

Volume 30 Number 4 November 2011

Scan



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Editorial Board

Michelle Ellis
Colleen Foley
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Editor: Cath Keane

Assistant Editor: Therese Kenny

Editorial support: Cathy Sly, Sally Rasaiah

Graphic Designer: BIAGDESIGN

Subscriptions and contributions welcomed:

Email: <editor.scan@det.nsw.edu.au>

Phone: (02) 9886 7501 Fax: (02) 9886 7413

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

Mail: The Editor or Subscriptions Clerk,

Scan, Private Bag 3,

Ryde, NSW 2112,

Australia.

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Subscription information is available at <www.curriculum-support.education.nsw.gov.au/schoollibraries/scan/subscribe>.

I would like to thank our readers, contributors, authors and advertisers who have supported *Scan* this year. I hope you will join us in 2012.

Have a wonderful holiday.

Contact me on (02) 9886 7501 or by email <cath.keane@det.nsw.edu.au>.

I look forward to hearing from you.

Cath Keane
Editor

Beyond the review: HSC resource package with a focus on *Hamlet* by Nicki Greenberg



Imagine using a graphic novel version of *Hamlet* to supplement HSC English. To use or not to use, that is the question. Cathy

Sly explores options for cultivating a deep understanding and appreciation of the work. **page 6**

Using digital tools to create other worlds in the Middle Years



Find out about an extensive online resource, developed by

Lizzie Chase, that supports creating and sharing multimodal texts. Read how Daria Ivanek's students used the resource to connect and respond to texts innovatively. **page 13**

Developing a personal learning network (PLN)



Ruth Buchanan suggests easy ways to network

with other professionals. You will be connected in no time. **page 19**

Taking the plunge: Guided Inquiry, persuasion and the research river at Penrith Public School



Ian McLean has dabbled with GI in the past. This year, he has gone

from paddling at the water's edge to taking the plunge. Read about it in *Research columns*. **page 26**

New curriculum in NSW schools. Part 2: teacher librarians partnering curriculum change

Raju Varanasi reflects on the ways teacher librarians can work with their school communities to prepare for and implement the new curriculum. **page 36**

Web 3.0: preparing our students for tomorrow's world. Part 2

Judy O'Connell describes social networking around skilled research as Web 3.0 at its best. **page 37**

iLearn about ESL 2.0



Katherine Haratsis reports on the Successful Language Learners

(SLL) project. It included building an online professional learning community and engaging ESL learners with a range of ICTs including nings. **page 43**

The School Magazine: a world of words since 1916



Alan Edwards describes changes to *The School*

Magazine, which include an online interactive presence and revamped teaching guides. **page 46**

What's this?



See also page 23



Colleen Foley is Team Leader, School Libraries and Information Literacy
<colleen.foley@det.nsw.edu.au>

Scan: meeting professional needs 21C

Enhanced connections in the digital world offer exciting opportunities for diverse, student centred approaches supporting learning and literacy. This was certainly reflected in the stimulating journey provided by the recent [ASLA XXII National Conference](http://www.asla.org.au/index.htm) <www.asla.org.au/index.htm>.

As a refereed professional journal, that focuses on the interaction between information and effective student learning, *Scan* offers a variety of meaningful, engaging professional support.

The five most used words to describe *Scan* in our recent survey were useful, relevant, interesting, up-to-date and valuable. Moving forward from survey respondents' comments and suggestions, *Scan* into the future promises to be exciting.

Scan 2012: a bigger and better adventure

In 2012, *Scan* will be even more attractive, exciting, friendly and innovative. The new, enhanced website you indicated you would like in the survey is on its way! The website will include, for example:

- ✓ news on information literacy
- ✓ searchable database of resource reviews
- ✓ a freely accessible, searchable archive of many past issues
- ✓ sneak peeks

- ✓ discussion opportunities using social media.
- For subscribers, exciting new options, will be:
- ✓ progressively increased components available online through 2012
 - ✓ by the end of 2012, all parts of the magazine available as an innovative, digital publication
 - ✓ a turn the page, interactive, connected reading experience
 - ✓ accessible reading on desktops and mobile devices
 - ✓ online content will be printable and downloadable
 - ✓ opportunity to respond to articles and explore issues more deeply
 - ✓ resource packages for ready use with colleagues and in the classroom, providing practical assistance for resourcing curriculum in the online world
 - ✓ tips for ways to use *Scan*
 - ✓ print delivery, though the size and nature of the print product will decrease across 2012, as much more than can be delivered by print will be provided to subscribers.

Subscribing for 2012

If you have not already received a subscription renewal, it is on the way. A [form](#) is also available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/subscribe/>. Payments by EFT and credit card are preferred, and we will continue to accept cheques for 2012 subscriptions.

Subscription rates remain the same for 2012, reflecting our commitment to deliver quality at an affordable price. Indications are that a successful online adventure, including meeting the print option needs for subscribers, could mean prices may in fact drop into the future. Help us achieve this by asking your friends and colleagues to subscribe too!

More support

The *School Libraries and Information Literacy* website will also be completely revised and renewed in 2012. Watch this space for more news! See also new curriculum news in this and further issues.

National Year of Reading 2012

There is much excitement as we look forward to



[National Year of Reading 2012](http://www.nationalyearofreading.org.au/) <www.love2read.org.au/>. At the site supporters can download the logo to use online and in print wherever they wish.

The NSW Government, including the State Library of NSW and NSW Department of Education and Communities, is a proud supporter. The [NSW Curriculum and Learning Innovation Centre](http://www.nswcurriculumandlearning.com.au/) <clic.det.nsw.edu.au/> will provide a web space for a coordinated overview of the range of resources and activities available for schools. Activities supporting diverse experiences of reading and literacy in the digital environment, such as 2012 [Raps and book raps](#), [NSW Premier's Reading Challenge](#) and [The School Magazine](#), will be among the inclusions.

I would like to take this opportunity to welcome Therese Kenny, Assistant Editor, *Scan*, to our team. I would also like to thank Cathy Sly, who has provided much expertise and support over time. I wish everyone all the best for the coming Christmas and New Year vacation time. ■

inquire... iLearn... iCreate... iShare: Stage 2 students research and collaborate to build bridges



Colleen Blancato, teacher librarian at Hassall Grove Public School, explains how Stage 2 students in Year 4 designed, produced and played a board game based on information researched on the design, structure and purpose of well-known bridges. This was an information literacy project collaboratively planned with the Year 4 teachers and the teacher librarian as part of the Science and Technology unit, *Indoors, Outdoors*, which focuses on how the community uses spaces and structures.

Science and Technology learning outcomes

S2.1 Built environments

Creates, models and evaluates built environments reflecting consideration of functional and aesthetic factors.

DM S2.8 Designing and Making

Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process.

UT S2.9 Using Technology

Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.

Building background knowledge

In class, students participated in activities to build a field of knowledge of famous bridges, history, types, materials used and purposes of bridges. Students viewed videos, asked questions and collaboratively produced a mind map of information gathered using [Linolt:online stickers](http://linolt.online.stickers.com/) web tool <en.linoIt.com/>.

Research

Students, in pairs, researched a famous bridge using a variety of websites and book resources. Students were scaffolded with a question sheet and bookmarked sites.

Bridges for research

Sydney Harbour Bridge
Golden Gate Bridge (San Francisco)
Tower Bridge (London)
Akashi Kaikyo Bridge (Japan)

Research headings

Location
Type
History: Who designed it?/When was it built?
Materials used
Construction
Purpose
Interesting Facts

Game

Students designed Q & A cards based on researched facts for the board game. The class was then split into four groups with experts on each of the bridges in each group. The students then played the *Trivial pursuit* game. When a question was answered correctly the students could select two pieces of construction materials for their group. After 30 minutes, a bell was rung and each team collaboratively constructed a bridge using the materials they had won. The team with the strongest and best constructed bridge was chosen as the winner.

	Novice	Apprentice	Expert
Note-taking	Needs teacher assistance to <ul style="list-style-type: none"> skim and scan texts to locate information select appropriate keywords to answer the questions organise information under appropriate headings 	Sometimes needs teacher assistance to <ul style="list-style-type: none"> skim and scan texts to locate information select appropriate keywords to answer the questions organise information under appropriate headings 	Always <ul style="list-style-type: none"> skims and scans texts to locate information selects appropriate keywords to answer the questions organises information under appropriate headings
Questioning	Has difficulty <ul style="list-style-type: none"> creating well-structured questions and answers based on the researched information 	Sometimes <ul style="list-style-type: none"> creates well-structured questions and answers based on the researched information 	Always <ul style="list-style-type: none"> creates well-structured questions and answers based on the researched information
Team Work	Has difficulty <ul style="list-style-type: none"> working co-operatively in small groups to construct a bridge communicating effectively in group work 	Sometimes <ul style="list-style-type: none"> works co-operatively in small groups to construct a bridge communicates effectively in group work 	Always <ul style="list-style-type: none"> works co-operatively in small groups to construct a bridge communicates effectively in group work

An assessment rubric was used for student self-assessment and teacher assessment

Student Feedback

1. What did you think of the topic?

- *I was interested in the topic before the unit.* (Rhea)
- *I assumed we would have to do a PowerPoint.* (Stuart)
- *I thought we would have to do internet research and then write a report.* (Jayden)
- *I thought I would have to make a speech.* (Danilo)
- *It was a fun surprise when we got to play the game and build bridges.* (Emily)



2. What did you learn?

- *I learnt about the different type of bridges and what they are used for.* (Rahul)
- *I was really surprised by all of the different materials used to construct bridges and how much is used.* (Stuart)
- *I learnt how bridges prevented accidents.* (Rhea)
- *I learnt how it is important to create structures that are strong and are safe in all weather and in natural disasters.* (Emily)
- *I learnt how bridges worked.* (Jayden)



3. What did you think of the research task?

- *I liked that we could become an expert on one bridge.* (Rahul)
- *It was good helping each other.* (Stuart)
- *Liked working as a team to answer a question.* (Stuart)
- *The game gave us a purpose for finding out information on each of the bridges.* (Hannah)



4. What did you learn by playing the game?

- *Friends were teaching me about other bridges.* (Emily)
- *Not as boring or as nerve-wracking as a speech.* (Danilo)
- *Liked working as a team to answer a question.* (Stuart)
- *I got more information than I normally would get because I had to be an expert for my team.* (Hannah)



5. What was the best part of the task?

- *It was realising that we were going to play a game and build a bridge at the end.* (Rahul)
- *Everyone had fun.* (Stuart)
- *Building bridges—something we don't get to do very often.* (Emily)
- *Researching—once I started I found it really interesting. I knew nothing about bridges before.* (Rhea)
- *Playing the game and collecting materials. Also getting bonus points if we worked well as a team.* (Kaleb)
- *Teamwork was really good. We combined each other's work to create good answers and construct a great bridge.* (Hannah)

Beyond the review: HSC resource package with a focus on *Hamlet* by Nicki Greenberg



The *Resource review program* supports teacher librarians and teachers in the selection and effective use of resources.

Cathy Sly, School Libraries and Information Literacy, suggests teaching and learning ideas for Nicki Greenberg's graphic novel reviewed in *Scan* 30.3 and accessed from the [Resource reviews database](http://www.schools.nsw.edu.au/resourcereviews/) <www.schools.nsw.edu.au/resourcereviews/>.

Shakespeare's *Hamlet* by Nicki Greenberg: a personal perspective

There is no gentle tweaking or surreptitious pushing of the literary boundaries here! With the force of a battering ram, Nicki Greenberg's 428 page vibrant, graphic novel thrusts Shakespeare's *Hamlet* into the 21st century. It has depth, dynamism, melancholy, mania, animosity and action that transform Shakespeare's famous revenge tragedy for the new millennium. Its comics format is appropriate in an era that is beginning to appreciate the delivery of literature in a more pluralistic manner, and at a time when, as Kevin Patrick has noted,

the newfound social acceptance of 'graphic novels' has given Australian authors, publishers and readers

alike the cultural permission to assess the comics medium in a manner comparable with literature, cinema or music. [And that] in such enlightened circumstances, we might now justifiably anticipate the appearance of the great Australian (graphic) novel.

Patrick (2012)

Stunningly conceived and realised, Greenberg's adaptation of Shakespeare's 400 year old play script offers readers a depth of aesthetic and literary engagement with the play. Greenberg presents *Hamlet* from a personal perspective, expressing an astute understanding of the canonical play and imbuing it with elements of contemporary culture. Shifting the original drama from stage to page using the sequential art format offers a unique demonstration of how the work can be valued in a different context.

Curriculum context

Students who study *Hamlet* for HSC English do so in the context of Module B: Critical Study of Texts. Within this context the syllabus requires students to:

- explore and evaluate a specific text and its reception in a range of contexts
- develop understanding of questions of textual integrity
- explore the ideas expressed in the text through analysing its construction, content and language
- examine how particular features of the text contribute to textual integrity
- research others' perspectives of the text and test these against their own understanding and interpretations of the text

- discuss and evaluate the ways in which the set work has been read, received and valued in historical and other contexts
- extrapolate from this study to explore questions of textual integrity and significance
- develop a range of imaginative, interpretive and analytical compositions that relate to the study of their specific text.

English Stage 6 Syllabus – Advanced, p. 48

Reading Greenberg's *Hamlet*, assessing the extent to which it retains textual integrity and considering its value in the contemporary context can assist students to test their perceptions of the play against the perceptions of a composer who has provided an imaginative interpretation of the play for a postmodern audience. Figure 1 is a concept map for a student study of Nicki Greenberg's *Hamlet*.

Historical and modern contexts

William Shakespeare was an Elizabethan playwright, a *maker* or *builder* of plays. He appropriated plots from much earlier legends and historical tales, and it is thought he may have based *Hamlet* on an early 13th century Norse tale about the rise and fall of the great rulers of Denmark and the role of a young prince, Amleth. His play was not initially produced as a book, but rather as rehearsal scripts for actors' use. Although, the passage of time has seen Shakespeare's scripts collected and published in book form, his works were constructed to be performed. In different eras, different cultural contexts and different media, *Hamlet* has been transformed and appropriated by writers, theatre directors, artists and filmmakers. Re-creators and audiences in each context engage with the play in

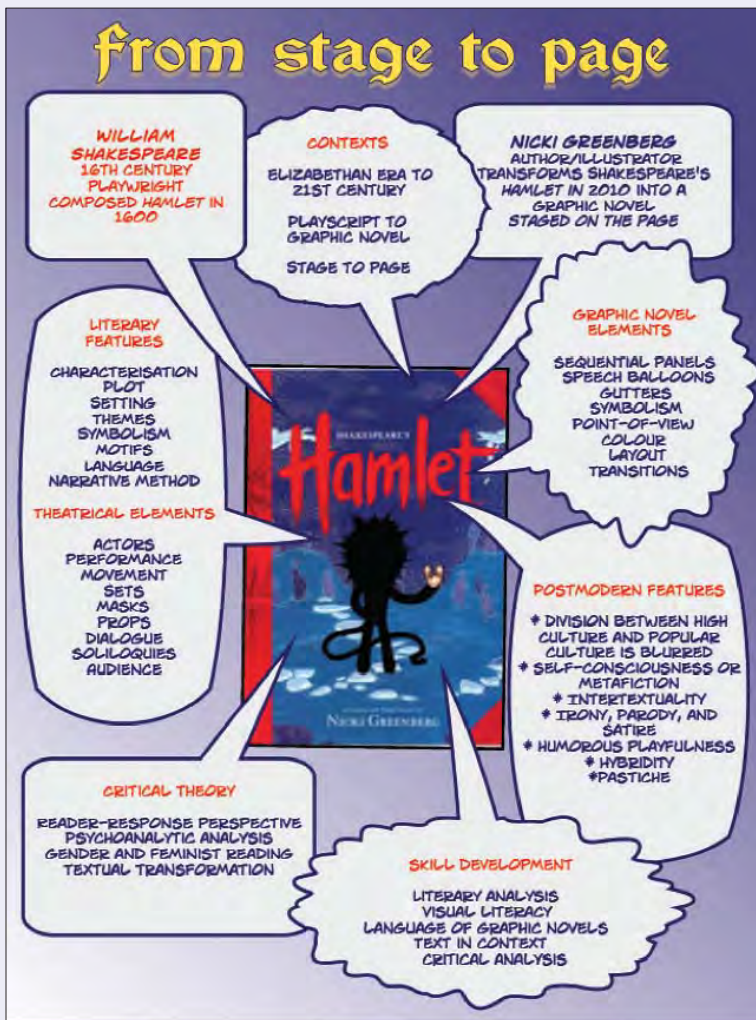


Figure 1 Concept map: from stage to page. Cover permission Allen & Unwin.

the light of their own social, political, historical, and cultural ideologies. Honouring the notion of performance, Greenberg uses the sequential art format to generate a new experience of *Hamlet* that is *staged on the page*. Her blend of high culture and popular culture has resulted in a composition that can be approached from several perspectives in terms of its literary value.

Students can research the production of *Hamlet* in the Elizabethan context and investigate how the play has been transformed or appropriated to suit the interests of audiences in subsequent contexts. A focus on the nature and impact of Postmodernism in relation to contemporary literature could help to inform a study of Greenberg's version of *Hamlet*, as could an awareness of variation in

meaning arising from different readings of the text. Students can use their research of others' perspectives to test their own understanding and interpretations of the text. They can consider how the text has been received and valued over time in other contexts, and they can examine how textual features, including construction, content and language, contribute to the integrity of the text.

Shakespeare's audience

Interestingly, theatre in Shakespeare's day was not performed solely for the wealthy classes or the intelligentsia. It was not high culture. Elizabethan theatre was one type of entertainment in a society that also drew crowds to bear baiting, cock fighting, boxing, wrestling, strolling players, jugglers,

and acrobats. All classes of society could attend Shakespeare's plays and they were certainly not the quiet, docile, well-educated audiences that would be expected in theatres today. Predating the invention of electricity, performances would be staged at about 2 o'clock in the afternoon, in broad daylight. This required the audience's willing suspension of disbelief in order to be absorbed in the world of the play. Plays ran without intervals, poorer people stood throughout the performances, and roving vendors sold snacks and beverages during the production. The play and the skills of the actors had to keep audiences engaged and entertained.

In her graphic novel version of *Hamlet*, Greenberg also appeals to a wide audience. While her composition at first glance may not appear scholarly, like Shakespeare, she offers multiple levels for an audience to contemplate. Shakespeare's version relies on theatrical devices and techniques. There is the action and dialogue of the play, including soliloquies offering insights into a character's inner thoughts, a play within the play, prescribed settings, costumes, and sound effects.

Greenberg presents the action of the play through illustration, sequential panels and dialogue. Her visu-verbal soliloquies allow the audience to appreciate the character's inner turmoil and members of the acting troupe are distinguished by colour, making them different from the actors in the main play. Greenberg adds another dimension, taking the reader backstage and drawing attention to the constructedness of the drama. Blurring the line between life and playing a role is very much in keeping with Shakespeare's juxtaposition of world and stage, captured succinctly in the well known quotation,

All the world's a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts ...

As you like it II, vii

Positioning the reader

The opening pages of Greenberg's text position a reader as the audience. A page listing the characters in the play begins the sequential movement into the world of the play and is followed by a black double page with one small utterance, *Shhh ...* This simulates a break with the day-to-day world similar to that experienced when the lights go down in the theatre. A faceless inkblot character standing in front of a lavish curtain follows. In the next sequence the actor dons his mask ready for the reenactment that will follow. The play unfolds through the actions and reactions of abstract, anthropomorphic characters uttering words from the Shakespearean text. Set against colourful, stylized, symbolic backdrops, Greenberg's version readily engages a reading

audience. Panelled pages alternate with splash pages, moving between a calm and frenetic pace, and yielding a dynamic reenactment for the reader audience. The composer delivers a new *hybrid visual and verbal reading – different from traditional reading but fortunately no less subtle, intelligent, or, in its way, demanding ...* (Tabachnick, 2007, p .27).

Understanding and critiquing sequential art

Graphic novels use a format that the purists working in the medium refer to as *comics*. It has its own unique value, grammar, syntax, codes, and conventions, all of which are worthy of deep research and understanding.

To read at all, we need to be familiar with the literary techniques and

conventions which a particular work deploys; we must have some grasp of its 'codes' ... the rules which systematically govern the ways it produces its meanings.

Eagleton (1983)

Students new to reading in the graphic novel format may be assisted by Table 1, which presents some of the most fundamental elements needed to appreciate and critique sequential art literature. A knowledge of its unique grammar and syntax is worth cultivating because, as Stephen E. Tabachnick argues,

... the graphic novel ... offers just as many fine creative talents – and as subtle, plastic, and wonderful a reading experience – as any literary genre ever has done.

(2007, p.11)

Term	Description	Term	Description
balloon or bubble	symbol used in comics art to indicate the direct words or thoughts of a particular character. The tail of the balloon or bubble indicates who is uttering the words or thinking the thoughts.	layout	the way panels are presented and arranged within the totality of the page. A composer selects the size, shape and number of panels for particular effect and to direct the reading pace and flow.
caption box	square or rectangular box used in comics art to present the voice of an external or omniscient narrator. These are used to present information on time, place, or event and to further the narrative process.	motion lines	horizontal, vertical or spherical lines emanating from a person or object to indicate movement.
closure	a term coined by Scott McCloud in reference to the mental activity completed by a reader as he/she shifts from one panel to another across the gutters. The gutters allow a reader to mentally fill in the activity that occurs in the story between one panel and the next.	onomatopoeia	words that mimic and depict sound. These words are often presented in burst bubbles and/or by using dramatic pictorial fonts.
emanata	lines that emerge from or emanate from an image and depict the sensory nature of an object, for example; how it feels, or smells.	reading path	sequential art narrative composers place elements of their composition in a way that creates a path for a reader to follow. This path should reflect the pace and action involved in the visual or visu-verbal story.
frames or panels	the discrete boxes used to enclose visual moments in sequential art. They often have borders, but may also be presented as borderless panels.	sequential art	a number of picture panels, made up of particular moments, and placed in a consecutive sequence for the purpose of telling a story, giving step-by-step directions, or communicating a complex idea.

Term	Description	Term	Description
genre	a category of artistic composition with similar characteristics, subject matter, form or style. Typical comic genres include: horror, adventure, fantasy, crime, science fiction, superheros, and war.	splash page	a page with one whole illustration, usually used for a title page, but sometimes used within a sequential narrative for effect, detail, significance of a moment, and/or slowing the reading process.
graphic novel	a term applied by creators or publishers to longer, self-contained sequential art narratives in an attempt to distinguish them from the briefer, serialised versions of comics.	symbolia	composers of graphic literature use a great variety of pictorial and verbal symbols that have become part of the vocabulary of comic book format. A series of z z z z s emanating from a person indicates sleeping and perhaps snoring. Musical notes suggest music playing, or someone singing or whistling. #@%! in a speech bubble indicates swearing. Context is important to give specific meaning to symbolia.
gutters	the blank spaces between the panels. A reader mentally fills in the action in the gutters.	symbols	images or words that are used to present notions and ideas that go beyond a literal understanding of the images or words themselves.
intertextual links	use of images from other known literature, visual arts, or media arts and the incorporation of these within a new composition. Connections are made by readers who are familiar with the earlier works.	transition	the change that takes place from one panel to the next. It may involve change in time, place, character, point-of-view, or perspective.

Table 1 Fundamental elements of sequential art literature

Greenberg's *Hamlet* elicits an intellectual and emotional response, as might a staged production of Shakespeare's text. A graphic novel requires active reading, including processing images and written text simultaneously, closing moments between panels in order to construct a continuity of the actions occurring in and between the panels, making inferences and making judgements. Knowledge of Shakespeare's *Hamlet* can inform Greenberg's version and vice versa. It offers a fascinating alternative for students to use in the process of refining their own understanding and interpretations of the prescribed text and critically consider(ing) these in the light of the perspectives of others (*English Stage 6 Syllabus – Advanced*, p.52).

Greenberg retains Shakespeare's language, which would be subject to particular nuances and innuendoes in a theatrical performance, and she

Speech balloons and images seep beyond the frames and into the broad black gutters of a metaphysical realm. Inner consciousness is unbounded by frames and soliloquies float in bubbles or unframed against a dense black backdrop.

explores these shades of meaning through her visual construction and representation. Her approach involves the use and subversion of the comic format. Her panels are determined by colour but do not use traditional solid line borders. Speech balloons and images seep beyond the frames and

into the broad black gutters of a metaphysical realm. Inner consciousness is unbounded by frames and soliloquies float in bubbles or unframed against a dense black backdrop. Transitions are mainly moment-to-moment or scene-to-scene and the characters are phantasmagorical abstractions. These personae are clearly constructs. They are fluid and seem to display emotions through bizarre physical mutations. Mask-like faces are moveable and fragmenting. Symbolic motifs such as pens, paintbrushes, cogs, plants, weeds, and feathers permeate the visual text reinforcing both the themes and constructedness of the drama. Using these devices Greenberg creates a rich, personal impression of the play that can be unpacked to provide a richer understanding of the text in a new context. Figure 2 shows an example of such an analysis.

Sample analysis: Greenberg's *Hamlet* extract

Panels:

The layout includes 5 rectangular panels and 2 circle panels across a double page spread. One of the rectangular panels has two interlocked circles showing Hamlet's split emotions. The horizontal orientation of the panels slows the pace of the action.

Visuals:

Ophelia's curvaceous, fury animal-like character contrasts starkly with Hamlet's spiky inkblot image. Emotions are conveyed through strong facial expressions. Some speech balloons and Ophelia's book seep beyond the borders of the panels.

Colour:

The backdrop for this scene contains elements of other scenes. It includes the pink of Polonius' house, the orange cogs from Elsinore, the ice blue from the castle turrets, and the poisonous green of Claudius' setting. As the background suggests, a range of elements from the world beyond is affecting the lives of these two characters and dominating their emotions and relationship.

Effects:

Use of insets in the second left page panel allows the composer to show Hamlet's mixed feelings. Stilted, stylised movement of the characters reminds the readers that they are actors and that this is a play.

Symbols:

Cogs and wheel stapes permeate this work and have a clear presence in this segment. Complex machinations control the cosmic order ... *time is out of joint* ... in the kingdom, and in the interpersonal realm.

Balloons:

The balloons have rough, wavy edges and tails throughout. This conveys the nature of the words as play script, of speaking the lines created by someone other than the character speaking. Consecutive utterances by the same character are presented in separate balloons to indicate pause and pace of delivery.

Written text:

Shakespeare's language is honoured in the written text. It is divided and presented graphically to indicate nuances and pace in the delivery. Stress is indicated through use of bold font.



Double page spread from Nicki Greenberg's *Hamlet*, pp. 176–177, reproduced with permission of publisher, Allen & Unwin.

Is this graphic presentation effective? Why?

Comment: Greenberg's use of abstract backdrops, stylised movement and Shakespearean dialogue upholds her representation of performance. Conflict is evident from the juxtaposition of Ophelia's beseeching facial expressions and body language and Hamlet's defiant denial displayed through gesture and facial expression. A rich, engaging presentation, it harnesses symbols that have been established in earlier scenes and presents them as elements of the world that impinges on these two characters. Stark black gutters give the panels a stage-like quality and reinforce the notion of the void beyond. Since the characters are also black, they can only exist against the coloured setting. Those parts of the characters that seep beyond the panel have been swallowed up by the gutters. The graphic presentation offers a fascinating and thought provoking interpretation of this segment from Shakespeare's play.

Interview with Nicki

In a fascinating interview at the Wheeler Centre in Melbourne, Shaun Tan, another graphic novel composer, discusses Nicki Greenberg's interpretation of Hamlet with her ([Hamlet, a graphic tale](#), 2011 <wheelercentre.com/videos/video/hamlet-a-graphic-tale/>). It is informative to see the shared understanding of value, of both Shakespeare's play and the graphic format, between these two composers. The interview also highlights the depth of content that can be observed and discussed in the graphic novel format. As Charles Hatfield explains, ... *comics can be a complex means of communication and are always characterized by a plurality of messages* (2009, p. 132).

Exploring the text

The complexity of qualitative graphic literature allows readers to explore texts from varying perspectives and to critique them using different lenses. In this sense, like Shakespeare's play, Greenberg's *Hamlet* can be analysed using different theories. In essence it is a postmodern text. It utilises devices like blurring the distinction between high culture and popular culture. It employs pastiche and parody in transforming Shakespeare's written text to a completely different form. Intertextual references occur in the guise of visual images and symbols. It is self-reflective and draws a reader's attention to the constructed nature of the graphic novel.

Reader-response theory acknowledges that meaning is made by active negotiation between the reader and the composer of a text. No matter what the medium, readers will bring their own conscious and unconscious knowledge into play in the process of making meaning of the text. Postmodern theorists argue that this knowledge is culturally determined and thus tends to govern the *implied reader*.

Alternative readings can be undertaken in the light of contemporary critical theories such as Psychoanalytic theory, Feminist theory, or contemporary ideologies, which can be used to

inform a reading of a text. Such theories can be readily applied to a graphic novel. Like other literature a graphic novel is a product of a socio-historical context and the author has an implied reader in mind when creating a work. Close scrutiny reveals choices made by the composer. It unveils conscious and unconscious workings of the composer's mind in the creative process and reflects cultural ideologies of time and place of production.

Students who have the opportunity to engage with Greenberg's *Hamlet*

should consider it in the light of all these aspects. If they read it within the context of the critical study of text option, they should note how Greenberg's work reinforces or alters their own perceptions of Shakespeare's play. The following questions and activities can be used to cultivate a deeper understanding and appreciation of Greenberg's work, to help the development of a personal interpretation of Shakespeare's text, and lead to a deeper awareness of how texts can be valued in different contexts (Figure 3).

Questions and activities to promote deep thinking, analysis and discussion

These questions and activities have relevance to the following HSC English (Advanced) outcomes.	
1.	A student explains and evaluates the effects of different contexts of responders and composers on texts.
2A.	A student recognises different ways in which particular texts are valued.
5.	A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6.	A student engages with the details of text in order to respond critically and personally.

- *Consider each setting provided by Shakespeare in his stage directions and note how Greenberg depicts these in terms of colour, form and symbols.*
- *How effective are the colours and abstract images that Greenberg uses as the settings for the play?*
- *Are Greenberg's abstract characters appropriate? Why or why not?*
- *Select a particular character and note how he/she is presented, reacts physically to situations, and changes shape in the course of the graphic version of the play.*
- *How do visual techniques including the application and removal of mask-like faces; facial distortions; and displays of multiple faces on one character operate to affect a reader's understanding of the play?*
- *List visual motifs that recur. How can any of these be linked to the language, imagery or themes of Shakespeare's text?*
- *Select and critique one scene from a Psychoanalytic, feminist or another perspective. How does the interpretation affect your overall understanding of the play?*
- *To what extent can the graphic novel enhance a person's understanding and appreciation of Shakespeare's play?*
- *Comment on the effectiveness of Greenberg's integration of a postmodern visual presentation and use of the Shakespearean dialogue.*

Figure 3 Questions and activities to promote deep thinking, analysis and discussion

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Using digital tools to create other worlds in the Middle Years



Other worlds is a digital publication developed by **Lizzie Chase**, PSP Consultant, Western Sydney, to inspire students to develop their literacy and technology skills simultaneously. **Cath Keane**, Editor, *Scan*, interviewed Lizzie and **Daria Ivanek**, teacher librarian, Rydalmere East Public School, to find out how this teaching and learning package supports the creation of multimodal texts in the connected classroom.

Cath: *Lizzie, can you briefly describe the Other worlds project which you published online in April this year?*

Lizzie: *Other worlds* consists of five free PDF resources for Stage 3 and 4 English available for download at <otherworlds.yolasite.com> (Figure 1). Each PDF contains live hyperlinks so that teachers can go directly to the websites referred to in the resources. There are *Student tasks*, *Lessons*, a *Tools guide*, *Tool tips* and an *Ebook* explaining the project. On the website,

teachers can go straight to the PDFs tab to save the five resources. Alternatively, they can read the resources online, using a *Yudu* reading frame on each webpage.

Cath: *Can you tell us why you wrote the Other worlds resources, Lizzie?*

Lizzie: I was excited by the emphasis that the new national English curriculum places on students creating multimodal texts. I also really wanted to encourage teachers who are unsure about how to support their students in

creating multimodal texts. There are so many free digital tools out there, that it can actually be a bit overwhelming. It is also hard to know which ones are really accessible and educational in focus. I use *TaLe* <www.tale.edu.au> and *Technology tips* <www.schools.nsw.edu.au/raps/fearless10/technopage.htm> when choosing online and interactive resources. I think many people find it helpful to have some way of locating and evaluating web-based resources and I wanted to make a contribution by sharing my personal favourites.

[Editor's note: A comprehensive selection of online tools for resource creation is available in the *Teachers' digital toolkit* in *Links4Learning* (L4L) in *My Library*. See *Scan* 30(2) p. 43.]

Whenever we work with digital tools to support students as authors, it is very important to create a series of tasks which are higher order and transformative. Responding to all these issues, I wrote a series of English lessons so that teachers could see these multimodal authoring tools in an educational context. However, these lessons have relevance for other KLAs because I have chosen my favourite 36 tools and shown their usefulness in the classroom.

PDFs tab:
Right click to
save the PDFs



Figure 1 Other worlds <otherworlds.yolasite.com>

Cath: *Did you have a guiding framework when designing these resources?*

Lizzie: The lessons have been written in response to 12 fabulous books, with a mainly Australian focus (Figure 2). They are a mix of picture books and novels, factual and literary texts. The central idea underpinning these lessons is that reading takes us to other worlds. Using digital tools, students can create other worlds of their own in response (Figure 3).

Picture books

- ★ *Alive in the death zone* by Lincoln Hall
- ★ *Eric and The bird king and other sketches* by Shaun Tan
- ★ *Lost worlds* by John Howe
- ★ *Mirror* by Jeannie Baker
- ★ *Night school* by Isobelle Carmody and Anne Spudvilas
- ★ *The vampire book* by Sally Regan

Novels

- ★ *100 cupboards* by N.D. Wilson
- ★ *Beyond the knock-knock door* by Scott Monk
- ★ *The spell of undoing* by Paul Collins
- ★ *The whisperer* by Fiona McIntosh
- ★ *This book is not good for you* by Pseudonymous Bosch
- ★ *Toby alone* by Timothee de Fombelle

Figure 2 Books used for student responses

The *Other worlds* tasks build a bridge from reading into authoring multimodal texts. They are creative, higher order tasks suitable for IWBs or for use on individual computers. I created the sequence: read – reflect – respond – re-imagine as a learning cycle which



 <p>1. Read</p> <p>Read <i>The 100 cupboards</i> by N.D. Wilson. 288 pages. View and discuss the <i>100 cupboards</i> trilogy book trailer at www.youtube.com/watch?v=19DoQGuhUa8</p> <p>Write a book review about the book at www.insideadog.com.au or at www.bookhooks.com</p> 	<p>FluxTime Studio</p> <p>2. Reflect</p> <p>Point of view task - Setting Create a simple animation of a new world which you have walked into, using Flux time at www.fluxtime.com</p> <p>Walking into a new world Write about the world you saw there and the sensations of surprise, fear, delight etc as you realised you had travelled to another world.</p> <p><i>In an instant, I was transported to another world. I saw...</i></p>
<p>befunky</p> <p>3. Respond</p> <p>Visual representations of characters Design a series of faces from "behind the cupboard doors". Begin to experiment with altered realities, by using the Apply photo effects in Befunky at www.befunky.com.</p> <p>Describe special powers Create ONE character and write about it. Name the character and the world it is from. Describe that character's nature and special powers.</p>	<p>kizoa Morph Your Portrait Photos</p> <p>4. Re-imagine</p> <p>Use the Kizoa photo morphing tools at www.kizoa.com/morphing. Your task is to create characters you have encountered by stepping through a doorway into another world.</p> <p>Characters from another world Create a slideshow at www.kizoa.com. On slide 1, show and name the other world. Then present a series of characters – remember to include a hero, the hero's friend, a problem, the hero's helper, a villain, a villain's helper, an inhabitant of that world [could be a ruler or a peasant type].</p>

Figure 4 Sample page from student tasks booklet

reflects the possibilities offered through multimedia authoring tools (Figure 4). The lessons were trialled in primary and secondary classrooms by Sharryn Bowes, Daria Ivanek, Yan Liu, Jennifer Riley and Jennifer Starink. The lessons, containing live hyperlinks to student work and student journal entries, reveal that participating students really enjoyed the oppor-

tunity to create their own multimodal texts to share with a wider audience.

Cath: *Are there any ICT requirements for using the Other worlds resources?*

Lizzie: They require a free download from the internet of three items: [Adobe Flash Player 10+](#), [Java](#) and [Adobe Reader 7+](#). These are essential for using the *Other worlds* lessons.

Cath: *Do cybersafety and copyright protocols appear in the Other worlds lessons?*

Lizzie: I was very mindful of these two aspects because digital tools allow student to publish their work online and also because so many digital tools require registration, using a student's email address. The *Tools guide* has a category called *Copyright and Cybersafety tools* which provides access to explicit assistance for teachers. In addition, each tool is described in the *Tool tips*, highlighting the age eligibility requirements and reiterating cybersafety and copyright expectations. These issues are also discussed comprehensively in *Lessons* (Figure 5).

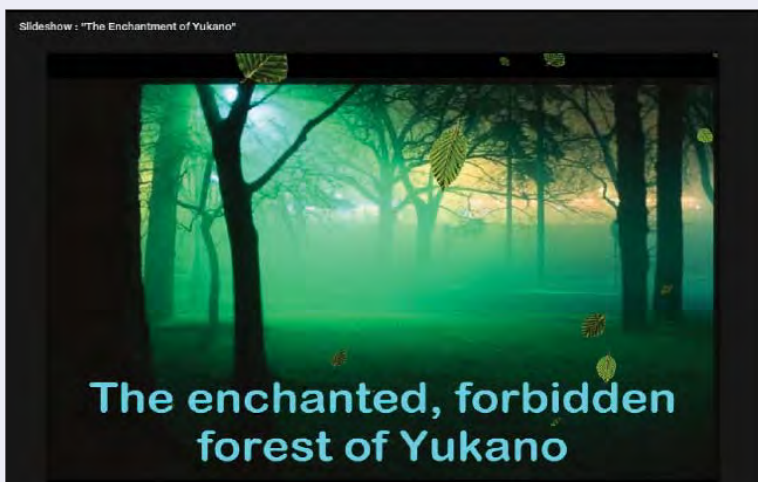


Figure 3 Extract of a slideshow created by Katlyn, Rydalmere East PS




<i>Mirror</i> by Jeannie Baker 	Teaching and Learning	Resources
<p>RE-IMAGINE: SLIDESHOW</p>  <p>Slideshow presentation task</p> <p>Imagine that you are going to send someone of your own age in the Moroccan desert a presentation of your favourite local places.</p> <p>Take 7-10 photos and create a <i>Photo peach</i> presentation at http://photopeach.com.</p> <p>When it is made, click on <i>Spiral</i> to share with friends and explain why these places are special to you.</p> <p>Skills: Synthesis and transformation</p> <ul style="list-style-type: none"> • Students show their understandings of the ways in which we are mirrors of each other and the ways in which we are different. • Students are creators of their own expressive texts. <p>Who: Students work individually to create a slideshow</p>	<p>Teach: Explain cybersafety rules to students. They must never use their surnames as part of their user names. They must not reveal personal information online or post images of fellow students in publicly viewable multimodal presentations.</p> <p>Copyright information: Explain the concept of intellectual property to students. Explain copyright laws to them.</p> <p>Demonstrate: Show students how to create a <i>PhotoPeach</i> slideshow. When it is made, show students how to click on <i>Spiral</i> to share their presentation with the class.</p> <p>Brainstorm: Discuss favourite places with students, before they brainstorm their own favourites.</p> <p>Photograph: Students photograph their special places, in preparation.</p> <p>Create and share slideshows: Students explain why these places are special. They explain their music choice and the intended impact of the show on the Moroccan student.</p>	<p>http://otherworlds.yolasite.com</p> <p>Access the website for the <i>Other worlds</i> book featured titles, Cybersafety and Copyright links, Tools Guide, Tool Tips, Student work samples [in the book].</p> <p><i>PhotoPeach</i> http://photopeach.com</p>  <p>Example Glockee, Mitchell HS http://photopeach.com/album/wjt40ef#spiral <i>My favourite places planner</i> on p.13</p>



Figure 5 Sample page from the Lessons booklet

Cath: *How might teachers use the resources?*

Lizzie: I would really like to encourage teachers to just browse and use whichever sections they are drawn to. A teacher wanting to use one or two of the *Lessons* may wish to look first at the *Student tasks* to gain an overview of the tasks for each book.

Alternatively, people may simply visit <otherworlds.yolasite.com> to pick up the *Tools guide* or *Tool tips*. In the *Tools guide*, tools are classified into user-friendly grids with live hyperlinks to the related websites. These categories include: *Very simple tools*, *Painting*, *Comic and animation tools*, *Research tools*, *Presentation tools* and *Storytelling tools*. There is also a very useful grid called *Working tools* which contains utilities, such as [BeFunky](#), which enables students to apply effects to photographs and does not require registration.

Some teachers will only want to use one or two of the easiest tools with their class. I would recommend that

these people start with the *Very simple tools* in the *Tools guide* because most of these tools do not require students to sign up to a site. Other teachers may be looking for alternatives to *PowerPoint* or to *Photo story* and they will find these in the *Presentation tools* (Figure 6) or *Storytelling tools* grids.

Cath: *How have people responded to Other worlds so far?*

Lizzie: I have received very encouraging feedback and 2000 people visited the site in the first 10 weeks, which I was thrilled about. I am continuing to let people know about the resource through avenues such as Brekkie with a Tekkie, assorted conferences and a workshop on MYPL@DET for Western Sydney schools called *Other worlds: digital tools in Middle Years English classrooms*. I would like to take this opportunity to publicly acknowledge all the wonderful ideas I have received from fellow teacher librarians along the way! This is a good moment to welcome Daria Ivanek, teacher

librarian at Rydalmere East PS, into this discussion ...

Cath: *Daria, what was your involvement with the Other worlds project?*

Daria: I trialled lessons for four of the books with a small enrichment group because my principal was very keen to run some extension activities for Stage 3 students. Their learning journals certainly show how much learning and enjoyment the participating students had. I would encourage teachers to choose a couple of tools from the [Other worlds](#) resources and have fun with them, rather than trying the lot.

I have gone on to use [Discovery box](#) with Stage 1 classes this year. They were studying the COGS unit *Our Families* so, during CPPT time in the library, the students created discovery boxes about things that were special to them. It was a great way to get the younger students (and their teachers) engaging with some of the Web 2.0 tools. We have now used a number of the tools in my whole class lessons

Tool	Name	Used for	No registration	Easy?
	Animoto http://animoto.com	30 second videos using photos	Register	✓
	Creaza www.creaza.com	Suite of 4 tools: Mindomo, Cartoonist, MovieEditor, AudioEditor	Register	
	Glogster EDU http://edu.glogster.com	Multimedia posters	Register	
	Kizoa www.kizoa.com	Slideshow; photo face morphing tools	Register	✓
	Photo peach http://photospeach.com	Slideshow with spiral play option	Register	✓
	Prezi http://prezi.com	Zooming presentation on a canvas	Register	
	Vuvox www.vuvox.com	Multimedia collage; multimedia slideshow	Register	

Figure 6 Presentation tools extract from the Tools guide

and they have caught on very well with students. Lunchtime library sessions can be a great starting point with a small group of technology loving students leading the way

Cath: *Daria, would you walk us through some of the research tasks which your students undertook?*

Daria: *Lost worlds* by John Howe is a book which describes mythological worlds, like Atlantis, as well as ancient

civilisations, such as Pompeii. Howe is a famous [illustrator](#) who worked on images for the *Lord of the rings* movies <www.john-howe.com/>, so the images in the book are very appealing. The book is a useful discussion starter about the differences between fact and opinion. In investigating lost worlds, we began by looking at the virtual collection of artefacts in the BBC's [A history of the world](#) site (Figure 7).



Figure 7 A history of the world <www.bbc.co.uk/ahistoryoftheworld>

Next, students chose one particular lost world to research and found basic information about it, in [Visuwords](#) (Figure 8).

Students researched their chosen lost world in some detail and created a discovery box about it (Figure 9). [Discovery box](#) is a site which requires some lead time for teachers, who need to register with the site a week or so before they introduce the tool to the students. Once you submit an application for an account the school is contacted by email to confirm that you are an educational institution before the account is created. The wait is well worth it because, once the school account is created, is it extremely easy for students and teachers to create their own *Discovery box* accounts. Another benefit of *Discovery box* is that nothing can be uploaded onto the internet until it has been submitted to the teacher for approval.

Cath: *Daria, could you walk us through a literary text which you explored with students?*

Daria: *Night school* by Isobelle Carmody and Anne Spudvilas is the picture book we worked with. Year 6 students collaborated to write a description of a sleepover in an old schoolhouse. It is also an extended metaphor about overcoming fear. The students meet a mysterious figure and their strength and unity as a group banishes him. This book provided students with opportunities to work with some wonderful painting tools to create their responses to the book. These tools do not require registration. I needed to teach students how to <CTRL+ALT+Print Screen> to save their images into *Word* documents. There are other ways to do this, of course, using *OneNote* or *SMART Notebook*.

Jaedan's responses to *Night school* follow, and include extracts from his learning journal, and images created using [Viscosity](#) (Figure 10) and [Fluid painter](#) (Figure 11)

The tool Viscosity is useful in many ways. It lets your imagination

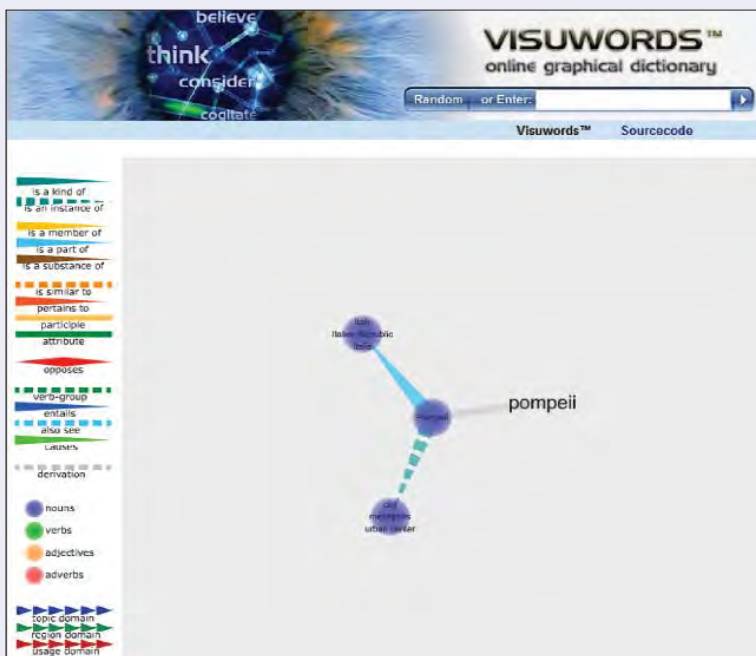


Figure 8 Pompeii in [Visuwords](http://www.visuwords.com) <www.visuwords.com>

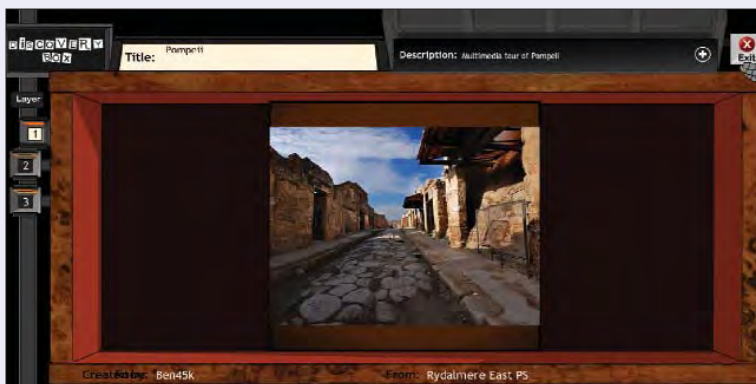


Figure 9 Ben, Rydalmere East PS, created a discovery box with three cubes and three layers <discoverybox.e2bn.org/creator/viewer/show/62039>

Extracts from Ben's learning journal

Today I found some cool pictures of the ruins in Pompeii. I also wrote a description of each picture I found. Each picture I found and its description is going to go into a cube of my discovery box.

Today I started my discovery box. I uploaded my images and put them in. I've worked out how to use Discovery box and I've decided to have a cube on Mt Vesuvius. I've named three cubes so far.

Today I finished my discovery box. I like it because you can record your voice. If only they could fix where you can't put web links and pictures on the same square.

unlock itself. My picture shows light battling against the darkness. This picture shows light penetrating dark and dark penetrating light in a hectic rumble between the two.

Jaedan, Year 6

Here is the Fluid painter image which Jaedan painted in response to this task: Create an abstract landscape which expresses the hope and strength which the students feel at the end of Night school.



Figure 10 Light v dark, extract from Jaedan's journal

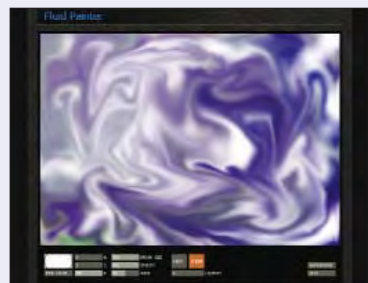


Figure 11 Jaedan's abstract landscape created using Fluid painter <tiny.cc/eo672>

Fluid Painter is unique. It allows me to see real water, WATER, water painting. It really is fluid. I think it is creative, interesting and plain good the way you can control colour, brush size, brush strength and how liquidy you want the smear to be.

Jaedan's journal

Daria: I decided to teach students how to use Mixbook to create a digital story about characters from another world. Mixbook is a tool for adults that creates page turning e-books, so it's appropriate to gather images and text from students and create the book in your own teacher account. This can then be read by parents and friends as they access the unique URL of the published online book. The students' task was to:

Work in groups to create a class Mixbook picture book without words for 4-5 year olds about a character who is alone and ends up with friends.

I found it easy to set up mixbooks and work with students in the small group context. Jaedan and I used the tool to jointly construct an e-book titled, [Hidden wonders](#) (Figure 12), using



Figure 12 E-book by Jaedan, Rydalmere East PS <www.mixbook.com/photo-books/stories/hidden-wonders-4953966>

copyright free images available in the [Image gallery](http://tiny.cc/wj04f) at <tiny.cc/wj04f>.

Cath: *Daria, how would you describe the benefits of students using digital tools to create multimodal texts?*

Daria: The thing that immediately springs to mind is engagement and

motivation. Students across all Stages just love using digital tools and I can completely understand the reason they do. These tools fun to use and they allow students to create high quality products that look great. Students are no longer constrained by what they can produce with pen and paper. A

whole new world is opened up to them and, suddenly, they can create posters, stories, comics or even movies that were once only the realm of professionals.

Another benefit for students is the obvious pride students feel with what they produce. They love showing off their work to anyone who is interested and, why wouldn't they when they look so good?

The fact that many of these tools are online means that students can easily share their work with their parents at home as well. Digital tools allow students to explore their creativity in so many different ways, and there are so many benefits that I encourage teachers to start familiarising themselves with some digital tools and find out for themselves. Getting started is so easy using the [Other worlds](#) resource as it is a one stop shop of information. All you need to do is decide where to start! ■

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Developing a personal learning network (PLN)



Ruth Buchanan, teacher librarian at Colo High School, shares her experiences for setting up and developing a personal learning network. It takes time to set up but is well worth the effort.

It is how we demonstrate to students what it is to be a lifelong learner and most importantly, how we transfer our learning into the classroom.

Adrian Bruce (n.d.)

More information is available, online and in print, to support teachers as learners, to offer professional development and to assist our daily work, than ever before. With so much information available, an effective PLN enables you to locate the most relevant content. Any PLN is an exercise in time management and content curation. The more effectively you refine, discard and add content, the more useful your PLN will be. Whatever your PLN may be now, small or large, local or global, there is always the opportunity for evolution and improvement. New discoveries are waiting, and new people are worthy of following. It is an exciting time to be a teacher.

What is a PLN?

A personal learning network (PLN) is a collection of people with whom you engage and share information. It is an essential part of any teacher's toolkit. Thanks to the possibilities of connection and communication enabled by the internet, a 21st century teacher's PLN can be worldwide, and a constant source of information and interaction 24/7.

You already have a PLN as an educator, which is why this article is about developing it further, and finding new avenues and opportunities, tools and ideas to explore. Take a look at this list (Table 1). How many of these are you using or engaging with now? Which items can you tick on the list as currently being a part of your professional PLN?

Did you find the list

- old hat
- a mix of the familiar and the unfamiliar
- intimidating?

Your personal learning network is personal.

Explore new ideas and experiment

The role of a teacher has always been to continue as a learner, developing new skills, exploring new ideas, experimenting with different teaching methods and approaches to encourage quality learning in our classrooms. At the heart of a PLN are people. These are fellow professionals, people from whom you can learn and with whom you, in turn, can share and converse.

Students are included in this mix; to teach, to learn with and to learn from.

In the end it is not the tool itself that is of importance, it is how we use these tools to aid the learning of ourselves and that of our students.

Connections that form a PLN

Books and journals (e.g. <i>Scan</i>)
Professional organisations (e.g. ASLA, Children's Book, Council of Australia)
DEC information sources (e.g. Board of Studies NSW, School Libraries & Information Literacy, TaLe)
Newspapers (print & online, local, national & international)
Broadcast media (radio, television)
Blogs (from individuals, organisations & enterprises)
Email & listservs (professional interaction e.g. NSWtl, OZtl)
Organisational/commercial emailing lists (e.g. nonprofit, newspapers & other businesses)
Social bookmarking (e.g. <i>Delicious</i> , <i>CURLS</i> , <i>Diigo</i>)
Social networking (e.g. <i>Edmodo</i> , <i>Facebook</i> , <i>LinkedIn</i>)
Microblogging (e.g. <i>Twitter</i> , <i>Maang</i>)
Audio sources (e.g. podcasts)
Sites to share and work with images (e.g. <i>Flickr</i> , <i>GlogsterEDU</i>)
Wikis (general & specialist)
Video sources (e.g. <i>YouTube</i> , <i>TeacherTube</i> , <i>videoconferencing</i>)
Virtual worlds (e.g. <i>Second life</i>)
People in my school
People I've met personally who work beyond my school gate
People I've connected with online through networks, mailing lists, social media, etc.)

Table 1 Examples of connections that form a PLN

A useful analogy to consider is Web 1.0 v. Web 2.0 (Table 2). Just apply the analogy when setting up or expanding your PLN (Table 3).

Starting your own PLN

Be brave. Take small steps. You do not have to try to connect to everyone and every site at once. You do not have to read everything, every day. As an

example, I currently follow about 550 people on [Twitter](#). On any given day, my professional *Twitter* stream yields around 2000 tweets. Do I read them all? No. I dip in when I can. Some days I read a few or none at all, while on other days I skim over 50 or 100 tweets. Regardless of the amount, I always find something to follow up because the people that I follow are communicating links and ideas that I can use.

So, how do I follow it up? Social bookmarking is an excellent way to save and share useful links (Table 4). Using a social bookmarking site like [Delicious](#), you can find your bookmarks on the internet from any computer or internet connected device such as a smart phone or tablet. Social bookmarks can be public or private. You can tag and annotate them. It is a brilliant way to build a bank of useful links and to share them with teacher colleagues and students.

What is a PLN in action?

A PLN enables you to discover something new, save it for future reference and make it possible for others to share and use this information (Figure 1).

Certainly, when using any new technology or app or source for the first time, you will probably be more comfortable looking and saving. For example, on *Twitter* you can read and follow and save links, while on blogs, you can

Web 1.0	Web 2.0
The READ web Websites are platforms Users read/retrieve information	The READ/WRITE web Architecture of participation Users read/write/contribute information

Table 2 Web 1.0 v. Web 2.0

PLN 1.0	PLN 2.0
Getting started: consume	Going further: create
Read.	Interact and participate.
Setup a blog reader (e.g. <i>Google Reader</i> , <i>Bloglines</i>) to read new blog entries in one place.	Comment on other people's blogs.
Find useful blogs to add to your blog reader.	Establish your own blog to share information.
Establish a <i>Twitter</i> account and start adding entries to your <i>Twitter Favorites</i> tweets list. Work out useful hashtags (<i>Twitter</i> subject headings e.g. #austl) and read these discussions.	Tweet, retweet and participate in scheduled education chats on <i>Twitter</i> .
Find useful websites and bookmark them with <i>Delicious</i> (social bookmarking), adding tags and brief descriptions.	Share your social bookmarking resource with colleagues and students.
Find useful sources from the ones you already follow (e.g. blogrolls, retweets and other people's bookmarks on <i>Delicious</i>).	Ask questions, provide answers, and contribute to the discussions in the networks in which you are involved.
Develop the habit of checking your sources regularly.	Continue the habit of checking your sources regularly.
In your classroom, find ways to use what you discover.	In your classroom, find ways to use what you have learned and are doing.

Table 3 Expanding your PLN

Saving and managing useful links to website and online resources
Bookmark the link in <i>Delicious</i> (social bookmarking), then tag it and provide a short synopsis.
Blogs and resources with RSS feeds are regularly published. Add the blog or feed to your RSS/blog reader (e.g. <i>Google Reader</i> or <i>Bloglines</i>) to keep up with future information from this source.
Share the link with local colleagues in conversation and via email using the school blog or workplace microblog platform (e.g. <i>Maang</i>).
Share the link with wider colleagues via mailing lists, listservs, microblogging (e.g. <i>Twitter</i>) and your blog.
If the link is a tweet, then <i>retweet</i> it to your own followers on <i>Twitter</i> , perhaps adding extra hashtags to highlight relevance. For example, adding the hashtag #aust to a tweet means that it will be on the list for anyone searching for tweets relevant to Australian teachers.
If you can comment or respond to a newspaper article, blog entry, tweet, or scheduled education-focused chat on <i>Twitter</i> , and add to the conversation, then do. On blogs such as <i>Weblogg-ed</i> , the comments responding to particular blog entries are fascinating and thought provoking discussions in their own right. Email & listservs (professional interaction e.g. NSWtl, OZtl)
Share the link with your students and try the idea in your classroom. Ask students what they think, and then engage with them in the learning process as partners and explorers. Create a public <i>Delicious</i> account to share with your students.

Table 4 Suggestions for saving, managing and sharing resources links

- use tools and apps that save you time and bring content to you
- use tags and hashtags for efficient searching and to add your own content
- savour the opportunities for exciting, innovative learning for you and for your students

- read Bhargava (2009), Bruce (n.d.) and *Wikipedia* for information and advice on content curation and social networking.

Here is a baker's dozen +1 of useful discoveries from my own PLN which I have used and shared with colleagues

(Table 5). If you develop your PLN with new tools, networks, sources and content curators, what will you find to use and share?

Title	What	Where
<i>#bookswithalettermissing</i>	Twitter meme to which people contribute e.g 984 – George Orwell's searing expose of totalitarianism under Aethelred the Unready	http://twitter.com/#!/search?q=%23bookswithalettermissing or search with the hashtag on <i>Twitter</i>
<i>Integral energy calculator</i>	Set up a house and alter its electrical fittings to calculate carbon impact & energy costs.	www.integral.com.au/cfm/x/calculator/calculator.html
<i>Internet safety: a carer's guide</i>	PDF of a Departmental presentation for parents on internet safety issues.	www.sydneyr.det.nsw.edu.au/internetsafety/internetsafety.pdf
<i>It's a book</i>	From the wonderful world of Lane Smith, a video trailer (that's most of the book).	www.youtube.com/watch?v=x4BK_2VULCU
<i>It's not about the tools</i>	Set of eye-catching posters exploring the elements of digital literacy from Silvia Rosenthal Tolisano. CC licensed.	www.flickr.com/photos/langwitches/sets/72157625532948563
<i>Newspaper map</i>	Links to & translates over 10,000 online newspapers	http://newspapermap.com/
<i>The periodic table of storytelling</i>	Elements presented in graphic & engaging format	http://computersherpa.deviantart.com/art/Periodic-Table-of-Storytelling-203548951
<i>The periodic table of videos</i>	Chemistry version – video for every element	www.periodicvideos.com/
<i>Portraits génétiques</i>	Split faces, each side from different family members. For Vis Arts & Genetics.	http://genetic.ulriccollette.com/
<i>Reading power</i>	Anne Weaver's blog – content curation in action.	http://readingpower.wordpress.com/
<i>The secret annexe online</i>	Virtual exploration of Anne Frank's hiding place.	www.annefrank.org/en/Subsites/Home/
<i>The secret life of libraries</i>	Thought-provoking article by Bella Bathurst – explores why we still need libraries.	www.guardian.co.uk/books/2011/may/01/the-secret-life-of-libraries
<i>Smart survey design</i>	PDF guide to help students create effective surveys.	http://s3.amazonaws.com/SurveyMonkeyFiles/SmartSurvey.pdf
<i>TED talks</i>	World class speakers give short, engaging talks on huge range of ideas.	www.ted.com

Table 5 Useful discoveries from Ruth's PLN to use and share

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QR codes: more than digitised patterns

Three teacher librarians, Stacey Graham, Patricia Roddis and Therese Kenny, share their experiences and some great ideas for using QR codes in teaching and learning.



Stacey Graham, teacher librarian at Our Lady of Lourdes Primary School, Tarro and at St Patrick's Primary School, Lochinvar, NSW, shares her enthusiasm for QR codes and the range of possibilities for using them to enhance student learning.

What are QR codes?

QR codes are an exciting and breathtakingly simple technology which can be used in a myriad of ways to enhance educational experiences. QR stands for *quick response*, and these square barcodes offer a convenient way to connect the real and online worlds by providing written text, a URL or phone number, an email address or SMS.

QR codes are square 2D barcodes which store up to 4296 characters. Easily created online, they are readable by smart phones, webcams and other devices equipped with a camera and QR reading software. Instead of putting lengthy website URLs in a newsletter or on a printed assignment, teachers can now just insert a QR code for students to scan.

For a clear, accessible overview of QR codes, view the following video preview, [QR codes explained by Common Craft](http://www.commoncraft.com/video/qr-codes) <www.commoncraft.com/video/qr-codes>.

QR codes for learning?

QR codes are everywhere! Businesses are putting them on business cards, stores are using them in brochures, and magazines are embedding them in articles. What can we, as teacher librarians, do with them?

First, we can encourage our students to take their interaction with literature

beyond print by putting QR codes in books. For example, consider *The tall man and the twelve babies*. On the cover of this book, we could include QR codes for the associated [book trailer](http://www.youtube.com/watch?v=5uT-smPz2vc) <www.youtube.com/watch?v=5uT-smPz2vc>, [craft activity](http://www.deborahniland.com.au/TallManCraft.pdf) <www.deborahniland.com.au/TallManCraft.pdf>, and the [illustrator's blog](http://deborahniland.blogspot.com/2010/09/tall-man-and-twelve-babies.html) <deborahniland.blogspot.com/2010/09/tall-man-and-twelve-babies.html>. Ordinarily, it would be an onerous task for someone to retype each of these URLs. QR codes provide an easier solution, with students simply scanning each of the images shown in Figure 1.

For schools equipped with iPads, iPod touches, or webcam-enabled computers, students could use these devices to scan printed QR codes linked to useful websites for assignments. Alternatively codes could be included in printed instructions for students to access at home. To ensure equitable access to information,

however, it is essential to also include the complete URL for families without access to a QR reader.

Similarly, parents may be more inclined to view student's online work if they can obtain access conveniently by scanning a QR code, rather than typing a long URL. For example, QR codes can be used in school newsletters to provide instant access to online videos of school events, book week parades, or Anzac Day ceremonies. Why not include a QR code to an interactive look-cover-write-check website, where parents of technology-loving children can practice their words in a digital environment, supported by an online dictionary?

A similar approach to parental communication and showcasing student work could be employed. Students' paintings could be transformed into a video, with the corresponding QR code placed next to the display of physical paintings. Students' could create book trailers, and then place the QR on the book to facilitate peer recommendations. Parent-teacher interviews could include instructions for downloading a QR code reader, together with a range of QR codes displayed outside the classroom for parents to interact with while waiting for their appointment. A great way to take advantage of a captive audience and showcase what we are doing in the classroom and library!



Figure 1 QR codes for supplementary information about *The tall man and the twelve babies* by Tom Niland Champion, Kilmey Niland and Deborah Niland

Reading QR codes

Requiring minimal technical skills, QR codes can be scanned by even very young students (Figure 2), as well as parents or friends who own a smart phone, webcam enabled computer, or other device equipped with a camera and QR reading software.



Figure 2 A young student scans a QR code

Users need to download a QR reader for their device. I chose [QuickMark lite](http://www.quickmark.com.tw) <www.quickmark.com.tw> which is free from [Zune](http://www.zune.com) or costs \$1.95 for iPhone users.

Other options include:

- [i-nigma](http://www.i-nigma.com/i-nigmahp.html) <www.i-nigma.com/i-nigmahp.html>. Read a complete review of [i-nigma](http://www.i-nigma.com/i-nigmahp.html) on page 51 of this issue of *Scan*

Creating QR codes

Numerous free websites exist for creating QR codes. Simple and easy to use, [Create QR code](http://createqr.com) <createqr.com> enables users to enter their desired text and select the preferred code type to generate a black and white QR code. Right-clicking the code provides an option to save the image as a PNG file. To view the Create QR code website, scan the image in Figure 3.



Figure 3 [Create QR code](http://createqr.com) <createqr.com>

To generate more sophisticated codes, [QR stuff](http://www.qrstuff.com) <www.qrstuff.com> offers a range of data types and customised colours. Teachers may print full sheets of the codes and could even print onto Avery labels. The QR code in Figure 4 will take you their site.



Figure 4 [QR stuff](http://www.qrstuff.com) <www.qrstuff.com>

Finally, [Snap.Vu](http://snap.vu) <snap.vu> is a QR code creator with a difference. The site will track the number of times the QR code is accessed, providing clear evidence whether a teacher's QR campaign is working. Significantly, creators are able to alter their QR codes, even after printing, since all codes are stored in the user's account. In theory, a teacher could give each child a QR code in their science book at the beginning of the term and then alter it online each week, so when the children scan it they are taken to a new site. This could be an interesting addition to homework. To create codes with [Snap.Vu](http://snap.vu), teachers must sign up for an account.

- [QR reader for iPhone](http://itunes.apple.com/au/app/qr-reader-for-iphone/id368494609?mt=8) <itunes.apple.com/au/app/qr-reader-for-iphone/id368494609?mt=8>
 - [Bee Tagg QR reader](http://get.beetag.com) <get.beetag.com>
 - [NeoReader](http://www.neoreader.com) <www.neoreader.com>
 - [iCandy](http://icandy.ricohinnovations.com) <icandy.ricohinnovations.com> can be used on computers with webcams and is currently freeware
- For more options, search *QR readers* or visit the app store for your phone.

Woonona High School has recently been trialling QR codes in the library with great success



Patricia Roddis, teacher librarian at Woonona High School summarises her experiences with QR codes in the library.

At Woonona High School, QR codes have been successfully trialled in the library. They are generated for new books to link with book trailers and author websites, giving students additional information about fiction resources (Figure 5). Students with a smartphone or iPod touch simply scan the barcode, using a free QR code reading app, to access this information (Figure 6). QR Codes are now a permanent feature of the library and will feature on many new books in the future.

Student's reaction to the introduction of QR codes has been very positive. Many students have commented on the simplicity and ease with which they can obtain additional information when deciding on books to read.

Patricia Roddis

Editor's note: For further inspiration about using QR codes in the classroom and library, teachers are advised to join the [iPad4Ed Diigo group](http://groups.diigo.com/group/ipad4ed) <groups.diigo.com/group/ipad4ed> and view Gwyneth Jones' insightful presentation, [QR codes in the classroom & the library, too!](http://www.slideshare.net/gwynethjones/qr-codes-in-the-classroom-the-library-too) <www.slideshare.net/gwynethjones/qr-codes-in-the-classroom-the-library-too>.



Figure 5 QR codes displayed at the Woonona High School library entrance

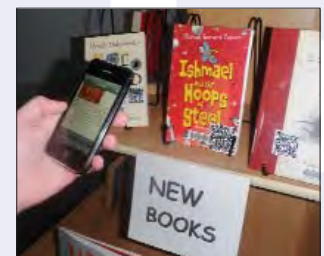


Figure 6 Scanning QR codes on the covers of fiction resources

9^{1/2} ways to use QR codes in education



Therese Kenny, Assistant Editor, describes how QR codes conveniently connect physical and online spaces. Here's some inspiration to get started:

- 1. Create a scavenger hunt** using QR codes to deliver library orientation for new students. For ideas and technical tips, view Gwyneth Jones' [QR code quest](http://www.thedaringlibrarian.com/2011/03/qr-code-quest-library-scavenger-hunt.html) <www.thedaringlibrarian.com/2011/03/qr-code-quest-library-scavenger-hunt.html>. Alternatively, adapt these principles to create a self-guided tour for your next school open day.
- 2. Place QR codes on the back cover of fiction books**, linking readers to tantalising book trailers, reviews or the author's website.
- 3. Support just in time learning** by supplying links to online tutorials and problem solving prompts. For example, a Maths worksheet could include links to relevant tutorials from the [Khan Academy](http://www.khanacademy.org) <www.khanacademy.org>. Additional codes could reveal answers, together with the complete mathematical working.
- 4. Invite participation:** link to an online poll or survey, a brainstorm via [WallWisher](http://www.wallwisher.com) <www.wallwisher.com>, a collaborative [Google doc](https://docs.google.com) <docs.google.com> or [VoiceThread](https://voicethread.com) <https://voicethread.com>.
- 5. Refer students to key online resources and additional materials** including scholarly databases, custom Google searches and pathfinders and other tools. For example, in your Science lab or classroom, display a QR code poster of [The periodic table of videos](http://www.flickr.com/photos/periodicvideos/5912075438/sizes/o/in/photostream) <www.flickr.com/photos/periodicvideos/5912075438/sizes/o/in/photostream> and encourage students to scan the codes to learn about each element. Link sheet music with a corresponding MP3 audio file.
- 6. Connect to instructions, video and multimedia:**
 - For example, if staff struggle to operate complex audio visual equipment in classrooms, upload short instructional videos to your school's *YouTube* channel. Position QR codes near the equipment, linking users to these self-help resources.
 - Alternatively, have students create their own self-guided tour. For example, students could curate their own museum exhibition about Ancient Egypt, the causes of World War I, or Australian animals, drawing on a combination of physical artefacts and online documentary materials, image slideshows, podcasts and quizzes. A QR code positioned at each physical

display connects visitors to supplementary information and rich multimedia resources.

- 7. Link to online booking facilities.** Place QR codes in computer labs and bookable spaces, enabling teachers to check the timetable and place bookings conveniently.
- 8. Social networking and communication:** Invite students to scan a QR code on the library service desk to follow your library on [Twitter](https://twitter.com) or [Facebook](https://facebook.com). Or place a QR code on your classroom door, encouraging parents to scan it to visit your blog and see your class' learning today.
- 9. Locate oodles of quality, carefully selected educational resources** by using the QR code on page 50 to search the [Resource review database](#).



Twestival Montreal Cupcakes by Clevercupcakes <farm3.static.flickr.com/2714/4462725678_8f0e5d8315_b.jpg>

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Taking the plunge: Guided Inquiry, persuasion and the research river at Penrith Public School

Scan's Research columns values research as a process which:

- strengthens the theoretical basis for the practice of teacher librarianship
- informs practice, through the application of findings, questioning of assumptions, and identification and analysis of practical problems
- is informed by practice as part of an essential professional practice cycle.

In this issue, **Ian McLean** presents the findings from a guided inquiry collaborative journey. It demonstrates the learning resulting from explicit scaffolding and exciting use of online tools for Stage 3 students, highlighting their improved ability to work with the elements of persuasive text.



Ian McLean is the teacher librarian at Penrith Public School. In late 2010, he attended professional development sessions on Guided Inquiry (GI) with Ross Todd and Lee FitzGerald (2010) and was keen to implement more fully Carol Kuhlthau's *Model for the information search process* (ISP) at his school.

Introduction

A unit of learning for the *NSW Science and Technology K-6 syllabus* titled, *Endangered animals: beyond the rainforest*, was developed for Stage 3 students, and planned for collaborative teaching with each class teacher during lessons in the library. Since the 2011 NAPLAN writing task for Year 5 required students to demonstrate their ability to work with the elements of persuasive texts, this suggested some explicit teaching strategies and interventions that were required to scaffold the students' learning. A cumulative weblog provided support for each week's cooperatively taught lessons, and continues to showcase the final group-constructed digital slideshows to the extended school community, and beyond.

The SLIM toolkit (Todd, Kuhlthau, & Heinström, 2005) was used to collect and interpret research data from the students. One group of students gave impromptu oral feedback on video.

Written evaluations on the process were also sought from the classroom teachers.

How effective is Guided Inquiry in enabling students to create original information products that would persuade an audience? What were some of the success stories of teacher interventions that maximised the students' experiences with their higher order thinking and authentic learning?

Literature review

Kuhlthau's *Model for the information search process* (Figure 1) provided a framework for intervention in the investigative process, assisting the teachers and teacher librarian to support students through the phases of the process. Using the SLIM toolkit to collect and analyse data during three critical points in the research task enabled the teachers and teacher librarian to map the changes in students' knowledge and experiences and recognise that the *Formulation of a focus or a personal perspective of the topic is a pivotal point in the search process. At that point, feelings shift from uncertain to confident, thoughts change from vague to more clear and interest increases* (Kuhlthau, 2004).

Investigating in small groups (Figure 2) provides students with opportunities to accept peer ideas, make friends and comfort others (West, Denton & Reaney, 2001, p. 14). Contributing to online searches, storyboarding activities and the creation of digital content for sharing on the *Endangered animals: beyond the rainforest*, 2011 blog extends their social connections with peers and family. Rather than being passive receivers of information, the students participate in texts and become *content producers* (Greene, 2011), who care about others' opinions about what they create (Jenkins, 2009, p. 12).

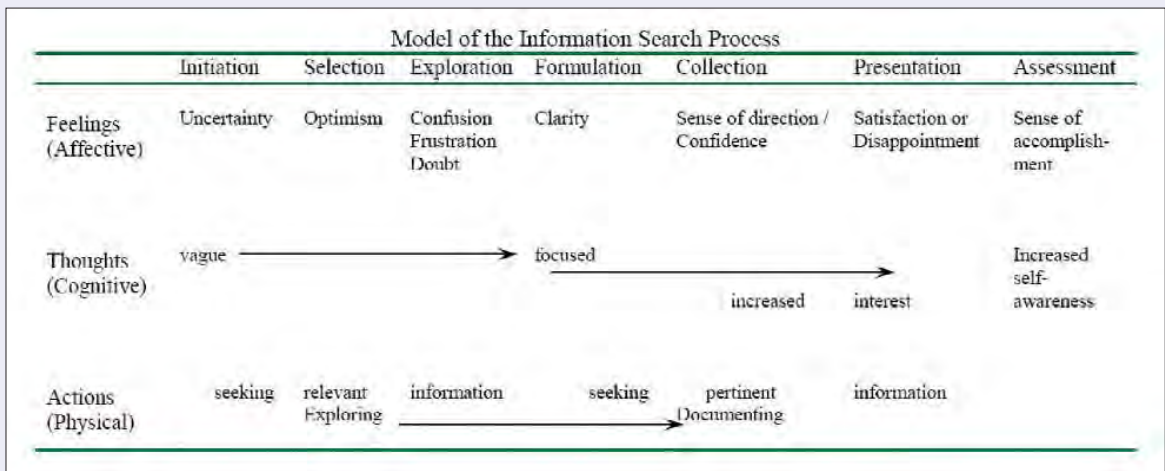


Figure 1 Kuhlthau's Model of the Information Search Process (2004, p. 82)

According to Frand (2000, p. 15), ... *being in touch with friends and family at any time and from any place – is of utmost importance*. Projecting forward to these students entering high school, it is likely they will *demand involving, dynamic and personalised content experiences that can compete with the likes of Facebook* (CIBER, 2008), or its evolving and future equivalents. Our students prefer *interactive systems and ... trying things out in the digital space, monitoring the reaction and adjusting accordingly* (Rowlands, I. & Nicholas, D., 2008, p. 31).

In his PowerPoint presentation about evidence based practice, *Knowing and showing how school library programs help students learn* (2004), Dr Ross Todd advocates that educators make use of exhibitions and product

displays, as well as student self assessments of learning, by:

- putting up 'the story' of learning, as well as the products of new learning
- letting the 'voice' of students tell the story.

These points helped to clarify and analyse my research results, and to shape this article. Todd's final message at his 2010 *Guided Inquiry* session was also encouraging: *Just do it*. And thus, I plunged into *The research river* (FitzGerald & Laycock, 2010) with both feet first.

Aims, context and participants

In Terms 1 and 2 of 2011, Stage 3 (Year 5-6) students at Penrith Public

School researched endangered animals in science and technology, with the aim that they would use the factual information from group and individual research experiences to produce new information products. Their presentations would involve persuasive elements, and would aim to have genuine influence on the extended school community about the plight of the world's endangered animals.

An online blog ... was set up to document the programming and planning for teachers, collate appropriate online resources required for weekly research ...



Figure 2 Small group collaboration to create a storyboard

An online blog (*Endangered animals: beyond the rainforest, 2011*) was set up to document the programming and planning for teachers, collate appropriate online resources required for weekly research, indicate where the explicit teaching of various aspects was required, and (eventually) to host the completed Web 2.0 products to an international online audience via the internet. Each class would also introduce themselves in a jointly-constructed message (Figure 3).



Figure 3 [Endangered animals: beyond the rainforest blog](#)

A section of the blog would feature [Creative Commons](#) images that compared the Information Search Process (ISP) of Guided Inquiry itself to the course of a typical river. This strong, visual analogy, courtesy of the previous work of teacher librarians Lee FitzGerald (Loretto Kirribilli) and Di Laycock (Barker College) was an essential strand of the teacher interventions that would guide the students towards the achievement of outcomes.

The establishment of a free [PhotoPeach](#) account, accessible through a teacher level username and password via NSW Department of Education and Communities' computers, in tandem with the [Edublogs](#) site, provided an additional information communication technology (ICT) component and was used to publish and share the students' completed products (and several sample storyboards). [PhotoPeach](#) is a free online Web 2.0 facility which permits ease of image upload. Automatically generated transitions between images, and readily-edited captions, combine to create an efficient multimedia slideshow. The free version also offers a generous, eclectic selection of public domain musical soundtracks. [PhotoPeach](#) encourages feedback comments from the general public (or password-protected nominated groups) and such comments can be moderated and/or turned off completely if deemed necessary.

Finally, extra hyperlinks were added to the blog to provide an ongoing public platform for exhibiting:

- the students' final persuasive digital products to the wider school community – and, potentially, an online international audience
- the teacher librarian's and students' reflections of the learning
- written feedback from other student groups and educators
- an easily updated, parallel version of the story of learning, as it was taking place.

The beginning

This unit of work built upon the encouraging results of a previous webquest experience, and shared blog site (with Caddies Creek Public School), which a different cohort of Stage 3 students completed on bushrangers (*Gold Quest*, 2008). Most existing webquests on the topic had curiously challenged students to *assume the identity of a bushranger*, which the teachers and I had found inappropriate. Instead, we encouraged them to become journalists, reporting on the need for the monetary bounty that had been set for the capture of the students' selected bushranger. Their findings were reported with a Web 2.0 online activity that generated simulated newspaper clippings (Herring, 2011, p. 123).

Other past and current K–6 school-based programs, which also supported this unit, included:

- thinking skills, including brainstorming and familiarity with Plus, minus, interesting matrices
- Circle time (McLean, 2007), especially for *Talking and Listening* outcomes in the NSW *English K–6 syllabus*
- storyboarding activities over several years (during online NSW Department of Education and Training [raps and book raps](#) for *Possum magic*, the *Bear and Chook* books and *Book Week 2010*).

In the first planning meeting, it was ascertained that the Stage 3 class teachers would be tackling rainforest ecologies in Human Society and its Environments (HSIE). If the team-taught sessions in the library were to cover the complementary NSW *Science and Technology K–6 syllabus* unit on endangered animals, this could also address an important requirement of the 2011 NAPLAN writing test: persuasive writing. Whatever information products were to evolve during the students' research, they should emphasise both the visual and written elements of persuasive texts.

Methodology and procedures for gathering data

The SLIM toolkit was used to evaluate the unit, with the teacher librarian compiling and interpreting students' responses to pre-, midpoint and post-unit questionnaires. A huge amount of material was gathered. While I aimed to survey every student in Stage 3 three times, time did not permit the tabulation or interpretation of all data. However, all survey sheets were grouped and filed for future reference. For this article, the student survey results for one class have been analysed, and written and oral comments of a cross-sectional sample of students are represented. Written class teacher and parent comments were solicited on both the process and final products. Additional feedback

from other educators, the wider school community, and members of the general public, appear as cumulative comments on the students' uploaded slideshows; this online feedback is ongoing.

Endangered animals: beyond the rainforest

The initial lessons in the library were planned to complement in-class work and to empower the students to be able to define rainforests. Lists of suitable [YouTube](#) video clips – most of them highly persuasive, strongly captioned, visual texts – were hyperlinked from our newly-created [Edublogs](#) site, and played to each class on an interactive whiteboard (IWB). I harvested the most effective clips and created a proforma, to scaffold each group's verbal and written responses.

... this information formed a basis for the jointly-constructed welcome messages on the blog.

At the suggestion of the class teachers, students began the unit in teacher-selected groups to analyse these clips. As the teachers investigated a few rainforest-located endangered animals in class, lessons in the library went *beyond the rainforest*, to encourage less-able students to choose from a range of more familiar animals, and to use their in-class information as additional research support. A summarising *Plus, minus, interesting* (PMI) matrix gave structure to the students' group findings, and this information formed a basis for the jointly-constructed welcome messages on the blog.

The students seemed to find the short, pithy, information rich clips to be informative, entertaining and potentially useful. Linking the clips from the blog placed all of these online resources into one accessible location, and enabled other schools to track our learning or to join in themselves.

... explicit strategies for deconstructing persuasive texts were highlighted.

At every opportunity, explicit strategies for deconstructing persuasive texts were highlighted.

Forewarned of the traps analysed in *Ban those bird units!* (Loertsche, Koechlin & Zwaan, 2004), the teachers progressed the students to research chosen animals as individuals. In only a few cases, students were found to be surreptitiously working in pairs, and this suggested strategies for forming new groups when storyboarding the final products. Unfortunately, by not setting a restricted list on what animals could be chosen, it did become a challenge for the educators to resource certain animals, and to direct students with lower comprehension skills towards those animals upon which more relevant information was obviously available.

To encourage students to question the validity of online information they were interpreting, the deliberately manipulative faux website, [Save the Pacific northwest tree octopus](#), managed to keep each class totally engaged to the end of the session. I had deflected the students' suspicions by getting them to focus on persuasive elements of the site, which again gave them practice at deconstruction strategies. It was an excellent discussion starter.

Several weeks further into the research, the teachers and I were feeling that many students' definitions and concepts of rainforest and animal endangerment were still lacking.

While initial estimates had the unit reaching completion in early Term 2, preparation time for the mid year student reports had overtaken us. The finished information products were still quite a way off, so the SLIM toolkit responses #1 and # 2, and the students' scaffolds for fact finding and synthesis, became essential evidence for measuring progress in the achievement

of outcomes. On reflection, it would have been valuable to go through these sheets more often with the class teachers to ensure they had more ownership of the whole GI process.

Ian McLean's diary entry:

I don't want another afternoon like last week. The students have mostly completed their information matrixes, but I trudged home that day feeling myself sinking into a terrible depression. Is anything actually getting through? Finding relevant texts that are suitable for students at our lower reading levels is proving to be quite a challenge. One class teacher and I had begun questioning individual students about their chosen endangered animal, and their verbal answers seemingly demonstrated that they still have little idea about what constitutes concepts such as endangered, vulnerable, threatened – or even rainforest.

However, on the weekend, when I re-examined their notes from previous weeks, I was startled that some of their recorded dot points were surprisingly comprehensive and written independently. They just weren't interpreting with facts that signified endangerment; some of the students don't yet have ownership over the factoids they've been recording, certainly not enough to make a convincing argument, oral or written. A gulf is forming for some students – Beware the Dip! Was it going to be possible to split the students into separate groups where everyone could contribute and feel involved? Individual products are not going to be possible in the time left. How do we best support the needier students? Some class teachers are concerned that what I interpret as interventions they see as giving them the answers.

It became obvious that *additional* activities on endangered animals were needed to help the students consolidate their concepts. A lesson on the extinct dodo (TV series *Extinct*, 2000),

and a class brainstorm on possible reasons for its extinction on Mauritius, had been very effective early in the unit. Now, an *additional* explicitly-taught brainstorm of the *extinct* Tasmanian tiger, using another video episode of *Extinct* and the new, highly-persuasive, picture book, *The dream of the thylacine* (Wild & Brooks, 2011), was added to the unit. I also showcased two recent *PhotoPeach* slideshows created at the school. While not originally intended to be persuasive texts, the *Clifford and Phoebe at Penrith PS* and *All Black Day: Christchurch earthquake appeal 2011* slideshows were relevant to our situation and had received positive online feedback via comments and emails that these were actually persuading other school groups to raise funds, use *PhotoPeach*, host a book fair, or sign up for the next national simultaneous reading day.

It became obvious that everyone needed to be using *PhotoPeach* as the media for their final products, essentially creating multimedia advertisements to inform the public how to help save their animal(s). I had located some puppets and plastic animals, and the NZ slideshow had led me to the wealth of free *Creative Commons Flickr* images. Some students would use their own drawings. If the students created group storyboards with persuasive images, captions and transition effects, everyone should be able to create effective group presentations and share information (Figure 4). Choice of animal, or continents or attributes, or lack of common attributes held to for groups.

On *Flickr*, explicit teaching of effective methods to search the *Creative Commons* database, and how to preserve information for the students' acknowledgements, was essential. While timetable interruptions due to a school musical, and absenteeism, threatened completion for some groups, the SLIM toolkit survey filled

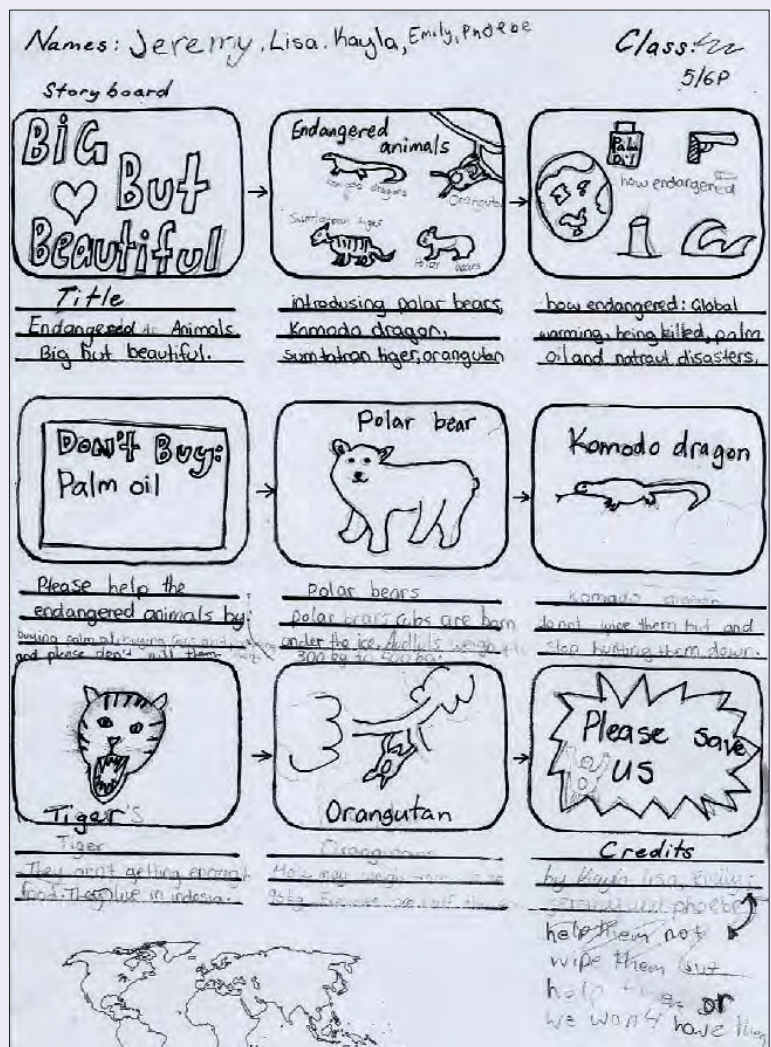


Figure 4 A sample storyboard

in after presentation day indicated that even absent students had their work represented due to the collaborative nature of the group storyboards. While this process was not student-centred enough, in many cases, the students were amazed that they had predicted certain persuasive images that we found easily on the *Creative Commons* search engine. One group, who had used images incorrectly labelled as Japanese cranes by a *Creative Commons* photographer, were very surprised to receive an email from a primary school in Europe, whose students made several corrections to the information, which we quickly amended on the slideshow.

Traversing the research river

Using the analogy developed by Lee FitzGerald and Di Laycock, I had sourced my own *Creative Commons* imagery and added *The research river* to our own blog site, so it was readily accessible if the need to revisit the ISP arose. Many students did use river terms in conversation after their first SLIM evaluation, so I added a *Where are you on the research river?* question on the second survey. Many students used the analogy again in the final survey without prompting. Several teachers noted in their evaluations – and I heartily agree – that this river analogy needs to be used again in future research units to build some consolidation and continuity for the students' future use of the ISP.

SLIM toolkit results and interpretations

Students **P**, **L** and **N** represent a cross section of ability in literacy.

Question 1: Take some time to think about your topic (i.e. endangered animals). Now write down what you know about it.

Student P:

Pre-unit: ? [i.e. question mark only]

Midpoint: There is lots of animals and trees and there is lots of layers.

Post-unit: Tigers are being hunted for skin and bone. Only found on the Indonesian island of Sumatra.

Student L:

Pre-unit: Don't know.

Midpoint: I know that a lot of animals are endangered. Mostly, endangered animals are endangered because what is happening to their habitat. Orangutans are endangered because of deforestation.

Post-unit: I learned that animals aren't just endangered cause they have beautiful spots it's because they've been hunted, losing their habitats. I also learnt that animals are very interesting. I learned that animals are important too. I always thought that they will be fine!! But now I see they are nearly extinct.

Student N:

Pre-unit: Endangered means there's going to maybe be a time there not going to live about people hunting them. Rainforest has lots of rain.

Midpoint: It means animals that are about to die out. We should look out for tigers. The dodo was endangered now it's extinct. There is no such thing as a tree octopus.

Post-unit: I learned that we need to take care of the animals that are sharing planet earth with us. The dodo used to be endangered now extinct - we shouldn't let this happen to other animals that haven't harmed us. Lots of animals are endangered. People kill endangered animals for food - can't they be vegetarians? It won't hurt it's not like they're gonna die.

Comparing the above responses for each student, and against the responses of other students, we can demonstrate the obvious growth in confidence of the cohort as they progressed through the ISP. There is reassuring development in the richness of the synthesis of information, and the sophistication and clarity of their responses.

Question 2: How interested are you in this topic?

Responses from Class A

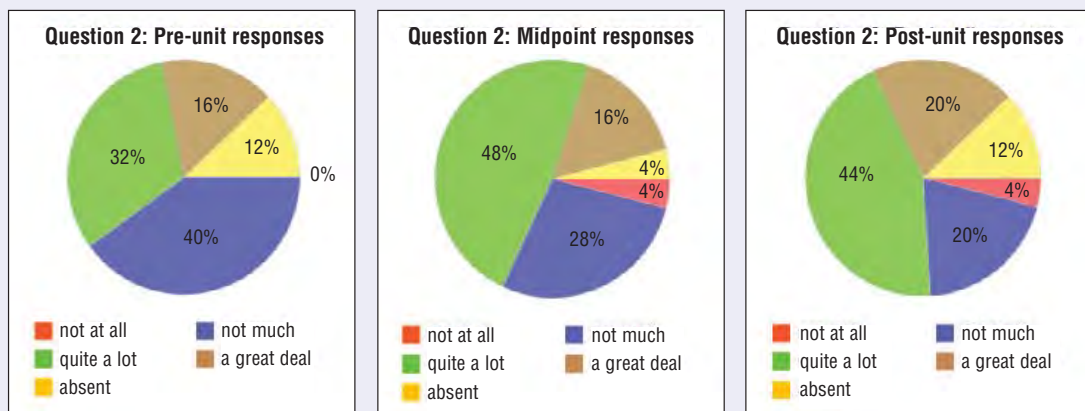


Figure 5 Student responses to Question 2 at three points in the inquiry process

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

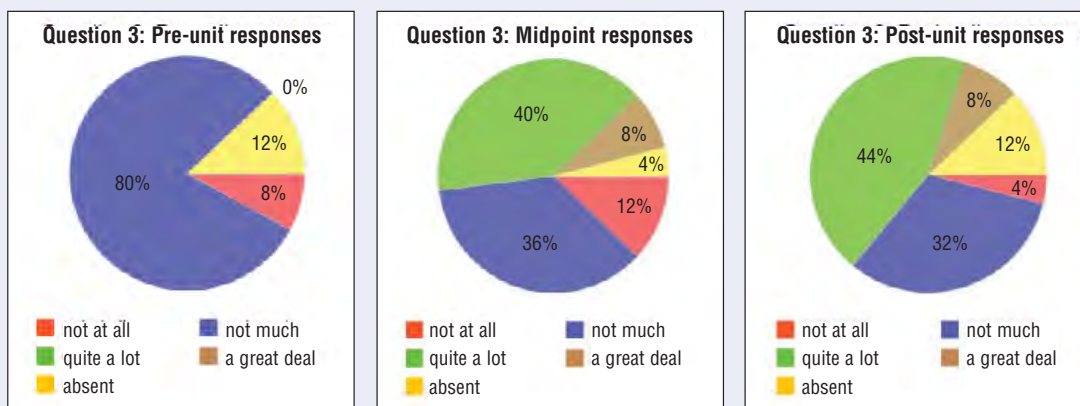


Figure 6 Student responses to Question 3 at three points in the inquiry process

Question 4: What did you find easiest to do?

Student P:

Pre-unit: *Writing research*
 Midpoint: *Finding the animals for my diorama*
 Post-unit: *The thing I found easy was the storyboard.*

Student L:

Pre-unit: *I find easy is that you can find what you need on websites. All that you can look at one book and it has a lot of information.*
 Midpoint: *I found easy looking on the internet, watching YouTube clips, and the Plus, Minus, Interesting sheet.*
 Post-unit: *I find that the easiest to do is work with my group because they don't argue (much). Also, I find it easy looking for information about my endangered animal.*

Student N:

Pre-unit: *I find easy using Google and sharing with someone else.*
 Midpoint: *Searching on the web, watching YouTube – and listening.*
 Post-unit: *I liked it when we were in groups – all of us done half the work each so life would be easier when we had to do research.*

Interestingly, all three students chose to discuss their positive response to working in small groups to storyboard in their post-unit survey (Figure 7).

Question 5: What did you find most difficult to do?

Student P:

Pre-unit: *Editing*
 Midpoint: *The writing parts*
 Post-unit: *The thing I found difficult was the info on the tiger.*

Student L:

Pre-unit: *I find difficult that when I research about the topic some words I don't [know].*
 Midpoint: *I find difficult: the dodo, because of the info; the tree octopus because I didn't know if it was true or not. I think things are going to get harder.*
 Post-unit: *I find the most difficult activity is making the storyboard because to be honest I didn't know what a story board was but now I do.*

Student N:

Pre-unit: *When the computer freezes, when I have to do it myself and I get stuck, copying certain things onto the paper, typing real fast.*

Midpoint: *Believing there was a tree octopus but there wasn't. The reasons why animals die out and by the way why do we care!*

Post-unit: *When I had to find books about dolphins half of them were about whales!*

The research done as individuals was a common thread here, demonstrating the students' difficulties with the challenges associated locating, selecting and exploring information, not to mention the teachers' difficulty in locating resources suitable to their literacy levels.

Question 6: What did you learn in doing this research work?

Student P:

Post-unit: *I learnt more things about tigers.*

Student L:

Post-unit: *During the research, I learnt about the Komodo dragon, Sumatran tiger, polar bear and especially the orangutan. I learnt about how to go and get photos on Flickr and music [on PhotoPeach]. I also found out about the orangutan's habitat, diet, looks, weight [and] height.*

Student N:

Post-unit: *I learnt that teamwork is awesome and we have to take care of animals. The dolphin can survive being under the water for about ten minutes. They are not fishes. People throw rubbish at dolphins.*

I found these post-unit responses to be extremely rewarding and reassuring: Student P had great difficulty with her early research, but blossomed in the group activities, challenging her group members to edit and reedit their contributions until they had genuine facts about animal endangerment. Student L discussed how she researched one animal but now knows about the groups' other animals just as thoroughly. Student N's response clarifies how the group members coalesced as a team and became so proud of their jointly constructed efforts.



Figure 7 Students responded positively to working in small groups to storyboard

Teacher response

Class teacher commentary by Vicki Phillips, following the day of final class presentations.

Plus	Minus	Interesting
<ul style="list-style-type: none">• Guided Inquiry is an effective way of getting an idea across - persuasive texts• students became motivated to achieve and to collaborate on a final product• sense of achievement for everyone in group when final online product is revealed to an audience – international comments!• students working with others, whom they wouldn't necessarily choose• most students experienced a huge degree of satisfaction from their work and state that they have learned how to 'do research' better.	<ul style="list-style-type: none">• smaller 'chunks' seem to be indicated for each lesson in the library – perhaps too much was attempted in each lesson, both learning and teaching• there needed to be more opportunities for students to be 'hands on' with computers, especially selecting Creative Commons images and music tracks• students working with others – potential problem if students 'clash' too often.	<ul style="list-style-type: none">• Is there a way to shorten the process? - two terms was too long, despite the timetable interruptions• perhaps divide the groups into smaller sections• or restrict choice of endangered animals (and attributes) that can be selected/investigated.

Implications for students using Web 2.0

The *Endangered animals: beyond the rainforest* unit has affirmed that the blog pages, sample storyboards, and digital slideshows have enabled the school to share highly-persuasive texts with the extended community, and we can build and annotate the Year 5 students' ongoing learning journey throughout next year to reflect their high expectations of what might come next with ICT. The students thought systematically and creatively about their topic and the blog site continues to garner online and emailed responses from our worldwide audience.

Through comments added to the students' online slideshows, people showed that they understood the persuasive messages, cared about the students' opinions, and were influenced as readers and viewers. The students care about what they have created. They identified the structure of persuasive texts and used features such as modal words and connectives. The students critically evaluated how their own texts could be structured to achieve a particular purpose, that is, to persuade. They identified the techniques used in argumentative and persuasive texts to influence the reader (*English K-6 syllabus* outcomes).

Implications for home and school interactions

The talking and listening aspects of the students interacting as they brainstormed concepts and storyboards, and edited captions to fit particular unexpected images, assisted the students with their prosocial interactions, particularly in their acceptance of peer ideas, making new friends, and comforting others (West, Denton & Reaney, 2001, p.4).

Parent feedback indicates that the unit helped to acknowledge the significance of family and community in most students' education. The [blog](#)

Parent feedback indicates that the unit helped to acknowledge the significance of family and community in most students' education.

has enabled the school to provide an efficient, appealing and motivational online exhibition of student work that can be accessed from home computers with internet connections.

Implications for teaching and learning

Our school community will continue to collect and analyse guided inquiry data. The SLIM toolkit has provided an enormous amount of data, only a portion of which has so far been analysed.

The project appears to support emerging research findings by Rowlands and Nicholas (2008, pp. 31-32) that information skills *should be inculcated during the formative years of childhood ... requiring concerted action between libraries, schools and parents* to achieve this. At the same time, Stage 3's *Edublogs* site is an encouraging example of how a library can try things out in the digital space. The blog has enabled us to put up our story of learning, in tandem with the persuasive products of that new learning.

This GI experience has certainly been successful enough to continue to explore its advantages in 2012. It will require much stronger affirmation of CPPT practices with the Stage 3 teachers. The teacher surveys indicated that they prefer a tighter set of experiences and did not have sufficient ownership of this unit, nor the various interventions, as they evolved over time. More opportunity for students to have hands-on access to production tools was also suggested by both staff and students, and yet this would seemingly require more time to include the necessary explicit teaching.

Students with chronic absenteeism can cause much friction during group work when, and if, they have little to contribute to the information pool.

For me, an important strength of the unit was in the quality of verbal interactions with each small group as the members worked with me to translate their jointly constructed storyboards into digital stories. The discovery of [Creative Commons](#) images that uncannily matched projected ideas on the storyboards, or the impromptu inclusion of other strong, persuasive images that often turned up quite incidentally during my guided keyword searches of [Flickr](#), were exciting *personalised content experiences!* (CIBER, p. 46). Many of the students state that they feel ownership over so much more than their own particular research animal. Certainly, some students came close to drowning in The Dip and needed rescuing, but every student still contributed to a completed persuasive product, and can identify their components. The Stage 3 students are proud *content producers* (Greene, 2011) and many still talk about those discoveries, almost every time they visit the school library.

Students were working to achieve [Stage 3 outcomes](#) from *Science and Technology K-6 syllabus* and *English K-6 syllabus*. These are available at s3penrithps.edublogs.org/.

And finally, a parent's response

Parent, Ann Middlebrook, comments on the students' presentations.

The students' messages about endangered animals are very clear. Very creative and thought provoking presentations! It is powerful that these online slideshows have reached an international audience.

I loved the students' choices of Creative Commons photographic images, and their music choices that

accompanied the slideshows. One group even used lovely drawings to enhance their persuasive message. The juxtaposition of mechanical cranes beside endangered wetland cranes was excellent. I also liked how one group told us that we can help the white lion

and the cheetah by supporting zoos with breeding programs. I didn't know that, in Victorian times, people killed hummingbirds for hair ornaments.

These digital slideshows are just as clever as any of the persuasive advertising discussed each week on TV's

The Gruen transfer. We should send the makers of that show the URL to the school's [Endangered animals: beyond the rainforest blog!](#) World Wildlife Fund (WWF) might also be interested in seeing the slideshows. ■

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New curriculum in NSW schools. Part 2: teacher librarians partnering curriculum change



Raju Varanasi is Director, NSW Curriculum and Learning Innovation Centre (CLIC).

Introduction

There are many opportunities for teacher librarians working with their school communities to prepare for and implement the new curriculum. As indicated in the previous issue of *Scan*, the *Board of Studies NSW* <www.boardofstudies.nsw.edu.au/australian-curriculum/> has developed new draft syllabus documents for K–10 English, mathematics, history, K–6 science and technology, and 7–10 science, using the agreed Australian Curriculum content as a key component.

An overview of the key features of each new syllabus, including specific similarities and differences between the current NSW syllabus and the new draft syllabus, is available on the Department's *NSW Curriculum and Learning Innovation Centre's website* <clic.det.nsw.edu.au/aust_curriculum>. This website provides details about available support for schools (Figure 1) and includes an information package that can be used to introduce staff to the new NSW K–10 syllabuses and to begin planning for implementation. Teacher librarians are encouraged to partner their colleagues to support the

planning and implementation of the curriculum change process.

Updated timeline

On 9 August 2011, the NSW Minister announced that the new syllabuses for K–10 English, mathematics, history, K–6 science and

technology and 7–10 science will not be required to be taught in classrooms before 2014. This will ensure that there is sufficient time for the finalisation of the syllabuses, in consultation with key stakeholders, and for the preparation and implementation of support including curriculum resources and professional learning in 2012 and 2013.

Supporting curriculum change

Teacher librarians are well placed to support the curriculum change process. Working with their colleagues to engage with and understand the content, pedagogical shifts and resourcing implications of the new curriculum, teacher librarians could plan appropriate resourcing of curriculum in three key ways:

- build on teaching partnerships to provide programming ideas and teaching strategies for the effective use of diverse resources to meet the pedagogical emphases, outcomes and content of the new syllabuses
- map and identify gaps in the school's resources through focusing on key areas of change in the draft

syllabuses, analysing the implications of these for required professional learning and curriculum resource needs, and targeting the selection and purchase of required resources

- manage access to and use of a diverse and balanced range of resources to meet the new curriculum needs in the 21st century.

What additional support will be available?

The *NSW Curriculum and Learning Innovation Centre* <clic.det.nsw.edu.au/aust_curriculum> will continue to be a key source of support. The School Libraries team is working with NSW CLIC colleagues to continue to assist teachers and teacher librarians through initiatives such as:

- [resource reviews](#) targeting major areas of content change across the syllabuses
- updating and refreshing the [K–6](#) and [7–10](#) information skills matrices in the online environment to support the new curriculum
- [Raps and book raps](#) supporting student engagement with literature and texts in print, audio, digital and multimodal formats, and students creating their own literary texts
- articles in *Scan*, providing:
 - ongoing updates
 - mapping of syllabus changes, including in the embedded cross-curriculum areas and general capabilities
 - implications for resourcing curriculum.

More detailed information about how the NSW Department of Education and Communities will support regions, school leaders and teachers when implementing the new syllabuses will be provided as updates on the *NSW Curriculum and Learning Innovation Centre's website*. ■



Figure 1: *NSW Curriculum and Learning Innovation Centre: Support for schools* <clic.det.nsw.edu.au/aust_curriculum/schools.htm>

Web 3.0: preparing our students for tomorrow's world. Part 2



Judy O'Connell is Lecturer in Library and Information Management in the Faculty of Education at Charles Sturt University, Australia. In this article, Judy continues her focus on the emergence and expansion of Web 3.0, and its implications for the ways in which students will find information.

The 6th August 1991 was a significant day in the history of the internet, being the day when the World Wide Web became publicly available. There was no fanfare. Its creator, the now internationally known Tim Berners-Lee, posted a short summary of his *Information management: a proposal* a year earlier <www.w3.org/History/1989/proposal.html>, giving birth to a new technology that would fundamentally change the world as we would know it (Figure 1). He tells the story that this proposal had been received as being vague but exciting (Berners-Lee, 2009), yet this vaguely exciting idea is now shaping the very scope and nature of our human communications and interactions with information on the web.

Early adopters will recall the static HTML coding that powered these simple sites on the web. Now the web is everywhere, on our mobile devices, in cars, on planes, and even on our televisions. Communication is the pivotal factor, with flexibility and speed considered as essential requirements in our quest for interaction.

A decade into the 21st century and we are almost enraptured by our contemporary digital landscape, mapping and exploring various pathways for information discovery, complaining about *information overload*, and adopting new forms of *information curation* to manage our information needs.

So it is important for us to understand how this information landscape is affecting how we produce and consume information in the juggle to support our students to become what Michael Wesch (2009) dubbed as *knowledge-able*.

As we increasingly move toward an environment of instant and infinite information, it becomes less important for students to know, memorize, or recall information, and more important for them to be able

to find, sort, analyze, share, discuss, critique, and create information.

Wesch (2009)

For our students the world of technology acts as a magnifier, and as teachers we can leverage the networked information environment in ways that will help them achieve the *knowledge-ability* of learning in a Web 3.0 world.

The web of things

The web is around us – literally. While Australia is rolling out the National Broadband Network, the world is rolling out the *web of things* that is formed from the data that we and our objects are generating. This new web is replacing the kind of web that is the usual backbone of our search-and-publish style of information discovery. In this traditional approach, teacher librarians choose the best website evaluation criteria they can find for

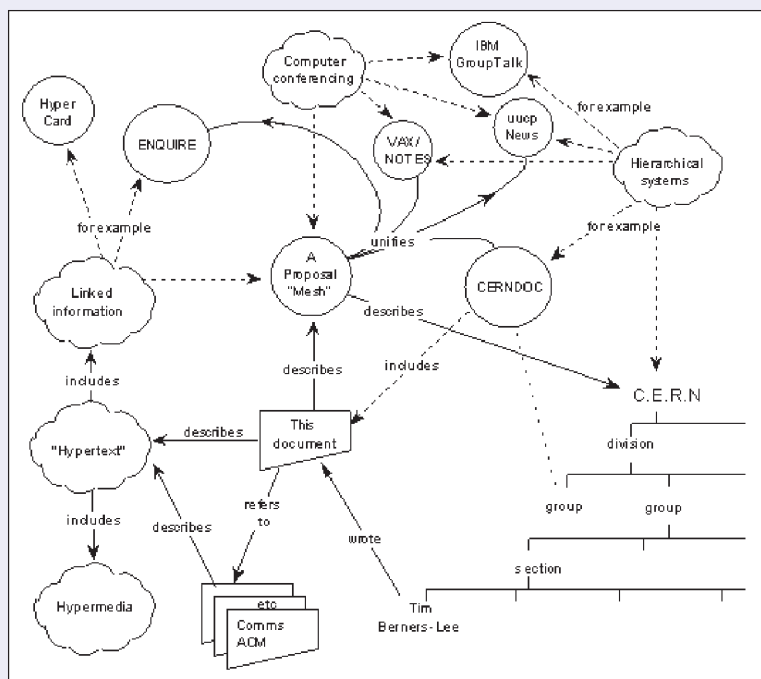


Figure 1 Berners-Lee's original information management proposal showing linked information systems <www.w3.org/History/1989/proposal.html>

their journey around the web. These are epitomised by clear evaluative strategies about educational, informational and technical issues related to accuracy, authority, objectivity, currency, coverage.

Yet Web 3.0 transcends this framework, leaving students and teachers working with a skill-set that reflects a less dynamic age of the internet. Today, a new approach to communication and information sharing emerges every time somebody creates a new web application or another falls by the wayside.

In Web 3.0, who we are, where we are, and what we do is as relevant as what we buy, what we read, what we research, and what we learn. There is a direct synergy that traditional web engagement overlooks, and signals the need to sharpen our approach in information literacy practices in such a hyper-connected world.

The social web and information

The *social* web not only enhances our opportunities for social networking, but also makes possible more powerful search, location, recommendation and similar services. This might help with your next outing, book selection, or gift purchase, but, conversely, it should be ringing alarm bells for information professionals when it comes to search.

Anyone who has an account with [Amazon](#) will be familiar with the recommendations that appear on screen when you log into your account, based on your previous purchase pattern. Anyone who is on [Facebook](#), or has joined [Google+](#) will also have seen the *friend* recommendations generated by geographic and social connections (Figure 2). In our socially connected world, it is important not to sidestep understanding how the social web impacts the information seeking and learning needs of our students.

The ISTE NETS 2007 standards for global learning for students include



Figure 2 Photo by Limbic used under Creative Commons <www.flickr.com/photos/8230954@N04/3226511064/>

standards familiar to teacher librarians in relation to research, information fluency, critical thinking, problem solving and decision making. The standards also embrace creativity, innovation, communication, collaboration and technology. Most importantly the standards incorporate digital citizenship, emphasising that students need to:

- a) advocate and practice safe, legal, and responsible use of information technology
- b) exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c) demonstrate personal responsibility for lifelong learning
- d) exhibit leadership for digital citizenship.

ISTE (2007)

More than just being an acceptable use policy, these elements of digital citizenship have to be woven into the very fabric of the social learning experiences of students.

Understanding the social web involves showing students how the social web impinges on our communication transactions, and affects our information gathering activities. The social web is affecting not only our

digital footprint and digital identity, but is also very much affecting our information transactions.

In 2007, [Google](#) changed the default on one important aspect of its search service: automatic customisation of search results. This customisation now means that [Google](#) is delivering more results that fit your know locality, interests, and points of view, filtering information even before you have seen it (Vaidhayanthan, 2011). Most teachers and students do not realise that by being connected to [Google](#) through any one of its services, such as [Google Reader](#), [Gmail](#), or [Google+](#), filtering is automatically happening. Just log out of all [Google](#) products on your computer, and run the same search through [Google](#) and see what happens. For another angle on the socialisation of information, revisit [Google Scholar](#), and consider the implications around the citation counts that [Google Scholar](#) provides. What does this imply for peer review and scholarly aggregation of knowledge? After all, citation counts do not actually indicate importance. Do your students understand this? A high number of citations could indicate that an article may be foundational or, alternatively, that it is suspect and open to question. (Vaidhayanthan, 2011 p. 193).

We have all become quite accustomed to [Google's](#) quick and certain retrieval of information, with search options that seem to make us experts in receiving answers that seem suitable to our information need. Yet a searcher may not always be aware of what they are looking for, and an information query may seem to be resolved when it should have been expanded. A large part of what we do as information professionals is to ensure this does not happen. The internet has become part of our knowledge manipulation toolkit, as we facilitate discovery and interaction with information for learning.

Learning in the social web era is participatory, and involves communal approaches for distinguishing good knowledge sources from those that are

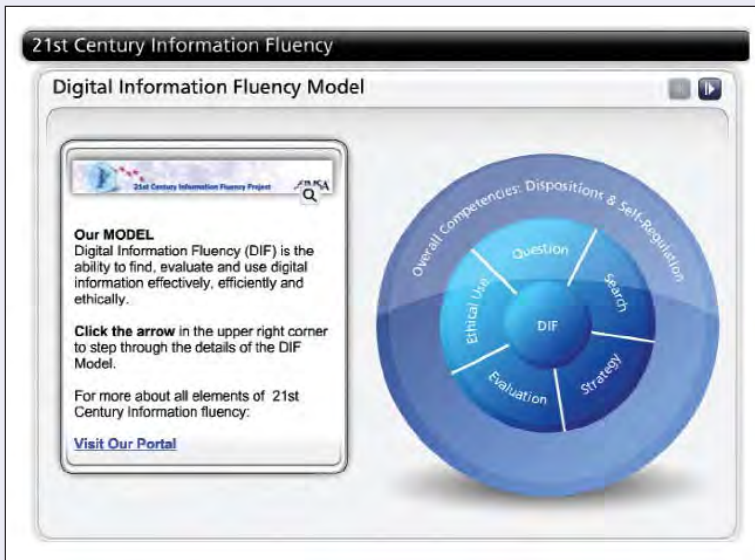


Figure 3 [Digital information fluency model](http://21cif.com/resources/difcore/difv2%20-%20Engage%20output/engage.html) <21cif.com/resources/difcore/difv2%20-%20Engage%20output/engage.html>

questionable, using the web to share ideas, comment on one another's projects, and plan, design, implement, advance, or simply discuss practices, goals, and ideas together (Davidson &

Goldberg, 2009). The firm establishment of the social web and participatory learning means that teacher librarians need to become more deeply immersed in social

networking, as well as leveraging information architecture, interoperability, and strategies for finding information by utilising as wide a variety of social connections and search tools as possible to meet the information seeking training needs of their students (Figure 3).

Teacher librarians should make the social web a centre-piece around which information seekers engage in conversation about a topic. Social networking around skilled research is Web 3.0 at its best.

Explore [Knowledge 2.0](http://Knowledge.2.0.com) <bit.ly/knowledge2> and learn more about search skills and social web options for knowledge enquiry (Figure 4). Stay up-to-date with [All-in-one list of search engines](http://www.pandia.com/powersearch/) <www.pandia.com/powersearch/> which is always kept current, and [Search engines and search tools for kids and teenagers](http://www.pandia.com/kids/index.html) <www.pandia.com/kids/index.html>. Keep in touch with search



Master of Education (Teacher Librarianship)

Do you want to become:

- a **dynamic leader** - committed to enriching teaching and learning across your school
- a **successful collaborator** - working with teachers in 21st century literacy and learning environments and preparing students for digital citizenship
- a **skilful practitioner** - providing information services to the school community
- an **information specialist** - developing and integrating a range of multimodal resources and inquiry-based learning practices across the curriculum
- an **informed educator** - valuing the importance of evidence-based principles to support professional practice?

If so, Charles Sturt University's **Master of Education (Teacher Librarianship)** course is for you. The course is recognised by the Australian Library and Information Association (ALIA) and is open to qualified teachers who hold a three or four year teaching qualification.

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Figure 4 Knowledge 2.0 QR code <bit.ly/knowledge2.qrcode>

developments and search engine optimisation (strategies that affect the ranking of search results) from the Search engine detective <www.pandia.com/searchworld/detective.html> and Search engine land <searchengineland.com/>.

The semantic web

Search engines are unable to index the vast world of high-quality content on the web, as much of it is hidden from the search bots that rove across the internet. One of the issues has been the dependence on keyword searches, based on chosen fields and/or metadata within a website. Now the semantic web is starting to connect data and information more closely, facilitating context based search and research.

The video created by Kate Ray on Web 3.0 reminds us that the core problem is our ability to create information has far exceeded our ability to manage it <www.vimeo.com/11529540>. In this video we are taken on a journey through data, media, news, social networking, searching, information filtering, indexing, artificial intelligence, and the context and debate around the semantic web.

While Google algorithms are busy finding information and organising the Web, the semantic web promises flexibility unheard of in the history of information organisation. The big theme of the semantic web is to make the web more understandable to software, whereas Web 2.0 has been

about making the Web understandable to people.

The semantic web is an infrastructure technology built on data and metadata – a principle that librarians are already familiar with. Cataloguing has been all about getting control over content and making sure that the library catalogue facilitates discovery, management, identification and access to the library resources. But the semantic web future brings us a whole new dimension to our information organisation and access activities.

Coyle (2010) explains that the move toward an open declaration of vocabularies, and the freeing of data from databases and from records, is key to expanding the discovery and navigation services that we can provide to information seekers. Just as well!

While we make the shift in our libraries to new ways of managing the metadata in our school library catalogue with the move to RDA, take pause and think about the information deluge upon us, and appreciate the power behind the semantic web, which is giving meaning to a world of networked data. With the semantic web, quick, brown and fox are no longer strings of numbers to be manually combined, but are words that are formally represented concepts

with defined relationships to other concepts. The ontologies that define these concepts establish meaning that can be understood by our search engines. They will also allow new interfaces, such as augmented reality applications, to combine with local and social web information to provide parallel cognitive enhancement in our information interactions (Yonk, 2011). The power in emerging technologies, from simple tools like QR codes to virtual and augmented reality tools, is ultimately being scaled by these.

So thanks to the artificial intelligence of linked data <linkeddata.org/> that is powering global data, web information can be aggregated and analysed to further refine and represent new information and new data. The LOD diagram (Figure 5) provides a snapshot of the 203 data sets which consist of over 25 billion RDF triples, which are interlinked by around 395 million RDF links (September 2010).

Back in 2006, Hans Rosling showed how the semantic web and linked data can be used in extraordinary ways. He took complex global trends and packaged them into lively animations, making decades of data pop <www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html>.

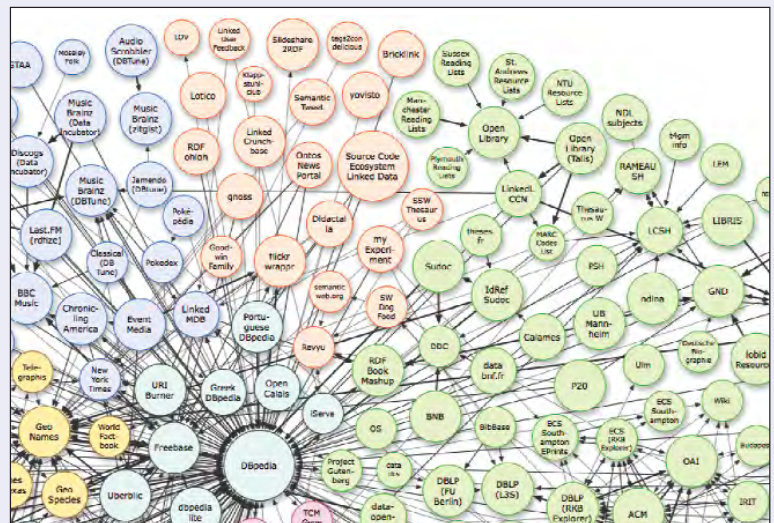


Figure 5 A section of the Linking Open Data (LOD) cloud diagram <richard.cyganiak.de/2007/10/loa/>

Since then, linked data has progressed worldwide. For example, [Mashup Australia](http://MashupAustralia.com) <mashupaustalia.org/data-sources/> explains that Australian government re-usable public datasets are available. There are now a growing number of these mashup initiatives creating new services, often with simple tools, and waiting for the energy and ingenuity of people and communities keen to solve a problem or create an opportunity.

Perhaps what we are seeing is the emergence of the web as a kind of content management system with data able to be repurposed from different sites, and published to new places and sites for further distribution.

Semantic search

Semantic search engines are continuing to evolve, and provide some insight into where future search will go. Built on the interactive power of Web 3.0, semantic search engines are

emerging that perform an analysis of content in the search process. These search engines try to augment general searches as well as provide systems that are literally changing the search experience. Rather than simply identifying a useful page, these systems try to:

- pull the information from those pages that might be what a user is looking for and to make this immediately apparent
- supply specific sources for assertions in the content being provided
- help users identify further searches
- find matches between people and their needs
- provide *affective* aspects of the search query from the social web (Hendler, 2010).

The variety of semantic search options being developed is as diverse as the data that they are mining (Table 1).

Implications for information professionals

Educators need to be sure to include not just new search tools and strategies in the digital toolkit being introduced to students, but also be ready to build robust alternative search processes right into the core curriculum engagement processes wherever possible. The social dimensions of Web 3.0 and the semantic dimension of Web 3.0 provide a pivotal point in our engagement with global content and knowledge repositories.

Searching will continue to become an even stronger part of thinking and social networking, and our libraries as information spaces will need, more and more, to become knowledge spaces rather than spaces that are custodians of an inventoried collection. These information spaces should facilitate navigation to data anywhere, through linked-data initiatives, and be


 <p><i>Kngine</i> <www.kngine.com/> tries to understand the documents and the search queries in order to provide customised meaningful search result, and now also includes <i>Kngine stats</i> <www.kngine.com/Stats/> and <i>Kngine explorer</i> <www.kngine.com/Explorer.ashx>.</p>	 <p><i>WolframAlpha</i> <www.wolframalpha.com> provides dynamic computations based on a vast collection of built-in data, algorithms, and methods. This search engine also provides the option to interact with your results using sliders and controls, to rotate and zoom 3D graphics and visualisations, and to manipulate results directly in your browser.</p>
 <p><i>Tip top</i> <teelliptop.com/> allows a user to explore a complete new world of insights and sentiments from around the world, in real time.</p>	 <p><i>Factbites</i> <www.factbites.com/> offers you real, meaningful sentences that are right on topic.</p>

Table 1 Examples of semantic search options

ready to re-package data with new connections in order to provide extraordinary opportunities for information and knowledge growth.

The social web will leverage the interconnectivity of resources, and facilitate conversation and mashup re-enforcing the importance of digital citizenship in online interactions. The Great NZ Mix and Mash competition, from the National Library Services to Schools, teaches students how to remix with respect, using Creative Commons, as the basis for creativity. As explained in the free educators guide, *the internet has dramatically changed quoting and remixing, largely because of the massive amount of digital content now accessible anywhere in the world, and the ease with which it can be copied.*

Web 3.0 and the semantic web have created a centre-piece around which information seekers constantly engage in creative conversation about a topic. Enter the *community as collection* model, where a school library becomes a practice-based, organic, distributive repository of conversations and infor-

mation connections to local and web resources related to those conversations of learning.

Lankes, Sliverstein, Nicholson and Marshall (2007) explain that if knowledge is created through conversations, then libraries are in the business of conversations. They suggest that the power of conversation drives engagement and information distribution, as in the example of teens who want librarians to blog about book topics that interested them. Rather than looking at a catalogue, teens wanted to find what they were looking for in the context of a conversation. Now that our students easily turn to the web when posed with a challenge or learning problem – let us be sure our school libraries are central to their learning conversation. Web 3.0 provides a smarter and more efficient way to foster this kind of conversation. Tools such as [Scoop.it!](http://www.scoop.it/) and [Storify](http://storify.com/) are already enhancing social bookmarking and blogging as personalised information collections, such as *Digital citizenship in*

schools (2011) and *Play School turns 45* (2011).

In *The atlas of new Librarianship*, Lankes (2011) asks us to abandon old ways of thinking and embrace the new world of openness, participation, technology and the promise of the semantic web, and urges us to learn to work with the internet in new ways as it traverses the seismic shifts of this decade.

Web 3.0 and the semantic web offer an online future with an intelligent web at its heart, with personalisation, virtual worlds and access everywhere. Our students have been surrounded by ever-evolving digital technologies and practices that impact on their daily existence and the textual landscapes that they occupy (Carrington, 2005).

Let us ensure that we are encouraging our students to be motivated searchers, creators, producers and consumers in digital, mobile-enabled environments. Let us centre our learning and teaching on preparing our students for tomorrow's world. ■

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Katherine Haratsis, ESL Online, Multicultural Programs Unit, reflects on the range of communication technologies implemented over two years across eleven primary schools in the Successful Language Learners: Whole school ESL language and literacy pilot project.

Successful Language Learners (SLL): *Whole school language and literacy practices project*

The SLL project was one of 29 pilot projects funded by the Australian Government in 2008 to investigate ways of improving learning outcomes for students in low socio-economic status (SES) communities, with a particular focus on literacy and numeracy achievement. The only national project focusing on ESL students, including refugees, SLL sought to identify strategies that would improve the English language learning of these students.

The project was implemented over the two years 2009–2010 in seven government and four Catholic primary schools in south western Sydney (Figure 1).

English language is the key to success for migrant and refugee children who are learning English as an additional language. Being able to understand and communicate, and develop higher order oracy and literacy skills is essential for success at school and in the wider community.

The SLL model

The focus of the project was based on four major interrelated initiatives impacting on the whole school

CATHOLIC SCHOOLS

Sydney Archdiocese

St Joachim's Primary School, Lidcombe

St John's Primary School, Auburn
Parramatta Diocese

Holy Family Primary School, East Granville

St Oliver's Primary School, Harris Park

GOVERNMENT SCHOOLS

Auburn Public School

Auburn North Public School

Auburn West Public School

Fairfield Public School

Old Guildford Public School

Villawood East Public School

Wiley Park Public School

Figure 1 Participating schools

community and based on research indicating the approaches that lead to improved student learning outcomes.

1. Targeted support for students – to improve the English language, literacy and numeracy performance of ESL students, including refugees
2. Professional learning for teachers – to develop their knowledge, skills and understanding in effective ESL, literacy and numeracy teaching

3. School leadership development – to drive change in schools
4. Establishment of schools as centres for community activity – to more actively engage the parent communities.

The SLL project schools shared the following characteristics:

- low SES school communities
- significant numbers of students learning English as a second (or additional) language (ESL), including refugee students
- high needs for support on the basis of national literacy and numeracy assessments.

Details of the project rationale and implementation were published in the ATESOL NSW Newsletter, *SLL Powering On!* (June, 2010). The most current article, due for publication in the spring edition, outlines the final data and outcomes relating to the key strategies implemented across the SLL schools.

In this article, we continue the focus on one aspect of the SLL project, building an online professional learning community and engaging ESL learners with a range of information technologies, in particular, the importance of designing effective ESL teaching and learning programs that meet language learning needs of ESL learners, including refugees.

In a recent *Scan* article (2011), Marie Murphy describes how technology is a key driver which contributes to language acquisition and development. Marie acknowledged,

Before students were expected to use this language independently through technology projects, communicative activities were organised and included in the Language Learning Plans to provide opportunities for targeted language to be recycled by the students.

Smart technology

At the beginning of the project, non-teaching Assistant Principals with ESL qualifications (APs ESL) were appointed to each government school. The ESL executives led a range of face-to-face and online professional learning for whole school teams around the use of the *ESL Scales* incorporating the key theories relating to second language acquisition. With varying degrees of ICT skills and expertise necessary to lead a digital school, or engage in the cross sectoral online professional learning community, APs ESL found these aspects time consuming and, at particular points, challenging.

In Term 1, 2009, a closed online professional learning community, the *SLL Moodle*, was established. At first, teachers were reluctant to use the moodle, so information from the *SLL Moodle* was swiftly migrated to a more interactive user-friendly platform called *Ning* (Figure 2). The *SLL Ning* was launched (Figure 3). This closed online learning space allows members to communicate between network meetings, to share effective practice, to access project resources and to stay connected anywhere, anytime.

The *SLL Ning* was launched with a series of ongoing, small group and individual online professional learning for the APs ESL. Staying just one step ahead, the APs ESL shared their new knowledge and understandings with their school executive teams. The executive then shared their new skills with teachers on their Learning Stage by guiding them to upload a profile picture, customise their homepage and join their individual school group. The smooth transition to

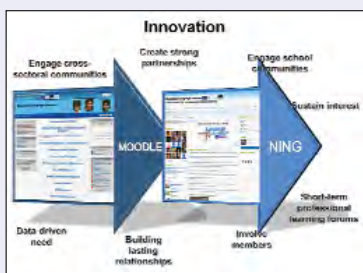


Figure 2 The migration from moodle to ning

Ning was complete, aided by the Controlled, Guided and Independent (CGI) ESL teaching framework.

ESL 2.0

Features of the *SLL Ning* included an array of Web 2.0 tools and other resources which were updated regularly on the homepage by educators across sectors. Some APs ESL and mainstream teachers introduced Web 2.0 tools successfully by reporting the outcomes on blogs, where educators exchanged the implications for their particular cohorts, for example newly arrived students with little to no English or refugee students. Popular sites and e-tools for ESL learners were:

- accessing acapela.tv – a free interactive program which translates text to speech in a range of languages
- incorporating MP3 players in guided reading sessions
- assessing oral language development in Kindergarten by using *Photo Story*
- using the ESL CGI teaching framework to introduce positional language using the *Bee-Bots*
- integrating ICT into language learning and developing ESL students technology skills e.g. *blogED*.

While the growing number of web applications certainly contributed to the constant stream of social commentary flooding the homepage, forums and individual blogs really harnessed the exchange of effective ESL teaching and learning that was happening daily in classrooms across sectors. Blogs proved high-traffic areas for most



Figure 3 The SLL Ning

visitors to the *SLL Ning*. The next most popular stop, with over 124 hits within a 3 month period, was the vodcast presented by APs ESL and mainstream teachers. It demonstrated the process of collaboratively planning, developing and evaluating the effectiveness of whole class and individual language learning plans, and explained the specific language learning needs of targeted ESL students at risk.

Since the introduction of the *SLL Ning* in July 2009, 251 members joined including teachers and school executives across the eleven schools and 17 groups were created. The groups catered for a range of purposes from cross sector online networks of teachers to a network of Community Liaison Officers. In the two year period, the *SLL Ning* attracted 6 279 hits from members. A total of 20 discussion topics and 100 replies were posted by teachers and executives. Clear communication was the key, according to a Teacher Educator in the Parramatta Diocese:

Communicating, creating, sharing resources and ideas about good ESL teaching practice across schools and between sectors has been a unique feature of this partnership...use of web 2.0 technologies has made it easy!A

ESL goes mobile

During the *SLL* project, a number of information technologies were trialled, however, the ESL pedagogical practices and processes remained fundamental in the collaborative planning and programming process for ESL and mainstream teachers.

Good teaching remains good teaching with or without technology. A technology should not be used as an end but viewed more as a resource for achieving learning goals.

Higgins et al (2007)

Some successful mobile devices for use with ESL learners included:

- using hand held vid-cams to capture student work samples for oral assessment

- incorporating MP3 players, iPod Touch and Nintendo DS Lite in guided reading sessions
 - using iPod Touch and Nintendo DS Lite across the learning stages to support students to practise initial language skills
- Across sectors, school teams are now using technology websites, such as [blogED](#), wikis, and [Edmodo](#), and continue to embrace new e-tools, such as iPads, to engage ESL learners in order to enhance their language and technology learning.
- follow up professional learning sessions with forums which have a set time frame, e.g. this forum will be open for two weeks
 - invite presenters to be guest moderators to introduce or conclude specific forum topics
 - designate a time, e.g. at the end of staff meetings, to encourage educators to actively contribute to blogs and/or forums
 - when posting in-between session tasks for specific whole school professional learning, e.g. Teaching English Language Learners (TELL), encourage participants to create and use a closed group for all in-house professional conversations
 - do not be discouraged if, initially, your site resembles a photo gallery. This is probably one of the best ways to start sharing what works!

Top e-tips for building an architecture of participation

- post a link to the NSW DEC social networking policy on the homepage along with a clear statement describing the aim of the website
- embed a widget to collect the number of hits your website is receiving. Remember, visitors may utilise the site extensively without ever posting anything!
- identify key people across the learning stages to provide ongoing professional learning in the use of the online program and monitor posts regularly
- on arrival, encourage members to post a profile picture and customize their homepage
- in consultation with your members, introduce tabs and other pages as required

Ongoing imp@cts

Following the success of the *SLL Ning* as a professional learning tool, networking, resourcing and communicating, many other educational nings have been created. In 2010, NSW DEC's Multicultural Programs Unit introduced five nings to support ESL programs including Teaching English Language Learners (TELL), Teaching Refugees in my Classroom, ESL Pedagogy projects (Figure 4), ESL New Arrivals Program and the Intensive English Program (IEP)

Learning Community. CEO Parramatta has introduced nings for a range of ESL communities and the Smarter Schools National Partnership projects (SSNP). For example the Mindful Learning: Mindful Teaching ning from CEO Parramatta supports the SSNP Literacy project. CEO Sydney has also created a series of nings to facilitate professional learning communities in the area of ESL.



Figure 4 ESL Pedagogy Projects

Due to the popularity of the *SLL Ning*, an archive has been captured on DVD and distributed to all the *SLL* schools. The *SLL Ning* archive reflects the essence of the collaborative learning environment which was built by the contributions made by educators. The DVD captures teachers, school leaders and parents working together to make a difference for student learning outcomes in high ESL schools.

References and further reading

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The School Magazine: a world of words since 1916



Alan Edwards, Editor, *The School Magazine*, describes some exciting challenges and changes for the magazine that include an interactive, online presence for 21st century students and teachers.

Next year *The School Magazine* enters its 97th year. Ninety-seven years of continuous production. Ninety-seven years of bringing joy to Australian children. That's almost five generations who have had a love of the literary instilled in them by this wonderful publication.

When the first edition of *The School Magazine* made its way to schools it was no doubt delivered in some parts by horse and cart. The year was 1916. French impressionist painter Monet was painting his *Water lilies* series. Australian troops, having just been withdrawn from Gallipoli, were fighting on the Western Front and elsewhere. Australia's population was under five million and the Prime Minister was Billy Hughes. Model T Ford cars were rolling off the world's first automated production lines and biplanes flew over Europe's battlefields.

The world that *The School Magazine* of 2011 caters to is very different indeed. Our task has been to keep pace with a changing world, staying as entertaining and memorable to our readers as ever, while ensuring that we maintain literary excellence and that the magazine remains as relevant a teaching resource as it has always been.

The technological revolution of the last couple of decades has created special challenges to us. With challenges come opportunities. A number of sensational things lie just

ahead for the magazine, our readers, and our subscribing teachers and

teacher librarians. Here are just some of the exciting developments that have been happening here at *The School Magazine* in 2011.

School survey and focus group

We know from the hundreds of student emails and letters that we receive each month just what our young readers enjoy and respond to in our magazines. We have also been anxious to find out

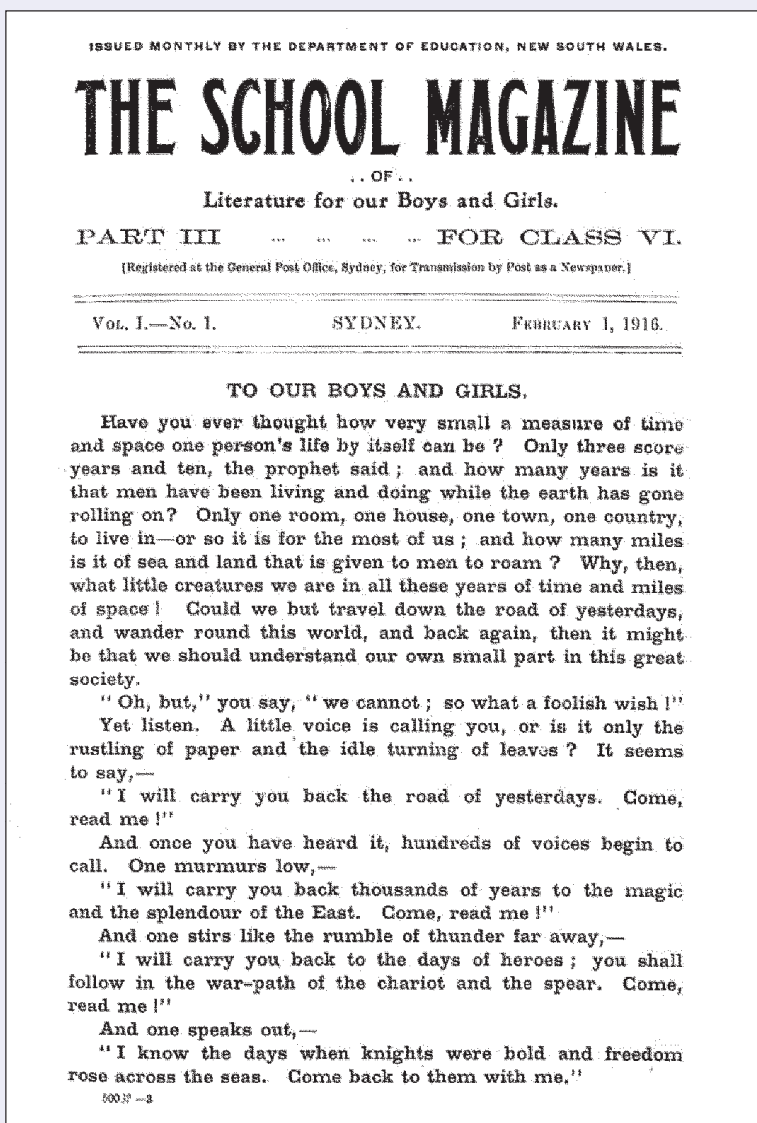


Figure 1 The first edition of The School Magazine

exactly what teachers and teacher librarians want and expect from our publications. So we commissioned a survey that, after careful designing, was sent out to over 3 300 public and private schools across NSW and around Australia. In addition, we convened an in-house focus group of nine teachers from all of the NSW regions, representing a variety of school sizes, socio-economic mixes and current- and former-subscribers. The results were enlightening. Some of the feedback asked for changes that were already underway. Other aspects of the data have led to a rethinking of the way in which we do things.

New website

One of the most ambitious changes to *The School Magazine* is the development of a completely new website. This was a consistent request from survey respondents, and a project that we already had in development. Our new website will be up and running later this year. It will have areas that target teachers, parents and students, ultimately offering a dynamic new digital teaching resource.

New logo

After careful discussions and deliberations, we have finally decided on a new logo to take us forward (Figure 2). Its bright colours reflect the rich oceans and forests of the planet and echo our new tagline: *A world of words* since 1916. The stylised graphics represent the opening pages of a magazine, or laptop or tablet computer. We have kept the traditional serif font to harken back to our early beginnings.



Figure 2 The new logo

Digital components

Research shows that there is still very

much a place for print media in literature and literacy. Our wonderful magazine will remain in an accessible hard copy format for the foreseeable future. We will also offer digital components! On our new website, there will be relevant and immediate teaching resources, including IWB compatible materials. Story extracts will be presented, along with online subscription and payment options.

More interactivity

The student section of our website will be interactive and engaging, incorporating the very latest social media developments. The vast majority of student emails and competition entries will be able to be published online, rather than the small number that our print magazine allows us to currently. There will be activities, puzzles and games to encourage greater student involvement with the magazine.

A wider range of School Magazine products

We plan to expand the range of our print products. This will initially occur through a series of *compilation* publications. So there may be, for example, a *Best of Blast Off 2012* or themed compilations, such as a *scary stories* edition. As a more enduring presence of *The School Magazine*, these books will no doubt be of particular interest to enthusiasts and lovers of literature and literacy in schools. Also under consideration is the publication of an annual bound volume of all magazine copies each year.

New-look magazines

You will have noticed that our magazine titles have undergone a change in their appearance this year (Figure 3). They are now colour-coordinated by title, and we have also made the internal layouts more dynamic and engaging. From all the feedback we have had, these changes have been very well received by teachers and students. This is a work-

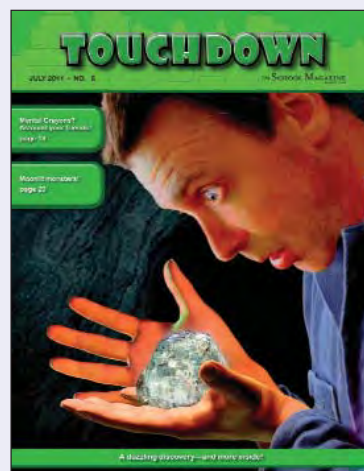


Figure 3 A new look magazine for 2011

in-progress, so expect even more sensational improvements to the look of our magazine titles in 2012.

Revamped teaching guides

In response to feedback we have had from teachers and teacher librarians, our teaching units are undergoing a major overhaul. In 2012, they will be known as *The School Magazine teaching guides*. They will make explicit the connections between lesson plans, and indicators and outcomes of the NSW curriculum and the incorporated new Australian Curriculum. Digital components will be offered in formats other than PDF, so that teachers can tailor lesson plans to their own needs, for example, utilising the *Teaching guides* in conjunction with IWBs.

We will continue to offer teaching tips that present more detailed and specialised information in targeted teaching areas as a great professional resource. Additional generic worksheets will be offered, as well as lesson plans tailored to different ability levels within classes, rather than taking a whole-class teaching approach as we have tended to do in the past. These are just some of the changes that you have told us you want ... and so, these are the changes that we will give you! ■

24/7 library access for DEC students

New student portals with enhanced features and functionality have been developed for all students Kindergarten to Year 12 and TAFE. [Access Student portal and Kidspace](https://detwww.det.nsw.edu.au/it/learnsyssupport/studentportal/index.htm) support materials <<https://detwww.det.nsw.edu.au/it/learnsyssupport/studentportal/index.htm>> using the left navigation panel. Materials include videos, printable user guides and an interactive demonstration tool for each version of the new student portal.

All school students now access their student portal, from home and at school, from a new URL <<http://student.det.nsw.edu.au>>. If students login to the student portal using the old URL <<http://portal.det.nsw.edu.au>>, an alert will direct them to the new URL.

If your school computers are automatically redirected to the student portal after authentication, and this has been managed by your Regional Technology Adviser, they will ensure that automatic redirection to the new student portal URL after authentication is in place.

Figures 1, 2 and 3 show where students can access their school's library, 24/7. To access the new *Student portal*, students login at <student.det.nsw.edu.au>.



Figure 1 Student portal for secondary students, showing the Visit your school library online link



Figure 2 Kidspace, the student portal for K-2 students, showing the School library link

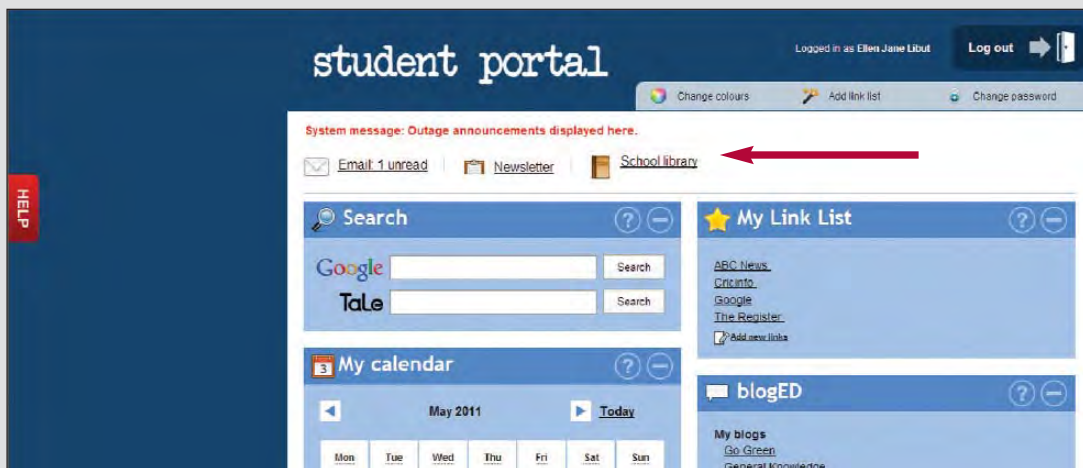


Figure 3 Student portal 3–6 students, showing the School library link

Congratulations Pru

Pru Mitchell is the winner of ASLA Citation Award for 2011. This award was presented to Pru for her commitment to the profession at the 2011 ASLA XXII Conference held at Saint Ignatius College, Riverview, Sydney, NSW, 2–5 October.

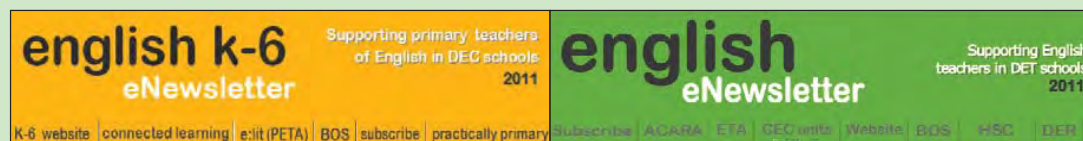
Currently the SCIS Subscriber Support Coordinator for Education Services Australia, Pru has been actively involved with school libraries for nearly 30 years. Congratulations Pru.

The ASLA XXIII conference will be held in Hobart, Tasmania in 2013.



ASLA President, Isobel Williams presenting Pru with her citation at ASLA XXII Biennial Conference

English eNewsletters



The NSW Department of Education and Communities (DEC) English eNewsletters are published irregularly throughout the year. They include information on the new English syllabus, pointers to websites, articles and general snippets of relevance to all teachers of English as well as teacher librarians. Some links may refer to DEC publications which require DEC portal logins.

To receive either the K–6 or 7–12 English eNewsletter, please email

K–6: Sue Morton
 r/Support Officer, English K–6
 NSW Curriculum Learning & Innovation Centre
susan.morton@det.nsw.edu.au

7–12: Prue Greene
 Senior Curriculum Support Officer English K–12
 NSW Curriculum & Learning Innovation Centre
prudence.greene@det.nsw.edu.au



Therese Kenny,
Assistant Editor, School
Libraries and Information
Literacy.

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 Communities (DEC).

Copyright for reviews is held by the NSW Department of Education and Communities. 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.

Resources are reviewed by teacher librarians, teachers and consultants across NSW. See *Who reviews?* for more information about the reviewers.

Access to reviews and resources

The searchable database of resource reviews includes those published in *Scan* and more! Go to the Departmental website www.schools.nsw.edu.au/resource-reviews.

Selected reviews for HSC syllabuses are also available on *NSW HSC online* at hsc.csu.edu.au.

Use *Scan* to select resources and include them in your school collection. For example, use the barcodes of e-resources to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. DEC users can ensure ready access for teachers and students to the range of online resources through *My Library*.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified.

KLA and USER LEVEL should only be used as a guide, as many resources transcend age and subject barriers.

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)

Key Learning area (KLA) abbreviations used:

AC	Australian Curriculum
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	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework.

ABSTRACT indicates a 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 and Open Clip Art Library www.openclipart.org.

Looking for more reviews?



Search the comprehensive *Resource reviews database* at www.schools.nsw.edu.au/resourcereviews. For your convenience, scanning the QR code above will open this website.

The NSW
Curriculum and
Learning
Innovation
Centre supports



**National
Year of
Reading
2012**

e-resources

Resources are listed in Dewey order.

Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed. Icons used:

	app for iPad/iPhone/iPod touch; app for Android
	digital authoring tool; learning platform software
	e-book; e-journal; online database
	interactive e.g. game; learning object
	media presentation e.g. podcast; slide show; digital story; video; audio
	website
	must be purchased
	scan selected e-resources into SCIS <i>Create orders</i> or check SCIS <i>Special order files</i>

Harry the dirty dog

www.storylineonline.net/harry/fullscreen_lg.html



This is an online version of the classic story about Harry and his endeavours to avoid having a bath. First published in 1956, it is now available free online for children to experience and enjoy. The book is brought to life with the eloquent reading of Betty White. Throughout the reading, animated pictures of the book are shown. There are captions along the bottom of the screen that can be turned off if not required. This is one of the children's books on offer from the *Storyline online* streaming video program featuring famous actors reading children's books aloud. Related activities are available with a download option. The video can only be viewed online and *Flash 8* or later is required. It could be used as a model for children to record themselves reading stories with expression using a variety of pitch and tone. This **e-book** is useful as an introduction to a discussion on hygiene in Early Stage 1 COGs unit (D): *Healthy choices* or simply as a valuable sharing experience of a classic story on the IWB. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
SCIS SUBJECTS: Dogs – Fiction
PUBLISHER: Screen Actors Guild Foundation, USA

REVIEW DATE: 07/10/2011 [F]



SCIS 1522662

Dipity

www.dipity.com



Interactive digital timelines can be found and created on this attractive site. The simple interface allows for easy navigation. Ranging from current world affairs to historical events, users can find timelines with the **Search** function or use **Hot Topics** to view the most popular ones. Free sign up for persons thirteen years or older is necessary before timelines can be created. With this **Personal plan**, it is possible to create three timelines containing one hundred and fifty events in each. Content can be synchronised from a wide variety of social media sources. Also, links can be made to *Google maps*. When completed, timelines can be embedded in other sites or blogs. Student designed timelines could prove useful writing prompts for autobiographies and biographies, or as a tool for understanding character development or chronological plot sequence. As some content is not linked to the curriculum, previewing by the teacher is suggested before classroom use. H. Gardiner

USER LEVEL: Stage 5 Stage 6
KLA: English; History
SYLLABUS: English 7-10; English Stage 6; History 7-10; Modern History Stage 6
SCIS SUBJECTS: Time; Chronology, Historical – Computer applications

PUBLISHER: Underlying, USA
REVIEW DATE: 07/10/2011 [001.02]



SCIS 1521929

StaySmartOnline

www.staysmartonline.gov.au



ABSTRACT

A cyber security guide produced by the Australian Government, this website provides information for Australian internet users on the simple steps they can take to protect their personal and financial

information online. Directions are available for **Home internet users**, **Small & medium business**, **Schools & teachers**, **Teens**, and **Kids**. An **Alerts** link offers information on the latest computer network threats and vulnerabilities in simple, non-technical language. It also provides solutions to help manage these risks and the option to subscribe freely to an *Alerts service*. Video clips, available from the home page, give directions on different ways to manage computer security, and present recounts of experiences by people who have encountered problems with their computer security in the past. Hyperlinked *Top tips* offer sound advice, and there are many downloadable brochures on specific issues.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Community Professional
SciTech; TAS
KLA: Information & Software Technology
SYLLABUS: 7-10; Information Processes & Technology Stage 6; Science & Technology K-6; Technology (Mandatory) 7-8

SCIS SUBJECTS: Internet – Safety measures; Internet – Social aspects; Safety education
PUBLISHER: Canberra: e-Security
REVIEW DATE: 07/10/2011 [004.67]



SCIS 1354468

i-nigma

www.i-nigma.com/Downloadi-nigma Reader.html



Available for *Android*, *BlackBerry* and *Apple* mobile devices, *i-nigma* claims to be the most widely used mobile barcode reader in the world with over 150 million patrons. Once installed, this free **app** allows users to scan QR codes, and traditional one dimensional barcodes, by pointing the device's camera at the barcode image. Students and staff can also create QR codes using the *i-nigma* website <www.i-nigma.com/CreateBarcodes.html>. Both services work reliably though, as a rule, results are better on a flat display surface and when long URLs are shortened (e.g. via a service like *TinyURL* <tinyurl.com>). Like other QR code services, *i-nigma* could be utilised to create QR codes to embed on the jacket of physical library resources. These codes could, for example, refer students conveniently to book trailers, reviews, related fan fiction and supplementary information about each book. Teachers seeking ideas and inspiration for using QR codes in the classroom and library may be interested in the *iPad4Ed diigo* group <groups.diigo.com/group/ipad4ed>, and in Gwyneth Jones' insightful presentation, *QR codes in the classroom & the library, too!* <www.slideshare.net/gwynethjones/qr-codes-in-the-classroom-the-library-too>. T. Kenny

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: Optical data processing; Scanners
PUBLISHER: 3GVision
REVIEW DATE: 07/10/2011 [006.4]



SCIS 1529046

Photovisi – easy photo collages!

www.photovisi.com



Users can quickly and easily create a photo collage using their own digital photographs. There is a wide variety of preloaded style formats to select from. Uploaded photographs can be added automatically to the selected layout, making this application suitable for students to use. The application offers limited editing facilities. Publishing options are available, including sharing it on *Facebook* and *Twitter*.

Students can email completed work to their teacher or peers. The image is only saved for four days and will need to be downloaded promptly. Teachers are reminded to examine gallery contributions, the **Terms of use** and **Privacy policy** on this site. This uncomplicated application offers a novel way to publish digital imagery. N. French

USER LEVEL: Stage 5
KLA: CA
SYLLABUS: Creative Arts 7–10
SCIS SUBJECTS: Collage; Composition (Photography); Computer graphics; Photography – Computer applications
PUBLISHER: Photovisi.com, USA
REVIEW DATE: 07/10/2011 [006.6]

 SCIS 1510774

Viscosity: the modern art generator



windowseat.ca/viscosity

A captivating digital tool to generate abstract art designs online, this is enjoyable, relaxing and creative. Browsing the gallery of art created with *Viscosity* gives users an idea of the scope of the program, and the skill of some creators. Those who wish to experiment with the program can click the **Create** link, which presents a page with the tools needed to generate a personal artwork in this medium. Image size, brush size, and colour schemes can be chosen. Finer details such as opacity or moving the image on the screen can be selected later. Saving the image initially places it in the online gallery and, from here, it can be downloaded and saved to a personal computer. Students with an interest in the technology behind the tool can **Learn** about how and why it was constructed. It has application to visual arts and technology subject areas. Teachers are reminded to examine gallery contributions and the terms of use on this site. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Creative Arts K–6; Software Design & Development Stage 6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Computers in art; Computer graphics
PUBLISHER: J. Weir, [Canada?]
REVIEW DATE: 07/10/2011 [006.6]

 SCIS 1529128

BrainPOP: blogs



www.brainpop.com/english/writing/blogs

A short, engaging video on this section of the large *BrainPOP* site clearly explains what a blog is, how blogging began and how blogs can be used in today's world. Cybersafety is mentioned briefly with a deeper coverage available by subscribing to the site. Freely available information about blogging is provided in related **Activities**, **Quiz**, **Q&A** and **FYI**. Sections within these expand to include printable worksheets, a **Graphic organiser**, **Graphs**, **stats and numbers** and a test of glossary of terms used. Designed to reinforce the concepts introduced in the video, these activities could be useful for independent revision. Teachers may wish to explore the many free resources on the *BrainPOP* site by registering at **BrainPOP educators**. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Weblogs
PUBLISHER: BrainPOP, USA

REVIEW DATE: 07/10/2011 [006.7]



SCIS 1524003

Seeing Australia on screen



irpublic.cli.det.nsw.edu.au/irrSecure/Cli/Download.aspx?resID=6380&v=1&preview=true&target=PUBLIC

ABSTRACT

Supporting the NSW *English Years 7–10 syllabus*, this site provides material for the study of Australian literature and film-making. It offers insights into Aboriginal and multicultural experiences in Australia. There are links to resources on the **Australian screen website** and in the **National film and sound archive**. The **Digital resource finder** displays information and video clips on films with direct curriculum links appropriate to different Australian states, educational stages, and subject areas. **Black screen** provides access to Indigenous films and the **Education collection** is designed to help teachers and students make the most of moving image resources on the site. Teachers' notes and expert curators' notes accompany the clips.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6; History 7–10
SCIS SUBJECTS: Cultural relations; Cultural diversity. National characteristics, Australian
PUBLISHER: CLI, Australia
REVIEW DATE: 07/10/2011 [306.0994]



SCIS 1519757

Current banknotes



www.rba.gov.au/banknotes/types/index.html

Information on the current banknotes in circulation in Australia is provided on this website. Explanations on design features, issue dates and security are included for each note. There are hyperlinks to biographies of notable individuals featured on each note. This government site is published by the Reserve Bank and has reliable and up to date information. The site is easy to navigate and would be a valuable example to use on an IWB to demonstrate how to use the features of a website. A fascinating video on the launch of the polymer banknotes in 1992 outlines information on the designs and security aspects of the currency. A useful resource for the Stage 2 COGs unit (B): *Being Australian* and Stage 3 COGs unit (B): *Identity*, this site is sure to intrigue and enlighten students. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Banknotes
PUBLISHER: Reserve Bank of Australia, NSW
REVIEW DATE: 07/10/2011 [332.4]



SCIS 1523006

Atlas of living Australia



www.ala.org.au

An exciting partnership between the CSIRO, Australian museums and other biodiversity research groups, this atlas aggregates information about Australian flora and fauna. Using an intuitive search interface, students access a wealth of rich multimedia data about animal and plant species in their local region or state. Within the search results, tabs along the top of the page provide convenient

access to maps, scientific classification data, an image and video gallery, and supplementary online resources. Although younger students may require assistance navigating this expansive website, they could be directed specifically to **Explore**, a search facility. Alternatively, these students could identify species in their local neighbourhood with **Explore your area**. Older students, in addition to extracting information from the ALA repository, could be invited to register as contributors, sharing their personal sightings and photos through one of ALA's **Current citizen science projects**. For secondary students, this site provides data and tools to investigate concepts surrounding biodiversity, taxonomy, climate change and conservation, corresponding with the Biology Stage 6, Geography 7–10 and Science 7–10 syllabuses. T.Kenny

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE, Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6; Geography 7–10; HSIE K–6; Science 7–10

SCIS SUBJECTS: Biodiversity; Australia – Environmental conditions; Australia National Collaborative Research Infrastructure Strategy

PUBLISHER: 07/10/11 [333.95]

REVIEW DATE: 07/10/11 [333.95]



SCIS 1521391

School A-Z: tools, tips and resources for parents



www.schoolatoz.nsw.edu.au


ABSTRACT

The site is an online community for parents. It supports parents who are helping K–12 students with homework and the school life environment. **Homework and study** concentrates on **English** and **Maths**, with tips on completing homework projects in other subjects, and information on plagiarism and critical reading skills. **Wellbeing** has advice and suggestions for students' physical, mental and social development. **Technology** features information about cyber safety and a **Technology A-Z** dictionary. **School guide** discusses stages and aspects of schooling, and the typical choices that parents and students will encounter within the K–12 years. **Conversations** is an avenue for parents to communicate using the site's *Facebook* and *Twitter* pages.

USER LEVEL: Community Professional
SCIS SUBJECTS: Education – Parent participation; Parent and child

PUBLISHER: NSW Department of Education and Communities, NSW

REVIEW DATE: 07/10/2011 [371.19]



SCIS 1526407

BrainPOP



www.brainpop.com

Junior and middle years students will engage in learning with the abundance of free movies, games, quizzes and activities related to Science, HSIE, English, Maths, Technology, Health, Arts, Music and ESL on this website. It is easily navigated using colourful icons, and the written text is complemented by visual images and interactive activities. A subscription is available and allows entry to more resources. Teachers may access the educators' area and discover many lesson plans, resources, and further training. Although targeting American and Canadian curriculums, many aspects are relevant to NSW syllabuses. It is a stimulating resource that could be used to

introduce topics or consolidate knowledge using an IWB. A. Frost


USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English; HSIE; Mathematics; PDHPE; Science; SciTech

SYLLABUS: English K–6; English 7–10; Geography 7–10; HSIE K–6; PDHPE K–6; PDHPE 7–10; Science 7–10; Science & Technology K–6; Visual Arts 7–10

SCIS SUBJECTS: Educational games; Teaching – Aids and devices; Classroom activities

PUBLISHER: BrainPop, USA

REVIEW DATE: 07/10/2011 [371.33]



SCIS 1522000

Creating puzzles and interactives



irpublic.cli.det.nsw.edu.au/IrrSecure/CLI/Download.aspx?resID=6380&v=1&preview=true&target=PUBLIC

ABSTRACT

This webpage has selected links to sites with wizards and software to create puzzles, Flash activities and interactives for crosswords. There are word searches, logic puzzles, sudoku, maths puzzles, bingo cards, flashcards, charts, graphs, quizzes and questions, and other content. *The teachers corner* has a range of resources including **Printable worksheets**. Puzzles and interactives available here have application to most syllabus areas and can be used at various learning stages.

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional


KLA: CA; English; HSIE; Mathematics; Science; SciTech

SYLLABUS: Creative Arts K–6; English K–6; English 7–10; Geography 7–10; History 7–10; HSIE K–6; Mathematics K–6; Mathematics 7–10; Science 7–10; Science & Technology K–6

SCIS SUBJECTS: Puzzles – Design and construction; Quizzes – Design and construction; Teaching – Aids and devices

PUBLISHER: CLI, Australia

REVIEW DATE: 07/10/2011 [371.33]



SCIS 1526511

Video library



abcdeducation.net.au/videolibrary

In partnership with Education Services Australia, this segment of the ABC website provides a range of video clips sourced to support the Australian Curriculum. The collection caters for history and science learning; it has a current emphasis on environmental studies within those two fields. A keyword list helps direct research. Video clips are brief and would work well as an initial lesson focus. Segments are extracts from ABC news bulletins, *Four corners*, *This day tonight*, *Nationwide*, and similar informative programs from the last few decades. Each video clip is supported by a description of contents and a detailed explanation of educational values. Some time spent browsing the contents could provide teachers with topical links and useful IWB resources. C. Sly

USER LEVEL: Professional

KLA: AC; HSIE; Science

SYLLABUS: History 7–10; Modern History Stage 6; Science 7–10

SCIS SUBJECTS: History – Audiovisual aids; Science – Audiovisual aids

PUBLISHER: ABC, Australia
REVIEW DATE: 07/10/2011 [371.33]



SCIS 1522932

Fun with metal



www.museumnetworkuk.org/materials/materials/metalfun.html

A valuable e-resource, this site offers an enjoyable and informative guide to metal sculpting. Working with the easy to use toolbar, students can choose from headings such as **Where** is metal found and **Types** of metal. After learning about the history and types of metal, a student can partake in an interactive activity to create a virtual sculpture. The process of constructing a bronze sculpture is straightforward and simple to understand. The basics of metals and their use in the fine arts is explained well by this resource. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Bronzes
PUBLISHER: Museum Network, UK
REVIEW DATE: 07/10/2011 [731.4]



SCIS 1445587

Learning media: online activities



learningmedia.co.nz/resources/online-activities

With a focus on Mathematics and English learning, the site provides free interactive materials that would present very well on an IWB. Current resources include **Alien addition**, where students pilot a space bus through another galaxy, and **Speak up!**, a cartoon writing exercise which helps students solve problems through dialogue. **Home, sweet home** is a mind mapping activity based on living underground in an Australian town. All resources have teachers' notes which can be opened without downloading the resource. The notes give an overview of content and learning, with clearly expressed ideas on how the resource can be used and its value for teachers. In another section of the site, **Teacher support materials online** contains a large number of literacy focused resources which complement reading material from the publications **HighWire Magazine**, **Skyrider chapter books**, and **First stories**. Overall, this useful site contains a valuable collection of interesting resources. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English; Mathematics
SYLLABUS: English K–6; Mathematics K–6
SCIS SUBJECTS: Interactive media; Elearning; Interactive multimedia; eLearning
PUBLISHER: Learning Media, NZ
REVIEW DATE: 07/10/2011 [371.33]



SCIS 1529058

Free educational movies: the KidsKnowIt Network



www.kidsknowit.com/interactive-educational-movies/index.php

Featuring 32 free online movies, this site created by elementary teachers for students is perfect for viewing on an IWB. The creators of the site boast about the accuracy of information included and they aim to create an exciting way for students to learn about a range of subjects. A variety of literacy and science topics can be found, along with one mathematics strand. Each video begins with an outline of learning and is narrated by a robotic voice. While the

voice of the narrator can become monotonous, the information is aimed at primary school level and is accompanied by animated video. Students' knowledge can be tested at the end of each video by completing an online task, either as a class using an IWB or independently if students are using individual computers. K. McDonell

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; Science
SYLLABUS: English K–6; HSIE K–6; Science K–6
SCIS SUBJECTS: Audiovisual materials; Films in education

PUBLISHER: KidsKnowIt Network, USA
REVIEW DATE: 07/10/2011 [372.133]



SCIS 1522796

The great race



learnenglishkids.britishcouncil.org/en/short-stories/the-great-race

An animated story about how the Chinese zodiac was created can be discovered on this site which caters for children around the world learning English as a second language. The Emperor sets a task for the animals to complete in order to give a name to each year of the zodiac. The written text is shown at the bottom of each page as the narrator reads the story. The clear voice and supporting sound effects will engage young readers. The video requires *Flash* and, as it is contained in a small screen, lends itself to individual use. Children could use this as a homework task or independently in a classroom setting. It would also be a good site to recommend to parents as a **Parents** section is offered. Reading and writing activities are available. Additional links in the **More about this topic** box are useful for further exploration of the Chinese New Year, in particular **My favourite day – Chinese New Year** and the **Chinese rabbit quiz**. It will be useful when undertaking any study on celebrations in particular Early Sage 1 COGs unit (B):*Me* and will prove a valuable resource for ESL and NESB students. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: Folklore, Chinese; Zodiac – Folklore; Animals – Folklore
PUBLISHER: British Council, UK
REVIEW DATE: 07/10/2011 [398.2]



SCIS 1522658


Ultimate fairy tale resource guide



www.theaterseatstore.com/ultimate-fairy-tale-resource-guide

Featuring a wide range of resources and offering some literary depth in its content and presentation, this website is an excellent compilation of links to fairy tale resources. The site is a portal that provides an annotated list of useful resources, including lesson plans, WebQuests, writing guides, articles, critical analysis, reading lists, and retellings of tales. A large section of the site is given to the understanding, enjoyment and writing of *Fractured fairy tales*. Some of the site's material will suit K–6 work, and some is better suited to use by English 7–10 students. For senior English students contemplating a study of fairy tales, the site's content and its short introduction may inspire ideas for critical analysis, and help students precisely define a study topic. For teachers building units on fairy tales, the site is a strong resource for investigating what the internet has to offer. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6: Extension 2
SCIS SUBJECTS: Folklore – Study and teaching; Fairy tales; Teaching
PUBLISHER: Theatre Seat Store, USA
REVIEW DATE: 07/10/2011 [398.207]



SCIS 1529053

Nursery rhymes collage maker



www.bbc.co.uk/cbeebies/games/atoz/n#/lb/misc/nurseryrhymecollagemaker

Three popular nursery rhymes are presented in an interactive manner on this delightful site. Students are able to select and place a character or object onto a picture and watch how they interact. For example, in *Hey diddle diddle*, the dish will attempt to play the fiddle if they are placed together. When **Play** is selected an animated version of the original nursery rhyme is presented. Maximum enjoyment would be achieved if students accessed the site on the IWB and the activity would be a great stimulus for innovating on the original text by asking students to create their own rhymes. This could be done either independently, in **Personal and social, Understanding the world or Creative development**, all of which are hyperlinked and geared towards achievement of outcomes in the *English K–6 syllabus*. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Nursery rhymes – Problems, exercises, etc; Educational games
PUBLISHER: BBC, UK
REVIEW DATE: 07/10/2011 [398.8076]



SCIS 1523517

Mai's place: living book



www.learningplace.com.au/deliver/content.asp?pid=36651

ABSTRACT

Part of the *Mai's place* interactive learning environment, this living book is a valuable tool to use with ESL and NSB students for whom it was originally developed. It introduces the names of the rooms in a house, with the help of Mai, in a visual and non-threatening way. Mai's voice is that of an Australian child and the foundation script text is shown clearly as Mai moves from room to room. The voice can be repeated as many times as needed by clicking on the book symbol. This is a simple tool that is designed to help the user develop basic vocabulary related to the rooms in a house. It can be previewed or viewed online, or alternatively it is free to download for non-commercial educational purposes. Developed by Education Queensland ICT Learning Innovation Centre, it is worthy to be included in all early phase ESL and NSB programs and may be useful for Early Stage 1 COGs unit (A): *Our place*. G. Mauge

USER LEVEL: Early Stage 1
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: English language – Vocabulary; Educational games; Elearning
PUBLISHER: ICT Learning Innovation Centre, Qld
REVIEW DATE: 07/10/2011 [428.107]



SCIS 1522665

Pomegranate pips: stories for younger children



www.longlongtimeago.com/lta_pomegranatepips.html

Providing simply illustrated online stories for beginning readers, the site will give pleasure and information to young students. **The adventures of Meera** is six illustrated stories about the daily adventures of a young Indian girl. In these narratives, Meera enjoys family life and goes to school, she gets lost and she visits the zoo to see India's national bird, the peacock. **Kitten-Cat** has four short and simple stories which could be used to search for, highlight and list parts of speech. Teachers could use this website to compare and contrast school life in two contrasting cultures, searching for cultural differences and similarities. The site supports the study of Asian life and stories within the Australian Curriculum. D. Johnston

USER LEVEL: Stage 1 Stage 2
KLA: AC; English
SYLLABUS: English K–6
SCIS SUBJECTS: Reading; Educational games; Short stories

PUBLISHER: R. Chowdhury, USA
REVIEW DATE: 07/10/2011 [428.4]



SCIS 1523494

Teaching & learning resource pilot



www.abceducation.net.au

ABSTRACT

Making resources more readily available to all Australian teachers is the main aim of this joint pilot project between the Australian Broadcasting Commission (ABC) and the Centre for Learning Innovation (CLI). Resources featured on this ever growing website come directly from **ABC TV, ABC Radio and ABC Online** and are categorised according to current NSW BOS syllabuses and the Australian Curriculum. Each resource is tagged with a variety of relevant keywords appropriate to current syllabuses. Users are able to add new tags to each resource. Search results can be further filtered into **Audio, Video, Animation, Graphics, Learning Object, Activities and Reference material** sections. Many resources would be suitable for use with an IWB or on laptop computers. Video clips to be shown on an IWB should be viewed first as some previewed were not suitable for large screen viewing. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: AC; Science; SciTech
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth and Environmental Science Stage 6; Physics Stage 6; Science 7–10; Science & Technology K–6; Senior Science Stage 6

SCIS SUBJECTS: Science
PUBLISHER: ABC Science, Australia
REVIEW DATE: 07/10/2011 [500]



SCIS 1523805

Nina's lab



www.bbc.co.uk/cbeebies/games/atoz/n#/lb/nina/ninaslab

Providing interactive educational games and instructional video clips, this vibrant site focuses on making science fun and engaging for young learners. Playing the games is easy as it requires use of either the mouse or the space bar. **How to play** instructions are accompanied by lucid audio narration. Players are directed to find equipment necessary for experiments, or learn more about the

senses by selecting specific neurons to help complete matching tasks. A **Help** function is available to provide assistance where necessary. A range of short video clips demonstrating simple science experiments can be easily accessed. Colouring pages and other craft activities are found in **Make and colour**. The site could be used to reinforce the teaching of the senses or other basic science concepts. Best modelled before independent use, it is also perfect for use on an IWB as an engaging class activity. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Science – Experiments; Scientific recreations; Educational games
PUBLISHER: BBC, UK
REVIEW DATE: 07/10/2011 [507.8]



SCIS 1521990

Math in daily life: how do numbers affect everyday decisions?



www.learner.org/interactives/dailymath

A number of practical applications of mathematics including home decorating, savings and credit, and probability are available on this website. Topic links guide a user to a comprehensive, but wordy, explanation followed by an example and an associated exercise. Some of the exercises allow students to enter and change data but many require only reading and working out, which students may find less engaging than similar sites. The **Related resources** link offers an extensive list of websites containing learning resources and maths activities. **Workshops and courses** contains information about a range of online professional development courses for educators and **View programs** lists learning materials available for all KLAs. Information is more suitable for Stage 5 and 6 students due to the amount of reading, and the measurement activities make use of imperial measure units. P. Hannan

USER LEVEL: Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: General Mathematics Stage 6; Mathematics 7–10
SCIS SUBJECTS: Mathematics
PUBLISHER: Annenberg/CPB Project, USA
REVIEW DATE: 07/10/2011 [510]



SCIS 995830

Graphing calculator



my.hrw.com/math06_07/nsmedia/tools/Graph_Calculator/graphCalc.html

An uncomplicated but effective online graphic calculator, this tool is able to plot up to four curves on the same Cartesian plane. Equations can include all powers of x as well as trigonometric exponential and logarithmic functions, although there is no capacity for inverse functions. The curve for each equation is graphed in a separate colour and there are zoom and tracing buttons. The scale on each axis can be adjusted individually and points of intersection accurately identified. An uncluttered layout, devoid of links and advertisements, and the use of a web interface for menus and commands, makes this program engaging and easy to use. It is a valuable tool for students studying coordinate geometry and functions in Mathematics Stages 5 and 6. P. Hannan

USER LEVEL: Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: General Mathematics Stage 6; Mathematics 7–10; Mathematics 2

SCIS SUBJECTS:

Unit Stage 6
 Calculators; Mathematics – Computer applications; Graphs
 HRW, USA
 07/10/2011 [510.28]

PUBLISHER:
REVIEW DATE:



SCIS 1522505

KidsNumbers.com



www.kidsnumbers.com

Dedicated to making maths enjoyable for children, this website is designed by teachers. It is divided into the nine Mathematics curriculum areas. Each of these is offered at different grade levels. A twelve week foundations program is included for the four maths operations and includes learning, practising or revising skills. A variety of practice games is available. These can be accessed by the side menu on the website. Advertisements around the page may distract some students and the site would be better viewed on an IWB at first to explain the navigation process and direct students to relevant activities. Full use of the site requires an annual subscription fee and details for this can be found through the **Membership** link. R. Parnis

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS: Mathematical recreations; Number games
PUBLISHER: KidsKnowIt Network, USA
REVIEW DATE: 07/10/2011 [510.76]



SCIS 1523010

About the sun



solar-center.stanford.edu/about

With an abundance of knowledge and new perceptions of the sun, this website presents information on solar science and the sun's historic place in international cultures. Students can view current solar images of winds, spots and storms, taken from scientific observation sites. The solar viewer is an extreme ultraviolet imaging telescope, described as the ultimate webcam. Downloadable aspects of interest include films of very recent sun activity, a PDF book on the science of the sun for primary students, and an interactive **Physics of the aurora** in **Solar phenomena on Earth**. An historical perspective in **Ancient observatories** documents how sunlight played a vital role for the Aztecs and Mayans, and at Stonehenge and Angkor Wat. There is an excellent collection of **Solar folklore** and **Solar art & literature**. The childlike home page is deceptive: this large site has an extraordinary depth and range of material, from solar music and sun dial templates, to highly technical solar data and images for the Senior Science Stage 6 Option: *Space science*. It is a superb resource for a wide range of student ages and abilities. D. Johnston

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; SciTech
SYLLABUS: History 7–10; Science 7–10; Science & Technology K–6; Senior Science Stage 6
SCIS SUBJECTS: Sun
PUBLISHER: Stanford Solar Center, USA
REVIEW DATE: 07/10/2011 [523.7]



SCIS 1523528

Bumper cars



www.learner.org/interactives/parkphysics/bumpcars.html

Attempting to engage students in Newton's law of motion by appealing to children's love of games, this page is part of a website about physics and amusement park rides. An explanation of bumper cars and how they work in relation to the laws of physics is written in a concise and easy to read manner along with a link to additional information about Newton's laws. The bottom of each page offers a back button for easy navigation. There is access to a detailed **Physics glossary** and another link to **Colliding cars** where users are given three scenarios and are required to evaluate what the reaction of the bumper cars in each situation will be. The scenarios could be a useful teaching focus for Mathematics, Science or literacy lessons. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: English; Science
SYLLABUS: English K-6; Science K-6
SCIS SUBJECTS: Motion; Motor cars; Amusement Parks

PUBLISHER: Annenberg Foundation, USA
REVIEW DATE: 07/10/2011 [531]



SCIS 1522806

Talking textiles. Colour is all around us



www.childrensuniversity.manchester.ac.uk/interactives/artanddesign/talkingtextiles/colourwheel.asp

An interactive website, this focuses on the nature and symbolic meaning of colours. It presents the basics of primary and secondary colours, and explains how different shades or tertiary colours can be achieved. Feelings and emotions associated with colours are also considered. It is an informative site that concludes with a quiz testing students on the information they have gained. The site provides a quick rundown on colour basics and would be well suited to the interactive classroom. N. Roche

USER LEVEL: Stage 1 Stage 2
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Colour
PUBLISHER: University of Manchester, UK
REVIEW DATE: 07/10/2011 [535.6]



SCIS 1445702

Interactives. Dynamic Earth



www.learner.org/interactives/dynamicearth/index.html

Providing a self-paced unit of work, this excellent resource allows students to read, watch animations and participate in a variety of interactive activities all concerning plate tectonics and the dynamic nature of planet Earth. This fine website is easy to navigate and presents information about plate tectonics using uncomplicated diagrams and text written at an appropriate level. Stage 5 Science students will find this an engaging student-centred learning resource when completing outcome 5.9.4 on *Plate tectonics*. The test at the end in **Test skills**, allows students to revise incorrect responses by providing direct links to areas requiring revision. Earth and Environmental Science Stage 6 students when beginning topic 9.2 on *Plate tectonics* will also find much of the information presented extremely valuable as revision. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science

SYLLABUS:

Earth and Environmental Science
Stage 6; Science 7-10
Physical geography; Geomorphology
Annenberg Foundation, USA
07/10/2011 [551]

SCIS SUBJECTS:

PUBLISHER:

REVIEW DATE:



SCIS 1523795

Biology for kids



www.kidsbiology.com/

Showcasing a variety of common biological areas, this effective website is one well worth bookmarking. The **Human biology** section is one of the more useful areas for Stages 4 and 5 students as it covers the common areas of respiration, circulation, excretion and endocrine systems. The information provided, whilst brief, does offer relevant, appropriate detail. Biological topics covered in the **Biology** section include genetics, viruses, five kingdoms, classification, cells, living things and origin of life. The **Animals** section has a great, easy to use database, perfect for any classification unit of work. Unfortunately, all web pages have advertisements throughout, which may be distracting for most students. Specific teacher direction will be required for effective classroom use or alternatively, the website is better used on an IWB. The various games found in the **Biology games** section would be enjoyable whole class activities when completing Biology based units of work. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
SCIS SUBJECTS: Biology
PUBLISHER: KidsKnowIt Network, USA
REVIEW DATE: 07/10/2011 [570]



SCIS 1523782

Scholastic explorers



teacher.scholastic.com/activities/explorer

With opportunities for students to be an explorer or to choose an expedition, this website provides a variety of biomes to study. The expeditions include investigating rainforest animals and ocean ecologies, where students may view field sites, read reports, listen to an explanation of their mission, and explore. The Earth Watch Institute is linked onsite to these endangered ecosystems, and research topics and information from the Grolier Online Encyclopedia is included. The sample glossary and a detailed bibliography of print resources and online links are useful and well presented. Interactive activities allow students to create a food web for a jaguar and build a caterpillar to suit the rainforest environment of Costa Rica. This involves selecting camouflage colours, adding protective spines and faculties, and explaining the choices made. This website supports the study of marine ecology, rainforests and other societies. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Ecology
PUBLISHER: Scholastic, USA
REVIEW DATE: 07/10/2011 [577.07]



SCIS 1523494

Download free software, such as Adobe digital editions or Calibre, to read e-books on your computer.

Tigers: spy in the jungle



www.jdp.co.uk/programmes/Tigers-Spy-in-the-Jungle

Award winning British producer and director John Downer gives users a rare view of tiger cubs. Eight short videos are featured on the website. All are of very high quality and incorporate an innovative camera technique. Wonderful for use on an IWB, they will prove useful for building background knowledge in Accelerated Literacy lessons that use texts with a similar focus. Each video captures rare footage of tigers, monkeys and leopards and all are narrated by David Attenborough. One video entitled **Tigress kills spotted deer** may be inappropriate for use in a primary classroom. While students cannot download videos, they will love having a sneak peek into the normally unseen lives of these fascinating creatures. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Tigers: spy in the jungle (Film); Tigers; Animals – India
PUBLISHER: John Downer Productions, UK
REVIEW DATE: 07/10/2011 [599.756]



SCIS 1522718

Biology



www.freezeray.com/biology.htm

Providing a range of simple, biology teaching resources, this collection would be very useful to most Science 7-10 teachers. The collection comprises numerous useful animations and drag and drop activities on the common teaching areas of **The heart**, **The ear**, **The eye**, **Skeleton** and **Breathing**. Joint movements, such as that of the **Ball and socket joint** and **Hinge joint** are also explored. The drag and drop activities only keep the labels in place when titles are correctly placed, providing instant feedback to students. Stage 6 Senior Science students when completing topics 8.4 *Humans at work* and 9.3 *Medical technology (Bionics)* will also find the resources provided here relevant and useful. Although the detail and information in each animation is limited, the activities would be valuable for revision on an IWB or laptop computers. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Senior Science Stage 6; Science 7-10;
SCIS SUBJECTS: Human anatomy
PUBLISHER: Freezeray, USA
REVIEW DATE: 07/10/2011 [611]



SCIS 1523936

Good for kids: good for life



www.goodforkids.nsw.gov.au/Parents

ABSTRACT

Part of the NSW government's *Live life well* campaign, the site is a demonstration program. It provides simple information for parents with the intention of keeping the whole family active and healthy. Site material suggests foods to incorporate in children's diets, healthy recipes, and **Get active** strategies for the family. **Partners** links to **Children's services**, schools, **Community organisations**, and sports programs. There is a section for Aboriginal children with links to Indigenous health and sporting organisations. Children can access health related games and activities by using **Kids**.

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
Stage 5 Community Professional

KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Lifestyles; Physical fitness; Exercise; Nutrition
PUBLISHER: Hunter New England Area Health Service, Australia
REVIEW DATE: 07/10/2011 [613]



SCIS 1522937

Unmuddle the meals!



www.foodfactoflife.org.uk/Activity.aspx?siteId=14§ionId=61&contentId=57

This is a short, simple, entertaining and interactive task in which children assign foods and ingredients to the five main food groups as they learn what makes up a healthy, balanced diet. The activity has slightly different messages to the Australian Guide to Healthy Eating which would need to be considered when teaching the NSW PDHPE K-6 course. The stark layout and intuitive navigation make it a site that children will quickly understand. After dragging items over the appropriate food group until all three meals are accounted for, a brief nutritional statement appears. Once a student has prepared their diet, they can **Print my plate**. This resource is available in L4L through *My library* via student and staff portals. J. Newman

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Children – Nutrition; Classroom activities; Diets
PUBLISHER: British Nutrition Foundation, UK
REVIEW DATE: 07/10/2011 [613.2083]



SCIS 1445316

Animations



www.wellcome.ac.uk/Education-resources/Teaching-and-education/Animations/index.htm

Showcasing a variety of quality animations, this website is a great teaching resource particularly for Stage 6 Biology students working on the topic *The search for better health*. The animations are grouped into the categories of DNA, protozoans, worms, bacterial disease and virus diseases. Of particular syllabus relevance are the animations concerning HIV and malaria. In the DNA section, the clip **Zoom in on your genome** provides a simplistic summary of the location and function of DNA. Whilst all colour animations are supported with text, none are supported with sound. The animation explaining the **Schistosomiasis life cycle** between humans and fresh water snails depicts a young boy urinating in a creek and teacher discretion may be required for this particular clip. Otherwise all other clips are extremely informative and valuable teaching resources. All animations can be downloaded from the internet as required or saved for later viewing. I. Mavin

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Parasites – Diseases; DNA; Bacteria; Viruses
PUBLISHER: Wellcome Trust, UK
REVIEW DATE: 07/10/2011 [616.9]



SCIS 1523935

ArtisanCam

www.artisancam.org.uk/pages/activityzone.php



An interactive art making website, this allows students to create virtual artworks. Twenty one set projects are included. Various art forms are explained and students are given the opportunity to create their own. Compositions can be printed, emailed or posted online. One useful activity is the picture book maker. There are limited graphics for this, but the finished product can be printed or viewed online as a page turning book. Short videos on art techniques such as casting can be accessed through the blank picture frames that scroll across the interactive title page. Website users can register for free so their journey through the website is saved. Various bonus features are unlocked by working through the activities. The site could be used with an IWB to explain various art techniques or for creating a class picture book. Teachers are reminded to examine **Gallery** contributions and the **Terms and conditions** on this site. R. Parnis

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; English
SYLLABUS: CA K–6; English K–6
SCIS SUBJECTS: Educational games; Classroom activities; Computer games

PUBLISHER: ArtisanCam, UK
REVIEW DATE: 07/10/2011 [700]



SCIS 1498586

Bomomo

bomomo.com



Predominantly a patterning design application, this site is quirky and fun to experience. Using the preset tools, patterns can be generated through various actions and movements by the click of the mouse. Limited control is provided over the direction and orientation of patterns. With experimentation and a trial and error approach pleasing results can be achieved. Classroom use for this application is limited. Nevertheless, students would find it entertaining to experiment with as part of a one-off lesson. Work can be saved for future reference and completed designs could be used as the basis for another artwork. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Creative Arts
SYLLABUS: K–6 Creative Arts; Visual Arts 7–10
SCIS SUBJECTS: Computer art; Pattern perception
PUBLISHER: N. Kordulla, USA
REVIEW DATE: 07/10/2011 [700.285]



SCIS 1521374

Creating exhibitions

lrrpublic.cli.det.nsw.edu.au/lrrSecure/CLI/Download.aspx?resID=6380&v=1&preview=true&target=PUBLIC



ABSTRACT

Highlighting the Art Gallery of NSW, this is an online resource where students can freely subscribe to an activity in which they create their own exhibition from works in the gallery's collection. The **Collection** on the **Art Gallery of NSW** website allows access to a large number of paintings, sculptures, photographs, and multimedia works. **myVirtualGallery** activities help expand student knowledge of artists' practice and of artworks. This section aids students' understanding of the relationships between artists, artworks, audience and the world. The **Notes for teachers** link includes advice on using the virtual gallery in class and for student assessment, with rationale, ideas, hints and examples, plus help

with getting started, logins and passwords.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Art Gallery of New South Wales; Art – Exhibitions; Art – Collections; Art exhibitions; Visual arts
PUBLISHER: CLI, Australia
REVIEW DATE: 07/10/2011 [701]



SCIS 1526476

Portraits & portraiture

www.museumnetworkuk.org/portraits/activities/activities.html



Interactive tasks related to famous works of art are provided on this website. An activity encourages students to change the expression of Franz Hals' *The laughing cavalier*. It is intended to make students think about how changing someone's facial expression changes our reaction to them and how the artist has the power to give someone a distinct personality. There are several other enjoyable activities based on classic portraits. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Portraits – Problems, exercises, etc; Educational games

PUBLISHER: Museum Network, UK
REVIEW DATE: 07/10/2011 [704.9]



SCIS 1477074

Cultural influences in contemporary Australian art

www.lrrpublic.cli.det.nsw.edu.au/lrrSecure/CLI/Download.aspx?resID=8153&v=1&preview=true&target=PUBLIC



ABSTRACT

Five contemporary Australian artists, including Savandhary Vongpoothorn, Yuri Kawanabe, Jonathan Jones, Tex Skuthorpe, and Jenny Sages, speak briefly about how aspects of different cultures have influenced their art practice. There are links to sites and resources that explore the work of 19 other artists. Links to additional CLI visual arts resources, including task based laptop wraps, with a focus on the work of artists, are featured on this page.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Art, Modern – 21st century; Artists, Australian; Art, Australian; Cultural diversity; Cultural relations; Cultural identity; Cultural awareness; Australian art; Modern art; Artists

PUBLISHER: CLI, Australia
REVIEW DATE: 07/10/2011 [709.94]



SCIS 1526487

Architect Studio 3D

architectstudio3d.org/AS3d/index.html



With many syllabus links, this interactive site allows the user to take on the role of an architect designing the exterior and interior

of different structures. A variety of potential clients and design briefs are available, opening many creative possibilities. Using the application is straightforward and would require little teacher direction as students can easily anticipate how to follow the processes. Designs can be saved and accessed later, making the application available for use over multiple lessons. Samples of completed designs can be viewed and help set high expectations for what can be achieved using the program. This site is engaging and suitable as support for designed based syllabuses. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Technology (Mandatory), Visual Arts 7–10; Visual Design 7–10; Visual Design Stage 6
SCIS SUBJECTS: Architecture, Domestic – Designs and plans; Houses
PUBLISHER: Frank Lloyd Wright Preservation Trust, USA
REVIEW DATE: 07/10/2011 [728]




SCIS 1219198

Fun with stone

www.museumnetworkuk.org/materials/materials/stonefun.html

An easily navigated and informative e-resource, this focuses on the origin and types of stone that are used for sculpture. It considers **Where** stone is found within the Earth's layers, the **Types** of stone used for sculptures, the **Processes** involved in working with stone, and how to **Care** for stone artifacts. A simple interactive game enables students to simulate carving a stone sculpture. Information is available for **Teachers** to engage students in related activities. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Sculpture – Problems, exercises, etc; Rock crafts
PUBLISHER: Museum Network, UK
REVIEW DATE: 07/10/2011 [731.4076]



SCIS 1445603


Look! The art of Australian picture books today

www.slv.vic.gov.au/look

Supporting the use of picture books in the classroom, this website created by the State Library of Victoria offers a range of valuable resources for teachers. It is the offshoot of an exhibition that showcased original artwork by more than 40 Australian picture book composers including Jeannie Baker, Ann James, Shaun Tan, Graeme Base, Leigh Hobbs, Alison Lester, David Miller and many others. The site provides a number of short video clips of artists showing and explaining their particular style of illustrating. These are compelling and offer some fascinating ideas about various ways to compose illustrations. The **Look! Image gallery** contains a range of different illustrations and the **Look! Education kit** has downloadable PDFs including information for teachers, together with suggested classroom activities and resources. A delightful resource to assist teaching and learning, this has application to a number of curriculum areas including visual arts, visual literacy, and creative writing. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: Professional
 CA; English

SYLLABUS: Creative Arts K–6; English K–6; English 7–10; Visual Arts 7–10; Visual Design Years 7–10
SCIS SUBJECTS: Children's literature, Australian; Picture books – Exhibitions; Illustrations of books – Exhibitions
PUBLISHER: State Library of Victoria, Vic
REVIEW DATE: 07/10/2011 [741.6]




SCIS 1529102

Satoshi Kitamura: a life in pictures

www.guardian.co.uk/childrens-books-site/gallery/2011/mar/14/satoshi-kitamura-illustrator-pictures/#?picture=372488118&index=0

Dedicated to the artwork of Japanese children's picture book author and illustrator, Satoshi Kitamura, this webpage gallery displays 11 of his whimsical illustrations with brief notes on their contexts. An article, entitled **Interview: Satoshi Kitamura**, offers brief biographical information and describes his first book, *Angry Arthur*, composed in collaboration with Hiawyn Oram. Since then, Kitamura has produced many acclaimed children's books. The delightful illustrations on this site would be useful IWB stimulus for lessons on visual literacy and as focus material for creative writing. C. Sly

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Illustrators, Japanese; Authors, Japanese
PUBLISHER: Guardian News and Media, UK
REVIEW DATE: 07/10/2011 [741.6]




SCIS 1522837

Fun with wood

www.museumnetworkuk.org/materials/materials/woodfun.html

Easily navigated, this e-resource focuses on the origins of wood and its use in the creation of artifacts. It considers **Types** of wood and **Processes** used in working with wood. There is a brief explanation on how to care for wooden products. In the online task, students are encouraged to select colours and create a virtual marquetry panel. This interesting activity simulates a creative arts project using wood as a medium. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Marquetry – Problems, exercises, etc
PUBLISHER: Museum Network, UK
REVIEW DATE: 07/10/2011 [745.51]




SCIS 1445609

Fun with paint

www.museumnetworkuk.org/materials/materials/paintfun.html

An informative e-resource, this website focuses on the origins of colours. Students can access details about **Where** paint is found, the **Types** of paint, and the **Processes** of using colour. There is a short quiz to test knowledge. This is presented as an online interactive task for students to identify different colour pigments and where they come from. Information for teachers and a useful fine arts glossary are also available on this site. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Pigments – Problems, exercises, etc; Painting – Problems, exercises, etc; Paint; Educational games
PUBLISHER: Museum Network, UK
REVIEW DATE: 07/10/2011 [751.2076]



SCIS 1445594


Wassily Kandinsky: Untitled 1941



www.cleo.net.uk/resources/displayframe.php?src=296/consultants_resources%2Fart%2Fkandinsky161105%2Fkandinsky161105.html

A rapidly conceived and poorly directed design game, this activity uses Kandinsky's painting *Untitled 1941*. It directs students to reconstruct a Kandinsky artwork without actually seeing the piece to begin with. Students are expected to drag the selected parts of his abstract painting into an open space and then see how it compares to the original. It has a timeframe of about thirty seconds of interest and is not of much value other than noticing the alternate placing of design objects. Very young students may find it an entertaining exercise about making decisions in their own artwork. N. Roche

USER LEVEL: Early Stage 1 Stage 1
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Kandinsky, Wassily; Painting, Russian; Art, Abstract; Composition (Art) – Problems, exercises, etc.
PUBLISHER: Cumbria and Lancashire Education Online, UK
REVIEW DATE: 07/10/2011 [759.7]



SCIS 1445703

Dance online




rrpublic.cli.det.nsw.edu.au/rrSecure/Cli/Download.aspx?resID=8775&v=1&preview=true&target=PUBLIC

ABSTRACT

A compilation of resources for Dance, this *Sites2See* page offers an overview of classical ballet, modern dance and contemporary dance, with links to a variety of key websites and teacher resources. Sites featuring historical and present day information from Australia and the world can be accessed through the links provided, which include **The Australian Ballet**, **Moscow Stanislavsky Ballet Theatre**, and the **Nederlands Dans Theater**.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Dance 7–10; Dance Stage 6
SCIS SUBJECTS: Dancing – Study and teaching; Dance; Teaching
PUBLISHER: CLI, Australia
REVIEW DATE: 07/10/2011 [792.8071]



SCIS 1526577

Literature-map: the tourist map of literature




www.literature-map.com

A very interesting concept, this simple site allows users to type in an author's name and click **Continue**. The screen that follows

presents the name of the chosen author surrounded by other authors' names, loosely related to the prime one in terms of genre or style. Being an interactive tool, each of the author names is clickable and any author on the screen can be made the central focus. It is a useful tool for discovering writers connected by similarities, and for mapping writers to investigate or research. Students interested in a writer's style or genre can have their reading matter extended by finding other writers to explore. Given the wide range of connections that result, and some odd results, teachers may need to provide some input when students make their selections. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Literature; Books and reading; Authors
PUBLISHER: M. Gibney, Germany
REVIEW DATE: 07/10/2011 [802]



SCIS 1522861


The literature page



www.literaturepage.com

Readers with an interest in classic novels will find this site accessible, though there is some awkwardness in the online e-book reading experience. As indicated in the background information, the site allows online reading of books in the public domain. Up to ten books can be selected and placed on a reader's bookshelf. Books are arranged by author, subject and title. The **Forums** option offers an avenue for questions and discussion. Linked to the site is **The quotations page**, which has a range of quotations in subject and author categories. This could be of use to debaters and essay writers. This online resource provides a readily accessible store for students and teachers to access a large selection of writing from Homer to Virginia Woolf. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Literature – Collections; E-books
PUBLISHER: LiteraturePage.com, USA
REVIEW DATE: 07/10/2011 [808]



SCIS 1521993

Interactives: elements of a story



www.learner.org/interactives/story/index.html

Using the story of *Cinderella* as a model, the elements of a story are explained on this interactive website. Students watch an animation of the fairytale before examining **Setting**, **Characters**, **Sequence**, **Exposition**, **Conflict**, **Climax** and **Resolution**. Each element has an interactive component to involve students. Language and detail are of sufficient depth to explain the nature and elements of a story to Stage 1 and older students. An online assessment can be completed by individual students. Answers are scored at the end, giving students feedback on their understanding. Due to its focus on only one story, the website will provide most benefit when used as an explanatory activity, or to reinforce learned skills. S. Morton

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Perrault, Charles. *Cinderella*; Storytelling – Study and teaching; Storytelling – Problems, exercises, etc.; Writing (Authorship) – Study

and teaching; Writing (Authorship) – Problems, exercises, etc; Folklore – Plots, storylines, etc; Plots, storylines, etc. – Study and teaching Annenberg Media, USA
07/10/2011 [808.3]

PUBLISHER:
REVIEW DATE:



SCIS 1361673

The literature network



www.online-literature.com

A vast resource of online texts, the site features over 3000 books and a multitude of short stories and poems. While access to the site is free there is a subscription arrangement with levels of interaction. A simple subscription allows the addition of user notes to the text; a larger fee includes assignments, reading programs, the monitoring of student access, a blog and message facilities. Authors are listed alphabetically; to search for a work on the site requires more effort and some internet nous. Each author has a biography, links to information, quizzes and forum discussions. An interesting resource for teachers is *Popular quizzes*, as many works from the English bookroom can be found here. The site includes essays on **Periods & movements**, written by academics. There are sections on **Shakespeare**, the King James **Bible**, and a **Quotes** database, which enables users to search by author. S. Pollard

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Literature – Collections; Literature – History and criticism

PUBLISHER: Jalic, USA
REVIEW DATE: 07/10/2011 [808.8]



SCIS 1332524

Long long time ago: stories for children



www.longlongtimeago.com/index.html

The site is an eclectic collection of online **e-book** fiction and factual writing from international cultures, especially England and India. The Indian tales will be a useful addition for English teachers looking to build a resource collection on Asian perspectives for the Australian Curriculum. Divided into sections including fables, **Folktales**, nursery rhymes, discoveries, **Festivals** and **Tales from history**, the site incorporates a wide range of tales, with some illustrations. An unusual feature is the explanations of the stories behind the texts. The site is unprepossessing to look at, and the number of tales is small, but it is wonderful to have access to translations of Indian tales. Author Rohini Chowdhury's blog entries allow students to see how writers think about topics and how they write for an audience. Blog entries are categorised to speed research, and because they are well written they are solid resources for teachers seeking factual pieces about life in Asia. S. Pollard

USER LEVEL: Stage 3 Professional
KLA: AC; English
SYLLABUS: English K–6
SCIS SUBJECTS: Literature – Collections; E-books
PUBLISHER: longlongtimeago.com, USA
REVIEW DATE: 07/10/2011 [808.8]



SCIS 1523941

Download free software, such as Adobe digital editions or Calibre, to read e-books on your computer.

Interactives. Literature: what makes a good short story?



www.learner.org/interactives/literature

Part of an extensive website that provides teaching resources, this section focuses on elements involved in composing or critiquing the short story. A sample story, *A jury of her peers* by Susan Glaspell, is provided online. Detailed notes on the elements are presented under subheadings such as **Constructing plot**, **Exploring point of view**, **Creating character**, **Describing setting**, and **Analyzing theme**. These guidelines can be applied to the analysis of other short stories. Using an IWB, information available on the site could be a useful focus for teaching and learning. **Literary visions** connects to a number of literature based video programs. Teachers would need to browse and preview these to determine their curriculum relevance. E. Sly

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Writing (Authorship) – Study and teaching; Short stories

PUBLISHER: Annenberg Foundation, USA
REVIEW DATE: 07/10/2011 [809.3]



SCIS 1522660

The Baldwin online children's literature project



www.mainlesson.com/main/displayarticle.php?article=mission

A virtual library, this website contains American children's classics from the 1880s to 1922 that have been converted into **e-books**. A wide range of books including nursery rhymes, fables, legends, biographies, history, poetry, fictions, and games is included. Easily navigated, the e-books are available free using the defined interface. Users can adjust display preferences using identified parameters. Reading involves scrolling through chapters. When a chapter is finished, users must select the next chapter to read. Scanned images from printed books are included within the written text. The interface may be cumbersome for some students and the material available could be more suitable for teacher guided lessons on using e-books. Books may be purchased in printed form. Links to other internet libraries are provided, but these would need to be verified for syllabus relevance. A. Frost

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Children's literature, American – Collections; E-books

PUBLISHER: Yesterday's Classics, USA
REVIEW DATE: 07/10/2011 [810.8]



SCIS 1522032

Book pop



www.bookpop.com

Interactive storybooks and audio books are available on this site. On the **Book-pops** link students can choose any of the three titles to read themselves or have read aloud online. Titles include *Barely there*, *Flutterbyes*, and *Trolls*. The stories are similar in style to Aesop's fables with an American flavour. The language in some is quite sophisticated so use on an IWB rather than by individual users on computers may be more appropriate for those less confident. The **Story-pop** section offers a collection of audio mp3 files of similar stories. These

could be used to promote listening skills by providing comprehension questions, or drawing characters or settings from the descriptions heard. There is a section that advertises a range of e-books available for purchase from various e-book stores. The site may not have more than occasional classroom application. S. Morton

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Cosgrove, Stephen; Books and reading; American fiction
PUBLISHER: Stephen Cosgrove, USA
REVIEW DATE: 07/10/2011 [813]



SCIS 1344559

Other worlds

otherworlds.yolasite.com



Based on the notion of stories transporting readers to other worlds, this exciting, practical website features a wide range of stimulus material to inspire students to develop their literacy and technology skills simultaneously. Astute research, careful selection, and a user-friendly presentation contribute to a treasure trove of teaching and learning activities. Readings, teacher directions, and lesson ideas are provided in the page turning e-book. Using contemporary literature, from a variety of genres, the **Lessons** link offers many engaging ideas and activities that include worksheets, hyperlinks to relevant support sites, and inspiring digital presentation tools. As a digital publication, these wonderful units of work allow for a choice of viewing in the connected classroom. They can be accessed on an IWB or individual computers, as appropriate. A truly valuable resource for English teachers, this site is well worth exploring. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Literature – Study and teaching; Educational technology
PUBLISHER: L. Chase, Sydney
REVIEW DATE: 07/10/201 [820.71]



SCIS 1529059

Australian poetry library

www.poetrylibrary.edu.au



A joint initiative of the University of Sydney and the Copyright Agency Limited, this website aims to promote Australian poetry. A large number of poets and their work can be accessed on the site; quality is assured in that the library only has poems from published editions. The library can be searched in the category of **Poets** under the **Name**, **Decade** or **Gender**, or in the category of **Poems** under **Theme & occasion**, **Poetic forms** or **Books**. There is a poetic **Glossary** and biographical notes are available for each poet and are often supported by additional references. Users have the option to save selected poems to a personal collection and for a minimal copyright fee these can be downloaded as a PDF. This is a very useful and topical site for students and teachers E. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Australian poetry – Collections; Poets, Australian
PUBLISHER: University of Sydney, Australia
REVIEW DATE: 07/10/2011 [821.008]



SCIS 1522656

Texts in the city: Cosi

wheelercentre.com/videos/video/texts-in-the-city-cosi



Tony Wilson interviews Australian actor Barry Otto about playing the role of Roy in Louis Nowra's *Cosi*. Otto expresses interesting views on the historical context of the play and on Roy's sharpness and wit juxtaposed with the pathos of his circumstances. Moving the play from stage to screen format is also interrogated in the course of the conversation. Part of a series of interviews for senior students, held at the Wheeler Centre in Melbourne, this offers an interesting insight into the play from an actor's point of view. It is a useful resource for HSC English students studying *Cosi* and would be an appropriate point of focus in the connected classroom situation. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6 Standard
SCIS SUBJECTS: Nowra, Louis. *Cosi*; Otto, Barry; Australian drama – History and criticism
PUBLISHER: Wheeler Centre, Vic
REVIEW DATE: 07/10/2011 [A822]



SCIS 1526491

Nicki Greenberg and Shaun Tan look at Hamlet the graphic novel

wheelercentre.com/dailies/post/fbf296bb26b6



According to Nicki Greenberg, *Hamlet* is a play about obsession, and in the course of this interview with Shaun Tan she explains her obsession as a composer using the graphic format for her representation of Shakespeare's *Hamlet*. The 38 minute video presentation provides a unique insight into Greenberg's work. She outlines her process and displays examples of her wall planner, sketchbooks and notepads used to record the development of ideas. Informed by the original Shakespearean text and supported by commentaries and criticism, the composer leads an audience along her creative path. As an illustrator himself, Tan is sensitive to Greenberg's explanations and complements Greenberg's elucidation. An excellent audiovisual resource for senior students, this readily conveys the depth, complexity and skill exhibited in qualitative graphic novels. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Greenberg, Nicki. *Hamlet*; Graphic novels – History and criticism; Illustrators, Australian; Authors, Australian
PUBLISHER: Wheeler Centre, Vic
REVIEW DATE: 07/10/2011 [822.3]



SCIS 1526525

Frankenstein 2018

mail.nvnet.org/~cooper_j/FrankensteinWQ2018



Introducing Mary Shelley's novel *Frankenstein*, this WebQuest focuses on the Gothic aspects of the novel and its film adaptations. The creators have given students a lot to do but the format allows them to work through the material at their own pace. The complex nature of the tasks and information are aimed at senior students. For those undertaking *Frankenstein* in English Stage 6: Advanced,

the site offers a different way of approaching the novel. Some links no longer function and students may need to be given alternates as the links are important steps in terms of skills and understanding. There is much here that teachers could use as a model for creating a WebQuest. The page which allows for classes to review the site and send a report to the creators is especially nice to see. S. Pollard

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: Advanced Webquests; Horror stories–Problems, exercises, etc; Gothic fiction–Problems, exercises, etc
SCIS SUBJECTS:
PUBLISHER: J. Cooper, USA
REVIEW DATE: 07/10/2011 [823]

 SCIS 1523939

Pat Flynn writer

www.patflynnwriter.com



Flynn is the author of the Alex Jackson novel series, about a teenage skateboarder. The most useful part of his website is **For the teachers**. Here, Flynn has 11 units of work based on his novels. The units are plainly laid out and they take a traditional approach with comprehension questions and language activities. The listening tasks have value and there is some interactive work in tasks that involve communication with the author. Flynn encourages student interaction on the site. The **FAQs** are engaging, though **About the author** is written in the detached third person. This is uncommon for a young adult novelist's website. It would be an interesting classroom writing activity to compare this section with another writer's website, where the biography is written in first person. C. Thomas

USER LEVEL: Stage 4 Professional
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Authors, Australian; Children's Literature, Australian
PUBLISHER: Pat Flynn, Qld
REVIEW DATE: 07/10/2011 [A823]

 SCIS 1529049

Storyline online

www.storylineonline.net



A streaming video program, this site features 24 picture books presented as enhanced **e-books** and read aloud by members of the American Screen Actors Guild. Favourite picture book titles, *The rainbow fish*, *Harry the dirty dog* and *Wilfrid Gordon McDonald Partridge*, together with less familiar titles such as Satoshi Kitamura's *Me and my cat?* provide online reading, viewing and listening experiences to connect emergent readers. Choose from the six titles on the main page or click **More stories!** or **All stories – index**. Click on the book's cover or **Let's read it!** to begin the modelled online reading experience. Use the IWB for a class or group guided reading activity, explicitly demonstrating access and navigation options like **Choose your internet connection speed**, **Full screen**, **Captions on/off** and clicking **X** to return to the main menu, to enable students to revisit and confidently engage with the site independently. **Download activity guide** has suggestions to extend the reading and viewing experience, and includes information about the author and narrator. An e-book keyword search in *Resource reviews* <www.schools.nsw.edu.au/resourcereviews> will show reviews of individual titles from *Storyline online*. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Fiction – Study and teaching; Storytelling; Literacy
PUBLISHER: Screen Actors Guild Foundation, USA
REVIEW DATE: 07/09/2011 [823.007]



SCIS 1192506

History today

www.historytoday.com



The website of the esteemed British magazine, *History Today* provides a wealth of free historical information, articles, film reviews and video links. Access to the site is free, but archived material requires a paid subscription. A very useful feature of the site is the ability to search for material by **Period**, **Location** or **Theme**. Teachers and students of History 7–10, Modern History and Ancient History will find the language and structure of the articles accessible. A drawback of this accessibility is that articles are generally not referenced or footnoted, thereby potentially limiting their usefulness. Subscribers to the site can overcome this through access to the more scholarly *History review* in addition to the content of the *History today* magazine. J. White

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10; Modern History Stage 6
SCIS SUBJECTS: History – Periodicals
PUBLISHER: History Today, UK
REVIEW DATE: 07/10/2011 [905]



SCIS 1522018

Interactives. Historical and cultural contexts

www.learner.org/interactives/historical/index.html



A great way to learn about historical investigation skills for History 7–10 students, this section of the **Interactives** skills-based learning website focuses on the use of primary sources. A concise definition of a primary source leads to examples including several newspaper articles, speeches, letters and journals. Users are quizzed on their understanding of the facts presented as well as the context and reliability of each example of the primary sources. As this is an American website, the content focuses heavily on USA sources, mostly drawn from the Civil War era. Despite this focus, the site would be useful for Stage 4 History students learning about the value of sources as historical evidence in Topic 1: *Investigating History*. J. White

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Historiography – Problems, exercises, etc.
PUBLISHER: Annenberg Foundation, USA
REVIEW DATE: 07/10/2011 [907.2]



SCIS 1522053

KidsPast.com

www.kidspast.com



Part of the *KidsKnowIt Network* of educational resources, this commercial website offers a huge range of free resources, but an equally large amount of advertising. HSIE teachers of Stages 2, 3 and 4 will find a wide range of topics covered, including **Prehistoric Humans**,

Ancient China, Medieval Europe and Exploration. Coverage of Australian history is very limited, however the **World History** section is comprehensive and without obvious North American bias. Each topic offers a series of **History Games**, including quizzes and interactive games involving jumping frogs and other fun ways of testing historical knowledge. Teachers who are able to look past the sometimes intrusive advertising may find this an engaging way to supplement their teaching of History in the middle years. J. White

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History 7-10
SCIS SUBJECTS: History; Civilisation
PUBLISHER: KidsKnowIt Network, USA
REVIEW DATE: 07/10/2011 [909]



SCIS 1522045

A history of the world



www.bbc.co.uk/ahistoryoftheworld

The product of a partnership between the BBC and the British Museum, this website features objects added by museums and individuals to the 2010 project. Students can browse the objects and artifacts on the site. An interactive time tunnel, dating from 2 000 000 BC to the present, allows objects to be grouped together by **Location**, **Theme**, **Culture**, **Size**, **Colour**, or **Material**. A list of the objects is also available. Each artifact has brief notes on its background and significance. The site offers a fascinating means to support the research of particular historical periods, or merely to browse and gain a perspective of history by travelling backwards and forwards in the time tunnel and selecting objects of interest for closer scrutiny. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS SUBJECTS: World history
PUBLISHER: BBC, UK
REVIEW DATE: 07/10/2011 [909]



SCIS 1529138

Ancient history at the British Museum



[Irrpublic.cli.det.nsw.edu.au/IrrSecure/CLI/Download.aspx?resID=6442&v=1&preview=true&target=PUBLIC](http://rrpublic.cli.det.nsw.edu.au/IrrSecure/CLI/Download.aspx?resID=6442&v=1&preview=true&target=PUBLIC)

ABSTRACT

Foregrounding Greek history using displays from the British Museum, this *Sites2See* webpage has a link to an interactive task that asks students to place members of a family in appropriate rooms of an ancient Greek house. **The British Museum** also offers a vast collection of objects that can be explored by themes such as cities, religion, buildings, technology, writing and trade, or through dedicated websites. This page has links to task based laptop wraps, information on syllabus relevance, teacher guidance from the museum, and links to media-rich CLI Ancient History resources for Stage 6, with advice on how to access and use elements within those resources for Stage 4 History.

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7-10
SCIS SUBJECTS: British Museum; History, Ancient; Ancient history;
PUBLISHER: CLI, Australia
REVIEW DATE: 07/10/2011 [930]



SCIS 1526535

Interactives. Collapse: why do civilizations fail?



www.learner.org/interactives/collapse/index.html

A detailed study of why four ancient civilisations collapsed is undertaken on this interactive site. Students are able to deepen their understanding as they progress through the information by trying hands-on activities. Exploring the collapse of **The Maya**, and kingdoms in **Mesopotamia**, **Chaco Canyon** and **Mali & Songhai**, this site refers to evidence from a variety of sources and asks the questions, *What does this mean for modern civilizations?* and *What can we learn from the past?* The inquiring nature of this site lends itself to Topics 1 and 2 in the History Stage 4 course in which students learn about *Investigating history* before applying this knowledge to a study of *Societies and civilisations of the past*. The content and **Related resources** on this site would support Stage 6 students in the Ancient History preliminary course. As students are required to investigate the past and complete a case study, they need to question, analyse and interpret archaeological evidence. These inquiry-based investigations are ably supported on this site. S. Rasaiah

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7-10
SCIS SUBJECTS: Civilisation, Ancient; History, Ancient
PUBLISHER: Annenberg Foundation, USA
REVIEW DATE: 07/10/2011 [930.1]



SCIS 1524117

Gallipoli: the first day



www.abc.net.au/innovation/gallipoli

Bringing the ANZAC landing at Gallipoli to life is the aim of this excellent 3D resource, which was created through a collaborative effort of the ABC, The Department of Veterans' Affairs and several universities. The Gallipoli landings are brought to life with the aid of Flashplayer 10, which provides 3D animation and dioramas of each stage in the battle. History 7-10 teachers and students will find this compelling account a valuable resource for Topic 2: *Australia and World War I*. Teachers are provided with an extensive set of notes and references, including printable worksheets and stimulus material. The site suits use either by individual students or by the class as a whole. In either case, sound is a critical element of the story so surround-sound speakers or earphones are recommended. J. White

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: ANZAC; Gallipoli Campaign, 1915-1916; Soldiers - Australian - Biography
PUBLISHER: ABC, NSW
REVIEW DATE: 07/10/2011 [940]



SCIS 1409772

Sydney Sidetracks: history where it happened



www.abc.net.au/innovation/sidetracks

An initiative of the ABC Innovation unit, this website brings history to life for site studies and virtual field trips of Sydney's historical locations. The website is available for **Mobile** users through a free mobile application as well as **Online**. All video resources can be downloaded free from the website. Various features of the **Online**

content would be a valuable addition to learning in the Stage 5 History topics *Australia and World War II*, *Australia in the Vietnam War Era*, *Changing Rights and Freedoms* and *People Power and Politics in the Post-war Period*. Videos and audio presentations of many significant events can be located on an interactive map of Sydney, including the 1970s Green Bans to save The Rocks, Paul Keating's Redfern Speech of 1992, and other compelling accounts of Sydney during the 20th century. J. White

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Sydney (NSW) – History
PUBLISHER: ABC, NSW
REVIEW DATE: 07/10/2011 [994]



SCIS 1522030

Australia's Prime Ministers



www.kidcyber.com.au

Students seeking basic facts on each of Australia's prime ministers will find useful information on this website. It lists the prime ministers in chronological order, giving brief biographical information, term of office, political party, and notes on their political experience. The site is part of the very useful *Kidcyber* website aimed at primary school children. The most useful aspect of the site is that it reminds users how to acknowledge the source in a bibliography. It is a handy reference tool and teachers could use it to create open ended research questions or as background information on prime ministers and other aspects of Australia's political history. R. Higginbottom

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Prime Ministers – Biography; Australia – Politics and government – History
PUBLISHER: S. Sydenham, Australia
REVIEW DATE: 07/10/2011 [994.009]



SCIS 1522693

Great Australian leaders in focus



www.ourcommunity.com.au/leadership/leadership_article.jsp?articleId=744

Transcribed interviews with a selection of *great Australian leaders* are part of a larger community building website. Interview subjects have been drawn from a wide range of professions, including the arts, science, sport, politics, the law and business. The questions asked of each leader are fairly general, seeking opinions and insights into leadership qualities and advice for future leaders. While many of the approximately 40 interviewees provide detailed responses, several give only a cursory answer that contributes little. Despite this inconsistency, many of the interviews provide useful quotes for students of Stage 5 History as well as budding student leaders and coordinators of school leadership programs. Studying a range of these transcripts could inform discussion on important elements of leadership. J. White

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Leadership – Biography; Australia – Biography
PUBLISHER: Our Community, Vic
REVIEW DATE: 07/10/2011 [994.009]



SCIS 1522003

Prime Ministers of Australia



www.nma.gov.au/education/school_resources/websites_and_interactives/primeministers

Created by the National Museum of Australia, this website contains biographies of Australia's Prime Ministers from Edmund Barton to Kevin Rudd. Each entry has a photograph, term of office dates, and personal and political history. Details of their beginnings, entry to Federal politics, Prime Ministership, later years and legislation highlights are presented clearly in language suited to primary age students. For the current Prime Minister, Julia Gillard, users are directed to the official **Prime Minister's website**. This informative site can be used on an IWB to help explain note taking techniques, or can be used by individuals when researching Australian political history as required in Stage 3 COGs unit (D): *Making informed choices*. R. Parnis

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Australia – Prime ministers – Biography; Australia – Politics and government – History
PUBLISHER: National Museum of Australia, ACT
REVIEW DATE: 07/10/2011 [994.009]



SCIS 1375576

Professional reading

Resources are listed in Dewey order.

Ultimate research assistant



ultimate-research-assistant.com

The effort spent in navigating this website's complex organisational structure and crowded interfaces can be rewarded with a high level informative material provided by this research tool. After entering a subject in the search bar, a user can click **Generate research report**. This provides links to major themes related to the search topic. The nature of the material available includes some credible sources, such as government and institutional organisations. General searches for information on genetics, crime fiction, and drug addiction reveal relevant information aimed at a professional level. The **Mind map** facility outlines information in a graphic format. Selected references could be used in the classroom to support course work. While mostly American in focus, Australian and other world links are listed in search results. The site has value across a number of curriculum areas and requires clearly defined search strategies and the selection of appropriate resources. B. Kervin

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS; VET
SCIS SUBJECTS: Internet – Research; Information skills
PUBLISHER: Andy Hoskinson, USA
REVIEW DATE: 07/10/2011 [001.4]



SCIS 1524677

Dropbox



www.dropbox.com/home

Replacing the confusion of storing files, videos and photographs on an assortment of USB drives, mobile phones, or home and work

computers, *Dropbox* allows any file to be saved in the one secure space to be accessed anywhere, anytime. Available even when offline, *Dropbox* will sync any changes made to documents across all devices. Shared folders allow multiple users to work together on the same projects. Apps for *iPhone*, *iPad*, *Android* and *Blackberry* enable files to be edited from a phone, and photographs and videos uploaded from anywhere. Teachers may find that this site is particularly valuable when programming or preparing lessons with an up-to-date repository of files always available. Any changes made can be undone and files can be deleted. Privacy is assured and security of information is paramount on this site, with 2GB free and subscriptions available for up to 100GB. *Dropbox* is allowed for staff. S. Rasaiah

USER LEVEL: Community Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS; VET
SCIS SUBJECTS: Information storage and retrieval systems; Files and filing (Documents) – Computer applications
PUBLISHER: Dropbox, USA
REVIEW DATE: 07/10/2011 [004.6] SCIS 1523998


3D virtual worlds



web1.macquarieict.schools.nsw.edu.au/index.php/projects/menu3dvirtualworlds.html

ABSTRACT

Part of the Macquarie ICT Innovations Centre website, this section features one of seven projects currently running at the centre. The main page defines virtual worlds with a link to OpenSim, the software used by the centre's virtual world, Trinity. There is a description of the **Project rationale** and photographs depicting scenes from the first iteration of the project. **Research** displays details of a Malaysian conference paper which relates student work in virtual worlds to learning outcomes. **Partnerships** briefly describes the Centre's connection to Sydney's Museum of Contemporary Art, which will host student artwork on their new website. **Contacts** lists the three members of the virtual world team. **Links** has the project's blog, two *wallwishers*, and **Online training videos**. **Media** has more training multimedia, and showcases the work produced by students involved in the project this year.

USER LEVEL: Professional
KLA: CA; SciTech; TAS
SYLLABUS: Science & Technology K–6; Technology (Mandatory) 7–8; Visual Arts 7–10
SCIS SUBJECTS: Virtual reality; Computer art
PUBLISHER: Macquarie ICT Innovations Centre, Australia
REVIEW DATE: 07/10/2011 [006.6]
 SCIS 1480440


Glean who is



www.gleanwhois.org

Inserting a URL into a simple search facility on this site leads to information about who owns that website, who currently administers it and who originally registered it. The aim of *Gleanwhois* is to help users to identify the sources and creators of online information in order to understand its authenticity, authority and the perspective of its author. **Lessons** contain two *Google docs* which lead users through modules entitled *Why are websites created* and *Who's behind the website*. **Online**, *Additional resources*, links to an explanation of why it is important to evaluate websites. The *Sample*

research process model in **Help** offers realistic classroom activities, reinforcing the criteria for defining the origins and source of **Online** information. Teachers will find *Gleanwhois* a useful site worthy of inclusion in a suite of reference tools. S. Rasaiah


USER LEVEL: Professional
SCIS SUBJECTS: Websites – Safety measures; Websites – Management
PUBLISHER: Public Learning Media Laboratory; USA
REVIEW DATE: 07/10/2011 [006.7]
 SCIS 1524021

LiveBinders



livebinders.com

The logical move towards locating, organising and accessing digital information is made possible on this powerful site. Users of *LiveBinders* can add URLs, PDFs, images, videos and documents to their own online binder under appropriate tabs and subtabs. Bookmarking a web address and sorting it into a searchable tab or subtab in a binder created for a specific purpose is as easy as clicking **LiveBinder it** from the toolbar. Teachers and students can make free binders following the clear directions in **Create binder**. **Watch video** underpins the rationale for a system such as *LiveBinders* that classifies and shares information, privately or publicly. Searching by keyword, **Author**, categories, or **Featured binders** streamlines the process of accessing the content of public binders. **Log in** insures the confidentiality of binders setup for private use. The concept behind this site paves the way for a more thoughtful and efficient dissemination of knowledge and information. It allows teachers and students to transfer resources readily for use on an IWB or classroom computers. Teachers are reminded to examine public contributions, the terms of use and copyright information on this site. S. Rasaiah

USER LEVEL: Community Professional
SCIS SUBJECTS: Information storage and retrieval systems; Files and filing (Documents) – Computer applications; Bibliography – Computer applications; Internet – Directories; Websites – Directories
PUBLISHER: LiveBinders, USA
REVIEW DATE: 07/10/2011 [010]
 SCIS 1523964

Windy Hollow books



www.windyhollowbooks.com.au

Apart from details on their books, this Australian independent publisher provides some helpful resources for teachers. There is an exciting array of titles for primary school children. The **Books** link downloads the cover art of recent publications and the majority of these titles link to teaching notes. Using a particular book as a starting point, suggestions for classroom activities across the curriculum are available in PDF format. The site is well worth browsing for its colourful, engaging books and lesson ideas for the classroom or library. The site is available for staff through the DET portal. C. Sly

USER LEVEL: Professional
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K–6; English K–6; HSIE K–6
SCIS SUBJECTS: Windy Hollow books; Publishers and publishing; Authors, Australian; Children's literature; Illustration of books

PUBLISHER: Windy Hollow, Vic.
REVIEW DATE: 28/08/11 [070.5]



SCIS 1509676

Dealing with tragedy and trauma



raisingchildren.net.au/articles/when_there_is_a_tragedy_-_cyh.html/context/751

Sometimes a local or international tragedy touches all members of the community. Parents may be upset and children come to school affected by their parents' response, as well as by what they have seen. This website, designed for parents, also gives teachers good ideas about how to approach these concerns in the classroom. The section on dealing with trauma and tragedy outlines types of behaviour to expect from both primary and secondary students. There is a useful segment on signs of stress at different ages. The site, which has many other valuable resources, points out the importance of school routines in helping to allay children's fears. It is important to note that the great strength of school in difficult times is that it can be an island of stability for stressed children. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Disasters – Psychology; Critical incidents – Management; Children – Care and health; Child Psychology (Stress Biology) – Management Raising Children Network, Australia 30/08/2011 [155.9]

PUBLISHER:
REVIEW DATE:



SCIS 1523491

The impact of social media on children, adolescents, and families



pediatrics.aappublications.org/content/early/2011/03/28/peds.2011-0054.full.pdf+html

This report by the American Academy of Pediatrics examines the benefits and risks of children and adolescents using social media for socialising, communicating and learning. Benefits include staying connected with friends, exchanging ideas, doing group projects, contributing to class blogs, and participating in community activities such as fund raising and volunteering for charities. Adolescents also use online sites to anonymously gain health information. The report indicates that cyberbullying is the greatest online risk. Although it is not as prevalent as face-to-face bullying it is even more distressing because it is harder to escape. The intensity of the online world can apparently lead to *Facebook depression* in vulnerable young people. The report emphasises the importance of preventing primary school children from accessing *Facebook* because of their more limited capacity for self-regulation and susceptibility to peer pressure. Teachers and parents could take time to read this report. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Internet – Social aspects; Children – Social aspects; Internet – Safety measures
PUBLISHER: American Academy of Pediatrics, USA
REVIEW DATE: 07/10/2011 [302.23]

PUBLISHER:
REVIEW DATE:



SCIS 1523499



National
Year of
Reading
2012

Technology explained



www.abc.net.au/technology/techexplained

Exploring and explaining the possibilities of technologies such as internet television services and social media tools such as *Twitter*, *Facebook* and *Youtube*, this ABC site simplifies the digital world for new users and those who are ready to go further. With five introductory videos including **Podcasting** and **Mobile and portable devices**, and short feature articles like **Watch**, **Listen**, **Be social**, **Be online** and **New tech + trends**, revolutionary technology and its uses are clearly presented. Keywords are listed and facilitate searching for a quick answer or definition of a term, and links are provided to broaden the search results. This comprehensive site dispels myths and misunderstanding surrounding new technologies and is sure to come in handy with the ever increasing developments in digital know-how. S. Rasaiah

USER LEVEL: Professional
SCIS SUBJECTS: Information technology; Digital recording and reproducing; Technological innovations; Internet ABC, NSW 07/10/2011 [302.23]

PUBLISHER:
REVIEW DATE:



SCIS 1523079

Australian Institute of Family Studies



www.aifs.gov.au/afrc/pubs/newsletter/frq018/frq018-1.html

ABSTRACT

The principal aim of this website is to collect and deliver the latest relevant research and best practice to family relationship service providers and practitioners across Australia. It has information relevant to schools. In the current issue, *Family Relationships Quarterly* No.18, is an article offering tips on communication with young people, for beginning secondary teachers. There are sections on engagement and asking questions. A later article about supporting children after separation and divorce presents a Western Australia school program of workshops targeted at children dealing with common issues which arise following separation, such as anger management, grief and loss, dealing with conflict, coping with strong emotions, and managing stress and change. There is a link providing details of the program. There is also an article on *Culturally and linguistically diverse families*, and several articles of general interest.

USER LEVEL: Community Professional
SCIS SUBJECTS: Australian Institute of Family Studies; Family – Research; Family – Australia Australian Institute of Family Studies, Vic 07/10/2011 [306.85]

PUBLISHER:
REVIEW DATE:



SCIS 1062589

Youth.csa.gov.au




youth.csa.gov.au

ABSTRACT

This section of the Child Support Agency website was set up to provide information in a variety of formats for children whose parents have separated. A **kid's guide to changing families** is a computer game designed to reassure upper primary aged children that the separation is not their fault and help them cope with the changes in their life. There is an activity book, titled **Our family's changed**, for five to seven year olds and a family separation guide for teenagers. There is also a page of FAQs. The dominant message is that there are readily accessible sources of help for children who are confused and upset by their parents' separation. The importance of help seeking is

reinforced in each resource and grownups, including grandparents and other family members, may be able to assist young children.

USER LEVEL: Early Stage 1 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: Divorced parents; Child welfare – Australia
PUBLISHER: Child Support Agency, ACT
REVIEW DATE: 07/10/2011 [362.71]
 SCIS 1523507

Australian Childhood Foundation

www.childhood.org.au/page.aspx?pageID=2005



Many children in mainstream classrooms have histories of trauma, whether from a single event such as accident or ongoing trauma from abuse or domestic violence. This site assists teachers to address needs of such children. The most useful section is the SMART (Strategies for Managing Abuse Related Trauma) program, a suite of online learning tools and modules that focus on supporting children and young people in classrooms. It is funded by the Department of Education and Children's Services in South Australia. The online course is presented in a series of brief (10-15 minute) modules, supported by two handbooks and thirteen discussion papers. Designed to help teachers integrate SMART practices into school policies and programs, strategies for teachers from preschool to high school are available. A. Soutter

USER LEVEL: Professional
SCIS SUBJECTS: Australian Childhood Foundation; Child abuse; Child molesting; Child protection
PUBLISHER: Australian Childhood Foundation, Vic
REVIEW DATE: 07/10/2011 [362.76]
 SCIS 1462062

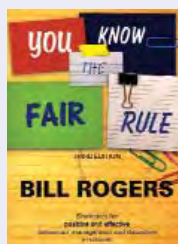
ROGERS, Bill

You know the fair rule: strategies for positive and effective behavior management and discipline in schools

ACER, Vic, 2011
ISBN 9780864319746

[371.1]

Every teacher has had a challenging class in which disruptive behaviour is not limited to one or two students but seems to erupt like spot fires all over the classroom. Bill Rogers understands such classes and, in this new edition of his renowned book, explains how to teach them. It offers practical strategies for establishing classes effectively, working with children with behaviour disorders, managing anger and conflict, and working collaboratively with other staff. There are practical appendices which include noise meters, success criteria for school assemblies, playground questionnaires, and other tools. The book is based on teachers respecting students and gaining their respect in order to ensure that school is enjoyable and productive. A. Soutter



USER LEVEL: Professional
Paper \$39.95 SCIS 1504586

HERRING, James E.

Improving students' web use and information literacy: a guide for teachers and teacher librarians

Facet, UK, 2011
ISBN 9781856047432

[371.33]

The high degree of currency and classroom relevance makes this resource a very useful springboard for self-evaluation and consideration of how teachers can achieve better outcomes for students in information literacy. It is especially interesting for teacher librarians focusing on resourcing the curriculum and information literacy support. The guide is practical in its textbook style, with well signposted current information models and inclusions of relevant, user-friendly examples. Important aspects such as web design, search strategies, literacy models including tools for effective learning, and future trends are examined in detail. It challenges professionals to go even further and is a very good starting point for the journey. B. Kervin

USER LEVEL: Professional
Paper \$79.95
SCIS 1497191


iPads for learning

www.education.vic.gov.au/studentlearning/elearning/ipads/default.htm



ABSTRACT

Trialling the impact of iPads on student learning outcomes, the Victorian Department of Education and Early Childhood Development, with support from Apple, distributed over 700 iPads to nine selected schools. An Australian first, the iPads for learning trial builds on evidence that an engaging learning environment is necessary to connect with today's students and to equip them for the future. The site explores Classroom ideas for learning with an iPad. Advice for monitoring appropriate use and cybersafety tips are provided for families in The nuts and bolts. Additional resources are available in Support resources and The apps includes a range of apps in every KLA, selected to get teachers and students connecting, communicating and creating.

USER LEVEL: Professional
SCIS SUBJECTS: iPad (Tablet computer); Education – Computer applications; Elearning
PUBLISHER: Victoria, Department of Education and Early Childhood Development
REVIEW DATE: 07/10/2011 [371.33]
 SCIS 1524137

Kent ICT themes

www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm



Embedding ICT into teaching and learning has long been the goal of educators who realise that ICT, like information skills, should not be taught in isolation. Showing how to integrate technology into lessons to achieve syllabus outcomes is the aim of this thorough site. Themes such as Research and E-awareness, Handling data and Modelling and simulation are linked to an engaging student-centred assessment rubric. The interactive Assessment rocket is designed so students can monitor their achievements. Downloadable certificates can be tailored for individual progress. Each of the five themes leads to a series of supporting sites, a table of appropriate levels of attainment that could be expected for each grade, cross curricular links, and a sample five week unit of work showing how ICT skills can be

explicitly taught in context. Cybersafety is a key component taught in **Communication**. **ICT leaflets** could be useful as models to inform the community about how ICT is differentiated in teaching and learning within KLAS. S. Rasiaiah

USER LEVEL: Professional
SCIS SUBJECTS: Teaching – Aids and devices; Educational technology; Information technology
PUBLISHER: Kent ICT, UK
REVIEW DATE: 07/10/2011 [371.33]



SCIS 1513161

Health care toolbox



www.healthcaretoolbox.org

Information displayed on this website covers an area that is not often considered in the school context. Assisting parents and children to cope with the stress of hospitalisation and its aftermath has links to school welfare initiatives. The information provided is valuable for parents and could be useful for professionals needing to discuss these issues with students or their parents. There are links to colourful, concise, informative facts pages. For the classroom teacher, the site has limited application, but teachers involved in student welfare may wish to direct parents to the site for assistance with the task of informing their children about the hospitalisation process. R. Cox

USER LEVEL: Professional
SCIS SUBJECTS: Critical incidents – Management; Children – Care and health
PUBLISHER: Center for Pediatric Traumatic Stress, Philadelphia, USA
REVIEW DATE: 07/10/2011 [618.92]



SCIS 1522014

National Child Traumatic Stress Network



nctsn.org/category/products/parents-and-caregivers

While offering limited information relating to child welfare, this site has some worthwhile links for the HSC Community and Family Studies course. It supports the core study areas of *Parenting and caring* and *Groups in context*. The emphasis of the site is on common types of abuse to which children are exposed. Information places the issue within a broader framework of what community agencies are doing to address the problem. Being an American site, programs need to be seen as broad areas only, and students would need to research specific Australian government and non-government agencies that relate more specifically to syllabus requirements. The site is targeted at professionals and has limited relevance for students. R. Cox

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community and Family Studies Stage 6
SCIS SUBJECTS: National Child Traumatic Stress Network (U.S.); Children – Care and health
PUBLISHER: National Child Traumatic Stress Network, Los Angeles, USA
REVIEW DATE: 07/10/2011 [618.92]



SCIS 1522029

Scan the SCIS barcodes to select e-resources for your collection.



= must be purchased.

Raising healthy children



onlinelibrary.wiley.com/doi/10.1111/cdev.2011.82.issue-1/issuetoc

Teachers will find that this free special issue of the journal, *Child development*, provides insights into all levels of classroom teaching from the latest research. Research on what young children learn from educational television programs and information about ways to improve their learning is presented. There are two papers on preventing violence and aggression. One of these looks at early intervention in Kindergarten and another demonstrates the importance of working with parents of Year 6 boys to provide clear messages to discourage fighting. A report of a longitudinal study on bullying prevention in schools shows that as bullying is a group phenomenon, it is best tackled by targeting the bystanders' role in maintaining or putting an end to it. There are many interesting papers worth reading in this online edition. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Child development; Children – Care and health
PUBLISHER: Society for Research in Child Development, USA
REVIEW DATE: 07/10/2011 [649]



SCIS 1523486

WALKER, Kathy

Ready, set, go?

Penguin Group (Australia), 2011
ISBN 9780143565420

[649]

At the heart of this guidebook for parents is the dilemma of whether to send children with late birthdays to school earlier than necessary. The resource contains interesting information for its intended audience. There is a checklist of the key indicators of school readiness, but items require careful analysis, for example the question of whether a younger child is capable of *self-regulation of emotions, actions and behaviours*. There are useful chapters about common concerns and FAQs. Four case studies are included but unfortunately two of these involve the child repeating a year, despite many research studies indicating that repeating is often damaging. Information on types of schools and advice about what to look for when choosing a school is provided, along with tips for preparing a child for their first day. A. Soutter

USER LEVEL: Community
Paper \$19.95
SCIS 1509653

Windy Hollow books – The bird king and other sketches



www.windyhollowbooks.com.au/birdking.html

The imaginative insights of one of Australia's most acclaimed visual storytellers are captured in a book titled *The bird king and other sketches*. This delightful book by Shaun Tan is one of the titles featured on the site of an independent publisher of children's books. **Teachers' notes** provide valuable teaching activities related to the picture book. Discussion points and activities on aspects of visual literacy, a range of themes, and language and literacy are provided. There are links to other books and different styles of composing. A number of carefully selected comments by Shaun Tan are aimed at cultivating deep thought and eliciting considered discussion on the role of the imagination in composing. It is an inspiring resource for teachers and contains many ideas for stimulating lessons. The site is available to teachers, providing an opportunity for use with an IWB for discussion, modelling and inspiration. C. Sly

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Tan, Shaun. Bird king and other sketches; Artists' books; Drawing, Australian; Illustration of books; Illustrators, Australian
PUBLISHER: Windy Hollow, Vic
REVIEW DATE: 28/08/11 [741.6092]

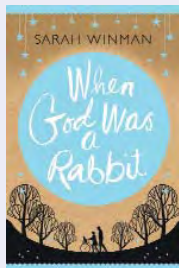


SCIS 1509651

WINMAN, Sarah

When God was a rabbit

Headline, UK, 2011
 ISBN 9780755379293



England in the 1960s and 1970s is the setting for Elly's nostalgic memories of her childhood. In this adult novel, she recounts the pleasure and pain of growing up, and her particular devotion to her older brother, Joe, who is gay. Their family and friends are quirky, eccentric and memorable for many reasons, including their shared love and support. The earlier part of the novel, set in Essex and Cornwall, is charming while the latter part, set in New York, with events including the 9/11 tragedy and its aftermath, is harrowing. Throughout the narrative, Elly's candidness, her wry humour and her stoicism offer hope, even in the bleakest of circumstances. It is not a cute tale about a rabbit, but a perturbing, powerful coming of age story with content appropriate to an adult audience. C. Sly

USER LEVEL: Community Professional
 Paper \$29.99 SCIS 1506593

book provides examples of how these are combined to make meaning. With a focus on the interpersonal, textual and ideational functions of language, this edition connects with the content descriptions and elaborations from the *Australian Curriculum: English*. The omission of an index is a slight drawback, but clear definitions, tables, lists and questions make this a very practical resource which will be appreciated by teachers of primary and lower secondary students. E. Sly

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K–6; English 7–10
 Paper \$35.95 SCIS 1491064

Persuasive text [electronic resource]

Australian Children's Television Foundation, 2011
 ISBN 0864211902 [808]

Designed to support teachers addressing persuasive texts in the classroom, this DVD-ROM offers a number of downloadable video clips, teaching guides, and student activity sheets. Each video clip is supported by background notes and activities pitched at students in Years 3, 5, 7 and 9. Within each unit, teachers are provided with a NAPLAN marking guide and content connects with the *Australian Curriculum: English*. The source materials are concise and engaging, helping students to develop their understanding of the nature of persuasive language, and to practise skills of persuasive written expression. A valuable resource with readily available lesson materials, this will be useful for primary and lower secondary teachers. E. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: AC; English
SYLLABUS: English K–6; English 7–10
 \$49.50 SCIS 1497902

Literacy and Numeracy resources

Resources are listed in Dewey order.

The *Office of Schools Plan 2009–2011*

<www.curriculumsupport.education.nsw.gov.au/policies/literacy/guidelines> articulates what is needed to best support every learner in NSW government schools. Literacy and Numeracy are priority areas. Reviewers include literacy and numeracy experts to show how resources might support these priorities.

DEREWIANKA, Beverly

A new grammar companion for teachers

Primary English Teaching Association, NSW, 2011
 ISBN 9781875622900 [428.2071]

A useful handbook for teachers, this updated publication presents the fundamentals of English grammar. It approaches the teaching of grammar from a functional perspective and focuses on the importance of purpose and context in relation to spoken and written communication. Having explained basic word groups, including verbs, nouns, adjectives, adverbs and pronouns, the

Picture books

Picture books are arranged alphabetically by author.

Some books in this section are nonfiction or have relevance to a particular KLA.

BLAND, Nicholas

The aunties three

Scholastic, NSW, 2011
 ISBN 9781741697919 [A821]

Why the youngest in this house wrecking trio is wearing a pig outfit, and another a colander on his head, is not explained in this rhyming picture book about the mayhem that occurs when three severe aunties arrive at the door. Keen to impress aunties one, two and three, the children bring tea, rub feet and polish shoes, as instructed. Looking more like the ugly stepsisters, one by one the aunties lose a hat to the cat, crash through a chair, and succumb to an exploding can of baked beans. There is a twist to this rollicking tale which will delight and reassure young children that not all relatives are as scary and bossy as these demanding old aunties. S. Rasaiah

USER LEVEL: Stage 1
 \$24.99 SCIS 1506499

BLAND, Nicholas

Twinkle

Scholastic, NSW, 2010
ISBN 9781741693539

Beautifully illustrated, this picture book will enhance visual literacy as a great deal of the story is conveyed through detailed coloured illustrations. Penny catches a falling star and they become great friends, sharing adventures and secrets. Inevitably, the star must return home and Penny tries many ingenious ways to help. She is met with disappointing results but displays persistence to reach her goal. Penny feels quite privileged to have a secret, is no longer lonely, and is content to settle to sleep at night. What Penny does not realise is that children all over the town are having similar experiences and all seem to arrive at the same solution. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
\$24.99 SCIS 1467492

CRUMBLE, P. & SHEA, Louis

There was an old bloke who swallowed a chook

Scholastic Australia, NSW, 2011
ISBN 9781741697872

Written in repetitive nonsense verse, this picture book reinterprets the classic nursery rhyme, *There was an old woman who swallowed a fly*. In the Australian adaptation, a swagman swallows a variety of native animals, including a chook, a galah, a possum, and a wombat. His ultimate meal results in an explosive and dramatic ending which will amuse students who enjoy scatological humour. The poem uses humorous Australian slang and is illustrated brightly from a creative range of perspectives to reveal the animals' zany antics. A sequel to *There was an old lady who swallowed a mozzie* <<https://www.scool.scholastic.com.au/store/Jadehttp.dll?Store&PrdId=7865242&H04=3>>, the book could be used to demonstrate rhyme, rhythm and repetition in verse, and to explain differences between literal and figurative language. J. Saxby

USER LEVEL: Stage 2
Paper \$13.99 SCIS 1496238

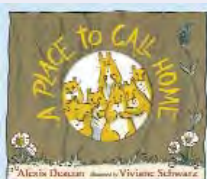
DEACON, Alexis & SCHWARZ, Viviane

A place to call home

Walker, UK, 2011
ISBN 9781406323023

Endearing and amusing, this comic style picture book about a family of guinea pigs seeking a new home imparts affirming messages about teamwork, persistence, courage and sibling cooperation. Having grown too large for their former home, seven naive critters overcome a series of challenges as they traverse a junkyard in search of larger lodgings. Young readers will delight in the colourful, sometimes exaggerated illustrations which reveal the creatures' mistaken perceptions of their unfamiliar surroundings. Interestingly, these images occasionally extend beyond the frame of the page, comically reinforcing the tiny animals' distorted perceptions of the size of nearby objects. Suitable for reading aloud to a Stage 1 class, this book could be used to introduce the features of comics and graphic novels, or to model the use of dialogue in written text. J. Saxby

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
\$29.95 SCIS 1503001



DYER, Sarah

Batty

Frances Lincoln Children's, UK, 2011
ISBN 9781847801593

Readers of this pleasant animal tale will be busy turning the picture book upside down to gain a bat's view of life. Equipped with no particular talents, except the ability to hang by his feet, Batty experiences ongoing frustration as he unsuccessfully seeks the attention of zoo visitors. A message of friendship prevails, however, with Batty's animal colleagues unexpectedly joining him in the bat enclosure to share his upside down perspective on life. The illustrations of each animal, including the flea circus and the tropical aviary, use detailed coloured pencil drawings which protrude starkly from pale backgrounds. For younger readers, this amiable resource conveys a positive story of friendship and encourages resilience in the face of rejection. D. Johnston

USER LEVEL: Stage 1 Stage 2
Paper \$16.95 SCIS 1500756

EIMANN, Celine

Lyli meets the stone-muncher

IP Kidz, Qld, 2011
ISBN 9781921479991

Touching on themes of friendship, bravery, discovery and exploration, this tale celebrates the rich imaginations and natural inquisitiveness of young children. An old legend on the planet of Motika tells of a rock eating monster dwelling in the mountains surrounding the city and preventing residents from leaving their overcrowded community. While exploring, Lyli and her cat discover a tunnel through the mountains and unexpectedly befriend the stone-muncher who guides them through to the other side. Charged with emotions of fear and euphoria, the creative illustrations are an unusual combination of watercolours, collage, pencil drawings and other media. Using scale and perspective, light and dark, some images add atmosphere and detail, while others tend to have a static, stilted presence. Ultimately, Lyli dares to go beyond the boundaries of the known world in this quaint tale of friendship and adventure. N. Chaffey

USER LEVEL: Stage 1
\$26.00 SCIS 1498128

HAMILTON, Anne & TEMPLE, Sandra

Terry: adventures of a Terek sandpiper

Wombat, QLD, 2011
ISBN 9781921633300

Written through the eyes of a young Terek sandpiper, Terry, this beautiful picture book traces the migration of the amazing bird, from Siberia to Australia each year. At only a few weeks of age, Terry has to fly half way around the world. A strong environmental message prevails as the young hatchlings leave their breeding grounds inside the Arctic Circle and fly for three weeks, before stopping to refuel in the mudflats of the Yellow Sea. Here they encounter increasing difficulty finding food due to the reclamation of land for factory expansion. Illustrated in soft, realistic watercolours, this story will entertain and inform young readers. It supports studies of the environment and the *Living things* strand of the *Science and Technology K-6 syllabus*. J. Eade

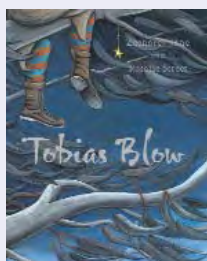
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$21.95 SCIS 1502151

JANE, Zacharey & STREET, Rosalie

Tobias Blow

UQP, Qld, 2011

ISBN 9780702238765



A light hearted tale, to dispel children's fear of storms and to account for the treasures they deposit, is presented in this playful picture book. Tobias Blow is a magical, impish character who rides the storm to deliver a random array of gifts for children to discover once the storm has past. The atmosphere of a windy, stormy night is captured in the dark, muted colours of the illustrations and the swirling lines of trees, leaves and other debris. Using metaphorical stories to explain natural phenomena has long been a part of human behaviour, and this enchanting tale follows the tradition. Enjoyable, light hearted and positive, it will capture the imagination of young readers. E. Sly

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1500358

MACIVER, Juliette

Marmaduke Duck and the marmalade jam

Scholastic, New Zealand, 2010

ISBN 9781869439286

[821]

Featuring a variety of assorted animals, this fast paced story in rhyme will engage and amuse lower primary students. Moving along with the coloured, action packed illustrations, the written text flows rhythmically. The resulting drama of the jam chase culminates in a satisfactory conclusion. The rich, rhyming narration would provide inspiration for language activities based on a word bank that could be sorted into columns of animals, foods and action words. This picture book would be suitable to be read with the class and could be used as a basis for drama or choral work. With the aid of graphic organisers on an IWB, the plot could be jointly reconstructed into an illustrated story map. It is a delightful book with scope for varied activities. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
Paper \$15.99 SCIS 1476705

McKIMMIE, Christopher

Good morning Mr Pancakes

Allen and Unwin, NSW, 2011

ISBN 9781742377193

Another madcap picture book by this well-known author does not disappoint in its expected look and feel. Sketches and anecdotes duck and weave around the story which outlines Bee's preparations for a family holiday on Moreton Island. Organising the pets to be minded is a mammoth task for this young protagonist, but the excitement of spending a week without homework on an island filled with turkeys, dolphins and owls is enough to make her *head fall off*. There is much food for thought within the pages of this familiar scenario. Book talk about visual literacy would be enriched by a study of Chris McKimmie's techniques and the clever inferences that spark his readers' imaginations. Teachers would find much to inspire their students in this book about how the ordinary can become quite extraordinary. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
\$29.99 SCIS 1504919

McPHAIL, David

No!

Frances Lincoln Children's, UK, 2011

ISBN 9781847801203



Using captivating visuals reminiscent of 19th century children's book illustrations, this almost silent picture book conveys an important lesson about saying *No!* to the unfair treatment of others. Endorsed by Amnesty International, the brief postscript suggests that Amnesty has an important role to play in condemning acts of violence and upholding the rights of the individual. The visual text follows a little boy carrying a letter through city streets on the way to a mailbox. He observes various acts of violence along the way. When he meets a bully, the little boy acts with bravery and forthrightness. His brief vocal interchange becomes a catalyst for change within his world. This metaphorical representation of brave assertiveness over brute force raises many issues for discussion. It is a moving visual narrative that requires inferential reading and would appeal to older students. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
\$29.95 SCIS 1501782

MATTHEWS, Penny & SNELL, Danny

Zizzy

Omnibus, SA, 2010

ISBN 9781862917989

In a story of determination and personal achievement, Zizzy is a baby sloth who spends his days hanging from a big mossy tree in a thick, lush rainforest. His life consists of eating, sleeping and dreaming until one day he glimpses a patch of blue through the trees. With the help and encouragement of his friend, Zizzy slowly and clumsily journeys to the sea, where together they observe spectacular ocean views at sunrise. Written in subtle, lyrical text and accompanied by colourful, evocative illustrations, this beautiful picture book not only conveys the magnificent splendor of the rainforest and the sea, but also depicts the courage and friendship which exists between the two main characters. Young independent readers will be inspired by the underlying message about aiming to achieve one's dreams. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper \$26.99 SCIS 1485165

MORGAN, Anne & EIMANN, Céline

The Sky Dreamer

IP Kidz, Qld, 2011

ISBN 9781921479977

A child's journey from grief to acceptance is gently recounted in this sensitive story of resilience and healing. The narrative opens in the grey world where Liam lives following the death of his sister, Cassie. On the night before his birthday, Liam's dreams take him on a voyage in a beautiful ship with his sister. He has to use all his courage and strength to steer the ship through darkness and storms. Eventually, he brings the ship safely to the silver gum tree by his window where he is finally able to farewell his sister. He receives a rainbow cloak of life, which Cassie has sewn, to comfort him. Available in hardcover and as an **e-book**, this beautifully illustrated tale about grief can be a comfort to children experiencing family tragedy. A. Soutter

USER LEVEL: Stage 1 Stage 2
\$26.00 SCIS 1498131

SOETORO-NG, Maya & MORALES, Yuri

Ladder to the moon

Walker, UK, 2011
ISBN 9781406333381

Yearning for a departed grandmother, a little girl reaches out for the warmth of past reminiscences. This tribute by Barack Obama's sister to their mother may be of interest to readers of all ages. The large picture book features muted double page illustrations of a magical golden ladder in the sky, as young Suhaila visits her deceased grandmother on the moon. Heartfelt words are employed with compassion, as the wonderful, imaginative dreamland unfolds. The story concludes with circles of different languages surrounding children from around the world who have passed away. This resource can be used as a discussion starter on family relationships and grandparents, and would support Stage 1 COGs unit (B): *Our families*. D. Johnston

USER LEVEL: Stage 1 Stage 2
\$29.95 SCIS 1508055

SULLIVAN, Sarah & ROOT, Barry

Passing the music down

Candlewick, USA, 2011
ISBN 9780763637538

The way music has the ability to bring different generations together with a common interest is portrayed in this softly illustrated picture book. Based on the true story of accomplished traditional fiddler, Melvin Wine, the story tells of both Wine's accomplishments and his eye for identifying and developing talent in young musicians. The book reminds us that songs and expert musical knowledge must be transferred to the next generation, and that talented musicians have a moral responsibility to ensure this happens. Told in free verse and gently illustrated with water colours and gouache, the story also tells of the dedication needed to achieve personal dreams and continue traditions. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
\$29.95 SCIS 1501239

TAN, Shaun

The arrival and Sketches from a nameless land

Hachette Australia, NSW, 2010
ISBN 9780734411464

[741.6092]

Presented as a boxed set, this resource contains a copy of *The arrival*, Tan's highly acclaimed, wordless tale of an immigrant, accompanied by a companion sketchbook of preliminary drawings for *The arrival*. Layout and content is superb, mirroring the essential elements of the visual narrative. The box resembles a large album with an antiquated brown cover and sepia illustration. Tan's notes in the sketchbook describe different stages of the creative process and offer insight into the vast collection of preparatory images that are included. It is a beautiful method of publication that is sure to captivate fans of the original book, or anyone who enjoys reading pictures. C. Sly



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional
KLA: CA; English
SYLLABUS: English K-6; English 7-10; English Stage 6; Visual Arts 7-10
\$89.99 SCIS 1490328

TAN, Shaun

Lost and found

Arthur A. Levine, USA, 2011
ISBN 9780545229241

A compilation of three of Shaun Tan's acclaimed visual stories, this picture book is a treat. Originally published between 1998 and 2001, *The red tree*, *The lost thing* and *The rabbits* are independent creations that display the skill, versatility and depth of the composer. In collaboration with writer John Marsden, *The rabbits* presents the clash of cultures and the impact colonisation. *The lost thing* interrogates individuality and tolerance in the face of social conformity. *The red tree* considers notions of alienation and abjection. This collection is rich with imaginative and metaphorical images that will elicit a depth of thought and understanding, and provide a focus for insightful discussion amongst students. It is a wonderful resource for the teaching and learning of visual literacy. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
\$34.95 SCIS 1506592

WOOD, Douglas & LYNCH, P.J.

No one but you

Walker, UK, 2011
ISBN 9781406333534

[153.1]

Individuality and nature are at the heart of this serene, warmly illustrated picture book about engaging your senses and absorbing the beauty of the natural world. Several children from different families explore beyond suburbia as the narrator reminds them of things they can see, hear, touch, taste and, most importantly, feel. The narrative tone is reflective, gentle and calm, encouraging young readers to absorb the detailed, realistic illustrations and imagine the sensations the text describes. The closing message is both nurturing and uplifting, indicating that every individual is loved and has the ability to both experience and share love using all their senses. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
\$29.95 SCIS 1501788

Fiction for younger readers

Resources are arranged alphabetically by author.
See also e-resources.

Some of these books are also suitable for lower secondary students.

ASHLEY, Bernard

Aftershock

Frances Lincoln Children's, UK, 2011
ISBN 9781847800558

Powerful and descriptive, this realistic narrative canvasses themes of grief, change, courage and belonging. After a devastating earthquake in Greece kills his father and destroys his village, Markis Magriotis

and his mother, Sofia, accept an offer from the Greek government to begin a new life in England. While it is initially difficult to adapt to a new culture, Markis begins to establish himself at school and displays a talent for football. Sadly, his mother struggles to learn English and remains alienated, sinking further into depression. Sensitive and emotional, this short, convincing novel reveals the hardships experienced by some refugees and migrants. It is a well written, thought provoking story for young readers. E. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1505569

ASHLEY, Chris

Wasim and the champ

Francis Lincoln Children's Books, UK, 2011
ISBN 9781847800572

Sport may overcome some racial differences but this book illustrates how it can divide communities. It is the latest in a series in which Pakistani Muslim, Wasim, is the central character. The story illustrates that while children can often see beyond religious and racial differences, it is sometimes adults who struggle and whose attitudes and interference can quickly change a harmonious school community. When the local mosque is vandalised, Wasim cannot understand why his soccer team mates' older brothers are the perpetrators. The story's message is ultimately affirming, with a visit from Wasim's uncle, a revered Olympic boxing champion, helping to overcome the differences. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
Paper \$13.95 SCIS 1505448

BARNETT, J.P.

The wounded falcon

Wombat, Qld, 2011
ISBN 9781921633263

A fantasy story, this is presented in the style of a *choose your own adventure* quest. It links games and narrative to elicit active reading. Adopting second person narration, the tale positions the reader as the protagonist and presents readers with choices which will determine their future success or failure. As well as imagination, readers require a reasonable level of literacy and numeracy, and the ability to follow instructions carefully. The inclusion of a parchment and spaces for note taking encourage lively participation as readers record their progress. Simple black and white sketches represent aspects of the written text. Suitable for Years 3–6, this tale requires creativity and discipline. It provides opportunities to interpret, question and challenge information while simulating decisions within fictional adventure scenarios. D. Giorgi

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
Paper \$12.95 SCIS 1502269

BENTON, Jim

Okay, so maybe I do have superpowers, by Jamie Kelly

Scholastic, USA, 2010
ISBN 9780545116152

In this amusing story about friendship and personal talents, Jamie Kelly relates her careless agreement to compete with her friend Isabella in the bottle toss at Mackerel Middle School's Fun Fair. The loser is to kiss a particularly unpleasant, smelly, rude and unpopular boy. In typical *Dear dumb diary* style, the humorous

entries follow Jamie's experiences from when she kicks Isabella in the face and decides she must have superpowers, until the final showdown at the fair. Along the way, readers experience the girls' interactions through Jamie's naive first person narration and comical greyscale sketches. Teachers looking to engage students with Benton's work may enjoy the short book trailer <www.amazon.com/gp/mpd/permalink/m4YXOJ67BLCDP/ref=ent_fb_link> on this entertaining series. R. Higginbottom

USER LEVEL: Stage 2
Paper \$9.95 SCIS 1498315

BURNE, Christy

Takeshita demons

Frances Lincoln Children's, UK, 2010
ISBN 9781847801159

A novel sure to appeal to students who enjoy manga, anime, and Japanese folklore and culture, this briskly told story follows Miku Takeshita and her family after their emigration from Japan to the United Kingdom. Ancient, enemy demons have seemingly made the trip with them, and this situation comes to a head – a bizarre, flying head! Miku's new substitute teacher, Mrs Okuda, is revealed to be the *yokai* demon, Nukekubi, and Miku's little brother, Kazu, is kidnapped. Illustrated by graphic novel artist, Siku, in a strong black and white manga style, this gripping instalment promises to be the first of a trilogy. I. McLean

USER LEVEL: Stage 3
Paper \$14.95 SCIS 1468760

GLEITZMAN, Morris

Too small to fail

Penguin Group (Australia), 2011 (Puffin)
ISBN 9780143306429

A useful addition to classroom study, this novel achieves a certain level of depth and currency by combining the global financial crisis with important themes about doing the right thing, staying true to yourself, and wealth verses poverty. Readers will appreciate the subtle subplots involving animals, caring for one another, human responses to desperate circumstances, and the importance of Mathematics. There is much to utilise for classroom activities and discussion, especially relating to ethics and values, personal responsibility, families, wealth and success. The level of language, style and construction of the plot allow this novel the flexibility to be of value to a wide range of readers. B. Kervin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$16.95 SCIS 1503686

HOF, Marjolijn

Against the odds

Allen & Unwin, NSW, 2011
ISBN 9781742375083

Winner of three major Dutch and Flemish awards and translated into 12 languages, this short, emotional story observes issues surrounding families, missing persons, war, land mines, and fear for the safety of loved ones. Kiki's father volunteers as a doctor in war zones, causing endless anxiety for young Kiki and her mother – anxiety which escalates when her father goes missing. This is a



poignant story, full of suspense, as the family waits for phone calls and reads the news, hoping desperately for answers. The use of first person narration brings immediacy and empathy to Kiki's plight. Allen and Unwin's extensive lesson notes provide useful pre and post reading activities and suggest connections with several KLA's, including Mathematics and the laws of probability. These are available on the website <www.allenandunwin.com/uploads/BookPdf/TeachersNotes/9781742375083.pdf>. J.Saxby

USER LEVEL: Stage 2 Stage 3
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
 Paper \$15.99 SCIS 1509174

JONES, Gareth P.

Space crime conspiracy

Bloomsbury, UK, 2010
 ISBN 9780747599814

Earthling schoolboy, Stanley, has a sad life, particularly when he is bullied by class mates and falsely accused of being a thief. It seems like a good time to be unwittingly whisked away into space. Unfortunately, he is mistaken for a criminal up there and so begins a wild adventure. Stanley explores the space station, runs away and is hunted down by bird-like creatures who rule the universe. Friendship arrives in the guise of a little mushroom called Spore, who kindly accompanies him on his dangerous mission. This science fiction story is interspersed with the explanations Stanley gives to detectives on his arrival back to Earth. There is plenty in this appealing novel to attract primary readers and to keep their attention through the intriguing twists and turns of the plot. Middle and upper primary students will enjoy this novel about life on other planets. D. Johnston

USER LEVEL: Stage 2 Stage 3
 Paper \$12.99 SCIS 1472400

KILLEEN, Gretel

My brother's an egghead

Penguin Group (Australia), 2011 (Puffin)
 ISBN 9780143305644

While enjoying a creative plot, this short, playful novel leaves readers unsatisfied. The story's busy, working mother is frantically looking for her lost glasses, while trying to organise her two children for school and be a good neighbour to the new people next door. Her children believe the neighbours are aliens sent to Earth to steal the *World's only ice-cream tree* but agree to be nice to them in order to get a pet puppy. The plot and characterisation are amusing and the simple black and white sketches add to the zaniness. Disappointingly, however, the narrative conflict is not resolved, leaving readers frustrated until the next instalment. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
 Paper \$14.95 SCIS 1505667

McROBBIE, David

Vinnie's war

Allen & Unwin, NSW, 2011
 ISBN 9781742375762

In this realistic story of friendship, war, displacement and belonging, World War II has reached London and children are being evacuated to the countryside. Although he has no family left in the capital, twelve year old Vinnie is reluctantly swept up in the process, making friends with like-minded children during the train journey. The children's experiences of settling in the village of Netterfold could produce for some readers echoes of contemporary

refugee experiences. Throughout the book there is a strong sense of justice and of right and wrong. The novel explores the themes of resilience, friendship and acceptance. Vinnie, through his friendship with Isaac, discovers the world of music and a passion to pursue his dream. The primary sources, including posters, letters and newspapers, reproduced at the beginning of each chapter could be used as a basis for further research on the home front. This book could be popular with students with an interest in WW II or those who enjoy novels with a positive resolution. B. Hull

USER LEVEL: Stage 3 Stage 4
 Paper \$15.99 SCIS 1508504

MARCHETTA, Melina

The Gorgon in the gully

Penguin Group (Australia), 2010
 ISBN 9780143305613

Dealing with the complexities of peer pressure, this short novel is set within a typical school environment. There is a tradition of fear of an unknown monster in the gully beyond the school. Danny brags that he will go to the fearful place to retrieve a ball he failed to catch, but the area is out of bounds. The action requires great planning on behalf of his friends, particularly as they will have to complete the task without the knowledge of their teacher who is roaming the playground. What follows is a sequence of hilarious events as a distraction is planned and carried out. The story ends well with a positive resolution. The novel could be read to a class and used as a discussion on values, including overcoming conflict and prejudice, understanding, and forgiveness. Students will relate to the various issues that encapsulate school life and friendships. D. Johnston



USER LEVEL: Stage 2 Stage 3
 Paper \$7.95 SCIS 1475917

MILLIGAN, Laura

Hocus Pocus jellypoo blues

Penguin Group (Australia), 2011
 ISBN 9780143305972

Magic, humour and absurdity abound in the newest instalment in the *Hocus pocus* series. Reindeer Christmas Island has disappeared off the radar, just as Lucy, Joe and Wizard Oldpopper are about to show Giant Gog and his pet dog *the best Christmas ever*. A vengeful Santa imposter kidnaps Gog and the real adventure starts. Despite the nonsensical scenarios, crazy characters, exploding zits and *wizzle-pops*, the action is interspersed with subtle messages about friendship, loyalty and bravery. Newly independent readers will enjoy this light hearted series, with its scatological humour, where each character leaps from the page, begging to be illustrated. Indeed, students could be encouraged to draw their own impressions of Bad Santa and Milligan's other colourful characters, as the students from Avalon Public School have done on the last few pages. S. Morton

USER LEVEL: Stage 2
 Paper \$16.95 SCIS 1505652

Our Australian girl [series]

Penguin Group (Australia), 2011

In this series of historical fiction for young readers, several unrelated tales superficially capture the social climate of early Australia. Colonial Sydney, the gold rush period, early transporta-

tion, and Federation provide the historical contexts for each Australian girl's struggle for survival. Refreshingly, each short novel informs readers about some of the issues confronting young females growing up in the new society. Cultural identity, belonging, independence and friendship are explored at various levels, but would require teacher direction and focus to have value in the classroom. The series could be used as supplementary material for students with an interest in Australian history. B. Kervin

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10
 Paper \$14.95 each

Reviewed titles in this series:

A friend for grace SCIS 1505692
Letty and the stranger's lace SCIS 1504621
Poppy at summerhill SCIS 1505684
Rose on wheels SCIS 1505696

PHOMMAVANH, Oliver

Con-nerd

Penguin Group (Australia), 2011, (Puffin)
 ISBN 9780143304869

In Year 6 and burdened by family expectations, peer pressure and adolescent awakenings, Connor is a gifted, aspiring cartoonist. Nicknamed Con-nerd (half Connor and all nerd), Connor is a geeky Clark Kent style character hoping for a Superman like transformation. Set in the Western suburbs of Sydney, this humorous account of his struggle to establish his own identity reflects the trials and tribulations experienced by some Australian born children of ambitious migrants, growing up with the opportunities offered in a western, urban society. The difficulty of Connor's situation, and that of his widowed Chinese mother, is portrayed with pathos and empathetic humour, while the page corner, flip book cartoon illustrates Connor's heroic evolution. N. Chaffey



USER LEVEL: Stage 3 Stage 4
 Paper \$16.95 SCIS 1509012

PLATT, Richard & RIDDELL, Chris

Pirate diary: the journal of Jake Carpenter

Walker, UK, 2011
 ISBN 9781406330601

Glossy paper and wonderfully evocative illustrations do much to lift this rollicking pirate adventure. This story of a young man setting off to sea in the early eighteenth century incorporates interesting facts about the lives of sailors and pirates during the period. Accompanied by painstakingly researched illustrations and supplementary information about the history of piracy, it is not surprising that this book won the Kate Greenway Medal in 2001 and a Blue Peter Book Award in 2003. Students interested in boats, pirates or history may enjoy this action-packed yarn. Despite its fictitious nature, it illustrates the place of diaries as historical documents. Simple language and cartoon like illustrations pitch the book towards a younger readership, where it is bound to find excited devotees. S. Pollard

USER LEVEL: Stage 3 Stage 4
 Paper \$19.95 SCIS 1501339

RODDA, Emily

Bungawitta

Omnibus, SA, 2011
 ISBN 9781862918337

Iconically Australian in flavour, this latest offering from Emily Rodda is a testament to the moral fibre and spirit of Australian culture and people. A seven year drought has plagued Bungawitta. With no end in sight, the people take matters into their own hands in an effort to save their town. Stage 1 and 2 emergent and independent readers will warm to this well-written, humorous narrative which is ably illustrated with amusing black and white drawings. Written in bite-sized chapters, using the vernacular of the target audience, the story will captivate and entertain readers as they follow the preparations for the first ever Bungawitta Earth Festival. Readers will identify with the central characters and, in so doing, come to believe that all things are possible. G. Cale

USER LEVEL: Stage 1 Stage 2
 Paper \$12.99 SCIS 1502633

RUSSELL, Rachael Renee

Dork diaries: pop star

Simon and Schuster, UK, 2011
 ISBN 9780857071187

Continuing the popular recent trend of the diary format, this novel captures the characteristics of its form, including abbreviated language, sharp bursts of information and lots of self-deprecating humour. The third book in the *Dork diaries* series, this entertaining text is sprinkled with playful doodles and black and white cartoons. The central character's struggle to fit in, keep friends, battle her arch rival and find the perfect boy will be familiar to some pre-teen and teenage readers. While the superficial nature of the characters and plot limits the novel's potential as a good classroom text, extracts about conflict, school life, honesty and friendship could be used as starting points for classroom activities. B. Kervin



USER LEVEL: Stage 3 Stage 4
 Paper \$14.99 SCIS 1509774

STEWART, Briony

Kumiko and the shadow catchers

University of Queensland Press, Qld, 2011
 ISBN 9780702238741

The latest in the award winning *Kumiko and the dragon* series, this book uses magical imagery in a Japanese inspired adventure about a young girl called Kumiko. Exploring themes of courage, freedom and fear, the narrative follows Kumiko's brave and ingenious attempts to free a kingdom of dragons from the dreaded shadow catchers. This book will appeal to dragon lovers and young readers of fantasy fiction. It features a glowing front cover and stylistic black and white drawings that loosely support the written text, which is full of dialogue and distinctive imagery. The delightful tale could be an intriguing one to read aloud to a Stage 2 class. J. Saxby

USER LEVEL: Stage 2
 Paper \$14.95 SCIS 1509728

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.

VOAKE, Steve

Hooey Higgins and the big boat race

Walker, UK, 2011

ISBN 9781406322408

Appealing to readers who enjoy the style of writing which relies heavily on onomatopoeia and comic relief, this novel will have an assured readership. Humour and adventure are employed in this story about how Hooey, Will and Twig try to win the homemade boat race and have a pirate party. The plot and characterisation are chaotic, and the text is peppered with cartoons by illustrator Emma Dodson, making the storyline obvious and familiar. The font varies in style and size to add emphasis to action words and phrases, a format that has become more common in books that target an audience of newly independent readers or less confident readers needing additional support. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Paper \$13.95 SCIS 1508177

ZUCKER, Jonny

Speed machine

Scholastic, UK, 2011

ISBN 9781407121048

Danny Sharp, the protagonist in this fast moving adventure, has one obsession, motor sports. Since the age of seven, he has spent most of his free time karting, working on cars and engines with his dad, or playing racing themed computer games. Now a teenager, he anticipates progressing to the next level that involves racing in the regional quarter finals of the National Grainger Cup. This is a stepping stone, he hopes, to his eventual goal of Formula One. Tight family finances, a lack of sponsorship and a rival determined to stop him at whatever cost, are all challenges to be overcome. An easy flowing story, it will satisfy readers with its messages of determination and resilience. S. Morton

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$14.95 SCIS 1500583

Fiction for older readers

Resources are arranged alphabetically by author.
See also e-resources.

Some of these items are also suitable for upper primary students.

CAINE, Rachel

Bite club

Razor Bill, Vic, 2011

ISBN 9781921880094

The tenth book in the popular *Morganville vampires* series, this suspenseful vampire fantasy explores teenage themes of bullying, relationships, loyalty, guilt, and belonging. The central characters are multidimensional and the first person narrative passages by Shane provide a wonderful insight into his inner conflict. Unlike some novels in the vampire fantasy genre, this offers more than superficial dramatic angst. Caine delivers relationship development and outlines the resolution of some ongoing issues. There are the usual scenes of violence and death, common in the genre, though

they are not gratuitous. Readers who are acquainted with the series will enjoy the reappearance of familiar characters. The novel also stands alone as a satisfying reading experience. H. Myers

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1505640

COCKS, Peter

Long reach

Walker, UK, 2011

ISBN 9781406324754

In this suspenseful and sometimes brutal adolescent thriller, seventeen year old Eddie Savage accepts a role with the undercover police, following the gangland killing of his brother. Equipped with 21st century spy technology, Eddie joins the fight against the local crime boss and enjoys some raunchy sessions with his female minder. His work with an apparently innocent art collection leads him to become involved with the chief criminal's colleagues, family and tantalisingly attractive daughter. The first novel in Cocks' new young adult crime series, this is gripping reading for older students. Filled with action, espionage and tension, prospective readers may also enjoy the associated book trailer <www.youtube.com/watch?v=-fzLiRLV-To>. D. Johnston

USER LEVEL: Stage 5 Stage 6
Paper \$18.95 SCIS 1501350

COLLINS, Paul

Mole Hunt

Ford Street, Vic, 2011

ISBN 9781921665264

A gripping, action-packed tale of spies and espionage, this is the absorbing first novel in Collins' new series, the *Maximus Black files*. Seventeen year old Maximus Black's genealogy consists of madmen, murderers and megalomaniacs. His employer is seemingly unconcerned about this special agent's dubious family history. Indeed, RIM, the galactic law enforcement agency gratefully considers Maximus one of its most valuable assets. With his questionable modus operandi, Maximus soon piques the suspicion of fellow RIM agent, Anneke Longshadow, who has been given the task of discovering a mole in the organisation. In a high energy, cat-and-mouse game, Maximus and Anneke engage in a battle of wits and courage to uncover the truth. Set in outer space, the clever narrative blends science fiction, crime and adventure genres. With its fast paced plot, this engaging novel should have wide appeal. H. Gardiner



USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1501072

DICKINSON, J.W.

Jade and El-Sea

Wombat, Qld, 2011

ISBN 9781921633249

A fantasy novel with an environmental theme serves up a dragon and a young penguin striving to save a world dying from global warming and pollution. Penguin lovers will appreciate the efforts of El-Sea who inveigles Jade, the dragon, to save the polar environs. In true fantasy style, invented language and dialogue propel the unlikely story along. Colloquial speech injects an element of familiarity and basic humour which may appeal to an unsophisticated audience. Large blocks of text on a wider than usual page make

reading this novel slightly problematic, while the numerous short chapters reduce the cohesion of the plot and the overall flow of the story. S. Rasiaiah

USER LEVEL: Stage 4 Stage 5
Paper \$18.95 SCIS 1502163

DUBOSARSKY, Ursula

The golden day

Allen & Unwin, NSW, 2011
ISBN 9781742374710

An enthralling tale, this centres on eleven young schoolgirls and their teacher who, on an auspicious day in 1967, go into the Ena Thompson Memorial Gardens to think about death. Besotted by a young man named Morgan, a gardener and poet, the group agrees to be led beyond the gardens to a coastal cave to view some ancient, sacred wall paintings. This unanticipated excursion changes the girls forever. Finely crafted writing interweaves fascinating socio-historical information, including the hanging of Ronald Ryan and the Vietnam War. The reader is drawn into a puzzling eeriness that pervades the story and mirrors the bewilderment of the girls. A mysterious, gripping narrative, it explores the role of authority figures in the lives of the young, the nature of growing up, and the wrenching shift that occurs when moving from the realms of innocence to experience. It is a gem of a book that will engender a depth of thought. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper \$19.99 SCIS 1499960



ELLIS, Deborah

No safe place

Allen & Unwin, NSW, 2011
ISBN 9781742374109

The beauty of Deborah Ellis' storytelling involves the way she creates confronting, real life experiences in a manner that is accessible to adolescent readers. A simple, earnest style of narration engages readers in the horrors three orphans encounter as they attempt to escape their pasts and find new beginnings in England. Flashbacks reveal the three young peoples' heritages as Iranian, Russian and Roma, and expose their heart wrenching childhood memories. Abdul, Cheslav and Rosalia come together when a smuggler's boat becomes their transportation out of Calais. Despite numerous intense circumstances these three eventually forge a bond and their futures seem hopeful. This suspenseful novel will enthrall young adult readers. E. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$15.99 SCIS 1495398

FORWARD, Toby

Dragonborn

Walker, UK, 2011
ISBN 9781406320435

The first in a series, this fantasy tale features wizards, dragons, witches and strange creatures in a typical battle between good and evil. While readers will identify with the similarly aged central character, the slow development of the plot and the broad canvas

of seemingly unrelated events and characters could hinder their appreciation of the epic tale. Despite this weakness, there are enough questions raised in the easy to read adventure to keep the reader enthralled. Themes of self-doubt, revenge, ambition, duty and friendship offer opportunities for discussion and debate, and its structure and style could provide some scope for targeted literacy exercises. B. Kervin

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1497451

HARRISON, Lisi

The ghoul next door

Atom, UK, 2011
ISBN 9781907410642

A spinoff loosely connected to Mattel's *Monster High* dolls, *webisodes* and merchandise, this ghoulish novel is the first in Harrison's growing series about teenage monsters, fashion and school friendships. Frankie and Melody start at Merston High at the same time. Frankie is a 15 day old self-assured monster, or RAD (Regular Attribute Dodger), who must conceal her non-human state. In contrast, Melody lacks confidence, does not fit in with her family, and is a *normie* (human). The narration focuses on different characters to offer alternative perspectives of settling into a new school, forming and maintaining friendships, and developing a sense of self. Perceptive insights into contemporary adolescent anxieties and relationships will resonate with secondary students, as will the novel's use of teenage vernacular and its interest in being loyal to personal values and identity. A. Frost

USER LEVEL: Stage 3 Stage 4
Paper \$16.99 SCIS 1501448

HEALEY, Karen

The shattering

Allen & Unwin, NSW, 2011
ISBN 9781741758818

The Shattering, noted in the title of this gripping thriller for young people, is the effect that youth suicide has on families and friends. A confronting story about three teenagers who have lost brothers to suicide, it examines their inability to cope with the loss. The three begin to believe that their brothers were murdered and so investigate circumstances surrounding their siblings' deaths. At the same time, the parents are suffering and the narrative's protagonist, Keri, comes out after realising she is gay. This is a fast moving story which explores difficult subjects realistically and with compassion. It does not shy away from observing the anger that those bereaved by suicide feel towards life. The sudden rages which erupt when people are at the end of their tether are a significant plot element. Students will be captivated by this book and learn from it that suicide is never the answer. A. Soutter

USER LEVEL: Stage 5 Stage 6
Paper \$17.99 SCIS 1509692



HOUSE, Silas

Eli the good

Candlewick, USA, 2011
ISBN 9780763652883

Inspired by the experiences of American Vietnam veterans and their families, this is a bleak novel about self-acceptance, friendship,

family and the enduring psychological carnage of war. While ten year old Eli's best friend grapples to understand her parents' separation, Eli's own family is also in crisis. The difficulties associated with his father's post-traumatic stress disorder are further complicated by the arrival of an antiwar protester aunt and his sister's rebellion against her reserved mother. In this sophisticated, carefully constructed narrative, the reader is taken on an enlightened journey as Eli battles to come to terms with the tumult associated with drastic, life altering events. The beauty of this mesmerising novel about the challenges of growing up will undoubtedly linger long after the last page has been read. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1503025

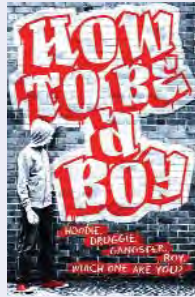
How to be a boy

/ edited by Tony Bradman

Walker, UK, 2011

ISBN 9781406321319

In this raw and approachable anthology of short stories, ten respected authors explore the challenges and stereotypes surrounding adolescent masculinity in the twenty first century. As diverse characters struggle to reconcile competing social demands, award-winning writers, including Tim Wynne-Jones and Mal Peet, question the modern complexities of becoming a man and propose alternative, positive models for teenage masculinity. Honest and affirming, the edgy realism of the narratives successfully captures authentic male voices. While the stories are based in Britain and the US, the pressures, stereotypes and expectations surrounding teenage boys will resonate equally with young Australian readers. Themes such as sexuality, same sex parents, drugs and youth marginalisation provide opportunities for possible support of the English and PDHPE syllabuses for years 7–10. These short stories also provide a potential stimulus for analysing gender stereotypes and evaluating the social construction of gender in texts. Teachers should check with their school Principal about the appropriateness of this text. T. Kenny.



USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: English; PDHPE
SYLLABUS: English 7–10; PDHPE 7–10
Paper \$16.95 SCIS 1516918

JACOBSON, Jennifer

Small as an elephant

Candlewick, US, 2010

ISBN 9780763641559

Reflecting on issues of self-reliance, survival and a parent's mental illness, this is a sensitive fictional account of an eleven year old's abandonment by his mother. Waking in Acadia National Park to discover that his mother has disappeared during their camping trip, Jack sets out for his Boston home. Along the way, he steals a plastic toy elephant in which he finds comfort and solace. The spellbinding plot documents Jack's quest to find safety and a sense of belonging while exploring mental illness in a subtle, empathetic manner. The symbolic importance of elephants becomes increasingly clear as the plot moves to its dramatic conclusion. Along with exceptional characterisation, this captivating novel is filled with moments of gentle humour and heartrending situations. It is an engrossing read. H. Gardiner

USER LEVEL: Stage 4 Stage 5
\$29.95 SCIS 1508133

LANCASTER, Mike

Zero point four

Egmont, UK, 2011

ISBN 9781405253048

The concept of human self-improvement is taken to a new level in this science fiction adventure. Employing a range of literary techniques including predominately first person narration combined with opinion and comments from the author, Lancaster brings something new to the science fiction genre. The premise of humans as software needing constant updating presents a range of issues suitable for classroom discussion. Themes of technology, family and individuality are questioned and the interchange between past and present situations adds to the suspense of the plot. While there is some value in this novel, the storyline offers no real conclusions to the questions raised. Hence, there are better examples of the genre. B. Kervin

USER LEVEL: Stage 4 Stage 5
Paper \$22.95 SCIS 1497951

LEYDEN, Paula

The butterfly heart

Walker, UK, 2011

ISBN 9781406327922

Traditions of particular cultures sometimes seem abhorrent to outsiders, but when people begin to question practices within their own culture, it can become a starting point for open discussion. Endorsed by Amnesty International, this story from Africa explores questions of human rights, marriage, witchcraft and family. When Winifred's father dies, an uncle assumes the role, but he is not a pleasant man and treats Winifred's mother like a slave. Winifred is a promising, diligent student and is devastated when the uncle promises her in marriage to an old drunkard. Her friend, Bul-Boo, calls upon Ifwafa, the snake man, to save Winifred. While this thought provoking story reaches a satisfying conclusion, it demonstrates how some people may be willing to manipulate traditions to serve their own selfish purposes. R. Higginbottom

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1508174

LOWRY, Brigid

Triple ripple

Allen & Unwin, NSW, 2011

ISBN 9781742374994

Delighting readers with its postmodern, humorous style, this novel intertwines three narratives. There is the contemporary fairytale, a series of challenges expressed by the writer, and the voice of an adolescent reader enjoying the tale whilst escaping her own personal angst. Playful chapter headings such as *A chapter with a bad mistake in it* and *A chapter containing various exciting events and several adjectives*, amusingly lead into Glory discovering her unexpected destiny after being employed as a maid for the petulant Princess Mirabella. In each of the three stories the characters encounter ripples in their paths that require smoothing. Nova, the reader, battles with being teased by a school bully while the writer procrastinates and seems unaware of her own story's plot progression. For fairytale enthusiasts, this novel extends beyond traditional expectations and introduces young adolescent readers to the playfulness of postmodern storytelling. E. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English

SYLLABUS:English 7–10
Paper \$17.99

SCIS 1495960

MUCHAMORE, Robert

Grey wolvesHodder Children's, UK, 2011
ISBN 9780340999165

Action packed and fast moving, this story of spies and espionage is set against the background of Nazi occupied France during World War II. With some violence and mild sexual themes, this fourth novel in the *Henderson's boys* series is suited to older readers and sees a group of teenage spies on a mission to sabotage a U-boat base at Lorient. Explosions, the Gestapo, the French and Russian Resistance, and attempts to outwit the enemy are all interwoven in this narrative. There are occasions through the novel where an adult reader becomes painfully aware of the ages of the team, as their training has been extremely thorough and their actions are quite sophisticated. A straightforward writing style ensures that the action just keeps coming and this latest instalment will entertain enthusiasts of action novels and movies. H. Myers

USER LEVEL:Stage 4 Stage 5
Paper \$17.99

SCIS 1497797

PIERCE, Tamora

Tortall and other lands: a collection of talesOmnibus, SA, 2011
ISBN 9781862919167

Fans of Tamora Pierce will not be disappointed in this collection of eleven short fantasy stories, many of which feature characters from the world of Tortall. In every story there is a strong female central character who demonstrates inner strength to overcome personal challenges. Notions of family, religion, education, women's rights, peer pressure, and societal expectations are challenged, not always with resolution. Magic assists the development of the plot and the characters in all but one story, *Testing*, which is a contemporary tale based on Tamora Pierce's own experiences working in a group home. The swearing and more realistic and brutal violence in *Huntress*, which is set in present day New York, is somewhat out of place in this collection and makes it appropriate for more mature readers. H. Myers

USER LEVEL:Stage 4 Stage 5 Stage 6
Paper \$22.99

SCIS 1498604

PANCKRIDGE, Michael

The book of Gabrielle [series]

Black Dog Books, VIC, 2011

The two titles in this new and compelling series for independent readers will engage its target audience immediately. With no memory, no past and no family, Gabrielle has only *the Voice* to guide her in very difficult circumstances. Horrifying experiences in a new foster home make for riveting reading. The storylines race and the plots have twists and turns that maintain suspense on many levels. Gaby, the protagonist, is very believable and new characters, Michael and Jack, add depth and meaning to the associated plot in the second title. As the chosen one, Gaby is directed by the Voice through terrifying and dangerous circumstances to solve mysteries and help others. Thrilling reading, these resources will not fail to engross fans of the mystery genre. G. Cale

USER LEVEL:Stage 3 Stage 4
\$16.99 each

Reviewed titles in this series are:

The boy who wasn't there
The boy without a soulSCIS 1500557
SCIS 1500561**Pick-up game: a day of full court**

/ edited by Marc Aronson & Charles R Smith. Candlewick Press, USA, 2011

ISBN 9780763645625

Exploring themes of sport, relationships and American basketball subculture, this action-packed anthology of short poems and stories recounts a hot summer's day at New York City's famous West 4th Street basketball courts. Each story focuses on different aspects of the game or different people, yet connects seamlessly with the other stories, with characters moving fluidly between the narratives. Boo, ESPN, Waco, Irene and Chester play hard in an era when black players were not permitted in college basketball or the NBA. Well defined characters with diverse personal stories will engage middle and senior school students, particularly those interested in basketball. The fast paced, humorous text and dialogue is interspersed with black and white photographs of games at the Cage in this promising compilation of hope, endurance and street philosophy. A. Frost

USER LEVEL:Stage 4 Stage 5
\$29.95

SCIS 1503034

PLATT, Richard & PARKINS, David

Egyptian diary: the journal of Nakht and Roman diary: the journal of Iliona of Mytilini

Walker, UK, 2011

Readable and well illustrated, these diaries present a very detailed snapshot of life for each of the main characters – an Egyptian scribe and a Roman slave. Each society is explored through the eyes of the young diarist, examining aspects such as transport, entertainment, families, political structures and education. The illustrations could be used as the basis for visual analysis, while the written text could provide an introduction for further research. Each of the books concludes with a significant event in the characters' lives: Nakht reaches manhood as his side lock is shaved off and Iliona is manumitted. The notes at the end also provide a factual outline and cogent supplement for the diary. Students with a passion for Ancient History or an interest in life in other times would find these books engaging. B. Hull

STAGE:

Stage 4

KLA:

HSIE

SYLLABUS:Ancient History Stage 6; History
Years 7–10
Paper \$19.95 each

Reviewed titles in this series:

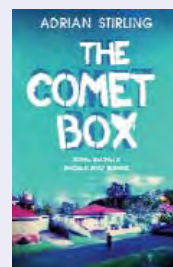
Egyptian diary: the journal of Nakht

SCIS 1501323

Roman diary: the journal of Iliona of Mytilini

SCIS 1501325

STIRLING, Adrian

The comet boxPenguin Group (Australia), 2011
ISBN 9780143206101

Poignant insights into human nature, family and suburban life emanate from this well written novel as fourteen year old Andrew struggles to understand why his sister, Amelia, has run away. Set in 1986, with

Halley's Comet heading for earth, this dark, realistic novel deals with issues of honesty, hypocrisy and sibling relationships. Using teenage vernacular with some swearing, this fast paced novel is suitable for secondary students and will engage them with clearly delineated characters and messages of hope and integrity. For teachers contemplating a close study of this text, Penguin's *Teachers' notes* <www.penguin.com.au/educationcentre/pdf/teachers_notes/PDF/9780143206101.pdf> offer some thoughtful reading activities and suggestions for integrating ICT by creating book trailers, Voki avatars and Facebook character profiles. A. Frost

USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1507746

VLAUTIN, Willy

Lean on Pete

Faber and Faber, UK, 2011
 ISBN 9780571235735

The voice of this sobering novel, Charley, is distinctly American and evokes associations with *Catcher in the rye*, but here is a protagonist whose life is truly hard. Travelling around the Pacific Northwest with his father, Charley's life lacks both stability and regular schooling. Charley is a quiet and lonely fifteen year old, accustomed to looking after himself and resolute in his efforts to do the right thing. When his father is killed, Charley's survival becomes precarious. He befriends Pete, a racehorse owned by the horse trainer he works for. However, when his employer decides that the horse must be sold for meat, Charley flees with Pete and searches for his only living relative, an aunt. This story is peppered with fringe dwellers and edged with a violence not often acknowledged in young adult fiction. Depicting intense sadness in a world few of us know or understand, this powerful novel is pitched at mature readers. S. Pollard



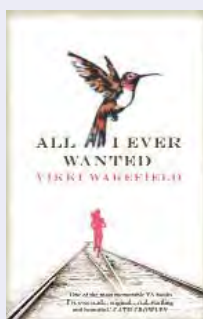
USER LEVEL: Stage 5 Stage 6
Paper \$19.99 SCIS 1505516

WAKEFIELD, Vikki

All I ever wanted

Text, Vic, 2011
 ISBN 9781921758300

Family relationships, belonging, and shifting self-perception are key themes in this strong, but awkwardly resolved, debut novel. Born into a family from the wrong side of the tracks, sixteen year old Mim seeks to escape the suburbs and take her life in an alternative direction. Employing realistic characterisation and first person narration, the writer skillfully reveals her characters through the protagonist's eyes, providing an intimate and sympathetic view of Mim's evolving observations and misconceptions. The novel would work well as a related text for Stage 6 English students exploring *Belonging* within the Area of Study, connecting the adolescent struggle for belonging with issues of independence, growing up and self-acceptance. Teachers using this novel in class may wish to consult the **Teachers' resource kit** at <textpublishing.com.au/static/files/assets/642b67db/All_I_Ever_Wanted_TeachersResource.pdf> for related reading activities, essay topics and discussion questions. S. Pollard



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10, English Stage 6
Paper \$19.95 SCIS 1504908

WATKINS, Steve

Down Sand Mountain

Candlewick, USA, 2011
 ISBN 9780763648350

Winner of the Golden Kite Award for Young Adult Fiction in 2009, this bildungsroman traces the intellectual growth of twelve year old Dewey, while exploring issues of racial segregation, the Vietnam War, bullying, sexuality and abuse. Set against the backdrop of 1966 and small town prejudices in the USA, this first person narrative effectively captures Dewey's naive confusion as he negotiates new friendships and grapples to understand questions of prejudice, family and loss, ultimately discovering the penalties for upholding personal principles. An outcast at school, Dewey forms unlikely friendships, while his father challenges dominant community values to contest the local election and improve the social conditions of his African American neighbours. Absorbing related reading for students who have enjoyed Harper Lee's *To kill a mockingbird*, this accessible novel will raise questions about the ways in which 1960s social and political history has shaped our present world. S. Pollard

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$16.95 SCIS 1508102

WEBSTER, Allayne

Stresshead

Omnibus, SA, 2011
 ISBN 9781862918207

The complexities of modern life and contemporary families are explored extensively in this very readable novel. Stress is a recurring theme, as issues relating to cancer, career expectations, teenage pregnancy, adolescent relationships and homosexuality are explored with a light touch and a deft hand. Secondary students will identify with many of the themes, and the language rings true for modern teenagers. This makes for an enjoyable read that also provides food for thought about many realistic scenarios. While the novel can be read for pleasure, it may form a basis for investigating educational themes surrounding emotions across several syllabuses. For instance, teachers of Stage 5 PDHPE could employ fiction as a reinforcing or motivational tool in Strand 3 *Individuals and community health*, exploring aspects of the syllabus via this lively story of self-discovery. R. Cox.

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7–10
Paper \$19.99 SCIS 1506585

WESTWOOD, Chris

Ministry of Pandemonium

Frances Lincoln Children's, UK, 2011
 ISBN 9781847801906

Ben Harvester, the protagonist in this supernatural thriller, is a self-contained teenager with a unique ability to see the newly dead. After Ben discovers his extrasensory gift, pandemonium reigns, with grotesque creatures gaining the ascendancy. Ironically, Ben is both the cause of the trouble and its solution. An absorbing battle

of good against evil, this suspenseful novel is suitable for mature primary and older readers who enjoy fantasy and the paranormal, with a grounding of reality. The characterisation is convincing and there are a number of tangents in the storyline, all satisfyingly resolved. For teachers wishing to promote this novel within their library or library website, Westwood's dramatic book trailer <www.ministryofpandemonium.co.uk/index2.php> offers a strong starting point. S. Morton

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1508170

The wilful eye

/ edited by Isobelle Carmody & Nan McNab. Allen & Unwin, NSW, 2011

ISBN 9781742374406

The modern reader will be enticed by this selection of fairy tales reconstructed with modern twists. Using a selection of classic fairy-tales as their inspiration, well respected authors put their own interpretation on the core ingredients. They all offer some insight on relationships. Envy, desire, control, power, abandonment, courage, sacrifice and love are all explored, with some tales being very confronting, especially in relation to issues of violence and drug use. Not all of the tales hit their intended marks but all offer value in the writers' explanations of their writing process, interpretation and method. They would be excellent sources for critical study of texts, and as writing models for mature English students. This is an exciting new approach to old themes and techniques. B. Kervin

USER LEVEL: Stage 5 Stage 6
Paper \$27.99 SCIS 1499938

Information, poetry and drama

Resources are in Dewey order.

Safety net [videorecording]

Athena Education, Worcester, 2009

ISBN none [004.67]

Addressing current cyber safety issues, this detailed 48 minute program examines key issues facing students and other internet users. Issues include computer crime, cyber bullying, internet dating and social networking. Practical examples are offered, which students will be able to relate to. Also addressed are technical components of internet safety relating directly to computing studies syllabuses such as firewalls, viruses, malware and spyware. Production was in 2009, making the information appropriate to current issues. This video would be particularly suitable for Stage 5 students investigating *Digital media* and *Internet* topics in Information & Software Technology and Stage 6 students exploring *Multimedia systems* and *Social and ethical issues* in Information Processes and Technology. A. Parnis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Information & Software Technology 7–10; Information Processes and Technology Stage 6; Technology (Mandatory) 7–8
\$125 SCIS 1526177

Data: ethical use and storage [videorecording]

VEA, Vic, 2011

ISBN none [005.8]

With a running time of 22 minutes, this short yet thorough program focuses on current issues relating to the storage, retrieval, usage and display of data. Practical case studies are examined with reference to web based job search company, Seek, and the development of a data management system for the Australian aviation industry. Data issues relating to ethical use, storage needs, accuracy, privacy and data backup are all discussed using practical examples. The future direction and emerging trends for data storage, including cloud computing, are also analysed. With a production date of 2011, the video is up to date with current issues. This informative program would be particularly suitable when studying *Networking systems*, *Digital media* and *Internet* topics in the Information & Software Technology Years 7–10 course and would support all topics in the current Information Processes and Technology Stage 6 course. A. Parnis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Information & Software Technology 7–10; Information Processes and Technology Stage 6
\$125 SCIS 1514952

Multimedia systems [videorecording]

VEA, Vic, 2011

ISBN none [006.7]

This short program is a valuable resource for students exploring multimedia topics in Stage 5 and Stage 6 computing studies courses. The video provides practical examples of modern multimedia products in the gaming industry, allowing students to easily relate to the use of key principles in multimedia. Various sections of the video focus on professions associated with multimedia, allowing students to see a variety of jobs involved in the development of multimedia products. The five key elements of multimedia are explained in detail, as well as the importance of interactivity in multimedia applications. Chapter summaries at the end of each section are a useful inclusion, highlighting key points. Other topics include technologies and their demands on hardware, combining key components together, and social and ethical issues relating to current multimedia products, including copyright and privacy. Catchy theme music and graphics are likely to maintain students' attention. A. Parnis

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Industrial Technology Stage 6; Information & Software Technology 7–10; Information Processes and Technology Stage 6
\$125 SCIS 1514949

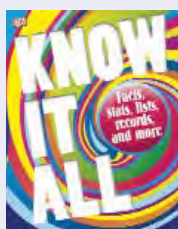
Know it all: facts, stats, lists, records, and more

Dorling Kindersley, UK, 2010

ISBN 9781405355339 [030.2]

Filled with a large range of facts and trivia, this attractive book will be greatly appreciated by students and teachers alike. Chapters that could be useful to students in Science 7–10 include *Space*, *Earth*, *Dinosaurs*, *Nature*, *History* and *Human body*. Within each of these chapters subsections are explored, each across a colourful and densely populated double-page. The information provides an interesting general overview, but due to the vast diversity of topics

covered, the book does not allow readers to develop a depth of understanding about specific topics. Nevertheless, the language is straightforward and the bright illustrations and diagrams would sustain the interest of most readers. For virtually every unit of work within the Science 7–10 course, there would be something of value in this qualitative resource. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
 \$29.95 SCIS 1472150

HORAN, Brian

New windows of opportunity: keys to finding your passions in life & living with purpose!

Global, Vic, 2010 [158.1]
 ISBN 9781921630514

Goal setting is important in high school as part of a student's search for identity. This book and accompanying website <www.newwindowsofopportunity.com> are designed to help students identify what they want to achieve. Stories of four young people are presented as examples. Chapters cover topics on the influence of our backgrounds, interests, relationships, education, and ability to take risks and cope with change. Each chapter advances the story of the four friends and features reflections in the *Food for thought* sections. The book does not contain illustrations and its staid appearance may not immediately attract students. The text is not particularly user friendly for PDHPE, though some of the messages may be useful in the classroom. A. Soutter

USER LEVEL: Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10
 Paper \$29.95 SCIS 1507749

Issues in society [series]

Spinney, NSW, 2011

Collating credible information from a broad range of published sources, this factual series provides current and balanced information about contemporary social, political and environmental issues. The inclusion of quality primary and secondary source material, including newspaper articles, census data, government reports, fact sheets and statistical publications, supplies inexperienced researchers with a comprehensive overview of key issues. Different perspectives are observed objectively and these information rich texts are supported by colour images, tables and graphs. At the end of each book, the *Exploring issues* section provides comprehension and research activities which foster reflection and critical thinking. **e-book** versions of some issues are available with relatively flexible site licences, both on CD-ROM and as a download from either The Spinney Press or its affiliated e-book library suppliers: <spinney-press.com.au/books/EditionType/digital>. When viewed with Adobe Reader or Adobe Digital Editions, these PDF or EPUB versions provide active hyperlinks and annotation facilities which may suit secondary schools using e-readers or running laptop programs. D. Giorgi

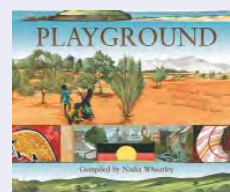
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE; PDHPE
SYLLABUS: English Stage 6; Geography 7–10; Legal Studies Stage 6; PDHPE 7–10
 Paper \$24.00 each

Reviewed titles in this series:

Adoption issues	SCIS 1509380
Children and young people at risk	SCIS 1496312
The crime and punishment debate	SCIS 1509394
Global food crisis	SCIS 1509411
HIV and AIDS	SCIS 1496307
Human rights and civil liberties	SCIS 1509401
Issues in society: volumes 320-324	
[electronic resource]	SCIS 1499908
Issues in society: volumes 325-329	
[electronic resource]	SCIS 1510096
Poverty and exclusion	SCIS 1496319
Tobacco smoking	SCIS 1509387

Playground: listening to stories from country and from inside the heart

/ compiled by Nadia Wheatley. Allen & Unwin, NSW, 2011 [305.89]
 ISBN 9781742370972



Doctor Jackie Huggins, a historian of the Bidjara and Birri-Gubba Juru people of Queensland, was Nadia Wheatley's Indigenous consultant for this compilation of Aboriginal stories from 80 Elders that span much of the 20th century to the present day. Organised into chapters such as, *Family relationships*, *Getting water* and *Learning through stories and pictures*, the playground is actually the vast Australian outback in which generations of Aboriginal and Torres Strait Island children learned valuable lessons about Country, tradition, family and life in general. Messages about the importance of self-respect and responsibility are strong, as is the hope that young people will continue to keep their cultural identity and, in turn, pass on their knowledge to future generations, just as their Elders have done. A mix of historical and contemporary photographs and artwork are interwoven with records of recent memories and with stories that have been passed down. The connection with Land and tradition, in a contemporary context, is paramount. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; HSIE K–6
 \$39.99 SCIS 1503701

WILLIAMS, Karen Lynn

Beatrice's dream: a story of Kibera slum

Frances Lincoln Children's, UK, 2011 [307.3]
 ISBN 9781847800190

As thirteen year old orphan, Beatrice, describes life in Nairobi's Kibera slum, readers will be humbled and inspired by her resilience and determination to improve the life of her community. Gritty colour photographs accompany Beatrice's sensitive account, enabling young readers to witness her daily hardships. This brief, poignant text is an excellent stimulus for discussions about multiculturalism and the plight of the world's poor. William's simple teacher's guide at <www.karenlynnwilliams.com/files/beatrice_guide.pdf> invites young Australian readers to compare their lives with Beatrice's experiences and draws meaningful connections with several KLAs. The resource would particularly support the Stage 3 units *Study of a cultural group* and *Global connections* in the HSIE K–6 course. G. Cale.

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K–6; History 7–10
 \$29.95 SCIS 1501334

Biodiversity [series]

Macmillan Education, Vic, 2011

Glossy full colour photographs are an attractive feature of this comprehensive series. Six titles are reviewed here, though the series comprises twelve in total. Each title focuses on a particular ecosystem or biome, such as *Wetlands* or *Temperate forests*. A standard template is adopted across all titles, providing familiar features and easy navigation. Each title also includes a case study that incorporates a variety of data and statistics as well as maps and diagrams. Using simple language, short passages of text and generous graphics, this highly accessible series enables students to garner basic facts, while developing deeper understandings of conservation techniques and threats to ecosystems. Teachers of Geography 7–10 will appreciate the integration of mapping skills and discussion of the interactions between human activities and natural environments. J. White

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10
\$31.99 each

Reviewed titles in this series:

<i>Biodiversity of alpine zones</i>	SCIS 1498983
<i>Biodiversity of grasslands</i>	SCIS 1499003
<i>Biodiversity of oceans and seas</i>	SCIS 1498930
<i>Biodiversity of rivers</i>	SCIS 1498932
<i>Biodiversity of temperate forests</i>	SCIS 1498989
<i>Biodiversity of wetlands</i>	SCIS 1498999

TREGONING-LAWRENCE, Heather

We'll meet again: Australian stories of love in wartime

Department of Veterans' Affairs, ACT, 2011

ISBN 9781877007583 [355.02]

Credible and comprehensive, this teaching resource examines Australian experiences of love during war. Primary and secondary sources, including memorabilia, photographs and art from the Australian War Memorial, compliment the written text which outlines personal stories from the frontline and the home front. Featuring themes of *Romance and recruitment*, *Separation*, and *Reunion or Widowhood*, this compilation nurtures the development of empathy. Suggested activities encourage inquiry and the *Depth study* builds students' confidence in handling historical source material. A valuable resource for Stage 5 students examining Australian experiences of war in Topic 2 and Topic 4 within the *History Years 7–10 syllabus*, this resource is also intended to support *Australian Curriculum: History*. A. Frost

USER LEVEL: Stage 5
KLA: AC; HSIE
SYLLABUS: History 7–10
Paper \$19.95 SCIS 1501459

SIERS, Robyn & TREGONING-LAWRENCE, Heather

Forever yours: stories of wartime love and friendship

Department of Veterans Affairs, ACT, 2011

ISBN 9781877007576 [355.02]

Nicely presented with quality paper and colour images this historical compilation views war through the lens of family and loved ones. Collating a range of evocative primary source material, including letters, cards, diaries, photographs and paintings, *Forever yours* describes the personal relationships of Australian servicemen and women. Many of these sources have been drawn from the

Australian War Memorial's exhibition *Of love and war*, parts of which can be found online at <www.awm.gov.au/exhibitions/loveandwar/index.asp>. While by no means all-embracing, as there is no mention of Korea or Vietnam, this book supports an inquiry approach to the study of history, encouraging critical analysis and empathy, and reminding readers of the social cost of war. S. Pollard

USER LEVEL: Stage 4 Stage 5
KLA: History
SYLLABUS: History 7–10
Paper \$16.50 SCIS 1501454

BOS, Samone

Symbols of Australia [series]

Macmillan Education Australia, VIC, 2011

Containing a wealth of information about various Australian symbols, including anthems, icons, commemorative days, emblems, landmarks and flags, this well composed series could provide invaluable support for the Stage 3 COGs unit (H): *Symbol systems*. Each book features an explanation of what a symbol is, why we have symbols and who chooses them. Colourful photographs, complete with captions and sometimes with labels, greatly aid young readers' understanding of each symbol. *Anthems and songs* provides the lyrics for a number of popular national songs and anthems, together with explanations of the special meanings these pieces convey. This relevant collection could certainly assist independent learners in their Australian studies. In addition to the hardcover edition, the series is also available digitally on CD in PDF format and comes with a full site licence allowing unlimited simultaneous access. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
\$28.99 each

Reviewed titles in this series:

<i>Anthems and songs</i>	SCIS 1497057
<i>Commemorative days</i>	SCIS 1496770
<i>Emblems</i>	SCIS 1496776
<i>Flags and coats of arms</i>	SCIS 1497040
<i>Icons</i>	SCIS 1497075
<i>Landmarks</i>	SCIS 1497064

WILLIAMS, Marcia

Ancient Egypt: tales of gods and pharaohs

Walker, UK, 2011

ISBN 9781406326680 [398.2]

With its picture book format, this colourful text provides a high interest insight into the creation myths, gods and some pharaohs of ancient Egypt. Each story is presented as a comic strip, reminiscent of Egyptian tomb paintings, with highly contemporary comments by various characters. Rami, a wise-cracking cat, has his own story along the bottom of the pages, providing the reader with a unique view of the role of cats in ancient Egypt. This book would provide an enjoyable introduction to some ancient Egyptian myths, particularly for students studying this topic in English and in Stage 4 History, *Societies and civilisations of the past*. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English
7–10; History 7–10
\$29.95 SCIS 1503018

MONTE, Richard

The mermaid of Warsaw and other tales from Poland

Frances Lincoln Children's, UK, 2011
ISBN 9781847801647

[398.209438]

Appealing and timeless, this anthology of eight Polish folk tales will delight readers of all ages. Each tale is independent and is supported by quirky, stylised black and white pencil drawings that set the tone. From salt mines in Wieliczka to a turnip garden in a ramshackle castle in Karkonosze, these tales are punctuated with magic and intrigue to enchant young readers and transport them to another world. The language is quite sophisticated and the content is humorous and tantalising. The resource will suit independent readers who have a penchant for something a little different. The richness of Polish culture and history is embodied in this lovely collection. G. Cale

USER LEVEL: Stage 2 Stage 3
Paper \$15.95 SCIS 1500692

JENKINS, Steve

Actual size

Frances Lincoln Children's, UK, 2011
ISBN 9781847801852

[591.4]

The sight of a huge gorilla's hand contrasted with a tiny pygmy mouse lemur on this picture book's cover is a unique sight. Inside, the use of textured paper collages to depict animals in exact proportions is a delightfully appealing concept. A wide variety of illustrated creatures are presented, together with their size dimensions and a short, informative fact file on each animal. Every page is eye catching, particularly for students who enjoy trivia or non fiction texts. This book would provide wonderful opportunities for students to create an information report by selecting one of the eighteen animals and examining the brief synopsis about it. Opportunities also exist to present these images as a stimulus for creative art work and collage. In addition, this resource could be used to support the Stage 1 COGS unit (C): *Growing and changing* and the Stage 2 COGS unit (C): *Effects of growth and change*. D. Johnston

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$16.95 SCIS 1501322

JUDGE, Astrid

Antarctica [series]

Pearson Australia, 2010

In this well produced series, the information provided on the many aspects of human and animal life in Antarctica enables students to explore and achieve outcomes set in the *Environment* strand of the *Human Society & its Environment K-6 syllabus*. Animals, human impact and current issues are explored in detail. Written information is supported with stunning photography, maps, timelines, explicit diagrams, graphs and tables, and highlighted fact boxes contain extra details. Clear headings and subheadings make it easy to discern and locate data. A website address is included, directing students to a list of relevant internet sites for further research and a list of additional reading materials on the subject. G. Cale

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.95 each

Reviewed titles in this series are:

Current issues SCIS 1464835
Human impacts SCIS 1464929
Land, ice and living things SCIS 1464949

Sea creatures

Australian Geographic, NSW, 2011 (All about Australia)
ISBN 9781742451183

[591.77]

Featuring colourful photographs and large, distinctive written text, this comprehensive resource is part of an Australian Geographic series and graphically presents a snapshot of native sea creatures. Beginning with fact files on fish, mammals, crustaceans, molluscs, reptiles, seabirds, coral and plants, the book features information about the Great Barrier Reef, sharks, octopuses, seahorses and starfish. Four simple food chains are vividly presented via a pictorial flow chart, and a section on *Danger in the water* provides advice on which creatures to avoid. *Life on the coast* presents an Indigenous perspective, outlining the way in which Aboriginal people lived and hunted by the water, making canoes from trees and leaving behind middens as evidence of their presence. The resource supports the Stage 2 COGs unit (C): *Effects of growth and change* and the *Living things* strand of the Science and Technology K-6 course. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$9.95 SCIS 1503335

WALKER, Richard

Wow! human body

Dorling Kindersley, UK, 2010
ISBN 9781405353465

[612]

Teaching and learning about the human body can be enhanced by this outstanding book. Covering all areas of human biology, this visually stunning resource will capture the interest and attention of students. It is a valuable resource for Stage 4 Science relating to outcome 4.8.5 regarding the role of the digestive, circulatory, excretory, skeletal, and respiratory systems in maintaining humans as functioning organisms. Stage 5 students will also find this book extremely useful when completing units of work on the endocrine, immune and reproductive systems. The fascinating information provided throughout is enhanced by countless, attractive images. Linking of science, history, and technology makes this book a worthwhile reference. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
\$35.00 SCIS 1467613

PITTS, Leissa & MURRAY, Craig

Sexpectations Girl. Sexpectations Boy

Allen & Unwin, NSW, 2011
ISBN 9781741751437

[613.9071]

As a resource for males and females to learn more about their own sexuality, this informative book offers a non-judgemental approach and is aimed at a mid to late teenage audience. Presented as a flip book, the separate sections for males and

females work well in dealing with gender specific issues and potentially controversial topics. The language is inclusive, intelligent and appropriate. Younger students, who need more basic information, would find the approach too sophisticated. Photography and diagrams are contemporary and relevant. This is a valuable personal reference and educational research tool. A reference list of books and significant websites is included at the end of each section. R. Cox

USER LEVEL: Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10
 Paper \$29.99 SCIS1505338

BRYAN, Philip

On the move [series]

Echidna, Vic, 2008

Machinery and forms of transport have always been popular topics for younger readers. This concise series uses labeled photographs and simple, informative text to describe the main parts of vehicles, showing how they work and why they are useful. Each page provides a *What do you think?* question, which may provide opportunities to draw on students' prior knowledge, check their comprehension or initiate group discussion. Each title has sections devoted to vehicle safety and the historical evolution of the machinery. The series attempts to enhance classroom programs while catering for the individual reader, but does not quite satisfy either role. Individual titles may support understandings of community workers in the Stage 1 and Stage 2 COGs unit (E): *Products, services and systems* and assist with Science and Technology concepts in the Stage 2 COGs unit (F): *Machines*. S. Morton

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
 Paper \$14.95 each

Reviewed titles in this series:

Diggers and cranes SCIS 1396856
Fire engines SCIS 1396853
Helicopters SCIS 1396855
Motorbikes SCIS 1396852

McBRIDE, George

Car book for the new driver

George McBride, Qld, 2010
 ISBN 9780646542546 [629.28]

The aim of this book is an admirable one. It includes information on correct road use and basic auto maintenance. The layout offers straightforward and useful ideas, although the lack of colour and the uniform print text may not be immediately welcoming to adolescent readers. Graphics, including photographs, would have aided the quite worthy information and offered greater visual appeal. Later diagrams relating to specific engine functions do have direct connections to the associated text. R. Cox

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: Crossroads Stage 6; PDHPE 7–10
 Paper \$22.99 SCIS 1498562

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.

ICT project management [videorecording]

VEA, Vic, 2011
 ISBN none [658.4]

Practical and concise, this 20 minute video would be suitable for students studying project design and development. It would be particularly useful for HSC students undertaking *Information systems* and *Project work* within the Information Processes and Technology Stage 6 course. The video is based around Bjango Software, a company which develops software applications for iPad and iPod. Members of the company's development team discuss key elements for successful projects and demonstrate how they follow the systems development life cycle. This has direct relevance for students when they design their own ICT projects. The program follows the development of a project from an idea, through to planning, building, testing and evaluating the finished solution. Chapters include *The project*, *Team work*, *Planning for success*, *The proposal*, *Design and development*, *Construction and Implementation*. A. Parnis

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Information & Software Technology 7–10; Information Processes and Technology Stage 6
 \$125 SCIS 1514945

DE WAAL, Edmund

The hare with amber eyes: a hidden inheritance

Vintage, UK, 2011
 ISBN 9780099539551 [738.092]

The inheritance of a collection of 264 miniature Japanese ivory and wood carvings, known as netsuke, forms the basis of this sweeping family memoir. Passed down through several generations and transported to various locations, including Tokyo, Paris and Vienna, the netsuke's journey parallels the history of this proud Jewish family. Spanning approximately 130 years, the personal story is also congruent with the turbulent social and political history of Europe and the Jewish people. Interspersed with black and white photographs and illustrations, the rich text is divided into four detailed sections. Some readers may find the minutiae of the meticulous writing style to be quite cumbersome. Yet, for those seeking a challenge, this epic saga and winner of the 2010 Costa Biography Award is a satisfying read. H. Gardiner

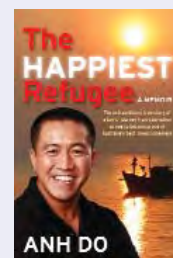
USER LEVEL: Stage 5 Stage 6
 Paper \$24.95 SCIS 1506603

DO, Anh

The happiest refugee

Allen & Unwin, NSW, 2010
 ISBN 9781742372389 [792.702]

In this perceptive and entertaining account, popular Australian comedian, Anh Do, describes his family's journey from postwar Vietnam, enriching his audience's understanding of the refugee experience. Do's depiction of the perilous trip is compelling and effectively conveys the enormous risks taken by many boat people to reach Australia. The memoir is an often hilarious account of migrant experiences in Sydney in the 1980s and 1990s, as Do relates his story with self-deprecating humour and a keen eye for the absurd. This



makes his autobiography both engaging and powerfully empathetic. For Stage 6 English students examining *Belonging*, and for teachers of History 7–10 and Legal Studies Stage 6, Do's journey will provide a stimulating insight into an often contentious issue. J. White

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; History 7–10; Legal Studies Stage 6
 Paper \$32.99 SCIS 1477934

McBRIDE, Noel

Be your own hero

Brolga, Vic, 2010
 ISBN 9781921596193 [796.01]

As a guide towards inspiring young people to attain their personal best, this book has merit. However, as a series of descriptive messages and anecdotes about the psychological and physical benefits of sport, it misses the steps to success that many may be after. Key statements capture the theme of each section and some inspiring photographs could have enhanced these messages. Some aspects of the Stage 6 PDHPE course surrounding motivation and psychological strategies are examined, including Core 2 *Factors affecting performance* and Option 4 *Improving performance*, and a teacher or student could gain some valuable depth to support aspects of the syllabus. Overall, the resource caters for the aspiring athlete or coach looking for additional ideas to enhance existing training regimes in an inspirational manner. R. Cox

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
 Paper \$24.95 SCIS 1508265

From Kinglake to Kabul

/ edited by Neil Grant & David Williams. Allen & Unwin, NSW, 2011
 ISBN 9781742375304 [820.8]

In *Kinglake*, three days before my brother's birthday everything went grey with smoke, so begins a moving story of surviving the Black Saturday fires. This is just one of the vivid stories of tragedy and courage in this collection arising from a community project called *1000 pencils: from Kinglake to Kabul*. The project linked students from a Kinglake high school, in Victoria, with their counterparts in the International School in Kabul. A moving anthology, it features writing by students, teachers and aid workers. Touching photographs are overlaid with haikus and letters penned by students. From the perspective of young people this book tells stories of hope in terrible circumstances, in both in Australia and Afghanistan. It is a thought provoking book that students will enjoy reading. Comprehensive teaching notes are available at <www.allenandunwin.com>. A. Soutter



USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7–10; HSIE 7–10
 Paper \$18.99 SCIS 1495397

A million brilliant poems (part one): the best children's poetry today

/ chosen by Roger Stevens. A&C Black, UK, 2010
 ISBN 9781408123942 [821]

Inspiring young readers to appreciate poetry in its many forms has been made easier with this diverse collection. The anthology covers a wide range of interests and levels of reading ability. Mainly modern poets are presented and include Catherine Benson, Clare Bevan, Steven Herrick, John Hegley, Carol Rumble and Michael Rosen. The well chosen selection offers a cross-section of styles and subjects, serious and funny, as well as rhyming and rhythmical. Several poems, such as *If I were a shape* and *Word of a lie* lend themselves to operating well as stimulus for teaching poetry writing. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
 Paper \$11.99 SCIS 1489635

The bestest ever bear

/ chosen and illustrated by Colin West. Walker, UK, 2010
 ISBN 9781406329735 [821.008]

Did you know 40% of adults still have their childhood teddy bear? This is one of the interesting *Bear facts* in this bear poetry anthology. The collection has been chosen and illustrated by Colin West. There is a focus on uplifting and amusing poems that are usually supported by pen and ink outline illustrations. Covering all types of bears, from grizzly to fuzzy and rare to polar, there is also mention of the Australian koala which, as explained, is not a bear. Favourite children's poets such as Spike Milligan, Colin McNaughton and Edward Lear present their entertaining poems and there are other thought provoking poems such as Gerard Benson's verse about dancing bears and a Navajo North American Indian. This is an enjoyable anthology for young children. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
 Paper \$16.95 SCIS 1497390

HILL, Barry & WOLSELEY, John

Lines for birds: poems and paintings

UWAP, WA, 2011
 ISBN 9781921401534 [A821]

Through this collaborative venture, artist John Wolseley and poet Barry Hill, have captured the essence of birdlife that they have encountered in their lives. The effect of combining these artistic and literary forms is both powerful and captivating. This book can be admired for its artistic presentation and for the way in which it champions the preservation of unique wildlife. Each exquisite painting and sensitive poem depicts nature in habitats such as the *Forest*, *Scrub land*, and *Wetlands and shorelands*, capturing the distinctive curiosity, courage and liveliness of wild birds. Students looking for innovative methods of representing their creative ideas and broadcasting their messages may gain insights from the format of this book. The publisher offers a PDF extract at <uwap.uwa.edu.au/static/files/assets/203e8613/Lines_for_Birds_Extract.pdf> which may be useful for IWB display. S. Rasaiah

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: English Stage 6; Visual Arts Stage 6
 Paper \$59.95 SCIS 1502569

LOWING, Roberta

Ruin

Interactive, Qld, 2010

ISBN 9781921479434 [A821]

A moving suite of poetry, this collection examines the tragedy of the Iraq War. It employs four different voices to explore the invasion, charting the experiences of Iraqi civilians and American soldiers through free verse. Observations of an American marine, the Whitehouse spokesperson, a Sunni doctor, and a Shia boy are intertwined to create the narrative stages of this work. Accessible poetry readily conveys character, context and sentiment to the reader. Powerful imagery captures the devastation, tragedy and futility of the prolonged period of war. The book is a fine example of contemporary political poetry and a valuable resource for senior students, both for its literary merits and its artistic construction. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$24.95 SCIS 1510013

KEENE, Daniel

Life without me

Currency, NSW, 2010

ISBN 9780868198750 [A822]

A rundown, inner city hotel is the unique setting for this forceful study of human behaviour and relationships. As seven quite different characters converge briefly in the shabby hotel lobby, Keene probes their diverse personalities, extracting stories with a credible, emotional truth which binds this short play together. Middle aged John has eventually checked in after trying to leave the city for three days. Tom and Ellen, a newly married couple, arrive by sheer accident when their taxi delivers them to the wrong hotel. An element of poesy is evident in the witty dialogue as each character comes to grips with their place in a cold, isolating world. Insightful and amusing, this script could be adopted as related material for the English Stage 6 Area of Study: *Belonging*. H. Gardiner



USER LEVEL: Stage 5 Stage 6
KLA: Drama; English
SYLLABUS: Drama 7–10; English 7–10; English Stage 6
\$18.95 SCIS 1494488

DREWE, Robert & KINSELLA, John

Sand

Freemantle Press, WA, 2010

ISBN 9781921361883 [A828]

Adopting a distinctly Western Australian perspective of summer and past youth, two well-respected writers reminisce about their childhood experiences of sand through poetry and prose. The simple, well constructed memories take on significant depth and emotion, encouraging readers to undertake similar journeys of nostalgia. The interesting subject matter and wide variety of forms, including short stories, poetry and radio scripts, will provide endless scope for classroom activities at all levels. The collection has significant value as a study of a specific theme across diverse literary forms. It may be particularly useful for Advanced English classes undertak-

ing Module C: *Representation and text* as a close study on valuing and appreciating diversity of language and literature. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6
Paper \$27.95 SCIS 1490034

Inquiry skills in the study of history [videorecording]

VEA, Vic, 2010 (21min.)

ISBN none [907.2]

The importance of a well structured approach to historical research is explained in this straightforward and easily navigated DVD presentation. In this focused step by step approach, the key points of the inquiry process are emphasised through repetition, summaries and examples. Students will find the practical research task, showing the process in action, worthwhile and meaningful. Issues of bias, impact of terminology, types of resources, relevance of information and the value of utilising a range of resources are all discussed and treated in the context of a historical investigation. It is very detailed in its presentation although the level of language used targets the senior years. B. Kervin

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; Extension History Stage 6; Modern History Stage 6
\$120.00 SCIS 1488832

Map smart [series]

Macmillan Library, Vic, 2011

Different types of maps are presented in this colourful hardback series. Year 7–10 Geography students learning about elements of maps, maps types and map projections will find this series covers much of the Stage 4 unit 4G1 *Investigating the world*. Basic mapping skills, such as direction, area references, latitude and longitude, and measuring distance are explained simply and with a global geography focus. Each title includes some student activities, some of which simply test mapping skills, while others, like the *Create a country map* activity, integrate a number of skills in a fairly challenging group task. These activities, together with a quick quiz and glossary, complete each title. Brightly illustrated with colour photographs, satellite imagery, cartoons and diagrams, the series is a valuable addition to the substantial collection of resources already published on this topic. J. White

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10
\$28.99 each

Reviewed titles in this series:

Community maps SCIS 1498901
Country maps SCIS 1498904
Land and sea maps SCIS 1498897
World maps SCIS 1498891

BRENNAN, Brian

Minoan society: interpreting the evidence

Ancient History Seminars, NSW, 2010

ISBN 9780975696323 [939]

Written for Ancient History students, who are studying Option G *Greece: The Bronze Age – Society in Minoan Crete*, this is a comprehensive and readable book. It covers each of the syllabus topic areas in detail. Each chapter has a point summary, student activi-

ties and a useful bibliography. Photographs, maps, comparative tables and written sources complement the written text. Many concepts and key words are bolded and explained in the written text or glossary. This would be a very worthwhile book for both teachers and students of Ancient History. B. Hull

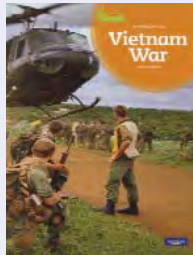
USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
 Paper \$49.00 SCIS 1458750

HILLMAN, Robert

Australia at war [series]

Pearson, NSW, 2011

From WWI to the Vietnam War, this series provides a readable, well illustrated overview of Australia's involvement in military conflict. With its two page per topic format, the simple text is supplemented with maps, photographs and posters, which could form the basis of visual source analysis. Fighting conditions, the role of women, significant personalities, contemporary social and political issues, and commemoration ceremonies are some of the areas explored. Adopting simple language, featuring timelines and glossaries, these books would be a useful introduction for Stage 5 History students studying WWI, WW2 and the Vietnam War era. B. Hull



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Years 7–10
 \$29.95 each

Reviewed titles in this series:

<i>Vietnam War</i>	SCIS 1504155
<i>World War I</i>	SCIS 1504152
<i>World War II</i>	SCIS 1504154

GUILE, Melanie & MACINTOSH, Cameron

Gold in Australia [series]

Pearson, Vic, 2011

Exploring the history of gold, the nature of life on the goldfields and the impact of gold mining in Australia, this well written series has relevance for HSIE K–6 outcome CCS3.1, *Significant events and people*. Attractive colour and black and white diagrams, images, photographs and maps complement the written text and will maintain student attention. Key ideas within each topic are delineated by short paragraphs and bold subheadings. Coloured text boxes offer interesting facts and a range of primary sources provide opportunities for students to interpret historical documents. Adopting a clear layout with quality content, this series will be valuable for individuals studying or researching gold and immigration in Australia, particularly within the Stage 2 COG's units *Being Australian* and *Our fleeting past*. A. Frost

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.95 each

Reviewed titles in this series:

<i>Famous people of the gold rush era</i>	SCIS 1504161
<i>Gold rushes</i>	SCIS 1504173
<i>How gold changed Australia</i>	SCIS 1504171
<i>On the goldfields</i>	SCIS 1504176

Who reviews?

Gayle Cale, teacher
 Narelle Chaffey, teacher
 Robert Cox, Henry Kendall HS
 Jan Eade, Macquarie ICT
 Nicole French, Singleton HS
 Amanda Frost, The Hills Sports HS
 Heather Gardiner, Bulli HS
 Daniela Giorgi, Curriculum Advisor, Civics and Citizenship, Parliament of NSW
 Patrick Hannan, Chifley College Bidwill Campus
 Ruth Higginbottom, Tomaree PS
 Bronwyn Hull, Goulburn HS
 Di Johnston, Blackwell PS
 Cath Keane, School Libraries and Information Literacy
 Therese Kenny, School Libraries and Information Literacy
 Bede Kervin, Bowral HS
 Gillian Maugle, Wiley Park PS
 Ian Mavin, Westport HS
 Karen McDonnell, Lethbridge Park PS
 Ian McLean, Penrith PS
 Sue Morton, English and Literacy Team
 Helen Myers, Camden HS
 John Newman, writer
 Adam Parnis, Greystanes High School
 Rhonda Parnis, Sherwood Grange PS
 Shauna Pollard, Rooty Hill HS
 Sally Rasaiah, Cammeray PS
 Nathan Roche, writer
 Jean Saxby, Galston PS
 Cathy Sly, School Libraries and Information Literacy
 Eleana Sly, Davidson HS
 Alison Soutter, Project Officer, FACS
 Carol Thomas, Teacher
 Jason White, Chifley College Bidwill Campus



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