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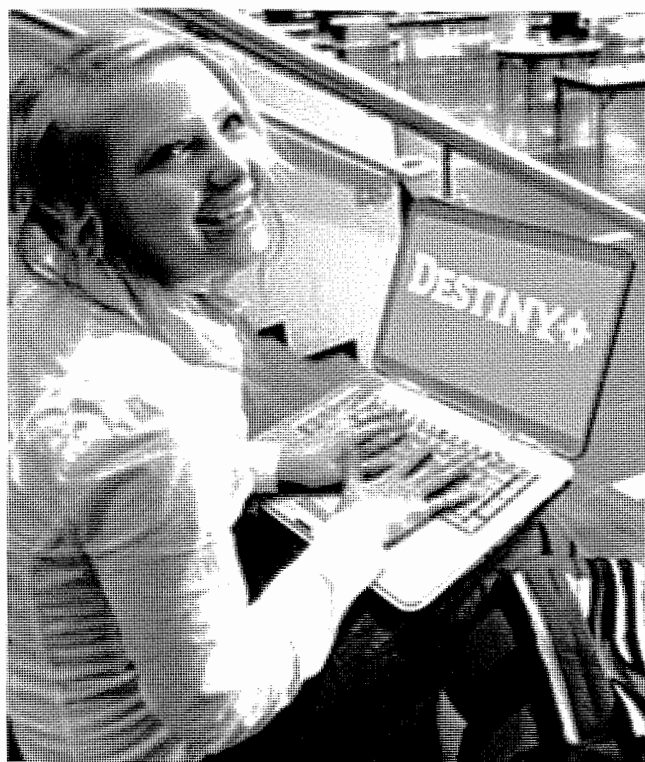
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In this issue

- *School libraries 21C* report
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- COGs 2010

Contents

From the Editor

Welcome to the first issue of *Scan* for 2010. I hope you had a fabulous holiday and are recharged and ready for the challenges ahead.

Be inspired by *Scan's* articles to build partnerships, engage students and get connected.

Student voices are the focus of *Digital students*, which showcases student interaction with Web 2.0 tools. Are your students connected? Send photographs and student comments so that *Digital students* is a regular feature in 2010.

If you have a great idea for an article or an item for *Quick bytes*, please let me know.

Contact the Editor on (02) 9886 7501 or <cath.keane@det.nsw.edu.au>.

Cath Keane
Editor

Raps UPDATE

Term 1, 2010
Fiction with a twist involves a blog for enthusiastic and accomplished readers and writers in Stage 3 and 4 English. Students will have an opportunity to discuss their favourite authors and books, and to collaboratively continue a story thread started by an author. Starts Week 5, Term 1 Week beginning 22 February 2010

Term 2, 2010
The learning for sustainability rap for Stages 3 and 4 will feature a blog which shares school stories about strategies for sustainability.

Term 3, 2010
Book Week 2010: across the story bridge rap for Stages 2 and 3 will feature a blog responding to tasks organised around the theme.

Term 4, 2010
Children's icons of Australia rap is linked to the Stage 2 COGs Unit (A): *Local environments*. This will feature a blog and also a wiki which celebrates Australia through the senses.

<www.schools.nsw.edu.au/raps>

Currents

Colleen Foley

is Leader, School Libraries and Information Literacy Unit (SCIS/Scan).

<colleen.foley@det.nsw.edu.au>

School libraries 21C

Lyn Hay and Dr Ross Todd's executive summary of the *School libraries 21C* discussion is featured in this issue. It makes interesting and stimulating reading, reflecting the voices of those who contributed. It challenges us all to be active in envisioning our school libraries into the future. The executive summary and the full report are available online at School Libraries and Information Literacy <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

There will be opportunities for all to contribute to an ongoing conversation and, vitally, *actions* to ensure school libraries are '... flexible, dynamic, high-tech 21C learning centres designed to prepare students to function effectively in an increasingly complex informational and technological world ...' (p. 30).

Our School Libraries and Information Literacy Unit is considering the recommendations made by Ross and Lyn, and will engage our colleagues in providing appropriate statewide support. Some strategies under consideration are:

- continued support for information literacy in a digital age
- a support package for schools to assist principals and teacher librarians engaging their school community in envisioning their school library

- more practical support and strategies to assist an evidence-based practice approach
- an online showcase of exemplary teacher librarian practice
- fast tracking the partially completed online update of the *Handbook for school libraries.*

I welcome any suggestions from principals, teacher librarians, regional personnel and school communities for strategies to support dynamic school libraries in the digital age.

Digital learning and *Links4Learning* support

There are many opportunities for teacher librarians to collaborate and add to the richness of interactive programs and engaging learning experiences. Supporting inquiry learning and high level information literacy is more important than ever. A *Web 2.0 tools in the information skills process: Sites2See* is now linked from the School Libraries and Information Literacy front page.

Statewide support for connected learning continues to grow; a number of opportunities and resources are reflected in this issue. Don't forget to check out the Curriculum Support website <www.curriculumsupport.education.nsw.gov.au/> regularly to make the most of the increasing support for digital learning in KLA and priority areas K–12.

You will certainly appreciate the range of professional learning workshops available in 2010.

A guided tour for finding teaching and learning support and classroom ideas to assist information literacy and teaching partnerships is available on our School Library and Information Literacy page <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

Links4Learning in *MyLibrary* are accessible 24/7. Quality assured clickable links are available to support teaching and learning for a range of syllabus focuses in key learning areas K–12, It is worth ensuring the *WebEnquiry* shortcut is accessible on computers in your school. SCIS catalogue records for *NSW DET Links4Learning* online resources are now available from *Special order files* at *SCISWeb* <www2.curriculum.edu.au/scis/home.html>.

OASIS Library package:

The *OASIS Library* training package is being updated and will be piloted shortly. After that, there will be a train-the-trainer session. I will call for expressions of interest from teacher librarians interested in being endorsed *OASIS Library* trainers. The aim will be to have one or two endorsed trainers for each Region. Let me know if you are interested.

Finally, all the best in all your endeavours in 2010. ■

<www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

Digital students

Some great ideas received by the Editor of *Scan*. Readers are invited to send their suggestions. Enjoy these and read on!

I liked framing the photo with Bear and Chook.

I enjoyed creating the story and taking photos to put into PowerPoint.

Mannering Park Public School

I loved it so much that I've done one at home. It was lots of fun!

Fossell was a big help. It was fun doing it with Waniora Public School.

I loved the idea about e-books. Sandy

It's so easy to view and critique each post on the blog.

Birrong Girls High School

Thirroul Public School

The Creeper

arrive at my hotel. It looked very much like a haunted house. I opened the door and heard a creak. I walked in and saw a floating candle and bats. Suddenly there were footsteps coming down from a staircase. I was terrified!

NEALS

I like making and playing my own games – I can choose what I like.

You can teach yourself how to make games and stories.

It is the only program easy enough for kids to learn.

St Ives North Public School

How to make a hanky hat!

by Jade, Emma, Kaleece and Marcya
3G, Penrith Public School
based on the "Bear & Chook" books by
Lisa Shanahen & Emma Quay
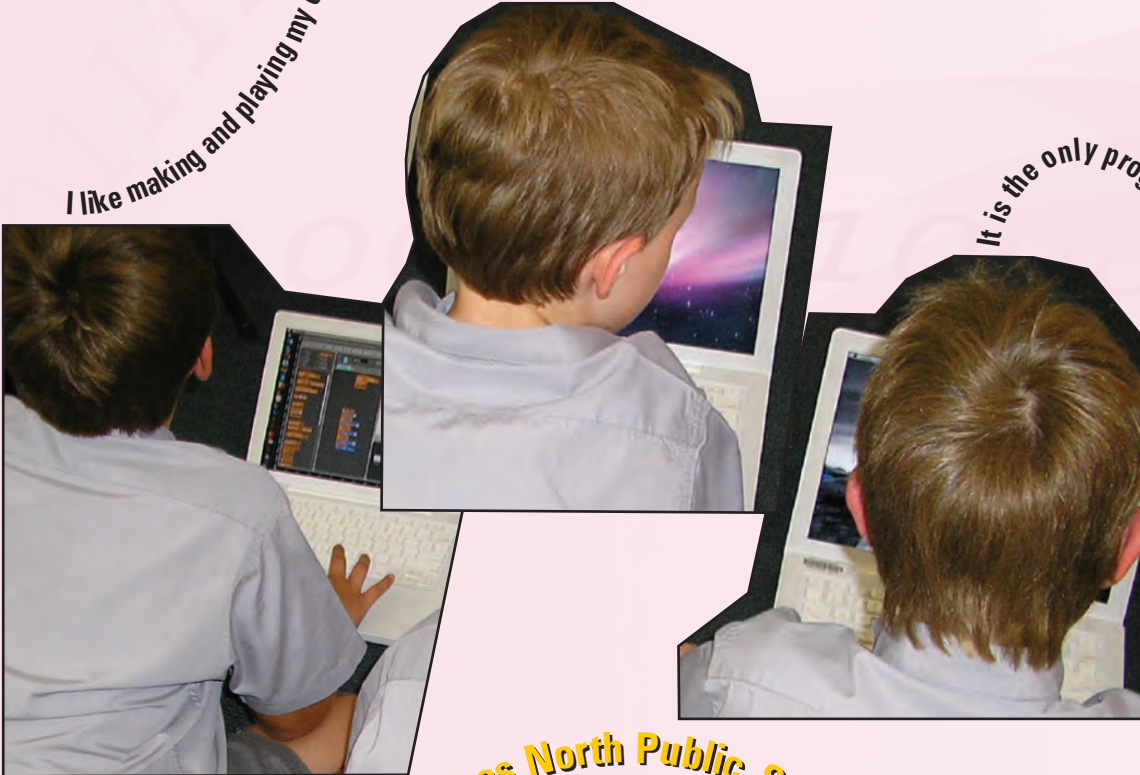
They're enjoying this.

Penrith Public School

Look! That's my name! I did that.

Teacher librarians: leading, connecting and innovating

Jane McKenzie, *Assistant Principal and teacher librarian at Quirindi Public School, describes her role as a collaborative leader and shares some of the ways that she works with students and staff to incorporate ICT in teaching and learning.*

> *Librarians are almost always very helpful and often almost absurdly knowledgeable. Their skills are probably very underestimated and largely underemployed.*
>
> Charles Medawar (1978)

I believe that teacher librarians make the ideal candidate as a leader in any school, whether it is as principal, part of the executive team or as a teacher. Teacher librarians are experts in their:

- knowledge of the curriculum
- understanding of current teaching pedagogy, such as *Guided Inquiry, Quality Teaching*, resource based learning and constructivism
- ability to lead and develop collaborative teams
- ability to incorporate the use of cutting edge ICTs and work in a connected environment
- knowledge and understanding of all students in the school.

Collaboration

> *Unity is strength … when there is teamwork and collaboration wonderful things can be achieved.*
>
> Mattie Stepanek

As the Assistant Principal and teacher librarian at Quirindi Public School, I have had opportunities to provide professional learning for all staff members. During the last few years this has seen:

- staff members developing a shared understanding of the role of the teacher librarian
- collaboratively planned units of work incorporating inquiry based learning (IBL) and technology
- a more flexible approach to timetabling in the Information Centre (our library)
- all teachers developing an understanding of IBL (Figure 1).

Workshops with all staff members were given to provide a background of the main components of IBL (Gordon, 2009). Classroom teachers then worked with a learning partner to develop a unit of work that incorporated the IBL pedagogy. Units of work were shared with staff members becoming *critical friends* and giving feedback on all units of work. Teachers then implemented their units. Informal feedback from teachers included:

> *Students were engaged and on task! I want to do more of this.*
>
> *Students developed a deeper understanding and knowledge of a topic.*
>
> *The questions students asked ranged from lower order to higher order; more open ended.*
>
> *Even though I thought it would be too hard for my students, they showed me that they needed a challenge like this.*

What are our 21st century tools for creating inquiry-based learning tasks?

- Critical thinking skills
- ISP
- Guided Inquiry
- Authentic learning tasks
- Performance-based assessments
- Evidence-based teaching
- Web 2.0 tools

Figure 1 What are our 21st century tools for creating inquiry-based learning tasks? A slide from Dr Carol Gordon's PowerPoint presentation: The school library: a 21st century classroom? (2009) which is available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/index.htm>

There was concern that the required syllabus content wouldn't be covered but, as teachers implemented the unit of work, they found in most cases they were teaching at or above where the syllabus required.

As students brainstormed their questions, they began to see where gaps in their knowledge were and posed more questions to ensure these gaps were addressed.

Incorporating ICTs in teaching and learning: working in the connected environment

In the nonstop tsunami of global information, librarians provide us with floaties and teach us to swim.
Linton Weeks (2001)

At Quirindi Public School, we have endeavoured to ensure that all staff and students have access to new and emerging ICTs by providing targeted professional learning in 2009. This has largely been possible through our involvement in the Quality Teaching Indigenous Project (QTIP). The focus of QTIP for 2009 was technology, which enabled us to use this funding to develop staff members' capacity in ICTs. Our focus has been on how to effectively incorporate technology into the classroom teaching, learning and assessing cycle. Throughout the year, opportunities have been provided to work with the teacher librarian and their learning partner with the intended outcome being to upskill all staff. During this time teachers have:

- used online encyclopaedias
- developed teaching and learning activities using SMART Notebook software for use with our interactive whiteboards
- participated in workshops during Term 3 to develop a better understanding of the functions and features of Notebook and its use in classrooms
- had an in-depth look at *TaLe*, especially The Learning

Federation, *Sites2See* and the resources

- learnt about and implemented wikis into professional and classroom practice; a teacher implemented the use of a wiki as part of her IBL unit
- provided opportunities for students to participate in a number of videoconferences, from NASA to Sydney schools partnerships (Figure 2 & Figure 3)
- been involved in the cuddie-cuddie project, in which students share their digital stories with others around the world
- supported students in a variety of WebQuests and internet based activities (Figure 4 & Figure 5), including *Murder under the microscope*.

Being a rural school, we have found that our connected classroom (Figure 2) has opened up the world to our students and teachers. Our school community is able to participate in activities with Sydney schools, Yetman Public School, Wombat Public School, Mornington Island School and many other schools and communities. Without our connected environment, this involvement would not have occurred. The decision to place the connected classroom in the

The connected classroom offers a wonderful opportunity for teacher librarians to train and collaborate with teachers and students.

Information Centre has enabled access for every student and staff member in our school. We have recently connected with a school in Hong Kong where we will run videoconferences with all 13 of our classes to share cultural, technological and IBL projects. The connected classroom offers a wonderful opportunity for teacher librarians to train and collaborate with teachers and students. It is an exciting time to teach and learn in our schools.

Figure 2 & Figure 3 Videoconferencing connects students to experts in their field and to other schools

Figure 4 Students confidently engaged in online learning...
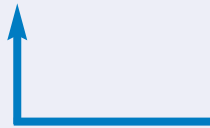
Figure 5 Connected...

Figure 6 ... and connecting with other schools

In conclusion

> *Leadership is not about skills, rules or procedures, but about the person and the quality of their relationship with others.*
>
> Murgatroyd & Gray (1984)

As Assistant Principal, I believe the skills I have learnt as a teacher librarian have made me better at my job, a better leader and collaborator. Looking through the domains of the *School leadership and capability framework*, it is obvious that teacher librarians may possess and develop many, if not all, of the leadership capabilities. Such as:

- professional values and ethics
- personal strengths and commitment to ongoing personal and professional development

- effective communication
- productive relationships
- pedagogical knowledge
- pedagogical application
- building an environment that maximises learning
- building a school vision and culture
- strategic planning
- building of leadership
- advocacy
- operating effectively within a regulatory and organizational framework
- personnel
- management of resources to achieve goals
- managing systems and processes.

Adapted from Executive Leadership Development Project <www.sydneyr.det.nsw.edu.au/support/proflearning/leadership/index.htm>

Questions often asked are, *what do teacher librarians do?* and *why do we need qualified teacher librarians?* My response is, when you look at the plethora of roles that teacher librarians have in schools, particularly in terms of leadership and information literacy for the digital age, what would we do without them! ■

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Teacher librarians: leading by example and sharing the journey

Sue Buttrey, *relieving Assistant Principal and teacher librarian at Dubbo West Public School, shares her information literacy and ICT skills to lead her staff on a collaborative journey to embed Web 2.0 tools into their teaching to enhance student learning.*

Setting the scene

Dubbo West Public School is a P–6 school of 420 students across two sites. Sixty percent of students identify as Aboriginal and some funding is received through Priority Schools, Schools in Partnership and other programs. Our school is well resourced to embrace the new technologies with a fast and efficient network, SMART interactive whiteboards in all teaching spaces, a computer lab on both sites, computers in classrooms and two sets of laptops for student use.

Our library is well resourced with more than 8000 books, eight new iMac computers and a SMART Board.

In 2010 we will move into our new library which is currently being constructed on the Primary site.

Classes from K–6 visit the library with their teacher. Classes walk from the K–2 site (700 metres) to use the library and computer lab. Classroom teachers, support staff and the teacher librarian work cooperatively to plan activities to support classroom units and literacy.

This is a basic introduction to using Web 2.0 tools to engage students and develop capacity for learning.

Digital literacy in the library

In the last 10 years, many new words, concepts and tools have emerged and converged. These changes are having a profound impact on

- our role as a teacher librarians
- our perceptions of this role
- the way our role is viewed by staff and community
- how we plan for learning and teaching in our libraries and classrooms.

We can choose to ignore the revolution that is going on around us or we can seize the opportunity to build on our skills and knowledge. We can use this new learning to engage students and help them make sense of the world around them, and build on their skills to develop solid foundations for future learning.

One of the main aspects of our role has always been to turn out literate students, but the notion of literacy is changing.

> *Literacy today depends on understanding the multiple media that make up our high-tech reality and developing the skills to use them effectively.*
>
> Barbara R. Jones-Kavalier &Suzanne L. Flannigan (2006)

We read about visual literacy, critical literacy, media literacy, information literacy, digital literacy and more. So, just as we are required to be multi-task specialists and multiskilled, we need to assist students to be multilit-erate. When promoting thinking and creativity, we need to provide students with opportunities to be creative and encourage thinking. To achieve this in

the 21st century may require paradigm shifts and changes to pedagogy. The size of the shift and variations to the way we do things may be huge or minimal, depending on where we are on our personal learning curve. As teacher librarians, we must be at the forefront of changes to the way things are done in schools and classrooms.

Each school and library is different. The opportunities we create depend on where staff and students are on their learning curve.

Digital literacy

What is digital literacy? One definition for digital literacy states that it is

> *the ability to understand and use information [and create] in multiple formats from a wide range of sources when it is presented via computers.*
>
> Paul Gilster (1997)

Present the video, *Digital literacy in the Google generation*, to staff. It is catchy and humorous, and informs us about the Google generation, how they access gigabytes of information but have difficulty using and evaluating this information. Teachers and teacher librarians can use Web 2.0 tools to change the way they, and students, learn, communicate, organise and create, research, present and teach (Figure 1).

So, how do you find the tools that are right for your school?

Here are a few suggestions:

- join a listserv or two. OZTL_ NET <listserv.csu.edu.au/mailman/listinfo/oztl_net>, and NSWTL listserv <www.nswceg.org.au/mailman/listinfo/nswtl> are just two examples. Belonging to a

listserv widens your network, virtually. You never know who you can help or what you might learn.

- browse web pages, blogs and wikis that have been set up by teacher librarians, librarians or teachers and adapt ideas to suit your school
- join professional associations such as the Australian School Library Association (NSW) and e: lit.
- subscribe to *Scan*
- participate in local network meetings
- allocate funds to attend conferences and workshops organised by DET, professional associations and teacher librarian groups such as WATL, MANTLE, RIVPAT.

Using Web 2.0 tools

New ideas need to be sold to staff as something that makes life easier, can be seamlessly embedded into their teaching, is simple and enhances learning. Technology can further develop students' understanding of concepts and improve outcomes (Figure 2). Lead by example and start using some Web 2.0 tools to present, collaborate, communicate, share and inform. Seek opportunities to model new ideas in the library and classroom, at staff meetings and on staff development days.

Embed technology into existing units of work (Figure 3). Look at how things can be done differently. Collaborate with a Stage group. Share what you produce.

Voicethread is similar to *PhotoStory* but allows collaboration, audio and text comments. Use *Voicethread* to publish information about an excursion or class experiment.

Use blogs and wikis to communicate with staff and students while increasing your library space by adding a virtual dimension. Introducing new ways of doing things takes time. Persevere. There will be staff members who are more willing and proficient when using different strategies and tools. Communicate and collaborate and learn from each other.

Figure 1 A senior student mentors a junior student in the use of digital tools

Figure 2 Students collaborate and connect with technology

Figure 3 Students engage with Web 2.0 tools to achieve learning outcomes

Blogs

Start by setting up a blog to let staff know about new resources in the library. It is almost like having a website but is much easier to create. Scan book covers and add them as images. Have staff and students add reviews.

Create a class newsletter. Students can be editors for a week. Include advertisements and sporting news. Add game, movie and site reviews.

Set up a blog to use for publishing information and student learning. Use student blogs for topic presentation.

Add links to websites on current or future topics. Have a games page for students.

Display instructions for an assignment or direct staff to the blog for information on staff meetings.

Wikis

As an addition to a staff development day, we set up a wiki with links to sites for use on interactive whiteboards. There are so many sites out there it can become confusing. Websites reviewed in *Scan* are user level and KLA appropriate, and have been unblocked by the DET web filter. Add some websites to the wiki so that everyone knows they work. New sites can be added as they are found and more than one person can have editing rights to the wiki. You could have an editor for each Stage, depending on the size of the school.

One wiki that staff set up was just for Mathematics. Each Stage has a page with links to software, Notebook activities, websites and scanned activities. The scanned and Notebook activities are on the staff laptop. Links suitable for use across Stages have been added to each page.

Staff who are team teaching can set up a wiki to leave comments. Assessment data and report comments can be left there as passwords determine who sees what.

Pathfinders are easy to establish on a wiki. Giving students links to relevant sites reduces time spent searching. Have the process set out for students to follow. Different websites can be used to cater for different ability levels. Enrichment and extension can be added by the effective use of questions.

Students and staff can add book reviews and the results of their research. Impose a limit of 25 words and frame your question carefully to encourage independent responses.

Search for websites that have book trailers to encourage students to read widely. Some public libraries have pages with book lists, reviews and trailers.

Raglan Public School linked photographs to a wiki. Weekly comments are similar to a newsletter. Using a wiki to communicate with parents depends on language and access to the internet at home.

Use the wiki as a bulletin board. Staff can write notes about training they have attended.

Some websites to get you started.

- Tips for blogs
  - *Sydney region network* TL blog <sydneyregionteacherlibrari ans.wordpress.com>.
- Publishing ideas
  - *Wordle*
  - *Glogster: poster yourself*
  - *Voicethread*
  - *The innovative educator* <theinnovativeeducator. blogspot.com/2009/11/21st-century-educators-dont-say-hand-it.html>.
- Links to Web 2.0 tools
  - *Web 2.0: cool tools for schools* (Figure 4)

Figure 4 Web 2.0: cool tools for schools *offers easy access to range of tools for different purposes*

  - *The teacher chronicles: E-learning and Web 2.0 tools for schools* <www.mindomo.com/ view. htm?m=48511abbfb7 e4145a33dbe6453d0f8af>.
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  - *Twelve essentials for technology integration* <content.yudu.com/ Library/A18dcc/Twelve EssentialsforT/resources /index.htm>
  - *Coffs Harbour TL's network and beyond*
  - *Digital literacy in the Google generation* <www.youtube. com/watch?v=_XqRR5WJ85k>.

Communicate, collaborate and spend time researching ideas on the internet. ∎

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Powerful connections:
videoconferencing in the connected classroom

Birgit Smith, teacher librarian at Mudgee High School, has been videoconferencing for several years. The Connected Classrooms Program has enabled teachers and students to expand the use of videoconferencing to improve student learning outcomes.

Videoconferencing is a powerful tool for connecting staff and students with opportunities for learning while overcoming the constraints of distance, travelling time and cost for meetings and excursions. At Mudgee High School, a Polycam videoconferencing camera has been used for some years to:

- regularly connect single-subject students with their teachers at the Dubbo School of Distance Education
- allow teachers to meet in professional and interest groups
- facilitate student participation in organised events such as the Department's Connections program and the student panel for the CBCA Book Week awards.

This facility will continue to be an important component of our curriculum. However, the increased capabilities of the Connected Classrooms Program will pave the way for some new and innovative approaches to improving student learning outcomes.

Our connected classroom is a designated meeting/conference room within the library and is able to comfortably accommodate 30 participants. The standard equipment includes the Tandberg videoconference unit with front and rear cameras and microphones, an LCD TV, a computer with appropriate software and a SMART Board with speakers. Our 1916 heritage building, with its high ceilings and fragile brick walls, provided some challenges for the installers of the hi-tech equipment. Recently, we had to make some adjustments when the microphones, which were mounted on perspex plates and attached to wires bolted into the walls, pulled out because the bolts were unsuitable for the walls. Sometimes, new technology and old structures have compatibility issues that need to be overcome. There is new terminology to be learned too, such as the distinction between point-to-point videoconferences (one facility to another) and the VMR (Virtual Meeting Room) which allows multiple connections to one number.

Five staff members attended the two-day Interactive Classrooms Training Program (ICTP) conducted by Pauline Freeburn, Regional Implementation Officer, western NSW region. The sessions were comprehensive and well structured, providing us with useful print and digital support materials for the professional development of staff members. Since then we have utilised School Development Days, faculty meetings and one-to-one sessions to provide ongoing professional learning for staff members. Signage and printed guides have been placed in the room and the teacher librarian and school assistant are available to assist those using the facilities.

While videoconferencing is given a high priority for use, the room is also used for teaching and learning using the SMART Board and associated software. The image from the Interactive Classrooms Training Program (Figure 1) demonstrates the degree of interactivity possible
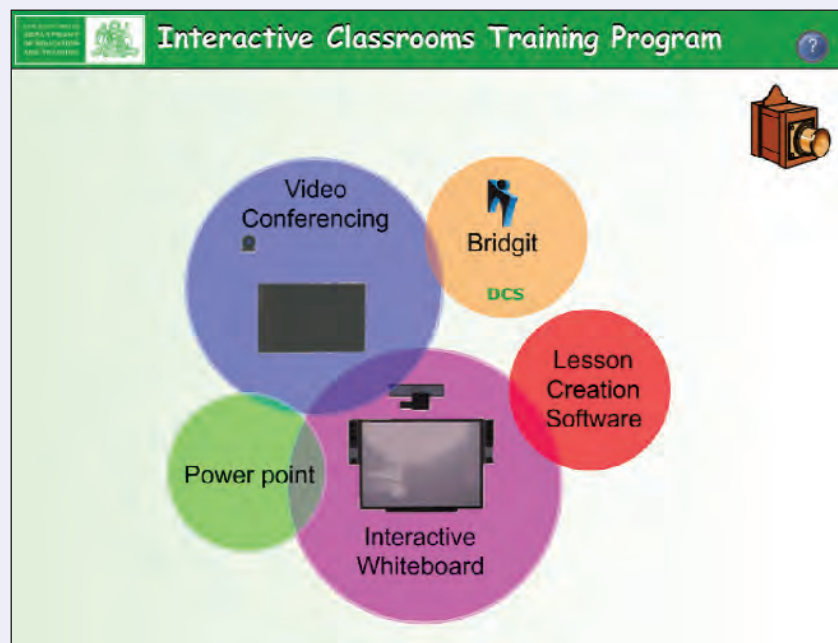
Figure 1 The ICTP model shows the interactivity of the VC, the IWB and software
<https://detwww.det.nsw.edu.au/it/learnsyssupport/icp/icp_schools.htm>

between the videoconference (VC) unit, the SMART Board and the software. Our VC participants, particularly the Distance Education students, have found *Bridgit* software used on a laptop or PC in conjunction with the videoconference, to be a powerful learning tool where presenters share their desktop to explain and illustrate content. Bridgit is a simple data collaboration tool that promotes interactivity and can be downloaded from *My websites* in the DET Portal.

Use of the connected classroom is increasing, both during school and after hours.

Who uses the facilities?

Use of the connected classroom is increasing, both during school and after hours. The regular participants are students enrolled for single subjects with Dubbo School of Distance Education because the subject is unavailable at Mudgee High. These students appreciate being able to 'see' their teachers once a week and make those connections that are important for positive learning outcomes (Figure 2 & Figure 3).

In one highly successful event, senior Geography students in the *People and economic activity* module were undertaking a case study of local and global

viticulture. Their teacher, Sue Spinner, organised a friend, an expert in international wine marketing and logistics in Singapore, to give the global perspective. While this activity involved a consideration of the time zones in two countries and organising for the other party to dial-in through the DET firewall, the outcome for students was authentic learning from an expert, without having to travel.

When our 2009 HSC Japanese students learned they would do their speaking exam by videoconference instead of travelling to another centre, their teacher, Melissa Date, prepared them in the trial HSC. She conducted this section of their trial exam from one videoconference room with the students using the connected classroom for their exam. This was great practise for the students and put them more at ease during the HSC exam.

A part of the selection process for an advertised position at Mudgee High required the candidates to make a short presentation by videoconference, from the connected classroom to the interview panel who were using the other camera in another location. This placed importance on the skill of using videoconference facilities for the future needs of this school. Perhaps this is the way of job interviews in the future.

In 2010, our participation in the DET's virtual school (xsel Western NSW Virtual Selective High School) and the DET Centre of Excellence program will encourage staff to think outside the square in relation to lesson delivery.

Josh Watts, a Science teacher from Mudgee High, has been using the Connected Classroom to videoconference his role in teaching Year 7 students from western region who gained a place in this innovative selective high school. Our planning with representatives from Charles Sturt University in relation to roles and programs for the Centre for Excellence has also involved using the facilities in the room and this will be ongoing throughout the two year partnership.

Hints for successful videoconferences

For us, the luxury of having a designated VC room helps with many aspects of organisation, especially the set up and general tidiness of the facility. An uncluttered venue is less distracting to other participants. Initially, using the *Self-view* facility on the handset gives a preview of how others will see you and is a good way to determine if anything such as lighting or background needs to be altered before the conference starts.

A videoconference should be regarded as a meeting, so it is a good idea to talk to students and teachers about the specific etiquette for VCs. For example, keeping the microphone muted except when it is your turn to talk, being seated before the scheduled start time, dialling in a few minutes before the start time, preparing question or comments to make when asked, and keeping unnecessary movement to a minimum. It is also

Figure 2 & Figure 3 Students connect with a Distance Education teacher while interacting with the SMART Board and television screen

important to know the number to be dialled for the conference and to be aware of specific requirements for participants, such as a laptop with *Bridgit* installed. More tips are available from videoconferencing instructions on the *Distance and rural technologies* (DART) website.

Where to start

Opportunities to participate in video-conferences are available through *Connections* at the *Distance and rural technologies* website (Figure 4).

Subscription to the mailing list can keep teachers informed of new events.

Better still, initiate your own video-conference, post the details and look for partners at The Video Café (VC Cafe) on the Learning Systems SharePoint site. ■

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Figure 4 Access Connections at Distance & rural technologies <dart.det.nsw.edu.au/>

Connecting, collaborating and creating with the *Bear and Chook books* rap

Cath Keane, *Scan Editor, reports on the many partnerships that were formed to enable students in the Early Years to participate in this successful online learning adventure.*
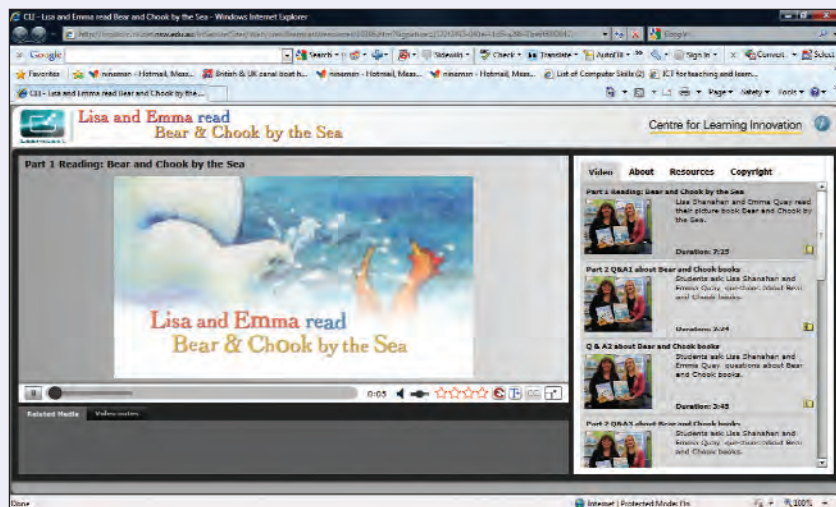
Figure 1 Lisa and Emma read Bear and Chook by the sea *is accessed through TaLe at*

Starting with an idea

During Term 1 2009, Jenny Scheffers and Ian McLean, experienced teacher librarians, approached the School Libraries and Information Literacy Unit about writing a book rap for Early Stage 1 and Stage 1 students. With inside knowledge that a sequel to the popular picture book, *Bear and Chook*, was to be released later in the year, it was decided to feature these books for teaching and learning activities.

More ideas flowed

After much discussion (and a few inspired moments), it was decided that a video of the author, Lisa Shanahan, and illustrator Emma Quay, reading their new book would be a wonderful experience for the students.

Meetings with staff at the Centre for Learning Innovation (CLI) ensued, and the details of the video expanded to include a video sequence in which students would ask questions of the author and illustrator. In each instance, excellent modelling for reading and questioning would be available for the rap and beyond. Curriculum K–12 English, Literacy and Early Years consultants collaborated to generate the questions. The Learncast (videos) is available through *TaLe* via the *Parents & community* section, which allowed rappers to share the resource at home with their families (Figure 1).

View the video, *Lisa and Emma read Bear and Chook by the sea* and then watch eight *Q&A* videos with students asking Lisa and Emma about the Bear and Chook books. Go to *TaLe>Parents & community>* enter the search words *Bear and Chook*. Click the result, *Bear and Chook rap*, and then View.

Of course, this did not happen overnight. A great deal of planning was needed for the videoing day at Caddies Creek Public School. Permissions to proceed were sought from:

* Lisa and Emma, and their agents
* Phil Nash, the school's Principal, to use the library as a film studio
* Jenny Scheffers, teacher librarian at Caddies Creek PS
* parents of the students participating in the filming
* publishers of the picture books.

The experienced team from CLI made it a relaxed event. The hours spent organising time sheets, and then editing the content were well worth the effort. The feedback and consultation during this process was invaluable. Great partnerships continue.

Figure 2 Welcome to Bear and Chook books *rap <www.schools.nsw.edu.au/raps/bearandchook/index.htm>*

The writing partnership

Jenny and Ian collaborated to write the rap points and suggested activities. A pre-publication copy of *Bear and Chook by the sea* was provided by Hachette. Paul MacDonald from The Children's Book Shop gave me his early copy of *Bear and Chook by the sea* so that the editing process could begin in readiness for web publication. A new look rap page was designed to encourage participants (Figure 2) and the blog was created for easy teacher, student and author communication.

Connecting rappers

During Term 4 2009, almost 200 school groups participated in the *Bear and Chook books* rap. The responses from students to each rap point and to the authors online are amazing (Figure 3). The rap activities, resources, and blog communications can be used for teaching and learning opportunities at any time. Teacher

The rap activities, resources, and blog communications can be used for teaching and learning opportunities at any time.

librarians and class teachers can create their own blog to continue the discussion.

Still connecting

The response to the rap and blog by teachers and teacher librarians continues with many requests for another Early Years rap in 2010.

The best way to describe the success of this online experience for students is to highlight the responses from participants. The efforts of teachers and teacher librarians who provided the following reflections are greatly appreciated.
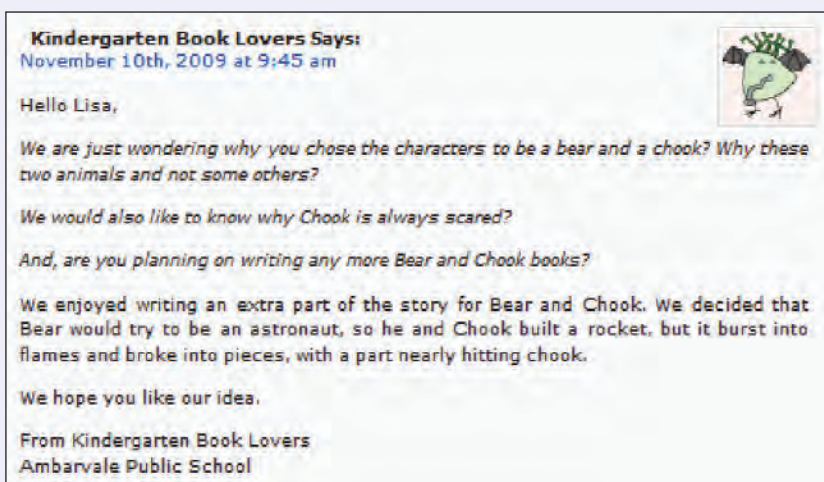
Reflections #1

Julie Grazotis, *teacher librarian at Werrington Public School, created a Notebook, which contained rap points and links, and shared it via the Teachers page on the blog at <rapblog6.edublogs.org/teachers/>.*

Students used the interactive whiteboard to participate in the *Bear and Chook books* rap. The IWB allowed students to respond to the rap points in a format that could be viewed, discussed and edited by the whole class group in real time. Students were able to share and discuss their responses using both text and visual tools (Figure 4). Using the SMART Notebook file allowed the teacher flexibility to introduce new rap points while easily revisiting previous activities and discussions. This flexibility was extended to the children as they were able to respond in using both pictures and text. The merit in using the IWB was demonstrated by *Rap point 3* which required students to plan the next adventure for Bear and Chook. Students were able to jointly construct the cover illustration, discussing colours, image placement and title.

Kindergarten Book Lovers Says:
November 10th, 2009 at 9:45 am

Hello Lisa,

We are just wondering why you chose the characters to be a bear and a chook? Why these two animals and not some others?

We would also like to know why Chook is always scared?

And, are you planning on writing any more Bear and Chook books?

We enjoyed writing an extra part of the story for Bear and Chook. We decided that Bear would try to be an astronaut, so he and Chook built a rocket, but it burst into flames and broke into pieces, with a part nearly hitting chook.

We hope you like our idea.

From Kindergarten Book Lovers
Ambarvale Public School

Figure 3 An example of a post to the author's online page of the blog

Figure 4 The Notebook activities engage students

Reflections #2

Robin Balcomb, teacher librarian at Werrington Park Public School, shares her students' experiences as digital learners and rap participants.

The *Bear and Chook books* rap was a fantastic opportunity to experience and integrate the internet into my classroom program. It was made so easy by the downloadable worksheets and very clear instructions. We absolutely loved the reading of *Bear and Chook by the sea* by Lisa and Emma, and watched it often. A literacy consultant came to visit my school and sat in on one of our rapping sessions. The next door Year 1 students from a composite class also joined us for these activities, and the consultant was blown away with how engrossed and engaged all the students were with the story and activity. It was a great way for the classes to socialise and they were buzzing with enthusiasm.

We also really enjoyed looking at all the *PowerPoint* presentations, photographs and extensions on the text. My class learnt how to belly dance and cha cha and requested we get up and dance often. Having seen how switched on and bubbly her kids were when they returned, the teacher next door (my supervisor) is very keen to participate in a book rap next year.

We learnt about blogging, digital photography, *PowerPoint* presentations, parts of Australia, and that authors and illustrators are real people.

I had an absolute ball, and so did the kids! Our digital story, *Bear and Chook and the unexpected visitor*, was the icing on the cake (Figure 5). The kids developed the story (as we really did have a bunny eating our vegies!) and the language development was so good to be a part of. Words instead of *said*, conversation marks, text that

Figure 5 A slide from the digital story, Bear and Chook and the unexpected visitor

suited the illustration – it was so much fun!

Reflections #3

Stacey Graham, teacher librarian at Our Lady Of Lourdes Primary School, Tarro, describes her collaborations with a classroom teacher to increase the students' skills using digital technology.

Year 2H teacher, Cheryl Henderson, and I work closely together during

lessons in the library. We are aware of the importance of ICT learning today and embed it in lessons as much as possible so that the students we teach are ready to meet the challenges that lay ahead in such a quickly changing world.

As such, we were thrilled to introduce them to blogging through the *Bear and Chook books* rap. The students thoroughly enjoyed the rap with nearly 100 percent saying they would like to do another one. Their favourite aspects were learning about other schools and posting their own ideas. We had great fun inventing new adventures for Bear and Chook!

> *I enjoyed the book rap because there were a lot of fun activities to do.*
>
> Cooper

When we saw the learning task to create a new cover, we decided to take it to another level and take advantage of Notebook software. First, the students designed their cover on paper to ensure their ideas were clear in their heads. They then recreated it in the lab using Notebook software. We talked about colours and the lack of white space on many book covers so the children learned to use fill effects to fill in background space and were welcome to use gallery items or draw their own creatures. We encouraged a combination of both so that they would become more accustomed to the numerous techniques available in Notebook Software 10. The examples show the different techniques chosen by the students (Figure 6 & Figure 7).

They especially liked being able to draw Bear and Chook using pens in the appropriate colours and then fill in with the bucket tool. Georgia said this was useful *as one didn't have to worry about going out of the lines and it was also quicker than colouring!* Another important tool to learn to use was the locking tool so that objects stayed where they put them. It was also interesting for many to be able to draw the object with a thick line but then
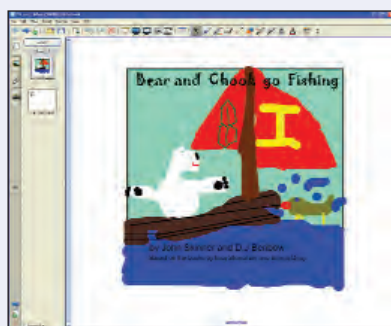
Figure 6 Sample story cover using Notebook software, Bear and Chook go fishing
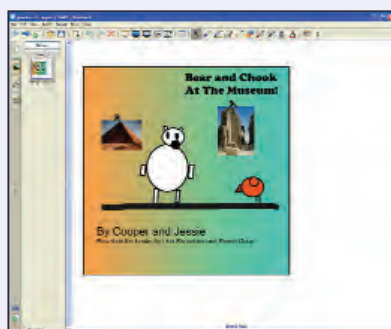
Figure 7 Sample story cover using Notebook software, Bear and Chook at the museum

change it to a thin line so that it looked more professional.

While the children enjoyed using the software, all had to admit that they enjoyed the opportunity of making a class cover using the SMART Board as the pens are easier to control than drawing with a mouse.

> *With a bit more work, I'll soon be writing books using Notebook software.*
>
> DJ

> *I like Jessie's work. I would like to use the shape tools next time.*
>
> John

Not only are the students learning with us, they are also learning from each other.

Reflections #4

Anne McLellan, *teacher librarian at Kempsey West Public School, shares rapping and blogging experiences in the library.*

The *Bear and Chook books* rap teaching and learning strategies and

linked syllabus outcomes are very helpful. The school's *Quality Teaching* focus for the term was Substantive Communication, so the book rap was an excellent way for this to be addressed in lessons in the library and to also integrate the Stage 1 focus on visual literacy. This was our first rap, so the students were very excited about being able to communicate with children from other places. As time to work on the tasks was limited, we focused on selected activities and worked on some of them jointly as classes, using the data projector to model writing and ICT skills. The rap proved to be a good way to teach students about Web 2.0 tools–using a blog, *Google* maps, online videos, etc.

Discussion about the texts showed that the students were learning many new words, such as *foraging*. They also transferred words from the story to their general conversations, so that when one class walked behind me down the ramp from the library and they were watching pigeons on the roof, they started chanting, *Flomp! Flomp! Scratch! Scratch!*

We talked about what makes a good friend, and what we do with someone who is a good friend, which linked to classroom lessons about values. When we posted our response about what we do with friends, we noticed that our answers were very different to those from some other areas, where students went on playdates, ate in restaurants and baked cakes together!

One of the most enjoyable activities for the students was looking at the patterns of writing in the text, and creating their own sequence. We started off by discussing some of the things that Bear could do, which they thought required courage. Suggestions were made about being a pilot, a racing car driver and other professions which require bravery, and then one child suggested that *you need to be brave to be a teacher.* Yes, some days one does need to be very brave!

The students enjoyed brainstorming different ideas to write the sequence, and it was an opportunity for some of the less able students to come up with ideas as well, and for other students to develop those ideas. The published works included stories about racing dirt bikes and bull riding.

Some students used *Microsoft Paint* programs to design a new cover for the books, others drew them themselves. One of these was then scanned and posted to the Gallery on the blog (Figure 8). If we had not

Figure 8 Bear and Chook by one of the Kempsey Kids in K/1J

been limited by time, I would have liked to create digital stories and take photographs. Maybe next time.

We thoroughly enjoyed our first experience of rapping, and are looking forward to joining another rap soon.

Wrap up

Partnerships make great learning possible. Do you want your students to connect, collaborate and create? Join a rap in 2010. ∎

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Let's write an e-book!

Sharon McGuinness, *teacher librarian at Thirroul Public School, and* **Jane Pretty**, *teacher librarian at Waniora Public School, turned a great idea into reality. Read how these teacher librarians collaborated to use engaging technology to encourage student writing and partnerships between two schools.*

The writing project and Thirroul reflections

As a lover of fiction and writing, I hold a biased view towards the teaching of creative writing. While acknowledging the importance of explicit teaching regarding format, style and language conventions, I feel that we need to allow our students opportunities to explore their own creativity and just write–more often, with more enthusiasm. Providing them with more stimuli is a basis for writing success.

Coupled with this, students can sometimes write more easily if given purpose and an incentive–something that will engage their interest and motivate them to create an enjoyable story and quality work.

Giving students an impetus to kick start their writing can be a challenge, especially if the teacher is not enthusiastic or comfortable with creative writing.

With this in mind, and keen to give students at Thirroul and Waniora any opportunity to write, Jane Pretty and I discussed the possibility of collaborating on a project. Our schools neighbour one another and we are both fortunate to have connected classrooms with videoconferencing equipment installed. In what we thought was a brave move, we came up with a plan to enable Stage 2 classes to engage in a writing project which utilised our new technology.

We successfully applied for National Literacy and Numeracy Week grant funding which enabled us to secure Sandy Fussell as our writing facilitator. Sandy is a local and, from the outset, was enthusiastic about the writing project. Like most children's authors, she is keen to give students any opportunity to immerse themselves in a writing task.

I was keen to integrate ICT skills into the project, not only for skill building, but also to provide a purpose for the students' writing, as a tool of engagement and motivation. Researching ways of creating e-books, I was constantly thwarted in my search for a tool that was free, easy to use and had a realistic page turn to give the end product the feel of a book. Combining *Microsoft PowerPoint* and *Windows Movie Maker* did just that. As I also wanted the students to talk about their experiences and share their thoughts regarding the project, I set up a blog where we could write posts and the students could reflect and possibly evaluate their efforts via comments (Figure 1).

Organisational phases of the writing project:

- Discussed with Sandy an outline of what we wanted the students to achieve–to write a narrative and publish it as an e-book. Sandy developed her own writing starters, including images we could project onto the IWB.

*Figure 1 Thirroul PS blog *

- Surveyed the students on their technical skills in using *PowerPoint* and *Movie Maker* via Survey monkey. This illustrated that the majority of students had experience with *PowerPoint*, but not *Movie Maker*. After the project was completed, several Thirroul students have continued to use *Movie Maker* at home.

- Held three workshops via video-conference (VC), with Sandy physically at each school on at least one occasion.

- VC1 concentrated on introducing the task of beginning a story and showed the students how to develop a character using an interview technique. Each student selected a picture of a character (a person or an animal) which was used to stimulate ideas and students asked their character a series of questions. They also listed what they thought to be the positive and negative aspects of that character as well as their physical characteristics.

- VC2 continued this the following week, with Sandy asking questions and students sharing their writing immediately. Images of particular scenes were projected onto the IWB and students were required to select a setting and place their character from the previous week within it. Students wrote about what happened and shared their writing via VC.

- In the following weeks, Jane and I worked with our students (Figure 2) in collaboration with their class teachers in our own libraries, helping to edit their writing and

Figure 3 Excerpt from The quest of Lochness Kingdom *e-book*

teaching the students how to upload each *PowerPoint* slide into *Movie Maker*, manipulating the images and finally producing their e-book (Figure 3).

- Students were encouraged to add comments to the blog whenever they had the opportunity.

- VC3 was held at the end of the project when Sandy had read some of the finished e-books which had been uploaded onto a website (Figure 4). She was able to provide valuable, positive feedback on each student's work.

- Some technical difficulties were experienced, for example our *Bridgit* session was interrupted during VC2, which was prevented the next time with the addition of a password!

Figure 2 Sharon works with a student to edit his e-book
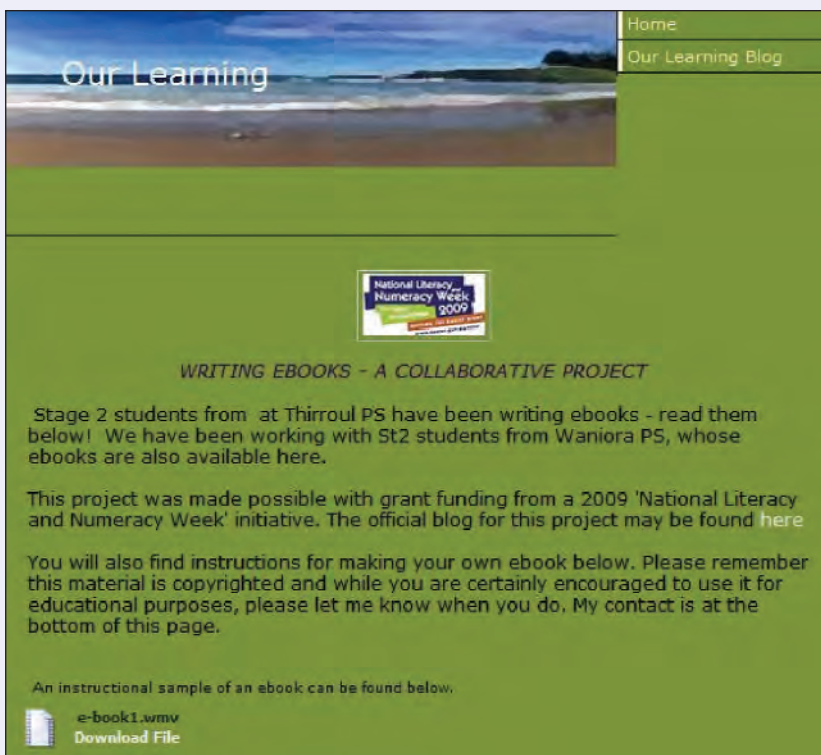
Figure 4 Our learning *website <tpslearning.weebly.com/>*

Focused writers

All students completed the project and were focused writers. Some of the students surprised us with their efforts, both the quality of their writing and their level of commitment. It is not often you have students offer to relinquish their lunchtime to enable them to finish more of their story or make their e-book, but some Thirroul students did just that.

The students were very keen to share their ideas and writing examples with students 'on the other side'.

We were dubious regarding the ability of being able to hold the engagement of students who were viewing Sandy via the TV screen, however Sandy was able to reach across and draw them into discussion. The students were very keen to share their ideas and writing examples with students 'on the other side'. This was even more pronounced when Sandy gave feedback during the third session. The students were absorbed and the looks on their faces were priceless when Sandy made a positive comment about each of their stories.

Jane and I will no doubt collaborate on other projects. Apart from the two heads being able to plan, any costs are also halved! We enjoyed the opportunity of utilising our VC equipment and the challenges it presented to us as new users.

Waniora's reflections

Waniora Public School is fortunate to have author Sandy Fussell as a member of the school community. Sandy is a relatively new author and we have shared in her journey. Our students see her as *our* author. In 2008, *Polar boy* was launched in our school library and so we were all thrilled when the book was shortlisted for the CBCA Awards in 2009. This was our book and we shared in the success.

When the opportunity arose to have Sandy as a writer for our project, the 3/4R students were enthusiastic. Her son was a member of the class, and many of the students knew her very well. We knew what a great writer she was. Sandy had talked to us about her writing and now she was going to tell us how to do it too!

VC excitement

The first writing session using the videoconferencing with Sandy at our school was exciting for the students. Much time was spent overcoming the technological hiccups, waving to friends we knew and making sure Sandy could be heard above the excited chatter. But great efforts were made in writing introductions, settings and characters with some very helpful prompts from Sandy. Everybody wrote. Everyone enjoyed writing and wanted to share their efforts.

The second session continued the enthusiasm but time was restricted by some problems with the videoconferencing, and for a while we could not see each other. Sandy had made a *PowerPoint* presentation to keep us focused. Someone interrupted our conference screen, so a thumb drive was dispatched to us from Thirroul, luckily only 10 minutes away! Now we could see it and the students began to work in pairs to create their stories. Even students who usually need a great deal of support were busy writing. They were not restricted by the formal conventions of writing. They wanted to get their ideas onto paper. They were active writers.

3/4R students were off on their writing adventure. The problem was getting them to stop writing and limit their words to a few pages. We knew that

publishing would be a long process and so tried not to have too many pages.

And so the weeks went on and the children wrote and published their e-books. Not all were good, not all were exciting but everyone wrote.

Final sharing session

The final sharing session with Sandy was a treat. Here we met Sandy the editor. She had spent the time reading all the e-books and gave valuable and positive feedback to all the students. As we shared the e-books by videoconferencing, I could see the pride felt by the students as published authors. Some very poor readers became confident writers. Many experienced their first success in writing and it was there on the blog for the entire world to see (Figure 5). A real purpose and audience makes for a meaningful learning experience.
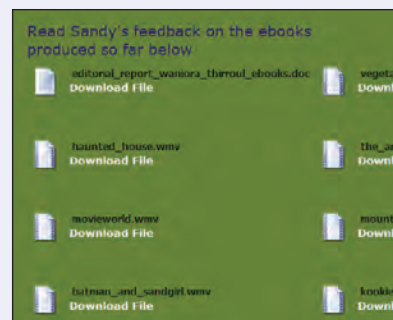
Figure 5 The students' e-books are ready to share at <tpslearning.weebly.com/>

The project was a resounding success in motivating the students to write. ■

Further information regarding the project can be obtained from

<Sharon.mcguinness@det.nsw.edu.au>
<jane.pretty@det.nsw.edu. au>

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NEALS

Beyond the review:
Guernica unleashed

Beyond the review...

The Resource review program supports teacher librarians and teachers in the selection and effective use of resources. **Lizzie Chase**, *Review Coordinator, School Libraries and Information Literacy, suggests teaching and learning ideas for a resource which is reviewed in this issue.*

*T*he following unit of work is written for Stage 3 students, and could also be appropriate to adapt for a Stage 4 study of Cubism in Creative Arts or of picture books in English. *And Picasso painted Guernica* is an amazing journey into Picasso's artistic processes and his compulsion to paint Guernica in response to the first civilian air massacre in history.

Picasso in the library: Stage 3 group work options in response to *And Picasso painted Guernica* by Alain Serres

Group work options after reading *And Picasso painted Guernica*.

1.
Discuss/respond to the book. Research Picasso's thoughts about creativity. Create a *Wordle*.

2.
Watch and discuss Guernica homage videos. Create a homage work.

3.
Explore Picasso's paintings. Choose favourites. Create a selective Picasso timeline using *Timetoast*.

4.
Research Cubism and create Cubist self-portraits.

5.
Social action: Create a Kids' Guernica mural OR Create a current global issue mural.

Programming ideas for teacher librarians when collaborating in responding to texts and teaching information skills

Topic/Unit support: COGs Stage 3 (E): *Global and social issues*–Peace building

These lessons respond to messages about building peace and about creativity in *And Picasso painted Guernica* by Alain Serres. The teacher librarian can choose whichever tasks will suit the cohort–a selection of possibilities is offered for consideration.

Quality Teaching **elements: Intellectual quality; Higher order thinking**

Students manipulate information and ideas in ways that transform their meaning and implications. Students synthesise, generalise, explain, hypothesise to solve problems and create new understandings.

Substantive communication:

Students engage in sustained oral, written or symbolic interaction focused on the substance of the lesson; the interaction is reciprocal.

Metalanguage:

Students discuss how types of texts, discourses and other symbolic representations actually work, showing how language and symbols can be used to construct texts, knowledge and power.

Resources:

Serres, A. (2010) *And Picasso painted Guernica*, Allen & Unwin, Crows Nest, NSW. SCIS 1440067

Picasso in the library–SMART Notebook by the School Libraries and Information Literacy Unit

Pre-unit assessment to gauge current level of understanding/activities preceding this lesson:

Students have been considering global and social issues. They have brainstormed all the global and social issues of which they are aware. Peace and peace building have been introduced, as well as the role of artists, ordinary citizens and social activists in promoting peace and critiquing the damage caused by war. The teacher has just read *And Picasso painted Guernica* to the class, and the class now creates two mind maps portraying issues raised by the book.

Syllabus outcomes:

English
Reading and Viewing Texts (RS3.5)
Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

Producing Texts (WS3.9)
Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

Visual Arts
VAS 3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.

VAS 3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.

Related computer competencies focus:
Students select and evaluate websites when researching Cubism. They use the digital tools *Wordle* and *Timetoast* to record main ideas which they have learned about.

Suggested teaching and learning activities:

Choose whichever tasks below suit the cohort – they are suggestions only

1. Class responds to the issues raised in the book *And Picasso painted Guernica*, creating two class mind maps. The first mind map covers the events of the Guernica bombing–the 5 Ws about what happened. The second mind map contains keywords which reflect Picasso's ideas about art and creativity.

2. Students research Picasso's ideas about creation and expression. They create individual pieces on *Wordle* which summarises the essence of these ideas.

3. Teacher and class watch homage videos about Picasso's Guernica. They respond to these works and discuss why the artists may have chosen to create them. Students may make a homage work of their own, if appropriate.

4. Students research Picasso's life and paintings, viewing timelines and online collections. They select favourite paintings and create a personal Picasso timeline featuring these paintings, in *Timetoast*.

5. Students research *Cubism* and create Cubist self portraits, using concrete materials or digital tools. They write a paragraph defining and explaining cubism.

6. Teacher shows students *Kids' Guernica* and recent murals created for this project. They learn about the impact of some artists and their art as agents for social change. Students decide on a current social or global issue which they would like to create a mural about. They decide on an audience, purpose and context for this mural.

Programming ideas for teacher librarians when collaborating in responding to texts and teaching information skills

Related information skills focus area:	7. Students research their issue and plan images, slogans and statistics which they would like to depict.
e.g. **Selecting:** Students select and evaluate information and images to create their own personal Picasso timelines.	8. Students create the mural and share it with their wider audience.

Assessment to determine progress towards stated outcomes

The assessment will depend upon which particular tasks the teacher librarian pursues with the cohort. Assessment for learning may involve evaluating a timeline, a paragraph explanation, a self portrait or a mural.

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A shared world creation — The Quentaris chronicles

Paul Collins, award winning Australian author and co-creator of The Quentaris chronicles, gives us the behind the scenes story and tells us how the series evolved with the help of 16 Australian authors who co-share the fantasy world of Amlas.

Sixteen of the best:

Isobelle Carmody, Margo Lanagan, Gary Crew, John Heffernan, Anna Ciddor, Lucy Sussex, Jenny Pausacker, Justin D'Ath, James Roy, Alyssa Brugman, Michael Pryor, Karen R Brooks, Pamela Freeman, Sherryl Clark, Sean McMullen and Paul Collins

What do these Australian authors have in common? Read on.

T he city of Quentaris was conceived in 2002. My co-editor, Michael Pryor, phoned me and asked me if I was interested in participating in a shared world scenario which had never been attempted in Australia before.

Michael had the shell of Quentaris, and wondered if I would like to join him in creating the world, and then seeing if we could find a publisher for it. The first publisher we took it to accepted it. (As an aside, one of the pluses was that we had on board Marc McBride, cover artist for the highly successful Deltora Quest series by Emily Rodda.)

A shared world is a series of stand-alone novels, all set in the same fantasy world which is created by one or two writers—the World Masters, if you like. Once the fantasy world, with all its characters, creatures, customs, culture as well as its geography, is created, then new writers are invited to contribute to the series by each writing their own novel.

A bible containing all this vital world building information is given to the contributing writers. It contains the scenario, outline of main characters and an idea of the overall tone of the series.

Quentaris: general background

Quentaris is similar to the independent city states in Renaissance Italy, particularly Florence. Rivalries, wars and trade between the cities is natural, even though they share much in terms of language and culture.

Quentaris exists mainly by commerce. As such, the merchant class dominates it. Guilds control most crafts and trades in the city, and wield considerable political power and influence. Trade with neighbouring city states, and far flung trading partners, means many travellers visit Quentaris and thus provide plenty of opportunities for fresh narrative threads and fresh characters. Quentaris is, after all, very cosmopolitan. It is the New York of the ancient fantasy world!

The fantasy element

Much of the commercial activity of Quentaris comes from its proximity to a series of mysterious caves, which provide access to magical shifting rifts that lead to other worlds. These other worlds are the source of many exotic and occasionally baffling trade items. But they can also be the source of peril, as the rifts sometimes open on hostile races and unknown dangers, allowing them access to this world. In *Slaves of Quentaris*, the rift

> ... billowed like a sail – a luminous green curtain of air ... the clanspeople shrank back from it as though it might envelop them and swallow them whole.

The rifts are the source of much wealth, and they also attract many heroes who are willing to face death to win great fortune (parallel with the mariners of the middle ages, risking their lives for trade to the Spice Islands).

The whole scenario is classic high fantasy. In essence, the setting resembles a standard quasi-medieval Europe, low tech, but with magic. The inhabitants ride horses, drink beer, eat the food we are familiar with, arm themselves with the weaponry of this time and so on. The otherworldliness is due to the magic system and the many magic objects that have been imported from the rift caves over the centuries.

Magic system

The magic system of this shared world is based around the fundamental elements of earth, air, fire and water. The practitioners of each type of magic are hostile towards each other.

One powerful aspect of such magic is the summoning and control of elementals. These monstrous creatures are physical manifestations of the element they represent. They range in size from tiny to gigantic.

Other races

Quentaris is a human world. However, other standard fantasy races (elves, goblins, dwarves, etc.) periodically visit from the rift cave worlds. At times, small populations of these other races live in neighbourhoods of Quentaris as refugees from their original worlds.

Politics

Quentaris has roughly the same population as Florence in the early fourteenth century–just over 100,000. Two families dominate the affairs of the city, and have done so for centuries. They are the Duelphs and the Nibhellines, based on ruling classes in Renaissance Florence. They exist in a constant state of tension within the city, providing opportunities for narrative threads, exploring the history of the enmity and the ongoing effects.

Consistency: the key to the survival of Quentaris

The hardest part of our job is to make sure the authors do not overstep the boundaries. Some try to add a little bit of parody, which can make a mockery of a character, creating a cliché. Some authors might have a character arriving at the docks and getting to the Idler's Gardens in five minutes. Those familiar with Quentaris are aware that this is an impossible feat as it would take at least 40 minutes. Yet another author set his palace with acreage smack bang in the middle of Quentaris (there is no spot in Quentaris that has acreage). To get around that one, Michael and I suggested they put the estate in a rift world. Quite often, authors will use modern words that we have to change. Since the first series comprised stand-alone novels, we had to ensure that Quentaris was left exactly as the author found it (Figure 1). If authors got away with killing a main character, we would have a massive continuity problem. If Pandro's Tower gets demolished in a book, the author has to have it being rebuilt by the end of

Figure 1 A map of Quentaris is available at <www.quentaris.com/quentaris.htm>

the book, for instance. So all this stuff is what we, as co-editors, have to look out for when the manuscripts first arrive.

Readers can find different characters from any of the Quentaris books popping up anywhere in the series. In fact, we encourage writers to use the characters we originally created.

Speech

The characters in The Quentaris Chronicles do not speak in *thees* and *thous*. Deliberate, hackneyed, fantasy speak is not appropriate. Some slight archaism of speech is permissible, especially from the nobility, but the standard diction is slightly formal English. Contractions (*can't*, *won't*) are allowed, especially from young characters, but modern slang is not. The prose, and especially the dialogue, do not include modernisms such as *okay, hassled, kid* etc.

The finale

All good things come to an end. Most will remember that our publisher,

Lothian, was bought out by Time Warner, who within two months was bought out by Hachette. The series was not continued by the new publisher. At that point I had decided to return to publishing, and started Ford Street Pubishing.

I set up in my last Hachette title, *Vampires of Quentaris*, a plot that allowed the series to segue into a completely new location. In *The spell of undoing*, book 1 of *Quest of the lost city*, Quentaris is ripped out of its bedrock and thrown into the rift worlds (Figure 2). Quentaris spends the rest of the series trying to find its

Figure 2 The spell of undoing *is the first book in the Quest of the lost city series*

way back home. Whereas the first series was in the stand-alone format, the second series is sequential and illustrated.

Alyssa Brugman wrote book 2, *The equen queen*, and James Roy has written book 3, *The gimlet eye*.

Interested readers can visit the related websites for more information. ∎

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Research columns

one 2010

Scan's regular Research columns 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 features the executive summary of the School libraries 21C discussion report. This executive summary and the full report are available online at School Libraries and Information Literacy <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

School libraries 21C:
the conversation begins

Lyn Hay *is a lecturer in Teacher Librarianship in the School of Information Studies, Faculty of Education, Charles Sturt University.*

Dr Ross J Todd *is Associate Professor, Director of Research for the Center for International Scholarship in School Libraries (CISSL), School of Communication, Information and Library Studies at Rutgers, The State University of New Jersey, USA.*

T his article presents an executive summary of the findings and recommendations published in the *School Libraries 21C* discussion report commissioned by the School Libraries and Information Literacy Unit of the NSW Department of Education and Training in June 2009. The complete report is available for download via the School Libraries and Information Literacy website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>. The authors acknowledge the content of this report is not an end in itself. It is just the beginning of a conversation within the NSW DET community involving the envisioning of school libraries of the future for NSW government schools.

We strongly encourage all teacher librarians within their school community to engage with the ideas, issues, concerns and challenges presented in this report, as well as with other challenges that exist within the local school context. The re-engineering of school libraries into flexible, dynamic, high-tech 21C learning centres designed to prepare students to function effectively in an increasingly complex informational and technological world depends on your investment of time, creative and innovative thinking, and carefully considered strategic planning to make this vision for school libraries of the future happen.

Background and purpose

As part of a *School Libraries Futures Project*, the moderated discussion blog *School Libraries 21C* was created and hosted by the School Libraries and Information Literacy Unit to gather a diverse range of viewpoints and perspectives on the status and future of school libraries in New South Wales government schools, with a view to identifying directions, challenges, and support for the continuous improvement of the information landscape in NSW government schools. Motivating the establishment of the blog has been the School Libraries and Information Literacy Unit's intent to provide a framework for a process of reflecting on what is best in our school libraries, and setting the agenda for the future.

The online discussion took place from June 1 to August 3, 2009. The invitation to participate in the blog was extended by the Director, Curriculum K–12, NSW Department of Education and Training (DET), to Regions, principals and schools. An invitation was also distributed nationally and internationally via email, state, national and international mailing lists and blogs, and *Twitter*. The blog discussion was guided by Lyn Hay at Charles Sturt University, NSW, and Dr Ross Todd at Rutgers, The State

University of New Jersey, USA. The blog was moderated by Colleen Foley, Leader, School Libraries and Information Literacy Unit, Curriculum K–12 Directorate. Respondents were encouraged to undertake background reading provided through *Scan*, 'School libraries building capacity for student learning in 21C' (Hay & Foley, 2009). The themes and focus questions for the discussion are shown in Table 1.

individuals and school, team and professional network groups. Participants provided details such as: government/non-government school, position in school, and if a group response, the nature of the group. Most respondents were teacher librarians, and it might be assumed that they have a vested interest in their roles and their futures, and responses may be linked to the ongoing direction of

emerges as a concern. Reasons for this are only speculative: lack of interest in the future of school libraries; do not see the educational value of school libraries; other pressing concerns which have deflected involvement (such as the DER – NSW laptops for schools initiative); or not feeling comfortable sharing one's views on such a public online forum.

Analysis of responses

The posts were analysed using qualitative approaches. The purpose was to identify common and pervasive themes and relationships that would provide key insights into the questions posed on the discussion blog. Our approach to analysis was based on constant comparison to establish dominant concepts and themes, and then to establish relationships and patterns. Both blog facilitators did analysis and coding independently and then discussed initial schema to formulate a common analytical response and to establish dependability and credibility of data analysis.

The complete report presents findings and commentary based on blog responses, followed by a set of key recommendations which are proposed to provide individuals, school

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The themes and focus questions for the discussion were:

1. The future of school libraries
    (1a) Do we need a school library in 21st century schools?
    (1b) How, if at all, do current school libraries impact on student learning?

2. The school library of the future
    (2a) What would a school library of the future look like?
    (2b) What would be its primary responsibilities and functions to meet the learning goals of schools?
    (2c) What would be the essential work of the teacher librarian?
    (2d) What would be its key impacts on student learning?

3. What will it take to get there?
    (3a) Identify strategies / initiatives / support at the practitioner level
    (3b) Identify strategies / initiatives / support at the school level
    (3c) Identify strategies / initiatives / support at the NSW Department of Education level

Table 1 Themes and focus questions

Participation in the blog

Table 2 shows the extent of participation and responses in the blog. Submissions were posted by

teacher librarianship in Australia, and the professional position of teacher librarian in schools. The absence of substantive input from people outside of the teacher librarianship profession

Theme and questions	Number of posts
1. Future of school libraries – Total	**105**
(1a) Do we need a school library in 21st century schools?	66
(1b) How, if at all, do current school libraries impact on student learning?	39
2. School library of the future – Total	**67**
(2a) What would a school library of the future look like?	32
(2b) What would be its primary responsibilities & functions to meet the learning goals of schools?	8
(2c) What would be the essential work of the teacher librarian?	21
(2d) What would be its key impacts on student learning?	6
3. What it takes to get there – Total	**53**
(3a) Identify strategies / initiatives / support at the practitioner level	17
(3b) Identify strategies / initiatives / support at the school level	12
(3c) Identify strategies / initiatives / support at the NSW Department of Education level	24
TOTAL	**225**

Table 2: Number of blog responses per question

communities, and the system with a way forward in envisioning the future for school libraries within the NSW Department of Education and Training. The commentary in the full report draws heavily on statements made by respondents in order to establish the evidence base for claims made. Therefore, we encourage school communities to engage with the ideas, issues, concerns and challenges outlined in the detailed report.

1. The future of school libraries

The school library is an important part of school life

Respondents were asked to present a case for school libraries in 21st century schools, and to support claims made with argument and evidence. Consent for school libraries came from within the teacher librarianship community, with little response from outside of this professional group. The clear strong response was that yes, school libraries are needed–emphatically so. There was also recognition that school libraries were increasingly important, particularly, *as both students and staff try to keep pace with rapid developments in technology and the ways in which information is accessed, shared and communicated* (1A.43). Its central role in the culture, learning and ecology of the school was also identified: for example, *Libraries in schools are like a huge tree in a vast paddock - in that they have their own ecosystem. Pull that tree out and what happens to the life that relied on it* (1A.5)?

The posts provided a cogent set of reasons why schools need school libraries, some of which is briefly outlined here, but for a full account refer to pages 4 to 8 of the full report.

School libraries provide a common information grounds for supporting learning across the school and fostering the development of deep knowledge through the provision of accessible resources, and the development of sophisticated information and technology understandings and skills.

The burgeoning growth of digital information and the emergence of participatory and collaborative web environments were further presented as arguments for the provision and maintenance of school libraries, *This tends toward a conclusion that libraries are vital to both education and the national intellectual life* (1A.18). As one high school principal observed:

> *21st century school libraries remain the backbone of schools. They are changing - reflecting our world and our values. There will always be the need for resources - books, media, electronic... A critical feature of this will always be the ways in which information processes are taught and dispersed throughout student, teacher and parent world. Crafty teacher librarians who are at the cutting interface of technology will be needed to meet the very much individualised learning needs of clients..... I see a thriving centre of learning–and something that is integral to the way the whole school functions* (1A.36).

Against this backdrop of the information-to-knowledge journey of students, some respondents spoke of the school library as a *knowledge commons* or a *learning commons*–a common place, *a shared space for all students and the community* (1A.43). This conception gives emphasis to the library as an intellectual agency for developing deep knowledge and understanding, rather than that of information collection. According to one respondent:

> *One major advantage of this 'commons' approach is the marrying (and in many cases, reconciling!) of library/information and technology departments, people, resources and services within an educational institution to better reflect this convergence of information and technology within a digital society* (1A.15).

However, respondents often lamented that others in the school did not see it this way or perceive this to be its potential, which is outlined in the full report.

… a common place across the school for investigating and experimenting with information, examining multiple perspectives…

Pedagogical fusion and digital citizenship

The concept of *pedagogical fusion* aligned with information literacy development emerged as an argument for school libraries. The notion of pedagogical fusion centres on the school library providing a common place across the school for investigating and experimenting with information, examining multiple perspectives, in an environment where students are guided by professionals and given appropriate instruction to effectively utilise information and the most appropriate technology tools to support student achievement. As such, it is conceived as a unique learning environment–common, central, flexible, open, providing the opportunity for teams engaging in pedagogical experimentation to access and use information and web tools to empower learning through creativity, discovery, inquiry, cooperation, and collaboration.

The school library, with access to information technology to support both information seeking, as well as the tools for engaging with found information to build deep knowledge, was seen as a critical landscape to foster students' appropriate and ethical engagement with diverse information sources, and to be critical and safe users of this. Accordingly, the school library becomes an important zone of intervention and socialisation process for learning how to function effectively in the complex informational and technological world beyond school.

Balance and equity were critical concepts in arguments for school libraries. School libraries have the

opportunity to provide not just a balanced collection that can serve the needs of the whole school community, both in print and in digital form. Perhaps more importantly, this provides for a common, equitable and stable access to all, regardless of socio-economic status, and regardless of access to information technologies out of school. It was viewed that *Equity is of particular importance in times of economic uncertainty when there may be no resources at home* (1A.27) because the school library *may well be the only place where students of particular socio-economic and cultural backgrounds have access to emerging technologies and resources* (1A.47).

It was clear that access to a quality school library removes barriers and constraints to learning with information technology, system, network, and time barriers, as well as local constraints such as scheduling barriers.

Repositioning the school library as a flexible and dynamic learning space

This was seen as an essential challenge to enabling school libraries to play a central role in 21st century education. Consistent with this idea, the arguments were presented that the school library as a common learning space needs to be flexible, fluid, even providing opportunities for students and teachers to create their own learning space–customisable learning spaces–where there is immediate access to furniture, technology, information, instruction, facilities and expertise. There was a recognition that school libraries as physical entities must change in accordance with educational and informational developments:

> …*web searching is 24/7 and anywhere with an internet connection. We have to reconstruct access to knowledge and professional expertise in this 21st century www paradigm. And this means must embrace a new service delivery model* (1A.6).

And as part of this evolutionary process of change and development, some participants saw the need of shift in focus to *a focus on learning action, rather than information provision* (1A.25).

The challenge: articulating how school libraries impact on student learning

Given that the majority of the responses were from teacher librarians, it might be expected that they were in a strong position to present evidence of the impact of school library initiatives on student learning. The opening remarks to this theme in the discussion blog put some focus on the body of research providing evidence of the impact of school libraries on student learning, such as *School libraries work!* (3rd ed, 2008). In addition, respondents were explicitly encouraged to provide local evidence of how their school library impacts student learning and how the work of the teacher librarian is central to student achievement.

Two key interpretations to the question were presented. The first interpretation to the question centred on specifying actions which are assumed to lead to student learning impacts (which were not specified). The assumption is that actions and processes undertaken automatically imply positive learning outcomes, and accordingly, there was little attempt to state the actual outcomes, or to document how the impacts based on actions were measured. There was clearly the implicit assumption that by virtue of actions, outcomes happen, and that these are positive, immediately visible and known. The majority of responses took this stance: ...*often outcomes and impacts are assumed some how to be lurking in there* (1B.30).

The second interpretation of the question focused on identifying actual outcomes and impacts of school library actions. Overall, this was weakly addressed, with little attempt to make explicit and measure the

relationship between inputs, actions and student outcomes. There was little evidence beyond unsystematic and anecdotal accounts of the impacts and benefits in terms of student learning. Respondents by and large responded with an implicit belief that good things just happen by virtue of actions, and that through these actions there is a positive relationship between quality library program and student achievement:

> *As with all teaching and learning experiences a quality program enhances student outcomes. Quality library programs develop quality literacy skills. A well resourced library gives equity to students* (1B.24).

They often stated that school libraries had a *definite* impact on student learning, even though in most cases the specifics of this relationship were not articulated. This raises a fundamental concern about the invisibility of outcomes, perhaps contributing to a wider educational perspective that school libraries do not contribute significantly to student learning outcomes.

Moving from teacher librarian *actions* to student *outcomes*

Considerable attention was given to specifying the actions undertaken by teacher librarians presumed to generate learning outcomes, and these encompassed a wide range of instructional and service initiatives. A number of other factors were identified, including:

- A strong view that the professional expertise of qualified teacher librarians was central to enabling the actions.
- The belief that developing a range of information- and technology-based competencies and understandings in students is *the* central action of the teacher librarian in supporting student achievement.
- The provision of quality resources was also viewed as a central action leading to student achievement.

- Collaborative actions were seen as a key input leading to student outcomes.
- The acknowledgment that personal interactions and interventions underpin actions that lead to student outcomes.
- A range of actions centred on fostering a reading culture within the school.

Approaches to evidence collection and outcomes

The responses provided only limited identification of approaches to measuring and collecting evidence of student outcomes as a result of library interventions and services. These included: *question, survey, interview, reflect on what we see happening in the classroom. We need to ensure as tls we are using criteria to assess our students learning and keep these records just as normal teachers do* (1B.27), as well as using *valid, measurable, pre- and post-tests* (1B.30), and a range of library use statistics such as *OASIS Library borrowing statistics* (1B.30), and *statistics to see how my library is running* (1B.26).

In the main, however, claims of outcomes appear to be based on personal experience, intuition, unstructured observations and / or anecdote, and informal approaches, rather than systematically gathered, empirical evidence, for example:

> I know that I make an impact on student learning every time I interact with a student and staff member in and out of the library–however small (1B.12).

Overall there was weak elucidation of specific outcomes as a result of school library initiatives. Typically these centred around claims related to mastery of information literacy competencies and reading enrichment, without any evidence to back up the claims. There was some limited documenting of specific empirical evidence. One school principal said in relation to reading outcomes:

> Our school has a 20 min silent reading program each day … Since

its inception, reading scores at national test instruments have usually been at or above state average (1B.19).

A range of enablers and barriers to collecting and documenting evidence of learning outcomes were identified. Enablers included: qualified teacher librarians and trained support staff; support of the executive (in particular the principal) in terms of the vision building and support for the instructional role of the teacher librarian; library structures, such as flexible timetabling, not providing teacher release, and operating hours of the school library; a collaborative, inclusive culture that supports the teacher librarian as a teaching partner; and advocacy informed by evidence.

More prevalent in the responses were identifying barriers or hindrances to the collection of evidence. These revolved around lack of action of others, particularly school executives, systems, context, structures, management, and staffing, all of which seem to work against collecting evidence. Respondents in the main appeared to be waiting for barriers to be resolved before evidence could be gathered. Major barriers to collecting and establishing evidence included: lack of time on behalf of teachers to collaborate with the teacher librarian; lack of support staff to relieve the teacher librarian from library technician duties; being timetabled to supervise senior students in the library; lack of principal support; and school structures and culture not formally supporting an evidence-based practice approach. A complete analysis of respondent contributions and commentary can be found on pages 8 to 13 of the full report.

2. School libraries of the future

What would a school library of the future look like?

The second set of blog discussion questions invited participants to take part in re-imagining school libraries of

the future. Twenty five people took part in this re-imagining process. From these responses, we have constructed a set of principles underpinning 21C school library design. These include

- A facility which features *fluid library design* that allows for the customisation and personalisation of learning, where space is iterative, agile, transitional, trans-formational, evolving, and shifting based on the needs of individuals, small groups and whole classes.
- A *blended learning environment* which harnesses the potential of physical learning spaces and digital learning spaces to best meet the needs of students, teachers and parents, both in school, at home or by mobile connectivity.
- A learning centre whose primary focus is on *building capacity for critical engagement*–giving emphasis to thinking creatively, critically and reflectively with information in the process of building knowledge and understanding.
- A *centre of learning innovation* where teachers and teacher librarians are involved in creatively designing learning experiences by way of testing, trialling, and experimenting with information and tools to bring about the best knowledge outcomes for students.
- A learning environment that demonstrates *the power of pedagogical fusion*, where pedagogy underpins the decision making behind a school's information architecture–where technology infrastructure and support services, networked information services and provision of access do not restrict innovative and flexible use of space, resources or expertise.
- A facility consisting of *seamless search interfaces* enabling intuitive access which supports 'conversation' with the user as an interactive tool for inquiry and discovery.

- A facility which seeks a *balance between print and digital collections* and which does not privilege one format over another, consistent with the multi-format nature of our information world.
- A centre that supports *literary learning*, where students become immersed in imaginary worlds, explore personal reading interests, develop sustained voluntary reading practices, develop reading for meaning and independence as critically-capable readers.

Against the backdrop of the recent Australian Government funding program, Building the Education Revolution in K–12 Schools (BER), is Gillard's (2009) statement that:

> *The construction of 21st century libraries is the first priority for Primary Schools for the 21st Century, followed by the construction of multi-purpose halls, or in the case of smaller schools, covered outdoor learning areas. These buildings will provide students, teachers and the wider school community with access to a range of high quality resources, information and cutting edge tools to support learning and improve the quality and diversity of learning environments.*

A number of respondents saw the need for immediate action regarding building a vision to inform the design of their school's new library facility.

A number of respondents highlighted the core function of the school library of the future as needing to support student development in critically engaging with an increasingly complex world of information, and implementing innovative pedagogy centring on inquiry. However, this re-imagining of school libraries for the future also raised some concerns. These included the need for increased levels of library staffing to support a blended learning environment, the demands of an increasingly technology intensive role and the need for teacher librarians and library support staff to continually keep up-to-date with new and emerging technologies, and ensuring

the school library remains *connected* with the broader school community:

> *It seems to me that our school library webpages, online pathfinders, blogs, wikis, Moodles, etc–and whatever else is yet to come in the virtual world - are going to be just as important, or more important, as the new BER library buildings* (2A.20).

The desire to see a future where all school libraries are well resourced, with the introduction of guidelines or standards within a system (or even nationally) to ensure a consistent and professional approach to the resourcing of school libraries was also raised as a concern:

> *If we are talking about equity, if we are talking about improving literacy and information literacy, if we are talking about authentic, resource-based learning and quality teaching, we must agree that ALL Australian students deserve professional school library services managed by professionally trained teacher librarians* (2A.24).

One message from the discussion was clear – those people in teacher librarian positions need to leverage opportunities for vision building to become empowered as their school's information professional, as illustrated in the comment below:

> *What I also find empowering is your statement, 'Imagine an activity and we will make a space for it.' This resonates to me a vision and willingness on behalf of the information professional in a school to be flexible, to be challenged (and thrive on such challenges!), and ultimately, be an information leader* (2A.7).

An expanded version of the above, with commentary on what a school library of the future might look like can be found on pages 15 to 18 of the complete report.

Primary responsibilities and functions of a school library of the future

A number of themes emerged in relation to responsibilities and

functions. There was consensus that the primary goal of a school library of the future should be to support the intellectual engagement and development of children and young people, and *developing intellectual engagement* was even proposed as a way of recasting the primary function of a school library of the future. As one respondent stated, this *may well be a good umbrella term for what future school libraries will be able to do best* (2B.5). One school principal viewed the central tenet of this as supporting the information-to-knowledge journey, *to research and outsource materials needed by clients to enable them to follow their learning journey* (2B.3), using different types and styles of resources, and helping student understand how meaning is constructed from a variety of sources. This included learning support for teachers as well as students in a uniquely flexible, responsive and inclusive learning space.

There was consensus that the foundations of a school library program of the future should be based on understanding the dimensions of authentic learning and authentic research, where learning focuses on both formative and summative assessment, with teachers and teacher librarians working together diagnostically to identify learning dilemmas and plan for instructional interventions at the point-of-need. Teachers and teacher librarians would be provided with professional development opportunities to learn together to develop instruction that is targeted to support knowledge creation, with a focus on individual and collective knowledge building activities engaging Web 2.0 and new/emerging technologies.

It was further suggested that if a school library of the future is to meet the above responsibilities, the school and/or system would recognise that planning and development time is part of instructional design, not additional to normal practices. Thus the provision of time was viewed as best practice, that is, making time for teachers and teacher librarians to plan their collaborations

would need to be a high priority in a school library of the future. Concerns were also raised in this section about how a school library of the future could provide such affordances, if existing funding models were not addressed in some way to allow for open source, cost free access to learning materials rather than having quality resources locked in high cost subscription data bases. These concerns are addressed in the recommendations.

The essential work of the teacher librarian in a school library of the future

The essential work of the teacher librarian was identified in terms of curriculum design centring on resource-based inquiry, instructional leadership, technology innovation, building and leading instructional teams, and knowledge/facilities manager. Each of these is outlined in considerable detail on pages 21-25 of the full report. However, the breadth of the role of the teacher librarian was acknowledged across school contexts, with school library teams requiring different emphases on particular aspects of the role depending on the nature of the library staffing complement and the specific needs of the school, and specific curriculum requirements:

> We all have common roles but these need to be adapted to the needs of our individual school community (2C.9).

There was general agreement that the learning goals of a school are the core business of the teacher librarian (rather than information collection and management), as aptly stated by one respondent:

> Learning has to be the centre of what we do. Our role is to blend the priorities of our schools, while acknowledging student differences in the way they learn and to offer pedagogical guidance on how to go about this in our school communities (2C.4).

Underpinning the impact of these roles is teacher librarians' acknowledgement that effectively working with people–teachers and support staff, students and parents–is central to one's modus operandi.

Our role is to blend the priorities of our schools … to offer pedagogical guidance.

Key impacts of a future school library on student learning

The responses to this question (2D) clearly indicated that it is not easy to conceptualise the relationship between a dynamic school library and tangible, measurable learning outcomes. Key impacts that were identified included:

- contributing to student development of reading for comprehension
- moving beyond information acquisition to deep critical thinking
- moving beyond the superficiality of skills development to deep knowledge development, and
- the ability to apply new skills and knowledge across discipline areas and grade levels.

For example, one high school principal who saw the teacher librarian as an expert in critically evaluating information, and one who modelled the capabilities of a lifelong learner, explained:

> assisting students [and teachers] to gain that same critiquing 'know-how' by embedding such skills across the curriculum and working as an assessment consultant to assist teachers in developing "meaningful and 'doable' tasks that can assess student outcomes (2D.3).

The potential of the teacher librarian to provide a differentiated curriculum which focuses on personalised learning experiences and instructional interventions for individual students at the point-of-need was also identified as a key impact.

The majority of *impacts* were identified as inputs rather than outputs, again demonstrating difficulty in articulating outcomes-based evidence. A number of these inputs, however, highlighted the

unique position of the teacher librarian as a specialist teacher, as well as the school library as a unique multi-functional and yet integrated learning environment within a school. Such inputs included: the provision of self-directed learning, resource accessibility, and utilising technology and Web 2.0 tools; processes such as learning design and curriculum integration; developing skills in questioning, effective information use and ethical information behaviour, mastering inquiry learning, problem solving and independence as a researcher; as well as processes of engagement and empowerment. Only one response (from a group of teacher librarians) identified the implementation of an evidence-based approach where, *impacts on student learning would be measured by survey and evaluation of the library plan on a regular basis* (2D.5). This again highlights the need to develop a strong evidence base for school libraries, which is addressed in the Recommendations section of the report.

3. What will it take to get there?

Question 3 invited participants to submit their ideas and views on necessary actions at the system level, the school level, and the school library practitioner level to achieve their vision for school libraries in the future. Input was gathered at these three levels of impact and implementation.

School library practitioner-level action

The dominant theme in terms of practitioner-level actions was that of pro-action. There was a strong sense that the locus of actions must be on what is the core work of the professional teacher librarian: instructional design, pedagogical fusion, active engagement in the teaching and learning process that enables students to inquire and learn meaningfully and deeply though information, and charting learning outcomes which

demonstrate the relationship between the provision of school library services and student achievement. While advocacy for school libraries at the local level is an important aspect, this advocacy has to be accompanied by demonstrable actions and evidences which give substance and power to advocacy. Advocacy alone without being centred on core work actions and evidences has limited sustainability. Participants identified a range of local actions, and these were categorised in terms of two dimensions –strategic versus operational actions.

Strategic actions centre on working as a strategic operator articulating a clear learning-centred vision rather than a library-centred vision, building learning networks in the school, and active environmental scanning to identify key research, and trends in technology and education, and being responsive to these. Operational actions revolve around the core business of teaching and learning: inquiry-centred instruction and evidence of learning outcomes, as well as resourcing, personnel, fiscal actions relating to the operation and management of the school library. One scholar made the following comment:

> *I have been doing research and development work with school libraries in the UK for 25 years. In my experience one of the things preventing library development to support learning is the difficulties that many school librarians have in thinking and acting strategically rather than operationally* (3A.3).

The interconnectedness of strategic and operational actions stood out clearly: operational actions without the visioning, strategic thinking, evidence and long-term planning were not seen as particularly effective.

Engaging in conversations

The need to engage the whole school community in conversations about the school library and its contribution to learning was consistently expressed, in particular, communicating effectively with the school executive, and having a supportive principal and staff. This communication focuses on taking a solutions orientation, rather than a complaint or problem approach, which flows into operational thinking and actions. Respondents acknowledged that conversations with the school principal are essential, and developing a leadership in learning partnership with the principal should be part of a teacher librarian's vision.

Building strategic networks, partnerships and relationships is essential

Respondents saw the importance of building strategic networks, partnerships and relationships that focus on the core work of the school–teaching and learning. For example, it involves engaging actively in teaching/learning committees in the school. School committee involvement is seen as central to meaningful involvement and leadership of the teacher librarian in achieving pedagogical fusion between learning, information, technology, people and place. This is seen as vital to building vision, influence, direction, sustained conversations and a committed collaborative culture, and establishing operational actions.

The strategic teacher librarian engages in *Horizon scanning and foresight* (3A.3). They engage in big picture thinking to build deep understanding of learning and literacy in a rich information and technological landscape, and critically and carefully translate this into operational actions that actually affect change in responsive and proactive ways over time, and collect evidence to inform the change and development process.

Evidence-based practice is not just about focusing on documenting learning outcomes–an operational action. It is about documenting engagement with evidence at the strategic level to inform practice. Strategically and operationally working with evidence is at the heart of effective practice.

Strategic thinking is also about teacher librarians taking control of their own professional learning journey–developing professional networks, tapping into professional associations, attending conferences–again, building conversations around professional practice and learning outcomes:

> *Having a workable network allows us to broaden our knowledge. It can be easy to work in isolation within our schools & for knowledge/ideas to become insular … enables us to effectively contribute to our school's needs* (3A.6).

Effective practice informs policy

Being strategic turns effective practice into policy. One needs to make an impact at formal policy level within the school to make significant change to programs and culture. Policy development is seen as a fundamental part of change management. The notion of *strategic interventions* is very important. These need to occur at the operational level to ensure a shift from operational to strategic, and to build a long term cycle of continuous improvement. Operational actions for continuous improvement include planning with teachers, building collaborative cultures, flexible scheduling, and appropriate budget allocations.

School-level action

Question 3B sought to identify strategies / initiatives / support at the school level that need to be in place to ensure that school libraries and the professional role of the teacher librarian continuously help students learn and achieve. An important starting point certainly rests with the strategic and operational thinking and actions of the teacher librarian, but there was a clear perception in the respondents that teacher librarians cannot work alone in ensuring that the school library contributes richly to student outcomes, and that school wide actions are part of this action.

Overall in the responses there was some sense that teacher librarians felt hampered, not being able to enact a professional role due to struggles with system-boundedness, which constrain the enactment of the professional role. Examples include:

- principal's conception of the teacher librarian role
- ICT coordinator and teachers not wanting to collaborate in the development of students' information-to-knowledge competencies
- the teacher librarian used for release from face-to-face (RFF), and thereby posing some limits on the instructional collaborative role of the teacher librarian working together with teachers, rather than for teachers
- lack of support staff
- inadequate budget for resources/technologies
- often not being allowed release time to attend professional development during school hours.

The actions identified for the whole school parallel the actions for individual teacher librarians. These include: big picture, whole school thinking; understanding of the teacher librarian role; collaborative culture; budget; collaborative learning interventions and pedagogical fusion; harnessing technology potential and creating a 24/7 digital library; library technician support; and whole school policy development. These are explored in detail on pages 31 to 35 of the full report.

System-level action

It was clear, at least from respondents' perspectives, that policies and practices in individual schools are shaped by policies and guidelines at the Department level. Eight key suggestions emerged as strategies and initiatives to support capacity building and continuous improvement at the Department level. These included:

- *Valuing and utilisation of professional expertise of the teacher librarian*–this needs to be in

accord with training and expertise; and reflective of guidelines set by the professional school library community, and national library and information professional associations.

- *Evaluation of performance*–there was some support for the notion of performance evaluation to *guide those TLs who are not current in their practice*, and to *guide principals who do not value or perceive the need for such standards* (3C.3).
- *Principal training programs*–were identified by respondents as a way for the Department to work more concertedly in ensuring school leaders are *aware of the benefits and potential of the school library to raise the standards and achievements of their students* (3C.11).
- *Quality training for library assistants*–the need for highly trained library technicians (assistants) who can work to maintain library management functions, to ensure the fulfilment of the primary instructional role of the teacher librarian.
- *Teacher education*–and beginning teacher programs need to explicitly embed an understanding of the information process and how inquiry based learning is enabled through the school library.
- *Equitable access to professional learning*–was identified as a concern for regional teacher librarians, and respondents also wanted to see stronger leadership in terms of the provision of professional development as well as permission to attend professional learning and/or network meetings during school hours.
- *Cost-effective seamless digital information provision*–was identified as a form of system-level support for teacher librarians working within constraints and limitations of individual schools including budget, technology and staff allocations.

- *Policy specification*–for the need to make departmental policies be more inclusive and explicit in terms of the contribution the school library can make to the learning goals of a school, for example, *in all NSW literacy and ICT policy statements* (3C.11).

That said, respondents also acknowledged the *School Libraries 21C* blog discussion as a way forward in terms of inviting stakeholders to take part in a broader community conversation about vision and capacity building of school libraries for the future:

> *This is a small beginning for NSW DET to recognize the importance of quality, well-supported school library services and programs in constructivist, inquiry-based, authentic, quality teaching and learning* (3C.11).

Conclusion

There is consensus that school libraries are an important part of school life and are needed in 21st century schools, even though their value is at times not clearly understood, and their role in the learning agenda of a school not fully utilised. The burgeoning growth of digital information; unprecedented levels in the production of global information where quality and authority of information is often not contested; and the emergence of participatory and collaborative web environments all provide an even richer case for the necessity of school libraries as a unique learning space to develop the intellectual, social and personal agency of students to learn and live and be productive citizens in a 21st century world.

Creating sustainable, flexible and dynamic school libraries as an integral part of the information-to-knowledge journey of students will take considerable innovative, critical and reflective thinking by all stakeholders working together to create shared vision, shared commitment, and shared, sustainable action plans.

NEALS

Recommendations

The following recommendations are posited as essential elements in creating sustainable futures for school libraries, and enabling their continuous development as an integral component of the learning agenda of schools. They are designed to continue the conversations–at all levels and with all stakeholders. Some revolve around professional development, building mutual understandings of the role of school libraries and the professional work of the teacher librarian, and engaging professional expertise in rich ways. Others revolve around re-imagining school libraries for the future in terms of rethinking and reshaping policy directions, and establishing mechanisms for continuous improvement and creating sustainable futures.

R1 Strategic positioning through policy and action

All school leaders, as well as teacher librarians, need to actively engage with the policy documents of the NSW Department of Education and Training (DET), Australian School Library Association, and the Australian Library and Information Association, that specify the nature and dimensions of the professional role of teacher librarians, and have a clear understanding of the responsibilities and expectations, and enable this to happen in schools.

> *We recommend that perceptions of the erosion of the profession with regard to:*
>> a. *respect of the role of the teacher librarian*
>> b. *appropriate utilisation of this role*
>> c. *diminishing supply of professional expertise, budgets and technology*
> *need to be addressed at all levels–by teacher librarians, schools and system.*

Teacher librarians need to shift their operation and positioning as *victims of circumstance* (e.g. inability to take action because of absence of certain features) to a more strategic positioning where they take action, and generate evidence that points to continuous improvement and change of school culture as a result of school library impacts. Note: each of the following recommendations articulate possible school and system responsibilities regarding strategic and operational approaches to addressing this concern.

R2 Developing capacity as evidence-based practitioners

> *We recommend that the profession as a whole needs to develop the capacity to articulate needs from research based evidence and local evidence collected in the school.*

While there is a rich and complex body of literature that documents the strong contribution of quality school libraries to learning outcomes, we saw few examples of such evidence, and relatively weak arguments related to why school libraries are needed, and the evidence of their impact on student learning. As the majority of respondents, teacher librarians do not seem to have presented cogent, sustained, evidence-based arguments for the future of school libraries. Guidelines and professional development for the development of evidence-based practices could be provided by the School Libraries and Information Literacy Unit. Such a program could be implemented for school-based principal and teacher librarian teams.

Invisibility of outcomes
↓
Invisibility of role
↓
Invisibility of need to have TLs

R3 Sustained evidence based practice program

> *We recommend that a sustained evidence based practice program take place, with an emphasis on school-wide approaches to charting and identifying significant syllabus outcomes, and the skills and understandings required of digital citizenship, as a result of school library initiatives and interventions.*

The weakest aspect in terms of contributions was the overall inability of respondents to state claims of learning outcomes at a concrete level (i.e. evidence at the operational level), and particularly claims that identify syllabus outcomes. There is a need for the development and implementation of a sustained evidence based practice program within NSW DET school libraries.

R4 Local conversations essential in school library vision building

> *We recommend that mechanisms are put in place to encourage such conversations between those stakeholders within school communities that have not already found ways to achieve this, or where school libraries are not operating in accordance with professional policies.*

Responses suggest the need for more local, school based conversations on what school libraries of the future might look like. For example, the NSW DET through the School Libraries and Information Literacy Unit might lead in establishing and facilitating regional forums that are inclusive of input from all stakeholders.

R5 Reconceptualising school libraries as centres of inquiry

The perception of a futuristic school library as *learning commons*, or *learning centre* emerged from the commentary. This centres on a shift in the conceptualisation of the school library as a centre of resource collection and information access, to a centre of inquiry, discovery, creativity, critical engagement and innovative pedagogy. Underpinning the development of the school library as a *learning commons* or centre, is the need for an explicit, holistic research based pedagogical model of enabling the information-to-knowledge journey of the child. This is the foundation of evidence based practice, and an essential dimension of evidence based education. Such a model would emphasise inquiry across and within disciplines, deep knowledge and understanding, and the dimensions of the *Quality Teaching* framework. Consistency between NSW DET policy and ASLA-ALIA policy statements *Guided Inquiry and the Curriculum, Information Literacy, Standards of Professional Excellence for Teacher Librarians*, and *Teacher Librarian Qualifications* should be explored.

We recommend school libraries as centres of inquiry be thoughtfully explored at the policy level within the system.

This could be facilitated by the School Libraries and Information Literacy Unit, leading planning and development, and could include the collection of school based exemplars of successful inquiry learning programs that are regularly featured in a publication such as *Scan* or published on a showcase website. These exemplars can be used as a point of reference for school leaders and teacher librarians to collaboratively negotiate school based policies and practice, including evidence based strategies.

R6 Pedagogy underpins technology

We recommend that pedagogical fusion becomes part of the school's vision for learning through school libraries.

This presumes school information and technology policies ensure that pedagogy underpins the decision making behind a school's information architecture, where networked information services and provision of internet access enhance innovative and flexible use of space, resources or expertise. This will ensure that pedagogical goals lead technology integration and use, and that the multiple agencies within a school are explicitly acknowledged to support the development of students as digital citizens.

R7 Information policy and digital citizenship

Underpinning Recommendation 6 is the recognised need for system-level principal and teacher librarian training about the implications and management of technology integration and information policy issues, particularly the challenges facing schools as a result of digital technologies, such as mobile phones, social networking sites etc, and how these facilitate cyberbullying, plagiarism or other unethical information behaviours. School communities need to understand the breadth of digital citizenship issues and devise school based policies to support and address these issues, and identify how learning interventions through the school library can enable whole school progress with these challenges, and play an active role in their solution.

We recommend that a system-based professional learning program be devised to support principal and teacher librarian teams in developing school based information policies and curriculum initiatives to address these issues.

R8 Identifying achievement of pedagogical fusion

We are still seeing a picture of the fragmented uptake and integration of technologies in schools. The system needs to enable information and technology convergence (as detailed in Recommendations 6 and 7) by seeking exemplars of schools that have successfully managed this convergence with their school library (thus achieving pedagogical fusion), and use these as models/centres of excellence.

We recommend exemplars of pedagogical fusion be included as part of a School Libraries and Information Literacy Unit hosted showcasing website.

R9 Effective technology provisioning for school libraries

Our concerns expressed in Recommendations 6, 7 and 8 also support Recommendation 9.

We recommend that school principals ensure school libraries are not marginalised when implementing technology infrastructure.

The marginalisation of some school libraries in terms of technology decision making and provision in schools is of significant concern considering the convergence of the informational and technological in the real world; this is not reflected, nor the reality in some schools! A seamless roll out of technology needs to be effectively managed in schools, and if this is not happening within a school, the system needs to establish mechanisms to respond to such issues and develop and maintain cycles of continuous improvement.

R10 Re-imagining school libraries program

For those primary schools without BER or other significant funding support, we recommend that school leaders, including teacher librarians instigate a re-imagining process with what they already have: how can they transform a school's library into a flexible, high-tech learning centre? We question what mechanisms exist for implementation at the system level to assist those schools whose library facilities have not been recently upgraded.

We recommend the development of a re-imagining school libraries seed grant program that encourages schools to apply for special seed funding to support the facilitation of a re-imagining process.

In return for this funding, successful school candidates would be required to compile a short report or case notes on the process used and outcomes achieved to be published as part of a showcase website as per Recommendation 8. This will contribute to the development of an evidence based approach at both school based and system levels.

R11 State-wide provision of e-subscriptions

At the system level there needs to be an investigation into a state-wide subscription of quality online learning resources (e.g. online reference and full-text databases). This resourcing comes at a significant cost to individual schools.

We recommend that the provision of a suite of online learning resources be negotiated at the state level between the NSW DET and the NSW State Library to provide all NSW DET teachers and students across NSW with access to such a resource pool, at school and in the home.

R12 Establishing a research program on school libraries and student learning

Notwithstanding the significant research undertaken to date, overall there is a paucity of Australian research on the dynamics and impact of school libraries on student learning. There needs to be a sustained national formal research program examining the relationship between school libraries and student learning, including the documentation of case studies of excellence.

We recommend that the NSW DET take a lead in seeking partners at both state and national levels to attract significant research funding to develop such a program.

Such partners include the Australian Library and Information Association (ALIA), Australian School Library Association (ASLA), Australian Council for Educational Research (ACER), Principals Australia, other professional teaching associations, and universities

R13 Strengthening principal and teacher librarian partnerships

A significant strategic shift needs to occur in many schools regarding principal and teacher librarian partnerships. A strong body of research espouses the importance of the partnership between the principal and the teacher librarian. This requires significant efforts on the part of individuals to make this relationship work to maximise the potential of the school library's contribution to student achievement. Conversations need to be instigated at the local school level, and collaborative partnerships need to be established at district and state levels between principal and teacher librarian professional associations. The system could provide professional development opportunities for principals and teacher librarians to meet regularly in the form of a joint annual conference or leadership forum with the goal of ongoing continuous improvement and development of school libraries in NSW DET schools.

We recommend that support is provided by NSW DET to enhance principal and teacher librarian partnerships for continuous improvement in school libraries.

R14 Student enquiry and engagement with critical literacies central to teacher librarian role

We recommend that teacher librarians recast their primary role and function as supporting student inquiry and engagement with critical literacies.

The system should identify those schools who have developed strong inquiry-based programs in collaboration with the teacher librarian, and present these as part of a showcase website as per Recommendations 5, 8 and 10.

R15 Guiding principles in envisioning school libraries

We recommend the NSW DET conduct an environmental scan of leading school communities who are well on the way to envisioning their school library as a school library of the future.

The School Libraries and Information Literacy Unit could lead this project. These schools could be used as case studies demonstrating strategic and operational processes, and their practice could be used to establish a set of guiding principles to inform a school based envisioning process.

We recommend that a significant professional development program be implemented at the system level to assist teacher librarians in developing the expertise required to effectively function within an increasingly blended learning environment.

Teacher librarians need guidance in bridging the transition from Web 1.0 to Web 2.0 information systems, as well as raising awareness of other new and emerging technologies, and how these enable inquiry learning.

R16 Taskforce and white paper

Taking into account the contents of this report, including consideration of the principles underpinning 21C school library design outlined in Section Q2 and the above set of recommendations:

We strongly recommend that the NSW Department of Education and Training form a taskforce to develop a white paper on a vision for school libraries in NSW government schools including strategic directions for implementing this vision by 2012. ■

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School Libraries & Information Literacy Unit

Connected libraries | partnerships | workshops | COGs resources | L4L | exemplars

<www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

Social bookmarking with CURLS

Dheeraj

Chowdhury,

Assistant Director

Learning

Applications and

Multimedia at Centre for Learning Innovation (CLI), describes how CURLS provides seamless access for teachers and students through the NSW Department of Education and Training's (DET) Portal login.

T he *CURLS* social bookmarking site opens the door to new ways of organising, categorising and sharing user bookmarks. It offers functionality similar to the popular *Delicious* website. Users can tag each bookmark (e.g. of online teaching and learning resources), resulting in user-driven classifications (Figure 1).

CURLS also identifies a bookmark's creator, providing easy connection between users interested in the same topic. It is further possible to see how many people have used a particular tag, and to search for all resources assigned to that tag using tag clouds (Figure 2). In this way, over time, the community of users will develop a folksonomy– a unique grouping or structure of keywords to define target resources. Tagging has the potential to change how we store and find information (Figure 3).

> *CURLS* has over 15 000 teaching and learning links with over 5800 unique registered Departmental users from across 1500 schools.

> *CURLS is fundamentally changing how I manage my online links, and [gives me] the ability to share these with other teachers and students.*
>
> High School Teacher, NSW Department of Education and Training (DET)

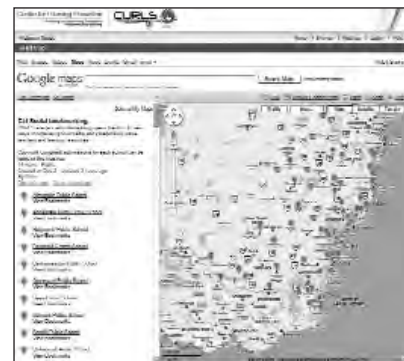*Figure 2 A popularity browse shows top schools bookmarks in tag clouds*

Figure 3 Mashup of the CURLS school view

Here are the top five reasons why you would use *CURLS* over *Delicious*:

1. Empowers teachers and staff to make the shift from consumers of information to contributors–this is at the heart of the Web 2.0 genesis.
2. Seamless integration with the DET portal–no need for teachers or staff to create new accounts in *Delicious* or other tools.
3. Seamless integration with the DET web filter–ensures that all links conform to Departmental standards.
4. Accessible by students and parents (internal links only accessible via Portal login).
5. Majority of the links are related to teaching and learning.

> *CURLS* has been integrated within the DET NSW portal and web filter for seamless staff access from either the Department or at home. Access *CURLS* at <curls.cli.det. nsw.edu.au>. ■
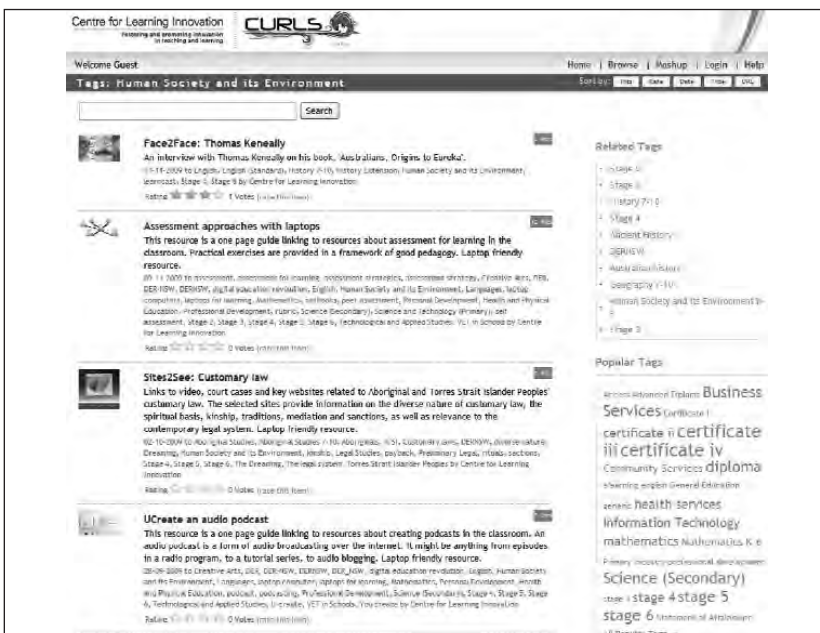

Figure 1 CURLS search result with the tag: Human Society and its Environment

Tale and the resource discovery process

The TaLe team offers some strategies for using TaLe to find, manage and access digital resources as part of your library collection. The team also provide information about the latest changes to TaLe.

*T*eacher librarians use and provide access to digital resources using local, portable, embedded, or blended solutions. Teacher librarians can also ensure access via the library catalogue to such digital resources selected. In *OASIS Library* they are then available through the *Web Enquiry* browser or *My library* in staff and student portals. See the *OASIS* FAQs at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs/faqsoasis.htm>.

The Teaching and Learning exchange (*TaLe*) <www.tale.edu.au> is a discovery service for digital teaching and learning content, providing access to over 23 000 digital learning resources for teachers and students in NSW public schools and TAFE. *TaLe* also provides resources for the Digital Education Revolution – NSW program, which include:

- information websites
- one-page guides to topics and themes (*Sites2See*)
- electronic documents, including lesson activities and units of work
- interactive whiteboard resources
- multimedia objects including video and animations
- professional learning materials
- software tutorials.

Finding resources

To facilitate the discovery of digital resources, every resource accessed through *TaLe* has a metadata record created by the resource providers or the Centre for Learning Innovation (CLI). These metadata records are used by the *TaLe* search engine to identify relevant resources.

TaLe uses a combination of keyword and parametric search to locate relevant resources (Figure 1). The search interface for each group of resources (primary, secondary or TAFE/VET) displays the two most commonly used parametric options: *Learning areas* and *Stages* of learning. Three other parameters appear under an *Advanced options* link.

Refining a search

When looking for a specific resource or topic, start with a keyword search. Create a search using part or all of the title of a resource or one or more topic words that best describe the resources you want to find. Then use the curriculum and advanced search options to narrow your search.

When looking for resources for general topics or for a general subject area, select a learning area and then a Stage to find what is available. Use the other parameters or keywords to filter the resource list to a manageable number (Figure 2).

Found too much?

Limit the search to a specific learning area or Stage of learning and try using additional keywords, add words to an existing search or select some parameters e.g. use human body nervous system rather than just human body.

Found too little?

Try using different search words or turn off selected parameters e.g. for information on gold rush try also Australian history, immigrants or settlement, or widen the search to all resources. Replace words with more specific or more general keywords.
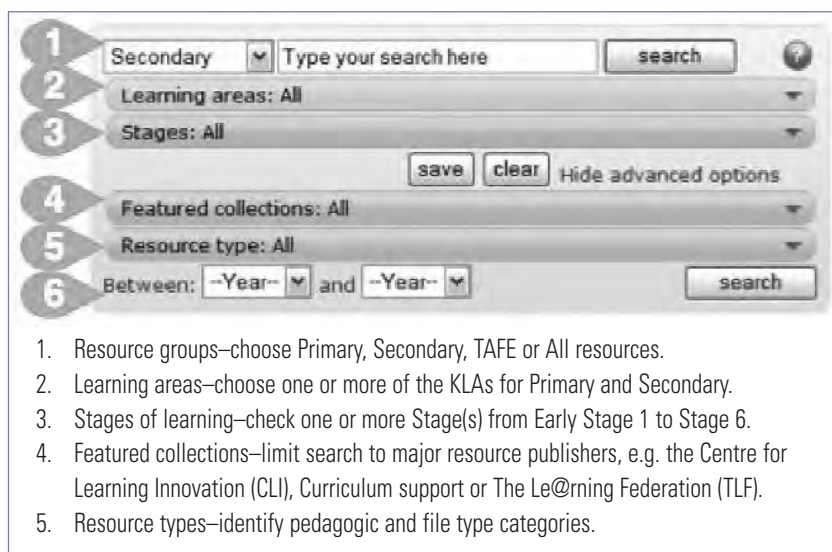
1. Resource groups–choose Primary, Secondary, TAFE or All resources.
2. Learning areas–choose one or more of the KLAs for Primary and Secondary.
3. Stages of learning–check one or more Stage(s) from Early Stage 1 to Stage 6.
4. Featured collections–limit search to major resource publishers, e.g. the Centre for Learning Innovation (CLI), Curriculum support or The Le@rning Federation (TLF).
5. Resource types–identify pedagogic and file type categories.

Figure 1 Facets of TaLe *search interface*

Figure 2 Tips to improve your search

At any time it is possible to broaden or narrow the search by changing the keywords or chosen parameters.

Search results

In response to a search query, *TaLe* produces a list of resource records with the most relevant items matching the search criteria on the first page of results. From each results page it is possible to:

- read an abridged description of a resource including curriculum information and a relevance indicator

- click on a result record title to open a resource access page

- sort the results list by most relevant or most recent

- navigate to the next page of results or change the number of results displayed.

Selecting digital resources for your library collection

Once a reasonable set of resource records is found, select those that meet your needs. Examine each search result record or open the resource access page which provides a detailed description and access links to the resource (Figure 3).

When a suitable resource is located, copy or bookmark the link to the resource access page for that item. Bookmarking this page provides an access point to the resource.

Integrating digital resources into the school library collection

There are two ways to include digital resources from a *Tale* search in a school library collection. Either, provide access to the online version of the resource, or download a copy of the resource and store locally. Access to the resource from the library catalogue can then be provided.

SCIS records for *TaLe* resources

Should you require catalogue records for *TaLe* resources that you select for your collection, you can search SCISWeb for each resource by the title of the resource, refining your search by specifying Series = *CLI learning object*. If you are unable to locate a SCIS record, email Judy Engall <judy.engall@det.nsw. edu.au> with a cc to Colleen Foley <colleen.foley@det.nsw.edu.au>. Downloading SCIS records ensures access to the full range of digital resources through the library catalogue to provide a balanced collection.

Saving resource links

The best way to provide access to the online version of the resource is to save the link to the resource access page.

Figure 3 A resource access page
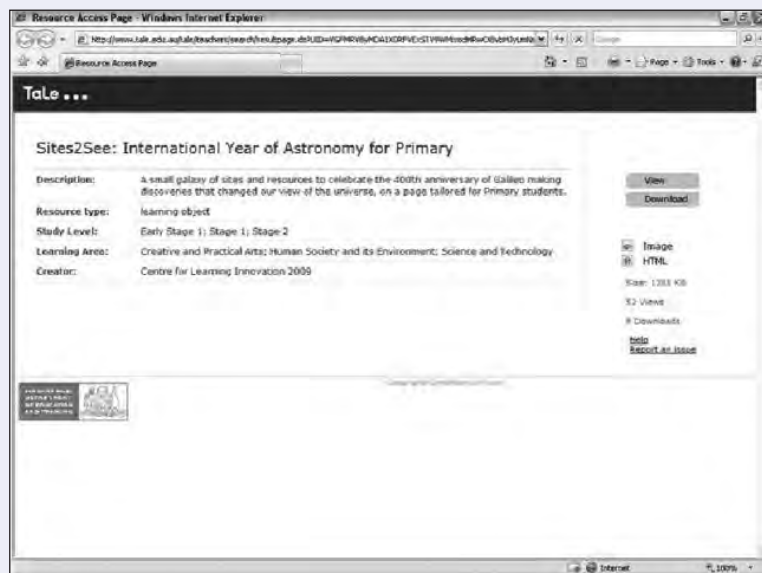
A resource access page provides:

- information about a resource including name description, curriculum area, creator and media type

- a *View* button to use the resource online and/or a *Download* button to save the resource to a computer

- the number of times the resource has been viewed or downloaded

- links to help information and for technical support.

The resource access page link is a permanent link (permalink) to the resource. It can be opened without logging in. Login is only required to view or download the resource from this page.

Alternately, you can save the link from the *View* button on the resource access page (right click on the *View* button to copy the shortcut).

Sharing resource links

A resource access page link can be shared, like any other URL, in a *Word* document, via email, etc. Web 2.0 tools can also be used to share resource links. Here are some ideas for sharing.

- Use email distribution lists to send a list of resource links.
- Embed resource access page links onto school intranet pages.
- Provide a bookmark collection that mirrors the physical resource collection using social bookmarking services such as CLI CURLS (for Departmental users) and <delicious.com>. Establish a free account and then share resource links grouped by topics that reflect school collections. Links to these bookmarking services can be added to your *OASIS Web Enquiry* page, and the catalogue resource records for selected downloads from SCIS.

Downloading resources

If a resource can be downloaded and stored as a local copy then there are several options for providing access to it.

- Install the resource directly onto a class or lab computer or on a school server for access through an intranet page.
- Create a CD-ROM of downloaded resources for a specific topic or theme and catalogue the disk for the library collection.
- If your school uses a Learning Management System (LMS) such as *Moodle*, download and import resources into a shared library area.

Saved searches

To save a successful search, click on the *Save* button and then type an easy to remember name for the search topic. The name will appear in the *My saved searches* list on the right.

The top four saved searches will appear in the *My saved searches* list on the right column.

Click on a link to instantly perform the search.

Click on the *Manage my searches* link to access the full list of your saved searches.

An *RSS* link is created for each saved search. These links can be opened with any current web browser (Not IE6) or a RSS news reader. The 10 most recently added items to this search category are shown. This page can be viewed without login.

Figure 4 Saved searches

Some issues of which to be aware when downloading:

- Many resources are downloaded as compressed zip files. These files need to be extracted before they can be used.
- Local copies of resources will not be updated automatically if new versions become available.

Saved searches

Finally, *TaLe* provides the capacity to save a search for future use (Figure 4) A saved search link can be, for example:

- used to create a dynamic resource list for popular topics or themes
- distributed to teachers and used as an ad hoc resource list
- added to *My library*.

Conclusion

Digital resource collections such as *TaLe* afford new opportunities for teacher librarians to use these digital tools in their teaching, to demonstrate their expertise in information management, and to provide access points to digital resources using local, portable, embedded, or blended solutions integrated with existing library resource collections.

A pilot of the new *TaLe* search is taking place in February 2010. Teacher librarians interested in details of this pilot are invited to contact <kevin.ogorman @det.nsw.edu.au>. The pilot is open to all DET staff at this location: <www.tale.edu.au/tale-pilot>. ■

References and further reading

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NEALS

Digital COGs

Vicki Lowery and *Lee Brown*, Senior Project Officers, Curriculum K–12 Directorate, provide a brief update of what's new in Curriculum Outcomes Groups (COGs) support for 2010.

*I*n response to feedback from teachers, both formal and informal, COGs has been revitalised to suit the needs of K–6 teachers and students in the new decade. Curriculum support provided for NSW government school teachers in the COGs units have been enhanced, with a number of innovations and additional support now available for using digital resources (Figure 1).

The major innovations are:

- a separate page for each unit which has links to all the resources needed to teach that unit
- Connection descriptions are no longer separate documents but have been incorporated into the unit.
- The resources section in the connection descriptions is now titled *Enduring Learning* and describes knowledge, skills and processes that students can apply to new situations.
- English and Mathematics outcomes have been deleted, except when they are specifically addressed in the assessment. Literacy and Numeracy links remain.
- Areas of duplication across the KLAs have been analysed and stronger connections have been made.

- Sustainability has been strengthened in the natural and built environments (String A).
- The term planner within the unit document incorporates icons to indicate:
  - SMART Notebooks, some of which support complete units, some of which support one or more lessons
  - Additional assessment tasks presented as Smart Notebooks
  - Learning objects
  - Internet-based activities.

Other innovations included

- Adapt or adopt <www.curriculumsupport.education.nsw.gov.au/support_cogs/schoolstories/modify.htm>

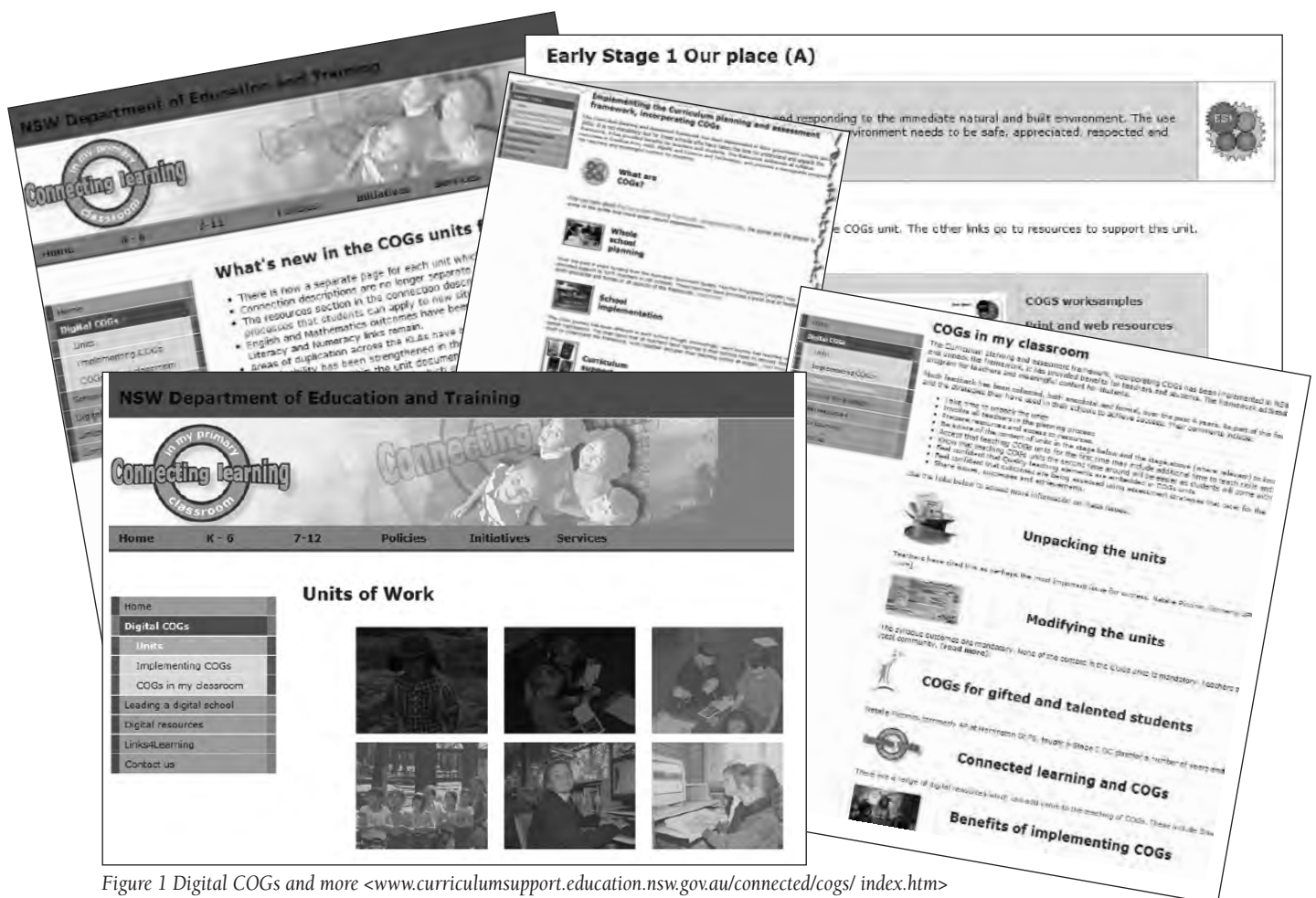*Figure 1 Digital COGs and more <www.curriculumsupport.education.nsw.gov.au/connected/cogs/ index.htm>*

One issue often raised by teachers was how to modify or adapt COGs units to better cater for local needs and issues. It is recommended that teachers who are using the framework for the first time teach the units as they are written. This will enable teachers to become familiar with the depth of student engagement and expectation. It will also assist in an understanding of how to unpack outcomes and the format for teaching the various KLAs including case studies, art appreciation, music appreciation, drama lessons, dance classes, investigations, design and make as well as understanding prescribed content in HSIE and mandatory content in PDHPE.

Once teachers are familiar with content, they may like to adapt units to take advantage of local resources e.g. to change a case study from Kosciusko National Park (Stage 3 *Living Land*) to a local national park that would be more familiar to students. For more on *Adapt or adopt*, visit:

• Resources

Web links in the units have all been checked and where necessary, have been updated. School Libraries and Information Literacy Unit has developed resources to support COGs (Figure 2). These include:

– *ISP K–6 matrix: Planning support: linking syllabus outcomes, information skills and ICT* which provides access to sample ideas related to Connected Outcomes Groups (COGs) units for each phase of the information process. This will support collaboration for teacher librarians and teachers on related units of work.

– COGs resource lists. These include resources already embedded in the units as well as a range of suggested new resources, print and digital, along with ideas for developing information skills in partnership with teacher librarians.

• Smart Notebooks <www.curriculumsupport.education.nsw.gov.au/support_cogs/notebook/notebooks.htm>

As part of the development of Smart Notebooks to support *Connecting learning in the primary classroom*, a number of Smart Notebooks have been developed specifically to support COGs units.

Teacher stories about how a number of schools have successfully implemented the Curriculum planning and assessing framework:

• Implementing COGs <www.curriculumsupport. education.nsw.gov.au/connected/ cogs/implement/index.htm>

• COGs in my classroom <www.curriculumsupport. education.nsw.gov.au/connected/ cogs/pedogogy/index.htm> ■

Figure 2 COGs resources <www.curriculumsupport.education.nsw.gov. au/schoollibraries/ teachingideas/isp/k_6/cogsresources.htm>

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Quick bytes Quick bytes Quick bytes

Barcoded borrower lists

Jim Koen *provides explicit instructions for creating barcoded borrower lists for circulation.*

Please note:
These instructions use third party software for which the DET Service Desk does not offer support. Please do not log a DET Service Desk call asking for help with these instructions.

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*T*eacher librarians may prefer to print barcoded borrower lists rather than make up borrower cards and sort them into classes. One method of printing the barcoded borrower lists uses *OASIS Library* data, MS *Excel* and a Code 39 barcode font.

Code 39 barcode fonts are freely available on the internet. I prefer to use the barcode font available from <www.barcodesinc.com/free-barcode-font/>. Another site is <www.idautomation.com>. FAQs and tutorials are also available. Some school photographers will provide Code 39 barcode fonts free of charge.

- Copy (or install) the Code 39 barcode font file to the Windows fonts directory of your workstation. Local administrator access may be required to do this.
- Keep a backup copy of the font file.

### Retrieve data from *OASIS* at an *OASIS* workstation:

- Log into *OASIS Library* (or Adlib) as normal.
- Select **F2 – Run Reports**.
- Select **<S>ource** from the option bar.
- Move the cursor down to **Sample reports** and press **<Enter>**.
- Move the cursor down to **LIBRARY116** and press **<Enter>** to retrieve the report.

In this example, the Student Borrower Loan Category is **D**. You may check borrower loan categories in *OASIS Library* option **B2/D2**. Here we will only print the student borrower barcodes.

- Type in the borrower loan category range of **D** to **D** and press <Enter> to confirm each entry.
- Select **<C>onfirm run** from the option bar.
- **<E>xport** the data
- to **<O>ASISdB**
- the target is **<F>ile**.

The files may be exported to any local drive, including USB devices connected before logging into the DET portal.

In this example, files are exported to the D: drive. Local drives, connected before logging into the DET portal, will appear with the $ symbol following the drive letter, e.g. D$
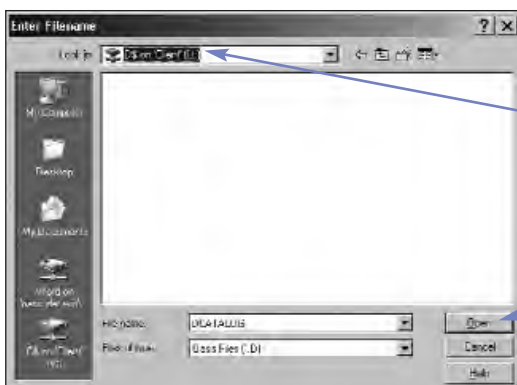
- Select the drive to which you wish to export the files.
- Click on **<Open>** to continue.

- Press **<Enter>** twice to accept the default File name and the default description.
- You will be prompted: **Export using a template?** Press **<Enter>** to accept the default value **No**.
- Press **<F10> Finished**
- Press **<F10> Exit**.
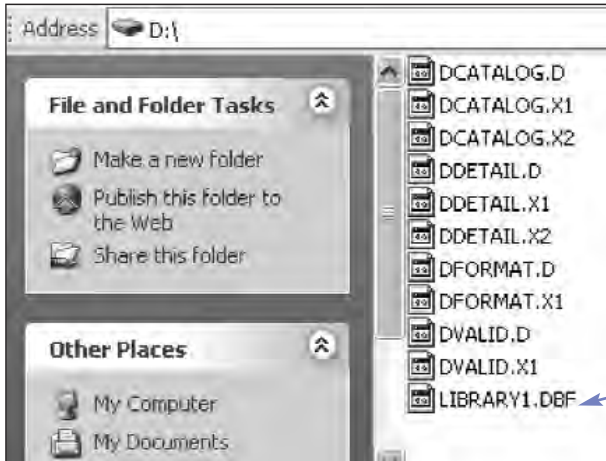
- In Windows, open the destination drive. Check that the file **LIBRARY1.DBF** exits.
The other 10 files are used if the database is opened in OASISdB. Highlight and delete these 10 files, or simply ignore them.

Printing lists in MS Excel

- Launch MS *Excel*
- Open the file **LIBRARY1.DBF**. Notice that student borrowers are in alphabetical order.
- Pull down the **Data menu** and sort records by Column **D – Roll Class**.
- You may wish to edit the column headings.

- In cell **G1**, enter the heading **Barcode**.
- In cell **G2**, enter the formula:
  =concatenate("*",A2,"*")
- Press **<Enter>** to accept the formula.

The asterisks are stop and start characters included in the barcode. Barcodes are successfully read from right to left or from left to right. These characters are not symmetrical, and are used by the barcode reader to identify the start and the finish of the printed barcode.

- Click in cell **G2**, move the cursor onto the solid box in the bottom right hand corner of the cell. The cursor changes to **+**. Hold down the left hand mouse button and copy the formula down the column.

- Move the cursor onto the line between the column headings **G** and **H**. When the cursor changes, hold down the left hand mouse button and move to the right, increasing the width of the column. When printed, the barcodes should have a minimum 5mm free space either side of the barcode.
- Centre the text in column **G**.
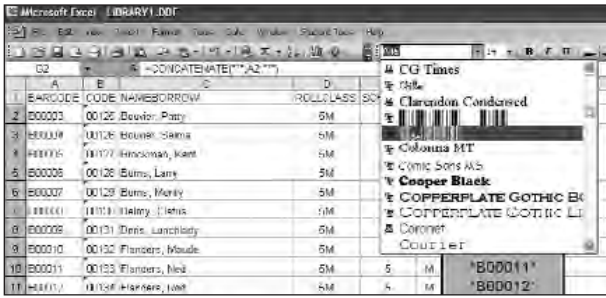
- Highlight all but the heading in column **G**, and select the barcode font.

- Insert page breaks where appropriate.
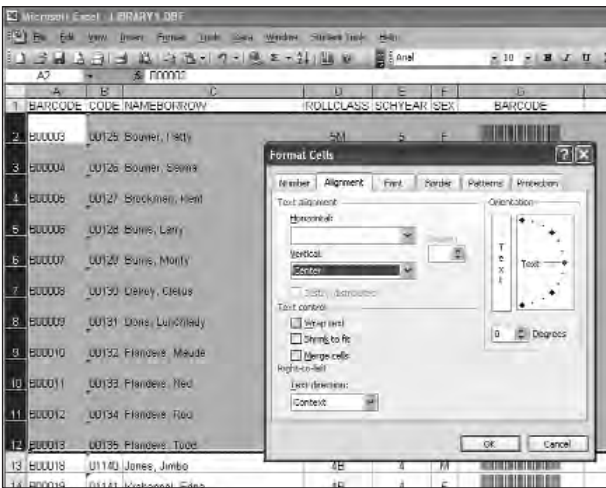
- You may wish to increase the width of the rows and vertically centre the text. (Select **Format>Alignment>Vertical** and **Centre**).
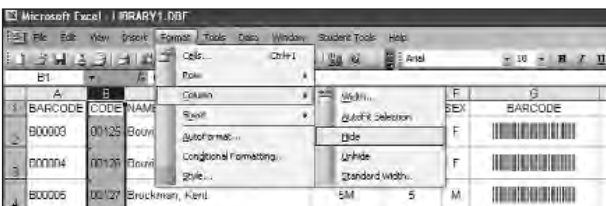
- You may wish to hide or delete some columns.
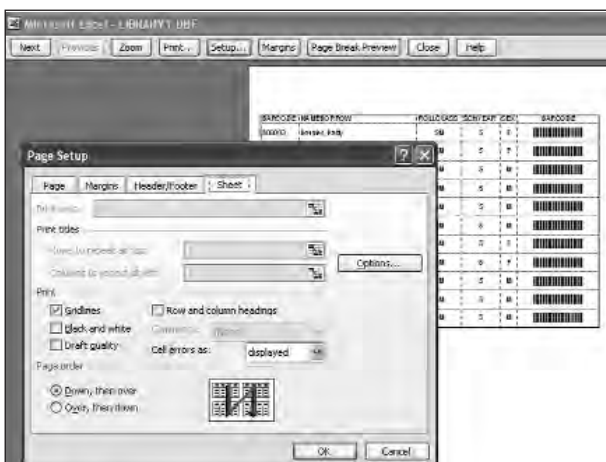
- I prefer to print gridlines.
- When you are happy with the format, print the lists.
- Staff borrower lists, external borrower lists etc., are printed in a similar fashion. ◼

The Scratch Club at St Ives North Public School

Once a week during lunchtime, the library at St Ives North Public School becomes the *Scratch* zone. In Term 4, a group of Year 5 enthusiasts formulated the concept of inviting students across the school to come and learn about *Scratch* <scratch.mit.edu/>. This free, easy to use, programming software allows students to create and share interactive stories, games, music and art. The teacher librarian, Karen

Figure 1 Students mentoring and learning

Cuthbert, who is also the Computer Coodinator, supported this initiative and the Scratch Club became a reality.

Using a bank of laptops and the IWB in the library, one student is the instructor for the day's skill while others assist students on the laptops (Figure 1). The students focus on the basics of how the programming language works while demonstrating the *Scratch* projects that they have created.

What I like about Scratch

Comments from the students:

You can teach yourself how to make games and stories.

It is the only program easy enough for kids to learn.

I like making and playing my own games – I can choose what I like. ◼

Links4Learning in *MyLibrary*

are accessible 24/7. SCIS catalogue records for *NSW DET Links4Learning* online resources are now available from *Special order files* at *SCISWeb* <www2.curriculum.edu.au/scis/home.html>.

The Mitchell Library turns 100 in 2010

To mark the occasion, the library has commissioned an extraordinary alphabet composed of images of books, manuscripts, maps, photographs, paintings and relics in their historical collection. Click on a letter to learn more about the composite images and Australian

history. View the alphabet at <www.onehundred.sl.nsw.gov.au/100-days/Our-OWN-Alphabet.aspx>.

Attend the major exhibition at the special teacher preview on 17 March 2010, 4:30 to 6pm, at the State Library of NSW, Macquarie Street. RSVP by 10 March to <learning@sl.nsw.gov.au>.

The Children's Book Council of Australia (NSW Branch)

Presents *Anticipate! Appreciate! Applaud,* the 2010 Shortlist on Tuesday, 30 March, 2010. For details, go to <nsw.cbca.org.au/news.htm>. ◼

Scratch <scratch.mit.edu/> allows students to create and share their interactive stories, games, music and art.

National and state libraries Australasia: re-imagining libraries <www.nsla.org.au/projects/rls>. The *Re-imagining Library Services Strategic* Plan comprises 10 collaborative projects to achieve visionary change to transform collections and the ways in which they are used.

The webquest way <www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14641> is a WebQuest about creating WebQuests.

OurStory <www.ourstory.com/> allows you to save stories, photographs

and videos on a collaborative timeline.

First tech support guy <www.youtube.com/watch?v=9J9-Qr7oz-4> could add some humour at a staff meeting about using new technology. ◼

Resource reviews

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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 <www.curriculum-support.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 <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*
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*
COGs	*indicates the Connected Outcomes Groups from the Planning and programming framework.*

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

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

Reviews of internet sites

Sites are listed in Dewey order.

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.

How to use the website barcodes

These barcodes are SCIS numbers. Scan any sites you want straight into SCIS *Create orders* for the library catalogue!

Inanimate Alice

www.inanimatealice.com

A dynamic and extraordinary website, this is multimedia episodic digital fiction, that is, a sophisticated online story. The periodic narrative follows the character of Alice, her parents and her friend Brad, through 10 episodes and through the countries of China, Russia and Italy. The format is easy to negotiate and the narrative is interesting. The narrative spans the early 21st century and Alice's life from 8–20 years. It incorporates episodes where Alice does the sort of things we might expect of a young person and where her parents are involved with or affected by events too. Students will find the site engaging, with a multitude of sound and visual elements to introduce characters and countries. Personal information connects us to the central character, while images contribute to the rich contextual framework. The site allows for interesting involvement for students in the actions and mysteries of Alice's life. Each episode reflects a growing maturity on the part of the character as well as interactive games and puzzles for students to play. Teachers will gain a clear understanding of the site's potential in **About**. S. Pollard

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; English
SYLLABUS:	English 7–10; Visual Design 7–10
SCIS SUBJECTS:	Adventure stories; Parent and child – Fiction
PUBLISHER:	Bradfield, UK
REVIEW DATE:	01/02/10 [F]

SCIS 1337513

Cybersmart

www.cybersmart.gov.au

ABSTRACT

Part of the national program for children's internet safety, the site provides activities, resources and practical advice to help children, teens and parents safely enjoy the online world. The site offers training and resources for schools and materials for library staff. At each level information and tips are provided to help internet users to be cybersmart. **Cybersafety help** provides online access to help those experiencing cybersafety issues. Internet users can seek web counselling, report illegal or offensive content on the internet, and report suspicious online behaviour. Schools can book to organise a presentation by a speaker on cybersafety and professional development courses are available for educators. Suitable to support the DER – NSW laptop project, this resource will be helpful in a connected environment.

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	Censorship; Child protection; Internet – Safety measures; Internet – Social aspects; Mass media and children; Safety education
PUBLISHER:	Australian Communications and Media Authority
REVIEW DATE:	01/02/10 [004.67]

SCIS 1101458

Kerpoof scholastics

www.kerpoof.com/teach?c=overview

Students can express their ideas and collaborate using the powerful multimedia software on this teachers' section of the *Kerpoof* site. Animated movies, stories, greeting cards and artwork can be created quickly and easily using drag and drop scenes and characters. Educational applications using *Kerpoof* are explained in **At a glance** and expanded in **Lesson plans** and **Classroom ideas**. Many ways of integrating technology into lessons are contained in the various American **Standards** which correlate well with NSW syllabus outcomes. If teachers choose to register they can use student collaboration features which include class message boards, classroom chat and drawing with a friend in real time from different computers. This excellent digital tool is sure to spark the imagination and ingenuity of teachers and students. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3 Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
SCIS SUBJECTS:	Classroom activities; Computer animation – Study and teaching;

	Computer graphics – Study and teaching
PUBLISHER:	Disney, USA
REVIEW DATE:	01/02/10 [006.6]

SCIS 1436643

Make a word mosaic

www.imagechef.com/ic/word_mosaic/

Remixing images, text and symbols can create new meaning and allow expression of a concept. Amongst the fluff of this site, students can explore the impact of colour, symbol systems, words and pictures in the visual medium. A mosaic of rock and roll on a musical note background is a simple example of expression. The site is a simple concept that could be used by teachers to introduce more complex ideas and expressions. The *Wordle* website is a more sophisticated version of this idea. A variety of templates for **Frames** allows users to add a photograph and text to reframe ideas. Students can design posters, flyers, identification cards, stamps and so on, to learn about the features of different media. The **Poetry blender** is an engaging starter activity which combines photographs with a small amount of written text. J. Haeusler

USER LEVEL:	Stage 5
KLA:	CA; English
SYLLABUS:	English 7–10; Visual Design 7–10
SCIS SUBJECTS:	Computer graphics; Writing (Authorship)
PUBLISHER:	ImageChef, USA
REVIEW DATE:	10/01/10 [006.6]

SCIS 1435382

Create-a-scape

www.createascape.org.uk/

The creation of a mediascape—a composition of sound, images and video files attached to a map of the local area— is described on this well constructed site. Mediascapes are used with hand-held computers and headphones to link the digital to the physical environment. **Scrapbook** has ideas to inspire users to see the possibilities of this software. **Create a mediascape** provides step-by-step instructions, wizards and a library of images and sounds to assist in making historical walking tours, re-enactments or environmental tours. All mediascape tools, authoring software, image and sound tools with instructions are available in **Downloads**. **Teachers area** assists with the use of mediascapes in a school setting and provides **Examples**. This innovative site has application across the curriculum. J. Haeusler

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Professional
SCIS SUBJECTS:	Multimedia systems; Teaching – Aids and devices
PUBLISHER:	Futurelab, UK
REVIEW DATE:	01/02/10 [006.7]

SCIS 1428683

Scratch

scratch.mit.edu/

Creating and sharing interactive stories, animations, games, music and art is made possible using the simple free programming language on this site. Familiarisation with digital tools such as *Scratch* helps students develop 21st century learning skills and

provides powerful teaching and learning opportunities. The site gives users the ability to reason, design and collaborate on a project and then share it online. Ideas and inspiration can be found in **Projects** and **Galleries**. Downloading the software is quick and easy, and help is available in **Support**. Teachers will find constructive advice in the **Educators** page and in **Learning with Scratch**. This program has a multitude of uses across the curriculum for all Stages and it will open doors for imaginative students. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; TAS
SYLLABUS:	Creative Arts K–6; English K–6; Design & Technology 7–10; English 7–10; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Computer animation; Computer graphics; Interactive media; Multimedia systems
PUBLISHER:	MIT Media Lab, USA
REVIEW DATE:	01/02/10 [006.7]

SCIS 1307794

VoiceThread

www.voicethread.com

An exciting online interactive tool, the site facilitates the exchange of images, ideas, documents and videos with students around the world. Using a single web page, students participate in discussion on a topic. **K-12** topics are organised by subject areas and each item contains a description of the voice thread, tips, and variations. Students may comment using a microphone, text, audio file, or video; they can draw on the image or document it. Teachers can use the site to create a resource in three easy steps: upload presentation, record comments, and share with students. Sharing learning online is an increasingly easy task and a discussion thread is a powerful means of deepening students' understanding of concepts. Imagine being able to talk and annotate an uploaded presentation, video or images to demonstrate how to find the area of a triangle or identify the features of an ecosystem. The site is an ideal medium for students to share project work with classmates and it has application across all key learning areas. A. Frost & J. Haeusler

USER LEVEL:	Stage 4 Stage 5 Stage 6
SCIS SUBJECTS:	Multimedia systems
PUBLISHER:	VoiceThread, USA
REVIEW DATE:	01/02/10 [006.7]

SCIS 1414243

BibMe

www.bibme.org/

Clear and direct, this excellent online bibliography maker is a complete site for locating and citing references. Supplying the keywords of a book, article, website or film in **Autofill mode** or **Manual entry mode** results in all the details of that resource being added to a reference list in *My bibliography*. This can then be exported to a word processor. In **Other**, site users can filter the search for sources such as interviews, photographs, radio and television. Editing and renaming bibliographies is as easy as clicking a pencil icon and saving; tagging bibliographies can be done after a free registration. References are available in MLA, APA, Chicago and Turabian formats. This site will engage and encourage

students as they grapple with the complexities of correct referencing and it is sure to be a boon to teachers and teacher librarians. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Bibliography – Data processing
PUBLISHER:	GreenRiver.org, USA
REVIEW DATE:	01/02/10 [010]

SCIS 1430195

Delicious: social bookmarking

delicious.com/

One of those social networking wesites that educators may discount as time wasting, the site is a major player in the internet trend of social bookmarking and it offers teachers and students an excellent way of extending the quantity and quality of research. The site allows the user to store and share website bookmarks, organise web page information, and quickly access what is new and popular on the internet. **Learn more** is a very useful place to gather an understanding of what the site can do in education. Investigating how the site is structured around keywords (tags), in **Explore tags** and **Learn more about tags**, site users will see how useful these descriptive keywords can be for directed research. Tag examples related to syllabuses include *design*, *business*, *music* and *education*. There are essentially three ways of finding sites: **Fresh bookmarks**, the most recent bookmarked sites; **Popular bookmarks**, showing the most popular sites and a list of popular tags; and **Explore tags** which is an excellent topic based search function. All sites are keyword tagged to assist categorising and searching. **What's new** contains information on searching, sharing bookmarks, FAQ and tools to facilitate usage created by the site and users. The site offers a superb way for students to access good sites and up-to-date information, but users will need to be technically adept and task focused for best results. F. Crum

USER LEVEL:	Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Bookmarks; Files and filing (Documents) – Data processing; Information networks – Indexes; Internet – Indexes; Social groups – Data processing; Websites – Management
PUBLISHER:	Yahoo! Inc., USA
REVIEW DATE:	01/02/10 [025.04]

SCIS 1346131

Order in the library

users.ece.utexas.edu/~valmstrum/s2s/utopia/library4/src/library4. html

A colourful, interactive library shelving game, this will engage middle school students in learning about library organisation and the Dewey decimal classification system. Users select a character that becomes their mentor as they progress through the 11 levels of the game. Level 1 focuses on shelving, before moving on to seven levels of sorting (alphabetically and using DDC), and three levels of reordering (alphabet, DDC, and mastery). If a mistake is made the level must be repeated. At completion of each level users achieve a position within the library and printable certificate. Clear instructions are provided in a tutorial. It is useful for teaching students to locate books in the library or when training students to help with shelving in the library. A. Frost

USER LEVEL:	Stage 3 Stage 4

Five criteria for evaluating web pages

www.library.cornell.edu/olinuris/ref/research/webcrit.html

The site has a useful and concise summary showing how to evaluate and interpret basic criteria for assessing websites. A list of clearly written questions teases out the key elements of accuracy, authority, objectivity, currency and coverage. These are expanded in *How to interpret the basics*. After applying the criteria to a site and answering the five leading questions in *Putting it all together*, users can come to a conclusion about the usefulness or otherwise of a resource. This one page *How to* tool will assist students to hone their selection skills and instil the need for critical thinking during a research task. S. Rasaiah

bubbl.us: brainstorming made simple

bubbl.us/

Start brainstorming invites users of this free program to begin creating online graphic maps. A very simple interface gives instructions for setting up an account which unlocks extra features such as sharing, printing and linking bubbles in a map, aided by a handy pop-up help menu. Maps can be emailed or embedded in a blog or website, making the program ideal for collaboration. Colours can be assigned to specific bubbles according to their ranking in the map, assisting with visual impact and easy identification of key elements or ideas in the map. Once they begin to use this excellent digital tool, teachers and students will appreciate the potential that the site has to offer in the defining and planning stage of the information skills process. S. Rasaiah

Exploratree

www.exploratree.org.uk/

The site is an online library of thinking guides, designed to help students work through an issue, topic or task by defining, shaping and planning. Membership is free and users can save and share their thinking guides. A video in **Take a tour** explains the features of the site, such as how to **Create it**, **Do it**, **Show it** and **View comments**. Guides can be printed or completed online, using a range of tools to change or customise the framework by selecting images, text or shapes. Each template can be resized and manipulated on screen. Analysing and problem solving is enhanced by the use of the many ready made organisers, with scope for students and teachers to create further individual guides. This creative

resource supports the DER – NSW laptop program in connected classrooms. S. Rasaiah

A primer on analyzing television commercials

www.ccsf.edu/Departments/Transitional_Studies/projects/analyzingtv.pdf

In this short excerpt from a book the author takes the view that commercials are works of art and that they should be analysed as such. The site is made up of guided questions for students to ponder when they are faced with analysing television commercials. The site is a PDF with the questions collected into six sections specifically related to an advertisement's characteristics: narrative structure; dialogue and language; the actors; cinematography; sound; and signs and symbols. This material could also be adapted by teachers for analysing the graphic elements of film and television programs. The site is very narrow in outlook but that is a strength as it tackles one thing in precisely showing students what to look for when they are critically viewing commercials. C. Thomas

PACER Center's Kids against bullying

www.kidsagainstbullying.org

Reaching out to befriend someone is the focus of this antibullying site featuring a wheelchair bound student on the home page. It is a site for primary students, linked to a more sophisticated site for teenagers and the PACER Center which champions the rights of children with disabilities. Teachers will find the downloadable handouts very useful for preventing bullying of children with disabilities. The site uses child friendly methods to educate students about bullying prevention and it provides ideas for responding to bullying situations. There are videos, contests, and a diary to read. A. Soutter

September 11: bearing witness to history

americanhistory.si.edu/september11/collection/index.asp

The site is dedicated to the preservation of a wide range of objects, images, and stories related to the terrorist attacks within the USA on 11/09/01. It displays pictures and information on artefacts and

memorabilia recovered from the scenes of the plane crashes. As noted in comments **About the collection**, each article in the collection is a piece of a larger story. A wide range of **Stories about collecting** and **Stories about specific objects** in the collection are provided in written and audio format. They operate as excellent primary source documents for the study of terrorism in the History 7–10 Elective: *Thematic studies* and for the study of the USA as the selected country in the Society and Culture syllabus. C. Sly

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History 7–10; Society & Culture Stage 6
SCIS SUBJECTS:	September 11 Terrorist Attacks – Personal accounts
PUBLISHER:	National Museum of American History, USA
REVIEW DATE:	01/02/10 [303.6]

SCIS 1428047

Communitybuilders.nsw: working together to strengthen communities

www.communitybuilders.nsw.gov.au/

A portal for community networking, the site helps individuals and groups involved with social, economic and environmental change within NSW communities. It connects communities from around the state and provides information about how communities can find help and access information and project funding. The site is frustratingly vague with headings and content and about what actually happens, but perseverance and a look at **Learn more** under the home page blurb may help teachers find useful tools for community building. Teachers will find the **Case studies** section useful for the Geography 7–10 Focus Area: *Changing Australian communities*, and for the roles of community groups in the Topic: *Issues in Australian environments*. J .White

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Geography 7–10; Society & Culture Stage 6
SCIS SUBJECTS:	Community life; Social action; Voluntary work
PUBLISHER:	NSW Premier's Dept., Australia
REVIEW DATE:	01/02/10 [307]

SCIS 1145578

Business planet: mapping the business environment

rru.worldbank.org/businessplanet/

A world map allows for smooth navigation to 183 economies of the world on this site. World Bank data is used to evaluate business regulation, enforcement mechanisms, and the ease or difficulty of **Doing business** internationally. The main purpose of the resource is to provide reliable information for large and small businesses investigating the option to start a business or expand an existing business into other countries. Of interest is the data showing the likelihood of bribery and corruption as an expectation or common method of doing business in a particular country. The information is potentially useful for Geography 7–10 and Business Studies Stage 6 students investigating the role of transnational corporations and the global business environment. J. White

USER LEVEL:	Stage 5 Stage 6 Professional

KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Commerce 7–10; Geography 7–10
SCIS SUBJECTS:	Economic conditions
PUBLISHER:	World Bank, USA
REVIEW DATE:	01/02/10 [330.9]

SCIS 1427008

Financial Planning Association of Australia

www.goodadvice.com.au/

Information on the importance of seeking financial advice is found on this site. Sections on **Ask an expert** and **Real life case studies** tie in with the study of money management in the Commerce 7–10 Core: *Personal finance*. The site is aimed specifically at people looking for financial advice, making the content quite dry for most students, but, within **More about financial planning**, the **Dollarsmart** resource is a financial toolkit tailored for young Australians. This is easily the most useful section, with a 100 page booklet of teaching and learning activities, and topics of budgeting, saving and investing, credit and insurance. The booklet is a fine resource for the Commerce 7–10 Topics: *Consumer choice* and *Personal finance* as it has an excellent glossary and the pages are well set out with a good range of activities. J. Alvarado

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Commerce 7–10
SCIS SUBJECTS:	Finance, Personal
PUBLISHER:	Financial Planning Association of Australia
REVIEW DATE:	01/02/10 [332.024]

SCIS 1421917

Money stuff!

www.moneystuff.net.au

This site contains a wealth of information and activities for students. In conjunction with the Centre for Learning Innovation, the site has a focus on consumer issues, and it is connected to Commerce 7–10 with many explicit syllabus links. Of particular interest are the sections **Just the facts**, the **Money stuff challenges** and **Teachers' resources**. The former provides useful and accessible information about financial, consumer ,and work issues, with references to legislation and external links where more information can be found. The **Money stuff challenges** include practical activities for students to work through, such as buying a mobile phone and applying for a job. Teaching resources include a game about clever shopping and a range of downloadable videos. J. White

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Commerce 7–10; Legal Studies Stage 6; Retail Services Curriculum Framework Stage 6
SCIS SUBJECTS:	Finance, Personal; Life skills
PUBLISHER:	NSW Dept. of Fair Trading, Australia
REVIEW DATE:	01/02/10 [332.024]

SCIS 1036037

Safe drinking water is essential

www.drinking-water.org/flash/splash.html

Developed to help students explore solutions to this global issue, the site includes an absolute wealth of easy to access information and

simple and informative graphics. **Sources**, **Treatment** and **Distribution** have detailed sections on water use around the world, interactive graphics and video support. An **Atlas** describes access to sanitation and safe drinking water. Of particular use for Science 7–10 and Geography 7–10 is the explanation of the water cycle that includes stages of the cycle and pie charts of the types of water on Earth. The site's material is engaging and useful, and a comprehensive list of links will help further investigation of water issues. J. White

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10
SCIS SUBJECTS:	Water supply
PUBLISHER:	National Academy of Sciences, USA
REVIEW DATE:	01/02/10 [333.91]

SCIS 1427020

Aboriginal business

www.smallbiz.nsw.gov.au/initiatives/aboriginal/Pages/default.aspx

ABSTRACT

These pages provide information about specialist Aboriginal business services and programs. The site links to support services and business tools designed to help Aboriginal people start, build and sustain business operations. The site provides a range of services to meet the needs of Aboriginal enterprises, and it also links to mainstream business programs. These services are delivered by experienced Aboriginal business development networks across NSW. The networks help Aboriginal people plan the successful growth and development of their commercial enterprises. In **About us**, the material in **Success stories** provides motivational accounts for all students.

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Business Studies Stage 6; Commerce 7–10
SCIS SUBJECTS:	Aboriginal peoples – Economic aspects; Aboriginal peoples – Employment; Small business
PUBLISHER:	NSW Department of Industry and Investment, Australia
REVIEW DATE:	01/01/10 [338.6]

SCIS 1436265

St. John Ambulance Australia (Western Australia)

www.ambulance.net.au/

Possibly the best of the St. John state websites for students, the site has good information relating to first aid services and products. The site is easily navigated thanks to a well constructed home page. Extremely useful is the **Click to save** section, an online virtual first aid course where students can receive all the information normally presented in a face to face course and then complete on line quizzes. This would be extremely useful in the Stage 6 PDHPE first aid elective and the Stage 5 PDHPE course when addressing first aid for road trauma victims. Within this section are videos, stories, and information on the **Global initiative**, an international resource for driver first aid training. S. Williams

USER LEVEL:	Stage 5 Stage 6
KLA:	PDHPE

SYLLABUS:	PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	First aid; Health education
PUBLISHER:	WA St. John Ambulance, Australia
REVIEW DATE:	01/02/10 [362.18]

SCIS 1426818

Australian indigenous healthInfoNet

www.healthinfonet.ecu.edu.au/

Aboriginal health statistics, policies and programs are explained on this site. The site collects material for researchers and the **A–Z index** in **Help** is particularly useful for student researchers. **Resources** explains site content, and there is a strong focus on health statistics, including road safety statistics, which are well supported by comprehensive explanations of causal factors, programs and policies linked to health issues. Students will find this a great resource for exploring Australia's health inequities in Stage 6 PDHPE and when studying diversity in Stage 5 PDHPE. The website uses Aboriginal jargon to complement the modern layout of the site. Teachers will also find this site useful for collecting background data on health issues and health systems for local Aboriginal communities. S. Williams

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; PDHPE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	Aboriginal peoples – Health; Aboriginal peoples – Medical care; Aboriginal peoples – Social conditions
PUBLISHER:	National Aboriginal and Torres Strait Islander Health Clearinghouse, Australia
REVIEW DATE:	01/02/10 [362.84]

SCIS 1031843

Indigenous road safety

www.roadsafety.nt.gov.au/campaign/aboriginal/

Recognising the high representation of Aboriginal people involved in road trauma within the Northern Territory, this site provides information on road safety campaigns specifically targeting Aboriginal communities. The site gives an abstract of the statistics of Aboriginal road fatalities in the NT and compares this to the total NT population in explaining the high importance of these road safety campaigns. Students can access information outlining the dangers that Aboriginal people face and how they are over represented in the road fatalities. This information could be useful for students and teachers when researching social inequities, and for a case study within Aboriginal Studies syllabuses. The site has up-to-date information in the **News room**, and useful radio and television commercials online. S. Williams

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6
SCIS SUBJECTS:	Aboriginal peoples – Health; Aboriginal peoples – Northern Territory; Road safety
PUBLISHER:	Northern Territory Transport Group, Australia
REVIEW DATE:	01/02/10 [363.12]

SCIS 1426824

NEALS

Road Safety

www.officeofroadsafety.wa.gov.au

The site explains some interesting road safety initiatives and campaigns. In the useful alphabetical list under **Topics: road safety**, teachers and students can access a wide range of excellent material in such areas as **Drug driving**, **Speeding**, and **Cyclists**. These may be useful when researching prevention strategies and statistics. **Young drivers** is a well written and visually upbeat micro site within the resource which students will find especially appealing. The **Party guide** and driving **Games** are designed to teach safety to novice drivers, and a braking game and stopping distances game could be useful for Stage 6 students. S. Williams

USER LEVEL:	Stage 6
KLA:	PDHPE
SYLLABUS:	PDHPE Stage 6
SCIS SUBJECTS:	Driving (Motor vehicles) – Safety measures; Road safety; Safety education; Traffic accidents – Statistics
PUBLISHER:	WA Office of Road Safety, Australia
REVIEW DATE:	01/02/10 [363.12]

SCIS 1153361

Young driver factbase

www.youngdriverfactbase.com/

A site more for educators than students, this resource takes a rather dry approach to the topic. Its presentation of data really is a collection of facts, a *factbase*, from an adult researcher's point of view and it is laid out with researchers in mind. This is quite a different perspective from that of a participant, that is, a young driver's perspective. The main information is in **Key statistics** and **The issues**, with the latter being a clinical table of issue, evidence, and hyperlinked research. Teachers of PDHPE Stage 5, and Stage 6 students, will find that this is a useful website to browse easily understood statistics. The site certainly presents the latest research in readable language, and it provides material for educators to best teach the issue of safety to young drivers. Classroom use of that material is left up to educators' interpretations. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	Adolescents in Australia – Statistics; Driving (Motor vehicles) – Safety measures; Traffic accidents; Young adults in Australia – Statistics
PUBLISHER:	George Institute, Australia
REVIEW DATE:	01/02/10 [363.12]

SCIS 1433643

Natural disasters in Australia

www.cultureandrecreation.gov.au/articles/naturaldisasters/

The site is an excellent starting point for teachers and students of natural disasters and hazards in Australia. Natural disasters covered include drought, heatwaves, floods, cyclones and bushfires, though curiously not earthquakes. There is a general introduction for each disaster type, with links to detailed and precise information about the nature of the hazard and examples since European settlement. This most workable structure and the resulting information unite to provide a superb resource for research, especially for the study of natural hazards in Stage 5 Geography and natural disasters in Senior Science Stage 6. As part of a national culture portal, the site has links to literally thousands of sites, but the collated material is structured efficiently to focus user attention on natural disasters. J. White

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Geography 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Disasters – Australia
PUBLISHER:	Dept. of the Environment, Water, Heritage and the Arts, Australia
REVIEW DATE:	01/01/10 [363.34]

SCIS 1421705

2008/9 Wikipedia selection for schools

schools-wikipedia.org/

Relating to the *Wikipedia* website, this resource contains information on a range of subjects including **Art, Business studies, Design and technology, Geography, History, Information technology, Language and literature, Mathematics, Music, Religion** and **Science**. Colour illustrations, photographs, graphs and tables complement the easy to read text. Each page discusses a specific topic. The website can be easily searched by subjects that are divided into key topics, title word search, or portal pages. The entire website is quickly downloaded onto a DVD if required. Developed for the UK National Curriculum, the information is still relevant across much of the NSW syllabus. No references are provided as these can be obtained from the main *Wikipedia* website. Site administrators confirm that all resources have been checked and verified for accuracy and content. A. Frost

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Elearning; Educational resources; Encyclopaedias
PUBLISHER:	Wikimedia Foundation, USA
REVIEW DATE:	01/02/10 [371.33]

SCIS 1426888

21st century information fluency project

21cif.imsa.edu/tutorials

With the exponential increase in information, this outstanding website assists teachers and students to find and evaluate appropriate resources on the internet. Users input search commands into the **Wizard tools**. It provides a clear tutorial explaining these commands then exhibits the search phrase in a *Google* advanced search. Micro modules offer additional strategies to facilitate appropriate information retrieval. Websites may then be assessed using the **Evaluation wizard** that encourages students to consider key components of evaluating a website. Responses are typed into the space provided and may be printed. The **Citation wizard** assists students to develop a bibliography list using the APA, CSE or MLA referencing styles. Clear steps identify information that needs to be recorded before the citation is generated. The language, style and format are suitable for middle and senior students. It is a useful site for students or teachers undertaking research using the internet. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional

SCIS 1387352

iKnowthat.com

www.iknowthat.com/com

An enjoyable and colourful cross-curricular encyclopaedic website, this resource contains a range of interactive educational activities for junior school students. Easy to navigate, the activities are divided into grades and arranged by subject. Topics include **The arts**, **Language arts**, **Math**, **Science**, and **Social learning**. Social learning topics encourage students to develop appropriate social skills. Each activity includes a **Teacher guide** highlighting outcomes based on the USA national curriculum. **Thinking games** quizzes and puzzles reinforce key concepts. Registration is free, with a paid subscription providing additional activities and the ability to remove advertising. This is an interesting resource that supports many outcomes across the K–6 curriculum. A. Frost

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	CA; HSIE; Mathematics; SciTech
SYLLABUS:	Creative Arts K–6; HSIE K–6; Mathematics K–6; Science & Technology K–6
SCIS SUBJECTS:	Computer games; Educational games; Education, Primary – Computer-assisted instruction; Skill development
PUBLISHER:	iKnowthat.com, USA
REVIEW DATE:	01/02/10 [371.33]

SCIS 1426839

Healthy Kids School Canteen Association

www.schoolcanteens.org.au/

As the primary source of advice and facts about healthy food choices for schools across NSW, this not-for-profit organisation provides parents, principals, teachers and industries with comprehensive information. Attractively presented, each section of this website targets a different audience. There are competitions, plus information about financial management and how to source healthy products in **Healthy school community**, **Healthy school canteens** and **Healthy school products**. A buyers' guide is available for purchase, an **Occasional food calculator** allows for assessment of foods, and **Nutrition facts** provides accurate information about balancing the diet for school students. **Parents** can access nutrition advice and fact sheets for healthy family eating. **Recipes, Food safety and hygiene** are among the sections of particular interest to Food Technology students and teachers. This resource supports the DER – NSW laptop program in connected environments. S. Rasaiah

USER LEVEL:	Stage 4 Stage 5 Community Professional
KLA:	TAS
SYLLABUS:	Food Technology 7–10
SCIS SUBJECTS:	Canteens; School students–Nutrition
PUBLISHER:	Healthy Kids SCA, Australia
REVIEW DATE:	01/02/10 [371.7]

SCIS 1412567

Choice

www.choice.com.au

Consumer issues are discussed and consumer information provided on this site. The site's advocacy for consumers and lobbying of government and business, and their provision of consumer updates and product reviews are particularly useful for Commerce 7–10 and Legal Studies Stage 6. These syllabuses can also make use of the sections on consumer rights and information on how consumers can take individual or collective action. For more recent and popular product reviews, users need to subscribe to the site. Teachers may also find the selection of short videos a useful tool in the classroom. J. White

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7–10; Legal Studies Stage 6
SCIS SUBJECTS:	Consumer education – Periodicals
PUBLISHER:	Australian Consumers Association
REVIEW DATE:	01/01/10 [381.3]

SCIS 1075339

Experience math & science with Gizmos

www.explorelearning.com/index.cfm

Exciting and colourful, these interactive simulations use inquiry and exploration to engage students in mathematical and scientific activities. Subject areas are divided into grade levels. Mathematics subjects are consistent across Years: **Number & operations**; **Algebra; Geometry; Measurement;** and **Data analysis and probability**. Science topics move from **Earth and space** and general science activities into the senior sciences. Subtopics facilitate use and each activity has clear instructions, specific learning objectives, lesson materials, a **Student exploration guide**, an answer key, teacher guide, and vocabulary sheet. This award winning site has relevance to the NSW curriculum. A free 30-day trial is available, and users can undertake any gizmo for free for five minutes per day. The site is easy to navigate and downloads quickly. A. Frost

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 5 Stage 6
KLA:	Mathematics; Science; SciTech
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; General Mathematics Stage 6; Mathematics K–6; Mathematics 7–10; Physics Stage 6; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Mathematics – Simulation methods; Science – Data processing; Simulation games
PUBLISHER:	ExploreLearning, USA
REVIEW DATE:	10/01/10 [500]

SCIS 1435816

Ology

www.amnh.org/ology/

The strength of this website lies in the diverse range of activities that allow students to learn more about the nature and practice of science. Fields of science such as climate change, astronomy and archaeology can be explored via videos that show a range of scientists discussing their work. Puzzles, information and interactive activities examine many scientific endeavours. In **Biodiversity**, students can listen to interviews with conservation biologists, play educational games and learn more about relationships in the

NEALS

environment. Links to the **American Museum of Natural History** enrich the students' experience. J. Haeusler

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE; Science; SciTech
SYLLABUS:	Geography 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Science
PUBLISHER:	American Museum of Natural History
REVIEW DATE:	01/01/10 [500]

SCIS 1277015

Science Learning Network

sln.org/

Focusing on inquiry based science educational resources, the main sections of this useful site are **Check out news and links**, **Visit our museums** and **Explore our resources**. **Visit our museums** provides links to each museum in the *Science Learning Network* giving students a taste of science activities from across the world. The most interesting part of the website, **Explore our resources**, is a selection of resources developed by each museum in the group. Of interest to teachers of Stage 6 Biology is the section on **Living things**, with detailed information on classification, ecosystems and anatomy. **The Atoms family** allows Stage 4 Science students to explore the behaviour of matter and energy changes. Teachers would find **pH factor** interesting, with lesson plans and interactive tasks based around **Excite, Expand, Examine, Explore, Explain, Exchange** and **Extend**. J. Haeusler

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10
SCIS SUBJECTS:	Science – Problems, exercises, etc; Science – Study and teaching
PUBLISHER:	Science Learning Network, USA
REVIEW DATE:	01/02/10 [507]

SCIS 1428722

Harry Potter's world: renaissance science, magic and medicine

www.nlm.nih.gov/exhibition/harrypottersworld/index.html

Supporting a travelling **Exhibition** in the USA, this engaging site will intrigue students as they investigate the history of science through the Harry Potter stories. Each page contains colourful plates with detailed easy to read explanations. These explore the scientific basis of Harry Potter's **Potions, Monsters, Herbology, Magical creatures, Fantastical beasts** and **Immortality**. Detailed **Middle & high school** lesson plans contain background information, vocabulary, materials, plans, evaluation and extension exercises. Worksheets can be downloaded. This site will excite Harry Potter fans, and it could be useful when studying related topics in English and Science. **Online activities** offer interesting tasks for students to pursue. A. Frost

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English; Science; SciTech
SYLLABUS:	English K–6; English 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Renaissance; Rowling J. K.–Criticism, interpretation, etc.; Science–History
PUBLISHER:	National Institutes of Health, USA
REVIEW DATE:	01/02/10 [509]

SCIS 1426812

Maths on the Net

www.cap.nsw.edu.au/motn/index.htm

Fortnightly problems and web challenges are posted on this engaging site each school term. **Problems** leads to the list of problems and activities that are currently posted on the site, and **Download investigation sheet** provides a scaffold for the activity, including the relevant outcome and strand from the syllabus. Schools submit their answers to the problems online and the solutions are posted in **Brainwaves**. There are also end of term **Challenges** for classes or small groups, which take longer to complete. The supporting **Information** for these challenges encourages an inquiry approach to problem solving, with students drawing on a range of information sources to formulate their responses. **Problems** posted on the site make real-life connections between students and their environment, and deal with real problems. This site supports extension programs for Stage 3 students and it could be used to promote interaction between primary and secondary schools in collaborative problem solving. S. Conlan

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Mathematics
SYLLABUS:	Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Educational games; Mathematics–Problems, exercises, etc.
PUBLISHER:	NSW Country Areas Program, Australia
REVIEW DATE:	01/02/10 [510.76]

SCIS 1426741

Mudd math fun facts

www.math.hmc.edu/funfacts/

The resources and challenging material on this site have been designed to enrich and nurture interest in Mathematics, making them well suited to gifted and talented students. Topics covered include: *Algebra*, *Calculus*, *Combinatorics*, *Geometry*, *Number Theory*, *Probability* and *Topology*. The activities in **Get a random fun fact** would make great problem solving tasks. All of the activities are graded in degrees of difficulty which can be selected from a drop down menu and searched via keywords. The range and wealth of fascinating material on this site may stimulate the curiosity of students and, by attempting and solving the puzzles, students would gain a deeper understanding of complex mathematical problems. S. Conlan

USER LEVEL:	Stage 5 Stage 6
KLA:	Mathematics
SYLLABUS:	Mathematics 7–10; General Mathematics Stage 6; Mathematics Stage 6: *Extension 1*; *Extension 2*
SCIS SUBJECTS:	Educational games; Mathematics–Problems, exercises, etc
PUBLISHER:	Harvey Mudd College, USA
REVIEW DATE:	01/02/10 [510.76]

SCIS 1426739

Arithmetic: practice test

www.thatquiz.org/tq/practice.html?arithmetic

A simple and purposeful site with brief and clearly written instructions, this free online assessment tool may be useful when testing students' skills with number. Using a flash card format, students answer numerous arithmetic questions. Users select questions by

ticking boxes, for example addition or multiplication. Answers are typed on screen and students are immediately notified if the answer is correct. The greyscale focuses attention on the task, and students will engage with answering the questions within a time frame and improving their scores. It is an excellent site to practise skills and reinforce key concepts. Teachers can establish a free account that will record student results. A. Frost

USER LEVEL:	Stage 3 Stage 4
KLA:	Mathematics
SYLLABUS:	Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Arithmetic – Quizzes
PUBLISHER:	A. Lyczak, USA
REVIEW DATE:	10/01/10 [513.076]

SCIS 1435823

Virtual pinboard

www.crickweb.co.uk/assets/resources/flash.php?&file=vpinboard4#Scene_1

An intriguing site for object manipulation, this resource opens with a flexible diamond on a grid. Students will enjoy altering this two dimensional shape, manipulating and identifying lines and angles on the virtual pin board. Students can alter the number of points per shape, rescale the regular shape, switch the background between blank and grid, control colours and opacity, and label their creation. A virtual ruler and protractor assist in the construction of shapes. The site has much potential for working with shapes within Mathematics and Creative Arts syllabuses. Clear, simple instructions facilitate site use. A. Frost

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	CA; Mathematics
SYLLABUS:	Creative Arts K–6; Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	Interactive media; Size and shape
PUBLISHER:	Crickweb, UK
REVIEW DATE:	10/01/10 [516]

SCIS 1436038

Geology: plate tectonics

www.ucmp.berkeley.edu/geology/tectonics.html

The site provides written material on the history of plate tectonic theory and the science that explains it. Particularly useful for Science 7–10 and Geography 7–10 students are the site's animations showing the movement of tectonic plates over the last 750 million years. A helpful aspect of these animations is they can be played both forward and in reverse. The site is a compact resource with links to in-depth explanations of the geological processes that drive continental drift, including convection and sea floor spreading. There are no specific educational resources provided, but the content can be easily presented to students as either independent or guided activities. J. White

USER LEVEL:	Stage 5 Professional
KLA:	HSIE; Science
SYLLABUS:	Geography 7–10; Science 7–10
SCIS SUBJECTS:	Plate tectonics
PUBLISHER:	University of California, USA
REVIEW DATE:	01/02/10 [551.1]

SCIS 1098726

The encyclopedia of Earth

www.eoearth.org/

In this wikipedia-like web reference for Earth sciences and environmental sciences, the creators of the site are keen to distance themselves from the reliability issues that surround internet research. The site is precise about authorship, editing accountability and objectivity, and **FAQs** is a good place to explore the site's credentials. Each article undergoes a process of peer review before being posted on the site. Articles can be searched by title, author and **Topics**, with the latter being a quick route to an alphabetical list of the site's main areas of information. Many of the hundreds of articles available contain graphics, however much of the language is pitched at tertiary level. The site would be useful for extending students and for teachers seeking a deeper understanding of Earth related topics, up-to-date statistical data, and diagrams. J. White

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Biology Stage 6; Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10
SCIS SUBJECTS:	Earth; Geomorphology
PUBLISHER:	National Council for Science and the Environment, USA
REVIEW DATE:	01/02/10 [551.41]

SCIS 1310326

The Australian coastal atlas

www.environment.gov.au/coasts/atlas/

Site users are able to work this resource and access Geographic Information Systems (GIS) data and tools to create maps with different layers representing aspects of human and physical environments. Latitude and longitude are displayed at the location of the cursor, and distance between any two points can be measured. Maps contain all the basic elements of a good map, including direction and a scale bar. Once the user has created the map it can be imported into another document or printed. These features combine to make this site a potentially valuable teaching and learning tool for both skills and content in Geography 7–10. J. White

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10
SCIS SUBJECTS:	Coasts – Australia – Maps
PUBLISHER:	Environment Australia
REVIEW DATE:	01/02/10 [551.45]

SCIS 1098790

The Murray-Darling Basin

www.murrayriver.com.au/about-the-murray/murray-darling-basin/

Accessible and interesting, the site gives a geographical and ecological overview of the Murray-Darling Basin. It looks at both physical and human features, and the sections on water, **Landscapes and the river**, **Agriculture in the Basin** and **Flora, fauna and wetlands** are an excellent starting point for students doing independent research. Written text is interspersed with good quality photographs, drawings, graphics and data, including well-presented graphs and an interactive map. This site would be very useful for the study of the Basin, changing communities, and land and water management. J. White

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE; TAS
SYLLABUS:	Agricultural Technology 7–10; Geography 7–10; HSIE K–6
SCIS SUBJECTS:	River basins; Murray-Darling Basin
PUBLISHER:	Discover Murray, Australia
REVIEW DATE:	01/02/10 [551.48]

SCIS 1421701

Cyclones: meteorological information

www.ntlib.nt.gov.au/tracy/advanced/Met/index.html

An excellent resource for the study of cyclones as a natural hazard in Stage 5 Geography, the site details the nature of cyclones, with an accessible format and extensive explanations of their meteorological features. Human impact is explained both generally and through the example of **Cyclone Tracy** in 1974. A short but fascinating video clip is provided for download, providing an effective visual display of the destructive force of cyclones. Several **Oral history** accounts are also available for download. These provide insight into the human side of cyclones and effectively describe the environmental, social and economic impacts on the community. This feature is especially useful for Stage 5 Geography. J. White

USER LEVEL:	Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10
SCIS SUBJECTS:	Cyclones; Cyclone Tracy, 1974
PUBLISHER:	Northern Territory Library, Australia
REVIEW DATE:	01/02/10 [551.55]

SCIS 1421706

Current month to date rainfall totals for Australia

www.bom.gov.au/cgi-bin/silo/rain_maps.cgi

This part of the Bureau of Meteorology's website allows users to create their own rainfall maps of Australia. Rainfall data can be selected for periods from one day through to three years. The data is presented in various forms, including total rainfall, variation from the mean, and occurrence of drought and rainfall anomalies. This flexibility allows the user to generate a specific rainfall map for the whole of Australia or for a particular state or territory. A further option enables a rainfall map of the **Murray-Darling Basin** to be generated. An extremely useful aspect of the site for both students and teachers is that the maps are easily imported into other applications as either GIF or PDF files. J. White

USER LEVEL:	Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10
SCIS SUBJECTS:	Rain and rainfall – Maps
PUBLISHER:	Bureau of Meteorology, Australia
REVIEW DATE:	01/02/10 [551.57]

SCIS 1421702

Australian Health Promotion Association

healthpromotion.org.au/index.html

Promoting health awareness and professional networking, the site has some useful sections for senior students researching how Australia is developing health promotion theory and practice. Of particular interest to PDHPE students is the **Social determinants of health** section, which has NSW specific information on societal

factors that affect health from birth to old age. Students will find general information here, resources, articles and a *Powerpoint* presentation. Overall, the site is reasonably student friendly, with plenty of links that will aid students pursuing a line of research. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6; PDHPE Stage 6
SCIS SUBJECTS:	Health attitudes; Health education; Health – Careers
PUBLISHER:	Australian Health Promotion Association
REVIEW DATE:	01/02/10 [613]

SCIS 1433611

Youth beyondblue

www.youthbeyondblue.com

As a segment of the *Beyondblue* website, this section upholds the mission to provide a national focus and help build a society that understands and responds to the personal and social impact of depression. It suggests key strategies including **Look, Listen, Talk,** and **Seek help**. There is a range of clearly expressed fact sheets on a number issues such as: **Dealing with stress; Drinking, depression and anxiety; Bullying; Understanding eating disorders**; and **Suicide: knowing when to get help**. Sections for **Parents and carers**, siblings and friends offer information on how best to **Help someone else**. An extremely valuable initiative, this site is informative and non-judgemental. It has great value for adolescents as it focuses on common experiences of growing up. Education, understanding, compassion and practical strategies make the site an invaluable online reference. Suitable to support the DER – NSW laptop project, this resource will be helpful in a connected environment. C. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	Adolescents – Mental health; Depression (Psychology)
PUBLISHER:	Beyondblue: the national depression initiative, Australia
REVIEW DATE:	01/02/10 [616.85]

SCIS 1428604

eHealth: national ehealth strategy

www.health.gov.au/internet/main/publishing.nsf/Content/National +Ehealth+Strategy

Using electronic management of health information to deliver better results, Australia's eHealth strategy is the result of national consultation. The site explains the development of eHealth plans in Australia and how this transition from paper based record keeping to electronic records will create a more efficient information exchange. The strategy involves describing the current landscape, managing state and health sector variations, and incorporating changes in technology. The strategy is summarised in one PDF document and fully explained in a much larger PDF document on the site. Information on the government's policies, programs and priorities for eHealth will be added as decisions are made. The site is not written for student use, and teacher interpretation of government jargon may be required to make this data useful for student reference. C. Thomas

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE

Video art

www.acmi.net.au/video_art.htm

Showcasing short films by 16 contemporary Australian artists, this site captivates and engages its audience. These 30-second films are specifically designed for the small screen, with works varying in theme, content and stylistic qualities and techniques. **Meet the makers** shows video footage of the artists which provides insight into their intentions, practice and film making techniques. **Made by kids** and **Screen it** demonstrate the quality of work attainable for a variety of ages and would provide inspiration for students undertaking a similar project. There are a variety of **Resources** related to film and television, including essays, interviews, retrospectives and past exhibitions. This fantastic site covers multiple aspects of film and video art. N. French

MyVirtualGallery

www.artgallery.nsw.gov.au/ed/myvirtualgallery

Users of this site are able to create personal virtual exhibitions using artworks found at the NSW Art Gallery. In **Learn more about creating exhibitions**, the sections **How a real exhibition happens** and **Interview with a curator** provide insight into how an exhibition is constructed, using past exhibitions as examples. Additional information on how to group artworks can be found in **More suggestions**. After students have created their virtual exhibition, **Making your exhibition public** provides instructions and the opportunity to have their virtual gallery published on the site. *Featured exhibitions* showcases recently created exhibitions with an introductory summary about content and imagery. This is a novel way to enhance student understanding into how exhibitions are constructed. N. French

Animated: self portraits online, October 2007 – December 2008

www.portrait.gov.au/animated/

The first online exhibition at the National Portrait Gallery, *Animated* is a superbly presented collection of artists' self portraits. Using dynamic multimedia, this engaging site would be an excellent starting point for students to investigate how ideas about the self can be presented. The stylistic qualities and content of the self portrait presentations is very varied, and students could develop ideas and gain inspiration for creative filming techniques, prior to undertaking a similar practical project. A few films contain nudity in a drawn or animated form. Many of the featured artists work with film and video, and each has a **Biography** and **Statement** giving concise and accessible insights into their artistic practice and intentions. The site is a great resource in itself, and it is also a terrific introduction to Australia's newest national gallery. N. French

Online learning resources: Australian art

nga.gov.au/Education/australian.cfm

Detailing past and present exhibitions, this site contains a wide range of information on Australian art, Indigenous **Australian art, American and European art** and **Asian and Pacific art**. A brief overview is provided on each artist or exhibition, and these sections often provide teacher resources and additional information, such as audio tours and video or photographic archives. The information provided is concise and is supported by relevant artworks, suitable for classroom use. There is a range of discussion questions and art making activities accompanied by stimulus artworks. N. French

Louvre

www.louvre.fr/llv/commun/home.jsp

Exploring a range of collections in the Louvre is possible via **Virtual tours** on this spectacular site. Visitors are given a 360 degree look around selected rooms, supported by location maps and details on the artworks located in this area. There are multiple ways to explore the **Collection** which is divided into **Curatorial departments**, **Databases** and **Kaleidoscope** (a **List of visual themes**). When thumbnails of artworks are clicked, descriptive information, close-up shots of the artwork, interactive floor plans and related artworks inform and enhance understanding. The site has many interactive resources, and many of these can be investigated via **Eye openers**. For example, in **Young people**, students can undertake analytical and interactive explorations of some of the Louvre's works. N. French

SCIS 1019008

There's a mystery there: Sendak on Sendak

www.sendakonsendak.org

A timely resource for the release of the film *Where the wild things are*, the site is excellent teacher support for the teaching of that picture book in English K–6, and it supports a more academic study of picture books by older English students. The site has art works, plenty of quotations, and support documents from a Sendak **Exhibition**. There are several interesting videos where Sendak discusses his work and methods, and these demonstrate his interpretations of visual literacy. The site is informative about the writer and the life of an illustrator, however younger students may find the site old fashioned in presentation and rather clunky to use. S. Pollard

SCIS 1439591

Mixbook

www.mixbook.com

Students can create professional looking web based photographic albums, digital stories and scrapbooks easily on this website, without downloading software. Products can be shared online. Students can very easily create a visual story uploading photographs from multiple online sources into templates with a variety of backgrounds to choose from. Excursions, camps, historical tours, Science experiments and school fetes are some of the educational activities that could be documented and shared by creating mixbooks. Anything that involves a process, such as growing and then cooking vegetables, could be a visual project for students to create and for other students to learn from. Students choose a theme, background and image layout to create visual representations. The **30-second video** shows the process. J. Haeusler

SCIS 1424564

The Italians: three centuries of Italian art

www.nga.gov.au/TheItalians/

More than 100 magnificent Italian artworks, painted from 1500 to 1800, are displayed chronologically on this site. The collection includes masterworks from the Renaissance, Mannerist, Baroque and Rococo eras. When selected, the thumbnail images, grouped into centuries, reveal citation information and a summary about the artwork and artist. Each image can be enlarged for closer scrutiny. **Audio tour** allows students to explore some of the collection by listening to a narrator discussing artworks in detail. In **Education**, students can compare and contrast images from each century, limiting searches by terms such as *Close up, Tonal quality, Region* and *Subject*. N. French

SCIS 1421359

EOS photochains

www1.canon.com.au/worldOfEos/photochains/home/default.aspx

A terrific initiative from Canon, this simple to use and very effective site is a great venue for student photographers. Using the concept of photochains, where a part of one photograph inspires the next photograph, the site operates three chains. The main one, run by Canon, has a given theme and submissions are invited for a set time. This chain, and the public and private chains, are moderated by Canon for an Australian and New Zealand audience, and they are very suitable for student use. The **Public & private chains** are accessed in **About**. A private chain runs by the initiator's invitation, with much possibility for extension and assignment work within photography syllabuses. In the useful **About** and the FAQs in **Help**, teachers can quickly assess how the site works. It is an excellent place for hands-on experimentation with the concepts and techniques of photography. It will make students think practically about the big issues of purpose and audience, plus the importance of constructing images that others can work with and the opportunities and responsibilities of working within a thread. The site requires creativity and discipline from photographers, and is perfect for encouraging these attributes in students. C. Thomas

SCIS 1440176

Channels.com

www.channels.com/

Free to use and with no software to install, this digital video recorder for web video hosts over 150 000 shows. Videos can be searched by keyword or category and then added to **My playlist** to be automatically updated as new episodes are released. Registration is optional and facilitates additional features, including the ability to add shows personally which are not in the site's index. **TED, BBC, CBS, National Geographic, Discovery** and **Disney** are some of the favourite channels listed on the site. Speed and easy access to videos on a wide range of topics such as **News & politics, Science & medicine, Arts, Business** and **Music** make this a practical and exciting tool for teachers and students. S. Rasaiah

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	CA; English; Science
SYLLABUS:	English 7–10; Music 7–10; Science 7–10; Visual Arts 7–10
SCIS SUBJECTS:	Films; Video recordings
PUBLISHER:	Channels.com, USA
REVIEW DATE:	01/02/10 [791.4]

SCIS 1436646

Citation maker. Elementary

www.openc.k12.or.us/citeintro/citeintro.php?Grd=Elem

Based on MLA style, this citation maker creates templates for a range of print, electronic and internet sources. The uncluttered interface, clear language and quick responses make this a useful tool for students. A list of citations can be developed which can then be copied into a *Word* file. Since reference lists cannot be saved onto the site, students will need instructions about how to organise their information, batch sources, and prepare details to add to the templates. Collecting and downloading single citations is also possible and students will need to be reminded to access the site each time a new source is used. Explicit teaching about different formats and how to find bibliographic details will be necessary to enable students to select and complete appropriate templates. S. Rasaiah

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
SCIS SUBJECTS:	Bibliography; Literary style
PUBLISHER:	Oregon Public Education Network Clearinghouse, USA
REVIEW DATE:	06/01/10 [808]

SCIS 1430197

Google lit trips

www.googlelittrips.com/GoogleLit/Home.html

Virtual journeys of literary characters are presented in this exciting and innovative website. Students can follow a previously developed *Lit trip* or develop a virtual map to designate the journey of literary characters by placing markers on *Google Earth*. These markers may be populated with additional resources relating to that site and the story. The website is easy to navigate and a **Getting started** tutorial offers clear directions. Previously developed *Lit trips* are divided into learning stages. It is essential that teachers check all downloads are available on the computer to ensure all facets of the website function correctly. An interesting site, it will motivate and engage students as they investigate stories and develop their own content and ideas relating to novels' characters, time and place. A. Frost

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Characters and characteristics in literature – Maps; Literature – Study and teaching; Literature – Webquests
PUBLISHER:	Google, USA
REVIEW DATE:	01/02/10 [808]

SCIS 1426993

MLA elementary citation maker

elementary.oslis.org/resources/cm/mlacitationse

Easy to use, the sixth edition of this online MLA citation maker produces templates for citing a range of sources. Details for

sources such as books, online databases, **Image**, **Sound** and **Video** can be entered online in the fields provided. When **Create citation below** is selected, those details are converted into reference formats, building a bibliography. **Sort all** arranges those citations in alphabetical order. **Save all** must be selected and the list printed or pasted into a *Word* document prior to exiting the program, as bibliographies are not stored on the site. Twenty two elementary *Citation worksheets* are provided to give students practise in how to correctly cite a range of print and electronic sources. S. Rasaiah

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Bibliography; Literary style
PUBLISHER:	Oregon School Library Information System, USA
REVIEW DATE:	01/02/10 [808]

SCIS 1430200

Storybird: collaborative storytelling for families and friends

storybird.com

Enabling users to create free online stories, this outstanding site will engage students. Collaboratively developed, the stories involve at least two people undertaking the writing and illustrating of a short story. Clear instructions through a step-by-step guide assist in the development of stories. **Narrative artists** and **Writers and educators** can **Take the tour** around the site and explore published stories by art and themes choices. This is a very good website that emphasises visual stories, making it useful when telling stories and creating illustrations that complement stories in English and Creative Arts syllabuses. A. Frost

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Visual Design 7–10
SCIS SUBJECTS:	Books; Storytelling
PUBLISHER:	Storybird, Canada
REVIEW DATE:	10/01/10 [808]

SCIS 1435726

Story maker

www.rif.org/readingplanet/gamestation/storymaker/default.aspx

Part of an initiative to promote reading in socially disadvantaged communities, this site allows students to drag and drop images onto a themed background and write a story that they can print and enjoy. A library, zoo, construction site and urban fire scene are the given settings. Students drop names of friends into a story starter framework and then conclude the story on their own. Primary writers will enjoy this process because it is confidence raising and they emerge with a story to read and to show. Year 7 writers can explore the makeup of picture books through creation. The site is intended to be a story starter, and with explicit teaching about possible complications and the link between images and the written text, it will move beyond a lower order writing tool. Other useful sections of the site include **Activity lab**, **Game station**, **Book zone** and **Express yourself**. E. Chase

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Fiction; Picture books; Writing (Authorship)

SCIS 1431861

Strictly speaking

lrr.dlr.det.nsw.edu.au/Web/public_speaking/

ABSTRACT

A resource for developing public speaking skills, this site considers the nature of speeches for different situations. It outlines the steps for learning to be a proficient public speaker. **Speaker's corner** offers links to famous speeches and a range of **Communication activities** help students to begin their own speech preparation and delivery. Video clips of Maria Atkinson, Adam Goodes, Lisa Forrest, and four students speaking about their experiences of public speaking provide models for teaching and learning. **Your task** outlines an activity for students and offers guidelines to assist with speech preparation. The **Prepared speech guidelines** and **Assessment guide** can be printed for ready reference. **Glossary, Outcomes** and **Quality Teaching** links are included. The resource supports the DER – NSW laptop project.

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Public speaking
PUBLISHER: Centre for Learning Innovation,
                   Australia
REVIEW DATE: 01/02/10 [808.5]

SCIS 1417795

Skipping stones: an international multicultural magazine

www.skippingstones.org/index.html

Targeting students aged 7–17, this online magazine celebrates ecological and cultural diversity in language and images. It is a fine multicultural resource with some excellent material in students' poetry and prose. These explore multicultural communities and classrooms, with thematic links to racial and cultural inclusion and exclusion, and what it is like to be a migrant. There is a cut and paste link to the magazine's blog site, teaching and parenting resources, and a list of 20 inspirational women and men. The magazine encourages youth submissions, and its clear submission guidelines and international outlook create an interesting outlet for young writers and artists to investigate. F. Crum

USER LEVEL: Stage 5 Professional
KLA: CA; English
SYLLABUS: English K–6; English 7–10; Visual Arts
                   7–10
SCIS SUBJECTS: Children's literature; Multiculturalism
                   in literature
PUBLISHER: Skipping Stones Magazine, USA
REVIEW DATE: 01/02/10 [808.8]

SCIS 1437947

Writing with images

scs.une.edu.au/studentfiles/homepages/312_2_0S/sarahtwebpage/visual_literacy.htm

A superb resource for visual literacy, the site takes students slowly and deliberately through the processes of critically analysing visuals, using the medium of picture books. The site is an online self monitored project where the student examines four picture books using the site's specified questions and guidelines. The books examined are: *Fox*, *The watertower*, *Memorial*, and *The staircase cat*. The student then creates an electronic picture book applying the skills and knowledge learned. The site works well as a general visual literacy resource and as a specific resource for understanding and appreciating picture books. It teaches the terms students need to use when analysing visuals. An excellent resource for the DER – NSW laptop project, this site can be used by individual students without teacher input, or in a connected environment, in classrooms, and on IWBs. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10; English
                   Stage 6
SCIS SUBJECTS: Picture books - History and criticism;
                   Visual literacy
PUBLISHER: University of New England, Australia
REVIEW DATE: 01/02/10 [809]

SCIS 1418725

BBC schools primary history

www.bbc.co.uk/schools/primaryhistory/

A well laid out website, the resource has most potential in NSW for Year 7 History students. It provides an excellent introduction to six major areas of history: ancient Greece; ancient Rome; the Anglo Saxons; the Vikings; children of Victorian Britain and children of WWII. Each topic looks at social and cultural development of the epoch. There is an annotated easy to read summary, and interactive classroom material with primary and secondary sources. In the game area, students can explore the topic imaginatively. There are teaching resources with downloadable worksheets, activities, pictures and videos. Ideal for classroom activities, ICT in the classroom, independent study and group work, this resource provides an excellent introduction to these historical topics. F. Crum

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Education, Primary; History; Social
                   life and customs
PUBLISHER: BBC, UK
REVIEW DATE: 01/01/10 [900]

SCIS 1437927

OurStory: save stories, photos, and videos on a collaborative timeline

www.ourstory.com

An entertaining and interactive tool that enables users to develop timelines, this great website would be useful when investigating historical events in HSIE K–6 and History 7–10, or as a platform to record important personal moments. Users create a free account to develop their own timeline, or log in as a guest to view and comment on a timeline. To add a story, users may include photographs, videos and icons to complement their written text, add question sets and collaborate with friends and family. In **Explore** and in the featured timelines, users can see how the process works and how others have used the site in educational situations. Guests and users can comment on and ask questions about stories. Timelines may be shared to blogs and social networking websites. Clear instructions and a search function facilitate understanding and use of the website. A. Frost

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Biography; Chronology, Historical – Data processing
PUBLISHER:	Lifescape, USA
REVIEW DATE:	10/01/10 [902]

SCIS 1435805

Playing history

www.playinghistory.org/

A well constructed directory of historical games and simulations, this site will be useful for teachers investigating digital games that will engage middle and senior school students. Information on games and quizzes is provided, including content description, and details relevant to classroom use. Although focused on USA and Canada, there are many games relevant to the NSW curriculum, including a museum and gallery simulation where students create their own exhibition; a virtual exhibition of shipwrecks; an Inca investigation; a discovering Babylon activity; and Renaissance art studies. Quizzes and game reviews are supplied. The site is easy to navigate and the links to games download quickly. A. Frost

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Classroom activities; Educational games; History – Computer assisted instruction; History – Study and teaching
PUBLISHER:	T. Owens, USA
REVIEW DATE:	01/02/10 [907]

SCIS 1426860

Visualgeography

www.visualgeography.com/

Photographs of people and places from countries around the world can be freely accessed on this site. Countries are listed by continent and the number of national images range in number from one to over 100, and in quality from simple snapshots to outstanding works. Examples are Italian street scenes, German houses, Chinese landscapes and French food. The small amount of description, the images, and the maps which aid geographic location, are probably most useful for Languages teachers seeking supplementary visuals for primary students. Also useful are audio clips of different languages, world quizzes at various levels of difficulty levels, and brief country fact files. Some information has direct application to Geography 7–10. J. White

USER LEVEL:	Stage 4 Professional
KLA:	HSIE; Languages
SYLLABUS:	Chinese K–10; French K–10; Geography 7–10
SCIS SUBJECTS:	Geography
PUBLISHER:	Visualgeography.com, USA
REVIEW DATE:	01/02/10 [910]

SCIS 1427013

Create your own travel guide

traveldk.com/how-to/create-guides

Creating a custom travel guide to a destination chosen by the site user's choice will be an interesting exercise for students within a range of syllabuses. Users need to register for the full range of

functions, but teachers and students will find the site useful without having to register. A student created guide of local attractions, history and culture can be accomplished quickly from an extensive list of global cities and popular regions. This supports the study of a place in HSIE K–6 and Geography 7–10, a novel's setting in English K–6 and English 7–10, and the manipulation of data in the Tourism Stage 6 syllabus. Travel guides are free to view, but a fee applies for a printable version. The site is an entertaining and informative method of developing an understanding of the world. J. White

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	English; HSIE; VET
SYLLABUS:	English K–6; English 7–10; Geography 7–10; HSIE K–6; Tourism Curriculum Framework Stage 6
SCIS SUBJECTS:	Travel
PUBLISHER:	DK, UK
REVIEW DATE:	01/02/10 [910.4]

SCIS 1427030

Wanderlust: GOOD maps out history's journeys, from Magellan to Kerouac

awesome.good.is/features/011/Wanderlust/

Some of history's greatest journeys are mapped out on this interactive site. There are real journeys, such as **Cook's Endeavour voyage** and the flights of Earhart and Lindberg, and imaginary ones such as Jules Verne's *Journey to the center of the Earth*. History students could obtain some use from following the journeys of Pizarro in Peru, Marco Polo, Columbus, and Magellan. Each journey has a summary and pictures of each port with comments about its significance in the journey. In Cook's travels there is a series of photographs of the transit of Venus provided by NASA. The site's blogs on mapmaking, including language maps and abstract cartography, will extend students' horizons. A. Soutter

USER LEVEL:	Stage 5 Stage 6
KLA:	English; HSIE
SYLLABUS:	English 7–10; Geography 7–10; Geography Stage 6; History 7–10; HSC History Stage 6: *Extension*
SCIS SUBJECTS	Discovery and exploration; Voyages and travels
PUBLISHER	GOOD Worldwide, USA
REVIEW DATE	01/02/10 [910.4]

SCIS 1428467

Digital Karnak

dlib.etc.ucla.edu/projects/Karnak/experience

Exploring the ancient Egyptian civilisation and society of Karnak, this authoritative site would be valuable for teaching and learning in History 7–10 and Ancient History. **Timemap** is linked to *Google maps* allowing satellite imagery to be overlaid with archaeological information. Students can move along the timeline and observe development and changes in society from Sensuret I in 2000BC through to 395CE. Links contain detailed information on structures such as the **Middle Kingdom court** and the **White chapel**. Excellent thematic video clips and instructional PDF files enable students to **Experience Karnak**. A detailed archive facilitates use of the site and it can be searched by chronology, type, feature and topic. **External resources** listed would need to be verified for syllabus relevance. A. Frost

| USER LEVEL: | Stage 4 Stage 5 Stage 6 |

Mapping our Anzacs

mappingouranzacs.naa.gov.au/default.aspx

An outstanding website, this would be very useful to students researching the original Anzacs. The easy to search database of Anzac enlistment records contains details of enlistment for WWI and any available additional records. Persons may be searched for by name or on an interactive map of birth location. Digital images of enlistment papers and service records are provided within the scrapbook of each person. Notes and photographs may be added to the scrapbook, and tributes to people can be developed. Clear instructions are given to help users of the site. A. Frost

The 1900 house

www.pbs.org/wnet/1900house/index.html

Based on the PBS documentary of a modern day family living in a recreated 1900 house, this website should appeal to middle school students. They can take a **Virtual tour** of the Victorian house. Detailed background information on **The family** includes photographs and interviews. The lifestyle, beliefs, practices, and technology of a middle class Victorian family and household is exposed. Architectural information and social commentary on the house, and different rooms in the house, is provided. Information **About the series** and additional **Resources** is included. **Lesson plans** on living in the 1900s and **Living without technology** offer some interesting activities for students. This website would be useful to support teaching about life in the Victorian era. A. Frost

The Authentic History Center: primary sources from American popular culture

www.authentichistory.com/

The site provides an extensive collection of visual artefacts and sounds which illustrate the social consciousness of America from the pre-Civil War era to the present. There is a large audio archive of speeches and news broadcasts. The site is well maintained and recent material supports the Society and Culture Stage 6 study of America as a selected country. The site's topics of **Early 1900s, WWI, 1920s, 1930s** and **WWII** offer interesting support for the Modern History Stage 6 Option: *USA 1919-1941*. Period poster art may also prove a stimulus for students looking at how art is a representation of class, ideology, and events in Visual Arts. **Teaching diversity with multimedia** deals with the issue of racial stereotyping in advertising posters. The site's wealth of visual and audio material on a broad range of social and political issues makes it a useful resource for schools. F. Campbell

Sierra Nevada Virtual Museum

www.sierranevadavirtualmuseum.com/

Examining the arts, natural and human history of the Sierra Nevada region in USA, this excellent multimedia museum will engage middle school students. Written text is complemented by clear photographs, plates, diagrams and maps. The **Galleries** provide information on various artists and history of the region. **Special exhibits** offer virtual field trips to key locations, such as Yosemite National Park. *Flash* is required and video clips download quickly. Various other **Resources** are incorporated, including a reference desk containing links to webcams, weather and other maps. Podcasts are provided on local art, history and public policy. Each podcast contains a short description and biography of the presenter. A. Frost

Incidents between Aboriginal people in NSW and the British colonisers, 1810-1822

k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/british-colonisers-1810-1822

Links for each year between 1810–1822 take students to visual and electronically stored primary sources on this site. For teachers, there are proformas for programming, assessing and reporting, plus foundation statements, syllabi and units of work. After a brief and sympathetic overview of Governor Macquarie's dealings with the Aboriginals, and the education policy that led to the Stolen Generations, there is a chronological account of the major points of Macquarie's administration. These include his public statement of benevolence in 1811 and the complexity of intercultural contact against a backdrop of achievements and disappointments. It highlights the change in Macquarie's attitude in 1816 and describes the origins of the policy of forced removal of children. The site is excellent background reading for Stage 3 HSIE teachers and a useful summary of incidents for older students. F. Crum

Professional reading

Resources are in Dewey order.

SIMMONS, Carl & HAWKINS, Claire

Teaching ICT

Sage, UK, 2009 (Developing as a reflective secondary teacher)
ISBN 9781847872548   [004.071]

Practical advice and strategies to help the beginning teacher plan and implement technology lessons are clearly set out in this British resource. *Managing an ICT lesson* teaches positive behaviour management and includes commonly occurring scenarios in classrooms and computer rooms. The appropriate interventions and useful tactics that are reviewed in this chapter would interest teachers of every KLA. The specifics of assessment and curriculum planning relate to British secondary schools, where ICT is a discrete subject mapped across the curriculum. The mechanics of developing technology skills and the impact that these skills have on teaching and learning are explored in sections such as *Contemporary issues in ICT teaching*, where e-portfolios, IWBs, and social networking are discussed in the context of technological change and education. Additional information, including videos of real lessons and links to supporting sites are available on a companion website at <www.sagepub.co.uk/secondary>. S. Rasaiah

| USER LEVEL: | Professional |
| | Paper $66.00   SCIS 1429015 |

ARMSTRONG, Tricia

Information transformation, teaching and learning strategies for research, projects, and activities [series]

User Friendly Resources, NZ, 2009

Each of these resources looks at part of the research process, teaching and supporting students as they plan research, search for information and finally make sense of the information in a presentation. Each book is divided into three sections, each focussing on a research task and teaching activities with the support of strategies and research work sheets. For teachers concerned with literacy and information skills, these books target specific parts of the research process and provide information, strategies and structured activities. They are a fine resource for inquiry based teaching. J. Foster

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $38.50 each

BRAXTON, Barbara

All you need to teach- [series]

Macmillan Education Australia, 2009

The information process is explained and explored in a collection of lesson banks in this graded series. The books are specifically written for teacher librarians who are either working collaboratively with colleagues or alone in the library, and teachers in schools where there is no teacher librarian. The author has structured the lessons and reproducible worksheets around commonly taught topics K–6, and included scope for cooperative teaching and the integration of these activities into classroom programs. Each lesson includes a list of key ideas, stimulating focus questions, resources needed to complete the activities, and additional resources, including websites. Teacher librarians using these resources as an adjunct to teaching information literacy in context will find refreshing and creative ideas in each book. The checklists of suggested learning outcomes for each stage in the information process may help teachers gauge the progress of knowledge construction. S. Rasaiah

| USER LEVEL: | Professional |
| | Paper $34.99 each |

DILLON, Paul

Teenagers, alcohol and drugs: what your kids really want and need to know about alcohol and drugs

Allen & Unwin, NSW, 2009
ISBN 9781741756807   [362.290994]

Dillon is a former teacher who has been presenting information sessions on alcohol and other drugs to school communities across Australia for many years. The book is based on the questions that young people and their parents commonly ask him and the stories that they have told him. It is a sensible, practical, and very readable resource. There are chapters on alcohol and parties, looking after friends, cannabis and other drugs, urban myths and answering the tough questions. Most teachers will learn something new from this valuable book. A. Soutter

USER LEVEL:	Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10; PDHPE Stage 6
	Paper $29.95 SCIS 1401077

TRIMINGHAM, Tony

Not my family, never my child: what to do if someone you love is a drug user

Allen & Unwin, NSW, 2009
ISBN 9781741755251   [362.290994]

This raw account by a father whose son died of a heroin overdose will reach many parents and teachers because of its honesty. Trimingham's

NEALS

20 years of counselling experience help him provide a clear guide to the warning signs and the steps that adults can take to prevent a child getting hooked. The book does not judge and it shows that it does not matter what drug the child is on. What does matter is understanding the pain and hurt that got them there. There are many case stories to illustrate this guide to coping, and the author makes the point that the worst drug is alcohol. The appendix lists drugs and their effects. School counsellors will appreciate this book. A. Soutter

| USER LEVEL: | Community Professional |
| | Paper $24.95 | SCIS 1402115 |

BETCHER, Chris & LEE, Mal

The interactive whiteboard revolution: teaching with IWBs

ACER, Vic, 2009
ISBN 9780864318176   [371.33]

A very readable resource for principals, ICT coordinators and teachers, the book will help introduce IWB use into schools. The authors have succinctly covered the key benefits of IWBs in the classroom, while acknowledging issues for teachers in the digital world. Chapters focusing on IWB logistics are particularly helpful for ICT coordinators, while other chapters provide strategies for school leaders wanting to create a quality e-learning environment. Terrific practical advice and ideas are offered by teachers already using IWBs in their classrooms. Suggestions for utilising Web 2.0 tools are inspiring. C. Sheppard

| USER LEVEL: | Professional |
| | Paper $34.95 | SCIS 1413251 |

Webquest 101: putting discovery into the curriculum

www.teachersfirst.com/summer/webquest/quest-b.shtml

An excellent introduction to WebQuests, this site smoothly merges theory and practice to take teachers successfully through the process of creating a WebQuest. Laid out in sequential pages, with topics on the bottom of the page, the site moves from a pedagogical rationale to using the final product. It explains the creative aspects of **Characteristics**, **Designing** and **Organizing** WebQuests, and the practical aspects of working with the result in schools. The site helpfully differentiates WebQuests from simpler web activities, and it encourages the creation of excellent WebQuests as a satisfying process for teachers as well as students. It is a well written and very useful resource. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Webquests
PUBLISHER:	Source for Learning, USA
REVIEW DATE:	01/02/10 [371.33]

SCIS 1427063

FIELD, J. & KOLBERT, J. & CROTHERS, L. & HUGHES, T.

Understanding girl bullying and what to do about it: strategies to help heal the divide

Corwin, USA, 2009
ISBN 9781412964876   [371.5]

Gaining insight into the nature of conflict between girls provides teachers and school counsellors with an understanding of the ways tension among groups or individuals develops and why resolution is difficult. This book focuses on what school counsel-

lors and Year advisors can do to support girls who experience or perpetrate social aggression and to help them learn other ways of managing conflict. It begins from the premise that bullying is an important cause of underachievement in schools. Most useful are a variety of well validated questionnaires, strategies for working with parents and teachers, and a small group curriculum. A. Soutter

| USER LEVEL: | Community Professional |
| | $119.00 | SCIS 1413226 |

STEER, Joanne & HORSTMANN, Kate

Helping kids and teens with ADHD in school: a workbook for classroom support and managing transitions

Jessica Kingsley, UK, 2009
ISBN 9781843106630   [371.94]

Although there are many transition to high school programs there are few specifically designed for students with ADHD. This book grew out of a group program on managing stress, homework and friendships, while promoting concentration, organisation and self esteem skills. There are good photocopiable worksheets and tips for parents and teachers on preventing or coping with challenging behaviours. School counsellors will find the book useful, especially with students who change schools during the year. The general principle of the book is about meeting students half way. It shows teachers and counsellors what they can do to engage students with ADHD in helping themselves. A. Soutter

| USER LEVEL: | Community Professional |
| | Paper $49.95 | SCIS 1411876 |

BROWNE, Ann

Developing language and literacy 3–8

Sage, UK, 2009
ISBN 9781847870834   [428.0071]

This third edition is a very practical guide for anyone involved in the teaching of literacy and language in the early years. It covers speaking, listening, reading and writing, spelling, handwriting and punctuation. It addresses specific strategies for bilingual learners, special needs students and gender specific differences. A feature of the book is its layout. Each chapter starts with a précis, then theory of learning followed by practical classroom activities and samples of work that exemplify the main points. The **Working with parents** chapter is particularly useful. Further reading and useful websites are included. A companion website provides additional resource material. This reference book would be a solid addition to any professional learning library. J. Adnum

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $62.00	SCIS 1401784

Visual literacy K–8

k-8visual.info/

An excellent practical resource for teachers, the site reflects the ideas and work of artist and educator Steve Moline. It has much to offer in providing examples of visual texts and ideas about using visual texts in the classroom. The site defines the topic in **What is visual literacy?** and it has interesting book excerpts, diagrams, and strategies for using visual prompts. Most of the useful free materials

suit K–6 use. The extensive cross-curriculum teaching ideas in **Using visual literacy** include various activities to categorise knowledge. An example of this in its simplest form is the mind map, and there are many other visual organising strategies for learning and assessing that are possibly less utilised within classrooms. The site is an appealing resource for teachers exploring visual literacy. J. Adnum

USER LEVEL:	Professional
SCIS SUBJECTS:	Visual literacy
PUBLISHER:	Black Cockatoo, Australia
REVIEW DATE:	01/02/10 [428.4]

SCIS 1261088

Graphic novels in the curriculum

www.ltscotland.org.uk/literacy/findresources/graphicnovels/section/intro.asp

Well conceived and very interestingly presented, this illustrated site explains how graphic novels can be used across the curriculum. A 40 page *Word* file offers information, instruction, questions and worksheet samples to assist teachers working with this genre. **Practical ideas** are useful and creative and they link to tools for designing comics which offer several exciting online activities that will readily engage students. In **Comic creators**, examples of publications by notable composers Raymond Briggs and Colin McNaughton are available. A detailed annotated list of excellent **Recommended graphic novels** and **Starting and using a collection** are fine resources for schools. Many **Useful links and further reading** are provided, making this a substantial and outstanding online resource for teaching and learning about graphic novels. C. Sly

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
SCIS SUBJECTS:	Graphic novels – History and criticism
PUBLISHER:	Learning and Teaching Scotland
REVIEW DATE:	01/02/10 [741.5]

SCIS 1387115

Male voices: stories of boys learning through making music

/ edited by Scott D. Harrison. ACER, Vic, 2009
ISBN 9780864319524   [780.835]

The book is a collection of articles and research papers compiled by the Australian Council for Educational Research (ACER), and authored by a variety of teachers and educators. The overriding message is the power of music to engage boys in learning, to boost self esteem and to encourage school involvement and retention. Several chapters provide explicit advice for educators who are teaching or coordinating music subjects or music programs in schools. Other chapters focus on Aboriginal boys and integrating music into other classroom activities to cater for different learning styles. J.White

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6; Music 7–10; Music Stage 6
	Paper $34.95 SCIS 1418389

EBERLÉ, Suzanne & WILLIAMSON, Noelle

The fiction gateway: enriching the curriculum with children's literature

ACER, Vic, 2009
ISBN 9780864318800   [809.3]

A handbook for teachers to invigorate lessons using literature, the book explores a diversity of authors and texts. Australians feature significantly and titles are both classic and current. There is scope and choice from among the 143 titles included. The uniform layout is: summary sheet of plot, main characters and theme synopsis; significant excerpt; information on the subjects and values explored in the work; reading and concept levels; and follow-up activities to stimulate thinking while developing information technology skills. Photocopiable analysis and organisation templates, plus the subject, author and series indexes, add to this useful and user friendly publication. N. Chaffey

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $39.99 SCIS 1418400

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.

Literacy instruction for adolescents: research-based practice

/ edited by Karen D. Wood & William E. Blanton. Guilford, USA, 2009
ISBN 9781606231180   [428.007]

The editors of this very comprehensive guide for literacy teachers have brought together a wealth of well researched information. The book's first part deals with topics ranging from supporting parents and engaging boys and girls, to the use of popular culture in developing literacy. The second part provides practical strategies for developing literacy with adolescents. Most of the contributors are academics from the USA, but the strategies and research are very

applicable to Australian classrooms. Each chapter has questions for discussion, thoughtfully assembled to provoke critical reflection, and resources and references which support the use of this text as a handy reference. Teachers of adolescents will find this to be an invaluable resource. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $81.00 SCIS 1410184

WALPOLE, Sharon & McKENNA, Michael C.

How to plan differentiated reading instruction: resources for grades K–3

Guilford, USA, 2009 (Solving problems in the teaching of literacy)
ISBN 9781606232644   [428.407]

Written to help teachers of reading differentiate their instruction in the early years, these useful chapters deal with aspects of the reading process such as phonological awareness, fluency, comprehension and word recognition. Teachers are asked to thoughtfully consider the ideas and strategies presented and to focus on meeting the needs of their students rather than on implementing a particular program. The use of assessment as a starting point is confirmed and the resource includes lesson plans, word lists and charts of strategies and techniques. It will prove to be thoroughly useful and practical in Australian classrooms. K. Rushton

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $48.95 SCIS 1417816

WARD, Robyn A.

Numeracy and literacy: teaching K–8 mathematics using children's literature

Academic Professional Development, USA, 2007
ISBN 0972163778   [510.71]

A list of literature references and a table showing how each resource supports the teaching of mathematics are valuable inclusions in this thoroughly researched guidebook. The rationale behind the integration of literature and mathematics is explained with a reminder that literacy is every teacher's responsibility, regardless of discipline, and that connecting two content areas in meaningful and engaging ways gains pedagogical time. The American standards of mathematics linked to each lesson plan are not dissimilar to the NSW syllabus outcomes. Each clearly set out lesson is supported with ideas, extension activities and related internet resources, including many interactive tasks for students. Teachers using a connected outcomes approach will find many ways to incorporate the information in this book into their lessons. S. Rasaiah

USER LEVEL:	Professional
KLA:	English; Mathematics
SYLLABUS:	English K–6; English 7–10;
	Mathematics K–6; Mathematics 7–10
	Paper $33.95 SCIS 1434723

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

The toymaker and the bird

Penguin Group (Australia), 2009
ISBN 9780670073634

The fairytale illustrations in this picture book paint a story of entrancing music, a small brown bird and the misuse of power. The toymaker lives alone in a little house in the dark forest and he plays beautiful music on his violin. A little bird succumbs to the spell of the music and stays all winter with the toymaker until spring, when the bird remembers the lure of the open sky and flies away. The saddened toymaker weaves a bird cage into which he places the bird when it returns, believing that he needs to keep his friend safe. Reminiscent of the story of Thumbelina, the captured bird ceases to sing and pines for its freedom, resulting in a poignant end to a deceptively simple saga. The visual techniques, rich vocabulary and deeper nuances in this story elevate it to the level of an extension study by older students. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
	$24.95 SCIS 1422962

BLABEY, Aaron

Stanley Paste

Penguin Group (Australia), 2009 (Viking)
ISBN 9780670071807

This third picture book by Blabey continues with the theme of individual differences being a positive characteristic. There is always someone who will appreciate you for who you are. In this tale the focus is on size, and Stanley unhappily outlines the disadvantages of being small. When a new girl who is extremely tall arrives at school, Stanley envies her height until he realises that being tall can be a disadvantage. Their friendship blossoms in spite of their extreme size difference. In his distinctive style, the composer's written text is well supported by the illustrations. There is a strong theme of acceptance of self, making the most of any situation, and focusing on the positives. R. Higginbottom

USER LEVEL:	Stage 1 Stage 2 Stage 3
	$24.95 SCIS 1407443

CREW, Gary & BOYER, Susy

Finding home

Hybrid, Vic, 2009
ISBN 9781876462871

Alluding to a past tragedy in England, the author develops intrigue in this thought provoking picture book about loss and the degradation of the Australian bush. A lonely boy does not want to emigrate to Australia and he has no interest in farming. Finding solace in reading about birds, the boy is drawn to the flock of

sulphur crested cockatoos that nest every night in the one remaining gum tree on his parents' property. Reacting violently to his son's admission that he has borrowed a book about birds from a travelling library man, the father fells the tree and destroys the birds' home. The inability of the boy's parents to accept his empathetic differences creates an irreconcilable rift in the family and the boy leaves home. Sharing this book with students will evoke discussion topics such as wildlife conservation, the destruction of the landscape by colonists, and the confronting nature of the relationship between the scholarly boy and his angry and pragmatic parents. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
$26.95   SCIS 1420291

DODD, Emma

I thought I saw a dinosaur!

Koala, NSW, 2009
ISBN 9780864618955

Full of play and the wild imaginations of children, this picture book tells the story of a night camping adventure where three young children sleep in a tent in the garden. The cousins share their explorations amidst shrieks of what might be lurking there. The final terrifying fear is another anticlimax but the last image leaves us suspended. The illustrations make clever use of light and shade, shadows and silhouettes, and enhance the storyline. The book will engage young readers and provide them with some innocent and scary amusement. D. Johnston

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper $13.99   SCIS 1410211

FOLEY, Greg

Good luck Bear

Penguin Group (Australia), 2009 (Viking)
ISBN 9780670073733

Bear and his friends again attract the youngest of readers in this picture book that is ideal for shared reading and as a discussion springboard. With simple text and illustrations readers learn about luck in its many forms and that sometimes being lucky is as easy as having and being a friend. Mouse tells Bear that a four leaf clover is lucky and this prompts him to search for one. Along the way Bear gets advice, not always helpful, from his animal friends. He is disappointed when he does not find a four leaf clover, but Mouse shows him that luck is what you make it. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
$19.95   SCIS 1405719

FOX, M. & DILLON, L. & DILLON, D.

The goblin and the empty chair

Penguin Group (Australia), 2009
ISBN 9780670074211

Reflecting on internal rather than external personal qualities, this original fairytale heralds an unlikely hero in the form of a goblin, who silently heals a bereaved family. From the book's title to the smallest detail this picture book works on several levels and would be a valuable resource for teaching critical and visual literacy. Clever touches, such as the gargoyles on each page flaunting their ugliness in defiance of the goblin, who never reveals his face, add

a depth of meaning to the message in the story. The uncluttered, repetitive written text is soothing to listen to and is sure to appeal to a young audience. Detailed framed illustrations, which deftly position the reader in each scene, will intrigue astute readers and incite debate. Fox reads this tale at <www.memfox.com/the-goblin-and-the-empty-chair.html>. S. Rasaiah

USER LEVEL: Stage 1
$24.95   SCIS 1430945

FOX, Mem & JENKINS, Steve

Hello baby!

Penguin Group (Australia), 2009 (Viking)
ISBN 9780670074006   [821]

African animals created with realistic textured collage and luminous gentle eyes peer at the reader of this minimalist picture book. Descriptive rhyming verse, one line to a page, asking and answering *who are you?* belies the simplicity of the rich vocabulary. Perfectly engineered to be a shared story, this first book will delight its audience with larger than life illustrations depicting the salient features of the animals in stark detail. The final pages prompt students to predict the ending and recall the names of the silhouetted animals. The single word ending may elicit surprising responses to the posed question. Fox reads *Hello baby* at <www.amazon.com/Hello-Baby-Mem-Fox/dp/1416985131>. S. Rasaiah

USER LEVEL: Early Stage 1
$24.95   SCIS 1410096

GAIMAN, Neil & McKEAN, Dave

Crazy hair

Bloomsbury, UK, 2009
ISBN 9780747595267

Written and visual text harmonise in this whimsical, lyrical tale. Armed with a comb and a compulsive curiosity, Bonnie is itching to tame Mister's wild, crazy hair. Believing that his hairstyle is merely misunderstood, Mister enumerates all the creatures, performers, and adventurers that have become embedded in his luxuriant locks. Bonnie is enthralled and becomes enveloped in the fantasy. A charming tale of utter nonsense, this picture book is a delight to read. Words and pictures dance across the pages in sympathy with the elongated, swirling tendrils of crazy hair. It is an excellent book for cultivating an appreciation of elements of visual literacy, and it can be used on multiple levels. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
$27.99   SCIS 1413016

GORDON, Gus

Wendy

Penguin Group (Australia), 2009 (Viking)
ISBN 9780670070916

Fearless and animated, Wendy the chicken has loads of personality. Breaking into show business, she becomes injured in one of her pranks as she walks on a high wire outside the barn, to the amazement of the other animals. In the hospital she is discovered by a travelling circus, and Wendy leaves her simple life for one of sophistication. The bright and cheerful illustrations are as animated as the characters and storyline, with a mixture of labelled diagrams of stunt plans, newspaper headlines and circus performers. Full of farmyard entertainment, this colourful picture book will amuse students. D. Johnston

HARVEY, Roland

To the Top End: our trip across Australia

Allen & Unwin, NSW, 2009
ISBN 9781741758849

A riotous pictorial journey from Tasmania through central Australia and up to Kakadu and the Top End, the book highlights some of Australia's most iconic destinations. The family's many adventures and Uncle Kev's clumsy antics are told in a scratchy hand writing font that zig zags across each page, winding around the scenery and adding movement and humour to each new area. The tone of the book is set via the endpapers, with riddles and maps that are sure to engage and amuse students who have a sense of the ridiculous. The vibrant illustrations contain hidden surprises and are almost photographic in their colour, depth and detail. This picture book supports understandings in the Stage 2 COGs Unit (B): *Being Australian*. S. Rasaiah
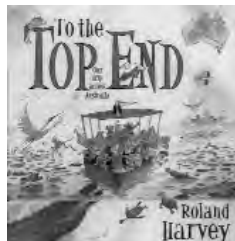
USER LEVEL: Stage 2 Stage 3
$24.99   SCIS 1424255

HILLENBRAND, Will

Louie!

Philomel, USA, 2009
ISBN 9780399247071

Louie is a little pig who loves to draw. In this picture book based on the life of artist Ludwig Bemelmans, the creator of Madeline, a short biography of Bemelmans is included. Louie does not succeed at school because he is always drawing, so he is sent to live with his aunt and uncle at their hotel. Eventually, after many disasters, his talent for drawing is discovered and he creates the Madeline books from stories his mother told him about her childhood. Colourful watercolour illustrations highlight the written text and the message of acceptance and perseverance. Through the lives of Bemelmans and Louie, students are encouraged to pursue their dreams. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
$26.95   SCIS 1417120

HOBBS, Leigh

Mr Chicken goes to Paris (Monsieur Poulet va a Paris)

Allen & Unwin, NSW, 2009
ISBN 9781741757699

Mr Chicken, no ordinary animal, travels across land and sea to picturesque Paris to visit his French friend, Yvette. The picture book is an adventure that enables readers to delve beyond the words. Readers are guided through famous places in Paris, where Mr Chicken dominates the scene in Hobbs' humorous images, due to his large size. Mr Chicken, similar in visual presence to Old Tom, is usually the centre of attention, while Yvette is the oblivious and patient host. His one day in Paris is filled with adventure and humour. J. Allen
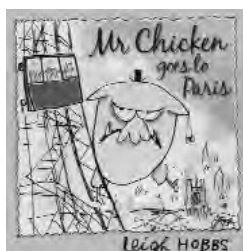
USER LEVEL: Stage 2
$24.99   SCIS 1413024

HOLMES, Janet A. & BENTLEY, Jonathan

Duck

Little Hare, NSW, 2009
ISBN 9781921272875

At the core of this story is a child who believes he is the hero of the cuddly duck who gives him the confidence to explore everyday life. Duck experiences all the little boy's adventures, and when the toy goes missing the boy does not enjoy those adventures as much. Large print, uncomplicated language and simple illustrations will guide early readers to visually connect with this narrative about togetherness and relationships. Students will recognise the reversal of roles in the story, shown in words and images. Teachers may find this book helpful for teaching and learning about separation, and the story could be used to support the Early Stage One COGS Unit(E): *Our needs*. J. Allen
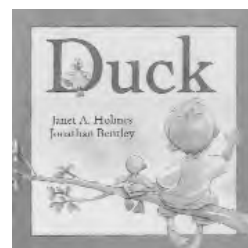
USER LEVEL: Early Stage One
$24.99   SCIS 1411026

LESTER, Alison

Who's that knocking?

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143502951

It is Ted's birthday and as people knock at the front door, the reader is asked to look at the shadows that show extraordinary creatures. Young readers will enjoy guessing who is at the front door before they turn the half page that masquerades as a door. Shadows can be deceptive and the shadows made through the glass at the children's front door are not the monsters they seem to be. In fact, they are very ordinary things that will make readers smile. Lester's soft expressive illustrations and text pattern draw the reader into the story and into the game. Originally published as *Monsters are knocking*, this is a good picture book for reading aloud and it will create lots of amusement and discussion for young readers and artists. J. Foster

USER LEVEL: Early Stage 1 Stage 1
Paper $14.95   SCIS 1407503

LUMRY, Amanda & HURWITZ, Laura

Outback odyssey

Scholastic, USA, 2009 (Adventures of Riley)
ISBN 9780545068451

Riley and his cousin Alice journey to Australia in this didactic narrative. The combination of photography and illustrations in this work of faction is an eye catching and effective technique, adding visual information to that gained by reading the text. This picture book is the story of nine year old Riley's trip to the outback, interspersed with interesting facts about the Australian landscape and animals. The main focus is on the plight of koalas, but it also effectively looks at life on a sheep station and conservation issues. The detailed information,

amount of words, scope of issues and level of vocabulary make this book most suitable for competent readers. L. Doyle

USER LEVEL: Stage 2 Stage 3
$16.99 SCIS 1420130

McMILLAN, Dawn & KINNAIRD, Ross

Big Bouncer

Penguin Group (NZ), 2009 (Puffin)
ISBN 9780143503873 [821]

The sequel to *Why do dogs sniff bottoms?*, this picture book shows the importance of relationships and the impact they can have on behaviour. Colourful cartoons tell the story of a cool dog called Big Bouncer and his stages of maturity. He goes from being an annoying, tormenting animal to a responsible, well mannered adult dog. The book has humour in its simple vocabulary, with some challenging words and nonsense rhymes. It is an excellent example of narrative writing with an effective orientation, complication and resolution told through written and visual clues. With good use of amusing anecdotes, repetition and descriptive language, the book supports the Stage 1 COGs Unit (D): *Getting along.* J. Allen

USER LEVEL: Stage 1
Paper $14.95 SCIS 1420150

PAICE, Christine & O'MALLEY, Wendy

The great rock whale

Hachette, NSW, 2009
ISBN 9780734410658

From the intriguing watercolour cover, this attractive picture book is a feast of written text, design and imagination. Throughout, the author has encapsulated concepts of the world's largest mammal, using similes and alliteration to add richness to the story of a mythological whale. In parallel, the creative illustrations work to magnify and sometimes overwhelm the words with brilliance and texture. This wonderful work will provide quality time for individual students reading and enjoying the great slabs of descriptive language that enrich the story. D. Johnston

USER LEVEL: Stage 2 Stage 3
$28.99 SCIS 1411028

THOMPSON, Colin

Free to a good home

Random House Australia, NSW, 2009
ISBN 9781741663181

When the Smith children find an old lady in the shopping mall and take her home, they inadvertently spark memories and yearnings in their family. She becomes indispensable by surpassing mum's burnt offerings in the kitchen, and sharpening dad's lawnmower blades. Her homework skills and culinary creativity are pictorially presented in clever illustrations with much detail. Unobtrusive comments by the author on the imprint page will reward the curious reader. The picture book verges on short fiction as it uses many words. Zany ideas, such as grandparents falling down a hole or being abducted by aliens, do not seem farfetched at all. D. Imison

USER LEVEL: Stage 2 Stage 3
$24.95 SCIS 1415183

UNGERER, Tomi

Moon man

Phaidon, UK, 2009
ISBN 9780714855981

A new edition of this German tale, the picture book relates the story of the man in the moon and his visit to Earth. The arrival of the moon man on the tail of a comet worries the authorities and he is imprisoned. Thanks to the phases of the moon he becomes so small that he can slip away to enjoy the dancing and singing he has envied from the moon. However, he soon realises his rightful place and returns on a rocket. The book has messages of belonging, acceptance and tolerance in its colourful and childlike illustrations, which stand bold and bright against dark backgrounds. This is a sweet and simple, yet captivating tale, that could introduce the idea of the phases of the moon to the very young. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$24.95 SCIS 1419010

WATT, Mélanie

Augustine

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143503668

When Augustine, a little penguin named after the artist Renoir, has to move from the South Pole to the North Pole, she is homesick and shy. The story of how she uses her drawings to make friends and fit into her new school will help reassure young readers about moving house. Watt's pencil crayon and acrylic illustrations tell the story beautifully on one side, with lots of words too, while the other extends the story with a grid of pictures. Woven cleverly into the grid are Augustine's drawings inspired by famous paintings. The paintings and artists are listed at the end of the book, and could engage older readers in researching artists. This is a thoroughly enjoyable book. J. Foster

USER LEVEL: Stage 1 Stage 2
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
Paper $14.95 SCIS 1404988

WILD, Margaret & KING, Stephen Michael

Piglet and Granny

Working Title, SA, 2009
ISBN 9781921504020

In another charming example of enjoyable quality literature for young readers, Piglet is awaiting Granny's arrival and she demonstrates all the things Granny has taught her, before receiving a lovely surprise. The narrative follows a repetitive pattern, while introducing a range of languages to effectively say the same thing. Students will delight in the watercolour illustrations and the warm feeling this book evokes. There is ample scope for follow-up discussion and activities about special

relationships, and experiences with grandparents. L. Doyle

WILSON, Mark
Journey of the sea turtle
Lothian Children's Books, NSW, 2009
ISBN 9780734410597

Sparsely worded but beautifully told with evocative artwork, this is the life story of a loggerhead turtle over a 30 year period. The shadow birds hovering at the site of the hatchling's birth are an important pointer to her ancestral beach so that when, years later, she returns to lay her own eggs and cannot find that beach, she is confused. The vibrant illustrations depict human encroachment as the reason, as well as the dangers of craypot lines and boat propellers. The turtle becomes entangled until a storm sets her free. The picture book could be useful for the Stage 2 COGs Unit (C): *Effects of growth and change.* D. Imison

WINTER, Jonah & EGIELSKI, Richard
The fabulous feud of Gilbert & Sullivan
Arthur A. Levine, USA, 2009
ISBN 9780439930505

This picture book presents an account of the musical partnership between the composer Arthur Sullivan and librettist William Gilbert. The feud begins when Sullivan wants to write a more serious grand opera rather than humorous, playful ones such as *HMS Pinafore* and *The pirates of Penzance*. The rift continues for several years with neither being creative until Gilbert sees a Japanese street fair which inspires *The Mikado*. He takes his idea to Sullivan who realises he has been missing his friend as much as the inspiration for his writing. The illustrations give an insight into English theatre at the time and 19th century social and working conditions. R. Higginbottom

WORMELL, Christopher
Ferocious wild beasts!
Random House Children's, UK, 2009
ISBN 9780224083522

Engaging from the outset, this is a picture book that follows the traditional narrative text type style. The orientation presents a lost boy in the forest. The complication arises when he is approached by the beasts he fears. The story then increases in intensity, gathering momentum until the climax and resolution. The tale deals with the fears that fairytales are made of, and which children find engaging. It provides a base for various language activities and is suitable for oral reading and as a creative writing stimulus. This story could also be grouped with stories about mothers, family relationships and those who protect us. D. Johnston

ABELA, Deborah
The remarkable secret of Aurelie Bonhoffen
Random House Australia, NSW, 2009
ISBN 9781741660951

Aurelie lives on a rundown pier and regularly works at her family's amusement park, until her family falls into financial trouble. It is then that Aurelie discovers a sneaky plot by the local mayor and a dreadful secret her family has kept from her. The novel cleverly intertwines several themes of family relationships, school life, showground work, friendships and the effects of bullying and coercion. At one point, Aurelie is temporarily removed from her family by welfare authorities because of unfounded concerns about neglect. The novel is generally upbeat in tone, and the reader is able to empathise with Aurelie as she goes through the trials of growing up, holding to her personal ideals and goals. This is a beautiful tale of supportive friendship and its positive outlook on life has much to offer the upper primary classroom. M. Whitfield

ANDERSON, R. J.
Knife
Orchard, UK, 2009
ISBN 9781408303122

Knife is a feisty and curious fairy, who ventures into the world of humans in this novel. Contrary to her expectations, the particular child she meets up with is not a cruel monster but a misunderstood boy frustrated at being in a wheelchair after a terrible accident. The narrative asks and answers questions about the nature of magic and how fragile communities can survive in threatened environments. The consciousness of disability and disease is a strand through the novel, as is the conflict for girls who wish to have adventures in a world that would have them behave more decorously. V. Davidson

ARENA, Felice
Water fight frenzy
Scholastic Australia, NSW, 2009 (Stick dudes)
ISBN 9781741694413

Using stick figure characters and comic illustrations, the book employs the typical grossness greatly enjoyed by younger readers, such as a swimmer losing his shorts in the pool, and something questionable floating on the water. Four boys form the stick dudes gang and they are enjoying the hot summer holidays, being pirates, having fun together in a backyard swimming pool, and also trying to outwit the girls next door in a water fight. With large print and

cartoons on every page, the book makes an attractive proposition for beginning readers. D. Imison

USER LEVEL: Stage 2
Paper $9.95 SCIS 1414108

BANCKS, Tristan

Nitboy [series]

Laguna Bay, NSW, 2009

Featuring an unlikely relationship between a nit called Ned and a boy with an Afro hairdo, Lewis, these energetic books take a light-hearted look at the serious issues of identity, exclusion, the powerlessness of the child in an adult world, and the battle of wills between parent and child. The language is lively and playful, with puns featuring extensively. Short, third person chapters alternate between events in the life of Lewis and events in the life of Ned. The books end with a humorous quick quiz on nits and fleas. Students with a quirky sense of humour will enjoy the feud between Lewis and the deputy principal, Ms Herrick, and the wackiness of Heath McKenzie's cartoon illustrations. M. Davis

USER LEVEL: Stage 2 Stage 3
Paper $14.95 each

Reviewed titles in this series:
Bug out! SCIS 1409455
Lift off! SCIS 1409451

BERLIN, Eric

The puzzling world of Winston Breen

Penguin Group (USA), 2009, (Puffin)
ISBN 9780142413883

Overflowing with colourful characters, mystery, suspense, action, and puzzles to keep readers guessing, this novel really does have it all for the avid primary reader. The adventure begins to unfold when Winston, a puzzle obsessed boy, finds some mysterious puzzle pieces. He then embarks on a mission to find their origin and that of a hidden treasure. Themes of trust and teamwork are evident as characters develop and relationship dynamics shift. An added bonus is the answers to the book's puzzles and a website where readers can find printable versions of these puzzles. L. Doyle

USER LEVEL: Stage 3
Paper $14.95 SCIS 1416902

COLE, Steve & CHAPMAN, Linda

Genie and the phoenix

Red Fox, UK, 2009
ISBN 9781862303843

The sequel to *Genie us*, the novel continues the story of the four Worthington children as a magical treasure map blows into their lives, and magical journeys across time and around the world follow. As they search for items to help hatch a phoenix egg, they are being watched by a mysterious figure. The children range in age from 8–15 and the text is written in a language and style suited to readers in this group. Young readers will devour this story as it combines elements of the *Famous five* and the *39 clues* stories, with a little bit of magic. The children discover things about themselves and their relationships within their stepfamily, as well as having a lot of good times in their school holidays. R. Parnis

USER LEVEL: Stage 2 Stage 3
Paper $17.95 SCIS 1410993

COX, Michele

Sammy joins the shooting stars

HarperCollins, NZ, 2008
ISBN 9781869507411

Cox is an internationally accomplished footballer, and her short novel about a girl who is given a chance to try out for an esteemed soccer club is a humorous and thoughtful look at doubt and self perception. The dedication and foreword confirm that the story is explicitly directed at young girls as a motivational tool to enlist more females into the game of soccer. The narrative is straightforward and enjoyable reading and the story should appeal to girls in the middle years of schooling. The book's theme centres on a positive and healthy lifestyle, making this little tale a valuable addition to a school library. R. Cox

USER LEVEL: Stage 3 Stage 4
Paper $12.99 SCIS 1400125

CULLEN, Edrei

Clearheart: a Flitterwig tale

Scholastic, NSW, 2009 (A Flitterwig tale)
ISBN 9781741694673

Flitterwigs are beings that are part human and part magical creature. The book tells the tale of Ella, a pre-teen flitterwig, as she experiences her new school, abilities and friendships, fights to protect her friends, and the new world to which she is becoming increasingly attached. Cullen's writing style is fast paced, sharp and witty, drawing the reader in with concise, lively descriptions and humour while managing to evoke emotion and create suspense. Competent primary readers who enjoy a touch of fantasy will not be disappointed by this high quality text. L. Doyle

USER LEVEL: Stage 2 Stage 3
Paper $17.99 SCIS 1417810

FARMER, Lucy & BURGEMEESTRE, Kevin

Uncle Eddie & the hippos

Black Dog, Vic, 2009
ISBN 9781742030173

In the adventure tales of Uncle Eddie, manager of a Zambian national park, the main character is presented with a series of problems. These are gently told in a quirky matter of fact style, and innovatively presented with many colour paintings and information at the end of the book. The books are a very attractive read. Uncle Eddie lives in a pole house, with no electricity or running water. To solve the quandary of the long grass around his house because of possible dangers hiding there, he calls on the local chief who tells him what to do. The problem is delightfully solved and another problem arises, providing a neat segue into *Uncle Eddie and the croc*. D. Imison

USER LEVEL: Stage 1 Stage 2
Paper $14.99 SCIS 1409344

Other reviewed title:
Uncle Eddie & the croc SCIS 1415575

FLYNN, Pat

The toilet kid

University of Qld Press, Qld, 2009
ISBN 9780702237171

Matthew is back at school, a bit thinner but still king of the tuckshop. In this second tale of Matthew's schooldays, he is discov-

ering girls and the problems and pleasures that brings. Flynn deals with sensitive topics in an amusing and sensitive way. The first date, friendship versus girlfriend, and body image, are handled with understanding and compassion. The information holds up to research and the story may help students deal with similar issues. The text encourages children to face their problems, reach out to others and to get the right advice. The book is a good read that would work well as a read aloud novel. R. Parnis

| USER LEVEL: | Stage 3 |
| | Paper $16.95 | SCIS 1413858 |

Free?: stories celebrating human rights

Walker, UK, 2009
ISBN 9781406318302

Contributions from well known writers are featured in this compelling book of short stories. Thematically linked by their representations of injustices, and the courage to stand up for what is right, each narrative is tied to an article from *The universal declaration of human rights*. While conveying characters and events from different cultures, the fundamental message about individual rights and responsibilities is paramount. This wonderful book not only entertains but promotes a depth of thought. Individual stories can operate as valuable springboards for class discussion on human rights issues. C. Sly

| USER LEVEL: | Stage 3 Stage 4 |
| | Paper $17.95 | SCIS 1419100 |

FRENCH, Jackie
The donkey who carried the wounded

Angus & Robertson, NSW, 2009 (The animal stars)
ISBN 9780732288396

Historical fiction, the story celebrates the work of Jack Simpson and his donkey at Gallipoli. It introduces his home background and his enrolment in the army. Easy to read, the story is presented from Simpson's perspective and illustrates his cheerful, determined and compassionate disposition, often in the midst of life threatening attacks. Chapters move chronologically through Gallipoli events and capture the atmosphere and culture of the battleground, including mateship, arrogant officers and the donkeys' work. This engaging series enriches our insight into animal heroes and history. A long author's note supports schools' commemoration of ANZAC Day and the teaching of civics and citizenship. D. Johnston

| USER LEVEL: | Stage 3 Stage 4 |
| | Paper $14.99 | SCIS 1403743 |

HAWKING, L. & HAWKING, S. & PARSONS, G.
George's cosmic treasure hunt

Corgi, UK, 2009
ISBN 9780385613828

George and Annie are mutual appreciators of the universe. They band together, along with boy genius Emmett, and travel into outer space following clues left behind from a mysterious being. Their space travel, courtesy of an extraordinary computer, Cosmos, allows them to enter into a portal that takes them beyond Earth to follow the clues left for them. Although a little preachy and didactic at times, this novel should suit a young reader interested in things galactic. There are photographs and fact sheets interspersed throughout the novel, highlighting the area of the universe included in the story at a particular time. F. Campbell

| USER LEVEL: | Stage 3 Stage 4 |
| | Paper $29.95 | SCIS 1407040 |

HILTON, Nette
Pyro Watson and the hidden treasure

Woolshed, NSW, 2009
ISBN 9781741664164

Pyro Watson loves pirates, treasure, maps and suspense, and he creates an imaginary world where his alter ego, Simeon the pirate, has heroic adventures. Moving in with his aunt and uncle, Pyro and his new friend Min confront the local bullies. Pyro has to face reality and seize the moment, moving from quiet achiever to bold Simeon, the hero who wins all battles. Can Pyro build up the courage to be more like Simeon and claim the beach back from the town bullies? Each chapter opens a new set of challenges and an adventure in facing one's own fears. J. Allen

| USER LEVEL: | Stage 2 Stage 3 |
| | Paper $16.95 | SCIS 1419067 |

LAWRENCE, Caroline
The prophet from Ephesus

Orion Children's Books, UK, 2009 (The Roman mysteries)
ISBN 9781842551912

The latest ancient Rome adventure is set in the year AD 81 and features Flavia Gemini and her three friends. While the four young children experience the usual trials and tribulations of adolescence, they also set about finding the people behind the kidnapping of young children and placing them into slavery. The novel focuses on the province of Asia and the reader gains an insight into the politics in Roman times, the social conditions and the geography of the area. An extensive glossary assists the reader with unusual words, places and names. The books have been made into a television series. R. Higginbottom

| USER LEVEL: | Stage 3 Stage 4 |
| | $28.99 | SCIS 1406771 |

LESTER, Alison
Yikes!: in seven wild adventures, who would you be?

Allen & Unwin, NSW, 2009
ISBN 9781741757040   [821]

Lester's inimitable illustrations, quirky characters and rhyming prose make this an ideal resource supporting learning across a number of KLAs. The resource contains seven stories, set in different locations and ranging from the raging sea to beyond the Milky Way. Students choose which character they would like to be and follow their adventure within the story. Each adventure is left up in the air until the final chapter of the book reveals what actually happened. This format provides endless possibilities for Stage 1 students involving drama, role playing, predication, poetry and creative writing activities. C. Sheppard

USER LEVEL:	Stage 1
KLA:	English; HSIE; Mathematics
SYLLABUS:	English K–6; HSIE K–6; Mathematics K–6
	Paper $12.99	SCIS 1408674
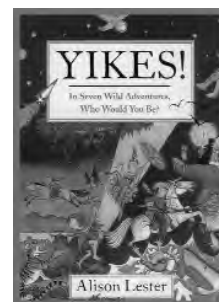
McCALL SMITH, Alexander

Akimbo and the baboons

Bloomsbury, UK, 2009
ISBN 9780747594581

Akimbo and his cousin Kosi's holiday adventures are a treat for readers, as Akimbo's father is the head ranger of an African game reserve. When a visiting scientist invites the boys on a two week field trip to study baboons, they become very excited, living in a basic hut to be close to the animals. Not only do they experience a close shave one night with a predatory leopard, but they become very interested in two younger baboons, naming them and observing them carefully. Despite Akimbo's upbringing with an awareness of bush craft, he and Kosi get lost following ostrich tracks. A chapter of baboon facts increases the reader's interest. D. Imison
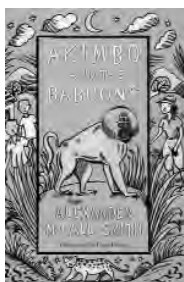
USER LEVEL: Stage 2 Stage 3
Paper $12.99   SCIS 1408928

MORGAN, S. & KWAYMULLINA, A. & KWAYMULLINA, B. & KWAYMULLINA, E.

The land of Kur

Walker NSW, 2009 (Stop watch)
ISBN 9781921150777

Young readers can discover a land of make believe and warring monsters in this book, written to support the teaching and learning of fiction and writing. Tom discovers that his grandpa's stopwatch does much more than anticipated. He investigates the watch only to find that he has bitten off more than he can chew when he finds himself in another world where things are not what they seem. The book has bold, easy to read text, with suspense and interesting character descriptions throughout. Mysterious themes unveil a whirlwind adventure for Tom and his newly met bilby companion. Can they survive the land of Kur and make it back to Earth before grandpa finds out? J. Allen

USER LEVEL: Stage 1 Stage 2
Paper $9.95   SCIS 1399117

PERSHALL, Mary K.

Ghost with a message

Penguin Group (Australia), 2009 (Puffin) (Ruby Clair)
ISBN 9780143304296

This chapter book hits the mark with a high interest but uncomplicated plot and vocabulary. In this second book about Ruby, a 12 year old girl who communicates with ghosts and helps them contact their living relatives, the complications include conflict with family members and lying to friends. These are issues close to the heart of many pre-teen girls, and the book could foster discussions about relationships, trust and honesty. The language used is authentic, and the feelings of angst and confusion are sure to have been experienced by many readers, adding to the relevancy and appeal of this book. L. Doyle

USER LEVEL: Stage 2 Stage 3
Paper $14.95   SCIS 1414916

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

SUTHERLAND, Tui

Runaway retriever

Scholastic, USA, 2009 (Pet trouble)
ISBN 9780545102414

Responsibility is one skill an owner must learn when a new pet comes home. Parker finds out the hard way that his beautiful golden retriever, Merlin, is an escape artist. While much hilarity arises from Merlin's escapades at school, an embarrassed Parker accepts his responsibility and endeavours to discover how Merlin keeps escaping. Help comes from his father, his father's girlfriend—a relationship Parker is not keen to accept—his sister and friends who devise clever techniques to deal with Merlin's escapes. Told with good humour, the story also enables Parker to come to terms with changing relationships in his family, namely his father's girlfriend and his sister now at college. D. Imison

USER LEVEL: Stage 2 Stage 3
Paper $16.99   SCIS 1411074

MONTAGNANA-WALLACE, Neil & SCHWARZER, Mark

Megs & the complete left foot

Bounce, Vic, 2009 (Megs)
ISBN 9780980316780

Edward 'Megs' Morrison is a soccer fanatic. In this fourth book in the series we see him settled into his new school and being selected to play in a representative team. When he suffers a leg injury and is unable to play he finds he learns more about himself and the game of football by not playing. He also learns to listens to the coach even when he does not agree. Written in conjunction with the current Socceroos goalkeeper, Schwarzer, this book has lessons of determination, resilience and sportsmanship. It is an enjoyable read for sports fans and it promotes respect for self, authority and the game. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
Paper $15.99   SCIS 1414244

Fiction for older readers

Resources are arranged alphabetically by author. Some of these items are also suitable for upper primary students.

BATESON, Catherine

Magenta McPhee

Woolshed, NSW, 2009
ISBN 9781741664089

A concerned but interfering teenager decides to put her father on a dating website to help him cope with divorce. A budding writer, Magenta interweaves her life with the plot of her historical fantasy novel, with occasional support and advice from her English teacher mother. As a result, her daily school adventures, a camping adventure, and relationships with boys are paralleled in the narrative and provide inspiration for the italicised text of her novel. The self

reflection of Magenta as a writer may stimulate creative writing insight by mature readers in this unique and enjoyable novel. D. Johnston

USER LEVEL: Stage 4 Stage 5
Paper $16.95   SCIS 1405017

BRADBURY, Jason

Dot robot

Penguin Books Ltd, UK, 2009 (Puffin)
ISBN 9780141323954

A mystery text to engage students, the book is a creative narrative where the young characters are computer geniuses. Recruited from around the world to stop technology criminals, their adventures will appeal to the current generation as they are full of state-of-the-art technological, computer game and robotic references. Strong and intelligent female characters work alongside their male counterparts. The very visual and effective vocabulary is a pleasure to read, and, despite a predictable twist, there is plenty of action and suspense and a very clever ending. M. Whitfield

USER LEVEL: Stage 5
Paper $12.95   SCIS 1407838

CAVENEY, Philip

Prince of explorers

Bodley Head, UK, 2009 (Sebastian Darke)
ISBN 9780370329772

Sebastian and his friends find themselves on an adventure fraught with danger when they set out to find a lost city of legend in book three of this series. On their journey they find a race of warriors struggling against an old and fierce enemy. Caught up in that struggle, Sebastian is seen as the chosen one to rescue the small group and journey to another land. This fantasy novel has well developed characters and a well paced story, with characters that dominate and are dominated. It is an exciting and adventurous read, with a similar feel to H.G. Well's *The time machine*. F. Campbell

USER LEVEL: Stage 4 Stage 5
Paper $24.95   SCIS 1407072

CHRISTOPHER, Lucy

Stolen

Chicken House, UK, 2009
ISBN 9781906427139

Gemma, a 16 year old English girl, is abducted from Bangkok airport and taken to the Australian outback. She is held captive by Ty, a young man who has been watching her for a number of years, awaiting an opportunity to snatch her. Incredibly, he is charming and gentle, posing no physical threat to her. But in her journal account Gemma outlines her fears, desperation and psychological torture. Aspects of this novel are appealing, including the descriptions of the vast landscape and native animals from an outsider's perspective, and the eventual capture of Ty and release of Gemma. As an exploration of the Stockholm syndrome, the novel does reveal the emotional contradictions of the captive. However, the plot twists and turns are as torturous as the flat dusty plains of the desert and simply not believable. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper $17.99   SCIS 1415696

CLARKE, Judith

The winds of heaven

Allen & Unwin, NSW, 2009
ISBN 9781741757316

Cousins Clementine and Fan may be divergent in geographical and aspirational terms, but they have a bond, forged during Clementine's visit to the environs of Cootamundra. The novel explores the complexities of family expectations and relationships, and how these can have profound influences on a life. Clementine pursues tertiary education, while Fan opts for romance. The novel becomes Fan's story when, as a teenage mother of two, she receives little support. She suffers depression and subsequently commits suicide in a devastating turn of events. There is an upbeat ending but little in the way of resolution of the issues of depression and lack of communication. The book will appeal to thoughtful readers but some will find it confronting. B. Hull

USER LEVEL: Stage 6
Paper $22.99   SCIS 1404414

DOWSWELL, Paul

Auslander

Bloomsbury, UK, 2009
ISBN 9780747589099

Set during the turmoil of WWII, this superb narrative beautifully captures the hardships faced by ordinary people embroiled in extraordinary circumstances. Peter is a Polish boy, orphaned at 13 and then adopted by an influential Nazi and whisked off to live in Germany. Peter is the embodiment of Aryan perfection, but he does not want to be a Nazi. In Berlin, the teenager confronts the brutality of life under an oppressive regime. Realistic characterisation and historical events add to the storyline's authenticity. Appealing to a broad spectrum of readers, this fascinating and poignant novel is sure to be popular. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper $15.99   SCIS 1406424

FALKNER, Brian

Brainjack

Walker, NSW, 2009
ISBN 9781921150951

Falkner's latest novel is set in the USA, with a 16 year old technological genius as its hero. Sam is a likeable character, covertly recruited to join a government team that detects and destroys international computer hackers. Sam moves from student hacker to employed crime fighter, and then the pace cranks up as a development in technology threatens the human race. The plot is very readable, and the jarring clichés and an abundance of techno jargon will not prevent teenage readers from enjoying the dramatic unfolding of events. This futuristic page turner about good and evil satisfies as a modern science fiction novel, and it provides some food for thought about our reliance on technology and how this could go wrong in monumental ways. C. Thomas

USER LEVEL: Stage 5
Paper $18.95   SCIS 1427179

GRANT, Helen

The vanishing of Katharina Linden

Penguin Books Ltd, UK, 2009 (Spine breakers)
ISBN 9780141325736

The richness of traditional German culture with its food and costumes is encapsulated within the context of 20th century history in this supernatural novel. When a 10 year old girl disappears from her village in southern Germany, readers can sense the fear and apprehension that crowd into her friend's mind. The plot moves on to nostalgia, as an adult reflects back on adolescence and an appreciation of long dead family members. The subtext of traditional storytelling, including some fascinating medieval German fairytales holds the attention until the last page. This unusual and effective thriller also has an extensive glossary of vocabulary and historical events. V. Davidson

USER LEVEL: Stage 4 Stage 5
                         Paper $17.95   SCIS 1410085

GRINDLEY, Sally

Torn pages

Bloomsbury, UK, 2009
ISBN 9780747595052

A powerful and confronting modern narrative, this is a heart wrenching story of a teenage girl and her younger siblings living in Africa. They are orphans, their parents having died of AIDS, and they face issues of poverty, homelessness and a daily struggle for survival. The author has been careful to break up the heavy themes with excerpts from the mother's memory book, a text that she has left for her children and which provides humorous anecdotes of their happier life. The novel is a moving story of hope and sensitivity, most suitable for high school students as the issues include infidelity and potential abuse by adult figures. It is important to note these themes because some students will find this book extremely confronting to read. M. Whitfield

USER LEVEL: Stage 5
                         Paper $15.99   SCIS 1402993

HARRIS, David

Monsters in the sand

ABC, NSW, 2009 (Time raiders)
ISBN 9780733325205

Middle East media exposure can make it easy to forget the ancient civilisations that flourished there thousands of years ago and how adventurers from Europe uncovered their histories in the 19th century. This novel fills a niche for imagining how one such archaeologist scoured Mesopotamia—modern day Iraq, Turkey and Syria—in search of the biblical city of Nineveh. Tribal warfare and the ever present hand of the capricious Turkish pasha add danger to Austen Layard's archaeological ambitions. Exquisitely constructed as a historical memoir and driven by an appealing personal narrative this will inspire new readers and bring a new cohort of enthusiasts to ancient history. V. Davidson

USER LEVEL: Stage 3 Stage 4
                         Paper $14.95   SCIS 1404027

HINWOOD, Christine

Bloodflower

Allen & Unwin, NSW, 2009
ISBN 9781741754711

Set in a Scottish feudal society, this is a story about the postwar adventures of Cam, a young man who returns home disturbed and injured. Feudal rivalry, betrothals, manors and castles all feature, and the novel weaves together some interesting and likeable characters. However, at times it is hard to understand who fits in where. The plot jumps and this can make it challenging to ascertain what is occurring and why. Students who enjoy the complexities of fantasy novels will enjoy the novel, but others may find that the novel needs more explanation of the time setting and character motivation. F. Campbell

USER LEVEL: Stage 5 Stage 6
                         Paper $19.99   SCIS 1411851

LAKE, Nick

The secret ministry of Frost

Simon & Schuster, UK, 2009
ISBN 9781847383099

A narrative hybrid, the novel traverses gothic horror, fantasy, history, adventure, myth, and coming of age genres, in weaving a story about a young Inuit aristocrat named Light, daughter of an Arctic explorer. The story also works across northern hemisphere cultures and includes a villain, an Inuit raven god disguised as the butler, a shaman, and one ordinary human boy. Themes include the importance of grief and pain in making us human, Light's quest for her father, and

appearance versus reality. The narrative drive is powerful, despite elements of the ridiculous. M. Davis

USER LEVEL: Stage 4
                         Paper $16.95   SCIS 1406423

LEE, Tony

Outlaw: the legend of Robin Hood: a graphic novel

Walker, UK, 2009 (Heroes & heroines)
ISBN 9781406308877   [398.20942]

The legend of Robin Hood and the tales of his escapades began in the oral tradition. Reinvented through various media, this hero is now the focus of a new graphic novel. In this rendition, Robin, a boy with a highly developed social conscience, vows to become an outlaw in order to right the wrongs he believes to be perpetrated by the ruling class. The action packed tale is visually driven by the framing, and different angles and shots. Sombre coloured illustrations riddled with speech bubbles present the intensity of the battle between good and evil. This bold graphic representation is sure to have appeal for young readers. C. Sly

USER LEVEL: Stage 3 Stage 4
                         Paper $19.95   SCIS 1413655

NEALS

LLOYD, Saci

The carbon diaries 2015

Hodder Children's, UK, 2008
ISBN 9780340970157

In this futuristic novel, after enduring a number of natural disasters caused by climate change, Britain is the first nation to introduce carbon rations in an attempt to stem global warming. For Laura Brown, the new ways of living are just too much. Her family is imploding and the object of her affection has no idea of her existence. Laura's only solace is her punk band. Written in first person in diary form, this highly captivating story is a mix of humour, pathos and fear. Black and white graphics add to the authenticity of Laura's journal. Undoubtedly, this convincing novel's portrayal of a world on the brink of environmental destruction may not be so far fetched. H. Gardiner

USER LEVEL:	Stage 5	
	Paper $17.99	SCIS 1404441

LOREY, Dean

Monster revenge

HarperCollins, UK, 2009 (Nightmare Academy)
ISBN 9780007276714

Adventure and magic, combined with a variety of unexplained phenomena, mythical creatures, monsters, demons and supernatural worlds makes this a satisfying adventure. The action takes place around the globe and the narrative is action packed and suspenseful, exploring parent and child relationships, friendship, courage, power and loyalty. Students and teachers from the academy defend of what is right and just while ridding the world of an extensive cast of nightmare characters. The exploration of these human qualities and issues make it a palatable introduction to the horror genre. N. Chaffey

USER LEVEL:	Stage 4	
	Paper $19.99	SCIS 1403097

MASON, Prue

Destination Abudai

Penguin Group (Australia), 2009 (Puffin)
ISBN 9780143304029

Jaz has a special skill for karate in both its mental and physical aspects. He will need it when his unknown father turns out to be a powerful Arab businessman who wants to take his son from a NSW country beach to desert Abudai in the mysterious and threatening Middle East. The novel explores the voices of adolescence for both genders in cultural and religious contexts. There are lyrical descriptions of desert and beach, but didactic tendencies undermine the integrity of the narrative and it appears clumsy at times. This will not bother readers who can identify with the variety of characters but discerning readers will not be enchanted. V. Davidson

USER LEVEL:	Stage 4	
	Paper $17.95	SCIS 1411178
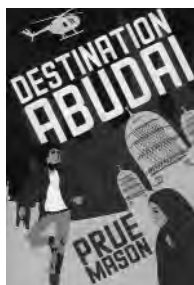
PANCKRIDGE, Michael

The immortal

Black Dog Books, Vic, 2009
ISBN 9781742030845

It seems unlikely that any person trapped in an abandoned tunnel for 50 years would survive. Yet, agent Jeremy Brighton is able to do so courtesy of his participation in Operation Mikado. When Cameron Bergman stumbles across the spy's natural prison, he is shocked to discover a man who defies time. From here, the game of mystery and conspiracy intensifies. The unlikely duo must work together in an effort to make up for lost time and stop the evil Hamish Collins from carrying out his despotic plan. This supernatural thriller sweeps the reader along as the daring plot gains momentum. For those seeking something unusual to read, this quirky novel may be ideal. H. Gardiner

USER LEVEL:	Stage 4	
	Paper $16.99	SCIS 1410757

PATTERSON, James

Max

Doubleday, UK, 2009 (Maximum Ride)
ISBN 9780385614535

Max is a tough girl with a hard-bitten take on what it means to be genetically unique. Wings are a blessing and a curse but as long as she can team up with buddies to fight evil and avert catastrophe anything can be endured. The novel's dialogue is snappy and the suspense is well sustained. The language of industrial greed is balanced with a consciousness of global environment. This is clearly a writer at the peak of his powers. Students who engage in Max's thrills will segue to Patterson's adult work with ease. This is nothing more than it pretends to be: a pot boiler for those who like to read their thrillers fast. V. Davidson

USER LEVEL:	Stage 4 Stage 5	
	Paper $29.95	SCIS 1410753

ROWE, Cynthia

Bad grass

Zeus, Qld, 2009
ISBN 9781921574276

Elizabeth Stubbs has always been known as Fat Betty. As a 17 year old she determines to do some serious dieting to stop the taunting and bullying. The narrative tracks Elizabeth's thought processes and secretive behaviour as her dieting quickly spirals into bulimia. Readers who have enjoyed the adventures of Genna Perrier will enjoy this book, which is a spin off from Rowe's titles *Our hollow sofa*, *Ants in my dreadlocks* and *Stinger in a sugar jar*. Elizabeth, a compulsive people watcher, dwells at the edges of Genna's social world. Through Elizabeth's eyes, we discover many of their small town's secrets and tragedies. Her family has a secret from which Elizabeth struggles to break free. This will be a confronting book for some readers because of its portrayal of bulimia and references to depression and sexuality. It is most suitable for older students who will appreciate Elizabeth's growing independence and determination. E. Chase

USER LEVEL:	Stage 5 Stage 6	
	Paper $24.95	SCIS 1440615

TAYLOR, Laini

Blackbringer

Penguin Group (USA), 2009 (Dreamdark)
ISBN 9780142411681

A fairy called Magpie Windwitch has to confront the devils that are creeping back into the world in this novel. She and her friends the crows travel back to the forest of her birth, Dreamdark, to hunt

down the escaping devils. This is a luminous tale of magic, faeries and devils, and the author has dreamed up a magical world with whimsical characters. Experienced fantasy readers will enjoy this new battle between good and evil. For the fantasy novice, the story allows the reader to begin to understand how a story like this can be created, woven and imagined. F. Campbell

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $16.95 | SCIS 1416145 |

Terribly twisted tales

/ edited by Jean Rabe & Martin H. Greenberg. Daw, USA, 2009
ISBN 9780756405540

The oral traditions that codify the transcribed fairytale are more subtle and sophisticated than many writers realise. To take the context of popular tales and transform them into modern fantasies is a fraught exercise. This collection of 18 tales only partly succeeds in recreating stories of the same magnetism as the originals that inspired them. The anthology presents itself as transposing folklore into a modern narrative, but the results are mixed. The new stories are more mystery, horror and science fiction than fairytale, although this in itself could be a rich area for discussion amongst students who have enjoyed fractured fairytales in primary school. V. Davidson

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $12.95 | SCIS 1416453 |

TREVASKIS, Ian

Medusa stone

Walker, UK, 2009 (Hopscotch)
ISBN 9781921529115

Trevaskis weaves myth, fantasy, and a sea change story into a simple narrative for younger readers. The protagonists, Hannah and Jake, are in Year 9 and the plot centres on time travel back to the period of the Greek gods. Using the stories of Perseus, Odysseus and Heracles is a clever ploy to involve modern children meeting the legendary heroes and even questioning the notion of the hero. Plenty of action, dialogue, humour and irony create a lively, easy read. Information about life in ancient Greece and a short glossary of names, places and events will help children understand the story. H. Cobban

| USER LEVEL: | Stage 4 |
| | Paper $16.95 | SCIS 1414481 |

WILSON, N. D.

Dandelion fire

Random House Australia, NSW, 2009 (100 cupboards)
ISBN 9781741664218

In this second book in the series, Henry York is staying at his aunt and uncle's Kansas farmhouse which has 100 doors that are portals to other worlds. Any world could kill Henry, or any world could explain the mystery of where he belongs. The wizards may be killers and the fairies may be tricksters. Henry must survive some desperate situations and discover the truth about himself. In the process he builds meaningful relationships and gives readers a solid and satisfying page turning fantasy adventure. V. Davidson

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $18.95 | SCIS 1409157 |

WYNNE-JONES, Tim

The uninvited

Candlewick, USA, 2009
ISBN 9780763639846

Life in New York city has become too much for Mimi Shapiro. A problematic relationship with her university professor has left Mimi yearning for escape. Fortunately, her father offers his holiday cottage as a place of solace. Located in remote Canada, Mimi knows that she will be able to get her life back on track in this far outpost, but matters become complicated when she discovers a branch of the family tree she never knew existed. In a complex and unexpected series of events, Mimi is thrown into a world of intrigue and tragedy. An underlying sense of menace permeates the enigmatic and carefully crafted plot. With interweaving stories, the reader is drawn into a tumultuous world where relationships are reshaped and lives are changed forever. This challenging novel is certainly a rewarding read. H. Gardiner

| USER LEVEL: | Stage 6 |
| | $29.95 | SCIS 1419616 |

Information, poetry and drama

Resources are in Dewey order.

KRULL, Kathleen

Sigmund Freud

Penguin Group (USA), 2009 (Puffin) (Giants of science)
ISBN 9780142412664   [150.19]

Most Stage 4 students will complete library research work about famous scientists and this book would certainly be one useful starting point if researching Freud. Written using simple vocabulary, this concise book provides the reader with a comprehensive understanding of Freud's childhood, his thoughts on using cocaine to treat mental illness, and his development of psychoanalysis. The information does a fine job at aligning the development of this new scientific field with descriptions of events happening at that time in world history. The book uses a readable narrative style and websites are provided as an appendix. I. Mavin

USER LEVEL:	Stage 4
KLA:	Science
SYLLABUS:	Science 7–10
	Paper $8.95	SCIS 1410308

BAYLIS, Nick

The rough guide to happiness

Rough Guides, UK, 2009
ISBN 9781848360150   [158.1]

Establishing one's identity in adolescence leads students to spend much of their time trying to work out how to live in society. They will enjoy the insights this book offers in areas such as our subconscious, our bodies, balancing work and play, relationships and the environment. It is a positive and scholarly book which raises as many questions as it answers. Students, parents

and teachers will find it interesting to dip into. Every chapter has boxes highlighting interesting issues which could make the basis of a lesson. A. Soutter

USER LEVEL:	Stage 6 Community Professional
KLA:	HSIE
SYLLABUS:	Society & Culture Stage 6
	Paper $26.95 SCIS 1410275

BROOKS, Jeremy

Let there be peace: prayers from around the world

Frances Lincoln, UK, 2009
ISBN 9781845075309   [242]

Brooks is an English vicar who looks at prayers from different countries, different cultures and different eras. There is a common theme of peace in all the prayers, including those from war affected countries. Some prayers are reminders to be at peace with our environment and to care for it as much as we care for ourselves. The book concludes with a argument that for there to be peace on Earth it is up to us as individuals to start living peacefully. The simple illustrations support the text and provide discussion points for the interpretation of each prayer. R. Higginbottom

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$27.95 SCIS 1403692

ATA, Abe W.

Us & them: Muslim-Christian relations and cultural harmony in Australia

Australian Academic, Qld, 2009
ISBN 9781921513190   [261.2]

An analysis of different attitudes towards Muslims, the book accounts for the differences and gives reasons for the spectrum of opinion. The presentation of a variety of pie charts, tables, graphs and other evidence shows a good manipulation of data and expert analysis in evaluation. Surveys are meticulously specific, coherent, and well executed. The book concludes that personal contact with people who are Muslim is a critical factor in forming attitudes: generally, less contact leads to more prejudiced and socially conservative conceptions. It reinforces the idea of attitudes as being social constructs within a subject's experience. Referencing a good range of published works and opinions, the book is a fine example for students completing a PIP in Society and Culture, particularly in showing the process of managing and presenting data. C. Lui

USER LEVEL:	Stage 6 Community Professional
KLA:	HSIE
SYLLABUS:	Society & Culture Stage 6
	Paper $29.95 SCIS 1416970

Violence and aggression

/ edited by Justin Healey. Spinney, NSW, 2009 (Issues in society)
ISBN 9781921507014   [303.6]

A highly detailed addition to the series, the book covers the issue of violence and aggression in Australian society. It looks at violence in a number of contexts, including physical, emotional, verbal, sexual, financial, social and spiritual. Material focuses on the types, causes, extent and effects of violence. Information is presented from a number of sources, including the Australian Institute of Criminology, and in an excellent array of styles such as detailed written text, media reports, graphs, flowcharts and current statis-

tics. Summaries and fact sheets are provided in boxes which are excellent for quick access of core information. The resource is excellent for the Legal Studies Topic: *Crime* and the Option: *Family*, and the study of women as a disadvantaged group. J. Alvarado

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	Paper $20.95 SCIS 1410893

Reconciliation in Australia [series]

Macmillan, Vic, 2009

Attractive and engaging, this series is designed to help students investigate reconciliation. Each book is endorsed by prominent Australians and experts in the field and begins with a common page explaining reconciliation and *terra nullius*. Individual titles examine in depth reconciliation in sport, the arts, health, environment, schools, and society. The written text is age appropriate and additional sources include photographs, case studies, contemporary statistics, and quotations from experts and high profile Australians. This format successfully personalises the study of reconciliation, and the variety of settings in the series engages students in areas of personal interest. Detailed glossaries and suggested strategies for students to be active citizens in reconciliation make this a highly usable resource. V. Gilmore

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	$31.95 each

Reviewed titles in this series:

Reconciliation in schools	SCIS 1415165
Reconciliation in society	SCIS 1415171
Reconciliation in sport	SCIS 1415162
Reconciliation in the Arts	SCIS 1415173
Reconciliation in the environment and health	SCIS 1415168
The reconciliation journey	SCIS 1415167

Living with the land [series]

Pearson Library, NSW, 2009

This impressive series provides insight into the lifestyle and culture of people living in Indigenous communities. Through the presentation of interesting information on traditional food and medicine much is revealed about the environment, seasons, language, and culture of Australian Indigenous communities. The books are presented in vibrant colour and are visually appealing. They include numerous photographs, use of Indigenous language and terms, and personal accounts by members of each community about their experiences. It examines the use of stories, told by elders to teach children about food sharing and conservation, to illuminate Indigenous values and culture. It is a highly appropriate resource for use with students learning about Indigenous communities and their interaction with the environment and land. V. Gilmore
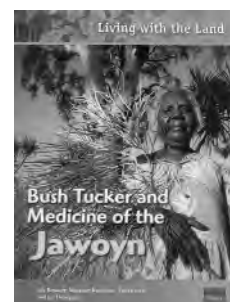
| USER LEVEL: | Stage 3 Stage 4 |
| KLA: | HSIE |

Reviewed titles in this series:

Bush tucker and medicine of the Jawoyn   SCIS 1418878
Bush tucker and medicine of the Ndjebbana   SCIS 1418875
Bush tucker and medicine of the Ngaanyatjarra   SCIS 1418877
Bush tucker and medicine of the Nyikina   SCIS 1418879

DANALIS, John

Riding the black cockatoo

Allen & Unwin, NSW, 2009
ISBN 9781741753776   [305.89]

This non fictional story addresses the sensitive matter of the historical treatment of Aboriginal remains and the subsequent attempts to repatriate them to their rightful place. Danalis grew up with a skull on the family mantelpiece; the book is an account of returning the skull to Wamba Wamba country. While the subject is serious, the author provides an entertaining account of his journey and the historical investigation taken to return the remains home. The resource is useful in studies of Australian history as it highlights the processes undertaken by those researching Indigenous history and provides insight into the importance of remains in Indigenous culture. Further, it demonstrates the workings of Indigenous cultural and social networks. V. Gilmore

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Society & Culture Stage 6
                 Paper $19.99   SCIS 1411850

PEARSON, Noel

Up from the mission: selected writings

Black Inc., Vic, 2009
ISBN 9781863954280   [323.119]

The author's most important speeches and essays, covering Indigenous issues and topics surrounding Australia's path to reconciliation, feature in this publication. Pearson begins the collection with pieces illustrating and giving insight into his upbringing and influences. The book quickly moves on to Native Title, tracking the complex developments in common and statute law, and presenting these in an understandable manner. Turning to analysis of social problems impacting on Indigenous communities, the author details his vision, philosophies and initiatives for building a reconciled Australian community. Concepts are presented in a way that makes them accessible, providing stimulus for thought on a range of issues in the Australian community. These important issues can be successfully integrated into teaching and learning in Legal Studies, Geography and History. V. Gilmore
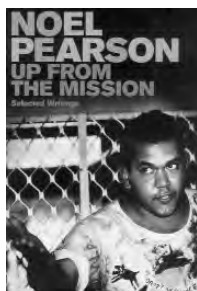
USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7–10; History 7–10; Legal Studies Stage 6
                 Paper $34.95   SCIS 1411892

NELSON, Julie & GALLAGHER, Mary

Families change: a book for children experiencing termination of parental rights

Free Spirit, USA, 2006 (Kids are important)
ISBN 9781575422091   [362.7]

Although this is a book for children in out of home care, it is an important book for teachers to read because it provides accurate information on the effects of trauma on students. Teachers are important attachment figures for all children and as such need to understand student opportunities to ameliorate the effects of being removed from one's parents. Children can use this book to find clear explanations about why families change and split. It makes the point that family change is never children's fault. School counsellors will find this a valuable resource. A. Soutter

USER LEVEL: Stage 1 Stage 2 Community
                 Professional
                 Paper $19.95   SCIS 1303207

HA, Tanya

Green stuff for kids: an A–Z guide to what's up with the planet

Melbourne University Press, Vic, 2009
ISBN 9780522855395   [363.7]

The book provides an informative and accessible approach to environmental issues. Presented alphabetically, it covers issues as diverse as food, oil, shopping, water and worm farming. Each entry contains useful facts and statistics about the issue, as well as maps, graphs and timelines. Many entries also contain DIY advice on how to integrate the information into everyday life. One of the strengths of this book is its presentation of facts and data in an interesting and engaging way that will suit students. J. White

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6; Science 7–10
                 Paper $29.99   SCIS 1421890

AYREY, Hilton

Junior stories. 1: reading ages 7–10 years

Handy Resources, NZ, 2009
ISBN none   [428.407]

A well structured resource, the book provides 12 one-page stories for fluent readers, mostly written by the author. Each story has a parallel structure column, some with information and some for students to complete. There are a range of literacy activities for each narrative, a three step comprehension strategy, and follow-up tasks using Bloom's taxonomy. Charts supporting the comprehension strategy are at the end of the book and there is also an online professional development program that teachers can access for a fee. The book stands alone, and provides complete, ready to use reading activities. It is a sound and useful teacher resource. J. Foster

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K–6
                 Paper $49.95   SCIS 1417746

NEALS

MURRIE, Matthew & MURRIE, Steve

Guide to the planet

Scholastic, USA, 2009 (Planet Earth)
ISBN 9780545103565 [508]

With topics ranging across the frozen poles, forests and caves, shallow seas and open oceans, this guide is certainly comprehensive. Its chapters are colour coded and feature amazing photographs from around the world, with inset images of special features. Frequent fact boxes with short information packages could be used to develop interesting discussion points, or act as areas for further research. The book has quizzes on the different chapter topics, and answers are provided. The text is clearly written and is not swallowed up by the graphics. Language is highly descriptive and the book uses cross referencing to draw student attention to other relevant information in the book. This is a highly useful guide when studying the Earth, its creatures and environment. M. Whitfield

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	Paper $12.99	SCIS 1422742

HALLS, Kelly Milner & SPEARS, Rick C.

Dinosaur parade: a spectacle of prehistoric proportions

Koala, NSW, 2009
ISBN 9780864618931 [567.91]

Featuring a comfortable mix of fiction and scientific information, the book clearly separates these types of text on the page. The rhyme and rhythm will certainly engage the reader. Pages are beautifully illustrated with large drawings that blend cartoons with realistic images. The dinosaurs have been classified, and along with a large subtitle on each page, the pages are coloured according to this classification. Scientific information is in small print at the bottom of each page, making the book most appropriate for individual use. Information is framed in dot points and consistent throughout the book. The book supports the Stage 2 COGs Unit (G): *Our fleeting past.* M. Whitfield

USER LEVEL:	Stage 2
KLA:	English; SciTech
SYLLABUS:	English K–6: Science & Technology K–6
	Paper $13.99	SCIS 1410213

DAVIES, Nicola & LAYTON, Neal

Just the right size: why big animals are big and little animals are little

Walker, UK, 2009
ISBN 9781406304930 [571.1]

Covering a wide range of scientific topics, the book utilises a quirky system of headings and illustrations to intrigue students. The book tackles questions about creatures' physical structure and features in an entertaining manner that will inspire student awe about such things as the mighty

migratory range of small Artic tern. Scientific concepts are explained in everyday language, but without compromising the book's scientific validity for students. The book is engaging, although it is not one to read cover to cover—small sections will work best. M. Whitfield

USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$24.95	SCIS 1415688

Life-size zoo: from tiny rodents to gigantic elephants, an actual-size animal encyclopedia

Seven Footer, USA, 2009
ISBN 9781934734209 [590.73]

A superb idea realised, this is an excellent big book to extend students' knowledge of animals or to precede a zoo excursion. The book contains a number of elements to capture and keep students' attention. It is an animal encyclopaedia with a big difference in its brilliant, life-sized photographs of whole animals or parts of the bigger animals. This unusual book features fold-out pages, information about the photographed animal, a clever contents page designed to look like a zoo map, and statistics on length, weight, height and habitat for quick reference. Students will love the excitement of seeing what is on the next page, and how big that next page can possibly be! This is a fantastic twist on an old subject. L. Doyle

USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$37.95	SCIS 1415724

MUNRO, Sharyn

Mountain tails: the lives and loves of my animal neighbours

Exisle, NSW, 2009
ISBN 9781921497209 [591.994]

In this collection of stories, the writer displays a strong affinity with the myriad of creatures that share her bushland home. Living on the edge of a wildlife reserve in the Blue Mountains, it is inevitable that Munro should encounter the native wildlife and her tales of these meetings are delightfully recounted. Kookaburras, kangaroos, koalas, quolls, possums, lizards, snakes and many others feature. With a wry sense of humour, Munro tells of her creatures, great and small, as if they were guests at important social events. The essence of Australia's native wildlife is captured in a way that entices a reader into their world as the writer presents anecdotes that exude charm and endearment. C. Sly

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
	Paper $24.99	SCIS 1406879

LITCHFIELD, Kaitie Afrika

The Little One: the story of a red-tailed monkey

Black Dog, Vic, 2009
ISBN 9781742030906 [599.8]

The book has an unusual approach in that it is ostensibly a recount of life in Uganda, written by a young girl who now lives in Australia. It is an engaging true story of the author's mothering of a red-tailed

monkey in Uganda when she was four, illustrated with appealing photographs, brief information about school life, food and children's play in a different culture, and a detailed page on red-tailed monkeys. It relates Kaitie's developing relationship with The Little One as she feeds, grooms and plays with him until he is able to look after himself in a wildlife education centre. The book would add an interesting dimension to discussions about keeping pets. M. Davis

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	Paper $16.99 SCIS 1410747

BOWEN, Jane

The CSIRO wellbeing plan for kids

Penguin Group (Australia), 2009
ISBN 9780143008743   [613.2083]

Giving support and practical advice to help parents and caregivers raise healthy, happy children is the focus of this book. Adopting an active lifestyle and making the right changes to habits and behaviour are the keys to making sure that children eat, play, and sleep well. To this end, the authors include positive steps and tempting recipes to influence the health and wellbeing of children and families. A weekly family meal plan, suggesting a variety of balanced food groups, recipes and guidelines, shows how children's meals do not have to be complicated or bland. Students and teachers concerned with aspects of child development and nutrition will appreciate the sensible information contained in this attractive resource. S. Rasaiah

USER LEVEL:	Stage 5 Stage 6 Community Professional
KLA:	PDHPE; TAS
SYLLABUS:	Exploring Early Childhood CEC Stage 6; Food Technology 7–10; Food Technology Stage 6
	Paper $34.95 SCIS 1438250

The obesity epidemic

/ edited by Justin Healey, Spinney, NSW, 2009 (Issues in society)
ISBN 9781921507038   [616.3]

With obesity firmly to the fore of the community's consciousness, this volume of *Issues in society* has an important role to play in educating students about the problem. The content does an admirable job in identifying the main elements that have led to the obesity epidemic. Articles selected contain straightforward, concise statistics and analysis that allow a researcher to scan for relevant information regarding the causes, impact, and solutions. The wide range of ideas presented is the strength of this publication, especially since obesity is a significant area of study throughout all PDHPE syllabuses. R. Cox

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10; PDHPE Stage 6
	Paper $20.95 SCIS 1410955

BOYD, Brenda

Appreciating Asperger syndrome: looking at the upside, with 300 positive points

Jessica Kingsley, UK, 2009
ISBN 9781843106258   [616.85]

If we were getting things right, students with Asperger's would be proud rather than embarrassed and ashamed. This is the message of this insightful exploration of the positive qualities associated with the syndrome, written by the parent of a boy with Asperger's. The book points out that people with Asperger's go through life battling social rules, so it provides a method for teaching such children how to decode them. It gives examples of famous people who seem likely to have had a form of Asperger's and then explores 300 positive points about the syndrome. Each point has pros and cons, making the list realistic. This is a good book for senior Asperger's students to read. A. Soutter

USER LEVEL:	Stage 6 Community Professional
	Paper $24.95 SCIS 1409755

STONE, Tanya Lee

Almost astronauts: 13 women who dared to dream

Candlewick, USA, 2009
ISBN 9780763636111   [629.45]

Detailing the stories of a group of women who were part of NASA's astronaut training program in the 1960s, this book explains how they were never chosen because of an unspoken rule that astronauts had to be male and white. This fine book showcases the women's relentless determination and passion, which paved the way for them to take their rightful place in space travel. The vocabulary is appropriate for Stage 4 students. Enriched with many colour photographs, references, web links and source notes, this is an excellent resource for Stage 4 Science students with the stories and images beautifully linking the history, science, politics and gender issues involved. I. Mavin

USER LEVEL:	Stage 4
KLA:	Science
SYLLABUS:	Science 7–10
	$29.95 SCIS 1413558

ROTH, Ruby

That's why we don't eat animals: a book about vegans, vegetarians, and all living things

North Atlantic, USA, 2009
ISBN 9781556437854   [641.5]

Exquisite and bold illustrations are used in this nonfiction book to compare the natural behaviours of animals with those that are factory farmed. Factual well thought out phrases and informative language show animals living in their natural environment. This is compared to the injustice of over farming and the dangers of human interference on Earth's ecosystem. The book cleverly points out that humans rely on plants to live and it lists ways to lead a healthy lifestyle. Perfectly designed for primary readers with good use of researched information and a balance of subjective emotions, the book could be used to complement the Stage 2 COGs Unit (C): *Effects of growth and change* and the Stage 3 COGs Unit (C): *Living things*. J. Allen

USER LEVEL:	Stage 2 Stage 3
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6
	$34.00 SCIS 1415705

NEALS

GUÉRY, Anne & DUSSUTOUR, Olivier

Alphab'art: find the letters hidden in the paintings

Frances Lincoln, UK, 2009
ISBN 9781847800138   [701]

Using 26 famous artworks across a range of art movements, the book encourages students to find a letter of the alphabet hidden within the subject matter. Some are easier to locate than others. All works are large and glossy with subjects varying from realistic portraits and landscapes to abstract expressionism. This variety could easily encourage class discussions and provide art making opportunities to explore the themes of the works. Brief historical information is provided, with a visual identifying the hidden letter. This is a fantastic resource to encourage students to look more closely at artworks and to engage them in conversations about art. N. French

USER LEVEL:	Stage 1 Stage 2
KLA:	CA
SYLLABUS:	Creative Arts K–6
	$29.95 SCIS 1413905

GRAHAM-DIXON, Andrew

Art: the definitive visual guide

DK, UK, 2008
ISBN 9781405322430   [709]

An intense journey from prehistoric to contemporary art, with anecdotal information and quotations from artists, this large book is visually appealing and engaging to read. It is arranged chronologically and thematically. Timelines on stylistic periods highlight key works. Artists are given a short biography, with several works depicted and some helpful visual analysis. The page layout is engaging with an even balance of clear language, glossy reproductions and panels of detail. Themes in art, such as nudes and myths, show how artists have interpreted and visually represented a theme over time. There is substantial coverage of art across cultures. The resource strongly supports the teaching of art history in high school. N. French

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7–10; Visual Arts Stage 6
	$79.95 SCIS 1393345

SERRES, Alain

And Picasso painted Guernica

Allen & Unwin, NSW, 2010
ISBN 9781741759945   [759.6]

Told with passion and clarity in a large publishing format, the book is a contextual biography of Pablo Picasso, with its centrepiece the construction of his painting, *Guernica*. Present tense maximises the drama of Picasso's life and the 1937 attack on the town of Guernica. The work itself unfolds in the book's centre, surrounded with pages of sketches and studies and photographs of the artist working on the piece. The book shows how Picasso merged his anger and artistic skill with an interpretation of Spanish history, in a superb deconstruction of the artwork. There are comments on technique and questions for

students to ponder. The book is an excellent resource for students and a fresh and intelligent examination of one of the 20th century's most important artworks. C. Thomas & C. Keane

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7–10; Visual Arts Stage 6
	$35.00 SCIS 1440067

BLAINEY, Ann

I am Melba: a biography

Black, Vic, 2009
ISBN 9781863953672   [782.1092]

A substantial biography verging on hagiography, this book is an account of the life of Nellie Melba, from her childhood in Melbourne to her triumph on the opera stages of the world and her hobnobbing with kings. Her story is that of a superstar, with her capacity to draw huge crowds and of course the controversial gossip that accompanies stardom. Blainey emphasises Melba's generosity and business acumen, her extraordinary capacity for hard work, her addiction to singing and the magic of her voice. A comprehensive index allows the reader to track particular strands of the story. The biography is detailed and very readable, and it provides rich context for a study of this period of Australian music. M. Davis

USER LEVEL:	Stage 5
KLA:	CA; English; HSIE
SYLLABUS:	English 7–10; History 7–10; Music 7–10
	Paper $27.95 SCIS 1402081

SANTUCCI, Walter

The guerrilla guide to animation: making animated films outside the mainstream

Continuum, USA, 2009
ISBN 9780826429858   [791.43]

Written in a personal and humorous style, this would be an ideal reference book for teachers of animation and young aspiring filmmakers. The book is divided into two parts, with the first part being instructional and the minor second part comprising film anecdotes. The first section is particularly useful, with excellent illustrations, visual aids and relevant diagrams at the right level for Stage 5 and Stage 6 students. There are practical and first rate exercises for learning *Flash* and *After effects* animation software. The anecdotal section provides an entertaining read for Hollywood aficionados. Overall, this is a helpful resource for teachers and students interested in creating their own animations. C. Sheppard

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Design CEC Stage 6
	Paper $39.95 SCIS 1420200

KOOPERMAN, Paul

Writing short film scripts: a student guide to film-making

Insight, Vic, 2009
ISBN 9781921411083   [791.43]

A practical resource in every way, this text offers advice for students in the creation of short films. Along the way an appreciation of the

creative process is gained and this can be used to assist students in their understanding of the work of others. It provides clear, realistic tips, resources, websites for further investigation, and scaffolds for use in classrooms. The writer explains the roles involved in film production, helping teachers and students gain an understanding of the importance of the collaborative unit required to create a film. This is a very useful guide to film making. S. Pollard

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; English
SYLLABUS:	Drama 7–10; English 7–10
	Paper $19.95 SCIS 1412935

ANDERSON, Michael & JEFFERSON, Miranda

Teaching the screen: film education for generation next

Allen & Unwin, NSW, 2009
ISBN 9781741757200 [791.4307]

The book provides a philosophical and intellectual argument for the teaching of film. Backed up with educational studies, the authors present a rationale for film study as a relevant and important adjunct to school curriculums. They argue that in today's visual age it is crucial for students to gain insight into the creation of images. Through their own work in creating film, students can discover how and why certain film texts work. The book offers practical ideas on building a film curriculum and creating assessment tasks which allow for individual and group achievements to be recognised. The appendix is particularly useful in outlining modules that work together to build a better understanding of film and how it works. S. Pollard

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English Stage 6; Photography, Video & Digital Design CEC Stage 6
	Paper $39.99 SCIS 1413035

KOOPERMAN, Paul

Screenwriting: script to screen

Insight, Vic, 2009
ISBN 9781921088810 [808.2]

A comprehensive insight to the art and science of scriptwriting is provided in this outstanding resource. The focus is on writing film scripts, but the advice provided from industry stalwarts is also applicable to stage writing. Ten chapters are arranged according to major questions, ranging from finding sources of inspiration to forging a scriptwriting career. Each chapter incorporates an array of exercises that assist in the development of writing in this specialised area. Numerous internet links help potential scriptwriters navigate the abundance of web based resources. Written in a clear, concise style and formatted in an attractive manner, this practical resource is suitable for English and Drama students interesting in writing dramatic works. H. Gardiner

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10; English Stage 6
	Paper $19.95 SCIS 1412941

War is-: soldiers, survivors, and storytellers talk about war

/ edited by Marc Aronson & Patty Campbell. Candlewick Press, USA, 2009
ISBN 9780763642310 [810.8]

A compilation of fact and fiction, stories and commentaries on war, the book both justifies and shows the horror of war. Both sides make compelling reads. The positive side explores the friendship and courage, the great discipline and the romantic ideas of adventure in soldiering. The negative side explores corruption and descriptions of battle action. Entries range from simple to complex, from WWI to the present, and they include a Dylan song, a one act play, a Margo Lanagan short story, factual commentary from a female soldier in Iraq, letters from Vietnam, and a survivor's memoir of Nagasaki. The book shows the dichotomies of war, as a historical progression and as a human regression, allowing readers to make up their own minds. C. Lui

USER LEVEL:	Stage 5
KLA:	English; HSIE
SYLLABUS:	English 7–10; History 7–10
	Paper $14.00 SCIS 1405282

TEMPERTON, Barbara

Southern edge: three stories in verse

Fremantle Arts Centre Press, WA, 2009
ISBN 9781921361418 [821]

Drawing upon the narratives and folklore of the Western Australian coast, this compelling collection of lyrical poetry contains three rich verses. Beautifully crafted, the tales focus on dramatic landscapes and the range of characters who inhabit these spaces. From the despondent wife and mother who seeks escape in an adulterous affair only to plunge into the depths of tragedy, to the enigmatic traveller embarking on a mystical journey, these powerful narratives blend myth, history and imagination. Interspersing pieces from journalistic writing, the verses contain highly descriptive language that paints a clear image of characters, settings and events. With its beauty and tragedy, this thought provoking anthology presents an exceptionally gratifying reading experience. H. Gardiner

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6
	Paper $24.95 SCIS 1402139

Traditional Australian verse: the essential collection

/ edited by Richard Walsh. Allen & Unwin, NSW, 2009
ISBN 9781742371382 [821]

Highlighting the different stages of Australian development from colony to Federation, this collection explores the first century of European settlement through verse. From the musings of convicts and settlers to the national fervour of patriots, the poems by well known and lesser known poets convey sensory snippets of the past. Experiences of alienation, nostalgia, awe of

the new land, and a search for national identity are revealed in this literary chronicle. The work of notables such as Henry Kendall, Banjo Paterson, Henry Lawson and C. J. Denis sit comfortably with several anonymous balladeers in this collection of early Australian verse. This book is a wonderful resource for the study of early Australian poetry as it captures the essence of the infancy of the nation. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
Paper $29.99   SCIS 1437390

HERRICK, Steven

Untangling spaghetti: selected poems

University of Queensland Press, Qld, 2009
ISBN 9780702237300   [821]

Herrick's collection of personal poems, originally written for his sons when they were young, concentrates on amusing and poignant moments in growing up. Organised into six thematic chapters, such as *House rules* about family members and relationships, and *The big match*, about sport, the poems capture the spoken word of adults and children. Adult inconsistencies and children's honesty are clearly revealed. Herrick's preference for non rhyming verse is explained in a hilarious poem, *My dad is a poet*, with sentiments that every English teacher will understand. Teachers could choose individual poems to look at issues like bullying and different families, or explore the sequences within each chapter. The poems are refreshingly vibrant and will appeal to students of all ages. H. Cobban

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper $14.95   SCIS 1413862

MARWOOD, Lorraine

Star jumps

Walker NSW, 2009
ISBN 9781921150722   [821]

In a verse novel, this writer describes the simple childlike excitement of life on a dairy farm. Overshadowing the games is the overwhelming shadow of drought. Written from the perspective of a young child, Ruby, the poetry has a rich intensity and poignancy, created by the naïve hope that things will improve while all around the cattle are in crisis and the farm is failing. Difficult decisions to sell livestock and kill an ailing mother cow reveal the harshness of rural life and highlight the social problems faced by many farming families. The child's puzzled yet growing understanding is skilfully revealed through the free verse, sensory imagery and sound devices. Every Australian child, but particularly those on the land, will know what drought means and this short narrative brings it into sharp relief. H. Cobban

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper $14.95   SCIS 1415571

MURRAY-SMITH, Joanna

Ninety

Currency, NSW, 2009 (Currency plays)
ISBN 9780868198514   [822]

A powerful play for two people, this work depicts a meeting between estranged husband and wife, William and Isabel. A 90 minute conversation between the protagonists, the play is searing in its presentation of the end of an emotional entanglement. William has moved on and Isabel is pretending that she has, but their connection remains strong. As the pair discuss what has happened to them the audience is led, through flashback scenes, into the underpinnings of their attraction. The complexity of their relationship is most frequently articulated by Isabel, a wonderfully rich character. The script is intense, riveting and deeply personal, and it would appeal to mature readers. S. Pollard

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
Paper $21.95   SCIS 1412448

FUTCHER, Michael & HOWARD, Helen

The wishing well

Currency, NSW, 2009 (Currency plays)
ISBN 9780868198491   [822]

Actors and directors of the Matrix Theatre in Brisbane composed this two act play. It explores issues of hope in desperate circumstances, reactions to human mortality, and love. A large number of characters, with actors playing multiple roles, can create confusion for an audience, but as the play progresses the main characters, Edith and Tim, become more focal. Time shifts, fragmented plot lines, and all characters on stage throughout the play create a challenging drama to watch and enact. Various tragedies, revealed in snatches of life in Australia during the Depression and WWII, are conveyed through the swift action and speedy dialogue. The play operates as an outline for the audience to engage with and make sense of the vast number of ideas presented. It is an interesting example of experimental theatre. H. Cobban

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6
Paper $21.95   SCIS 1412443

THOMPSON, Tony

Shakespeare: the most famous man in London

Black Dog Books, Vic, 2009 (The drum)
ISBN 9781742030708   [822.3]

Thompson has utilised elements of historical writing and detective fiction in this life and times expose of William Shakespeare. Alternating between interviews involving royal spymasters and those closest to the great writer, and historical information, the writer brings a vitality and personal touch to our understanding of Shakespeare's historical and literary context. It provides an insight into the importance of the period and its impact on Shakespeare's writing. The book offers an expose of a world where playwrights survived by their wits and contacts. It is well written to engage and interest its intended audience of young readers. S. Pollard

HARMAN, Claire

Jane's fame: how Jane Austen conquered the world

Text, Vic, 2009
ISBN 9781921520501 [823]

Referring to biographical material, the author of this publication traces the growth of interest in Jane Austen and her literary works. From a small audience of family and friends, Austen's unique cameos of her own society have gained worldwide recognition and acclaim. Her tightly written, satirical novels, populated with *genteel idlers*, are readily enjoyed. The accessibility of Austen's narratives has made them highly suitable for film and television drama. Postmodern appropriations and transformations of the texts continue to captivate contemporary audiences. Academic research and trivia are seamlessly woven together in this book, offering a most enjoyable means of studying Jane Austen and her literary legacy. C. Sly

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $29.46	SCIS 1431337

Ancient and medieval people [series]

Macmillan, Vic, 2009

Capturing the drama of history for students, this versatile and colourful series is consistently laid out with background information, maps, time lines, armoury, and interesting people profiles. Each book has a glossary and brief descriptions of the social context. Illustrations are excellent, comprising photographs, drawings of action scenes and portraits, and illustrations of such things as battle divisions. They form a great resource for History teachers and Year 7 students to investigate the stories in history. C. Lui
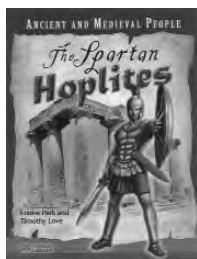
USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10
	$31.95 each

Reviewed titles in this series:
The Japanese samurai	SCIS 1415143
The medieval knights	SCIS 1415158
The Pharaohs' armies	SCIS 1415150
The Roman gladiators	SCIS 1415146
The Scandinavian Vikings	SCIS 1415139
The Spartan hoplites	SCIS 1415154

I wish I'd been there: twenty great moments in history by twenty great historians

/ edited by Byron Hollinshead & Theodore K. Rabb. Pan, UK, 2009
ISBN 9780330451581 [940]

From the death of Alexander the Great to the German surrender at the end of WWII, these chronologically arranged chapters are an analysis of the events from an academic viewpoint. Many chapters include a discussion of historiography, and some present a snapshot of the event or time in history as a partial narrative. The retelling of events is not as readably dramatic as the title suggests. The end of each chapter has a short list of titles for further reading. The book is likely to be of most use for selected chapters rather than as a whole, and it provides some interesting alternative perspectives on key historical events. J. White

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; HSC History Stage 6: *Extension*; Modern History Stage 6
	Paper $26.99	SCIS 1411206

The words to remember it: memoirs of child Holocaust survivors

Scribe, Vic, 2009
ISBN 9781921372636 [940.5309]

These 30 members of the Sydney Child Holocaust Survivors Group present their childhood memories of surviving the Holocaust in a very personal and intimate style. The group was formed as a support group to explore creative writing as a form of therapy. From this process the idea for a book was formed. Their experiences come from across Europe and the recounts are accompanied by some unusual photographs. Many of the authors reflect on the role that memory and forgetting have on their perceptions of their childhood and the horrors they experienced. In this sense, the book is useful as a primary source account of events and as a historiographical text. J. White

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	HSC History Stage 6: *Extension*; Modern History Stage 6
	Paper $35.00	SCIS 1414004

HASTINGS, Max

The faces of World War II

Octopus, UK, 2008
ISBN 9781844036264 [940.54]

A pictorial account of the war, the book is structured by year, from 1939 to 1945, with brief sections on the pre and postwar periods. Photographs and the accompanying written text are mainly from an Allied perspective, though all sides are represented here. Images cover all the main theatres of war, including North Africa, Europe and the Pacific, with a balance of daily life, battle images and images of destruction. These photographs are an excellent resource to show the impact on civilians and communities. There are some famous images in the battle shots and some unusual images that could be fruitfully dissected by History students. J. White

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
	$60.00	SCIS 1400406

LEFROY, Mike

HMAS Sydney: the mystery of Australia's greatest naval disaster

Black Dog, Vic, 2009
ISBN 9781742030791 [940.54]

A mix of narrative, history, mystery, and contemporary maritime discoveries, this thin book provides a present tense, fictionalised account of the 1941 sinking of *HMAS Sydney*, from both sides of the battle. It is copiously illustrated with photographs and reconstruc-

tions of the ship and her crew, and images of the 2008 search for *Sydney's* resting place. The narrative gives way to fact boxes about nearly everything connected with the mystery, such as war pirates, discoveries of pistols in the sea, the German ship *Kormoran's* mascots, and how side scan sonar works. The book is a useful introduction to this major event in Australian naval history, with a number of useful websites, a visual timeline and references for students wanting to pursue research in this area. M. Davis

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
                   Paper $16.99   SCIS 1402783

ELLIS, Deborah

Children of war: Iraqi refugees speak

Allen & Unwin, NSW, 2009
ISBN 9781742371146   [956.7044]

Seventeen year old Eva says that her whole life has been war. This poignant reflection encapsulates the essence of the collection of stories in this publication. The author highlights the diversity, complexity and tolerance of the Iraqi people before the American bombings, which becomes a recurring theme. Each story has an introduction that provides a context or background. Issues such as kidnapping, trauma, women's rights, proof of identity, and violence are some of the obstacles faced by the individual narrators. There is an overriding sense of intimidation, both physical and psychological, suffered by the children and their families and yet there is also evident a desire for education and for a better world. This is a thought provoking book, with sensitive issues that may need teacher guidance. Students completing the HSC English Area of Study: *Belonging*, may find this text offers some interesting supplementary material. It could also be incorporated into studies on autobiography, narration, or human rights. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6
                   Paper $16.99   SCIS 1420954

MANIATY, Tony

Shooting Balibo: blood and memory in East Timor

Penguin Group (Australia), 2009
ISBN 9780670073580   [959.803]

Maniaty offers readers an emotional perspective into the deaths of five Australian journalists in Balibo. In a very multilayered approach, which could present problems for some readers, the author jumps from past to present and from reality to film. In all scenarios he is an outsider observing or remembering the action of the events. Journalistic in approach, the book has a sense of objectivity in its presentation and could be used as a secondary source in the Modern History Topic: *Indonesia 1950 – 1998*. Reference to events, key personalities such as the newsmen and Ramos-Horta, and Australia's position on the matter provide excellent starting points for classroom discussion and research focal points. The book has value, and much of the classroom relevance will depend on the teacher's use of the source material. B. Hull
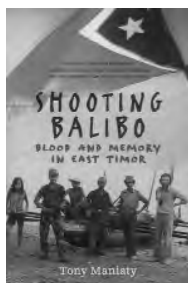
USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
                   Paper $32.95   SCIS 1416185

Turning points in Australian history

/ edited by Martin Crotty & David Andrew Roberts. UNSW Press, NSW, 2009
ISBN 9781921410567   [994]

Distancing themselves from the usual histories of momentous events, the distinguished and lesser known historians who have contributed to this resource seek to illuminate and clarify certain moments in Australian history. The book begins at the end of the last ice age, when the land bridge between Tasmania and the mainland was lost, and ends with the effect on Australia of events on 11 September 2001. While several chapters explore colonial history, the bulk examines post-Federation Australia. As an example of the tenor of the book, Federation is found to have been not a momentous event, but an overwhelmingly unremarkable event that was met with indifference by the vast majority of Australians. The book is a fascinating social history of Australia and an excellent read that continues the national focus on a narrative view of history. J. White

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6:
                   Extension
                   Paper $34.95   SCIS 1389770

KING, Jonathan

Great moments in Australian history

Allen & Unwin, NSW, 2009
ISBN 9781742371276   [994]

In this book for the general public, historian Jonathan King has written creatively about key moments that shaped Australia. Events such as the crossing of the Blue Mountains, Edward Hargraves' gold discovery, Charles Kingsford Smith's flight over the Pacific Ocean, and the 2009 Victorian bushfires are treated as newspaper articles, and told from the perspective of the people involved. The dramatised beginnings to each story are meant to give readers an eyewitness account of what actually happened. History students will learn about the historical background to stories concerning politics, industrial relations, crime, sport and disasters as they read fictitious conversations between protagonists at the scene of the event. This creative approach may be a catalyst for classroom debate concerning the interpretation and personalisation of history. S. Rasaiah

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
                   Paper $39.99   SCIS 1437205

Tell me a story about Australia [series]

Pearson, NSW, 2009

The series uses a narrative approach to tell compelling and accessible stories about aspects of Australian history. Each of the titles includes short chapters on people, places and elements of history that make up the bigger story of Australia. Written text is interspersed with photographs, maps and extracts from historical texts. Key terms are bolded and included in a very useful
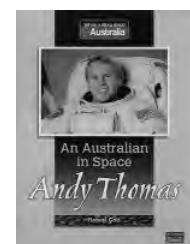
glossary. There is also a chronology of key events from each story that could be used by students to create a timeline. J. White

USER LEVEL: Stage 3 Stage 5
KLA: HSIE; Science; SciTech
SYLLABUS: History 7–10; HSIE K–6; Science 7–10; Science & Technology K–6
$29.95 each

Reviewed titles in this series:
An Australian in space: Andy Thomas   SCIS 1411084
Australian rebellion: the rum rebellion   SCIS 1411087
Saying sorry to the stolen generations: the apology   SCIS 1411095
When Australia got a national parliament: Federation   SCIS 1411092

COX, Karin

Amazing facts about Australia's early settlers

Steve Parish, Qld, 2008 (Steve Parish amazing facts)
ISBN 9781741933185   [994.02]

An overview of Australian settlement from Aboriginal peoples to WWI is presented in this book. It introduces a wide range of topics, including brief biographies of early settlers, descriptions of the development of each state, pioneering women, towns based on commerce, and aspects of everyday life. While the pages could be described as dense and the language quite complex, there are brief and interesting *Facts* sections. Primary sources such as photographs, paintings and extracts could be used as an introduction to analysis work. The book is useful for primary teachers interpreting the study of change and continuity in HSIE K–6 and related COGs Units. B. Hull

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
Paper 19.95   SCIS 1401993

MILES, Chris

Explorers: filling in the map of Australia

Black Dog, Vic, 2009
ISBN 9781742030920   [994.02]

With its two page per topic layout, this book provides an outline of European exploration of Australia. Written information is presented in snippets, boxed with pertinent headings, and could be used in teaching the skills of scanning. The timeline of explorers and their deeds across the bottom of the pages provides a neat potted history, and a springboard to further research. Primary source material includes paintings, sketches and maps. The original maps are difficult to read, rendering their use rather limited. This book could be used in the HSIE K–6 Topic: *Significant events and people* and the study of colonisation in History 7–10. B. Hull

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
Paper $16.99   SCIS 1410773

KARSKENS, Grace

The colony: a history of early Sydney

Allen & Unwin, NSW, 2009
ISBN 9781741756371   [994.402]

Spanning the period of First Fleet to 1822, this most readable book looks at social history and development from the geographical triangle of Wollongong to Broken Bay to the Hawkesbury. The narrative is a good comparison of then and now, from the frontier seekers to the fringe dwellers of society. Karskens succeeds in establishing a sense of time and place for readers, and this makes the text

very approachable for young modern readers. There is a focus on vegetation changes and housing patterns, and while it is extensively referenced and sensitive in its approach, the tone is not too polished or academic. Karsten's tone is sensitive and she uses excellent sources, particularly contemporary maps and the settlers' perspectives in sketches of natives. There is a 32 colour page insert and plenty of portraits. C. Lui

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Geography 7–10; History 7–10; Modern History Stage 6
$59.99   SCIS 1413026

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Judy Adnum, Consultant, Literacy
Julia Alvarado, Chifley College, Bidwill Campus
Joanne Allen, Seaham PS
Francie Campbell, teacher
Narelle Chaffey, Oxley HS
Lizzie Chase, School Libraries and Information Literacy Unit
Heather Cobban, Fort St HS
Shaun Conlan, Fairfield HS
Robert Cox, Henry Kendall HS
Frances Crum, teacher
Victor Davidson, Birrong GHS
Meg Davis, teacher
Lee Doyle, Matthew Pearce PS
Jenny Foster, Warrimoo PS
Nicole French, Singleton HS
Amanda Frost, The Hills Sports HS
Heather Gardiner, Bulli HS
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Ruth Higginbottom, Tomaree PS
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Di Johnston, Fairfield Heights PS
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Sally Rasaiah, School Libraries and Information Literacy
Kathy Rushton, Consultant, Early Literacy
Carol Sheppard, Dorrigo PS
Cathy Sly, School Libraries and Information Literacy
Alison Soutter, Project Officer, DOCS
Carol Thomas, School Libraries and Information Literacy
Jason White, Chifley College, Bidwill Campus
Merryn Whitfield, Bald Face PS
Shane Williams, Consultant, Road Safety Education

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BAD GRASS

Cynthia Rowe

BAD GRASS, a spin-off from
the Genna Perrier series -
Our Hollow Sofa (2004)
Ants in My Dreadlocks (2005)
Stinger in a Sugar Jar (2007) -
delves into schoolyard
bullying and body image.

The book is available through
Zeus Publications.
Instore Price $24.95
Online Price $23.95

It can also be viewed at
www.cynthiarowe.com.au
and purchased direct
through the author.

By the award-winning author of
Ants in My Dreadlocks