provides black and white sketches, completing a most satisfying reading experience. I. McLean

USER LEVEL:	Stage 2 Stage 3	
	Paper $12.95	SCIS 1284523
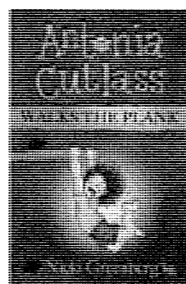
HEIMANN, Rolf
A ridiculous story
Little Hare, NSW, 2006
ISBN 1921049456

Students with a sense of the ridiculous will enjoy these short tales of pirates, witches, spiders, fairies, and an inflatable hippopotamus. Boys especially will enjoy the adventure and mystery stories, such as the tale of a boy who, dressed as a parrot, is sold by his uncle to a pirate. Another story is about a prim and proper poodle who yearns to become a member of the gang called the Bone

Crushers. Most stories have a child or animal as the main character, and a final sentence for young readers to think about. Small black and white illustrations enhance the pages. All of the stories are amusing and they should be an enjoyable reading experience for young students. R. Parnis

USER LEVEL:	Stage 1 Stage 2	
	Paper $10.99	SCIS 1287228

HOLPER, Paul & TOROK, Simon
Who dun it? [series]
Pan Macmillan, NSW, 2006

A mysterious crime is the focus for each of these books. Child detectives, Zac and Hannah, follow the clues discovered at the crime sites and help solve the crimes. Scientific explanations for each of the different types of forensic evidence discovered are provided in fact boxes. Some hands-on activities are detailed so readers can try various forensic techniques at home. In one narrative, a famous horse is stolen and the reader learns about car tyre tracks and horse branding. In the other book, a famous painting is stolen and a new art teacher comes under suspicion due to the discovery of mysterious codes and document forging. This is an entertaining detective series for the primary age reader, written by two CSIRO scientists. R. Parnis

USER LEVEL:	Stage 2 Stage 3	
	Paper $12.95 each	

Reviewed titles in this series:
Famous horse snatched!	SCIS 1277646
Priceless painting pinched!	SCIS 1277650
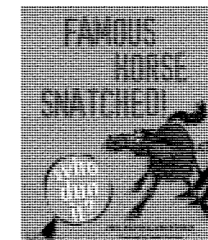
HUNT, Elizabeth Singer
Secret agent, Jack Stalwart [series]
Red Fox, UK, 2006

This well-researched fiction series provides readers with an enjoyable introduction to the adventure and detective fiction genres. Featuring world maps, country fact pages and a phrase book for each of Jack's adventures, the books offer support for the Stage 2 Connected Outcomes Group (COGs) (H):*Understanding each other* and the Stage 3 Connected Outcomes Group (COGs) (E): *Global and social issues*. The chapter stories are fast-paced and exciting, containing engaging language, country specific landmarks and cultural references that will suit both independent readers and those needing support. This excellent series would be suitable fictional support for the study of a cultural group. It provides a solid read-aloud text for English explorations of mystery, adventure and detective genres. D. Croker

USER LEVEL:	Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	Paper $14.95 each

Reviewed titles in this series:
Secret agent Jack Stalwart: the mystery of the Mona Lisa: France	SCIS 1283751
Secret agent Jack Stalwart: the secret of the sacred temple: Cambodia	SCIS 1285202

IMPEY, Rose & PARKER, Ant
Scout and Ace/Orchard colour crunchies [series]
Orchard, UK, 2006

Each story in this enjoyable series begins with the same two pages explaining how friends Scout, a dog, and Ace, a cat, are lost in an outer space galaxy. While in this new galaxy, these intrepid animal astronauts meet entertaining characters and go through various adventures during their quest to return home. Short sentences and a simple vocabulary use repetition and rhyme to move the story along. The illustrations are childlike, bright and colourful. Presented in a comic strip format, the narrative uses a similar structure for each story, and each book ends with the heroes heading for home. This series will definitely appeal to new readers. J. Eade

USER LEVEL:	Stage 1
	Paper $11.95 each

Reviewed titles in this series:
A cat, a rat and a bat	SCIS 1281348
Talking tables	SCIS 1281340

JENNINGS, Paul
Paul Jennings' weirdest stories
Penguin Group (Australia), 2006 (Viking)
ISBN 0670070645

A compilation of fast paced and witty short stories, this enjoyable collection of 26 pieces will have much appeal for young readers. Selected using the criteria of weirdness, this large book takes stories from a range of Jennings' previous publications. It is a solid grouping of some of his best material. Length and content are suitable for class use and the enterprising twists and turns in each story will keep readers entertained and engaged. Teachers who wish to generate writing and reading ideas in the classroom may find this new resource of tried and tested material to be creatively useful. K. McCulloch

USER LEVEL:	Stage 3 Stage 4	
	Paper $24.95	SCIS 1289415
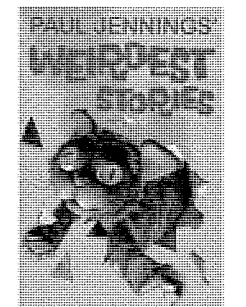
LANDMAN, Tanya
Waking Merlin
Walker, UK, 2006 (A Katrina Picket adventure)
ISBN 1406302503

Delightfully humorous, this chapter book is perfect for independent readers or for sharing in the classroom. Readers will be captivated as 10 year old Katrina Picket teams up with favourites such as Merlin, King Arthur, Guinevere and Lancelot to save England from mortal danger. The well-paced plot is interspersed with line drawings, and the narrative's descriptive language will engage the audience and may inspire a desire for further knowledge of the characters and their adventures. This book may be read purely for enjoyment, but it could also serve as a stimulus for writing the

narrative genre or for historical research. An underlying theme of loyalty and trust may provide a catalyst for discussion. L. Doyle

USER LEVEL: Stage 2 Stage 3
Paper $12.95   SCIS 1292680

LARRY, H.I.

Zac Power [series]

Hardie Grant Egmont, Vic, 2006

Thoughtfully written, designed and illustrated, this series of witty secret agent stories will maximise the enjoyment of reading by encouraging active engagement in the clue filled plots. Drawing inspiration from famous heroes, the resourceful 12 year old Zac has only 24 hours to save the world, but he must be home in time to help do the dishes and tidy his room. The frenetic pace of the action is complemented by ingenious blueprints of Zac's spy devices, identity cards, humorous clue pages and advertisements. The series is supported by a website at <http://www.zacpower.com>. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper $9.95 each

Reviewed titles in this series:
Night raid   SCIS 1281215
Tomb of doom   SCIS 1281207

LAWRINSON, Julia & SPUDVILAS, Anne

The girl who fell into a book

Penguin Group (Australia), 2006 (Aussie nibbles)
ISBN 0143301829

Can you imagine a child who loves reading more than chocolate? This sounds like a parents' dream come true, but Annie's parents fear that she will literally become lost in a book. This is exactly what unfolds in this fairy story with a backbone. It is Annie who remains the real hero and her love of reading the primary theme. An excellent reading experience for young readers, the book has carefully linked illustrations throughout, making the written text more manageable. This book may inspire beginning readers to love literature, just as they start to make independent reading choices. S. Taylor

USER LEVEL: Stage 1
Paper $10.95   SCIS 1276566

McSKIMMING, Geoffrey

Cairo Jim at the crossroads of Orpheus: a tale of perfumes, perils and Pompeii

Hachette, NSW, 2006 (The Cairo Jim chronicles)
ISBN 0733616607

McSkimming again takes readers into the ancient world, this time to Pompeii and the Valley of the Temples in Italy. With his puns, rhyming text and quirky humour, the author intertwines historical fact with fiction to give readers a great read and another classic adventure. Black and white site photographs are used appropriately to give substance to the storyline. The sometimes comical accents used by characters add charm, humour and a human element to the storyline, conveying readers to the characters'

native countries. The Cairo Jim chronicles have become a favourite with students and this latest tale will be no exception. G. Cale

USER LEVEL: Stage 3 Stage 4
Paper $14.95   SCIS 1288979

MILLER, Wiley

The extraordinary adventures of ordinary Basil

Blue Sky, USA, 2006
ISBN 0439856655

Set in wintry Maine in 1899, yet entering an unknown future time, the ordinary and everyday are shown to be extraordinary in this science fiction fantasy adventure. Lonely Basil is an appealing anti-hero who lives in a lighthouse. He perceives this as ordinary, until the day Professor Angus McGookin, flying machines, pet pteranodons, and the city in the clouds enter his life. The city celebrates human achievement, and Basil learns a good deal about history and humanity on his adventure. The reader's eye is drawn to the pen and coloured ink drawings which cleverly and artistically invite them to read the narrative and discover the details of this well-written story. Miller developed the book from a comic strip, and its artwork and language will stretch the imaginations of young readers. N. Chaffey
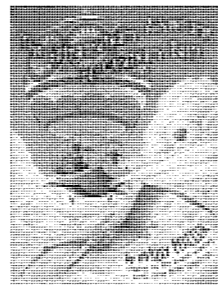
USER LEVEL: Stage 2 Stage 3
$19.99   SCIS 1292231

MORGAN, Christopher & CURTIS, Neil

Pirates eat porridge

Allen & Unwin, NSW, 2006
ISBN 1741148766

A pirate adventure with a difference! Neither dreamy young Billy or his rule conscious sister Heidi know what to make of a pirate who loves eating porridge but who only wants to wash once a year. The love-hate relationship portrayed between brother and sister is a realistic representation of sibling rivalry. A simple but effective junior novel for students beginning to be independent readers, this is an energetic story with frequent caricature and cartoon style illustrations. Young males in particular will enjoy this entertaining and humorous story. S. Taylor
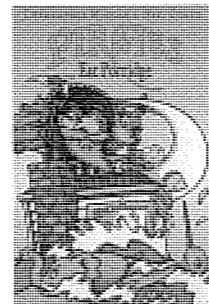
USER LEVEL: Stage 1
Paper $12.95   SCIS 1281205

PRIOR, Natalie Jane

Kiki's caravan

ABC Books, NSW, 2006 (The dolls)
ISBN 0733318908

Three teenage dolls drive off on a holiday caravan adventure in this short novel. Through the characters interactions and their reactions to a storm and their caravan's shortcomings, the narrative explores the effects of peer pressure, the benefits of working together and negotiating solutions and being inclusive. It is an odd novel in that the characters are much older than the targetted readership.

Despite minor plot inconsistencies and fortunate coincidences, the incidental character development is sound and the descriptive vocabulary will extend young readers. Black and white pencil drawings add an element of detail to the narrative, while developing visual literacy through the use of labelled diagrams, maps and boxed character details. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper $10.95   SCIS 1283644

SUNDERLAND, Alan

Octavius O'Malley and the mystery of the exploding cheese

Angus & Robertson, NSW, 2006 (Octavius O'Malley)
ISBN 0207200483

Written in first person, this unusual plot provides a curious view of the animated lives of rodents and their underground civilisation. The story has all the twists and turns of a good detective novel, even though the detective is a rat. While investigating a factory explosion, the hero discovers a plot to destroy the rodent population. He encounters corruption by police and government figures, and he is assisted by a mouse gang. Interspersed through the text and adding visual attraction are relevant news clippings, diary entries, emphasised descriptive terms, and pointed sketches. The use of mildly sophisticated humour will engage and intrigue readers. D. Johnston

USER LEVEL: Stage 3
Paper $14.99   SCIS 1283489

TULLOCH, Richard & DENTON, Terry

Beastly tales

Random House, NSW, 2006
ISBN 1741661897

Intriguing beasts and their adventures will entertain young students in this collection of six short stories. Animals include *Fussy Felix*, the vulture, and *Helpful Brett*, the boa constrictor, and each animal overcomes an emotional dilemma such as embarrassment or friendlessness. Stories conclude with a satisfying ending and each is followed by a page of facts on the animal. Bolded descriptive words could be used to develop vocabulary for creative writing, and there is plenty of onomatopoeia to enhance the enjoyment of oral reading. Each page features quirky and expressive illustrations which are sure to create amusement and empathy for the animal in young readers. D. Johnston

USER LEVEL: Stage 1 Stage 2
Paper $12.95   SCIS 1290175

ZAPPA, Ahmet

The monstrous memoirs of a mighty McFearless

Penguin Books Ltd, UK, 2006
ISBN 0141383097

Minerva McFearless and her brother Max are hunters and destroyers of monsters, like their father and grandfather before them. When an evil monster captures their father, Minerva and Max set off to Castle Doominstinkinfart to rescue him. This novel has been written with illustrations of monsters and ghouls, along with

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recipes and spells to handle particular monsters. Written in the first person by 11 year old Minerva, the narrative tells how the siblings eventually overcome evil monsters in their quest to find their father. Different forms of text, challenging pronouns, and the use of alliteration, will stimulate bright readers, and those who enjoy the use of words. F. Campbell

USER LEVEL: Stage 3 Stage 4
$19.95   SCIS 1283349

Fiction for older readers

Resources are arranged alphabetically by author.

Some of these items are also suitable for upper primary students.

ABDEL-FATTAH, Randa

Ten things I hate about me

Pan Macmillan, Australia, 2006
ISBN 033042274X

Jamila has hidden her cultural identity at school by calling herself Jamie and associating with Anglo students. Reminiscent of *Looking for Alibrandi*, this novel is a witty and poignant exploration of one teenager's inner journey towards acceptance of her dual identity as an Australian/Lebanese-Muslim. The complexities of her situation are teased out in family conversations and in emails to a mysterious chat room friend. The novel is a rich and textured portrayal of teenage identity, with multiple perspectives about being Lebanese. Abdel-Fattah explores the themes of racism, stereotyping, finding one's voice, and self-acceptance through establishing authentic relationships and daring to be different. It is an excellent resource for the study of cultural identity and its representations in English 7–10. L. Chase

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
Paper $16.95   SCIS 1288386

ALDRIDGE, James

The wings of Kitty St Clair

Penguin Group (Australia), 2006
ISBN 0143004921

Set in rural Australia in the late 1920s, this narrative presents the tale of 13 year old Kitty St Clair. Touring Victorian country towns with her parents, who perform aerobatic shows and offer joy rides in their small planes, Kitty enjoys the exciting lifestyle of travelling from place to place. Forthright and self possessed, her goal is to fly like her mother. A family tragedy brings Kitty's happy existence to an end and this powerful tale exposes her feelings of loss and inability to cope with the grief. The importance of friendship is highlighted, especially through the relationship between Kitty and her gentle, dedicated friend, Louise. This is
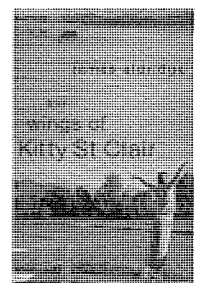
moving, well-written historical fiction, offering an interesting insight into families coping with life in the period after WW1. C. Sly

USER LEVEL: Stage 4 Stage 5
Paper $17.95   SCIS 1257566

BENNETT, Veronica
Cassandra's sister
Walker, UK, 2006
ISBN 1844281477

Jane Austen fans and historical fiction readers will enjoy this novel about Austen's life as a young woman. Bennett reconstructs Austen's life, although Cassandra had destroyed many of Austen's letters in the interests of keeping her life private. The story takes readers into the social life of the times, particularly of unmarried young people as they commence to make their own way in life. The book touches on the French Revolution, and the historical aspects of the period are accurately portrayed. Readers will get a deep insight into the customs, mores, employment, class structure and values of London and rural English society at the time. R. Higginbottom

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper $16.95   SCIS 1292676

CASWELL, Brian
Loop
University of Queensland Press, Qld, 2006
ISBN 070223589X

A broad range of topics is explored in this mesmerising collection of vignettes. From the elixir of life and déjà vu to the taste of revenge, the reader is quickly swept into a multitude of worlds where reality and fantasy are blurred. The motives and actions of characters are brought into question in a dramatic manner, and readers are positioned to reflect on their own possible behaviour if they were faced with similar predicaments. Beautifully crafted language is a characteristic of each of these carefully constructed narratives. Young adult readers will enjoy this exceptional book. H. Gardiner

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper $16.95   SCIS 1286746
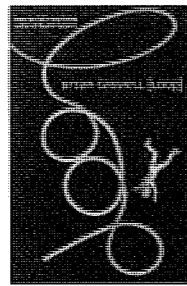
CHASE, D.
No more borders for Josef
Fremantle Arts Centre Press, WA, 2006
ISBN 1921064374

Excellent and insightful, this contemporary novel brings the dreadful effects of the Balkan war to life when Josef, aged 13, witnesses his parents' racially inspired murder. Along with other survivors Josef barely endures life in the forest. He escapes across the border and finds some safety in a refugee camp before being sent to his hitherto unknown uncle in an Australian rural district. Joseph must come to grips with a new language and customs, school bullies from the old country, well-intentioned teachers and developing family relationships. After the death of a baby kangaroo during school camp, he and his nemesis, Gavosic, do community service at a marsupial farm where they overcome their resentments, work together and find healing. F. Crum

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USER LEVEL: Stage 5 Stage 6
Paper $16.95   SCIS 1273928

CHILD, Lauren
Clarice Bean, don't look now
Orchard, UK, 2006
ISBN 1846160499

The visual appeal of this book's cover foreshadows content that will certainly appeal to female teenagers. When Clarice's best friend leaves town, she is left alone to deal with new girl Clem Hansson and her family problems. While idolising the television personality Ruby Redfort and with constant referral to her *Survival handbook*, Clarice keeps a philosophical notebook exploring her own worst worries. The disjointed narrative is a quirky mix of Clarice's thoughts and experiences, allowing Child to use some entertaining visuals and a variety of fonts and sizes. The reader becomes involved in the highs and lows of Clarice's life, as she encounters both the humorous and serious side of families, friendships and school. J. Webber

USER LEVEL: Stage 4 Stage 5
$27.95   SCIS 1292669

CREW, Gary
Menace
Hachette Children's, NSW, 2006 (Sam Silverthorne)
ISBN 0733617816

Set at the turn of the 19th century, this narrative has carnivorous butterflies loose in London's parks and a young Chinese prince intent on avenging his brother's death due to English opium trading. Teenager Sam journeys to remote China to find the prince, but his motivation and responses to events seem forced. Sam's overdeveloped sense of Englishness is tiresome rather than clever; his character neither inspires empathy nor rings true. This is an uncharacteristically thin novel from an experienced storyteller, with some flaws in language and the main mystery solved well before the end. The narrative meanders like a butterfly on the wing, and, although there is adventure and some sense of historical drama, the narrative possibilities of tension and menace and youth in danger remain unexploited. C. Thomas

USER LEVEL: Stage 4
Paper $16.95   SCIS 1234111

EDWARDS, Hazel
Outback ferals
Lothian, Vic, 2006
ISBN 0734409354

Simple and direct prose immediately engages readers into the life of environmental activist Kyle in this novel. Kyle is in the Northern Territory investigating rust in vines, and, undercover, investigating Ng, an oil worker suspected of illegal activity. Commentary on local social and environmental issues is interspersed with Kyle's adventures of befriending locals, undertaking his job, and surviving a crocodile attack. The protagonist is appealing and the narrative's conversational language easy to read. This is a realistic insight into friendship, life and environmental issues in the Northern Territory. A. Frost

USER LEVEL: Stage 3 Stage 4
Paper $17.95   SCIS 1285983

GARDNER, Scot
Gravity
Pan Macmillan, NSW, 2006
ISBN 0330421980

When Adam leaves his rural Australian town to find his mother in the city, he goes on a journey of self-reconciliation. The novel has an uncomfortable beginning, with boorish characters moving in narrative circles, but it develops into a more complex and thoughtful story. Adam's character is a little bland until he takes on some of the behaviours, rights and responsibilities inherent in adult relationships. The story is told in first person and as Adam gains inner maturity his quiet pleasure in that is nicely expressed. Some images, such as city and country silences, are beautifully written. The narrative has a very strong road safety message embedded, but not didactically so. The novel has some swearing and some unresolved issues, but it would be interesting to teach, and there is plenty to productively analyse in style and themes. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper $16.95   SCIS 1273957

GLOVER, Sandra
Don't tell
Andersen, UK, 2006
ISBN 1842705555

Set in England, this mystery brings together issues of adolescence, memory and family disruption. Kirsty tries to help Simon, a withdrawn and occasionally violent teen, to understand the tragic events of his past. Fast-paced action, realistic dialogue and short flashes of memory develop this intriguing story. We are drawn into the events of Simon's life and Kirsty's conflict with her erstwhile boyfriend. Simon's character is rounded out enough for the reader to develop sympathy and interest in his past. While the climax may seem far fetched, with abduction and drugging, it is a grim indictment of what appears to be a caring family relationship. The novel deals with some of life's difficulties, without a sugar coating and with no easy solutions. H. Cobban

USER LEVEL: Stage 5
Paper $17.95   SCIS 1288661
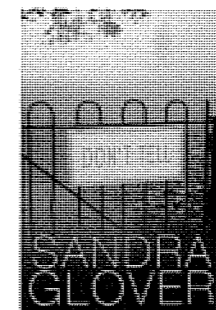
HARVEY, Gill
Orphan of the sun
Bloomsbury, UK, 2006
ISBN 0747584346

Harvey captures the atmosphere of ancient Egypt in this mystery novel, which is set in the workmen's village of Deir-el Medina. An abundance of historical detail, coupled with a detailed glossary, provides a sound context for the reader to absorb life in New Kingdom Egypt. Meryt discovers that she has extrasensory perception, and, as this burgeons, she realises that this gift comes with its own difficulties. With the aid of Teti, she learns to interpret her dreams and life experiences. Themes of justice, acceptance, personal strength and power play are explored. Students completing the Stage 4 History Topic: *Societies and civilisations of the past*, and readers with an interest in ancient Egyptian life and social customs could find this an enjoyable book. B. Hull

USER LEVEL: Stage 4
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10
Paper $15.95   SCIS 1270428

HOROWITZ, A. & JOHNSTON, A. & DAMERUM, K. & TAKASAKI, Y.
Stormbreaker: the graphic novel
Walker Books, UK, 2006
ISBN 1844281116

At the age of 14, Alex Rider finds himself thrust into the murky world of espionage after the sudden death of his uncle. The mysterious Alan Blunt quickly commandeers Alex for a dangerous mission. Although multibillionaire inventor Darius Sayle's plan to give every school in Britain a revolutionary stormbreaker computer seems harmless, he is using is it as a ploy to unleash a lethal virus. It is left to Alex to stop the evil despot. With its colourful graphics and engaging plot, this excellent adaptation of a popular novel should prove extremely appealing. Teachers should note that the graphic novel's enthusiastic violence, typical of the genre, would not be suitable for some readers. H. Gardiner

USER LEVEL: Stage 4 Stage 5
$19.95   SCIS 1278130

JONES, Lloyd
Mister Pip
Text, Vic, 2006
ISBN 1921145579

The secession of Bougainville during 1991-93 forms the background to this novel. Matilda, 13, narrates as the village's only white man takes over the role of school teacher and reads *Great expectations*. Matilda's lovely voice, warm and convincing, describes how she enters that novel, and then thoughtfully parallels it with her own life. Jones expertly blends elements of island culture, guerrilla warfare, Matilda's absent father and outspoken mother, and *Great expectations*. He evokes a sense of time and place exceedingly well, so that we understand the villagers' calm lives, and we feel their angst when rebels and then soldiers arrive, and events descend into violent murder and rape. The novel ends well given this sad climax. It is a very well-written story, which will have much meaning for students familiar with *Great expectations*. For them, its observations of literature, life and writing will be profound. C. Thomas

USER LEVEL: Stage 6 Professional
Paper $29.95   SCIS 1293847
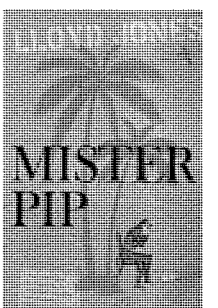
LEVER, Casey
Chased by shadows
Jacaranda, Qld, 2006
ISBN 0731404602

When Charlie is struck by lightning, he gains some superhuman capabilities in hearing, strength and speed. In this readable sequel to *Supernerd*, Charlie tangles with the police and international people smugglers as he balances his desire to keep his skills a secret with some accidental crime fighting. Charlie twice rescues a police officer and finds himself in danger from criminals and a rogue officer. His science teacher and his mother know his secret, and while they skirt around a relationship, Charlie declares his feelings for his new girlfriend. The love story parallel is a bland component. The novel has a fairly good pace with continual action, although the author occasionally loses control of the tension and the crime genre. C. Thomas

USER LEVEL: Stage 4 Stage 5
Paper $15.95　　　　　SCIS 1276761

MARCHETTA, Melina
On the Jellicoe Road
Penguin Group (Australia), 2006
ISBN 0670070297

For those seeking a challenging read, this complex novel, written in the first person, details in an intricate plot the plight of Taylor Markham, a student leader at the Jellicoe School. Taylor's personal tragic story is intertwined with her friend Hannah's manuscript that details the lives of five children who lived in Jellicoe 18 years before. The territorial wars between the Townies and Cadets add a further dimension to this rich narrative. Vivid descriptions bring a sense of immediacy to the turbulent events. Although the narrative may prove perplexing at first, this compelling novel should not daunt capable readers. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper $24.95　　　　　SCIS 1281080
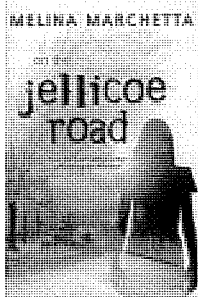
MURRAY, Kirsty
The secret life of Maeve Lee Kwong
Allen & Unwin, NSW, 2006
ISBN 1865087378

Growing up becomes very problematic for Maeve Lee Kwong when a family tragedy means she has to go to live with her Chinese grandparents in Queensland. In a bid to keep contact with her best friends, Maeve talks her grandparents into allowing her to return to her Sydney school as a boarder. Her dedication to dancing leads her to important discoveries about herself, and a developing relationship with a young male dancer helps Maeve to work through her problems. Sensitively told, this very readable, fast moving book will captivate young readers. It raises a number of important issues including coping with grief, accommodating an ethnic background in contemporary Australian culture, close friendships, family relations, and, of course, adolescent changes. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $15.95　　　　　SCIS 1278464

PANCKRIDGE, M. & HARVEY, P.
Faster than Lightning
Angus & Robertson, NSW, 2006 (The clued-up six)
ISBN 0207200653

Set in a rural horse breeding district, this lightweight, easy to read, contemporary mystery novel features 12 year old Angus, who lives alone with his widowed, horse trainer father. One morning, exercising at the track, Angus finds himself in a melee of horses and he senses trouble. Angus and his friends move through a series of dangerous escapades while uncovering a high tech racket that involves cloning dead racing horses. This enjoyable book includes a **Glossary** and sections on **Horse trivia** and **History making horses**. Themes and issues include cloning, crime, animal welfare, and friendship. F. Crum

USER LEVEL: Stage 3 Stage 4
Paper $14.95　　　　　SCIS 1287187

PAVER, Michelle
Soul eater
Orion Children's, UK, 2006 (Chronicles of ancient darkness)
ISBN 1842551728

Encounters with blizzards, the great bear and the menacing demons, develop lessons about trust, courage and friendship for the characters of this fine novel. Readers who are already familiar with the adventures of Torak and Renn in the ancient world, will be captivated by this third book in the series. In their attempt to rescue Torak's pack brother Wolf, they travel to the regions of the mysterious frozen wilderness. Infused through the story is clan lore and good instruction on tracking, hunting and survival in the wilderness. Knowledge of events in the earlier books is not essential to enjoy this title, although new readers will undoubtedly want to read those titles. B. Smith

USER LEVEL: Stage 4 Stage 5
$24.95　　　　　SCIS 1285027

POW, Tom
Captives
Corgi, UK, 2006
ISBN 0552555479

Two families enjoying a holiday on a Caribbean island are ambushed by freedom fighters in this exciting novel. Largely the story of Martin, a young teenager, who along with his family is plunged into a journey of fear and challenging emotions deep in the rainforest, the story is written from a number of perspectives. It uses diary and prose to shift back and forth in time. The well-told story is a journey, from both the hostages' and the kidnappers' point of view. Issues of freedom, social justice, and fighting for the poor of your country whatever the cost, are contrasted with the holidaying family's own interrelationships. No happy ending here, but there may be a reader's development of understanding and pathos for some in another world. F. Campbell

USER LEVEL: Stage 5 Stage 6
Paper $14.95　　　　　SCIS 1285710

RIORDAN, Rick
Percy Jackson and the lightning thief
Penguin Books Ltd, UK, 2006 (Puffin) (Percy Jackson and the Olympians)
ISBN 0141319135

Are the Greek gods alive and well in the USA? Percy Jackson, a troubled and smart mouthed 12 year old, discovers with great surprise that he is a young god in this novel. Perseus Jackson's task is to prevent a war of the gods while being their target. An amusing, tongue-in-cheek adventure story, where New York attitude meets ancient mythology, the narrative blurs the boundaries between reality and fantasy. Slick dialogue creates a fast narrative pace that is supported by descriptive scene setting. A solid knowledge of mythology will help readers pick up all the jokes, threats and allusions in this entertaining and reasonably witty novel. H. Cobban

USER LEVEL: Stage 3 Stage 4
Paper $16.95　　　　　SCIS 1275204

SUNDERLAND, Alan
Refugee: the diary of Ali Ismail
Scholastic Australia, 2006 (My Australian story)
ISBN 1865049190

An exceptional fictional account of a 14 year old Afghani refugee's journey, this novel shows careful research on Australia's *Tampa* crisis, refuge seekers from the Middle East, and the New York terrorist attack. These significant events serve as the story's backdrop, as Ali is smuggled out of Afghanistan and put on a boat to Australia. Written in diary form, Ali's insightful story retells his journey from Kabul to the South Australian desert and the Woomera Detention Centre. The horrors of detention, including some desperate measures taken by refugees seeking freedom, and the care and concern for those who help them, make this story exceptional. It provides an illuminating study of a young boy caught up in events beyond his control. F. Campbell

USER LEVEL: Stage 3 Stage 4 Stage 5
$14.85　　　　　SCIS 1266754

VITTACHI, Nury
Twilight in the land of Nowhen
Allen & Unwin, NSW, 2006
ISBN 1741149355

Simon Poopoo, narrator of this futuristic novel, is three seconds ahead of the rest of the world and dealing with time sickness. The novel contains scientific excerpts from a fictitious textbook entitled *Care and maintenance of the fabric of time*, which are designed to help the reader understand Simon's predicament. There are some unappealing images of teachers, but Mrs Blit, the school janitor, tries to help Simon and stop his condition deteriorating. These two characters steal Simon's father's hovercar and take a trip back in time to engage the help of Albert Einstein. Incorporating science fiction and mathematics, the novel is dedicated to anyone suffering from shyness, and it is a suitable text for boys' fiction lists. J. Webber

USER LEVEL: Stage 4
Paper $15.95　　　　　SCIS 1285044

WEATHERLY, Lee
Kat got your tongue
David Fickling, UK, 2006
ISBN 0385607806

After 13 year old Kathy Tyler is hit by a car, she wakes to a state of retrograde amnesia. She then has two lives to rediscover, in her new environment and the past, and the novel's structure is two stories unfolding. Kathy's mysterious past engages the reader as Kat seeks answers, post accident. She lives with parents, a home and school that are unfamiliar to her. The reader discovers her situation as Kat embarks on a journey of self discovery. This emotional journey involves obstacles to overcome, as themes of isolation, friendship, trust and honesty are explored. J. Webber

USER LEVEL: Stage 4 Stage 5
$29.95　　　　　SCIS 1284698
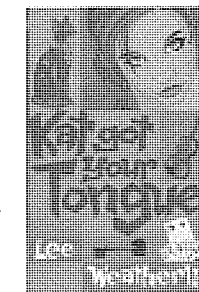
Information, poetry and drama
Resources are in Dewey order.

IVAN, M. & GREENFIELD, E. & LAYTON, R.
The Penguin guide to compact discs and DVDs yearbook 2006/7
Penguin Books Ltd, UK, 2006
ISBN 9780141027234　　　　　[016.7801]

An outstanding reference for the purchasing of classical music, this guide will help students and teachers select and obtain resources to form a personal or school collection. The book's main sections comprise an A–Z of composers; concerts and conductors; instrumental recitals; and choral works. Each section is usefully laid out in alphabetical order. The compilation team has gone to great lengths to make the work user friendly in terms of style and layout, and to include plenty of evaluative information about the content of the works. The descriptive listings will certainly aid students' understanding and knowledge of each work. They also provide a model as to how works can be described and interpreted. C. Thomas

USER LEVEL: Stage 6 Community Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
Paper $45.00　　　　　SCIS 1298921

Anne Deveson: born 1930, Malaya, writer, broadcaster, filmmaker [videorecording]
Film Australia, NSW, 2005 (Australian biography. Series 10) (26 min.)
ISBN none　　　　　[070.92]

High quality footage and interview techniques in this DVD provide an engaging insight into Deveson's life: her childhood in colonial Malaya, as a war refugee in Western Australia, her career as a journal-

ist and Whitlam government commissioner, plus the social issues of living with a married man and having an abortion in the 1950s. Supported by an invaluable study guide available at the Film Australia website, this DVD would be beneficial when studying journalism in English 7–10, and the study of WWII, refugees and Australian social conditions post WW11 in the History 7–10 syllabus. A. Frost
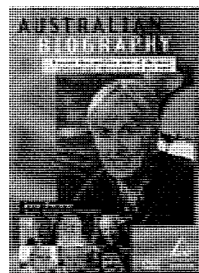
USER LEVEL:	Stage 4 Stage 5
KLA:	English; HSIE
SYLLABUS:	English 7–10; History 7–10
	$77.00	SCIS 1293624

My first touch and feel picture cards [series]
Dorling Kindersley Australasia, Vic, 2006

Each boxed set of 16 cards in this series comprises textured photographs and drawings with one word labels to reinforce early learning concepts. The use of brightly coloured, realistic images with a textured section should assist students to extend their vocabulary and word recognition by using one-to-one correspondence to link visual, written and tactile experiences. The layout is clean without the distraction and confusion of busy backgrounds. All labels follow Australian spelling conventions, except for 'gray' which is an editing error and is spelt correctly on the reverse. The cards are useful for partner and small group activities, allowing students to use them in a creative play environment to familiarise and reinforce words and concepts. Prompts, found on the back of each card, provide ideas for question and response activities, and a variety of games. C. Keane

USER LEVEL:	Early Stage 1
KLA:	English, Mathematics
SYLLABUS:	English K–6; Mathematics K–6
	$24.95 each

Reviewed titles in this series:
Animals	SCIS 1292087
Colours and shapes	SCIS 1292089
First words	SCIS 1292094
Numbers and counting	SCIS 1292092

SINGER, Peter & MASON, Jim
The ethics of what we eat
Text, Vic, 2006
ISBN 1921145374   [179]

Three American families are studied in this book. One family has a diet of fast food and convenience shopping; the second an organic diet; and the third is a vegan family. The authors researched the foods these families consume and the ways these ingredients are produced, and this thorough investigation provides readers with the knowledge to make ethical choices about food. An Australian chapter links the findings to a local context. The book provides valuable insight into food consumption and American farming practices, which raises questions about our own farming practices. It demonstrates how some companies are hesitant to release information on food production techniques. M. Timperley

USER LEVEL:	Stage 6 Community Professional
KLA:	HSIE; TAS
SYLLABUS:	Agriculture Stage 6; Food Technology Stage 6; Geography Stage 6
	Paper $32.95	SCIS 1271177

YANG, Jonathon
The rough guide to blogging
Rough Guides, UK, 2006 (Rough guides)
ISBN 184353682X   [302.23]

In general and descriptive terms, rather than technical, this introductory text succinctly describes what weblogs are, who uses them and why. The book has a useful section on Educational blogging, showing how blogs can be used as a communications tool, an information resource, and in classroom extension work across communities. Site users researching an area of interest will be helped by the site's advice, plus its information on blog reviewers, blog portals and search engines. The book has a short list of notable blogs which are arranged by subject. The site extensively explains the building of a weblog, including design, content, themes, writing styles, graphics, advertising, commercial considerations, usability, linking, and the use of audio and video. P. Conroy

| USER LEVEL: | Stage 4 Stage 5 Stage 6 Community Professional |
| | Paper $24.95 | SCIS 1283337 |

Science news for kids [series]
Chelsea Clubhouse, USA, 2006

Current scientific trends and discoveries, and their applications to everyday life are explored in this series which draws articles from the website <http://www.sciencenewsforkids.org>. Each title is organised by themes and they are largely word based with some illustrations. Text boxes with discussion questions, links to relevant websites, and a glossary provide for further understanding of the content. The series provides support for Science students in the Prescribed Focus Areas. The content is heavily focused on scientific work in the USA and despite the conversational style of writing, is suited to students with well-developed literacy skills. B. Smith

USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science 7–10
	$50.00 each

Reviewed titles in this series:
Computers and technology	SCIS 1277230
The environment	SCIS 1286906
Food and nutrition	SCIS 1288420
Health and medicine	SCIS 1288421

Kanyini [videorecording]
Reverb, Australia, 2005 (53 min.)
ISBN none   [305.89]

Using interviews with Bob Randall, a traditional owner of Uluru lands, this award winning documentary DVD explains the key issues facing Pitjantjatjara people in Uluru communities, with a focus on access to health and education. His honesty is confronting, making this resource an effective starting point for discussions on contemporary social justice and human rights issues in Stage 6 Aboriginal Studies. Students will be engaged by this personal account of growing up in an Aboriginal community, and the frustrations of generations of inaction to address the issues in these communities. The archival footage contains male and female nudity which may need to be contextualised for students. The resource is supported by the *Kanyini* website <http://www.kanyini.com>, where teachers can order the resource and investigate learning materials. A. Byron

| USER LEVEL: | Stage 6 Professional |

KLA:	HSIE
SYLLABUS:	Aboriginal Studies Stage 6
	$POA	SCIS 1283882

PARKES, Brenda
PM shared [series]
Thomas Learning, Vic, 2007

High quality colour graphics, exquisite photographs, clear diagrams, and clear descriptive language are some of the features of these superior big books. Providing a variety of text types, these books are relevant and engaging resources. Each book features bold keywords, a glossary and an index. The accompanying audio CD provides an oral reading of the text page by page. Teaching notes provide a detailed focus on skills, including high frequency words, phonemic awareness, visual Awareness and inferential comprehension. *Going to Grandma's* is a recount of a family visit, with basic maps and directions, calendars, food, and a birthday celebration. This resource supports the Stage 1 Connected Outcomes Group (COGs) (B): *Our families*. D. Johnston

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English; HSIE; Mathematics; SciTech
SYLLABUS:	English K–6; HSIE K–6; Mathematics K–6; Science & Technology K–6
	$49.00 each

Reviewed titles in this series:
Bears	SCIS 1310467
Counting clues	SCIS 1306768
Going to Grandma's	SCIS 1306765
How frogs grow	SCIS 1306774
Incredible insects	SCIS 1306781

BLACK, Bernadette
Brave little bear: the inspirational story of a teenage mother
Inspire, Australia, 2006
ISBN 0975231588   [306.874]

A short biography with photographic appendix, this self-published book focuses on Bernadette, who finds herself pregnant at 16, her subsequent marriage and nursing graduation at 29. She creates a picture in the reader's mind of the many difficulties faced by her and her family. Bernadette at 16 is an immature and naïve young lady who suddenly finds that she has to make decisions which will have a long term affect on her life. She makes herself some huge promises, and over the ensuing years she sets about fulfilling those promises. Supporting the Exploring Early Childhood syllabus, this topical book gives an insider's perspective on raising a child. K. McCulloch

USER LEVEL:	Stage 6
KLA:	PDHPE
SYLLABUS:	Exploring Early Childhood CEC Stage 6
	Paper $POA	SCIS 1293607

CLUNE, David & GRIFFITH, Gareth
Decision and deliberation: the parliament of New South Wales, 1856-2003
Federation, NSW, 2005
ISBN 186287591X   [328.944]

Until 2005, little of value had been published on Australia's oldest parliament. Following the sesquicentenary of responsible govern-

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ment in NSW, this substantial book provides a general, well-written and often colourful history and assessment of the NSW parliament. It challenges the trivialisation and misconception often perpetuated in discussion about state parliaments. The whole period is reliably covered, with more emphasis on later years where historical assessment has tended to rely on biographical works. By combining a readable style with thorough research, documentary and statistical data, and well-chosen photographs, the authors contribute to a broad, meaningful and balanced understanding of the parliament's role, its impact and relevance. The book includes an excellent bibliography and index. G. Spindler

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	History 7–10; Legal Studies Stage 6; Modern History Stage 6
	$55.00	SCIS 1287986

The premiers of New South Wales 1856-2005. Volume 1, 1856-1901
/ edited by David Clune & Ken Turner. Federation, NSW, 2006
ISBN 1862875502   [328.944]

These two volumes of biographical essays, written by political writers and historians, review the subjects' lives and backgrounds, focusing justifiably on their political careers and performance and impact as premier. Most writers seem balanced but sympathetic towards their subjects, presenting factual and considered summaries rather than sensational pieces. One advantage of the multi-author approach is the varied viewpoints on events which necessarily overlap from one premier's story to the next. The essays are generally lucid, entertaining and well-researched, with excellent photographs, bibliographies and indexes in support. Although the complexity of the times can only be skimmed because of space restraint these books are an excellent resource on this mixed and fascinating bunch. G. Spindler

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	History 7–10; Modern History Stage 6
	$59.95	SCIS 1277844

Other reviewed title:
The premiers of New South Wales 1856-2005.
Volume 2, 1901-2005   SCIS 1277854

SCHLOSSER, Eric & WILSON, Charles
Chew on this: everything you don't want to know about fast food
Penguin Books Ltd, UK, 2006
ISBN 0141318449   [338.4]

The authors provide an intriguing investigation into the fast food industry to demonstrate to readers the unhealthy realities of fast service, fast food and flashy advertising. They explain the history of fast food restaurants with regards to service, targetted markets, product placement, minimum wage and work ethics, and the influence that these restaurants have over government. The cruelty behind slaughter houses supplying products to the restaurants is revealed, and diet related diseases and food poisoning issues are discussed. The book also discusses the environmental impact of the fast food industry, and some positive changes that are being made.
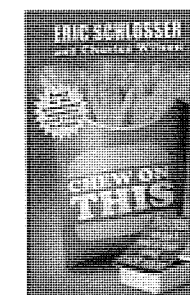
Photographs, maps, diagrams, menus and a detailed appendix back the research, making this a useful tool for student researchers. M. Timperley

USER LEVEL: Stage 6 Community Professional
KLA: HSIE; TAS
SYLLABUS: Food Technology Stage 6; Geography Stage 6
Paper $16.95 SCIS 1274295

JACKSON, Tim & SHAW, David

The fashion handbook

Routledge, UK, 2006 (Media practice)
ISBN 0415255805 [338.4]

Jackson and Shaw provide an interesting exploration of the fashion industry, giving the reader insight into all aspects of the industry. The book uses diagrams, graphs, and tables to explain aspects such as establishing identity, branding, employment levels, fashion buying, merchandising, distribution, marketing and journalism. It discusses the techniques of successful fashion designers and explains what they do to remain competitive. Although the research is based on the UK fashion industry, the resource still provides a useful basis for discussion when studying textiles, clothing, footwear and allied industries in Australia. M. Timperley

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7–10; Textiles & Design Stage 6; Textiles Technology 7–10
Paper $49.00 SCIS 1286710

Career FAQs [series]

Career FAQs, NSW, 2006

The specialist authors of this series are very generous in their insights. The books' formula includes interviews, industry focused resumés, cover letters, use of buzz words, tertiary and industry based training, questions, answers and personal experiences. *Advertising. Australia* promotes an enthusiastic attitude and interest in business as being more relevant for success than academic achievement. Careers advisers can access very good resources within the books to support career counselling and work programs. A graphic diary of daily duties provides a window for students researching the myths and realities of specialist jobs in their work experience preparation. Appendices provide salaries and main employer websites to complete this excellent handbook. E. Kesby

USER LEVEL: Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Business Studies Stage 6; Legal Studies Stage 6; Visual Design CEC Stage 6
Paper $29.95 each

Reviewed titles in this series:
Law. NSW/ACT/ SCIS 1266354
Advertising. Australia SCIS 1284109

BRASCH, Nicolas

Australia's young achievers [series]

Heinemann Library, Vic, 2006

A valuable reference for schools, these books profile successful and inspiring Australians in a variety of endeavours. These outstanding role models have birth dates ranging from 1968–1988. Double page profiles focus on the subject's driving force and accomplishments, and material includes a brief biography, quotations, and a note on their role models. Subtle colour, varying font sizes, text boxes and photographs are used to organise and present information in a user friendly fashion. A useful feature is a glossary of terms for each person. An excellent biographical research tool, these books describe an exceptional group of Australians. L. Doyle
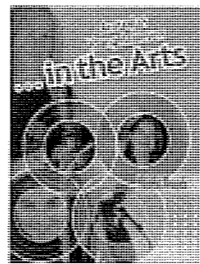
USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE; PDHPE; SciTech
SYLLABUS: Creative Arts K–6; English K–6; HSIE K–6; PDHPE K–6; Science & Technology K–6
$29.95 each

Reviewed titles in this series:
Australia's young achievers in sport SCIS 1273127
Australia's young achievers in the arts SCIS 1273125
Australia's young achievers in the community SCIS 1273124
Australia's young achievers in business SCIS 1273827

KRUSZELNICKI, Karl

It ain't necessarily so-bro

HarperCollins, NSW, 2006
ISBN 0732280613 [500]

Based on his popular newspaper column, Kruszelnicki's fascinating book explains common scientific matters as diverse as the history of duct tape and how chocolate can kill your dog. Each topic covered has an engaging combination of factual science, history, and trivia melded into an enjoyable read. Explanations are enhanced with basic pictures and described using simple, appropriate language. Science teachers may be able to use some of the text as stimulus when covering outcomes on the history of science and the applications of science. The book will easily capture the interest and imagination of curious students. I. Mavin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
Paper $24.99 SCIS 1292411

The green world [series]

Chelsea House, USA, 2006

Glossy pictures and well-written text will make these books attractive for senior Science students. Applicable sections include information on genetics, Mendel, mitosis and meiosis for Biology Stage 6 students completing the Topic: *Blueprint of life*. The detailed exploration of some of the most interesting aspects of plant biology will make these quality books a valuable addition to high school libraries. Agriculture Stage 6 students who choose to complete the Elective: *Plant management* will also benefit when reading about cellular anatomy, plant processes and plant hormones. Each book is well-illustrated with diagrams and artistically scientific photographs, and quotations which illuminate science's relation to the wider world. The glossary is detailed and extensive. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6; Science 7–10
$60.00 each

Reviewed titles in this series:
Plant development SCIS 1291384
Plant genetics SCIS 1288926

SHEPPARD, Anna

Australia's changing environments [series]

Heinemann Library, Vic, 2006

Spectacular photographs and good page design welcome readers into this appealing series, with effective subheadings, eye catching fact boxes, word explanations and clear explanatory diagrams. Each title features a case study, timelines showing changes in habitat, plus information on the history and future of these specialist environments. The books are written from a conservation perspective, and they contain a substantial amount of detail for research at primary level. They will support the Stage 2 Connected Outcomes Group (COGs) (D): *Working together*, and the Stage 3 Connected Outcomes Group (COGs) (A): *Living land*. D. Johnston
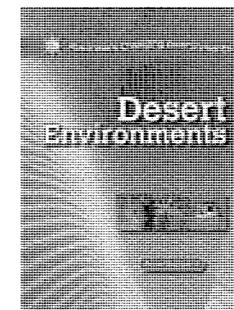
USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
$29.95 each

Reviewed titles in this series:
Desert environments SCIS 1281270
Freshwater environments SCIS 1281264
Marine environments SCIS 1281253
Rainforest environments SCIS 1281267

Harriet

Penguin Group (Australia), 2006
ISBN 0143302086 [597.92]

Based on the true story of Harriet, a Galapagos tortoise who lived for 175 years, this book retells her life and delves into the unsolved mystery of how she came to Australia. Written in an odd mix of fiction and history, with Harriet's thoughts in italics, the storyline depicts many people wandering through Harriet's life. It provides an entertaining and informative account of Australian life from the 1830s until Harriet's death in 2006. The book has many interesting facts about Galapagos tortoises, and a timeline chronicles major events during Harriet's incredibly long life. It could be interesting support for the Stage 3 Connected Outcomes Group (COGs) (G): *Traditions and heritage*. J. Eade
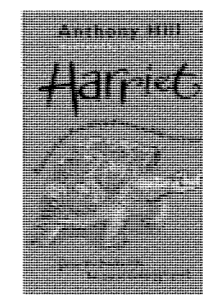
USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6
Paper $17.95 SCIS 1281020

NORMAN, Mark

The penguin book: birds in suits

Black Dog, Vic, 2006
ISBN 1921167300 [598.47]

All 17 species of penguin are examined in this informative and visually appealing book. General information about penguins includes their physiology and where in the world they can be found. The treatment is humorous and enthusiastic, celebrating the birds' oddity and encouraging student empathy. A colourful and appealing graphic depicts predators, breeding and feeding for each species. Photographs readily complement the written text. This resource ably supports the Science and Technology Strand: *Living things*, and the study of living things in their environment in the Stage 2 Connected Outcomes Group (COGs) (G): *Our fleeting past*. J. Eade
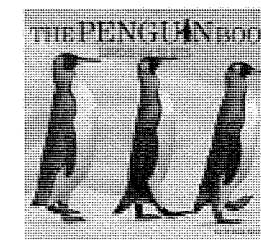
USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
Paper $16.95 SCIS 1285049

MACLEOD, Jilly

How nearly everything was invented: by the brainwaves

Dorling Kindersley, UK, 2006
ISBN 1405313293 [608]

Guided by cheeky characters called brainwaves, readers of this detailed text will discover the history and consequences of important inventions. The book explores the evolution of technology and contains an amazing wealth of information relevant to the Science and Technology Strands: *Information and communication*, *Physical phenomena* and *Products and services*. Readers will be inspired to learn more by the bright and busy illustrations, double fold-out pages, and clearly labelled diagrams and timelines. Comprehensive information is presented in manageable sections, however some readers may have trouble with the small font and large amount of text on each page. The book includes information on inventors, innovation failures and the future, and it could be used as a model for writing descriptions and explanations. L. Doyle

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
$35.00 SCIS 1283340

WILLIAMS, Linda & ADAMS, Wade

Nanotechnology demystified

McGraw-Hill, USA, 2007 (Demystified series)
ISBN 0071460233 [620]

Written as a self-teaching guide for people interested in the nanoscale world, this excellent book certainly achieves its aim of explaining the impact that this revolutionary technology is having on energy, pharmaceutical, engineering, medicine and communications industries. Written in simple language with fine supporting diagrams, the book will help teachers strengthen their knowledge of this exciting new area of science. Chemistry teachers, for example, will find the chapter on buckyballs to be very useful when teaching the concept of fullerenes in the Module: *Energy*.

This excellent text provides teachers with facts and examples to support classroom discussions on the huge variety of new nanotechnology applications enhancing our world. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Physics Stage 6
Paper $34.95   SCIS 1291729

CASTRO, Rafael

Learn to drive: a guide for the instructor and student

Bookworks, NSW, 2006
ISBN 1876953403   [629.28]

Within a consistently colourful format using large diagrams throughout, this handbook will have obvious attraction for young readers in NSW who are interested in developing their driving skills and getting a driver's licence. As a tool in education, this book has value with teacher input to aid clarity. This is because the diagrams are sometimes confusing, either showing too much detail with multiple arrows and icons, or in other instances, too little written corresponding explanation. Students studying road safety components in the PDHPE syllabus will find some practical benefit to this manual, including the useful appendices and basic maintenance. Teachers should be aware that information on alcohol limits is incorrect, and the CPR information should be checked. R. Cox

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
Paper $30.80   SCIS 1297297

YAU, Peter & LANGDON, Tim

The Australian native plant guide

M-Squared Communications, Vic, 2006
ISBN 0977560503   [635.9]

A well-presented guide to the use of Australian natives, incorporating a catalogue of plants, this book will be a valuable reference for Agriculture students working with native plants. The resource briefly describes the plants in scientific and horticultural terms, giving the preferred climatic and soil conditions for a wide range of natives, with photographs. It deals with the selection and maintenance of plants in precise and useful terms for students. Those students of Agricultural Technology 7–10 who are working with a nursery or native plant enterprise, and students of the Stage 6 Agriculture Elective: *Horticulture*, will find this book to be a valuable tool. L. Buttsworth

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6
Paper $29.95   SCIS 1291922

ALEXANDER, Stephanie

Kitchen garden cooking with kids

Penguin Group (Australia), 2006
ISBN 1920989498   [641.5]

An extensive collection of interesting and workable recipes is found in this delightful resource. The book started as an onsite school initiative to show primary aged students how to plant, grow,

harvest, cook and eat organic and unprocessed food. The development of the project through five years is described, and menus and recipes, using products from the school garden, are laid out in seasonal groups. The 120 recipes have detailed instructions and are very appropriate for use in primary schools and for the study of food in the Technology 7–8 syllabus. They are simply written, easy to follow and well-suited to the time constraints of a high school timetable. The book is visually appealing and it would make a valuable teacher resource. K. Lissa

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: SciTech; TAS
SYLLABUS: Food Technology 7–10; Science & Technology K–6; Technology (Mandatory) 7–8
Paper $39.95   SCIS 1292131

Materials in Australia [series]

Heinemann Library, Vic, 2006

Exploring the use of raw materials in our everyday life, this presentable series explains the many ways we use these materials. It looks at the process of production and products, but written text is designed to give an overall view rather than a detailed look at the material. Photographs, clear subheadings, location maps, information on environmental impact, the glossary and an annotated website list will be useful for students. The books include a personality profile of an artist working with the material in question. Interesting related trivia is text boxed. R. Higginbottom
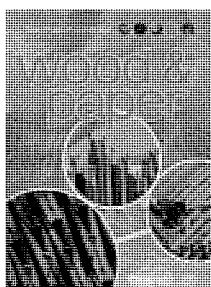
USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
$29.95 each

Reviewed titles in this series:
Glass   SCIS 1273049
Metal   SCIS 1273061
Plastic   SCIS 1273058
Wood & paper   SCIS 1273053

FEISNER, Edith Anderson

Colour: how to use colour in art and design

Laurence King, UK, 2006
ISBN 1856694410   [701]

Colour is a complex tool in art, and this book aims to make sense of colour theory. Each chapter deals with a fundamental principle, including basic colour wheels, theorists and symbolisms. The chronological look at the use of colour in art history is particularly interesting. This is a straightforward and interesting read, supported with relevant photographs and well-known artworks. Each chapter concludes with a summary of the important concepts to remember and practical exercises to reinforce the content. Exercises are suitable to use as classroom activities. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
Paper $49.95   SCIS 1280003

All prices in the availability statement include GST.

HODGE, Susie

Art in history [series]

Heinemann Library, UK, 2006

These books are an accessible introduction to aspects of art in ancient societies. From the materials and methods used, to the actualisations in painting, sculpture or building, students are able to gain a simple, yet fairly comprehensive overview of the role that art played in the topic civilisation. Pages have an uncluttered layout, with written text and illustrations providing detailed and clear examples. Material covers a range of art styles, including buildings, and the abundance of well-captioned images will make the books useful for source analysis work. Each book has a simple making activity. History and art students will enjoy using this easy to read series, which presents an interesting opportunity to teach a combined KLA Year 7 class. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: CA; HSIE
SYLLABUS: Creative Arts K–6; History 7–10; Visual Arts 7–10
$35.95 each

Reviewed titles in this series:
Ancient Egyptian art   SCIS 1278642
Ancient Roman art   SCIS 1278630

Message – Beth Derbyshire: a project in association with the National Maritime Museum

Thames & Hudson, UK, 2006
ISBN 0500512949   [709.2]

Derbyshire's recent work is of great importance as it commemorates, via military signalling, the loss of men and women in war. The book details the background process and the London performance of her exhibition *Message*, with ample primary source historical material and extensive photographs. Short, analytical essays, luminous drawings, images of inkjet prints on aluminium, and a chapter on a video installation which is also on signalling, expand the artist's message. The book is very visual and will strongly support the study of performance art, and, to a lesser degree, British naval history. It is difficult to document an installation artwork, as the nature of such a project is ephemeral. This publication presents the scope and depth of a complex project. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6; Visual Arts Stage 6
$55.00   SCIS 1280206

MARCHANT, Steve

The computer cartoon kit

Ilex, UK, 2006
ISBN 1904705863   [741.5]

Developing a computer generated comic strip has never been so easy. This textbook includes a CD of 100 royalty free images, taking the pressure off students who are worried about their character drawing skills. Written text is detailed and lengthy. Useful steps and construction tips smooth the transfer of information, and the page layout is bright and inviting. Students add the creative flair and storyline. The step-by-step instructions will allow a *Photoshop* novice to achieve a sophisticated comic strip. The book includes screen captures and explanations of *Photoshop* processes. Students

will gain valuable design knowledge and computer literacy skills from this interesting resource. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Photographic & Digital Media 7–10; Visual Arts 7–10
$45.00   SCIS 1283283

The Marvel Comics encyclopedia: a complete guide to the characters of the Marvel universe

Dorling Kindersley, UK, 2006
ISBN 1405313153   [741.5]

Paying homage to over 1000 heroes and villains in the Marvel stable, this large book will have strong appeal for comic book fans, and it is especially suitable for students seeking background information about the characters and those who admire the artwork. Dynamic images are supported by a brief biography, an explanation of the characters' appearance, motivation, and actions, and sometimes an excerpt. Characters' links to mythology and science support a Stage 5 study of the artwork within the context of Visual Design 7–10 frames. The book also supports the Visual Design Stage 6 Module: *Illustration and cartooning*. The book's material is solidly on character description, it does not provide artists' information, and there is no TV or film information. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: English K–6; English 7–10; Visual Design 7–10; Visual Design CEC Stage 6
$69.55   SCIS 1285405

HAMPSHIRE, Mark & STEPHENSON, Keith

Circles and dots

RotoVision, Switz, 2006 (Communicating with pattern)
ISBN 2940361169   [745.4]

Good visual source books are hard to come by. This one provides a wealth of inspiration derived from the shape of a circle. Using such diverse themes as the universe, the halo, city seals, public signage, wheels, and lids, the writers visually brainstormed each idea to produce exciting and colourful photographs. Students can investigate the concept of visual communication while exploring both the structural and conceptual frames embedded in the Visual Arts syllabus. For primary school students, the images could be used by teachers to support a study of the importance of signs and symbols in our lives. K. Ashley
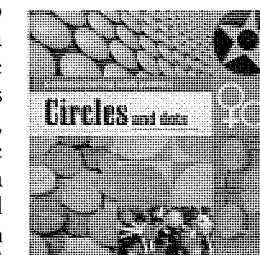
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
Paper $55.00   SCIS 1283279

WILLIAMS, Donald

Studio design at work

McGraw-Hill, NSW, 2006
ISBN 007471535   [745.4]

From an idea, through development of the design, to the completed work, this book explores some famous creations, including Nokia mobile phones, iPods, and props from the films of The Lord of the rings. Not so famous creations include landscapes and metalwork with bicycle chains. The work of designers and design studios such as Akira Isogawa, Weta Workshop and Dinosaur Designs, is clearly explored with quotations, analysis and a short historical background. Written text is precise and the work is suitably but not liberally illustrated. Frames are well-defined and explained, and each chapter concludes with critical and historical activities based around frames and a conceptual framework applicable to Visual Arts. This book will help students view popular objects in an artistic light. It includes a CD of two design exhibitions. N. French

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; TAS
SYLLABUS:	Technology (Mandatory) 7–8; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10
	Paper $52.95 SCIS 1247708

A 2 Z and more signs

/ edited by Julian Rothstein. Thames & Hudson, UK, 2006
ISBN 0500286043   [745.6]

A sophisticated revelation of the alphabet and its use as a design tool, this visual history compares design styles in the field of written communication. The book's content and approach relates closely to the conceptual frame in Visual Arts. There is a strong reference to script in Dadaist art and the beauty of fonts for their own sake. A glance at a witty invention of the Czech modernist alphabet, represented by photographs of the dancer Milca Mayarova, amply illustrates the breadth of the work. While the book has the feel of an individual's quirky selection, it provides an in-depth study of graphic arts and the illustrated alphabet for older students. K. Ashley

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
	Paper $50.00 SCIS 1280024

MOORE, Kelley L.

Cube chic: take your office from drab to fab

Quirk, USA, 2006
ISBN 1594741050   [747]

Twenty-two creative solutions for revamping a small corner office space are offered in this practical improvement book. Each chapter presents a visually appealing theme, including India, safari, sci-fi, cubism, Hawaii, and hip hop. Pages demonstrate how to convert the space into something extravagant, with simple tips and ideas to transform the standard components of corner desk, office chair and filing cabinet. Some of these are corny, and some are clever. Viewing this book in the light of visual design principles, these light-hearted creations are an entertaining and thoughtful way to introduce design concepts to Visual Arts students. The text would also support students undertaking a related design project in Technology (Mandatory) 7–8, particularly in the use of mixed materials. N. French

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; TAS
SYLLABUS:	Technology (Mandatory) 7–8; Visual Design 7–10
	$27.95 SCIS 1291257

DE WILDE, Patrick

Face time

HNA, USA, 2006
ISBN 0810930811   [779]

Detailed portraits of African, Asian, and South American people are captured in this book. Young and old faces fill the pages in dominating images which stand out on a black, studio background. Using film, not digital technology, the photographer has shot at twilight, using light to heighten the subjects' cultural jewellery, decoration and traditional body painting. Many images are accompanied by a concise and inviting nonfiction quotation on the essence of humanity. Photographs would be suitable as source material when exploring portrait photography, and the book is an excellent case study for investigating the attributes of a portfolio. N. French
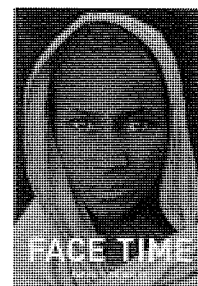
USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7–10
	$29.95 SCIS 1283151

American popular music [series]

Infobase, USA, 2006

Presenting the key performers, producers, and composers who shaped each style, the books are an excellent introduction to these musical genres. Entries are in alphabetical order and include information on the genre itself, famous compositions, instruments, and places intrinsic to the genre. Entries are balanced and useful descriptions, well-supported by references and quotations. The books successfully place people and styles into context, and each has an **Introduction** that serves as a fine summary of the genre in time and space. Black and white portraits are well-chosen to give a sense of the artist. Entries are supported by extensive **Appendixes**, which include a glossary, discography, timelines, and awards. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Music 7–10; Music Stage 6
	Paper $35.00 each

Reviewed titles in this series:
Blues	SCIS 1301955
Country	SCIS 1301951
Jazz	SCIS 1301948
Rock & roll	SCIS 1301949

McKENZIE, Heath

The Australian twelve days of Christmas

Black Dog, Vic, 2006
ISBN 1921167319   [782.28]

Young readers will delight in reading and singing the lines of this picture book. Lovers of Australian animals will be moved and enter-

tained by this tribute to Christmas in Australia. It is a clever twist on the original, with a genuine Australian focus and filled with the antics of wildlife favourites. The rich and vibrant illustrations contribute both depth and humour in enough detail for students to pore over at length. A brief description of each of the featured animals is included. Teaching and learning opportunities include a musical comparison, descriptive writing, the use of alliteration, and creating further pages using the same structure and style. L. Doyle

USER LEVEL:	Early Stage 1 Stage 1
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
	$14.95 SCIS 1283879

RICHARDS, Mary Agnes

Art songs: ten songs about artists [sound recording]

Tate, UK, 2005 (32 min.)
ISBN 1854376837   [782.42]

These short, snappy songs successfully impart facts on the artist's life and practices in a unique and entertaining way. The life and inspirations of artists, including Jackson Pollock, Frida Kahlo, and Wassily Kandinsky, are explained through music. The songs are rhythmically and melodically different in style, with catchy lyrics that will surely capture the interest and attention of students. An illustrated lyrics booklet is included. Viewing the artists' artworks and class discussion on the lyrics would be suitable activities supported by this CD. N. French

USER LEVEL:	Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6
	$25.00 SCIS 1280254

IGGULDEN, Conn & IGGULDEN, Hal

The dangerous book for boys

HarperCollins, UK, 2006
ISBN 0007232748   [790.1]

Containing a plethora of information such as how to make a paper aeroplane, identifying fossils, building a workbench, reading poetry, the laws of cricket, basic grammar, the solar system, Morse code, growing plants, and coin tricks, to name a few, this excellent resource provides inspirational stories, facts, and detailed information. Material is consistently addressed at boys, and the book excludes girls in all ways except on one page where advice is given on relating to girls. The advice is very appropriate, so it is a shame about the exclusion aspect as girls will no doubt read the book, as topics such as cloud identification defy gender bias. Solidly British in its content, this extensive resource will nevertheless help boys and girls who are interested in the world learn how to make things and to get a basic understanding of how things work. A. Frost

| USER LEVEL: | Stage 3 Stage 4 Stage 5 |
| | $39.99   SCIS 1279404 |

BERGAN, Ronald

Film

Dorling Kindersley, UK, 2006
ISBN 1405312807   [791.4309]

An easy to use and upbeat reference, this comprehensive guide provides pointers on how to watch and understand films. Sections cover the history of film, how movies are made, world cinema, 25 genres, the

most important historical and contemporary directors, and commentary on influential films. Chapters are brief but information is packed in and liberally illustrated with stills and tables. Much of the information is in the form of data, but the resource is cleverly structured and visually attractive. English and art students will love browsing this reference for images and perspectives on film and film makers. C. Koop

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Photographic & Digital Media 7–10
	Paper $34.75 SCIS 1292135

Upstaged: making theatre in the media age

/ compiled by Anne Nicholson Weber. Taylor & Francis, USA, 2006
ISBN 0878301860   [792]

Actors, playwrights and directors offer insightful opinions in this book on the significance of live theatre in our increasingly technological age. Interviews with 24 notable practitioners from Britain, Canada and the United States have been honed to present succinct comments on the role of live theatre in a world dominated by mass audiovisual entertainment. Amongst many other aspects, they consider the role of the audience, which is deemed to be far more interactive in the theatre. This fascinating collection of views is worthwhile reading for senior students and teachers in search of a broader analysis of the intrinsic value of live theatre in today's society. C. Sly

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama Stage 6; English Stage 6
	Paper $46.00 SCIS 1291738

JARVIS, Matt

Sport psychology: a student's handbook

Taylor & Francis, UK, 2006
ISBN 1841695823   [796.01]

Well-written and well-researched, this book covers the key syllabus points quite well in lucid and precise language. Information is in greater depth than needed for students of PDHPE Stage 6, however its different perspective of sport psychology, away from the more commonly used texts, will be useful for the Core: Factors affecting performance and the Option: Improving performance. Some students will benefit from reading an alternative source of information. Additionally, several sections link with the Community and Family Studies syllabus, with explicit sections on Maslow's hierarchy of needs and research methodology, showing simple and practical ideas for implementing questionnaires and case studies. R. Cox

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6; PDHPE Stage 6
	Paper $48.00 SCIS 1291743

Blue light, clear atoms: poetry for senior students

/ compiled by Peter McFarlane & Lisa Temple. Macmillan, Vic, 2006
ISBN 0732998700   [808.81]

A solid collection, this revised edition profiles work by a wide range of mainly modern writers. Some poets, for example Les Murray, Joanne Burns, Grace Nichols, and Sylvia Plath, are featured with several poems but no analysis. The anthology classifies

material by author and themes, such as landscape, human lifespan, oppression, and imagination. It is a very useful resource for sourcing supplementary material on journeys for the English Area of Study. Short biographical data and ideas for grouping the poems by theme or poet will give some assistance to teachers. Many traditional selections are here, but the book has quality, quantity and variety, including poets, such as Pablo Neruda, who do not usually appear in student collections. It is a very attractive volume for schools. H. Cobban

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper $41.95   SCIS 1291740

Why did the chicken cross the road?: Camp Quality

Scholastic, NSW, 2006
ISBN 1865049885   [808.88]

Laughter is the best medicine and a fitting response to the humour in this resource, with royalties from its sales supporting children with cancer. In reply to the title's question, most of the innovative responses reflect the character and philosophy of the person to whom the question is posed. Featuring Colonel Sanders, Homer Simpson, Ned Kelly and others, the humour relies on the reader's familiarity with each character, and is enhanced by the naïve cartoons. The book would support a study of humorous texts and the use of visual humour to create certain effects to position the reader. The examples could inspire students to write their own amusing commentaries on this classic riddle; an English activity that could be linked to other KLAs as a vehicle for encapsulating and showcasing the students' understanding of the significance of people and events. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6
$14.99   SCIS 1292167

Villains: murders, monsters & master criminals

Penguin Group (Australia), 2006
ISBN 0670029912   [809]

Literary villains, predominantly from 19th century works, are described by excerpt in this small book. Despite the book's visual appeal and inherent promise, the excerpts tend to be simple and base incidents, mainly describing assault and murder. There is no analysis and the short and detached excerpts could not be lauded as studies of villains. These characters are careful constructions, their place in literary history assured because of their role in the entire narrative. In these excerpts, motives and character actions are mostly obscure, despite a slapdash introduction, and the pieces are neither useful nor enjoyable because of this. The exceptions to this are excerpts on Dracula, the Cyclops in *The odyssey*, and Mrs Danvers in *Rebecca*. These villains are clearly and strongly depicted in the chosen scene. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
$24.95   SCIS 1283412

All prices in the availability statement include GST.

BAINES, Richard

The Shakespeare book

Oxford University Press, Vic, 2006
ISBN 0195557549   [822.3]

Offering some new ways of looking at the man and his work, this handy textbook offers a wide range of useful drama and language activities that will allow students to develop an understanding of a number of Shakespeare's plays. Chapters are organised according to Shakespeare's life, Elizabethan theatre, the plays, and his legacy. The book is packed with interesting activities, modern interpretations, drawings and photographs, scene analyses, film discussions, and quotations from the plays. Specific attention is given to *Macbeth*, *Julius Caesar*, *A midsummer night's dream*, *Romeo and Juliet*, *The taming of the shrew*, and *The tempest*. The book does not cover poetry. Snippets of trivia sit alongside explanations of theatrical and production elements. This text strongly supports the teaching of Shakespeare. H. Gardiner

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6
Paper $29.95   SCIS 1282642

Twelfth night [William Shakespeare]

/ edited by Rex Gibson. Cambridge University Press, UK, 2005
(Cambridge school Shakespeare)
ISBN 0521618770   [822.3]

An excellent teaching tool, this script with analysis asks students to think about and practically interpret the play. The liberal use of photographs is reflected in questions and tasks, making the book a fine visual literacy resource. Drama students will appreciate the book's interesting activities, such as interacting with an audience, set design, creating a tableau from a given line, and costuming. The play's text is taken from *The New Cambridge Shakespeare*, and this, plus the book's exceptional collection of thoughtful support material, makes it particularly suitable for the English Stage 6: *Extension 1* Elective: *Gendered language*. Left side pages contain explanations and tasks related to the script on the right hand side. This format, a strong feature of the series, works very well to help students understand plot, themes and character. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6: *Extension 1*
Paper $14.50   SCIS 1281275

BEN-MESSAHEL, Salhia

Mind the country: Tim Winton's fiction

University of Western Australia Press, WA, 2006
ISBN 1920694692   [823]

Senior students and teachers will love this accessible and scholarly criticism of Winton's fiction because of its breadth and depth. The first chapter focuses on the relationship between Winton's life and his writing to capture the essence of his work, which sits, according to the author, on the edge of reality and fiction. The criticism shifts to the themes and significance of Winton's fiction and ends with a discussion
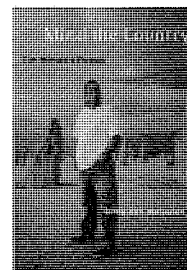
of the writer's unique voice in terms of Australia's landscape and history. A map, an extensive bibliography and comprehensive index add useful dimensions to this work, making it easy to use as a critical reference. English HSC students undertaking a critical study of *Cloudstreet*, and those of us who delight in Winton's writing will enjoy reading this analysis. H. Cobban

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
Paper $39.95   SCIS 1286814

Historica: 1000 years of our lives and times

ABC Books, NSW, 2006
ISBN 0733317782   [909]

A fascinating narration and interpretation of history, this impressive resource discusses Australia's heritage in detail, and significant events throughout the world to 2005. Beginning in 1000 AD and with some prehistory, these glossy pages have milestones, seats of power, science and technology, the arts, and lifestyle as subheadings for each time period. Fact files highlight significant events or achievements, and quotations provide an insight into that era. A running border timeline summarises major events and compares developments throughout the world. Extensive colour plates, drawings, maps, and text boxes supplement the straightforward paragraphs on topics ranging from Angkor Wat to Jackson Pollock. This valuable resource for teaching and learning History also supports the study of key personalities and events in every KLA. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
$99.00   SCIS 1292425

Discovery: journeys into the unknown

Penguin Group (Australia), 2006
ISBN 0670029823   [910.9]

Capturing the moment through first-hand accounts makes this resource a valuable tool for HSIE and English students. Structured in broad themes such as archaeology, exploration, human achievement and the challenge of new frontiers, the book allows readers to experience a unique perspective of events through the discoverer's eyes. It offers readers a chance to compare and contrast experiences, for example Cook and Banks in Australia. There is a variety of material well-suited to classroom use, and the nature and scope of the material will encourage classroom discussion. Some pieces suit Ancient History Part 1: *Introduction*, and some are excellent supplementary material for the study of physical journeys in the English Stage 6 Area of Study: *The journey*. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English Stage 6; History 7–10
$24.95   SCIS 1283421

DK Eyewonder [series]

Dorling Kindersley, UK, 2006

Visually appealing pages consisting of small blocks of information complemented by colourful images, maps and diagrams, are the feature of this series. With two pages per topic, clear headings, a comprehensive glossary and an index, information is engaging and easily accessible to students. *Arctic and Antarctic* invites students to

explore pages devoted to the location, climate, exploration, wildlife and environmental concerns in these extreme climates. It supports outcomes for Stage 4 Geography. Going beyond the people associated with land and sea exploration to include space and subterranean worlds, *Explorer* has stimulating content for a theme on journeys or exploration. B. Smith

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10
$41.95 each

Reviewed titles in this series:
Arctic and Antarctic   SCIS 1275180
Explorer   SCIS 1275195

ROSS, Stewart & INKLINK & BONSON, Richard

Ancient China

Dorling Kindersley, UK, 2006 (Tales of the dead)
ISBN 1405313226   [931]

A graphic historical narrative combined with facts creates a high interest book on ancient China. The two page per topic layout features a graphic novel as a border, and detailed illustrations of things related to the story, such as inventions and trade. The factual context is a clever support for the story of Shen and the attempted assassination of the Emperor. Note making exercises based on the illustrations could be developed. Stage 4 History students completing the Topic: *Societies and civilisations of the past*, or the elective study of early and ancient societies, could find this book entertaining and useful. Ancient History students might appreciate the book as a pictorial introduction to this period of history. B. Hull
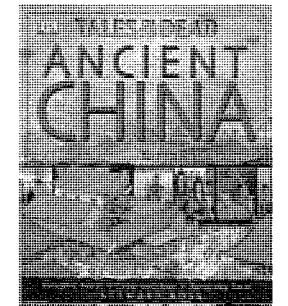
USER LEVEL: Stage 3 Stage 4 Stage 6
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English K–6; English 7–10; History 7–10
$29.95   SCIS 1277123

LEE, Carol Ann

Anne Frank and the children of the Holocaust

Penguin Group, UK, 2006
ISBN 0141319631   [940.53]

In this well-written book, the experiences of Anne Frank and her family are juxtaposed with the history of Germany and Europe in the 1930s and 1940s. Through stories and eyewitness accounts we learn about the lives of other Jewish and non-Jewish children. A valuable resource, the book would be suitable for the study of Germany 1918–1939 in Modern History, or a History Stage 5 elective. Difficult terminology is explained, sources are listed, photographs and quotations carefully used. The text sensitively explores these tragic events and provides a background for readers of Anne Frank's diary, while reminding us to be forever vigilant of human rights. D. Giorgi

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10; Modern History Stage 6
Paper $16.95   SCIS 1280313

CHAYES, Sarah

The punishment of virtue: inside Afghanistan after the Taliban

University of Queensland Press, Qld, 2006
ISBN 0702235881   [958.104]

Chayes was a correspondent in Afghanistan when the USA began its campaign to destroy the Taliban in 2001. This book will help readers understand events and the clash of civilisations, as Chayes has talked to people on both sides of the cultural divide. It is a well-researched and detailed narrative with a large selection of photographic portraits. It puts the presence of the Taliban into historical perspective, and looks at the issues from all sides of the conflict. Chayes' personal and engaging style makes for interesting reading. Content and style make the book suitable for the Core: *Social and cultural continuity and change* in Society and Culture. E. Searle

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
                  Paper $34.95   SCIS 1283326

Explorers of Australia in their own words

[series]

Heinemann Library, Vic, 2006

This informative series is well set out and makes effective use of fact boxes, glossary, index, maps, graphs, paintings, timelines, photographs and tables to appeal to all learning styles. Information includes primary and secondary sources and the text briefly outlines how sources are open to interpretation depending on when it was written. There is some analysis and introductory notes to help students critically assess the primary sources. The series is a useful resource to give students a solid introduction to the explorers and the topic of Australia's inland exploration. R. Higginbottom
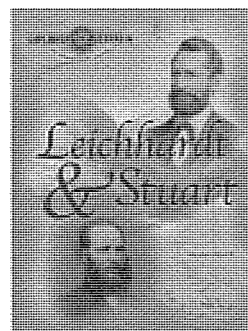
USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
                  $29.95 each

Reviewed titles in this series:
Burke & Wills   SCIS 1246901
Leichhardt & Stuart   SCIS 1246906
Opening up the south   SCIS 1246910
Searching for an inland sea   SCIS 1246912

Who reviews?

Reviewers for *Scan* and the DET website are selected from teachers and teacher-librarians across the state.

Kristin Ashley, Newcastle HS
Margaret Bradley, Music Consultant
Lynda Buttsworth, Jamison HS
Angela Byron, Professional Support Officer
Gayle Cale, teacher-librarian
Francie Campbell, teacher-librarian
Nell Chaffey, Tamworth PS
Elizabeth Chase, Chifley College, Bidwill Campus
Heather Cobban, Fort Street HS
Peter Conroy, The Forest HS
Robert Cox, Morisset HS
Donna Croker, Old Bar PS
Frances Crum, teacher-librarian
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Daniela Giorgi, NSW Parliament
Jackie Hawkes, St Clair HS
Ruth Higginbottom, Tomaree PS
Bronwyn Hull, Goulburn HS
Di Johnston, Cambridge Park PS
Cath Keane, Editor, Scan
Elissa Kesby, Careers Adviser, Pennant Hills HS
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Rachael Kirsten, teacher
Anita Kokkotas, Chifley College, Shalvey Campus
Cheryl Koop, Literacy Consultant
Karen Lissa, Mount Aman HS
Susan Lockwood, Mt Austin HS
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Karen McCulloch, Jannali HS
Karen McCorkell. Lethbridge Park PS
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Jan Stevens, Chifley College, Shalvey Campus
Irene Summers, North Sydney GHS
Susan Taylor, Lindfield PS
Carol Thomas, School Libraries and Information Literacy
Michelle Timperley, The Entrance HS
Jodie Webber, Gosford HS
M.Whitfield, Bald Face PS

Resources – Titles