

Scan

the journal for educators



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inspiring dynamic 21C learning

In this issue

building capacity
collaborative communities
Guided Inquiry meets iPads
analyse transmedia narratives
global words

Scan

Published by NSW Department of Education and Communities (NSW DEC), *Scan* is a quarterly refereed journal that focuses on the interaction between information in a digital age and effective student learning. *Scan's* articles and reviews explore the use of curriculum resources in the learning environment.

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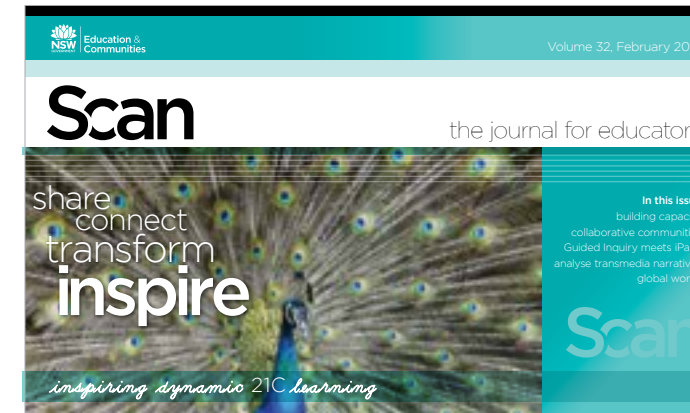
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from the editor

Welcome to the February issue of *Scan*.

Articles on supporting the implementation of the new curriculum, as well as several models for collaborative programming and teaching should provide opportunities for lively discussions in staff rooms. Let the conversation begin and gather momentum on [Facebook](#).

The *Scan* team looks forward to your [feedback](#) on our new format for a thematic resource package. The package for Stage 5 English appears on [page 51](#).

Please contact me if you have an article or exciting school news to share. It would be wonderful to include teaching and learning articles from across Australia and beyond in future issues of *Scan*.

Cath Keane, Editor

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Professional learning for new curriculum

Steve Wilkins and Tim Gorrod showcase a range of ways for teachers in NSW Departmental schools to ease the transition to the new curriculum through implementation bulletins, timelines, advice on planning, learning and teaching resources and professional learning.

Accessing *Scan* online



Have you changed your user name and password yet?

Contact the [Editor](#) to update your school or institutions' log in details so that all staff can easily access *Scan* online.

Need professional support? Share this video with your staff and discover ideas for integrating information and effective student learning in the digital age.



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A perfect match: Guided Inquiry and iPad technology

Thinking about introducing Guided Inquiry at your school? Jenny Scheffers and Kylie Bryant have provided an exceptional model for you to follow. Combine iPads into the mix for higher order thinking and enjoyable student learning.



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Riding the research wave in the Illawarra

Teacher and teacher librarian collaborations continue in this article — albeit on a larger scale. Sharon McGuinness summarises the bumpy, challenging and exciting ride experienced by teaching partners and students from five schools in the northern Illawarra area of NSW.



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Point of view in picture books and animated movie adaptations

Professor Len Unsworth guides us to analyse visual texts by bridging the worlds of print and animation. Teachers will use these examples from Shaun Tan's *The lost thing* to support their students' investigations on point of view and multimodal comprehension.



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Australian curriculum springboard

Blue is the featured multimodal resource in a new style review package. Nationalism, racism and exclusivity are dealt with ironically, and provide meaty content for Stage 5 discussion and debate on difference and diversity. Use the links and connections to springboard your planning to implement the Australian curriculum.

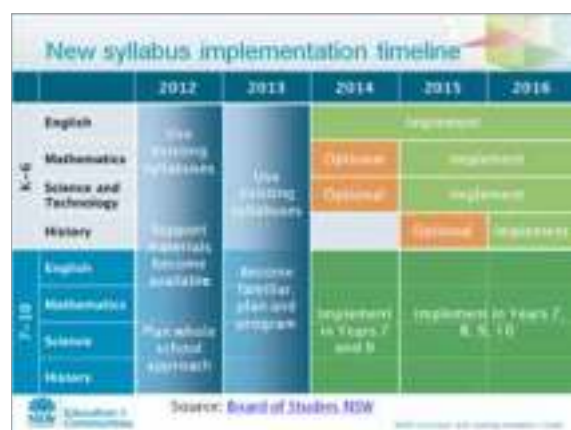
currents



Colleen Foley, Libraries Coordinator, NSW Office of Public Schools, is responsible for policy advice and leadership for school libraries and information literacy. E: colleen.foley@det.nsw.edu.au

New curriculum

Planning for and implementing the Australian curriculum is a focus of much professional excitement and energy. While highlighting professional learning for NSW Departmental teachers, [Professional learning for the new curriculum](#), has something for all readers. NSW teachers have a timeline that varies from other States, with implementation from 2014. All educators welcome the opportunity for greater collaboration and professional dialogue. Teacher librarians in schools are well placed to support the curriculum change process.



Implementation timeline for NSW schools

How can your teacher librarian help you?

Teacher librarians are keen to work with their colleagues to:

- support professional learning for new curriculum
- engage with and understand the content, pedagogical shifts and resourcing implications of the new curriculum.

Additionally, teacher librarians can 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 the school's resources gaps through identifying key areas of change in the syllabuses, analysing the implications of these for required professional 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.

Making the most of your teacher librarian

Teacher librarians' confidence with enquiry based and resource based learning approaches is well suited to the pedagogical requirements of the new curriculum.

In their cross-curriculum, collaborative teaching role, providing information literacies support for learning priorities, teacher librarians will regularly focus on:

- the information and digital literacies capabilities (recognised [21C skills](#)) required to support the learning outcomes in syllabus contexts
- related, integrated ICTs
- literacy and reading support for learning and life.

Teacher librarians will be able to provide particular support for *Learning across the curriculum* areas which are interwoven through the learning areas.



Learning across the curriculum areas

Resourcing curriculum

Scan continues to provide support for effective use of resources by teachers. This year you will see changes in the way articles and reviews are presented. This will provide ongoing practical support through the curriculum change process.

Take a look at the first page of the [Resource reviews](#) which presents a resource package which supports one of the new English curriculum emphases: multimodal texts for Stage 5 (Years 9 and 10).

Watch the [Raps and book raps](#) site for forthcoming resources for imaginative and critical responses to texts. [Join a reading adventure](#) offers activities and resources for students exploring and creating digital stories. The excitement of the National Year of Reading 2012 will continue with [Love2Read](#) launching new resources and programs during February.

Finally, with this issue, we say a fond farewell to Therese Kenny, Assistant Editor. We appreciate Therese's invaluable contributions to our online journey and outstanding management of the resource reviews. We wish her well as a new mum!

Exploring Scan's online edition

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with multimedia and social content, including embedded videos, future image galleries and Twitter feeds



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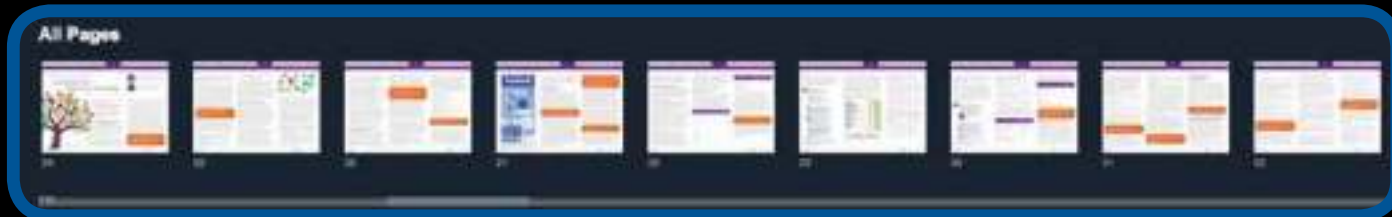
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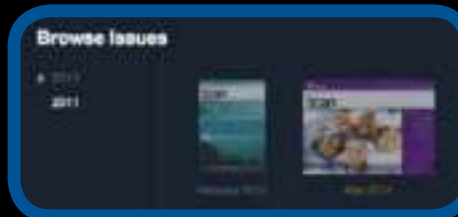
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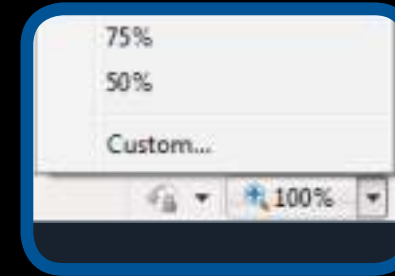
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For more tips, [click here](#) to view Scan's video taster.

Professional learning for new curriculum



Steve Wilkins is a Learning Designer with the NSW Department of Education and Communities. He is currently coordinating the development of the Syllabus Bites product range and is the Learning Designer for the suite of professional learning courses supporting the Australian Curriculum in NSW.



Tim Gorrod is a Senior Curriculum Policy officer with the NSW Department of Education and Communities. He has classroom experience in schools throughout NSW. Currently Tim is project manager and co-ordinator for the writing and production of the suite of professional learning courses being produced by the Department.

In 2013, teachers in NSW public schools will be preparing to implement new syllabuses that incorporate Australian curriculum content. The first syllabuses to be renewed are English K-10, Mathematics K-10, Science K-10 (incorporating Science and Technology K-6) and History K-10.

The *NSW syllabuses for the Australian Curriculum intranet site* [NSW DEC] provides access to all the latest implementation bulletins, timelines, advice on planning, teaching and learning resources and professional learning.

NSW teachers are well positioned for this implementation. They will recognise many aspects of the new syllabuses and they will be able to identify current

teaching and learning resources and activities that meet their professional learning needs.

The new curriculum provides a great opportunity to refresh what we do as teachers and to look at what might be different about 21st century learners and learning. The new syllabuses can be the catalyst to see what we might revise and improve in relation to planning, programming, teaching and assessing strategies. As teachers we might like to look at what current research says.

Professional learning courses

Registered professional learning courses developed by the Department that help us to examine and reflect on our teaching are already available, with more under development. More than 4000 teachers have enrolled in MyPL@Edu for the first of the courses, [The learner and the new curriculum](#).



The second course, [Teaching for the new curriculum](#) already has about 1000 enrolments. In this course, teachers consider what planning and programming

processes should achieve for teachers and their students. Belinda McKellar, literacy consultant from Riverina Region says of the course,

As co-ordinators of professional learning in our region we really liked its capacity to promote collaboration and to enhance professional dialogue.

She continues to talk about one of the documents from the course,

We were really impressed with the cogency of this document and the way it focused on strengths rather than defaulting to negatives.



Tim Gorrod introduces [Teaching for the new curriculum](#)

Each of the courses can be delivered in a variety of ways. An individual, a stage or faculty group, a whole school or a group of teachers from different schools can undertake the courses. The courses involve interacting with multimedia such as video or animations, engaging with research, reflecting on your own circumstances and making plans about what you can translate into your classroom.

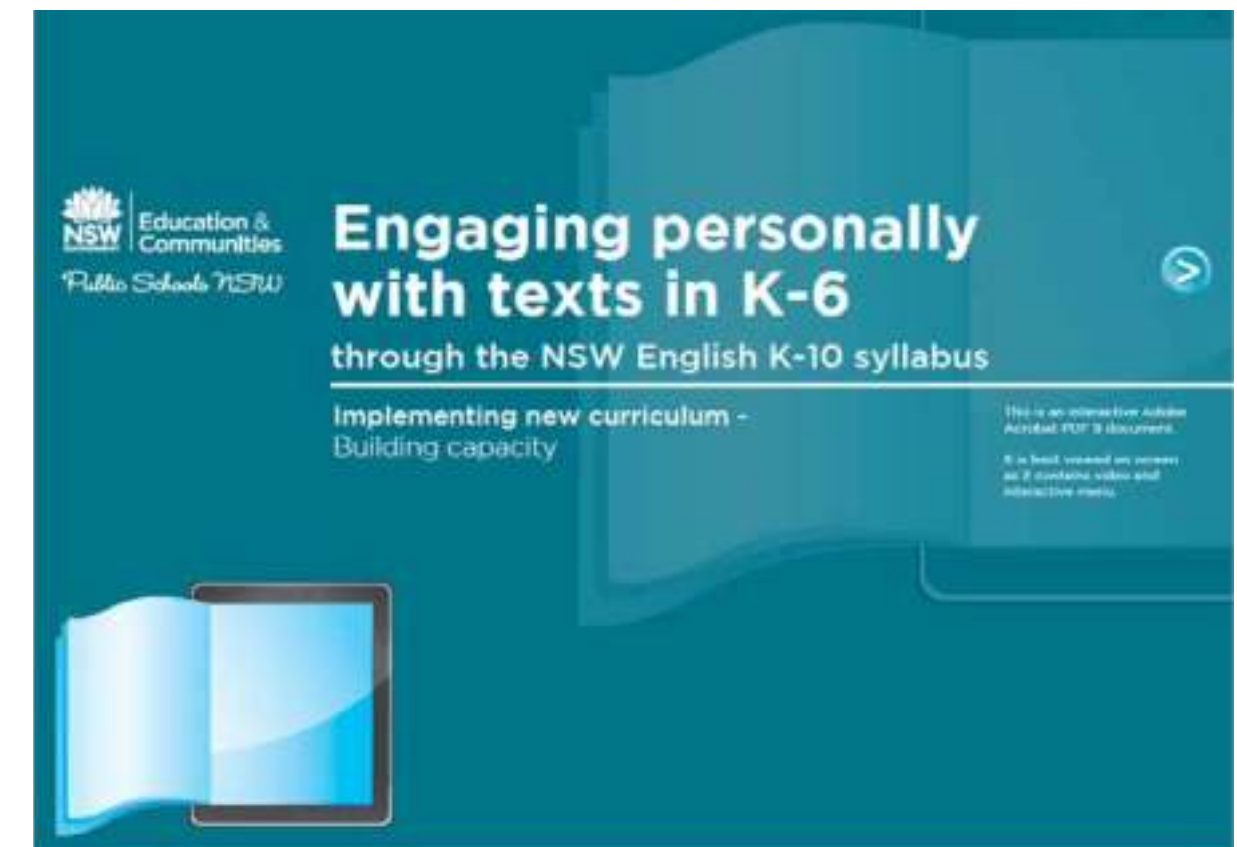
The new curriculum provides a great opportunity to refresh what we do as teachers and to look at what might be different about 21st century learners and learning.

Flexible resources to build capacity

In addition to professional learning, teachers have access to [Building capacity](#) resources. These resources guide teachers through new syllabus content that may be new or challenging. One of these resources, [Engaging personally with texts K-6](#), is already being used by Kerrie Pho from Baulkham Hills North Public School.

Kerrie states

We used Engaging personally with texts K-6 to focus our teaching practice on content from the new syllabus. Our teachers generally found the building capacity resources to be quite invigorating.



The new *Syllabus bites* series is designed to supplement the *Building capacity* resources and address gaps between current and new Board of Studies NSW syllabuses. They provide teachers with a flexible learning resource that can be used for professional learning, or used in the classroom to provide students with a range of engaging and interactive learning experiences.

[Exploring Asia-related texts](#) brings together texts appropriate for use with Stage 4 and Stage 5 students, and features links to study guides and websites that will assist teachers to deepen students' experiences with Asia-related texts.

[Creating digital and multimodal texts](#) provides a springboard of online resources and hands-on tools that will empower and inspire students as they create their own digital and multimodal texts. Links to websites, Departmental and Scootle resources are categorised into digital stories, animations, cartoons, film, audio and web based texts.

[Speedy sliding](#) is one in a series of *Syllabus bites* in mathematics that guide and engage students as

they explore new content through the innovative use of flash animation to demonstrate and bring to life mathematical concepts.

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A perfect match:

Guided Inquiry and iPad technology



Jenny Scheffers, teacher librarian at Caddies Creek Public School, is excited about the integration of Guided Inquiry and iPad technology into the library's collaborative teaching and learning programs.



Kylie Bryant, an enthusiastic classroom teacher at Caddies Creek Public School, is passionate about iPad technology and the way it can be used to engage students in creating and sharing their understanding with the whole learning community.

Background to Guided Inquiry @ CCPS

At Caddies Creek Public School in Sydney's western suburbs, the library's teaching and learning program is largely based on Cooperative Planning and Teaching (CPT), a flexible timetable and resource based learning. Since 2007, [Guided Inquiry](#) (GI) has been extensively trialled, developed and formally adopted as the framework for all students' research during lessons in the library. More recently, several classroom teachers have also incorporated GI into their own classroom programs.

In the past two years, the GI teaching and learning bar has been significantly raised by shifting from open ended webquest units to full blown GI research units, with pairs of students now required to:

- select their own research subtopic
- formulate their own open-ended research focus question and contributing questions
- research their contributing questions using a range of print and online resources
- collate, analyse, evaluate and synthesise their findings in order to justify their opinion or answer to their focus question.

In Term 2 2012, five Year 2 classes undertook their first GI library research, which was based on the topic of Australian native animals. Pairs of students utilised nonfiction books and online resources to complete their research. During this time, a sixth Year 2 class and a Year 1 class were busy in their classrooms trialling the school's first iPad technology.



Ryan and Joel share an iPad to investigate information on beetles

Planning of Year 2 Guided Inquiry and iPad CPT unit

Following the huge successes of both the Year 2 GI library research unit and the classes' iPad trial, it was a logical progression to trial the integration of GI and iPad technology to create a program for 21st century learners. The successful trials reported by teacher librarians Nay (2012) and Simpson (2012) also provided encouragement.

A dynamic collaborative partnership was formed between the teacher librarian (who possessed an in-depth knowledge, understanding and experience of the Guided Inquiry framework) and the sixth Year 2 class teacher (who had expertise and a passion for driving the adoption of iPad technology within the school).

In Term 3, the Year 2 class completed [GI research on beetles](#) as part of a Stage 1 *Living things* unit. The existing Year 2 *Australian animals* Guided Inquiry unit was readily adapted to incorporate the use of iPad technology. Modifications to the beetles unit involved looking at ways to access, record and present information digitally. Nonfiction

A dynamic collaborative partnership was formed between the teacher librarian ... and the Year 2 class teacher

texts and websites were sourced and iPad apps were matched to tasks. In some cases, the allocated app was later changed owing to student involvement and suggestions of apps that would better suit the purpose of the task.

Implementation of the learning and teaching unit

This unit was conducted in the classroom (with WiFi access) over a five week period and involved two two-hour lessons per week, with the teacher librarian assisting in the first hour of each lesson.

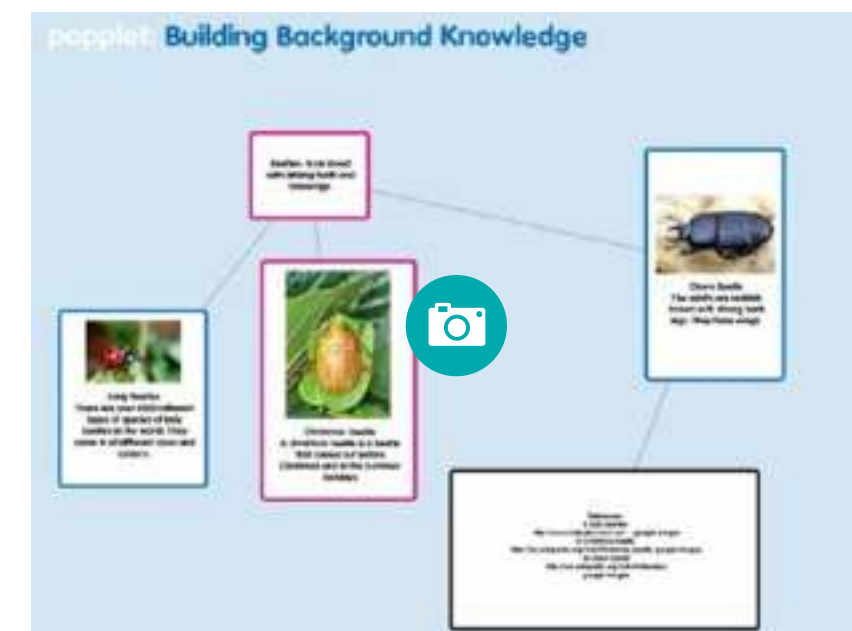
Having used iPads for a term and a half in pair situations, the students were used to working with a partner to complete a variety of tasks with these devices. The students selected their own partners, as this had previously been successful and cooperation was seen as part of the motivation for this engaging tool. This pairing strategy resulted in students picking friendship partners and, as such, there were groups of similar and varying abilities.

At each stage of the [Information search process](#) (ISP), the teachers used the class's interactive whiteboard and an iPad to explain, discuss and model the

particular apps that were to be utilised by students. The teacher librarian shared her knowledge of the ISP, nonfiction print and online resources, and notetaking skills with the class.

A brief overview of the programmed teaching and learning activities is provided below:

- **Initiation** – Whole class brainstorming of existing knowledge of beetles, using [Popplet](#). Explanation of the research task and the GI process. Students organised into pairs and allocated a particular iPad which they used each lesson.
- **Selection** – Notetaking from websites and nonfiction books modelled. Pairs of students researched four different beetles (of their choice) then used [Popplet](#) to record relevant keywords and photographs.



Students recorded keywords and images using Popplet

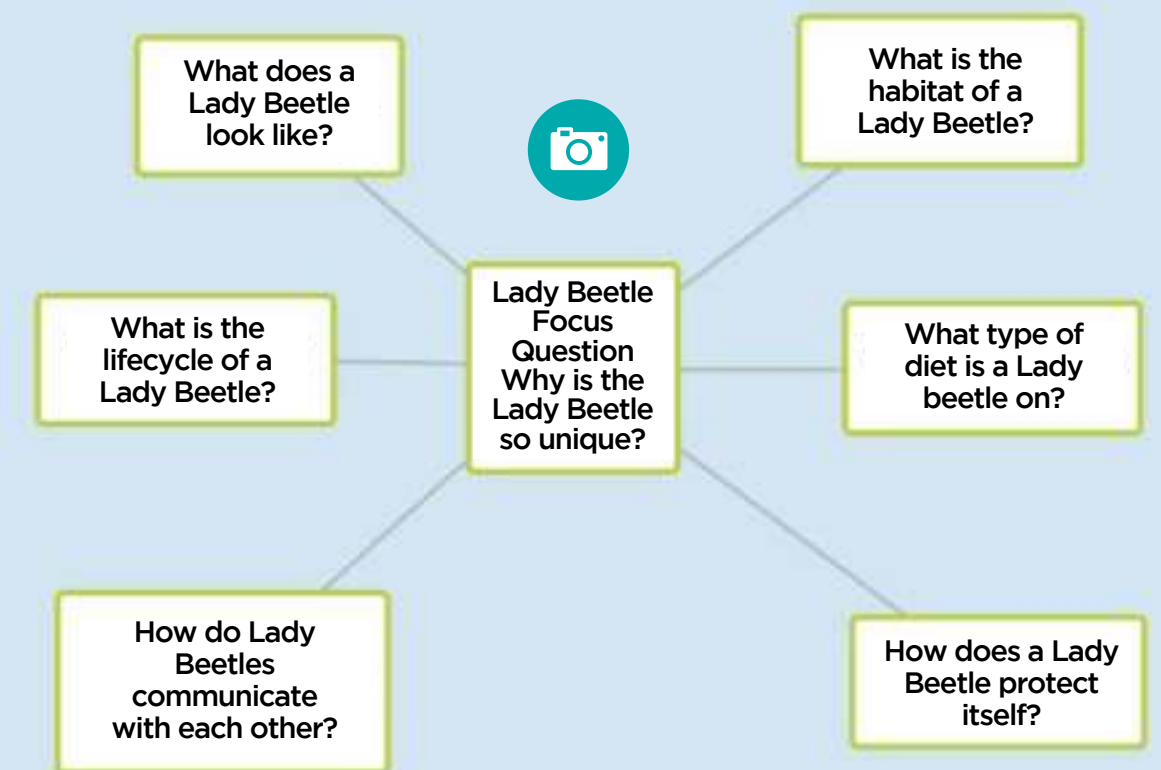
- **Exploration** – Pairs of students narrowed beetle selection down to two favourites. Students used various books and websites to locate additional information. Keywords and references were recorded using [StickyNotes](#).



Jake and Ava used StickyNotes for their two favourite beetles

- **Formulation** – Teachers used [Popplet](#) on the IWB to model construction of an open-ended focus question and several supporting contributing questions about a particular beetle. Students assisted with brainstorming of relevant contributing questions. Using [Popplet](#), pairs of students drafted own focus and contributing questions about their chosen beetle. Questions were checked by teachers to ensure questions were not too narrow or too broad.

popplet: Focus And Contributing q's



A model for a focus question and contributing questions

- **Collection** – Pairs of students researched their own contributing questions using books and online references. Keywords were recorded using *NotesHD*. Students then constructed a paragraph answer to each question and recorded references, also using *NotesHD*.

- **Presentation** –

Paragraphs checked by teacher. Students inserted their paragraphs into *Book creator*, ensuring each page had the title contributing question, paragraph, related picture and references. Students wrote an additional final paragraph answering their focus question. Students also included cover, title page, contents page and photo collage, before finalising book for conversion to *iBooks*.

- **Assessment** – Students opened their own iBook presentations and then rotated around iPads to read peers' research. Students recorded and

shared new facts which they had learnt from classmates' presentations. Using *SurveyMonkey*, students completed surveys at *Exploration* and *Assessment* stages.

Student learning outcomes

When designing this unit, the following outcomes were selected from the current NSW [English K-6 syllabus](#).

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

Although these outcomes were extensively covered and met by all students, the learning outcomes did not stop there. At the conclusion of the unit students demonstrated:

- in depth knowledge of their chosen topic
- Increased engagement
- improved reading levels
- iPad expertise
- highly developed social skills.

Evidence of in depth knowledge of their chosen topic

As part of the unit, students investigated a variety of beetles and then selected their favourite to research further. Students conducted an in depth study on their individual beetles looking at appearance, habitat, life cycle, diet, reproduction and other interesting facts.

At the conclusion of the unit, all students had created an iBook, which

demonstrated extensive knowledge of their chosen beetle. Each iBook contained well structured written text with images and was fully referenced. Students were able to discuss their beetle in depth and then, several weeks later, they each wrote a detailed information report as part of the school's yearly assessment. They had become *experts* on their chosen type of beetle.



Jake and Ava's *iBook* and *PDF version*

[Editor's note: Jack and Ava's iBook is accessible on iPads and PCs with Adobe Digital Editions installed.]

Evidence of increased student engagement

Clearly evident was the ongoing high level of student engagement for the duration of each lesson and during the unit as a whole. The GI approach enabled pairs of students to build

their background knowledge, select a beetle to investigate, formulate their own questions and then research them. This self directed approach to learning certainly motivated and engaged students.

For students with learning difficulties, the iPad *levelled the playing field*, allowing all students to access the same information, and bridged the gap through assisted learning tools. For example, those students with reading difficulties obtained assistance through text to speech functionality. Those who had difficulty with fine motor skills were not limited as typing was easy for all, and students who agonised over spelling could easily recognise their spelling mistakes and make corrections. All of these iPad attributes allowed students to be successful, independent and in charge of their own learning — elements supporting the Guided Inquiry framework.

Working with iPads had broken down some of the barriers that many students face when engaging in learning. The devices were engaging tools from the start because they were relatively new, current and relevant. They made learning fun, provided students with opportunities to demonstrate their understanding in a variety of ways and broke down the barriers that often switch students off because the learning task is perceived to be too hard. For this research unit, iPads equalled success for everyone.



Jake and Eva enjoy using the iPad as a learning tool

Evidence of improved student reading levels

One of the most rewarding and unexpected learning outcomes, evidenced after completing this unit, was the significant improvement in students' reading levels. This unit required students to read websites, articles and reference books, as individuals and in pairs, both aloud and independently. Naturally, none of the texts were levelled and, in some cases, they were well above the students' normal reading levels.



Tianna and Nithmi access multimodal texts for information

When students found texts challenging they were encouraged to problem solve using traditional reading strategies and the [Super six comprehension strategies](#) along with other resources and tools that the iPad offers. This included students using text to speech functionality, accessing online dictionaries and thesauruses, and discussing what they were reading with their peers and with their teachers. All students were heard reading with

enthusiasm as they had a definite purpose and genuine thirst for information. At the conclusion of the unit all students were benchmarked and the results demonstrated significantly improved reading levels. There was consolidation for top and middle readers with greater fluency, expression and comprehension. For the students who had been experiencing difficulty and who were below grade expectation, all but one student is now reading at the expected level. This markedly improved reading success for these students is attributed to a high level of engagement, significance and the need to use effective and efficient reading strategies to achieve a purpose.

Evidence of iPad expertise

All students (and the teacher librarian) demonstrated significant developments in their iPad technology skills. These students now have an extensive knowledge of how to use iPads to explain their understanding. Throughout the unit students were involved in discussing appropriate apps to use to meet their purpose and often changed the suggested app as they found another one that better suited their needs. Their understanding of how to import, export, transform, translate and create information is amazing! They can navigate iPad applications with great

speed and can troubleshoot a variety of issues that arise.

Students in this class have since worked with students from younger and older classes as experts in using the technology, first demonstrating, and then walking students through tasks step-by-step, and then supervising. They have become teachers and mentors themselves and have great pride in being able to help other teachers and students.

Evidence of highly developed social skills

This was a direct result of sharing the iPad for an extended period of time with the aim of creating an iBook. Students worked in pairs for the entire unit and needed to collaborate in order to successfully research, record keywords, use a variety of apps, agree on style and format, and generally share the iPad to complete these tasks. Students had to problem solve, take turns and compromise. Students were taught how to take a supportive role when their partner was using the iPad. They gave words of encouragement, provided suggestions and, in some instances, recorded notes. It was fantastic to see young students able to share and work together using such a highly sort after tool!

What's next?

At the end of Term 3, an additional 60 iPads were purchased and WiFi installed in other areas of the school (including the library), ready for the commencement of Term 4. Twenty iPads were allocated solely for library use. The integration of iPad technology into the library's CPT program has now spread like wild fire — in a positive way, of course. In Term 4, a variety of iPad apps were trialled in a wide range of library CPT programs including:

- two Kindergarten classes created various mind maps using *Popplet*
- a Year 1 class and a Year 2 class utilised *Popplet*, *Book Creator*, *iMovie* and *Puppet pals HD* to design digital literature show bags
- a Support Unit class (Autism) used *Popplet* and *iMovie* to extend an Aaron Blabey visual literacy unit
- four Year 4 classes designed persuasive book trailers using *Popplet*, *iMovie* and *Puppet Pals*.

These are certainly very exciting and rewarding times for the whole school community! In particular, the ways in which iPads may be employed in higher order thinking, open ended Guided Inquiry units appear endless. Students,

staff and parents now have even greater opportunities to learn, collaborate, create and share. The journey is just beginning!

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Riding the research wave in the Illawarra



Sharon McGuinness, teacher librarian at Thirroul Public School, coordinated a Guided Inquiry project that involved teaching partners and students from five schools in the northern Illawarra area, south of Sydney.



@sharonmacg

Testing the water

Late in 2011, a group of teacher librarians from the Seacliff Community of Schools *dived* into a *research* wave of guided inquiry. Some were *dumped* by the wave, others were able to *ride the crest*, but all made it into shore – more or less intact!

This article documents the process they experienced in their first attempts at introducing Guided Inquiry (GI) to their community of schools.

Guided Inquiry is carefully planned, closely supervised targeted interventions of an instructional team of school librarians and teachers to guide students through curriculum based inquiry units that build deep knowledge and deep understanding of a curriculum topic, and gradually lead towards independent learning.

Guided Inquiry, Rutgers, the State University of New Jersey

The Seacliff Community of Schools (Seacliff COS) comprises 10 schools in the northern Illawarra area: Austinmer Public School, Bulli High School, Bulli Public School, Coledale Public School, Helensburgh Public School, Otford Public School, Scarborough Public School, Stanwell Park Public School, Thirroul Public School and Waniora Public School. As these schools range in size, their teacher librarians work from one day to five days per week.

During the last two years, the teacher librarians have been working on ways to collaborate with classroom teachers to maximise support for student learning within their schools and the Seacliff COS. Several teacher librarians were keen to commence a GI project with their students – although some had an understanding of the process, none of the teacher librarians in this group had been formally trained in the method.

Diving in

Five schools in the Seacliff COS chose to participate in the GI project (Table 1). Principals from each school supported the project and provided funding for casual relief that enabled participating teacher librarians and teacher partners to attend an intensive day of training in the GI method. Funding was also provided for the trainer, Jenny Scheffers, teacher librarian at Caddies Creek Public School in Sydney's western suburbs. For several years, Jenny has worked with staff and students at her school on GI projects.

[Editor's note: Read Jenny Scheffers' and Kylie Bryant's GI article in this issue of *Scan*, p. 9]

Surf @ noon - Boscombe fragments
by www.ruffrootcreative.com

School	Teacher librarian	Class teacher
Austinmer Public School	Bronwyn Gleeson	Julie Reid
Bulli High School	Kylie Martin	Heather Gardiner
Helensburgh Public School	Stephen McQueen	3 X Stage 3 teachers
Thirroul Public School	Sharon McGuinness	Andrew Mathews
Waniora Public School	Jane Pretty	Michael Darmody

Table 1 Seacliff Community of Schools participating in 2012 GI project

The research wave

On that day in November, 2011 teacher librarians discussed possible project topics with their teacher colleagues and made commitments to commence the projects in Term 1, 2012. Jenny Scheffers shared Lee FitzGerald's *The research river* posters, which, with Lee's permission, were adapted to the Illawarra's coastal environment, using the analogy of the *research wave*.

Knowing the value in obtaining student feedback during the research tasks, the teaching partners aimed to document the project. Each school used elements of the [School Library Impact Measure \(SLIM\) toolkit](#) (Todd, Kuhlthau & Heinström, 2005) which were adapted to their topics, and developed a work booklet for each student to use. The resources included three surveys and a learning feedback sheet. In addition to the feedback collected via the booklets, they established the *Seacliff COS TLs* blog and encouraged students to use the comments feature.

Each school completed the project, adapting it to suit local conditions. For the teaching staff and students

involved, the process was of paramount importance rather than the end result. They learned much about the process and its effect on their students. It highlighted particular areas of research, which required additional teaching. It showed the students the highs and lows of working with a partner, the importance of self-reliance and commitment, and it gave them

skills and practices that they could apply to other research tasks.

Snapshots of the findings of the GI projects undertaken at the five schools follow.

GI at Austinmer PS

Bronwyn Gleeson, teacher librarian, and Julie Reid, Stage 3 teacher, worked with a Year 6 class on the topic of Antarctica. The following comments are examples of student feedback.

Positives:

- ✓ [It was] good to choose your own topic.
- ✓ Using PowerPoint was easier than writing the information.
- ✓ Choosing your own partner meant you could work with a friend.
- ✓ Antarctica was an interesting topic.
- ✓ The class presentations were interesting as everyone had different topics.
- ✓ The majority of the class would like to do another GI project.

Negatives:

- ✓ Working with a friend meant you could get distracted.
- ✓ Choosing a focus question was difficult.
- ✓ Finding accurate information online was difficult.

Teacher reflections:

Julie felt it was sometimes difficult for her to stop herself from providing the students with their questions. Bronwyn felt that one of the challenges for the students was tackling the higher order thinking.

Future plans:

- ✓ More time needs to be allocated to the project.
- ✓ More resources should be available when students are just beginning to explore the topic.

Work samples



Knowing the value in obtaining student feedback during the research tasks, the teaching partners aimed to document the project.

GI at Bulli HS

Teacher librarian, Kylie Martin, and Heather Gardiner, English Head Teacher, embarked on an English GI project with a class of Year 7 students. Morris Gleitzman's book *Boy overboard* was used as the basis to explore complex global issues relating to refugees and asylum seekers. As the project was conducted during Term 1, teachers had a limited understanding of the prior learning experiences and skills of the students. A decision was made to undertake a guided inquiry student research task using a WebQuest. Students were placed in groups and were able to select one of four roles.

Strengths:

- ✓ The project enabled both teachers to gain knowledge of the range of information literacy skills of the Year 7 students. This information was particularly useful to share with the Primary feeder school teacher librarians. It showed both strengths and gaps in knowledge and understanding of key information literacy skills.
- ✓ Students found the task engaging.
- ✓ The majority of students were positive about the task and what they learned.
- ✓ Students were exposed to range of ICT skills, and tools such as Prezi and Moodle, in the context of their GI.

Weaknesses:

- ✓ Unreliable technology was a constant source of frustration.
- ✓ There was insufficient time, as the project started later than first envisaged.

- ✓ Groups were sometimes not congenial and this caused issues.

Future plans:

- ✓ Try another project with an older group and another subject.
- ✓ Implement GI at a later stage of the year rather than Term 1.
- ✓ Allocate more time to allow greater engagement.
- ✓ Explore different approaches in implementing GI, including a more open ended task.
- ✓ Utilise the learning journal more.

The GI task



An example of a student group's Prezi

GI at Helensburgh PS

Embarking on the GI project during his second year as teacher librarian at Helensburgh PS was especially exciting for Stephen McQueen, as it was the first opportunity for collaborative teaching with class teachers. With the support of the Principal and each of the three Stage 3 teachers, Stephen embraced the difficult challenge of completing a GI project with three classes. The topic for their research tasks was the ocean, and teacher comments on student learning follow.

Strengths:

- ✓ Student ownership of their learning.
- ✓ Students' background knowledge of the topic increased.
- ✓ All students were challenged.
- ✓ Research catered to students own interests.
- ✓ [Students experienced] a great sense of achievement when finished.
- ✓ The study promoted independent learning.
- ✓ The study allowed teachers to see students' strengths and areas of further need.
- ✓ The method allows for greater collaboration between teachers.

Weaknesses:

- ✓ Lessons ranged in time from 45 mins to 1 hour, including borrowing, and more time would be beneficial.
- ✓ All three classes were on a Thursday when no RFF occurs. It was also the day for whole school activities and, as a result, GI sessions in the library were sometimes missed, affecting the continuity of the project.

- ✓ Some students found the task too hard and some did not cope well with the *dip* and wanted to give up.
- ✓ Many students did not engage with the questions from the skinny toolkit.
- ✓ Little time was left to view and celebrate completed work.
- ✓ Giving feedback, marking work and collating surveys was difficult with three classes.

Future plans:

- ✓ Spend less time on exploring. Some students felt they needed to continue with the skinny toolkit questions even when they had already decided their focus question.
- ✓ The initial topic need not be as broad — this proved difficult for the teacher librarian to source suitable sites.
- ✓ Perhaps not focusing on the persuasive text so much as some students had difficulty with this.

Work samples



GI at Thirroul PS

Sharon McGuinness, teacher librarian, and Andrew Mathews, Stage 3 teacher, conducted their project during a two hour weekly research session in the library. Stage 3 students were studying the [Connected Outcomes Groups](#) (COGs) unit *Symbol systems* and the students were given the broad topic of China from which to select an area to research.

Strengths:

- ✓ An extra hour each week meant that students were not rushed.
- ✓ Plentiful and reliable technology was beneficial.
- ✓ The majority of students were keen to experience a new way of research.
- ✓ Most students enjoyed being responsible for their own learning and were committed to the end.
- ✓ A few students decided on their topic quickly and were focused immediately.
- ✓ The focus questions the majority of the students developed were open ended and required them to *dive deeper* and really think about the topic.
- ✓ A number of students commented that, even though they felt challenged, they enjoyed this type of research as they felt more independent.
- ✓ By using the familiar PowerPoint to present information, students were more focused on their research, enabling them to answer their contributing and focus questions.
- ✓ Some students began to use the term *diving deeper* when talking about their research.

A number of students commented that, even though they felt challenged, they enjoyed this type of research as they felt more independent.

- ✓ Using the posters greatly assisted with students' expectations of their research progress, particularly with how they felt throughout the project.
- ✓ The project focused on students' critical thinking skills.

Weaknesses:

- ✓ Much lesson time was spent assisting students with locating websites on their topic at their level of understanding.
- ✓ Extra teaching on questioning technique was necessary.
- ✓ Some students took a long time to establish their chosen topic, which added to their frustration.
- ✓ Even though most of the students were considered very capable, some found researching their topic difficult owing to a lack of readily available information at their level of comprehension.
- ✓ There was little information about the particular focus questions in nonfiction books, or it tended to be information based at a superficial level, when the students wanted to know *why* certain issues existed.

Future plans:

Select a topic area which can set the primary students up for success. Researching some issues relating to China was difficult due to a lack of information online, at their level. For example, some students were comparing China 100 years ago with the present – while it is easy to state the changes, the students were looking at *why* and *how* things changed. Some economic and ideological philosophies behind these changes were too sophisticated for primary students to understand.

From their reflection sheets, it is clear that students exhibited the behaviours described in the original *river of research* including:

- ✓ being excited at the beginning, as they felt they were embarking on something new
- ✓ being overwhelmed by too much information, and the task of sorting through that information
- ✓ feeling frustrated and indecisive when choosing their task
- ✓ feeling more settled and focused when they had decided on contributing and focus questions
- ✓ feeling largely satisfied with what they had accomplished.

Students were encouraged to include their weekly reflections in their learning journal.

Work samples**GI at Waniora PS**

Teacher librarian, Jane Pretty, classroom teacher, Michael Darmody and his Stage 3 class studied Rainforests. Their research included an excursion to Minamurra Rainforest, which had a twofold benefit – providing engagement plus authentic learning in being able to witness a rainforest first hand.

Positives:

- ✓ The class teacher recognised the relevance of GI to other subjects.
- ✓ Students liked using some of the skinny toolkit sheets as they were relevant and easy to complete.
- ✓ Students were engaged in the research task.

Negatives:

- ✓ The workbook was too long.
- ✓ Not enough time was allocated each week.
- ✓ Some of the more capable students did not *dive deeper*. However, it is interesting to note that these students did dive more deeply into the research when completing another GI science project in Term 2. This may have been topic related or they may be getting better at GI.

Future plans:

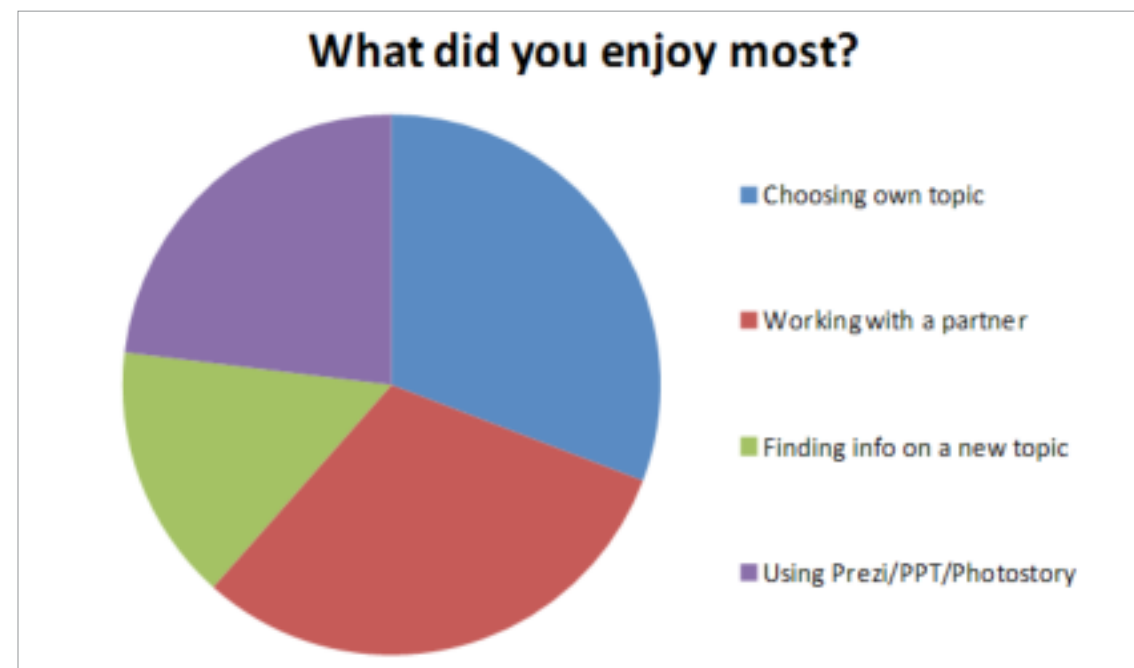
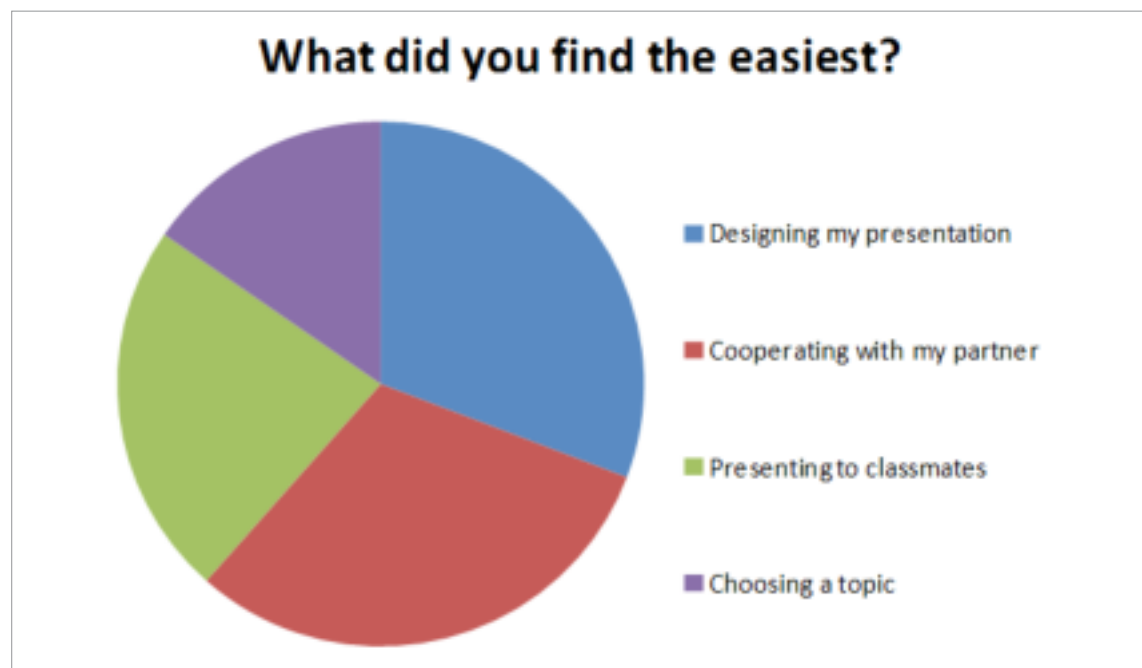
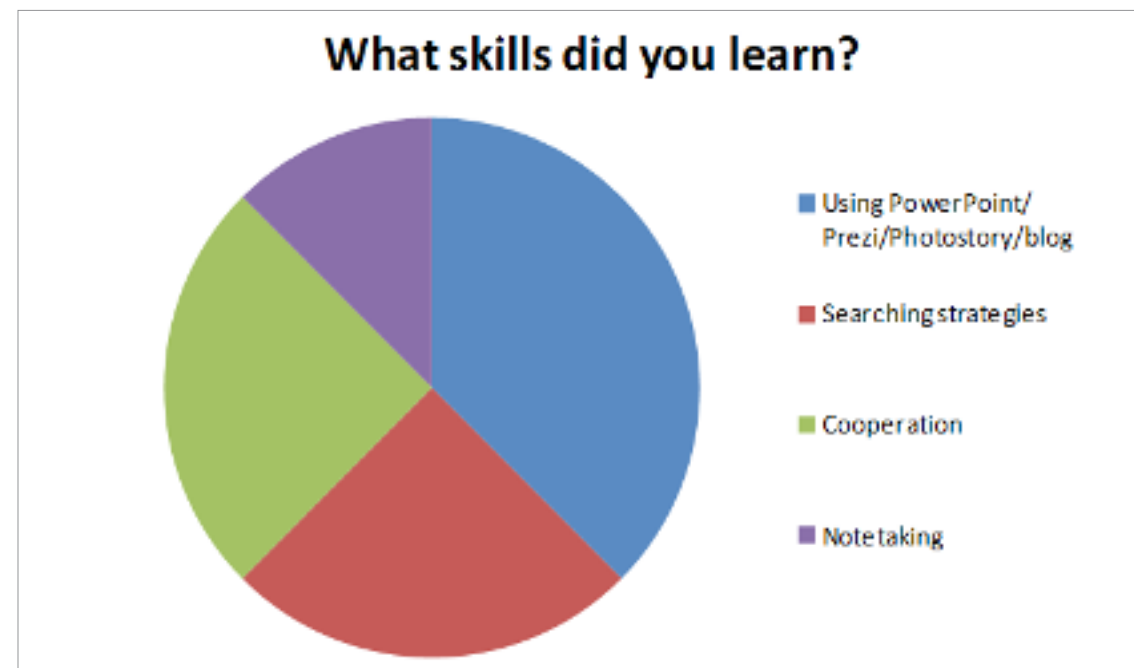
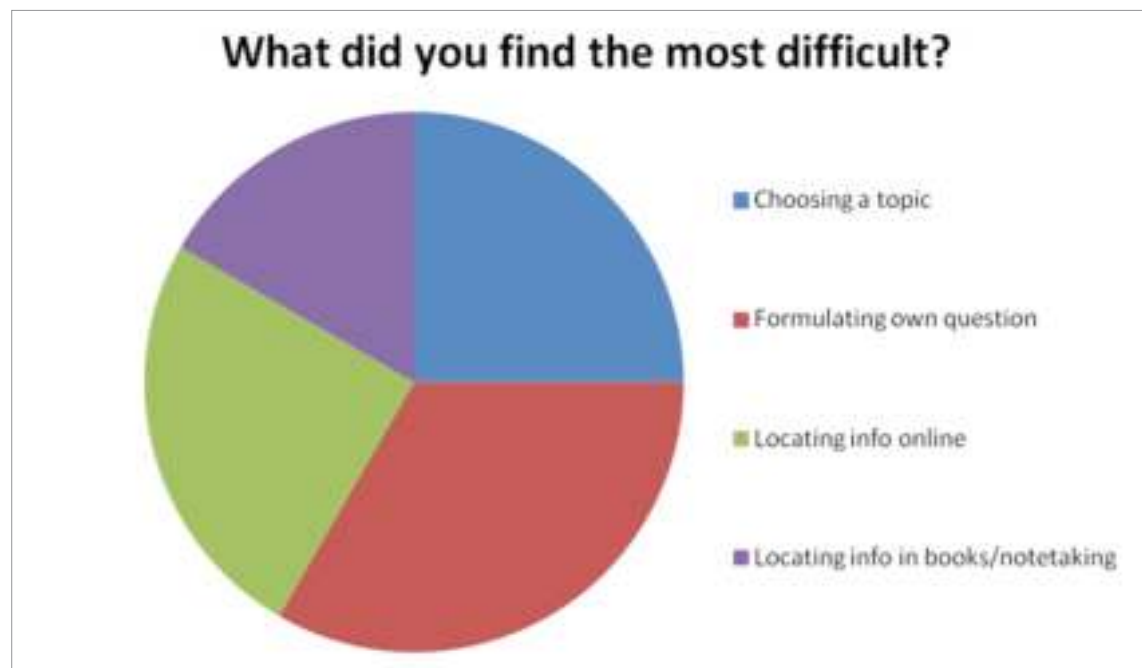
- ✓ Prepare shorter work booklets.
- ✓ Plan longer weekly sessions.
- ✓ Include a session on formulating questions.

Work sample**Student feedback**

These four graphics summarise feedback from the students in all classes participating in the Seacliff COS GI project. The survey data has been collated from student responses to four questions.

1. What did you find the most difficult?
2. What did you find the easiest?
3. What skills did you learn?
4. What did you enjoy most?

Students were encouraged to include their weekly reflections in their learning journal. This often required much prompting as students were focused on their research and lack of time appeared to be an issue with most of the participating schools.



Sharing feedback

A [blog](#) was established where students could share their thoughts at the end of their weekly sessions. Some of the feedback from the blog includes:

There is so much to do and every website explores something new. I love this library topic!

Sian, Thirroul PS

Today we have an idea of the topic we are doing and have researched it a bit more and want to get deeper into the topic and learn more about the effect that the Dynasties have on the Chinese artefacts.

Mae and Ashleigh, Thirroul PS

Students' research topics

Topic	Students' questions
China	<p>How did Chinese inventions influence the West?</p> <p>How did gunpowder influence China and the West?</p> <p>How do children's lives differ today from 100 years ago?</p> <p>How do porcelain artefacts differ through the dynasties?</p> <p>How do human rights in China differ to Australia?</p> <p>How did China change from mainly farming to industry?</p>
Ocean	<p>How do underwater volcanoes affect marine life?</p> <p>Are there good reasons to hate sharks?</p> <p>Should beaches have shark nets?</p> <p>What are the effects of oil rigs and tankers on the environment?</p> <p>Should whaling be stopped?</p>

Topic (con't)	Students' questions
Antarctica	<p>What is the most endangered seal?</p> <p>How do humans affect the wildlife of Antarctica?</p> <p>How does global warming affect Antarctica?</p> <p>How do Antarctic animals survive the winter?</p> <p>What is the most endangered whale?</p>
Rainforests	<p>Big things in the rainforest and how they grow.</p> <p>What's so bad about deforestation?</p> <p>What are the specialties about the rainforest?</p> <p>How do people live in the rainforest?</p> <p>How do animals live in the rainforest?</p> <p>How do fungi help the trees?</p>
Refugees/asylum seekers	<p>Should refugees be allowed straight into Australia or be sent to Christmas Island by the Government?</p>

Reflecting on the ride

All teacher librarians agreed that students were engaged and challenged. GI enabled the students to have flexibility in selecting their topic and *owning* their individual research. Students agreed this was a different way to research and allowed them to *dive deeper* than before.

As the project coordinator, Sharon McGuinness was able to gain an overview of all the projects. Here are some of her observations.

- Assisting the students to develop *how* and *why* focus questions enables them to go deeper into their research.
- Using a familiar presentation format enables students to concentrate on the research and content rather than how their research is to be presented.
- Collaborating classroom teachers need to allocate additional time for the students to work on their research as one hour per week is not enough.

In hindsight, conducting a first time project across five schools, with only one training day, was a large task. Fortunately, the teacher librarians involved felt that the learning benefits for their students were so important that they were willing to take the risk and jump into the *research wave*. Although dumped at times, they all swam with their students out beyond the breakers to a calmer ocean, then rode the wave, albeit bumpy at times, into shore.

Where to now?

Each of the participating teacher librarian and teacher collaborators felt they needed to run another project to consolidate what they had learned from this GI project. Each felt their confidence would grow,

enabling them to refine and improve the way they would conduct their next GI venture.

More teacher librarians in the Seacliff COS will be trained in the method of GI. They, in turn, can act as mentors to enable more teachers to be trained in the GI method.

So many research waves to catch, so many students to guide – Let the challenge begin again!

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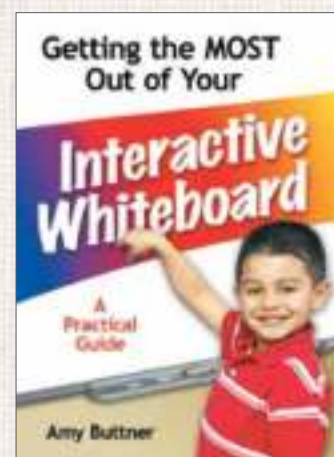
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Specialised work: being literate for school



Professor Peter Freebody, Professorial Research Fellow, Faculty of Education and Social Work, The University of Sydney, Australia. In this article, Peter asks teachers to reflect on the critical need to incorporate literacy into specific curriculum areas.

that I believe are important. Some of the ideas below arise from what I see as gaps in the available research, in systems' and schools' policies, and in teacher preparation programs; some have arisen from my own recent research projects.

Literacy education: two questions

Two questions I have studied over the years have been:

How does literacy education operate in and out of schools?

How can teachers help students improve their literacy learning?

I have become increasingly interested in how different kinds of literacy capabilities are called for and developed across differing school subject areas, and the trajectory of these differences from the early childhood school years to Year 12. In this brief discussion I summarise some aspects of this topic

The current moment in literacy education

For at least five thousand years people have found it useful to make texts – on tree bark, bone fragments, lengths of twine, clay tablets, pottery shards, papyrus, calf-skin, paper, electro-magnetic tape, disks, and virtual space, in dots, notches, knots, words, pictures, icons, sounds, and analog and digital codes (Fischer, 2001). So learning how to make and read texts has clearly added some significant value, in a variety of ways, to the life experiences of individuals and collectives, over and above what oral language offers.



Children's literature is central to children's literacy by mrsdkrebbs



Rosetta stone, British Museum, London by Ian Muttoo

This means that passing on the capabilities of reading and making texts, and the dispositions to use and value them, has called for a significant effort on the part of one generation for the next. These capabilities and dispositions have, in turn, become part of what determines how deeply and broadly individuals and communities are geared into their experiences.

The uses of texts, the number and kind of people who need to use them, and

the kinds of uses these people need to bring about, have all changed over the millennia. These changes have impacted on, and been intensified by, the extent and complexity of social structures that are supported, maintained, and grown by literacy. That is, changes in the uses and spread of literacy do not, of themselves, increase social complexity, knowledge specialisation, or technological advances; neither do these latter developments, of themselves, cause changes in the literacy characteristics of a society. Rather, both developments intensify – deepen, accelerate, expand, inhibit – one another.

With all that in mind, we can reconsider literacy teaching and learning in our schools, here and now. What are the key educational features of the changes that contemporary societies are experiencing, and what do these changes imply for literacy education? One aspect is this: a scan of the research and professional development literature on literacy education shows us that often we have thought about literacy in generic terms, that we have taken *literacy* to represent a common,

The uses of texts, the number and kind of people who need to use them, and the kinds of uses these people need to bring about, have all changed over the millennia.

universally applicable set of capabilities. This view might suit a society with limited levels of work and knowledge specialisation, technological development, and/or civic or political engagement.

But this is not the society that surrounds our students, here and now. Instead, what will confront them later, as they become citizens and workers, is a literacy-dependent and literacy-saturated society and the complex world of specialisations that such a society affords. At school, in the here and now, what confronts them, most evidently from the upper primary school years onward, are different curriculum domains that put the resources of literacy to work in increasingly different

... different curriculum domains that put the resources of literacy to work in increasingly different ways.

ways. It is those generally unremarked curriculum-specific literacy demands that constitute the main bases of how they will be assessed over the years; perhaps more than a little paradoxically, it is the ways in which they must deal with these demands that have been less thoroughly researched than the more

generic capabilities worked up in the acquisition phase of literacy learning, from about the first three or four years of school.

Learning, teaching, and assessing literacy

Put simply, students may be acquiring generic literacy skills adequately enough, but they are not acquiring the more particular demands that are put to heavy duty from about the fifth year of schooling onward. The effects on curriculum progress and motivation for these students can be serious, because struggling with literacy through that period, when the curriculum areas become more consequentially distinct in their reading and writing demands, can lead to shortfalls in critical domains of knowledge and understanding and in the ability to participate in classroom work activities.

So what may begin as unattended literacy difficulties come to be presented as difficulties in aptitude, knowledge, or motivation.

Seen in this light, to ask *what does good at literacy mean?* is to ask:

What is English about? What is science about? What is the major gift that a particular curriculum area is supposed to be giving youngsters, many of whom may not go on to become specialists in that area? The pedagogical work within a particular area comes more finely into focus when we construe everyday curriculum experiences as deeply joined up with literacy resources – as specialised ways of communicating that represent and embody specialised ways of knowing. Institutionally, the knowledge – coming from the texts, the teacher, or the students – does not exist in some non-textual zone. It is stored, accessed, managed, taught, learned, and displayed through literacy practices.

So we start to appreciate that, far from being over and done with by the end of Year 4, from a curricular point of view literacy education is just beginning in earnest about then. It is just beginning because the teachers are starting to introduce students more formally into the domains of curriculum knowledge that we use to organise our understandings of the world, where each domain puts literacy to work in its own image and likeness. We do not assess

Institutionally, the knowledge – coming from the texts, the teacher, or the students – does not exist in some non-textual zone. It is stored, accessed, managed, taught, learned, and displayed through literacy practices.

generic literacy skills at the end of Year 12. Generic literacy capabilities are not sufficient for getting anywhere close to what many secondary school students are facing and worrying about every day with respect to their reading and writing.



Writing across the secondary curriculum

Maybe the widespread investment in generic reading and writing reflects bureaucratic convenience or media friendliness, but readers and writers in school do not just use reading and writing resources when they are just

... well, reading and writing. If they decode and encode, predict, comprehend, visualise,

structure the genres, compose, tailor to their audience, use the grammar, apply, critique, and all the rest *in the same ways* whether the materials at hand relate to mathematics, social studies, science, English, health and physical



Knowledge wall – Transmission Global Summit 2011 – Victoria, BC by kk+

education, or whatever, then they have not *geared into* those ways of knowing about and acting in the world. They may still be in this intellectual ante-room if curriculum-specific literacy practices are not treated as objects of pedagogy, research, or policy.

There have been many researchers (including my colleagues and me, as in Freebody, Barton & Chan, and Freebody, Chan & Barton, both forthcoming in 2013; Coffin, 2006; and Shanahan & Shanahan, 2008) who have pointed to concerns arising from the assumption that generic literacy is the appropriate focus of pedagogy, assessment, and policy. To sharpen the focus on this we can look at the research on the explicit teaching of curriculum-specific writing. The Carnegie Corporation, for instance, commissioned a large review of the research on teaching writing in the middle and secondary years. This [review](#) (Graham & Hebert, 2010) summarised research that demonstrably supported various techniques that improved students' writing. Almost all of the studies cited dealt with helping writing in a generic sense (eg, the demonstrated efficacy of strategies such as summarisation, sentence combination, studying models). The final recommendation noted the value of writing for curriculum content learning.

The reviewers named several studies in teaching writing for science, some in mathematics and social studies, and one exploring the way writing in different domains helps develop appropriate cognitive processes. No extended classroom field studies were identified that showed direct contrasts in the ways in which different domains present different literacy demands to students or how teachers might address these.

But significant work has been done by applied linguists and discourse analysts that helps us focus on these curriculum-specific reading and writing demands. McDonald (1994) for instance, studied the ways in which high school and college students struggled with reading and writing across different curriculum areas. In describing these textual demands, she discovered four particular dimensions on which texts differ according to discipline/curriculum domain:

- 1. Identification of the field's central puzzle:** Some fields of study (eg, history, art) deal with a diffuse set of problems, while others (eg, physics) focus on increasingly detailed inquiries into a compact cluster of problems.
- 2. Criteria for knowledge production:** In some fields, the bases on which observation and hypothesis can become valid knowledge are implicit (worked up through learner's experience of problems or interactions with advanced practitioners of the discipline), while in other fields, these bases are highly explicit, and become themselves part of the overt content of the area.
- 3. Key cognitive functions:** Some fields of study are mainly constituted by interpretive work, while others aim to explain the world.
- 4. Socio-cultural functions:** Some fields involve application of knowledge to the advocacy of particular positions or causes, while others remain strictly concerned with knowledge production.

In an important Australian contribution to this work, Christie and Derewianka (2008) have shown what the implications of these differences are for the detailed expectations on students in their developing writing over the school years. One of the important findings from that study is that many students *fall off the pace* in their writing as the particular demands of the early-middle secondary years are encountered, that is, at the moment when reading and writing for school becomes overtly and consequentially curriculum-specific.

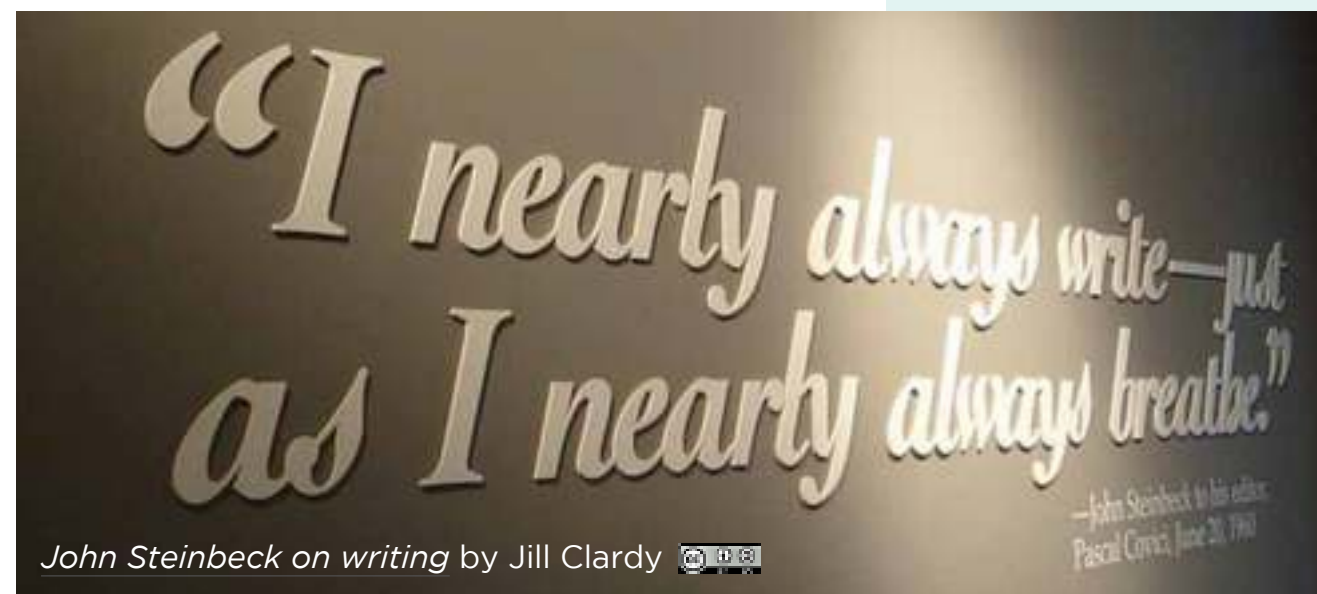
And so ...?

These observations relate directly to the big question for students: *how do I read and write about this, for this subject, here and now?* (Not just, *is my reading and writing generally acceptable?*) Unless we assume that students come along knowing the this, here and now already, or can simply pick it up for themselves, then these issues also come to be fundamental to the teaching of reading and writing. Further, this should be a priority from the beginning of the long, gradual, and generally unannounced separation of the

curriculum domains in the schooling process – usually about Year 5.

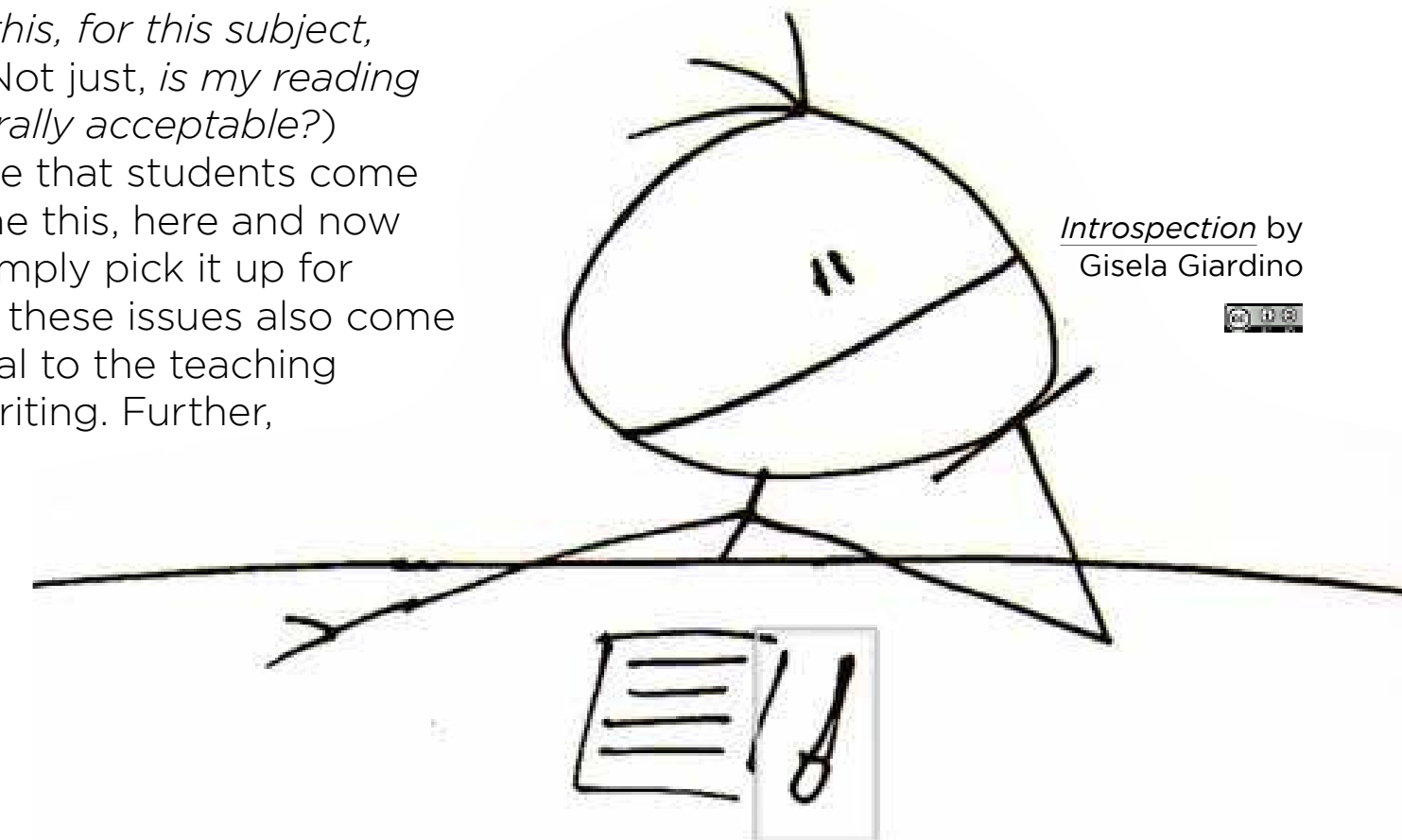


Fighting Words - the write to right (creative writing centre in Dublin) by Infomatique



John Steinbeck on writing by Jill Clardy

—John Steinbeck to his editor,
Pascal Comici, June 20, 1940



Introspection by
Gisela Giardino

Students face challenges when they encounter curriculum knowledge and the specific ways in which literacy is put to work in the different curriculum domains.

The disproportionate concentration of literacy research on students in the earlier grades, and the assumptions (i) that generic literacy skills are built before Year 5 and (ii) that these are enough to carry a student through the reading and writing demands of the subsequent years, can distract us from what it is about reading and writing that actually matters to students in the later school years. Students face challenges when they encounter curriculum knowledge and the specific ways in which literacy is put to work in the different curriculum domains – that is, every 50 minutes or so, of every school day. So informative research, effective teaching, and rich, ecologically valid assessment would require close collaborations among researchers and teachers across different curriculum specialisations, a thing neither schools nor universities are currently well-designed to support. In the long term, this may mean reorganising work structures and work flows in jurisdictions' support units, universities, and schools.

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Introduction

The new [Australian Curriculum in English](#) to be adopted or adapted by all Australian states, in its statements of expectations for students from the very early years of schooling, makes prolific reference to learning about variation in narrative point of

Point of view in picture books and animated movie adaptations

Point of view: focalisation and rear view images in Shaun Tan's *The lost thing*

Learning about analysing transmedia narratives will enable students to develop greater explicit knowledge of how semiotic resources of image and language make meaning, and will equip them with the skills needed to interpret and construct multimodal texts.

view and the impact of this variation on interpretive possibilities of literary narratives. For example, in Year 3 it is expected that students will:

Identify the point of view in a text and suggest alternative points of view ... recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others (ACELY1675).

And in Year 5 students will:

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ... examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view (ACELT1610).

Point of view

If students are to achieve these expectations they need to be able to identify the elements of language and image that are used to construct *point of view* and how they are deployed to effect the construction of different points of view. The subtlety and sophistication of *focalisation* (Genette, 1980) and shifts in point of view have long been the subject of detailed scholarly enquiry (Huhn, Schmid et al. 2009) but here we will simply draw on the basic distinction between (i) who is telling the story – the narrator, and (ii) from whose point of view, or through whose eyes, we experience the story. The verbal text can position the reader to experience the story from the perspective of an external observer or from the point of view of a character in the story, and this positioning may change to the point of view of other characters, or indeed to the external observer again, at various stages of the narrative. Images in picture books can also position the reader/viewer to experience the image from an external, unmediated viewpoint, or from a point of view similar to that of one of the characters in the image, or as if the reader/viewer were one of the characters in the image (Unsworth, 2006; Painter, 2007; Painter, Martin et al. in press). Sometimes the points of view constructed by the verbiage and the image are consistent and sometimes they are different. The emphasis in this article will be on the construction of point of view in images.

they need to be able to identify the elements of language and image that are used to construct point of view...

In teaching about point of view we need to provide students with extensive experience of engaging, enjoyable narratives that enable them to appreciate the visual construction of variation in point of view, and simultaneously, we need to ensure that they develop a consistent metalanguage for describing the options that are available for constructing different points of view. I would suggest that one excellent source of enjoyable texts for this purpose is the increasing number of what I will refer to as *transmedia* narratives, that is, literary narratives that exist as hardcopy and digital multimedia versions. In the following section of the paper I will briefly draw attention to some different forms of these transmedia literary narratives before providing an outline of Shaun Tan's picture book, *The lost thing* (Tan, 2000), and the animated movie version (Ruhemann & Tan, 2010), which will be the main focus in this paper.

In the subsequent section I will illustrate from *The lost thing*, a systematic account of options for the visual construction of point of view and compare the use of these options in the book and movie versions.

The next section will discuss rear view images in *The lost thing* and how the use of these in segments of the animated movie contributes to the substantial difference in interpretive possibilities between those segments and the corresponding story segments in the book.

we need to ensure that they develop a consistent metalanguage for describing the options that are available for constructing different points of view...

In concluding, I will suggest that the exploration of point of view in interpretive responses to multimodal narratives can also inform the development of students' multimodal composing, especially with the increasing availability of high quality 3D animation software suitable for student use.

Picture books and transmedia narratives

The experience of ostensibly the same story in paper and digital media formats is a substantial and increasingly routine aspect of literary culture for a broadening age range and social spectrum in the community, as some stories are now composed for the digital moving image format, such as *The fantastic flying books of Mr Morris Lessmore* (Joyce, 2011). A number of picture book authors are simultaneously producing book and digital media versions of their stories such as *The heart and the bottle* and its corresponding iPad app (Jeffers, 2009), and as a multimedia re-versioning of established literary works that bridge into popular culture.

For many decades, well-regarded literary picture books in English have been reproduced as animated films. Perhaps the best and longest known of such films are those produced by Weston Woods in the USA. Books such as *Rosie's walk* (Hutchins, 1968) soon appeared as an animated movie (Deitch, 1970) as did Maurice Sendak's classic picture book (1962) *Where the wild things are* (Deitch, 1973).



FOCALISATION – THE PERSPECTIVE THROUGH WHICH A NARRATIVE IS PRESENTED



Other classic literary picture books, such as Beatrix Potter's *The tale of Peter Rabbit* have been made into animated television series (Jackson, 1992).

A substantial number of well-known picture books have been produced as animated versions in CD-ROM format.

These included stories such as *George shrinks* (Joyce 1985 & c1994), *Stellaluna* (Cannon, 1993; Random House/Broderbund, 1996) and *The polar express* (Van Allsburg, 1985 & 1997).

More recent years have seen the frequent appearance of movie versions of established literary picture books as box office successes — highly celebrated within broad popular culture — as was the case with the recent movie versions of (i) *Where the wild things are* (Jonze, 2009), (ii) *Fantastic Mr Fox* (Anderson, 2009) from the picture book by Roald Dahl (1974), (iii) *The polar express* (Zemeckis, 2004) from the well-known picture book by Chris Van Allsburg (1985) and (iv) *Hugo* (Scorsese, 2011) from the Caldecott medal winning, illustrated story, *The invention of Hugo Cabret* by Brian Selznick (2007).

The lost thing

In 2011, Shaun Tan and Andrew Ruhemann received an Oscar at the Academy Awards in the United States for the best animated short film *The lost thing* (Ruhemann & Tan, 2010), from the original picture book by Shaun Tan (2000). This is a humorous story about a boy who discovers a bizarre looking creature

while out collecting bottle-tops at a beach. Having guessed that it is lost, he tries to find out who owns it or where it belongs, but the problem is met with indifference by everyone else, who barely notice its presence. Each is unhelpful; strangers and parents are all unwilling to entertain this uninvited interruption to day-to-day life. Even the boy's friend is unable to help, despite some interest. The boy feels sorry for this hapless creature, and attempts to find out where it belongs. Eventually they find a kind of utopian haven, inhabited by other such bizarre creatures, and the boy and the lost thing part company.

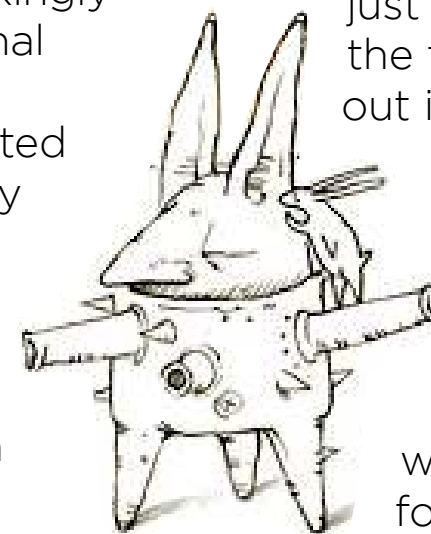
The book and movie versions are, of course, the same story, with the content being almost identical and with only modest changes in the verbal narration. Both versions use essentially the same minimalist style of drawing characters — minimalist in the sense of not being realistic or naturalistic, but using simple dots and circles for eyes and not being concerned to have correctly proportioned head size or body parts — and the characters look very much the same in the book and the movie. What is strikingly different is the deployment of the interpersonal aspects of the images that construct the interactive relationship between the represented participants and the viewer. This is particularly so with the social distance and the nature of the contact achieved by the gaze of the characters directly at the viewer (Kress & van Leeuwen, 2006), as well as difference in point of view (Painter, 2007; Painter, Martin et al. in press; Unsworth, in press).

The images can position the viewer to assume different viewing personas.

Exploring choices from a system of options for point of view in images in *The lost thing*

Usually, the issue of who is telling the story is determined by reference to the verbal text only, but the question of *who sees*, or from whose point of view we experience the story, can apply to both the verbal text and the images. The images can position the viewer to assume different viewing personas. One option is to position the viewer as an outside observer, but the viewer can also be positioned as having the same perspective as one of the characters in the story, or as having a visual perspective that was not identical with, but nevertheless similar to that of a character, so that the viewer *sees along with* the character.

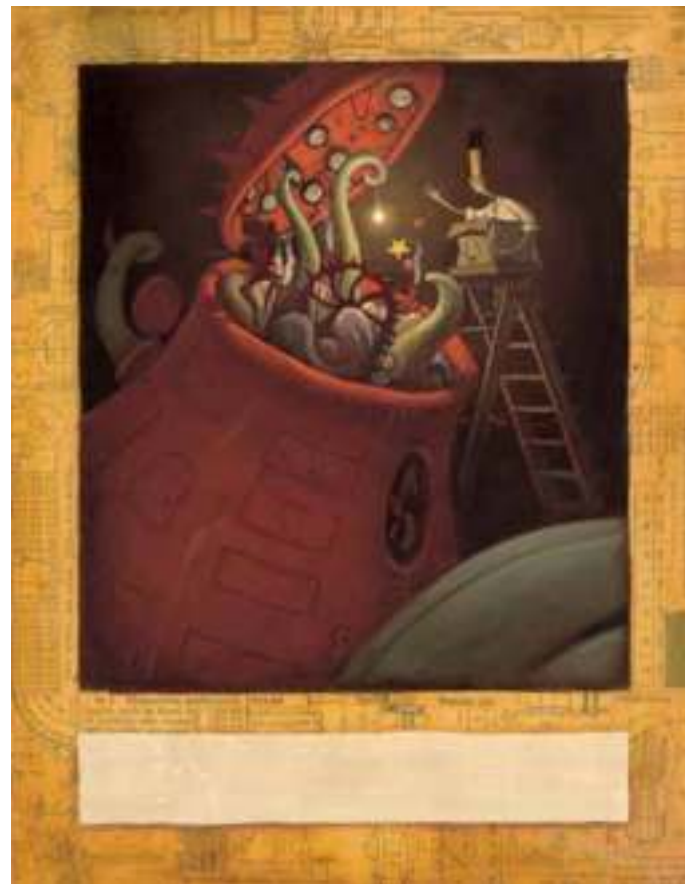
Painter and her colleagues identify three methods by which viewers can be positioned as if they were one of the characters in the image (Painter, 2007; Painter, Martin et al. in press). The first method is by depicting just the part of the body that could be seen by the focalising character, such as the hands or feet out in front of the unseen body. Since the reader can see only the part of the body that would be visible to the focalising character, then the reader is positioned as if s/he were the focalising character — with that character's point of view (see also Kress & van Leeuwen, 2006, pp.143–144). A similar effect is created when only the shadow or partial shadow of the focalising character is included in such a way that



the viewing position for the image could only be that of the character casting the shadow. This method of positioning the reader to have the point of view of one of the characters is inscribed in the actual form of the image depiction.

In the book version of *The lost thing*, after the boy has taken the creature home and hidden it in the shed, there is a one page depiction of him feeding it, as shown in Figure 1. The image shows the boy as active in feeding the lost thing, which is depicted as the passive recipient. The text at the bottom of the page also constructs the boy as active and does not indicate any action by the lost thing:

I hid the thing in our back shed and gave it something to eat, once I found out what it liked. It seemed a bit happier then, even though it was still lost.



This image is a long distance, observe image since there is no gaze from either of the characters directed towards the reader, who is positioned as a detached, remote observer.

Figure 1 Feeding the lost thing

In the movie, the narration maintains the idea of hiding the lost thing in the back shed and it seeming happier after eating, but the intervening information about giving it something to eat after finding out what it liked is all rendered, in the movie, through images only, and there is a much more detailed and comprehensive portrayal of this sequence of events. What is significant is that we see the ladder being positioned against the side of the lost thing, looking down on the ladder and seeing only the ends of the large front *claws* of the lost thing — as they would be seen by the lost thing when carrying out this action — so the viewer is positioned as if s/he were the lost thing, as shown in Figure 2. In this case, point of view is *inscribed* because it is constructed directly by what is depicted visually. As viewers we are certainly not remote observers of the action but are actually constructed into the action of one of the characters. Note also that in the movie depiction the lost thing is far from passive and is actually the initiator of the feeding event.



Figure 2 Inscribing the point of view of the lost thing

The second method of positioning the viewer as one of the characters is achieved through the sequence of successive images. In the first image, the focalising character looks out from the page or screen gazing directly at the reader, so it is clear that the character is looking at something, and this is depicted in the subsequent image. This has the effect of positioning the reader to see the second image from the point of view of the focalising character (see Painter et al. in press, for examples of such image sequences from picture books).

A similar effect is achieved by using the angle of view across a sequence of successive images. In the first image, the focalising character is looking at something, or is about to see something, but at this point we do not know what. Then the next image depicts the focalised participant, but from the same viewing angle as that depicted for the focalising character in the previous image. In these two methods the positioning of the reader/viewer to have the point of view of one of the characters is *inferred* from the relationship between the successive images, it is *evoked* rather than being inscribed in the actual form of the image as occurs in the first method.

In the book of *The lost thing*, the boy notices in the newspaper a small advertisement for *The Federal Department of Odds & Ends*, which will accommodate *Things that just don't belong*. The full page image showing this advertisement appears on the left of one double page opening. In the movie, the advertisement



is on a television. We see the boy sitting in a chair watching television. The image is a mid-to-close view of the boy's upper body and head, with his head tilted slightly forward towards the television set, of which we see one rear corner. The angle is slightly oblique, so that he is not quite facing out to the viewer. We see him move his head closer to the television set, and then in the next shot we see the television screen. So from this combination of shots the inferred or evoked mediated point of view is that of the boy, and the viewer is positioned as the boy watching the television.

It is also possible for the reader to share a character's point of view rather than being positioned as the character. The reader's view subsumes that of the character. The reader sees the character, or part of the character, while also seeing what the character sees from that character's perspective. This is achieved by having the reader view what is depicted *along with* or *over the shoulder* of the focalising character. The *over the shoulder* view can be achieved by positioning the reader's point of view as being from slightly to the rear and to one side of the focalising character. This is frequently utilised in the movie of *The lost thing* through a close-up foreground image of the right side and rear of the boy's head and shoulder, constructing our point of view as *over the shoulder*. In fact this occurs within the first minute of the story, as shown in Figure 3, when the boy stoops to pick up a bottle top for his collection and locate the specimen in his collector's catalogue.



Figure 3 Collecting bottle tops - viewing along with the boy

In the book, the images position the reader predominantly as an outside observer. There are only two occasions when it is possible to infer that the reader is positioned to have the point of view of the boy. The first is in relation to the newspaper advertisement mentioned above. The full page image showing this advertisement appears on the left of one double page opening. The text on the bottom on the previous page reads: *I was wondering what to do when a small advertisement on the last page of the newspaper happened to catch my eye*. On turning the page the reader sees the advertisement in the full page image of the newspaper. While there is no image of the boy associated with the newspaper, the first person narrative on the previous page, and then the appearance of the advertisement fully occupying the next page, does suggest the visual-verbal collaboration in evoking the boy's point of view.

The second example occurs later in the story when the right side of the double page spread depicts the boy's arm

and hand about to press a door buzzer, and the text reads: *I pressed a buzzer on the wall and this big door opened up*. The subsequent page shows the bizarre characters and happenings inside that door, again strongly evoking the boy's point of view.

There is a very substantial contrast to the book in the point of view options employed in the movie. The movie involves many occasions when we are positioned to have a point of view synonymous with that of the boy and a number of occasions when we are positioned as the boy or as the lost thing. There are almost no such occasions in the book.

This, combined with the predominance of long distance, observe images in the book compared with plentiful close-ups and a number of contact images in the movie, construct the engagement of the reader with the story in book format as an *appreciative*, somewhat detached observation, but in the movie as empathetic, and more like standing in the shoes of the characters (Painter, Martin et al, in press).



Rear view images in the movie of *The lost thing*

As mentioned above, the *over the shoulder* view can be achieved by positioning the point of view of the reader/viewer as being from slightly to the rear and to one side of the focalising character. But it can also be achieved by positioning the reader/viewer directly behind the focalising character, which may be seen as a stronger alignment with the focalising character's point of view (Unsworth, 2006, pp.95-97).

The option of *contact* is obviously not available for

There is a very substantial contrast to the book in the point of view options employed in the movie.

rear view images since there can be no gaze from the represented participant; choices from other simultaneous systems, such as social distance, are available (Painter, Martin et al. in press). Such choices can significantly influence the interpretive possibilities of the *rear view* image. For example, if the image is a *close-up* view it is likely that the rear view will construct the point of view as being *along with* the focalising character depicted from the rear. On the other hand, if the image is a *long shot*, depending on how remote the social distance is, it may be less likely that the point of view is regarded as being along with the character and more likely that the character becomes focalised, with the point of view being that of the viewer, unmediated by any viewpoint from inside the narrative.

The *back view* is briefly mentioned by Kress and van Leeuwen as complex and ambivalent with possible interpretations such as *maximally confronting*, *trust* and *abandonment* (Kress & van Leeuwen, 2001, pp.138-139), but they do not discuss the *back view* in relation to focalisation. In children's literature, this is very important in establishing alignment between the reader and the point of view of the focalising character. For example, in Anthony Browne's (1983)

Gorilla there are four back view images of the Hannah main protagonist alone, four of Hannah and the gorilla, and one of Hannah and her father.

Early rear views of Hannah tend to align the reader with Hannah's perspective on the events of her life, and then those with the gorilla on how she imagines her life should be.



The final rear view of Hannah and her father focuses the readers' view on the togetherness of father and daughter as they walk hand in hand into the future.

In the story of *The lost thing* we will now look at three episodes to show how the more frequent use of the rear view in the movie provokes greater empathy for the boy and suggests a stronger affective bonding between the boy and the lost thing, especially in the departure scene.

Seeking help for the lost thing

In the movie, as the boy approaches the lost thing on the beach, the boy says, *Nobody else seemed to notice it was there*. The mid-distance rear view image (Figure 4) clearly positions us along with the point of view of the boy as he says this, and we see from almost the same perspective what he sees, except that we see a mid-to-close rear view of him as well. The image reinforces the effect of the verbal *Nobody else ...* in drawing attention to the boy's perspective and inviting empathy with him.



Figure 4 Nobody else noticed - aligning with the boy

This does not occur in the book. The narration is the same, but it is positioned above a large image on the second double page spread — an *observe* image in the foreground — that shows all of the upper body of the boy, apart from his legs (Figure 5). The oblique angle shows the boy from a slightly rear, right profile, on high steps sloping gradually down to the beach, and looking out to a distant view of the beach on which can be seen the small depiction of the lost thing and very small depictions of people. Of course, the fact that the narration is coupled with such a view may also emphasise the singularity of the boy's noticing the lost thing from such a distance, while those in close proximity to it on the beach are not noticing. The point is that this image/language coupling does not invite empathy with the boy in the way that the coupling of the narration with the mid distance rear view image does in the movie.



Figure 5 Nobody else noticed - detached view

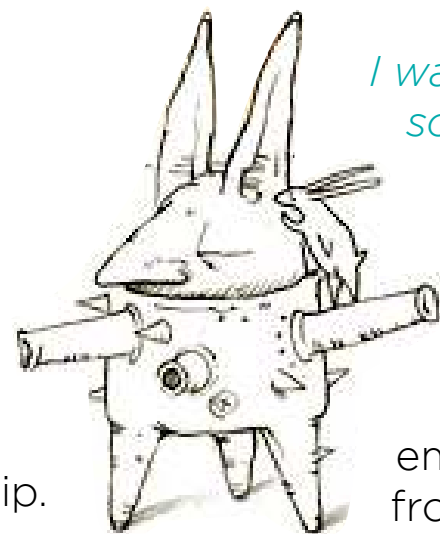
Following this scene, the boy proceeds to ask others for help in finding out about the lost thing and where it might belong. As narrator in the movie he says,

I asked a few people if they knew anything about it ...

As he says this we see a long distance rear view of him, which does not have the same aligning effect as in the previous scene in the movie. At the moment when we see the rear view of the boy we see the whole length of his body taking up only about one third of the frame, so he appears quite far away. The long distance in this case seems to diminish the empathetic impact of the rear view and the boy is seen more as the focalised than the focaliser. There is somewhat more alignment with the boy in the movie as a result of this fleeting rear view, compared with the double page spread in the book where four separate vertical panels of illustration take up the full length of the page accompanying the narrative text, which is positioned below the second panel:

I asked a few people if they knew anything about it, but nobody was very helpful.

The first panel is a bird's eye view, from a great height, of the boy and the lost thing on the beach. The remaining three large panels show long distance *observe* images of the lost thing and the whole body of the boy in profile positioned as interacting with different characters in the distance. These images strongly maintain the more distanced *appreciative*, rather than empathetic, relationship.



The Department of Odds & Ends

In their quest for a place where the lost thing might belong, the boy and the lost thing arrive at the Department of Odds & Ends. In the movie, the mid distance rear view of the boy in this scene occurs just before the small creature touches him, warns him not to leave the lost thing in the Department and gives him a card with a sign on it. The narration in the movie at this point recounts,

I was looking around for a desk, when suddenly I felt something touch my elbow.

The boy is touched on the elbow from behind and, at this mid-distance view, with the upper body of the boy and the rear of his head in view, it is very much the case that the viewer feels some empathy with the boy, knowing he is about to be startled from behind. In the book however, this scene is depicted as an oblique long distance *observe* view of the full body of the small creature, with the boy and the lost thing all visible, and the creature passing the card to the boy on his right. The narration in the book reads,

I was looking around for a pen when I felt something tug the back of my shirt.

The narration in the book and the movie are only inconsequentially different. Verbally, there is strong inferred alignment with the character of the boy as the audience empathises with being unexpectedly touched from behind. In the movie, the rear image of the

boy intensifies this empathy. In the book, the oblique distance *observe* view in the image diminishes the empathetic impact of the narration and moves the reader's stance at this point to one of appreciation.

Saying goodbye

The parting of the boy and the lost thing is depicted minimally in the book through the one *observe* image of the boy and the lost thing in profile facing each other and waving goodbye, as shown in Figure 6.



Figure 6 The boy and the lost thing say goodbye

In the movie, the entire *goodbye* scene is conveyed only through the images and there is no narration at all, but there is greater visual commitment to the depiction of the actions that occur immediately prior to this scene. There is also greater commitment in the

movie to the actions that occur immediately following this common *waving* scene. This is where we see the full rear view of the boy parallel to the frontal plane of the viewer, with the boy facing the door of the sanctuary as the lost thing departs through it, as shown in Figure 7.



Figure 7 Saying goodbye in the movie – aligning with the boy

In this case, although it is a long distance view, the rear view image does indeed position the audience view along with that of the boy. Engagement with him is increased through this distance rear view image because of the impact of the intensified involvement and contact images that have preceded this scene. The camera lingers on this rear view of the boy for some seconds, and as the sanctuary door closes, the boy's head is tilted to one side so that he can maintain his view through the remaining opening, as seen in Figure 8. This second rear view with the head tilted also intensifies the involvement and empathy of the viewer with the boy and suggests the emotional nature of the parting for the boy.

It cannot be simply assumed that experience of multiple versioned stories equips students to know how they work and to understand how interpretations are shaped by different media.



Figure 8 The last parting glance – empathy with the boy in the movie

Conclusion and implications for multimodal authoring pedagogy

Animated movies of literary picture books are an important site for investigating the nature and extent of a metalanguage for multimodal literacy development at different stages of schooling. It has long been recognised that, for children now growing up in an online multimedia world, their experience of a great deal of literary narrative is such that they take the *multiplicity of media and versions for granted* (Mackey, 1994, p.19), and that discussing children's literature in terms of paper media texts alone *ignores the multimedia expertise of our children* (Mackey, 1994, p.17). However, while work with new media forms of literary texts in classrooms is crucial (Mackay, 1999; Mackey, 2001; Unsworth, Thomas et al. 2005; Unsworth, 2006), It cannot be simply assumed that experience of multiple versioned stories equips students to know how they work and to understand

how interpretations are shaped by different media. Despite a very significant proportion of young people being highly adept at using digital media for creative expression, research and social life, they are not necessarily correspondingly adept in understanding how multimedia affordances influence the interpretive possibilities of the texts they are negotiating (Jenkins, 2006; Kellner & Share, 2007; Luce-Kapler, 2007).

While contemporary curriculums such as the new Australian National Curriculum can mandate such outcomes through the requirement for Year 9 students to, for example, *Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts* (ACELY1745), the pedagogy needs to draw on systematic semiotic accounts of how meaning is constructed jointly by language and images in different contexts.

Experience in researching the initiation of teachers and students into digital animated narrative movie making, suggests that while movie making affordances such as different camera angles and close-up or distance views are either well-known, or awareness is quickly acquired, what is essential is to build an understanding of how these influence narratives and to acquire, over time, a common metalanguage for describing and discussing images (Chandler, O'Brien et al. 2012; O'Brien, Chandler et al. 2010) (Figure 9).

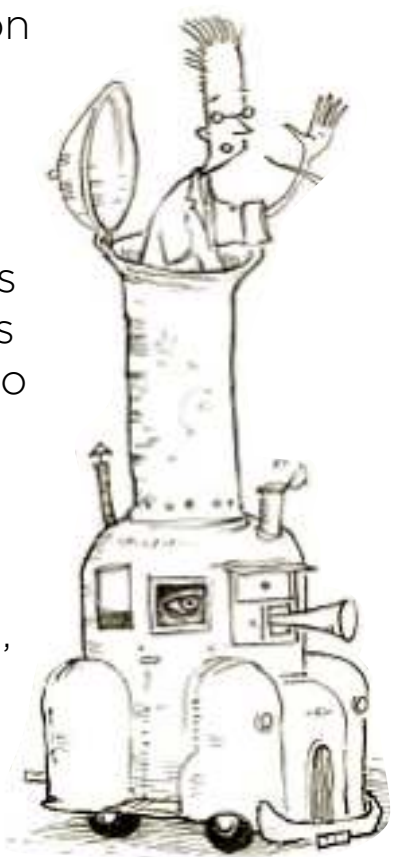




Figure 9 *NOW literacies – everyday classrooms reading, viewing and creating multimodal texts*

A pedagogic advantage of animated movies of picture books like *The lost thing* is that the meaning-making resources of the animated images are also substantially available to students who are using animation software such as [Moviestorm](#) or [Muvizu](#) in constructing their own movies. For example, the minimalist depiction style in representing the characters in *The lost thing* (Tan, 2000) and *The little prince* (de Saint-Exupery, 2000) – which exists as both an interactive CD-ROM and a film (Donen, 2004) – means that systems of meaning-making resources for the representation of facial affect (Welch, 2005; Painter, Martin et al. in press) can be taught and can then be deployed by students using the software that makes these simple variations in facial features possible. The changes in camera positioning and shot choice that construct differences in point of view are also able to be taught and deployed in much of the readily accessible animation software, facilitating the teaching of systems of options for the construction

of point of view (Painter, 2007; Painter, Martin et al. in press).

The advantage of learning about these systems through close analysis of transmedia narratives is that they frequently provide alternative perspectives on ostensibly the same story situation, so students are able to develop a critical understanding of the interpretive difference that can result from different semiotic choices. As students develop greater explicit knowledge of how semiotic resources of image and language make meaning independently and in collaboration, they will be better equipped to discern the interpretive possibilities of the multimodal texts they encounter and also to deploy such resources in constructing the interpretive possibilities in the multimodal texts they compose. Animated movies of well-established picture books such as *The lost thing* can provide a most enjoyable context for students and teachers in pursuing systematic development of multimodal comprehension and composition in the English classroom.

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Stories from the new digital space

Background

In July 2011, Linden Hyatt attended a planning meeting at the Newtown office of the Primary English Teaching Association ([PETAA](#)), for a new project; a joint initiative of PETAA and [World Vision Australia](#), to create a resource, with [AusAid](#) funding, to integrate the

teaching and learning of English and global citizenship education.

This article gives some brief insight into aspects of an evolving national model of supporting curriculum and teachers, and the second part of that broader context is an open question:

Given the removal of key resource centres and support in states, and the move to a national model with metadata at its heart rather than physical repositories – what will evolve to sustainably support the legacy of our new digital resources?



Freelance digital producer and project manager Linden Hyatt describes two different but related English projects, both products of a shift towards an evolving national model for the production of teaching and learning resources.

Creating the resource

The project was the creation of a resource called [Global words: English for global education](#) (Global Words), released in March 2012. Supported by the Australian Government Agency for International Development, and with World Vision (WV) agreement to incorporate WV resources, it is perfectly suited to being an open education resource.

In working with open content, users can take from and contribute to a virtual commons via the use of [Creative Commons](#) (CC) licensing, and sourcing of CC materials. This is especially valuable for education.

Supporting new English curriculum

The topic-based focus is anchored by a global perspective, with four areas in units for Year 3 to 8:

- Sustainability
- Indigenous peoples
- Refugees and migration
- Neighbours, Asia-Pacific.

In the sense of it being open, relatively small scale, deliberately kept clean and simple in design, both for web accessibility standards, and to aid its use, re-use, and remixing, Global Words reflects a sense of freedom and passionate engagement with teaching and learning. It shines through from the writers and in the design. In its being [mapped to the Australian Curriculum: English](#) (also with NSW syllabus links), it supports teachers in using the new curriculum.



World Vision image from [Global words: English for global education](#)



Screenshot from [Global words: English for global education](#)



Screen shot of [Junior Secondary](#) units for the four topic areas

Although mostly a Primary school resource, Global Words was shortlisted under the Secondary Education category in the Australian Educational Publishing Awards 2012. In eight months since release it has had 20,000 unique visitors, with more than 7,000 of them from NSW, and very healthy levels of engagement and return. It is discoverable via the National Digital Learning Resource Network ([NDRLN](#)) – having provided metadata records to Education Services Australia ([ESA](#)) and internationally via [OER Commons](#), where it was described by Letha Kay Goger, OER Digital Librarian Institute for the Study of Knowledge Management in Education ([ISKME](#)), thus:

The resources in Global Words address discrete disciplinary knowledge and skills within the context of critical thinking and problem solving across disciplines, i.e., what we call deeper thinking at ISKME. This type of content is of the highest priority for ISKME and the OER Commons collection!

Dynamic resource

The website provides the means to [contribute](#). Advice and templates support the possibility of teacher-created resources and there is a place for [student work](#). [Supporting resources](#) are tagged and disaggregated for discovery and download, to encourage re-use. The ideal is to have a dynamic site that provides a platform and a point of community in a scalable resource – it can be expanded and grown. It was released with a [professional learning](#) (PL) component, and future PL around the resource could well use teacher and student contributions as a focus.

View the Global Words [one-hour webinar](#) with Dr Lorraine McDonald, in which this resource is explained for teachers to support students to integrate global citizenship while engaging meaningfully with the English curriculum strands of Language, Literature and Literacy.



Global Words: English for global education - [Webinar](#) with Dr Lorraine McDonald

As an aid to the webinar, download the [Global Words catalogue](#) which contains an overview of each of the learning and teaching units.



Global Words catalogue (PDF 5.5 MB)

Expanding Global Words

A next phase for Global Words will be to map it to the new Australian Curriculum: Geography, at which point further work can be done to support its legacy – all of which requires funding and the establishment of a new project.

English for the Australian Curriculum project

In June 2012, Linden attended another planning meeting, this time in Melbourne, and for resource development on another scale. The resource, modelled on Global Words, is a national initiative for the improvement of English and literacy education from Foundation to Year 10. The resource is being produced in partnership with Education Services Australia ([ESA](#)) and the joint associations of the Australian Association for the Teaching of English (AATE), the Australian Literacy Educators' Association (ALEA) and PETAA, representing more than 10,000 teachers of English.

The resource is one of many being produced, involving a broad range of teacher associations in the Supporting the Australian Curriculum ([SACOL](#)) program, by which the Australian Government, through [DEEWR](#), with ESA as its service company, and as one element of the Digital Education

Revolution, is procuring and ensuring the alignment of digital resources for the National Digital Learning Resource Network ([NDLRN](#)).

Global Words has been both model for this project and has been held up as an exemplar for other producers in the SACOL stream. Many of the essential features of Global Words, such as curriculum mapping through matrices and from content, interactive PDF documents and disaggregated resources, all under a Creative Commons license, are being built upon and extended in a larger and more comprehensive resource to support of a very broad demographic of teachers and students across Australia.

Collaboratively developed units and wiki

The English for the Australian Curriculum project has also extended and built on the use of a Wiki space to build Global Words, creating an online workspace to collaboratively develop, review and revise, edit and digitally produce units of work, to share resources, and to administer all aspect of the project, including the many demands around standards and NDLRN alignment. Writers have been recruited from across Australia. The project team of 38 people who access the Wiki space are located in virtually every State and Territory (except Western Australia).

Collaboration and the support by project leaders with writers has nurtured creativity and delivered some extraordinarily rich content that will help bring the Australian Curriculum: English to life in schools. There is very much a sense of the classroom and immediacy in much of the material, and a balance of the social and aesthetic aspects of English.

Primary units of work include a second curriculum area (in part to support the tricky balance around text and longevity), with a second focus in units on Mathematics, Geography, Science and History. The site, with a clean and intuitive navigation, and twelve units of work, one for each Year level, will ultimately include a range of interactive worksheets, and will have several hundred pages of content.



Illustration by Jan Gillbank from the Year 8 unit of work Living with trash with permission

Collaboration and the support by project leaders with writers has nurtured creativity and delivered some extraordinarily rich content that will help bring the Australian Curriculum: English to life in schools

Evolution and sustainability

Not all projects in the same SACOL stream as the English project are being *autonomously* developed. Some draw on the infrastructure and shared services of ESA more than others. Yet the *delivery infrastructure*, as it is described by DEEWR, ends with the procurement and publication of metadata. Hosting and legacy becomes the individual responsibility of the associations and entities that have partnered to produce resources.

The demands being placed on associations (AATE, ALEA and PETAA) are to build the knowledge and skills base to produce standards-based resources and keep them viable for their lifetime. The projected lifetime for the English for the Australian Curriculum resource is five to eight years, which could only be properly achieved, in addition to constant audits and maintenance, with a second phase project. An additional phase would need to invest teacher and student interest back into the resource, to help make it something more than a well-kept artefact.

Perhaps, like the internet with its billions of nodes, the fact of dispersal and distribution with discoverable resources being hosted all over the nation is a real strength. All the potential vulnerabilities at an individual level are outweighed by mass, and the fact that these resources have a direct link to classroom practice. Yet, one cannot help but wonder, with an eye to the longer term and as a new model evolves, what else might need to evolve to sustain it.

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Teaching Aboriginal languages: strategies for engaging learners



Donna McLaren, Development Officer, Aboriginal Languages and Perspectives, NSW Department of Education and Communities, worked with staff, students and community at three schools to develop resources to support teachers of Aboriginal languages in NSW schools.

Background

Donna and a professional film crew visited three NSW Departmental schools to film various teaching strategies that are effective in a language learning classroom to create a resource for teaching Aboriginal languages.

This resource provides teachers with [videos](#) illustrating the pedagogy of language teaching in Aboriginal language classrooms. It provides practical demonstrations of successful language teaching techniques in the K-6 classroom.

Three NSW primary schools participated in this project — Dubbo West Public School, Glebe Public School and Green Hill Public School.

Filming at Dubbo West Public School

Dubbo West Public School teacher, Diane McNaboe is featured in this video resource teaching Wiradjuri. She made it her mission to learn her language (Wiradjuri) language because her family were not allowed to speak their language.

I made it a mission of mine ... to go and get my language back that was stolen from me and give it back to other children or other adults that had it stolen from them as well. Really good, really good and it's good that we're able to share with Aboriginal, non-Aboriginal people and that we can work together. Non-Aboriginal people used to be so frightened of Aboriginal people when they dropped into their language or dropped into their songs.

Diane McNaboe



Diane McNaboe teaching Wiradjuri



Students learn Wiradjuri through bingo

The images from the video show students learning Wiradjuri through:

- songs
- greetings
- sounds
- games that support language learning
- interacting with technology.



Students learn Wiradjuri through games that support language learning



Students learn Wiradjuri interacting with technology

Amanda Thorpe, Assistant Principal of Dubbo West Public School and teacher of the Stage 3 Opportunity class reflects on the learning and teaching experience:

The children have enjoyed it, I've enjoyed it and they're really engaged which is important.

Our students need to feel engaged, which they do with Di McNaboe. They also need to feel that the knowledge that they've learnt they can take home and share with their community and family, which is important with cultural knowledge. Sharing is a big part of that.

I welcome anyone anytime to come into my classroom and share cultural knowledge. It is important; it is a part of Australia's history and obviously shaping our future. I guess the first step for anyone looking to bring

in language and culture into the classroom is speaking to AEOs or other Aboriginal members of staff.

Filming at Glebe Public School

Glebe Public School teacher, Donna McLaren, is featured in this video resource teaching Gamilaraay.



Donna McLaren and students constructing Gamilaraay phrases

Students and staff enjoyed having a professional crew filming in the school and classrooms. Assistant Principal Bryce Walker commented on the learning experience:

Having a professional film crew in the classroom was an excellent experience for our students. Not only did it allow them to feel valued and included in the whole teaching and learning process, but it also enabled and encouraged all students to be

actively involved. From a teaching point of view, it facilitated a dynamic whereby all students were active participants in their own learning.

All students thoroughly enjoyed this day and wanted it to continue. It was rewarding to see both Indigenous and non-Indigenous students actively participate in a range of activities that promoted a well-rounded and sustainable learning environment.

The images from the video show students learning Gamilaraay through:

- explicit literacy teaching (4 macro skills – reading, writing, listening and speaking)
- group work in the language classroom
- games that support language learning
- total physical response immersion.



Learning Gamilaraay through group work in the language classroom



Students learning Gamilaraay through explicit literacy teaching



Students learning Gamilaraay through games



Students learning Gamilaraay through immersion activities

At Glebe Public School, we firmly believe in supporting the teaching of Aboriginal languages. It is imperative that the teaching of languages, whether it be an Aboriginal language or a particular community language such as Japanese, that the foundations are based on a firm belief in valuing students background and cultural knowledge and that this knowledge creates an environment where learning is inclusive for all students. Through promoting and supporting the teaching of Aboriginal languages at a whole class level, not only are the cultural backgrounds of Indigenous students valued in an authentic approach, but so too are the learning experiences for the other students in the class.

Bryce Walker, Assistant Principal

Filming at Green Hill Public School

Green Hill Public School teacher, Aunty Esther Quinlin, is featured in this video resource teaching Dhanggati.

For many years Aunty Esther and Caroline Bradshaw have worked tirelessly to promote language and to resurrect the language as a basis for the cultural identity of Dhanghatti people. The Elders long for the resurgence of language as they were forbidden under the old mission control system from speaking the

language as children. They are invited to all our occasions, and many are moved to tears when they see our young children speaking and singing in language and showing their respect for and knowledge of their heritage.

The filming has given new momentum to the value and richness of language in the community. Dalaigur and Green Hill are developing resources and working across the community as previously but with the increased credibility and importance of people who have been on the telly!

Sandra Ross, Principal



Aunty Esther Quinlin teaches Dhanggati using Simon says

The images from the video show students learning Dhanggati through:

- games to support language learning
- interactive whiteboard activities
- using Dhanggati at the school assembly
- sharing cultural stories.



Students greet each other in Dhanggati



Student learning Dhanggati through an IWB learning experience



Dhanggati is used at the school assembly



Aunty Esther Quinlin telling a cultural story about turtles. View the [slideshow](#).

Sandra Ross, Principal at Green Hill Public School, reflects on the teaching and learning experience that occurred on the day of filming.

The day the film crew came to Green Hill School the children's self-esteem was very high. They felt very proud as always when recognised as leaders in promoting language in the community. Comments such as



Welcome to Country in Dhanggati at the school assembly

Some of the strategies from the filming were used in the workshop. The agenda included:

- curriculum writing
- teaching literacy
- creating digital resources
- immersion teaching
- games in the language classroom
- technology in the language classroom
- unpacking the NSW syllabus
- developing protocols for Aboriginal language programs in NSW schools.

Here are sample Gamilaraay language resources that were used in the workshop as models for creating resources in other Aboriginal languages.

Primary school Aboriginal language teachers investigating at NSW Aboriginal Languages syllabus K-10, analysing outcomes for classroom practice implementation.



Back row: Lionel Lovett, Ray Kelly, Caroline Bradshaw, Aunty Gladys Quinlan, Aunty Esther Quinlan, Ron Wardrop
Front row: Jye Simon, Ros Nean, Priscilla Grimes



Jonathan Hill and Gordon Campbell demonstrating an immersion conversation using mobile phones



Gamilaraay Elders, Aunty Colleen McGrady and Aunty Maureen Sultar creating a language immersion lesson



Aunty Colleen McGrady creating a language resource



Karen Cochrain, Melissa Buchanan, Lionel Lovett and Ron Wardrop sharing a language game

Highlights of the workshop included the social event, with a selection of Aboriginal bush tucker, Uncle Charlie Bradshaw and Koorioke. A relaxing and entertaining evening was spent enjoying the musical talent of Aboriginal language teachers.

[Editor's note: Aboriginal education resource guides are available on the [Scan website](#).]



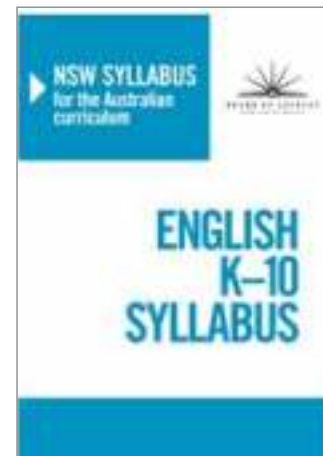
Aunty Esther Quinlan creating a language immersion lesson. View the [slideshow](#).



English K-10 syllabus Q&A



Catherine Thomson is English Advisor, Early Learning and Primary Education.



Download the [English K-10 syllabus](#).

Responding to teachers' questions

Since the publication of the new English syllabus documents, teachers have asked many questions about their structure and organisation. The following Q&A examples are in response to some of these questions about the English K-6 syllabus document.

Q: Should I teach Speaking and Listening 1 before I teach Speaking and Listening 2?

A: You will notice that from ES1 - S2 there are two *outcomes* for Speaking and Listening (Communicating).

Use the objective from which the outcome originates as a lens with which to view the outcome. This means that you would teach aspects from the paired outcomes simultaneously.



SPEAKING AND LISTENING (COMMUNICATING)	
Early Stage 1 outcomes	Stage 1 outcomes
<p>A student:</p> <ul style="list-style-type: none"> > communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction <p style="text-align: right;">ENe-1A</p>	<p>A student:</p> <ul style="list-style-type: none"> > communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations <p style="text-align: right;">EN1-1A</p>
<ul style="list-style-type: none"> > recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language <p style="text-align: right;">ENe-6B</p>	<ul style="list-style-type: none"> > recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts <p style="text-align: right;">EN1-6B</p>

The last letter in the outcome code signals the objective from which the outcome originates.

Q: Why is there an outcome named Responding and composing in Stage 3?

A: The outcome Responding and composing (EN3-5B) merges the modes into one outcome to reflect the nature of English at this stage of development.

EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

Q: Where does handwriting sit in Stage 3?
A: Look at the [table of objectives and outcomes](#) (pp. 16-17 of English K-6). The Handwriting and digital technologies outcome is in Objective A. When students enter Stage 3 the Writing and representing outcome broadens to include handwriting.

Q: I notice that K-6 teachers now have text requirements. Is there a way of tracking the texts we teach to make sure we cover all areas?

A: The Department has developed a document that will help you [track the texts](#) you teach. Using this document will enable teachers to track the explicit teaching of spoken, print, visual and digital texts. As well as making sure students have experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- every day and community texts

The Department has developed a document that will help you track the texts you teach.

- a wide range of factual texts that present information, issues and ideas
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia

CONTENT AND TEXT REQUIREMENTS FOR EARLY STAGE 1 TO STAGE 3

Year:		Year:						
In each Year students must study examples of:								
spoken texts								
print texts								
visual texts								
appropriate range of digital texts, including film, media, multimedia								
Across a stage of learning, the selection of texts must give students experience of:								
	texts which are widely regarded as quality literature	a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia	a wide range of literary texts from other countries and times including poetry, drama scripts, prose fiction and picture books	texts written about intercultural experiences	texts that provide insights about the people and cultures of Asia	everyday and community texts	a wide range of factual texts that present information, issues and ideas	texts that include aspects of environmental and social sustainability

[Download](#) this planning proforma [DEC portal].

The Board of Studies NSW has released a list of [Suggested texts for the English K-10 syllabus](#).

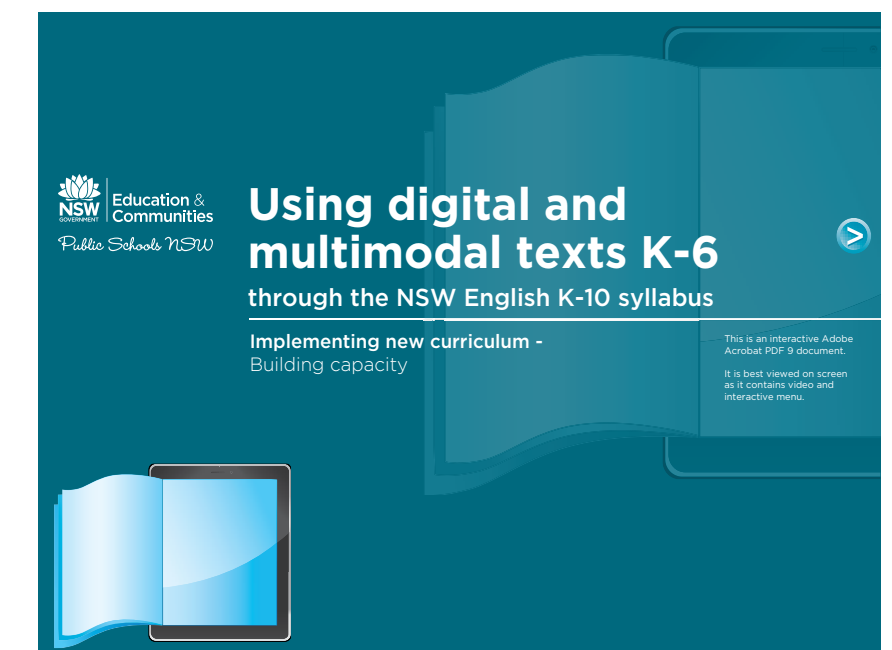
English resources for the new syllabus

The Department has produced some English specific resources for the new syllabus. Currently, three building

capacity resources are available on the [NSW syllabuses for the Australian curriculum](#) DEC intranet site.

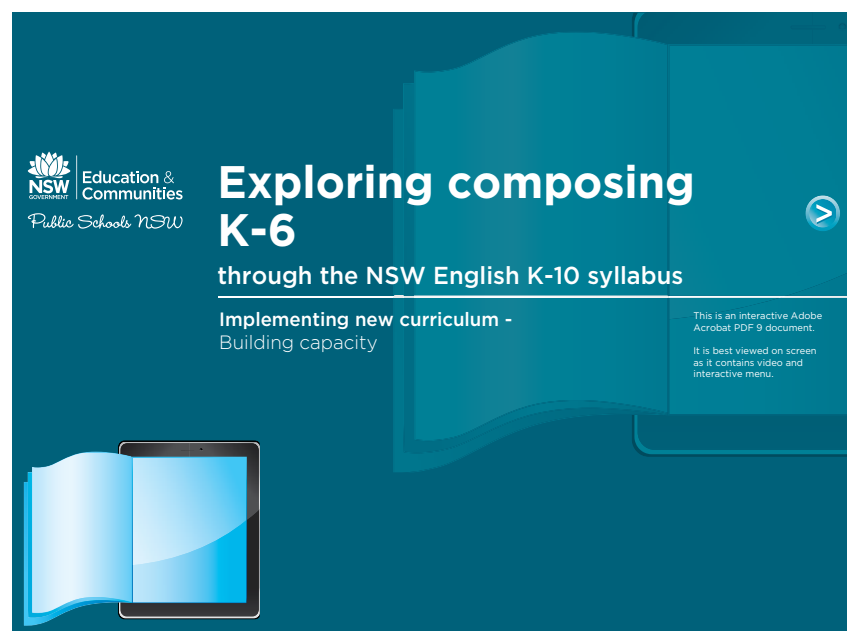
[Using digital and multimodal texts K-6](#) is a resource that is designed to assist you to:

- understand the difference between reading traditional print based resources and digital resources
- identify the needs of your student’s when reading and viewing, composing and responding
- identify the relevant outcomes and content from the syllabus that relates to your teaching of digital and multimodal texts.



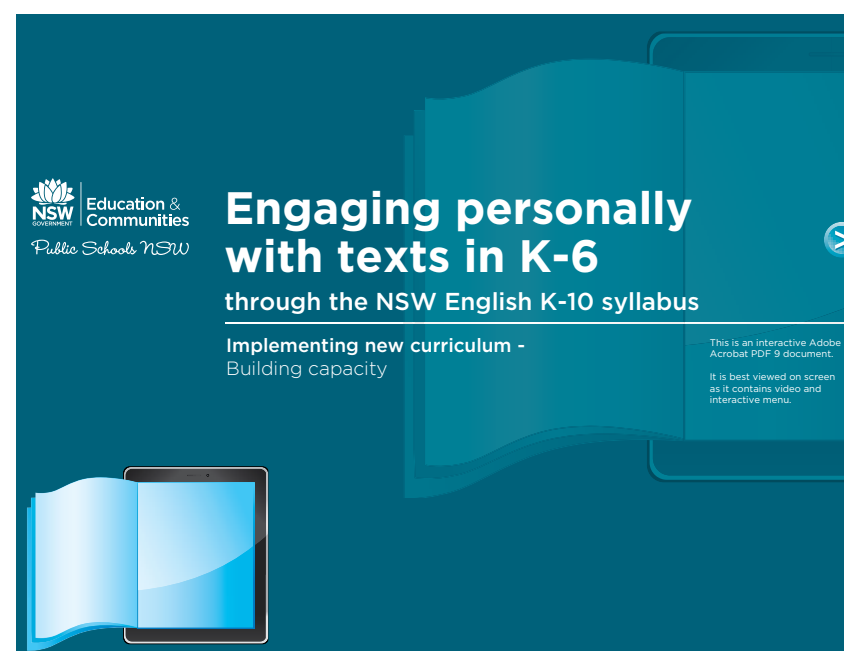
Exploring composing K-6 is designed to help you:

- identify outcomes and content relating to composing texts
- explore the mode continuum
- explore ways to teach vocabulary, grammar, punctuation and spelling in context.



You may also like to use *Engaging personally with texts in K-6*. This resource is designed to help you:

- understand the difference between literacy and subject English
- identify teaching ideas to facilitate student engagement with texts
- identify the relevant outcomes and content from the syllabus that relate to engaging personally with texts.



More resources

Have you visited the [NSW English K-10 Pinterest site](#)? Investigate resources available on the four boards:



- Classroom literature K-2
- Wordplay
- Apps for responding and composing
- Short films for the study of primary English.

More support is available at the [English in a NSW primary classroom](#) blog.

eNewsletter

If you are interested in receiving monthly updates about unpacking the new English K-6 syllabus document, click here to [subscribe to the eNewsletter](#).

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Datalogic Touch 65 Light corded scanner \$179



Datalogic Quickscan QD2100 corded scanner with gooseneck stand \$229



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CM 500M pocket-size portable scanner \$349

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Creating cartoons at The Junction

Responding to reading *The 13-storey treehouse* by Andy Griffiths and Terry Denton, students in Laura Chaffey's 3/4C class at The Junction Public School, NSW, decided to create their own Superfinger comic strips. Using iPads, each student photographed their finger and imported it to a drawing app to create their superhero. They then added settings and used the *Superimpose* app and comic creation software to create their own superhero comics.



Visit the [3/4C@The Junction](#) blog for this and other comics, and to discover the steps taken to create them. Laura has links to [lessons using Strip Designer](#) and a [Comic Strip lesson](#) on her website, [ICT with Miss C](#).

Sharing a community of learners through our libraries

On 26 November 2012, teacher librarians, teachers and librarians from Glenwood High School, Caddies Creek Primary School, Parklea Primary School, John Palmer Primary School and Stanhope Gardens Public Library participated in a Year 6 into 7 transition planning day.

The day was organised around brief rotations of visits at each school plus the local branch public library and enabled the participants to:

- share snapshots of factors that influence learning in the high school and the feeder primary schools
- gain awareness of the learning characteristics and backgrounds of our year 6 into year 7 students

- increase their understanding of library support services, practices and programs available to our students and our wider school community
- review and refine current library focuses to ensure that their libraries support smooth transitions in learning from primary to high school.

Scoutle and the Australian curriculum

Jenny Luca, Head of Information Services at Toorak College, Mt Eliza, Victoria, has created a screencast guide for searching for resources through Scoutle to support the Australian curriculum.

NSW teachers should refer to articles in this issue for NSW specific curriculum implementation.

All NSW teachers will have access to NSW Australian Curriculum (AC) related resources through the NSW Program Builder, NSW Syllabuses and Scoutle. For NSW government teachers access will be through the NSW DEC Portal.



Scoutle and the Australian curriculum

What makes great teachers or school leaders?

Produced by Australian Institute for Teaching and School Leadership (AITSL), this *Short version - professional learning animation AITSL*, could be used to inspire staff.



What makes a great teacher or school leader?

Cronulla High School app



Have you seen [CHS by Cronulla High School](#)? Students, teachers and parents can use iPhones and iPads to keep up-to-date with current news and events at

the school. A virtual tour of the school and links to the website are features of this app.



Therese Kenny
Assistant Editor

resource reviews

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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 (NSW DEC).

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Resources are reviewed by teacher librarians, teachers and consultants across NSW. See [Who reviews?](#) for more information.

Access to reviews and resources

The searchable [database of resource reviews](#) includes those published in *Scan* and more!

Selected reviews for HSC syllabuses are also available on [NSW HSC online](#).

Use *Scan* to select resources for learning, teaching and leisure. For example, use the barcodes of *eresources* 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. NSW DEC users can ensure ready access for teachers and students to the range of online resources through *Library*, in their portal.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 23rd 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	Preschool/kindergarten/early childhood
Stage 1	Years 1-2
Stage 2	Years 3-4
Stage 3	Years 5-6
Stage 4	Years 7-8
Stage 5	Years 9-10
Stage 6	Years 11-12
Community	for community/parent/adult
Professional	for teachers

KEY LEARNING AREA (KLA) ABBREVIATIONS USED:

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

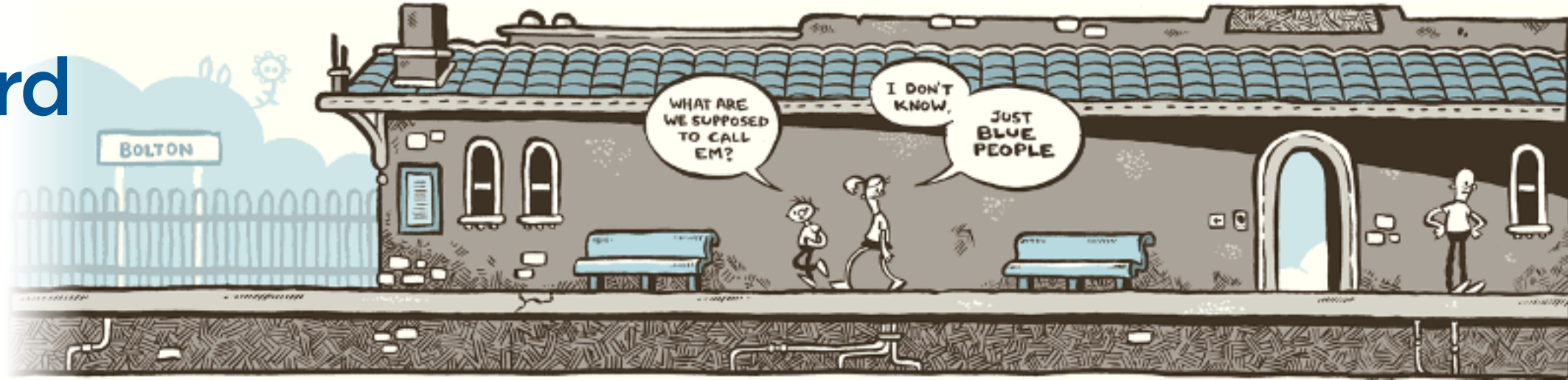
AC	Australian Curriculum
VET	Vocational Education & Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework

Abstract - indicates a resource is described rather than evaluated

Australian curriculum springboard

Focus: English Stage 5 - multimodal texts

NSW
SYLLABUSES
for the Australian
curriculum



Syllabus links:



[English K-10 syllabus](#)

Learning across the curriculum:

- Asia and Australia's engagement with Asia
- Critical and creative thinking
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Personal and social capability
- Civics and citizenship
- Difference and diversity

Exploring context:

- [2005 Cronulla riots](#)
- [Case Study 4. The Cronulla riots](#)
- [Racism. No way!](#)

Creating & publishing tools for multimedia works:

- [ComicLife](#)
- [Mixbook](#)

Review:

Blue
GRANT, Pat

Giramondo, NSW, 2012.
Published formats: [hardcopy](#); [iBook](#); online [webcomic](#).

The apparent simplicity of this quirky graphic novel belies the complexity of the issues it raises. Set in the fictional coastal township of Bolton, the narrative is framed through the recollections of Christian as he recalls a misspent youth of *wagging* school to go surfing. Through his inspired use of the visual-verbal medium, Grant probes the Australian psyche. Scratching the façade of a small *tidy town*, he exposes elements of zealous localism and nationalism that seamlessly segue into exclusivity and racism. The crass interchanges of three belligerent teenagers, Christian, Verne and Muck, reveal some of the more squalid aspects of Australian culture. Evocative monochromatic artwork and provocative verbal interchanges present an unsettling, sardonic picture of our culture that compels readers to re-examine and reconcile their own views. C. Sly

USER LEVEL: Stage 5 Stage 6 SCIS 1592731

Text links:

- ['Interview with Pat Grant: Author of Blue'](#), *Right now* 10/06/12
- ['The story of my book: Pat Grant on Blue'](#), *Readings* 13/03/12
- ['Surfer dudes take graphic route to make some waves'](#), *The Australian* 17/03/12

Teaching and learning opportunities:

- Compare and contrast notions of immigration as presented by Pat Grant in *Blue* and Shaun Tan in *The arrival*.
- Produce the layout for a webpage on a social issue that concerns you.
- Create your own graphic novel page(s) based on a significant social event.
- Write a persuasive argument on a social issue that concerns you.

Rude, crude and vulgar, and totally unAustralian! Or is it?



Pat Grant is the Australian Mark Twain, trading Huck's raft for a waxed-up surfboard and an inked-up sable brush. Craig Thompson

Intertextual links:

- *The body* by Stephen King
- *The lost thing* by Shaun Tan
- *Stand by me* - directed by Rob Reiner
- Hokusai's *The great wave*



Under the Wave, off Kanagawa, Hokusai, The British Museum

Related texts:

- *The arrival* by Shaun Tan
- *The body* by Stephen King
- *Breath* by Tim Winton (NB. some sensitive issues)
- *The happiest refugee* by Ahn Do
- *The island* by Armin Greder
- *The lost thing* by Shaun Tan
- *True blue?* ed. Peter Goldsworthy

Lingua-dudus:

Translate the following surfer dude jargon from *Blue*:

barrels	loser
bogan	sick
festy	spewing
gross	swell
kegs	waggin

Professional resources:

- [Asylum trends](#) (Department of Immigration and Citizenship)
- [Australian Bureau of Statistics](#)
- [Becoming an Australian citizen](#) (Department of Immigration and Citizenship)
- [Indigenising hip-hop: an Australian migrant youth culture](#) (Tony Mitchell)
- [Responding to Cronulla: Rethinking Multiculturalism](#) (AHRC)
- [Teaching notes](#) for *The body* by Stephen King
- [Teaching notes](#) for *The island* by Armin Greder
- [Teaching notes](#) for *True blue?* ed. Peter Goldsworthy

Multimedia:

YouTube clips:

- [The arrival - Shaun Tan; Ben Walsh and The orchestra of the underground](#) by Sydney Opera House
- [Australia's top hip hop artists unite to speak for multiculturalism](#) by ReclaimMulticultural
- [The body \(audiobook\)](#) by CJ7Productions
- [Ahn Do](#) by ICMISpeakersBureau
- [The lost thing](#) by Shaun Tan (film)
- [Pat Grant on RRR](#) by [graphicnovelsmelbs](#) (interview)

Other clips:









- [Stand by me \(1986\)](#) trailer

eresources

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**
-  **ebook; ejournal; 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 eresources into SCIS Create orders or check SCIS Special order files**

Icons for eresources are from [Microsoft clip art and media](#) and [Open Clip Art Library](#).

iPoe collection: interactive & illustrated Edgar Allan Poe collection



A collection of short stories by Edgar Allen Poe is presented in this interactive app for iPad and iPhone. Illustrations and animations readily capture the horror genre. It is a well conceived means of presenting the classic tales to a new audience. Stories in this compilation include *The oval portrait*, *The tell-tale heart*, *Annabel Lee* and *The masque of the red death*. Each story is accompanied by mood music and sound effects that help to convey the eerie atmosphere and escalating tension within the narratives. Additional material includes biographical information on Poe and excerpts from the sketchbook of the illustrator. Readers can view the stories in English, French or Spanish. The app offers a useful medium for engaging students in the work of a valued writer and introducing them to the sometimes complex language of 19th century horror writing. [A second instalment](#) of this compelling app was recently released, and is previewed in the accompanying video. C. Sly

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: English

SYLLABUS: English 7-10;

PUBLISHER: Play Creatividad, Spain
REVIEW DATE: 10/01/2013 [F]
SCIS 1574281 \$1.99



iPoe 2: Hop-Frog: Edgar Allan Poe for iOS
by Play Creatividad

Frankenstein



MORRIS, Dave & SHELLEY, Mary

Rendered in interactive, digital form for iPad or iPhone, this app offers a fascinating appropriation of Mary Shelley's *Frankenstein*. Much of the story positions the reader as a conversant with Doctor Victor Frankenstein. The reader is obliged to select from various questions or comments, to which the doctor responds. A brief contrast in section two sees the narrative told in the second person, through the eyes of the monster, and again choices made by the reader impact on the course of the narrative. This *choose your own*

adventure style offers engagement and interactivity in shaping the story. Some liberties are taken with the original text, in terms of different framing methods and resetting it in post-revolutionary France, but the Gothic genre and salient themes are retained. Visuals capture the look and feel of the historical context and enhance the written text. Extras include Mary Shelley's original classic tale and additional visual material. While this version is no substitute for the original, it is an interesting appropriation that demonstrates how valued literary texts can be reworked for a contemporary audience. C. Sly

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6

PUBLISHER: Profile, UK

REVIEW DATE: 10/01/2013 [F]

SCIS 1574262 \$5.49



Frankenstein - App for iPhone and iPad - trailer by profilebooks

Try!



McGUINNESS, Sharon

An earlier short story version of this narrative was originally published in [Countdown](#). The ebook tells of Jess wanting to join a Rugby League team, regardless of the fact that he is too small. It presents the challenges he encounters as part of the team and shows how he comes to resolve them. The story aims to encourage the sport and cater for those who already have an interest. It can be purchased online through [the author's website](#) and be read in EPUB, PDF or Kindle formats. The PDF version is a flipbook file, which reads like a book and includes the sound of turning pages, making it ideal for sharing interactively using an IWB. Additional materials include various websites for teachers, parents and students, offering more information on Rugby League, including websites with interactive [games](#). [Teaching notes and activities](#) are also available on the author's website. M. Sutera

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
PUBLISHER: Mrs Mac's, NSW, 2012
REVIEW DATE: 10/01/2013 [F]
SCIS 1564563 \$5.00 PDF flipbook;
 \$6.95 EPUB

Mr. Wolf and the ginger cupcakes



A clever twist to this well known tale adds fun, humour and quirkiness to *Little Red Riding Hood*. Illustrations are hand drawn, and combine the use of watercolors and coloured pencils. Jazzy background music works well with the story's modern take on the classic tale. A student can interact with each page by discovering all the hidden balloons and sounds with a simple tap. The app offers flexibility to read the story to students or have it narrated with two possible reading modes: *Read to me*, whereby students can listen to the story, and *Read it myself*, allowing a student to read the story like a printed book. There is a choice of seven written languages: English, Italian, Spanish, French, Japanese, Chinese traditional and Chinese simplified. M. Sutera

USER LEVEL: Early Stage 1
 Stage 1 Stage 2 Stage 3
 Stage 4 Stage 5
KLA: English; Languages
SYLLABUS: Chinese K-10; English K-6; French K-10; Italian K-10; Japanese K-10; Spanish K-10
PUBLISHER: Blue Quoll, QLD
REVIEW DATE: 10/01/2013 [F]
SCIS 1564547 \$2.99



Mr. Wolf trailer - our personal interpretation of the Little red riding hood story by Blue QuollDigital

Paper dreams



Dragging a different costume for each day of the week onto a drawing and then moving the figure around a setting is the basis of this one dimensional app. The costumes transport the young female character into scenarios such as being an astronaut in space, a tiger in the jungle and a mermaid in the ocean. Tapping on aspects of each scene creates movement, and sound effects complete the illusion. The predictability of this app may result in it losing its appeal over time. The use of this app in education is limited to practising hand-eye motor coordination, as users learn how to drag and drop items and tap the screen. The audio is clear and the reading of each sentence is spoken in a well-modulated voice. Using the ideas

in this app may inspire students to design their own version of this dress-up doll. S. Rasaiah

USER LEVEL: Early Stage 1
PUBLISHER: InteractBooks, USA
REVIEW DATE: 10/01/2013 [F]
SCIS 1577923 \$2.99



Paper dreams children's story app by jellypark

Operation red



THOMAS, Carol

Set in the future, this intriguing novella takes place in a world where humans are so dominated by technology they have given up the joy of thinking. Unexpected access to confidential government documents enables three shrewd friends, Ariel, John and Kara, to devise a plan that will dramatically change the lifestyle of the citizens of CyberCity. A compelling narrative that projects

today's information and communication technology into the future, this is sure to lead to interesting classroom discussion and speculation about the pros and cons of technological advancement. With its creative use of intertextual links and neologisms, this ebook is sure to capture the imagination of young readers. A stimulating [study guide](#) is freely available in a range of formats to support classroom research on this ebook. C. Sly

USER LEVEL: Stage 3 Stage 4
PUBLISHER: Smashwords, USA, 2012
REVIEW DATE: 10/01/2013 [F]
SCIS 1581608 \$1.99

Google Drive



As a file storage application, *Google Drive* offers a safe, secure repository in cloud storage. Once stored, files are made available for use on a range of hardware including PC, Mac, iPhone, iPad and Android devices. *Google Drive* permits file sharing with selected colleagues, thus enabling collaboration on projects. The app has access to various editing tools and provides 5GB of free storage space. Additional space can be purchased if required. In the educational context, this app offers many possibilities, including students

and teachers having access to shared files for individual or group assignments and the ability to access these files on various devices. It is a valuable facility that has application across the curriculum. C. Sly

USER LEVEL: Stage 3 Stage 4
 Stage 5 Stage 6
 Professional
KLA: AC; CA; English;
 HSIE; Languages;
 Mathematics; PDHPE;
 Science; SciTech; TAS
PUBLISHER: Google, USA
REVIEW DATE: 10/01/2013 [004.67]
SCIS 1576764



Go Google: *Google Drive* by Google

Infogr.am



Creating infographics from the freely available tools on this site takes a mere four steps. After registering for an [Infogr.am](#) account, complex information can be presented as a graphic representation quickly and clearly by selecting a predesigned template. Students can add data, charts, images, videos or maps, then customise, publish or share their creations via social media. This process could provide an alternative way for students to demonstrate their deep understanding of a topic by displaying information visually and embedding the infographic in an article or blog. [Featured infographics](#) provide models for layout and design, and suggest appropriate ways to present data. Some of these graphs may spark student interest in their content and encourage class discussion of the topic. N. French

USER LEVEL: Stage 4 Stage 5
 Stage 6 Professional
KLA: English; HSIE;
 Science; TAS
SYLLABUS: English 7-10;
 Geography 7-10;
 Graphics Technology
 7-10; Information
 Processes & Technology
 Stage 6; Science 7-10

PUBLISHER: Infogram, Latvia
REVIEW DATE: 10/01/2013 [006.6]
SCIS 1580084



OIRT presents: *Infogr.am* by Rutgers OIRT

Paper



Using the iPad as a slate for illustrating is possible with this amazing free app. The interface opens to display three sketchbook journals. The first contains ideas, illustrations and diagrams that can be created using the app. The other two sketchbooks are blank and can be used as desired. These journals can be renamed and individual covers can be selected. Users can add journals or add pages to existing journals. There are various tools including pen, pencils, paintbrush, eraser and marker. Apart from the pen, the other tools have to be purchased within the app.

Use is very intuitive and results can be delightful. Creations can be shared through Facebook, Twitter, Tumblr or email. The app has many possibilities across the school curriculum, including artwork, storyboarding and sketching instructional diagrams. Students will enjoy the versatility and tactile nature of this app, including the unique facility that enables a user to unwind work to an earlier stage of its creation. C. Sly

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

KLA: CA; English; HSIE;
Languages;
Mathematics; PDHPE;
Science; SciTech; TAS

PUBLISHER: FiftyThree, USA

REVIEW DATE: 10/01/2013 [006.6]

SCIS 1576756



Paper by Fifty Three by My Apple Podcast

Play School art maker



All the familiar characters, colour and sounds from the television program [Play School](#), are present in this happy app. Spoken instructions and positive feedback assist students to create their own still pictures, animated movies with audio narration, and story slideshows. *Watch Play School* takes users to videos streamed from ABC iview. As these episodes are metered, this button can be removed, to avoid accidental adding to a download quota. To create an illustration that can be captured in a photograph and stored in an album, or made into a movie for replay, various engaging backgrounds are offered, complete with accompanying sound effects. Suitable props make each scene as realistic as possible. *My art* allows the saved pictures to be layered into a story slideshow. The cheery comments, additional puzzle opportunities and ease of use make this a highly engaging program for beginner artists. Suggestions for using the app with Kindergarten students for digital storytelling can be found in the [November 2012 issue of Scan](#). S. Rasaiah

USER LEVEL: Early Stage 1

KLA: CA

SYLLABUS: Creative Arts K-6

PUBLISHER: Australian Broadcasting Corporation, NSW

REVIEW DATE: 10/01/2013 [006.6]

SCIS 1577913



Play School art maker app by ABC

Visual.ly



Demonstrating how to make data visualisation interesting and exciting, this site matches infographic commissioners with designers to create the infographic that best suits a particular brand. Once an account has been set up and the design chosen and edited to meet specifications, the [Create app](#) can be authorised to connect through Facebook and Twitter. Students and teachers of design may be inspired by the categories and examples in [Topics](#), accessed from the front page of this site. Case studies are presented via [Interactives](#) and [Motion graphics](#), summarising the purpose, insight, idea

and end result of various commercial marketing campaigns. N. French

USER LEVEL: Stage 5 Stage 6
Professional

KLA: TAS

SYLLABUS: Design &
Technology 7-10;
Design & Technology
Stage 6; Graphics
Technology 7-10;
Information Processes
& Technology Stage 6

PUBLISHER: Visually, USA

REVIEW DATE: 10/01/2013 [006.7]

SCIS 1580069



What is Visual.ly? by visually



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

Chrome



People who use [Google Chrome](#) as a web browser will find this free app particularly useful. It enables *Chrome* related activities on one's computer to be synced to mobile devices, including the iPhone, iPod touch, or iPad. Once links are set up, tabs, bookmarks, passwords and other data sync seamlessly from one device to another. *Chrome* offers thousands of web-based applications, for business, education, productivity, entertainment and more, that can be downloaded and synced across devices. Gmail, Google search, YouTube and the [Chrome web store](#) can be accessed on any linked device. It is a valuable option for users who like to work on a range of devices, as all can be kept up-to-date in relation to any modifications or changes. C. Sly

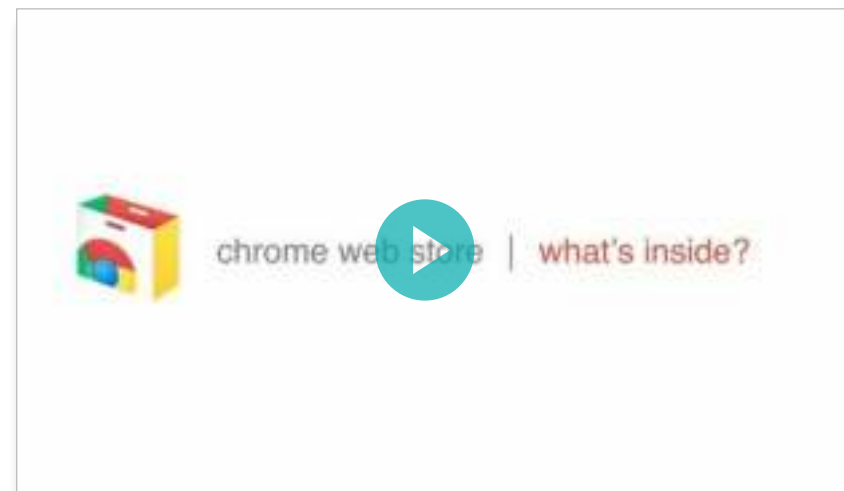
USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6
Professional

KLA: AC; CA; English;
HSIE; Languages;
Mathematics; PDHPE;
Science; SciTech; TAS

PUBLISHER: Google, USA

REVIEW DATE: 10/01/2013 [025.0425]

SCIS 1576758



Chrome web store - what's inside? by Google Chrome

Book drum: beyond the page



Some exciting teaching and learning opportunities can be derived from this interactive site. A wiki style website for readers, it encourages book lovers to upload their research on a favourite book. Their digital publications can include pictures, maps, audiovisual resources and written text that add background, depth and interpretation to books. Each book profile includes a *Summary*, notes on the *Author*, an orientation *Map*, notes on *Setting*, *Bookmarks* or annotations, a *Review* and a *Glossary*. A number of books of different genres and for different ages are already available. While quality varies from book to book, there are definitely some gems. Readers who

wish to contribute to this growing multimedia companion for books need only to register, select a book that has not already been selected and begin their research. The site outlines the format to be followed and explains clearly the appropriate use of material. Such a research task may be a valuable learning activity for a group of gifted and talented students. For those who prefer to use already published work, there is a wealth of engaging material, including such titles as [Harry Potter and the chamber of secrets](#); [The witches](#); [To kill a mockingbird](#); [Lord of the flies](#); [The catcher in the rye](#); [Frankenstein](#); and [Persuasion](#). Given the wide range of books and reviewers, teachers would need to check titles for their relevance and appropriateness of content. C. Sly

USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6
Professional

KLA: English

SYLLABUS: English K-6; English 7-10; English Stage 6

PUBLISHER: Book Drum, UK

REVIEW DATE: 10/01/2013 [028.1]

SCIS 1507965

Beamafilm: documentaries on demand



Australia's first independent video on demand distributor of documentaries has more than 100 titles available. These are quality documentaries, sourced from international film festivals and commercial releases. Titles are suitable for teacher and student browsing; browsing [all the films](#) quickly reveals some interesting content across syllabus areas. Some documentaries have extensive study guides commissioned by ATOM, with focus questions, explanations from the filmmakers, activities and links. Films are most useful for English and societal studies within HSIE syllabuses, for example: *The Chifleys of Busby Street*; *The Balanda and the bark canoes: making Ten canoes*; and *Hope*, the story of an Iraqi asylum seeker who survives the sinking of her boat on its way to Australia. Senior filmmakers will find some useful models on the site. Films can be freely watched at some public libraries. Video streaming is instant. H. Myers

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: CA; English

SYLLABUS: English Stage 6;
Photography, Video &
Digital Imaging CEC
Stage 6

PUBLISHER: Beamafilm, Australia

REVIEW DATE: 10/01/2013 [070.1]

SCIS 1578683 \$POA



Hope - trailer by beamAfilm

[The easy guide to socialising online](#)

Created in response to advice from the Youth Advisory Group on Cybersafety (YAG), this website provides information about the cyber safety features of social networking sites, search engines and online games. The site is designed for students and their parents. [Tips](#) contains a checklist of important things to do when helping students to safely navigate [Social networking](#) sites, [Search engines](#) or [Online games](#). There is a

[Cybersafety help button](#) to report cyberbullying or inappropriate online content. Comprehensive [Overview](#) tables provide a quick visual summary of the key cyber safety features associated with all the social media sites, search engines and online games discussed on the [Easy guide website](#). These include: any age limits that apply; whether the site has default privacy settings for under 18 year olds; whether the privacy settings can be adjusted; if it's possible to report cyberbullying or abuse to the site; or if there are any ways to spend money on the site.

A. Soutter

USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6
Community Professional
PDHPE

KLA:

SYLLABUS: PDHPE K-6; PDHPE
7-10; PDHPE Stage 6

PUBLISHER: Department of
Broadband,
Communications and
the Digital Economy,
ACT

REVIEW DATE: 10/01/2013 [302.23]

SCIS 1578133

[Energy savers: an energy efficiency resource for teachers and students](#)



Focusing on sources of energy and renewable energy, including fossil fuels sold directly by Origin Energy as natural gas, electricity and solar energy, this engaging site offers a range of free teaching resources. By registering online, teachers will have access to [Student activity sheets](#) which are supplemented by accompanying SMART Notebook files, and [IWB multimedia](#), which includes animations and a wind power video. The illustrated summaries of the greenhouse effect, global warming and climate change in [Be energy smart](#) cleverly inform students about these phenomena. Navigating the site is straightforward, although the [Quiz](#) requires Adobe Flash Player, rendering this aspect of the site unsuitable for iPad users. A [glossary](#) is useful for independent work by students.

R. Morante

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

KLA: Science; SciTech

SYLLABUS: Science 7-10; Science
& Technology K-6

PUBLISHER: Origin Energy, NSW

REVIEW DATE: 10/01/2013 [333.791]

SCIS 1547690



Wind power by Origin Energy

[Aboriginal business](#)



Offering Aboriginal people advice on starting a business, this NSW Government initiative includes [A guide to developing Aboriginal business](#), available in chapters as a free download. This explains why and how to start a business, as well as all the management, legal and taxation issues small business owners face. Sections of the guide could be used by students exploring the *Aboriginal enterprises and organisations* option in Aboriginal Studies 7-10, or Stage 6 students of Aboriginal Studies undertaking research on an Aboriginal business for their major project. Similarly, the guide could be used with Stage 6 Business Studies students as

a way of enriching their understanding of key business concepts. J. White

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Business Studies Stage 6

PUBLISHER: NSW Trade & Investment, NSW

REVIEW DATE: 10/01/2013 [338.6]
SCIS 1436265



Small business NSW



The NSW Government's small business advice website provides detailed information on starting, managing and growing a small business. The [Small business tool kit](#) allows users to sign up and undertake online lessons about planning and running a business. Activities include [quizzes](#), video tutorials, writing a business plan and preparing documents. Results are saved online so students could use this function to start a theoretical business as part of a class activity or assessment task. Students of Business Studies and Commerce could use this feature as an ongoing learning and revision tool. J. White

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Business Studies Stage 6; Commerce 7-10

PUBLISHER: NSW Trade & Investment, NSW

REVIEW DATE: 10/01/2013 [338.6]
SCIS 1574492



SmallBiz snapshots: Marketing by NSW Trade & Investment

Drug info clearinghouse



A source of diverse information for anyone researching drugs and their effects, this credible site contains a wide range of [free resources](#) about alcohol, other drugs, and harm prevention. Fact sheets, pamphlets and reports can be searched or browsed by drug type. Specific information is also presented to

key community groups including [young people](#) and [culturally and linguistically diverse communities](#). Professional development seminars are available, as are contact details for support services, including phone counselling and help groups. The site is relatively easy to navigate, though not particularly aesthetically appealing, which may limit its engagement with younger visitors. Comprehensively covering the drug education outcomes in both the *Crossroads* course and Strand 3 of PDHPE 7-10, *Individual and community health*, the site is a useful source of quality information for secondary students. S. Williams

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: PDHPE

SYLLABUS: PDHPE 7-10; PDHPE Stage 6

PUBLISHER: Australian Drug Foundation, Vic

REVIEW DATE: 10/01/2013 [362.29]
SCIS 1055176



Legal Aid New South Wales



Providing free legal information and advice through their website, Legal Aid NSW offers a wide range of resources for download via [Publications](#). Many of

these resources are also available for order in hard copy through an online ordering system. Teachers can get brochures, fact sheets, posters and DVD education packs delivered to their school at no cost. [Get legal help](#) has sections on how to access advice over the phone or in person and contains information about applying for legal assistance in court, for those who meet the criteria. J. White

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Commerce 7-10; Legal Studies Stage 6

PUBLISHER: Legal Aid New South Wales, NSW

REVIEW DATE: 10/01/2013 [362.5]
SCIS 1164950



Welcome to Legal Aid NSW - English by LegalAidNSW

Getty research portal



The Getty Research Institute is an international collaboration of libraries dedicated to preserving, conserving and digitising art history publications in the public domain, and making these resources available to a wider audience. The portal provides access to resources via a search using keywords, title, author or subject. Results vary depending on the copyright-free resources available on the site and may reveal rare books, documents and related literature. By linking to [The Getty](#), users will find [Education](#) where teachers and students can immerse themselves in an array of Visual Arts resources including lesson plans, videos and image banks. With all required content easily accessible and contained, this aspect of the portal site would be most beneficial to teachers when searching for specific art history information. N. French


USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA

SYLLABUS: Visual Arts 7-10;
Visual Arts Stage 6

PUBLISHER: J. Paul Getty Trust,
USA

REVIEW DATE: 10/01/2013 [709.73]

SCIS 1580058 



Getty research portal: launch and colloquium (video 1 of 5) by gettyresearch

Easel.ly



Students and teachers are able to easily design and share attractive infographics and data visualisations using the features on this useful site. The functions allow teachers to use technology to present information graphically, to enhance student engagement, and to use hands-on teaching strategies in the classroom. Students can use the website for a number of day-to-day activities to create and share visual representations online. An excellent video is available on the homepage, explaining how to use the site. Themes or templates such as websites, flowcharts and maps are used to painlessly create effective graphic pieces of work. Once registered for a free account, the ability to compose and share infographics online facilitates access to projects

at any time, by anyone. Examples of possible classroom applications could include students creating infographics of their survey results, designing a digital marketing poster for a new product, planning the layout of a website, or representing mathematical, geographical or demographic data. A. Parnis


USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA; English; HSIE;
Languages;
Mathematics; PDHPE;
Science; SciTech; TAS

SYLLABUS: Design & Technology
7-10; Geography 7-10;
Information Processes
& Technology Stage 6;
Information &
Software Technology
7-10; Mathematics
7-10; Technology
(Mandatory) 7-8

PUBLISHER: Easel.ly, USA

REVIEW DATE: 10/01/2013 [740.285]

SCIS 1566756 



Scan the SCIS barcodes to select eresources for your collection.



Infographics by Easel.ly

Crossing boundaries in graphic narrative: essays on forms, series and genres



Edited by Jake Jakaitis and James F. Wurtz.

Based on the premise that graphic narratives cross boundaries and operate at a point of intersection of words and images, this book presents a range of well researched essays on contemporary graphic novels. Scholarly articles offer literary approaches to the graphic narrative, focusing on aspects such as genre, form, linguistic register, art, storylines and characterisation. Works by notable comics composers including Michael Chabon, George Herriman, Neil Gaiman, Alan Moore, Marjane Satrapi, Art Spiegelman and

others are critiqued in the light of comics theory and literary theory. Significant political issues such as war, race, ethnicity and gender, expressed in the graphic format, are highlighted as areas of analysis. Each chapter concludes with detailed endnotes and lists of works cited. Demonstrating a deep understanding of contemporary graphic novels, this is a valuable resource. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
PUBLISHER: McFarland, USA
REVIEW DATE: 10/01/2013 [741.5]
SCIS 1574274 \$14.99 (Kindle)

[*Manga: an anthology of global and cultural perspectives*](#)



Edited by Toni Johnson-Woods.

A scholarly publication on the development and impact of manga, this ebook is a comprehensive and fascinating reference for Japanese comics. A collection of articles by academics from diverse disciplines, the publication presents a history of the development of manga in its cultural context. Various chapters

on genre consider other discourses, including gender identity and sexuality, embedded in the manga format. Neil Cohn explains the complex visual language used by manga artists, and other contributors consider the growth of the manga industry. The impact of manga on composers of comics worldwide, including Australian manga composers, Queenie Chan and Madeline Rosca, is explored in some depth. The format's clarity and readability offer an opportunity for westerners to discover the value of this popular Japanese visual-verbal mode of communication. While the book is also available in hard copy, the ebook format allows for digital searching, highlighting and bookmarking. C. Sly

USER LEVEL: Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: English Stage 6; Society & Culture Stage 6; Visual Design CEC Stage 6
PUBLISHER: Continuum, USA
REVIEW DATE: 10/01/2013 [741.5]
SCIS 1574270 \$16.47 (Kindle)

[*The rise and reason of comics and graphic literature: critical essays on the form*](#)



A collection of scholarly essays on comics and graphic novels, this publication offers a broad range of research related to the sequential art format. The initial chapters are dedicated to outlining the development of the form in its historical context. Later essays focus on theory and terminology related to the comics format and debates relating to definition. Adaptations of comics to other forms of popular culture, including films, television series and video games are also considered, along with the growth of literary graphic novels and nonfiction. Works of notable composers such as Joe Sacco, Art Spiegelman and Alan Moore, whose works comment on culture and politics, are considered as valuable publications in the context of multiliteracy and new pedagogical methods. Readers wanting to discover the depth of this dynamic medium will find some fascinating studies in this book. Its release in ebook format affords a substantial and readily accessible reference on comics and graphic literature. C. Sly

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: English Stage 6; Visual Design CEC Stage 6
PUBLISHER: McFarland, USA
REVIEW DATE: 10/01/2013 [741.5]
SCIS 1574277 \$14.99 (Kindle)

[*Book cover design tips & tricks*](#)



An excellent site for the study of book cover design, this resource is clearly written in a direct and personable style, by a designer with superb credentials. Using covers which were submitted to a design challenge for a book about Photoshop, the writer analyses the designs and explains the flaws and strengths of a large number of entrants, including [the winners](#). In a tutorial on graphic design rules and criteria, the writer examines typography and images – he is especially good at showing how the two work together – for books and the thumbnail depictions of ebook covers. The site will make a lot of sense to student designers; its content is illuminating and its tone friendly. Suitable for sharing interactively using an IWB, the site is a great resource to explain elements of design to students, for any works that use image and word combinations. C. Thomas


USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: CA; English; TAS

SYLLABUS: English 7-10; Technology (Mandatory) 7-8; Visual Design 7-10; Visual Design CEC Stage 6

PUBLISHER: Design & Publishing Center, USA

REVIEW DATE: 10/01/2013 [741.6]

SCIS 1573664 

[Wool 4 skool: student design competition](#)

The Woolmark Company holds this competition annually for Stage 4 and Stage 5 students studying Design and Technology and Textiles Technology. The site provides very useful worksheets about fibre properties including wool fibre, yarn and fabric manufacturing, which are similarly valuable for Stage 6 students studying wool fibre in the *Area of study: properties and performance of textiles*. Teachers of Textiles Technology and Design and Technology may also find the [modified worksheets](#) very helpful when designing units for students requiring additional support in these subjects. There is a 33 page downloadable PDF [resource](#)

[pack](#) for the competition which takes entrants through the five week program. [Additional videos](#) are also provided. Senior students will find the details regarding innovations in wool fibre and fabric particularly helpful in gaining an understanding of innovations and emerging textile technologies. M. Timperley


USER LEVEL: Stage 5 Stage 6

KLA: TAS

SYLLABUS: Design & Technology 7-10; Textiles & Design Stage 6; Textiles Technology 7-10

PUBLISHER: Woolmark Company, NSW

REVIEW DATE: 10/01/2013 [746.9076]

SCIS 1566080 



Wool production process by WoolmarkOnline

[Screen Australia](#)


The site presents a detailed look into some of the artistic and business aspects of creating interactive media in Australia. For students of film, the site has some excellent practical resources. [Getting started](#) offers script tools, idea development, and explanations of first-step writing tasks such as synopses and outlines. The site has an encouraging tone for high school students, and it will have particular usefulness and appeal to experienced filmmakers. [Filmmaking resources](#) include information on budgeting, interviews with practitioners, and documentation samples, such as shooting schedules and checklists. For research, there is a useful [database](#) of Australian feature films post 1970, plus television shows and documentaries. There are also some interesting theoretical materials, such as the transcript of an interview with educator Robert Rosen on [narrative storytelling](#). In [Indigenous protocols](#) students can download a PDF copy of Screen Australia's *Pathways & protocols: a filmmaker's guide to working with Indigenous people, culture and concepts*. This positive site will assist students to get a media project from idea to audience. C. Thomas

USER LEVEL: Stage 6 Professional CA; English; TAS

KLA: Drama 7-10; Drama Stage 6; English 7-10; English Stage 6; *Extension 2*; Photography, Video & Digital Imaging CEC Stage 6

PUBLISHER: Screen Australia, NSW

REVIEW DATE: 10/01/2013 [791.430994]

SCIS 1114224 



Beyond the box office: understanding audiences in a multi-screen world by ScreenAustralia



Scan the SCIS barcodes to select resources for your collection.

Vialogues



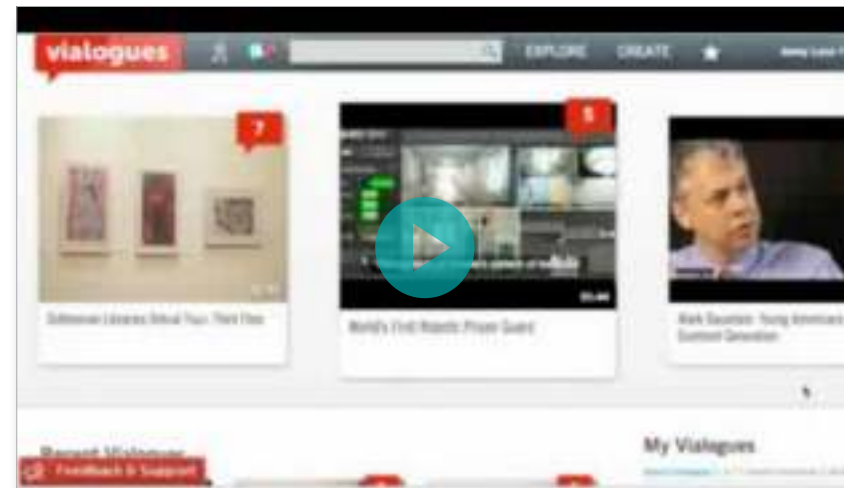
Interacting with students takes on an exciting new perspective with this terrific website. The premise is simple. Create a free account, upload a video, then scaffold a discussion. Videos can be uploaded from YouTube, personal files or from the vialogue library. By selecting [Create](#), public or private vialogues can be created quickly. The number of comments for each video appears on the relevant thumbnail. Another practical inclusion is a timeline that displays the points at which individuals have left discussion entries. To be used in the classroom, students need to set up their own accounts in order to view and comment on a vialogue. A comprehensive range of examples can be found within the [Explore](#) section of the site, and a handy search function makes finding vialogues easy. View [Jenny Luca's tutorial](#) for more information on how to use this valuable resource. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA; English;
HSIE; Languages;
Mathematics; PDHPE;
Science; SciTech; TAS

PUBLISHER: EdLab, USA

REVIEW DATE: 10/01/2013 [791.45]
SCIS 1565886



How to use Vialogues by Jenny Luca

Jacket2



Although founder John Tranter has moved on, this magazine of poetic commentary continues to look at contemporary Australian poetry in approachable ways for poetically inclined English students. The site features a set of articles on [modern Australian poets](#) which present some great material for class discussion. Entering *Australia* as a search term throws up interesting pieces, such as critiquing Judith Wright, and interpreting *The man from Snowy River*. [Podcasts](#) provide accessible audio resources, especially for students investigating well-known American poets, such as Ginsberg. The magazine draws from international cultures, and

it focuses on critical commentaries, vibrantly illustrated with photographs and artwork. Poems are connected to articles and commentary, so teachers and students will be browsing works that show poetic discipline and process. There is a complete archive of *Jacket* 1997–2010. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English

SYLLABUS: English Stage 6:
Extension 2

PUBLISHER: Jacket2, USA

REVIEW DATE: 10/01/2013 [809.1]
SCIS 1573616



[Rick Riordan: welcome to the online world of Rick Riordan](#)



An outstanding resource for the study of Riordan's fiction, the site is a substantial and thoughtful compilation of narrative, creative and historical material. For the novels in the [Heroes of Olympus](#), [Kane Chronicles](#), and [Percy Jackson and the Olympians](#) series, the author's website offers hands-on activities, discussion questions, audio, quizzes, and plenty of information. Riordan excels at interpretations of Greek and Egyptian mythology and the [teachers' resources for the Kane Chronicles](#) are particularly

good. The site has an appealing and professional layout that students will enjoy using; visuals and language are engaging and the tone is right for Stage 3 and Stage 4 learners. The [FAQ](#), [interview](#) and [blog](#) are especially useful for young writers; multiple interviews can be found in Riordan's [biography](#). This is a big site, with lots to investigate. It is packed with well written and interesting material, more than is usually found in authors' websites. For Year 7 English and History teachers looking for great resources to support a joint unit of work, the site is well worth a look. C. Thomas

USER LEVEL: Stage 3 Stage 4
Professional

KLA: English; HSIE
SYLLABUS: English K–6; English
7–10; History 7–10

PUBLISHER: RickRiordan.com, USA
REVIEW DATE: 10/01/2013 [813]
SCIS 1320486



Rick Riordan: three tips for young writers by adlit

[Hairy Maclary from Donaldson's Dairy](#)



Hairy Maclary from Donaldson's Dairy and his motley crew of doggy friends are no strangers to many students. This faithful replication of the picture book into an ebook will not disappoint fans of Hairy Maclary, Hercules Morse, Bottomley Potts and the others. Users of this app can access spoken narration, either as whole sentences or single words by swiping across the text beside each animated picture. Sounds of birds and barking dogs are heard when the screen is tapped. Scrolling through the pages of this digital version is akin to reading the story in hard copy. The movement of the dogs' eyes and tails and the addition of sound effects add to the enjoyment of this classic children's story. S. Rasaiah

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
PUBLISHER: Kiwi Media, NZ
REVIEW DATE: 10/01/2013 [821]
SCIS 1577908 \$5.49



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.



Lynley Dodd talks about the Hairy Maclary iPad app by PenguinGroupNZ

[The very cranky bear](#)



Complementing ALIA's 2012 National Simultaneous Storytime selection of *The very cranky bear* by Nick Bland, this stimulating rendition features Michelle Goodison using Auslan signing for the hearing impaired. As this rhyming picture book is read aloud, Michelle's facial expressions are hilarious. While specifically supporting students who use Auslan, all students are sure to be captivated by this engaging retelling, especially when shared interactively on an IWB. The clip would also be useful for teachers wishing to enhance a class investigation of senses in the Stage 1 Content strand: *Living things* within Science and Technology K-6. An interactive app of [The very cranky bear](#) is available for purchase and a

promotional [video](#) for this app may assist prospective users. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Professional
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
PUBLISHER: YouTube, Australia
REVIEW DATE: 10/01/2013 [821]
SCIS 1582429



The very cranky bear Auslan version by CommRepublic

[Hamlet, Macbeth and a Midsummer night's dream](#)



An exceptional resource for the study of these three plays, this site is packed with appealing and insightful material for students of Shakespeare. [For teachers](#) is a navigational aid that expertly shows teachers how best to work the site; it usefully identifies the

differing needs of Drama and English classrooms. The site is very flexible and teachers will find a multitude of professional materials to support a detailed study of the plays. These include scene studies, design work, interpretive questions, cast discussions, analytical presentations, and interviews. Students can watch *Activities from the rehearsal room*, rehearsal scenes and performance clips. Looking at key ideas forms the basis of the *Macbeth* and *Hamlet* presentations; the material for *A Midsummer Night's Dream* is based on scene studies. Taking *Hamlet* as an example, the site focuses on women in the play, court politics and power, Hamlet's state of mind and the concept of the tragic hero. The entire site is expertly constructed, easy to use with accessibility features, and very suited to shared exploration on an IWB. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10; English Stage 6
PUBLISHER: Royal Shakespeare Company, UK
REVIEW DATE: 10/01/2013 [822.3]
SCIS 1259149





Teaching Shakespeare | Royal Shakespeare Company by the RSC

[Old maps online: discovering the cartography of the past](#)

A wide range of historical maps is found on this free site. Many of the maps are high resolution and are linked to the museum or collection in which they are housed. While this is a positive feature, the site is quite difficult to search using the mapping function and can return odd search results. Despite this drawback, teachers are likely to stumble across some interesting maps of the Australian continent before and after colonisation. These provide valuable insights into historical levels of knowledge about this part of the world, as well as indications of the pattern of settlement in Australia. J. White

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10
PUBLISHER: University of Portsmouth, UK
REVIEW DATE: 10/01/2013 [911]
SCIS 1549207

[80 days that changed our lives](#)

Yet another outstanding historical resource instigated by the ABC, this site was produced as part of its 80th birthday celebrations. History students and teachers will find this to be a fascinating insight into 20th and early 21st century Australian history. The site can be viewed in terms of ranking, as voted by the public, in themes, location and by timeline. Each of the 80 days contains archival footage, interviews with key individuals and reflections from those who remember the day and can give their individual perspective of how it changed their lives. The Stage 5 History topics are covered very well by numerous days, including [the Whitlam dismissal](#), [the 1967 Referendum](#) and [Paul Keating's Redfern address](#). J. White

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10
PUBLISHER: Australian Broadcasting Corporation, NSW
REVIEW DATE: 10/01/2013 [994.04]
SCIS 1570500



Referendum remedies the constitutional treatment of Aboriginal people by ABC

[Gallipoli: the landing](#)



DOLAN, Hugh & GARDINER, Mal

Written and illustrated by two retired members of the Australian Defence Force, this graphic novel ebook purports to tell the true story of the Gallipoli landing by ANZAC troops on April 25, 1915. It is the first in a series of four graphic novels on Australia at war. Based on research from a wide range of primary source documents, this historical narrative traces developments

leading to the Gallipoli campaign and stages in the battle for control of the Turkish peninsula. Cameos of significant British, Australian and Turkish commanders are presented at the beginning of the book. Superb black and white illustrated panels capture the atmosphere, action and devastation of the war front. The final pages of this substantial graphic novel include primary source documents, with brief notes outlining their connections and contributions to the preceding story. An engaging resource for history students, this publication is sure to capture their interest. C. Sly

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7-10
PUBLISHER: ATOM, Vic
REVIEW DATE: 10/01/2013 [940.4]
SCIS 1576750 \$3.99

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.

professional reading

Resources are listed in Dewey order

Blogger



[Blogger](#) has had a revamp and its new look is worth investigating, especially for teachers new to blogging. [About Blogger](#) and the simple [tour](#) are good places to start exploring the site. [Blogger](#) is a great resource for educators who wish to have a play with social media and see what blogging is all about. The site helps beginners to experiment with setting up and running a blog using the simple WYSIWYG format, while more experienced users can edit in HTML and proceed to more [challenging tasks](#). There is an abundance of material available to show what [Blogger](#) can do in [school settings](#), though the site is currently accessible only to staff within the NSW DEC web filter environment. At a professional level, [Blogger](#) is a viable Web 2.0 resource and a free, easy to use communications tool. C. Thomas

USER LEVEL: Professional
PUBLISHER: Google, USA
REVIEW DATE: 10/01/2013 [006.7]
SCIS 1272124 




Have you looked at Blogger lately? by Google

Search education



Teaching students to become critical thinkers and independent learners, [Search education](#) is designed for American schools though it can be adapted to suit NSW and Australian curriculum requirements. Literacy lessons are differentiated on this site, with [lesson plans](#) for beginners, intermediate and advanced users, suiting varying levels of expertise with research strategies. Topics covered include *Picking the right search terms*, *Understanding search results*, *Narrowing a search to get the best results*, *Searching for evidence for*

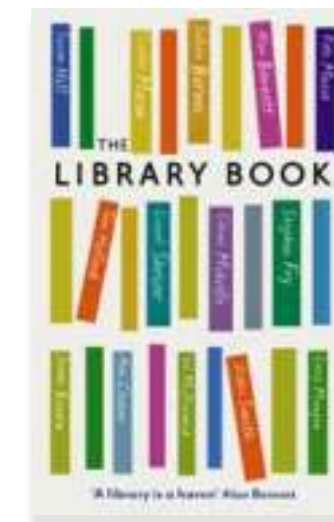
research tasks and *Evaluating credibility of sources*. The site also contains [A Google a day challenges](#) to help students put their search skills to the test and motivate them to use technology to discover the world around them. [Live trainings](#) presents webinars for educators on topics such as [Google Scholar](#), [Google Maps](#) and [Creative Commons](#). These are designed to enhance skills in searching and to assist with finding the best way to incorporate information literacy into lessons. H. Myers

USER LEVEL: Stage 5 Stage 6
 Professional
KLA: CA; English;
 HSIE; Languages;
 Mathematics; PDHPE;
 Science; SciTech; TAS
PUBLISHER: Google, USA
REVIEW DATE: 10/01/2013 [025.04]
SCIS 1567056 



Using Google Scholar and other Google resources for education by Google

The library book



Profile, UK, 2012
 ISBN 9781781250051 [027]

An affirmation of libraries and librarians and the positive influences of libraries on individuals' lives, this book was written for a charity that helps people make the most

out of public libraries. It contains 23 short essays by a variety of writers, actors and journalists including Stephen Fry and Zadie Smith. Contributors talk about how libraries helped to make them successful, and how libraries are about connections with other worlds and different views. *The library book* celebrates the place that will lend you books for free and the place where everyone has access to knowledge. H. Myers

USER LEVEL: Community Professional
SCIS 1562676 \$24.99



Scan the SCIS barcodes to select eresources for your collection.

Beyondblue: KidsMatter and SenseAbility



Early detection of the signs and symptoms of depression depends on developing greater awareness by caregivers and medical personnel in order to recognise these indicators. To this end, this section of the larger [Beyondblue website](#) has links to [KidsMatter](#) for early childhood and primary schools and [SenseAbility](#) for [Secondary schools and tertiary settings](#). Both of these sites contain extensive material for implementing the programs, plus mental health related links for parents, carers and teachers. [KidsMatter](#) materials include resources for parents and teachers to assist with transition to school, which may complement the information available on NSW DEC's [School A to Z](#) website. [SenseAbility](#) is a strengths based resilience program with a suite of modules for classroom delivery. The modules could also be used in TAFE and youth organisations. The program is based on cognitive behaviour principles. The Year 9 and 10 programs, *Getting to know others*; *getting along with others* and *Getting along in the world and planning for the future*, feature engaging and insightful videos on the accompanying [YouTube channel](#). *Classroom curriculum* includes

freely downloadable teacher manuals and a *Resource pack* which provides an overview of all four intervention components. A. Soutter

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; PDHPE Stage 6
PUBLISHER: Beyondblue, Vic.
REVIEW DATE: 10/01/2013 [362.2]
SCIS 1222857



SenseAbility. What is it? by SenseAbilityOfficial

Bloomin' apps



Teachers and teacher librarians seeking apps that support each of the levels of Bloom's revised taxonomy may relish the collection on this site. Clickable app icons are colourfully and logically organised within various categories, including iPad apps, Google apps,

Android apps and Web 2.0 tools. Each of the levels includes apps that could support skills such as listing, mind mapping, explaining, mashing, simulating, editing, surveying, outlining, collaborating, conferencing, podcasting or storytelling. Each app would need to be verified for age appropriateness. The [App for that](#) section leads to another site by the author. Here, data is being gathered from educators who have used the suggested applications to support an activity at a Bloom's level. A. Frost

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: K. Schrock, USA
REVIEW DATE: 10/01/2013 [370.15]
SCIS 1574575



Sesame Street: song: There's an app for that by SesameStreet

Guided inquiry design: a framework for inquiry in your school



The guided inquiry design framework offers a way of teaching and learning many things at the same time: curriculum content, information literacy, learning how to learn, literacy competency, and social skills. This book explains how to do this, with information literacy examples that are helpfully organised around eight phases of the learning process and five tools of inquiry. Using K-12 examples, the resource is a practical tool for implementing guided inquiry, and it will help teachers develop excellent questions. The ebook is designed for use with a Kindle. There is no index – readers must use the search function on their ereading device – but there are useful embedded hyperlinks throughout the text. Teachers can read a sample from the book's [introduction](#). The companion book, [Guided inquiry: learning in the 21st century](#), explains what guided inquiry is. H. Myers

USER LEVEL: Professional
KLA: AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
REVIEW DATE: 10/01/2013 [370.15]
SCIS 1578842 \$32.00

Power struggles: successful techniques for educators

MENDLER, Allen N. & MENDLER, Brian D.

Hawker Brownlow, Vic, 2012
ISBN 9781742399249 [370.15]

Inappropriate classroom behaviour can be prevented and it can be defused. This excellent behaviour management book is about the most difficult aspects of these situations: understanding the hostility cycle and defusing confrontations. It can be hard to remember that the defiance and hostility we encounter are not personal. These realistic case studies are backed up by a [website](#) with pages of teaching tips, teaching mistakes, unconventional strategies, a newsletter, videos of presentations and regular webinars. A. Soutter

USER LEVEL: Professional
SCIS 1557746 Paper \$19.95



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.




Power struggles.mp4 by TLCseminars

Work that matters: the teacher's guide to project- based learning



Accessible as a PDF document, this guide for teachers defines project-based learning and explains how to design and run projects for students that begin with an enquiry and end with a tangible, publicly exhibited product. Topics covered include an explanation of project-based learning, samples of projects created by students of differing age and ability levels, the three keys to successful project-based learning, a guide to planning and running projects and an outline of how to build a *culture of excellence* to encourage students to produce work of lasting value. The guide has grown out of a partnership between San Diego's High Tech High and the [Learning Futures](#) project.

The success of project-based learning lies in the level of engagement and commitment shown by students when they know that they will have to present their work to an authentic audience. The document contains notes for project planning, timelines, assessment rubrics, information for parents and hints for teaching students how to analyse and critique their work. H. Myers


USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: Paul Hamlyn Foundation, UK
REVIEW DATE: 10/01/2013 [371.3]
SCIS 1567137 

Android 4 schools: apps and devices for schools



Useful information is contained on this site for educators wishing to incorporate Android apps and tablets into their learning and teaching programs. The site contains reviews of apps, mostly free, that are appropriate for classroom use, and helpful tutorial videos are provided. The site also contains suggestions about how the selected apps could be used by students,

teachers, and school administrators. Apps can be found easily via three simple navigation options: browsing by grade level, selecting relevant keywords in a tag cloud, or searching using the Google custom search facility. RSS feeds, Facebook links and Twitter links allow the website to be easily monitored for updates. Most of the content is written by Richard Byrne, an educator who also writes the award-winning blog, [Free technology for teachers](#). A. Parnis


USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: R. Byrne, USA
REVIEW DATE: 10/01/2013 [371.33]
SCIS 1566747 

APPitic



Almost two thousand purchasable and free educational apps are contained in this amazing directory. By using the top menu or large colourful navigation buttons, users are directed to a range of apps suitable for primary and secondary students. Video clips demonstrate the use of particular apps within various classrooms. As it is American, the site organises apps in subject *Themes* such


as *Math, Spanish, Social Studies* and *Language Arts* or by categories such as *SPED*. The convenient search option permits specific apps to be pinpointed with ease. Advice on [Creating apps](#) can be found within the *Teachers* section. Additionally, it is possible to comment, read and share ideas regarding classroom use of mobile devices within *Tools* and *Our experiences*. Particularly versatile, this excellent site is worth close exploration. H. Gardiner

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: APPitic, USA
REVIEW DATE: 10/01/2013 [371.33]
SCIS 1565899 

[APPS in education](#)

Supporting the use of iPads in education, the owner of this blog gathers apps, collates them under KLAs and adds recommendations. Reviewed apps include a short description, the price and possible applications in the classroom. Unreviewed apps, including a number of [apps for students with special needs](#), are listed alphabetically by title and are not hyperlinked, leaving


users to investigate the potential of these apps for their own needs. Posts featured on the homepage include student eportfolio apps, learning to write apps, science probe apps and iBook tutorials. Other bloggers have contributed posts about apps that they have found useful and these posts are archived on the site. R. Parnis

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: G. Swanson, NSW
REVIEW DATE: 10/01/2013 [371.33]
SCIS 1564592 

[The iPad as...](#)

Resources to make better use of the iPad as an ereader, content creation device, student response system, classroom manager, study tool, organiser and differentiator are compiled on this section of the much larger [EdTechTeacher](#) site. There are currently 19 learning objectives listed for teachers including [I want my students to use the iPad to stay organised](#), [I want my students to create digital stories on the iPad](#) and [I want my students to use their iPads to create](#)

[screencasts to share and demonstrate their understanding](#). For each objective, there is a table of suggested apps. Additional information is provided in each table beneath headings such as *Cost, Description, and Ease of use*. A usefulness rating, related links and video tutorials are also included. The reviews and recommendations provide teachers with the tools to make an informed decision about the suitability of these apps to achieve teaching and learning outcomes. This 21st century learning site also contains links to subject specific resources and tools to develop technology integration skills. H. Myers

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
PUBLISHER: EdTechTeacher, USA
REVIEW DATE: 10/01/2013 [371.33]
SCIS 1566774 

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.

[A WebQuest resource wiki](#)


The site is a collection of WebQuests that tertiary technology students have evaluated as teaching resources. The WebQuests are organised in groups, from early childhood to middle high school, and then subgroups of syllabus topics. Entries use a common format of description, evaluation and rating. Teachers will be able to decide quickly if any of the site's WebQuests are of interest and the site is a valuable portal to a large number of WebQuest locations. The core site is accessible to staff only within the NSW DEC web filter environment, though most of the suggested WebQuests are available to all Stages, so can be accessed via their direct URL. The evaluations are personal responses; they pull no punches about worthiness, and many offer suggestions about how the resource could work better, from an IT point of view. The positive and negative comments in critiques are also useful resources for teachers and students who are building WebQuests. Two good examples for WebQuest developers are the disparaged [Poetic references in music](#) and the praised [Science process skills](#). C. Thomas

USER LEVEL: Professional
KLA: CA; TAS

SYLLABUS: Information & Software Technology 7-10; Visual Design 7-10; Visual Design CEC Stage 6

PUBLISHER: Western Washington University, USA

REVIEW DATE: 10/01/2013 [371.33]

SCIS 1573666 

Curriculum: understanding YouTube & digital citizenship



Using the resources of YouTube, this fairly basic site has lessons on online safety, privacy, and responsibility. The lessons use slides to teach high school students about issues such as cyberbullying, copyright, and how to detect lies online. [The Teacher's guide](#) summarises content, objectives and suggested processes for each lesson. Although the site lacks some cohesion and is not cleanly interactive, a browse of the teacher's guide and [the full set of slides](#) does reveal some good video material, with useful ideas and interpretations. As a collection of loose lessons on digital rights and responsibilities, the site offers fast and useful access to appropriate materials. Teachers who are prepared to join the dots will get value from this resource. C. Thomas


USER LEVEL: Professional

KLA: TAS

SYLLABUS: Technology (Mandatory) 7-8

PUBLISHER: Google in Education, USA

REVIEW DATE: 10/01/2013 [395.5]

SCIS 1573607 



YouTube digital citizenship curriculum by YouTubeCurriculum

Reading with pictures



This is a promotional website of the Reading With Pictures (RWP) association. The American based organisation claims to be a *major player in the field of visual literacy*. Their main focus on teaching with comics has led to the production of [The graphic textbook](#) that has been funded by donations and is set for release in 2013. Within [Teaching with comics](#), [Research](#)

provides access to a range of interesting articles on [Learning strategies](#), [Reading strategies](#) and [Arguments for teaching with graphic novels](#). A collection of resources containing high quality, educational graphic novels and comics for use in the classroom is offered in [Recommended reading](#). This page contains detailed reviews of recommended books, divided according to age appropriateness, and links to sites such as YALSA's [Great graphic novels for teens](#) and [Diamond Bookshelf](#). C. Sly


USER LEVEL: Professional

KLA: English

SYLLABUS: English K-6; English 7-10

PUBLISHER: Reading with Pictures, USA

REVIEW DATE: 10/01/2013 [428.4]

SCIS 1566670 




Using graphic novels in the classroom "Shakespeare squared" by KimKleeman

Animations: critical thinking



Created to develop critical thinking skills in Stage 4 and Stage 5 Science students, this excellent set of six film clips would be ideal for use when teaching about basic arguments, faulty logic, and the development of critical thinking skills. The clips would be most useful when delivering a unit of work on experimental method. As each clip is only approximately three minutes in duration, they are short enough to sustain most students' attention. Since the videos are supplied via YouTube, students in NSW DEC schools will be unable to access them, though teachers could share them using an IWB. Of particular relevance is [Part 5: The gamblers fallacy](#) on the shortcoming of how our brains are very good at recognising patterns and the fact that people believe that the probability changes based on past results. This video skilfully explains to students why, as scientists, we need to test and check the results again and again. [Part 6: A precautionary tale](#) clearly explains why scientists have confidence in describing some things as theories and not others. The videos, whilst developed for students, are also excellent reflection tools for most adults and could support the general capability, *Critical and*

creative thinking, in the new Australian Curriculum. I. Mavin

USER LEVEL: Stage 4 Stage 5
Professional
KLA: AC; Science
SYLLABUS: Science 7–10
PUBLISHER: Bridge8, SA
REVIEW DATE: 10/01/2013 [500]
SCIS 1565505 



Critical thinking part 1: a valuable argument by techNyouvids

Great song series [series]

A & C Black, UK, 2012



No music reading required is displayed prominently on the covers of this series of books and that

is what sets them apart from other music books and makes them universally useable. Each book has one CD containing PDF files, slideshows and audio performances of the songs. These can be shared interactively using an IWB, making it easy to teach the songs to a class group. The slideshows contain images that students can rearrange and they can add their own images to complement and enhance the music. Lesson plans and activity ideas are supplied, along with backings and teaching tracks, so even the most apprehensive teachers can rest assured that teaching songs and music is not to be feared. Songs in the weather book include *Water cycle*, which will embed itself into students' brains and make learning a breeze. Celebration songs include the Rugby World Cup anthem, *World in union*, which is a great choice for any multicultural celebration and, of course, David Bowie's *Space oddity* is to be found amongst the space songs. This wonderful series provides opportunities for teachers to facilitate the learning of music and to share in all that transpires. G. Maugle

USER LEVEL: Professional
KLA: CA; HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$22.99 each

Reviewed titles in this series:

Great celebration songs: topical songs for schools
SCIS 1549075

Great space songs: topical songs for schools
SCIS 1549081

Great weather songs: topical songs for schools
SCIS 1549080

Heroes: documentary film making

Focusing on the teaching of documentary filmmaking, this detailed, easy to navigate site offers a teaching unit for Leon Gast's *When we were kings*. Yet, it is possible to adapt activities to suit the close study of any documentary. Lessons are organised into three learning tasks that address introduction, further discussion, and review and production. Worksheets provide discussion maps and three level guides, while links to external sites guide users to relevant resources. Activities address the strands of writing, viewing and representing. Students can write a pitch for their own documentary, and writing scaffolds are available to assist in the process. Also, students can

research, create and film a storyboard for their own documentary. Although New Zealand learning standards are addressed, it would be simple to adapt teaching ideas to the Australian education context. H. Gardiner

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7–10;
English Stage 6
PUBLISHER: Te Kete Ipurangi, NZ
REVIEW DATE: 10/01/2013 [791.43]
SCIS 1565944 

Fiction Express for schools: interactive e-books where you control the plot

English teachers looking for resources to engage readers who need support may find useful material on this interactive site. The site encourages students to be part of the creative story writing process by contributing to the plot of a story as it is being created. Ebooks are published in weekly chapters over five weeks. At the end of every chapter there are voting options to decide where the plot should go next. The author then writes the next chapter in real time according to what the readers choose. The ebooks are aimed at students with reading ages

of 8 to 11. Access to the website is through a school subscription and students can access the site from school or home. There are weekly teachers' notes to accompany each chapter. The notes contain text questions, instructions for voting, writing, art, drama and ICT activities, vocabulary lists and resources. H. Myers

USER LEVEL: Stage 2 Stage 3
Stage 4 Professional

KLA: English

SYLLABUS: English K-6;
English 7-10

PUBLISHER: Fiction Express, UK

REVIEW DATE: 10/01/2013 [808.3]

SCIS 1566766 \$POA



Paul Humphreys Fiction Express by ngflcymu

[The Charles Dickens Museum](#)

Updated with new learning materials, this site offers scant information and images, but it has some excellent material for teachers organising any historical or literary excursion. The museum's poet in residence has constructed several activity sheets that can be used as models for writing on location. In [Learning](#), the [Dickens activity sheet](#) is a PDF for creative writing in spaces such as galleries and museums. It requires students to examine art, artefacts and setting, and to use precise writing and editing skills in situ. [Other activity sheets](#) use images, quotations and background information to enhance learning about social justice and the novel *Oliver Twist*. The sheets cleverly combine creative and factual writing tasks and they encourage students to engage with a different time and place. There are [links](#) for teachers of Dickens and, for English teachers visiting London, the museum's new [app](#) will be well worth checking out. C. Thomas

USER LEVEL: Stage 5 Professional

KLA: English; HSIE

SYLLABUS: English 7-10;
History 7-10

PUBLISHER: Charles Dickens
Museum, UK

REVIEW DATE: 10/01/2013 [823]

SCIS 1320509



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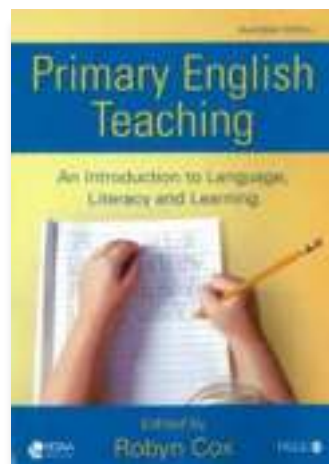
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literacy and numeracy

Primary English teaching: an introduction to language, literacy and learning

Edited by Robyn Cox.

Hawker Brownlow, Vic, 2012
ISBN 9781743303498 [428.0071]



Providing a comprehensive overview of language and learning in primary schools, this insightful text, adapted for Australian educators, addresses a number of important areas. Ranging from an

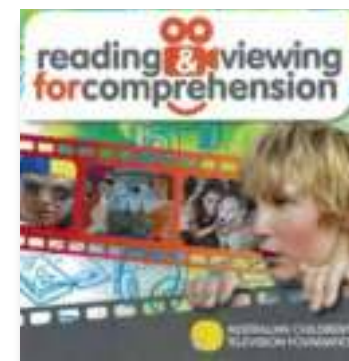
introduction to educational linguistics to teaching handwriting and typing, each chapter contains helpful tasks that present explicit links between literacy theory and classroom practice. Particularly useful are the concluding comments that provide a recap of each chapter's content and how it links to the

successive chapter. Throughout the text, specific references are made to the outcomes and content of the Australian curriculum. A [sample extract](#) is available on the PETAA website. H. Gardiner

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K-6
SCIS 1564685 Paper \$32.95

Reading & viewing for comprehension [videorecording]

Australian Children's Television Foundation, Vic, 2012
ISBN 9780864212306 [428.4071]



The explicit teaching of visual literacy is the focus of this excellent DVD. Suitable for use in both primary and secondary classrooms, the resource addresses

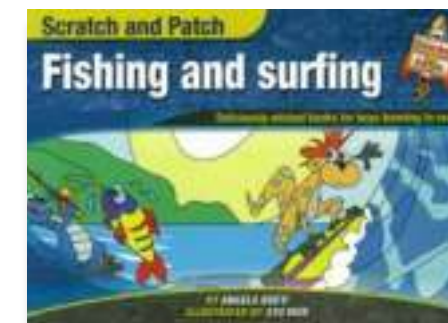
a number of different areas including character development and script writing. Strategies and overviews align with the Australian Curriculum. There are extracts from familiar titles such as *Round the twist* and *Lockie Leonard*, along with 140 teaching strategies that explore relationships between image and text using video clips. Student

worksheets can be downloaded and detailed teaching overviews are available for Years 3, 5, 7 and 9. The DVD offers many useful print and internet based resource links. H. Gardiner

USER LEVEL: Stage 2 Stage 3
Stage 4 Stage 5
KLA: AC; English
SYLLABUS: English K-6;
English 7-10
SCIS 1552743 \$49.50

WOW books 4 boys [series]

BUETI, Angela & REID, Stu
WOW books 4 boys, Qld, 2011



Minimalist text and cartoon style illustrations pitch these levelled readers to boys needing support with reading.

There are two sets containing three books, each with reading levels graded from Level 1 to Level 3, with gradually increasing complexity and sentence length. The style of writing is geared to students with very minimal reading experience who rely on the security of repetitive text. The illustrations are deliberately eye-catching and show active pursuits such as skateboarding

and surfing. The style of this series is designed to elicit discussion from the reader as each page is completed, ensuring that the words are not just being decoded, but that meaning is also being extracted from the story. The author explains her rationale for writing this series on the [Wow books 4 boys](#) site, which contains lists of authentic texts for boys to read and tips for parents on helping their sons become keen readers. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Community
Professional
KLA: English
SYLLABUS: English K-6
Paper \$8.95 each

Reviewed titles in this series:

Jimmy Ka-Chow series
The drying dome
SCIS 1557945

The photo fixer
SCIS 1557941

The super speller
SCIS 1557939

Scratch and Patch series
Fishing and surfing
SCIS 1492057

Going out
SCIS 1492052

Riding around
SCIS 1492055

picture books

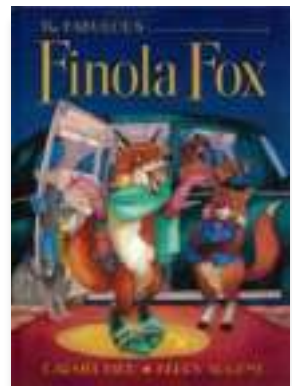
Picture books are arranged alphabetically by author.

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

The fabulous Finola Fox

BIRD, Carmel & ARGENT, Kerry

Penguin Book Group (Australia), 2012
(Viking)
ISBN 9780670029488



Shoes are made for walking, and that's just what they'll do if Finola Fox finds them lying around. Kerry Argent's fabulous illustrations bring to life Finola's shoe fetish as she gathers

single or pairs of shoes to add to her growing collection. What is to be done with all the shoes she has found? Display them in a museum, of course! But where will Finola find such a place? With the help of a friend, the twist in

the plot that provides a solution to her problem is delightful. This picture book could be used as an introduction to collections in libraries, museums and galleries, or to the curating of exhibitions. It would also be a valuable stimulus for creating artworks using shoes. N. Chaffey

USER LEVEL: Stage 1 Stage 2
Stage 3

KLA: CA

SYLLABUS: Creative Arts K-6

SCIS 1550300 \$24.95

The very hungry bear

BLAND, Nick

Scholastic Australia, NSW, 2012
ISBN 9781742831701 [A821]



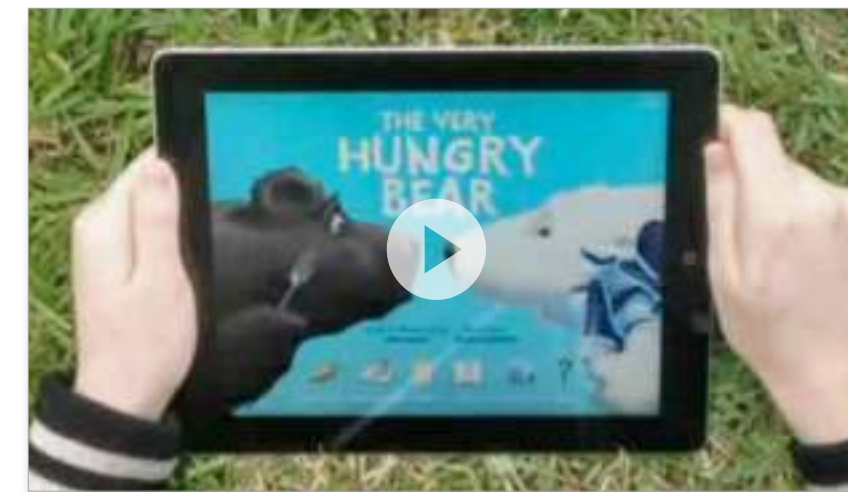
Bear is hungry, and he discovers that a polar bear is snaffling all the fish. But the bears work gently together to achieve a favourable outcome for both and to find the polar

bear an alternative home, now that his iceberg is melting. This proves more difficult than originally thought. Flowing rhyming text makes the picture book a pleasure to read aloud, providing opportunities to encourage the skills of vocalisation and emphasis. Facial

expressions provide visual clues and Nick Bland is expert in letting us know exactly how the bears are feeling, simply by changing eyes, brow, mouth or posture. Also available as an app, the [interactive ebook version](#) could be shared interactively on an IWB, allowing for discussion of visual elements and text prediction. S. Morton

USER LEVEL: Early Stage 1 Stage 1
Stage 2

SCIS 1558166 \$15.99



The very hungry bear out on AppStore for iPad!
by WeAreWheelbarrow

The magnificent tree

BLAND, Nick & KING, Stephen Michael

Scholastic, NSW, 2012
ISBN 9781742832951

Bonny and her grandfather are bursting with ideas. Bonny's are simple and natural, while Pop prefers to tinker and

invent. Both approaches are brought into play when a problem arises and a solution is sought. The interaction in this humorous story between a grandparent and a grandchild is warm and sure to appeal to the target audience. The concepts underpinning this engaging picture book could demonstrate scientific principles. Students may be able to show how a hypothesis can be applied and a problem solved by adopting the technique of cause and effect to predict outcomes. Gathering students' background knowledge of time and seasons would help to deepen their understanding of the sequence of events in this clever story. Using picture books such as *The magnificent tree* links learning across the curriculum, providing an effective and positive learning experience for students and teachers. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

KLA: SciTech

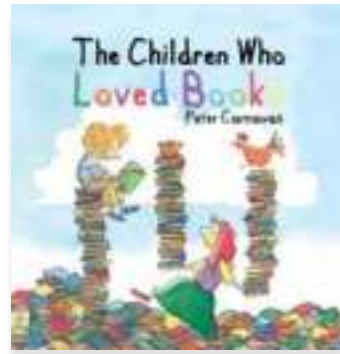
SYLLABUS: Science & Technology
K-6

SCIS 1561669 \$24.99

The children who loved books

CARNAVAS, Peter

New Frontier, NSW, 2012
ISBN 9781921928161



Bibliophiles will smile with appreciation as Carnavas so beautifully expresses the joy of books, the intangible wealth derived from reading and the vital role that libraries play.

To the rest of the world, Angus and Lucy and their parents may seem poor as they live in a caravan with no television or car. The family however, feel rich beyond measure as their house is filled with books avidly read in any free moment. In fact, it becomes so filled with books that there is no room for the family, resulting in the momentous decision to clear out the books. This does have the desired effect but the space feels too empty. When Lucy brings home a book from the library, the family discovers they can fill the void created by the loss of books and keep their home uncluttered. The picture book's illustrations provide warmth and humour. Student discussions could include the concept of what is considered valuable in our modern society and the stereotypes of wealth and poverty. S. Morton

USER LEVEL: Early Stage 1 Stage 1 Stage 2
SCIS 1560567 \$24.95

The perfect flower girl

CHANDAB, Taghred & TALIB, Binny
Allen & Unwin, NSW, 2012
ISBN 9781742375731



A Lebanese Muslim wedding is about to take place and the bride's nieces are to be flower girls. There is great excitement and much to be done in preparation for the

ceremony and celebration to follow. Readers will recognise customs and images and be appreciative of the unique aspects each culture brings to this special family celebration. This insight into religious and cultural traditions and customs shows how we absorb elements from other cultures, as the bride excels at cooking lasagne. The predominance of pink in both the illustrations and the typeface may offer an aspect for consideration in relation to gender stereotyping. This interesting picture book would be a useful addition to activities and studies focussing on cultural sharing and celebrations. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1551962 \$24.99

There was an old lady who swallowed a thong

CRUMBLE, P. & SHEA, Louis

Scholastic Australia, NSW, 2012
ISBN 9781742831633 [A821.4]

Crumble's third wacky variation on this traditional, cumulative rhyme could be a useful and fun way for students to build vocabulary about the sea. With its distinctly Australian flavour, this version is set at the beach on a summer's day. A mischievous boy hides a rubber thong in the victim's sandwich as a practical joke and hilarity ensues as the farcical situation escalates. Spectacular coastal and undersea vistas provide the rest of the swallowed marine life: a seahorse, prawn, seagull, turtle, and whale. Supporting them are a comically drawn underwater menagerie, including sharks, dolphins, and penguins. The picture book's Australian slang expressions and witticisms add a rollicking, rhyming text to the images and the result is a stimulating reading experience that can be enjoyed over and over. I. McLean

USER LEVEL: Stage 1 Stage 2
SCIS 1546425 Paper \$13.99

Two little monkeys

FOX, Mem & BARTON, Jill

Penguin Group (Australia), 2012 (Viking)
ISBN 9780670076529 [A821]



Two little monkeys are hiding in a tree - two little monkeys named Cheeky and Chee. Set in an African savannah, this picture book is full of suspense and drama as these two lovable monkeys see a

predator lurking. Students will love the rhyme and anticipation, waiting to see if Cheeky and Chee make it to safety. There is also inference built into the story, and a number of challenging words such as *scramble* and *prowling*, which make it a rewarding read. Lovely gentle watercolours and clever designs lead the eye around the pages, and the rhyme and repetition is a fabulous way for children to learn how to read. M. Sutera

USER LEVEL: Early Stage 1 Stage 1
SCIS 1557471 \$19.95

Banjo bounces back

HUME, Lachie

Omnibus Books, SA, 2012
ISBN 9781862918467

From the author of the delightfully quirky *Clancy the courageous cow*, comes an equally whimsical, pun filled picture book about horses who play *hoofball*. Banjo's stellar *hoofball* career is put on hiatus by an injury to his leg. After a long convalescence in *horspital*, where he wiles away the time playing *HayStation*, Banjo discovers that much has changed, including his waistline, general fitness and playing skills. Through the use of gentle humour, the book touches upon important discussion points such as binge eating, resilience, the importance of maintaining support networks, good sportsmanship, and ways to improve motivation to achieve goals. [Teachers' notes](#) are available via the Scholastic website. Banjo's long journey to recovery has numerous emotional highs and lows. Hume's artwork is vibrantly peppered with punning signage, and will bring new discoveries with each reading.
I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
SCIS 1556538 \$24.99

The fantastic flying books of Mr. Morris Lessmore

JOYCE, William & BLUHM, Joe

Atheneum Books for Young Readers, USA, 2012
ISBN 9781442457027



The simple ordered life of Morris Lessmore is shown to be joyously full and satisfying through his experiences with books over a lifetime. Each page requires slow and careful examination as there is much hidden in the visual detail. The passing of the baton to a younger generation is beautifully depicted. The award-winning animated version is also an [interactive narrative](#), which, together with the book, will provide opportunities for exploration of multimodal texts and visual literacy. Not simply a picture book about books, this text demonstrates how stories emulate life, and how lives are enriched through stories, allowing the reader to consider choices, follow certain paths, find kindred souls, escape or simply enjoy. A [reading group guide](#) is available from the publisher's website.
S. Morton

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K-6
SCIS 1563025 Paper \$19.99

Florentine and Pig have a very lovely picnic

KATZLER, Eva & MIKHAIL, Jess

Bloomsbury, UK, 2012
ISBN 9781408824375



Best friends Florentine and Pig start the day with great plans to have a picnic, but their excitement is curbed when they realise that Pig has eaten one of their key muffin ingredients: apples. They go on an adventure to find some. There are plenty of descriptive words for students to enjoy, and plenty of emotive sound words to explore in a teacher reading. The result is a delightful story that children will enjoy. The picture book has recipes and simple craft ideas for a picnic. The baking and craft instructions are clear and easy for children to follow, and illustrations demonstrate the fun of making cakes and bunting. It is a lovely way to introduce children to cooking. There is also a [website](#) with a range of

resources such as colouring in sheets; recipes, including clips showing how to make each one; as well as craft ideas which are similarly supported by video clips and slide shows. M. Sutera

USER LEVEL: Early Stage 1 Stage 1
SCIS 1561657 Paper \$15.99



Welcome to the wonderful world of Florentine and Pig! by BloomsburyPublishing

A forest

MARTIN, Marc

Penguin Group (Australia), 2012 (Viking)
ISBN 9780670076451



The underlying motif of sustainability features in this circular environmental story about humans' destruction of a forest and the universal

implications. The trees are replaced by buildings that become a city which causes the air to pollute and become so thick that it creates a huge storm that washes the city away. The forest eventually regenerates, leaving the viewer wondering whether it will all happen again. This Australian picture book is an interesting introduction to environmental issues and would be suitable for the Stage 1 COGs unit (A): *Local places* and the Stage 2 COGs unit (A): *Local environments*. The splattery splodges and the inky dribbles of the watercolour and ink illustrations are superb and portray the story so that even non-readers will know exactly what is happening. Children will love searching for all the different trees represented in the pictures. Oozing quality, this book's powerful message has relevance to the cross-curriculum priority, *Sustainability*, in the new Australian Curriculum. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
KLA: AC; HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS 1554758 \$24.95

Carpet

MEYER, Madeleine

Windy Hollow, Vic, 2012
 ISBN 9781921136269



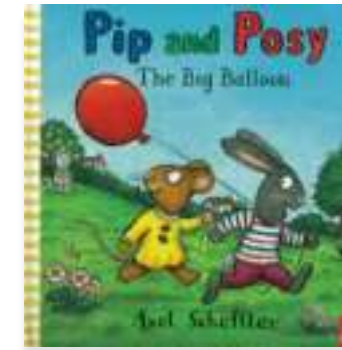
An unusually illustrated picture book, this is the story of a carpet, from its creation to when it disintegrates and returns to nature. Intricate black and white line drawings with a touch of colour capture the reader's interest and add detailed information to the simple lines of written text. From the exotic East to an expensive home, an op shop, and finally a family home, clues are found in the illustrations rather than the words. This book provides rich material for visual literacy or art lessons. Life cycle lessons would be enhanced by referring to the cyclic nature of the carpet's life and that of its owners. It may be used to support understanding in Stage 1 COGs unit (C): *Growing and changing*. R. Parnis

USER LEVEL: Stage 1
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
SCIS 1542554 \$25.99

The big balloon

SCHEFFLER, Axel

Nosy Crow, UK, 2012 (Pip and Posy)
 ISBN 9780857631008



This simple picture book illustrates the importance of friends by showing how a friend's thoughtful actions can change the way others see and feel about a situation. The animal characters, Pip and Posy, share the joy of Pip's balloon on a string until it ultimately drifts off and, after a chase, bursts. Happiness and sadness are contrasted in the plot. Enjoyment returns when Posy suggests blowing soap bubbles, which allow the pleasure of watching the bubbles drift away and burst. The animal characters and setting are English but will be familiar to Australian readers. The simplicity of the text would facilitate some independence for early readers. Friendship and feelings are salient in the plot, making this resource a pertinent adjunct to the Early Stage 1 COGs unit (B): *Me*. N. Chaffey

USER LEVEL: Early Stage 1
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; HSIE K-6
SCIS 1544932 \$19.99

Edge of the world

TREVASKIS, Ian & HARRIS, Wayne

Walker, NSW, 2012
 ISBN 9781921150210



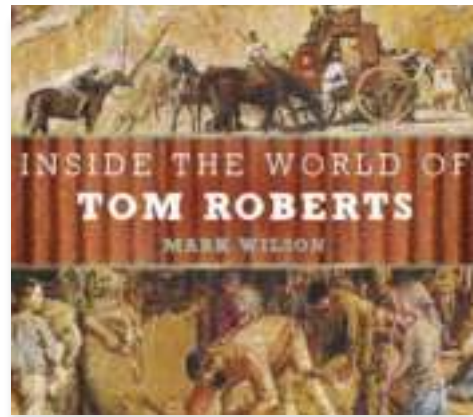
A unique picture book, this story revolves around a fishing village where no one smiles. Their lives are dark and cold until a fisherman discovers something special in his nets and slowly awakens the sad hearts of the villagers. Rich, digitally created, poignant illustrations by Wayne Harris give the impression of oil paintings and would be suitable for visual literacy studies. Themes of grief, healing and emotional journeys are sympathetically dealt with by the deceptively simple text. Use of colour in the illustrations and the inclusion of Italian colour names in the written text show how simple things can affect the emotions. This is a moving story that could help a student understand loss and the concept of renewal. Accompanying [teachers' notes](#), available on the publisher's website, contain pre-reading and post-reading activities, together with suggestions for cultivating students' visual literacy skills and creative responses. R. Parnis

USER LEVEL: Stage 2 Stage 3
SCIS 1542557 \$29.95

Inside the world of Tom Roberts: a Ben & Gracie art adventure

WILSON, Mark

Lothian Children's, NSW, 2012
 ISBN 9780734411440



A picture book with a unique premise, this takes a brother and sister on a journey through the paintings of Tom Roberts. Initially falling

into a painting titled *Allegro con brio: Bourke Street west*, Ben and Gracie meet Ann, the daughter of a local farmer. Ann takes the siblings on a trip around her world as they insert themselves into a dozen other Tom Roberts paintings. In this way, historical details and snapshots of daily life in late nineteenth century Australia are revealed. Not a great amount of detail is given, but the combination of artworks and narrative make for a compelling story with a good deal for students to investigate. J. White

USER LEVEL: Stage 1
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
SCIS 1548371 \$28.99

fiction for younger readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these books are also suitable for lower secondary students.

Violet Mackerel's natural habitat

BRANFORD, Anna & DAVIS, Sarah
 Walker Books Australia, NSW, 2011
 ISBN 9781921529191

Unfortunately, best intentions do not always work out as Violet Mackerel discovers when she relocates a ladybird into a jar habitat that she has lovingly created. Set within the dynamics of an authentic family, Violet epitomises a young girl to whom children will easily



connect as she tries to work out the world around her. Ultimately, the demise of Violet's newly found insect friend gives inspiration for her older sister's science project and creative sibling collaboration. Share the [first chapter](#), [activities](#) and the final double page spread when studying natural habitats and life cycles or Stage 2 COGs unit (C): *Effects of growth & change*. Little Gloria, the ladybird dies but so much is learnt about life cycles and habitats, excitements and disappointments, older sister sibling relationships and life in general, through the eyes of the quirky and lovable Violet. G. Maugle

USER LEVEL: Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS 1534985 \$19.95

The fabulous flyer

DEARY, Terry & FLOOK, Helen
 A & C Black, UK, 2012 (Terry Deary's Victorian tales)
 ISBN 9781408154083



Another of Terry Deary's Victorian tales, this is the fictionalised story of Henri Giffard who flew the first powered airship in Paris in 1852. Along with an urchin girl for his assistant, Henri manages to outsmart his landlord and fly his

marvellous machine. An epilogue outlines the true details of Giffard's difficult life. Short, interesting chapters with black and white illustrations make this an ideal book for beginning readers. Published both in print and as an ebook, this accessible title could complement a unit on transport or may be used to support understanding in Stage 1 COGs unit (E): *Products and services*. R. Parnis

USER LEVEL: Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1550193 Paper \$10.99

The pirates! band of misfits



DEFOE, Gideon
Bloomsbury, UK, 2012
ISBN 9781408830000

Ah me hearties! It is time for a hilarious piratical romp upon which the motion picture is based.

This book bears the motion picture cover but contains *The Pirates! in an adventure with scientists*, the original novel. Although many will be familiar with the film, the book, which is the first in a series, was never intended for children. The humour is in the tone of *Monty Python* and will appeal to more sophisticated readers. Indeed, the author has built up quite a cult following. Set in 1837, this tale of bored pirates in search of adventure features encounters with many historical figures including Charles Darwin and the Elephant Man. Humorous footnotes explain piratical terms and historical facts, and there are many laugh out loud moments. Students will enjoy the rollicking adventures of the exuberant Pirate Captain and his bedraggled crew in their unlikely quest to claim the Pirate of the Year award. G. Maugle

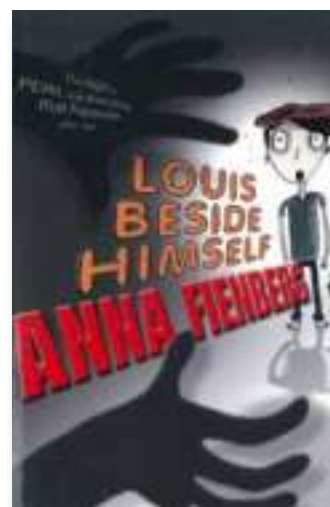
USER LEVEL: Stage 3 Stage 4
SCIS 1550169 Paper \$17.99



The pirates! band of misfits (3D) - Official trailer by SonyPictures

Louis beside himself

FIENBERG, Anna
Allen & Unwin, NSW, 2012
ISBN 9781742379944

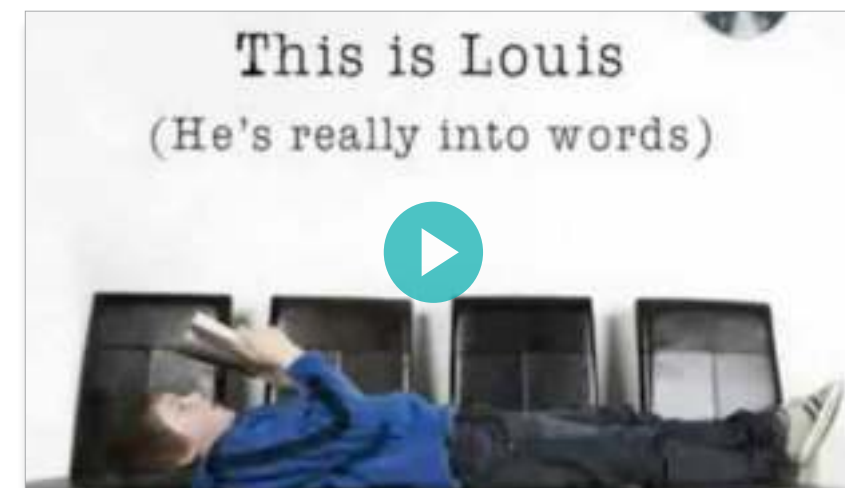


Although Louis Montgomery has a lot in common with his sporty friends, he would rather indulge in his passion for words. Rather than wrestling or skateboarding, Louis prefers to explore the nuances and intricacies of language. But, after

a series of unpredictable events – encountering an intruder in his home and befriending a homeless girl – Louis’s world is in a tailspin. In a humorous yet poignant narrative, Louis must overcome

seemingly insurmountable challenges, including his loss of words. The plot is characterised by beautifully crafted descriptions, and a handy glossary explains a number of the words used throughout the novel. Particularly suited to younger readers, this pleasurable novel explores themes such as family relationships, facing up to one’s fears, compassion and tolerance. H. Gardiner

USER LEVEL: Stage 3 Stage 4
SCIS 1564375 Paper \$15.99

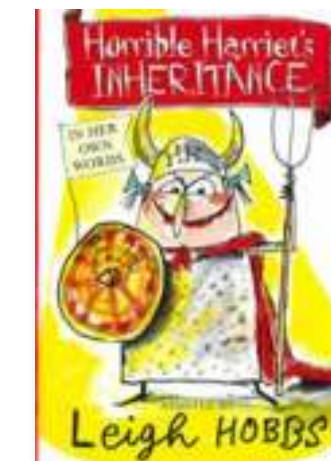


Louis beside himself by Anna Fienberg - book trailer by Allenandunwin

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.

Horrible Harriet's inheritance

HOBBS, Leigh
Allen & Unwin, Vic, 2012
ISBN 9781741149852



Horrible Harriet moves from picture book to chapter book in this latest adventure featuring the notoriously bossy and outspoken schoolgirl. Harriet is never in doubt of her superiority over teachers and fellow

students. Harriet relates this raucous tale of how her fortuitous discovery of unexpected royal heritage convinces her to go travelling abroad and claim her place of infamy in a large family tree. Her collection of hilarious letters, hand captioned photograph albums, diary entries, poetry and school report cards enthusiastically dominate small blocks of prose. There are guest appearances by other Hobbs characters. Harriet has ambitious plans for how her life will change once she declares herself Queen Harriet, and the ending is a nice resolution. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
SCIS 1561740 Paper \$13.99

Arkie Sparkle, treasure hunter

[series]

JAMES, Petra & CHEN, Roy

Pan Macmillan Australia, NSW, 2012



Appealing to readers who enjoy exaggerated adventures, this new series features an 11 year old female protagonist who is charged with finding her kidnapped archaeologist parents by unlocking seven treasures in seven days,

across seven continents. Each of the first three books covers a new day in Egypt, China and the Arctic Circle. Time travel and fantasy are deployed as Arkie Sparkle, her genius cousin TJ, and basset hound Cleo face Egyptian gods, Chinese emperors and polar bears in their quest to unlock the mysteries in the three books reviewed. Interspersed with texts in different formats, images and alternate fonts, the books rely on speed and constant dialogue to capture and keep their audience's attention. Facts at the conclusion of each book orientate the story within its historic and geographic context. Each book concludes with a cliffhanger. Fans of the series may also enjoy interacting

with Arkie Sparkle via [her official blog](#)
S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Paper \$12.99

Reviewed titles in this series:

Code crimson
SCIS 1557976

Time trap
SCIS 1562437

White fright
SCIS 1567409

Meet the Supersons

KNIFE & PACKER

Scholastic Australia, NSW, 2012
(Freak Street)
ISBN 9781741699180

Like the *Fantastic Four*, the new characters on Freak Street live in a skyscraper and each member has unique superhuman attributes which they use to thwart evildoers. In this humorous story, the Supersons investigate a threat to the abandoned power station that looms behind Freak Street. The narrative alternates between blocks of text, amusing captions and brightly coloured comic book panels. Young readers will enjoy spotting

satirical and pictorial references to *The Simpsons*, *The Incredibles* and other media identities. The series is well supported by interactive activities, including *Freaky me*, a cartoon character generator, on [the official website](#). I. McLean

USER LEVEL: Early Stage 1 Stage 1
Stage 2
SCIS 1558167 Paper \$10.99

Secret safari

McFARLANE, Susannah

LemonFizz Media, Vic, 2012
(EJ12 girl hero 12)
ISBN 9781921684265

Emma Jacks might be struggling with her friendship group following the arrival of a new girl at school and the ensuing intrigue in the playground, but when she is on assignment as EJ12 she is awesomely confident and capable. In this episode of her life as a spy, she is whisked away to the Serengeti, in the African savanna, during the great wildebeest and zebra migration. Her task is to shed light on a threat to the survival of the black rhinoceros. With mystery, suspense and espionage combined, EJ12's foray into animal conservation and welfare weaves a tale of adventure, embedded with issues

concerning poaching, private zoos, animal experimentation, tourism, and animal and ecosystem conservation. While imbued with her own cultural sentimentality, her mastery of situations, arsenal of gadgetry and the action of the plot make for an impressive show of girl power, and perhaps provide an opportune catalyst to debate the issues. Fans of the series will also enjoy exploring the [official website](#), which contains challenges, games, competitions, polls, photos and student book trailers. N. Chaffey

USER LEVEL: Stage 2 Stage 3
SCIS 1544842 Paper \$12.99



EJ12 author interview: Susannah McFarlane by EJ12GIRLHERO

The Ruffs

MIESEN, Christina

Penguin Group (Australia), 2012 (Puffin)
(Aussie bites)
ISBN 9780143306726



Another title in the popular *Aussie bites* series, this is an amusing story about a family of bushrangers during the Victorian gold rush era. Tough Spittin' Granny, Slingshot Daddy, Breathless Bertha, Ned Smelly, Baby-Face Tom

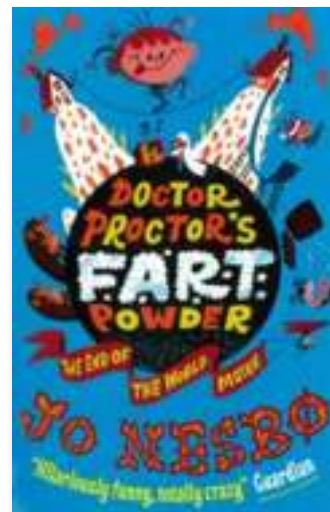
and Jimmy Good-for-Nothin' are a bit bored so they decide to find the Sheriff to have a bit of fun. This leads to a showdown in which Jimmy hopes to earn his place among the wanted posters on the wall. This is a quirky story about wanting to belong and finding your talents. Short chapters and simple black and white illustrations will make this a popular title for beginning readers. R. Parnis

USER LEVEL: Stage 1
SCIS 1552846 Paper \$12.95

The end of the world. Maybe

NESBO, Jo & LOWERY, Mike

Simon & Schuster, UK, 2012 (Doctor Proctor's fart powder)
ISBN 9780857073891



When the exuberant Nilly investigates why so many people in his Norwegian village are being mesmerised by their television sets, he uncovers a secret plot to use an apelike moon chameleon for an alien invasion. Students will be attracted to the

frenetic, funny, and sometimes scatological situations in which Nilly, Lisa, their teachers, and the genius inventor Doctor Proctor find themselves. Occasional cartoon illustrations use a quaint, naive style. This chunky novel has typically popular narrative content for the age group – digestion and fart powder – but its length may prove daunting for its young target audience. The Norwegian author is interviewed in the accompanying YouTube clip. I. McLean

USER LEVEL: Stage 3
SCIS 1558167 Paper \$14.99



Jo Nesbo - Doctor Proctor and the end of the world. Maybe (Doctor Proctor #3) by SalomonssonAgency

Everything's amazing (sort of)

PICHON, Liz

Scholastic, UK, 2012 (Tom Gates)
ISBN 9781407124414

Written in the style of *The diary of a wimpy kid*, this is the third in a series about Tom Gates, a Year five student whose favourite subjects at school are art and sport. The first in the series won the Roald Dahl Funny Prize 2011, giving an indication of its type. The book is very visual, with an abundance of illustrations and doodles and varying fonts. Readers of a similar age will find humour in Tom's daily activities, although teachers may find his attitude to school work and homework, as well as his disrespect to teachers, with few apparent consequences, a little disconcerting. Tom's attitude to his

family is similar to most in his age group, particularly as concerns the annoying older sister and the embarrassment that parents inflict. Yet, on the whole, Tom meets life's ups and downs in a positive and jovial manner. The book will engage readers wanting light, uncomplicated characters and plot, with plenty of visual impact. S. Morton

USER LEVEL: Stage 2 Stage 3
SCIS 1557864 Paper \$15.99

Gertie the witch

THOMAS, Valerie & WOLF, Janet

New Frontier, NSW, 2012 (Little rockets)
ISBN 9781921928222



Gertie is a witch who enjoys causing trouble. One of her favourite tricks is to turn the postman into a pig, or a duck, or whatever she feels like. His two children are not pleased when their father remains a pig, and they form a plan

to teach Gertie a lesson. Through an exciting and funny story, students are shown that imagination and determination can outsmart even a witch. Family values are explored, as

well as a range of emotions such as anger, pain, frustration, surprise and worry. The lovely colour illustrations and widely spaced text are appropriate for newly independent readers who are making the transition from fully illustrated texts to longer stories. The series' [website](#) includes teachers' notes and craft activities. M. Sutera

USER LEVEL: Stage 2
SCIS 1560563 Paper \$12.95

Nerdy ninjas vs the really really bad guys

WHAMHOWER, Shogun & McKENZIE, Heath

Scholastic Australia, NSW, 2012
ISBN 9781742830261

Four quirky, loveable underdogs transform themselves into ninjas, battle the school bully and manage to solve the puzzle of the men in orange in this enjoyable comic novel. There are wonderful illustrations and varied fonts throughout the book – humorously labelled diagrams, graphs and tables, funny footnotes and rules for teachers and bullies. Various additions to the written text add absurdity to this story, such as each chapter beginning with impractical tips from a ninja warrior's handbook. It is a tactile resource: the

cover has a hologram and there is a flick book in one corner showing a character bouncing on his pogo stick. These gimmicks will certainly appeal to the target audience. M. Sutera

USER LEVEL: Stage 2 Stage 3
SCIS 1564226 Paper \$9.99

Have a go, Henry!

WILLSON, Kate & GARDNER, Marjory

Celapene, Vic, 2012
ISBN 9780980699463



Ten year old Henry lives in the shadow of his older sister, Miss Super-Sporty Suzy. Try as he might, he never feels he captures the attention or interest of his parents in a way that makes them proud of his achievements. He tries Aussie Rules

football, basketball, swimming, soccer, cricket and tennis, among other sports, but his enthusiasm invariably overshadows his knowledge and skill development in each. Despite his persistence, he always seems to end up discouraged and humiliated, much to everyone's amusement, and at times the annoyance of his coaches, audience and team mates. Grandma Lulu, font of wisdom and

sound advice, is his backstop and mentor. When Henry does discover what he is good at, his achievement is both unexpected and spectacular. Learning to be yourself and enjoying what you are doing for its own sake are presented as valuable life lessons. N. Chaffey

USER LEVEL: Stage 2
SCIS 1549636 Paper \$10.95

fiction for older readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these items are also suitable for upper primary students.

Dragon hunter

ANHAR, Nazam

Scholastic Australia, NSW, 2012
ISBN 9781742830308

Anhar's novel will remind readers of Emily Rodda's *Rowan* series – socially

outcast young boy living in an isolated village must find his own powerful courage to save his family and the people who have ignored him all his life. *Dragon hunter* takes this idea further to examine not just the nature of bravery, but also forgiveness and understanding. Baran is drawn into training by a warrior and he follows the teacher to defeat the dragon which has destroyed his village. Baran is forced to face his fears and prejudices. The format follows the time-honoured storyline of the hero's journey, so it lacks any real surprises. Interestingly, this fantasy explores weakness as well as strength through the subplot of a young girl, previously bullied by Baran, who follows Baran and his teacher on their quest. S. Pollard

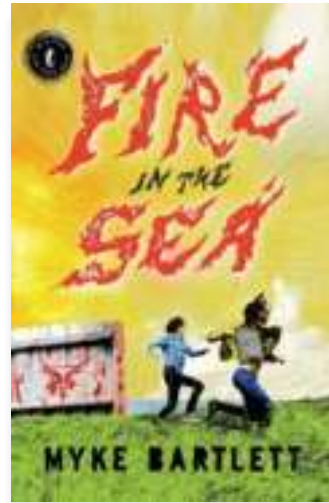
USER LEVEL: Stage 3 Stage 4
SCIS 1557082 Paper \$16.99

Fire in the sea

BARTLETT, Myke

Text Publishing, Vic, 2012
ISBN 9781921922749

Sadie faces death, demons, monsters and life-changing decisions in this fast paced fantasy novel, set in contemporary Perth. A mysterious legacy leads her and her friends on a quest to save the city from the



Drowners. The minotaur, an ancient relic, and Atlantis are included in the many allusions to Greek mythology. The plot is suspenseful with themes of good vs. evil, death, the use and misuse of power, friendships and family.

Characters are not well developed, but readers who enjoy fantasy with plenty of action will enjoy this narrative. B. Hull

USER LEVEL: Stage 4
SCIS 1564921 Paper \$19.99

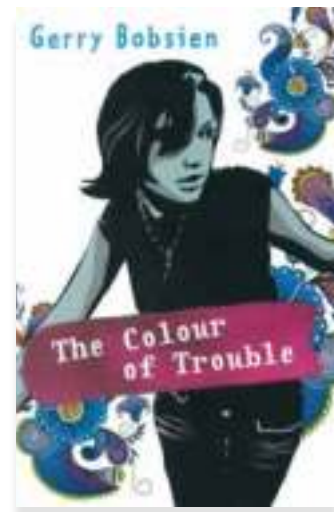


A book with a view: Myke Bartlett interview by MykeBartlett

The colour of trouble

BOBSIEN, Gerry

Walker, NSW, 2012
ISBN 9781921720840



Art is more than a passion for Maddy; it is an obsession and a way of life. In her quest to create art, Maddy ends up in all sorts of strife, yet she must convince her long-suffering family and friends that she is really trying to achieve something worthwhile. In this quirky novel, Maddy's turbulent teenage existence is revealed as she seeks to bring art to the masses by legal and illegal means. The condition of synaesthesia is explored in a subtle manner, and this brings vivacity to the protagonist's personality. Amusing and entertaining, the plot is engaging and the novel's realistic characters are well-developed. Adding further interest, chapters are carefully constructed around examination questions.

H. Gardiner

USER LEVEL: Stage 5
SCIS 1563621 Paper \$18.95

What the raven saw

BOUND, Samantha-Ellen

Random House Australia, NSW, 2013
ISBN 9781742757353

A lonely, cranky, vain old raven, who loves to sing, lives in a church bell tower. He is the self-appointed guardian of the church and its surroundings. He can talk to the ghosts of the dead in the graveyard, and to some humans, including the priest, with whom the raven loves to sing when the church is empty. Music is central to the raven's story, with every chapter bearing the title of a song. From the philosophical, humorous, and ever self-centred perspective of the raven, the author deals with a range of human feelings and emotions: love, greed, self-worth, abandonment and grief being just some. The raven is determined to convince an angry and confused little girl that her brother does not blame her for his death. He tries to prove to the priest that one of his church officials has been stealing money and artefacts. Will the priest believe him and acknowledge his special talent in front of the congregation, allowing the raven to feel that he truly belongs? The clue is in the title of the last chapter. A free online preview and teachers' resources are available via the [publisher's website](#). H. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS 1579333 \$16.95

The mystery of Wickworth Manor



CALDECOTT, Elen

Bloomsbury, UK, 2012
ISBN 9781408820483

Wickworth Manor is a stately English home and a residential camp for students about to start secondary school together. Paige and Curtis are paired up and take an immediate dislike to each other. Curtis finds a portrait of a young African servant boy amongst some old junk in his room; Paige hears the story of the Wickworth Boy and how he was said to haunt the manor. Could this be a picture of the boy, and how did an African child come to be living in an English manor in the early 1800s? After Paige finds an old letter mentioning the boy and Curtis discovers more information in the manor's library, the two children are determined to solve the mystery. Their detective work discloses Wickworth Manor's link with the slave trade and uncovers a family tragedy. Themes of identity and friendship are skillfully woven into this fast paced story, which

is reminiscent of the *Hardy Boys* and *Famous Five* mysteries. H. Myers

USER LEVEL: Stage 3 Stage 4

SCIS 1557958 Paper \$15.99



Elen Caldecott introduces her new book, The mystery of Wickworth Manor by BloomsburyPublishing

Death cure

DASHNER, James

Chicken House, UK, 2012
(The maze runner trilogy)
ISBN 9781908435200

The final book of *The maze runner trilogy* provides an action-packed conclusion. While it could be read as a stand-alone novel, readers may feel the need for knowledge about the background events, places, and character relationships. Thomas, the protagonist, continues to face life-threatening situations and decisions

in this futuristic world dominated by WICKED and the horrifying after effects of the Flare. Friendships, betrayal, loyalties, anarchy and ethics are explored, and these could form the basis of class discussions about people, societies and responsibilities. The high speed suspense and action of the novel raise questions about the fate of humans in the aftermath of a meteorological catastrophe. B. Hull

USER LEVEL: Stage 4

SCIS 1551691 Paper \$16.99



The Death cure trailer by RandomBooks

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I'll tell you mine

HARRY, Pip

University of Queensland Press, Qld, 2012

ISBN 9780702239380



Kate Elliot has been sent to boarding school, following a series of incidents which brought her into conflict with her mother. Like many YA novels, the protagonist sits outside the mainstream, reaffirming a current view that the

best stories seem to lie in the world of the outsider. The language is fresh and the friendships expressed seem real enough, but the overall story is a little clichéd. The idea at the heart of this narrative is about accepting people for who they are rather than what they appear to be. While this is certainly a worthwhile message, it is one which has been told many times. The book seems unclear about its audience. The voice is a little too cultured, the rebellion a little too safe, and yet there are minor issues of sexual identity, alcohol, and sex. The protagonist is in her mid teens, but it might seem a little tame for students of that age. S. Pollard

USER LEVEL: Stage 5

SCIS 1548979 Paper \$19.95

The messenger bird

HAWKE, Rosanne

University of Queensland Press, Qld, 2012

ISBN 9780702238826



Tamar's family is in disarray following the death of her brother in a car accident, and she withdraws into grieving. Her mother has gone away and her father is focussing on restoring their old farmhouse. Even the

cute new neighbour, Gavin, does not interest her. Finding an old handwritten sheet of music, Tamar begins to play the piano again and is transported to the 1880s where she meets Nathaniel Trevana, the man in an old photograph. Tamar moves between the current and Victorian worlds as she deals with her grief and begins healing. Separate chapters provide seamless transitions between the past and present, and different voices tell the story. Common threads of grief, drought, isolation and loneliness will engage middle and senior

school students in discussing the grieving process and resilience strategies. A. Frost

USER LEVEL: Stage 5 Stage 6
SCIS 1548378 Paper \$19.95

Eagle strike: the graphic novel



HOROWITZ, Anthony, JOHNSTON, Antony, DAMERUM, Kanako & TAKASAKI, Yuzuru.

Walker, UK, 2012
ISBN 9781406318777

Horowitz's fourth book in the popular *Alex Rider* series is adapted

here into a suspenseful, manga inspired graphic novel. Alex, the teenage MI6 agent, is on vacation in southern France with Sabine and her parents when he becomes embroiled in a new mystery and some old secrets. The gun play, blood and violence may be confronting for some readers, but followers of the series will know to expect such themes. The high quality of inking, colouring, and layout on vibrant white paper, make this stylish book a bright and appealing read. I. McLean

USER LEVEL: Stage 3 Stage 4
SCIS 1558920 Paper \$19.95

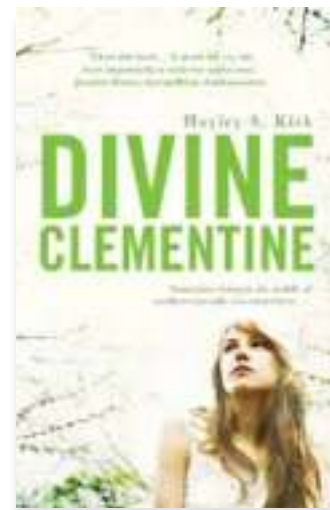


Alex rider series video by PenguinYoungReaders

Divine Clementine

KIRK, Hayley S.

Random House Australia, NSW, 2012
ISBN 9781864718997



Paradoxically, this story of grief and loss will be a hit with middle school girls. The reader is introduced to a beautifully drawn character in 16 year old Clementine, whose anger, grief and loss are expressed in complete and utter stropiness that will connect with every student who has ever given her parents a hard time. The central event in the story is that Clementine sees her young aunt, her dearest companion, run over

and killed. In an attempt to cope with the loss, she reads her aunt's diaries and finds out that her aunt was struggling with bipolar disorder and that the rest of the family were aware of this. Clementine's refusal to cooperate with any efforts to help her seem heroic, but readers can see that she is very slowly healing herself even though she does not realise it. The novel explores the stigma of mental illness, the desolation of depression and the pain and hurt of bullying in an uplifting story. A. Soutter

USER LEVEL: Stage 5
SCIS 1554662 Paper \$18.95



Divine Clementine by Hayley S. Kirk by RandomHouseAustralia

The Wood Queen

MAHONEY, Karen

Random House Australia, NSW, 2012
ISBN 9781864718287



After destroying the elixir of life, Donna must sit through a trial in which the Order will determine her fate. This sequel to *The iron witch* is a superb, action-packed novel that will engage students in alchemy

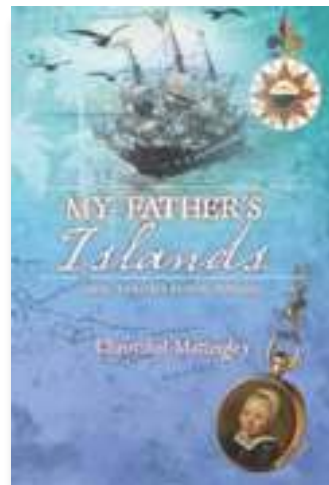
and magic. Increasingly suspicious of the Order, Donna meets with the Wood Queen, Aliette, to broker an agreement to save her mother. Aliette demands that the faerie gate is opened to release the wood elves. Isolated from her friends and family, and with surreal events occurring, Donna realises that her own power must be used to delineate good from evil. Donna is a strong female protagonist who navigates the emotive threads of trust, betrayal and personal growth. These are interwoven as she and the reader struggle to find the truth amongst the lies. A. Frost

USER LEVEL: Stage 4 Stage 5
SCIS 1544081 Paper \$18.95

My father's islands: Abel Tasman's heroic voyages

MATTINGLEY, Christobel

National Library of Australia, ACT, 2012
ISBN 9780642277367



Narrated from the perspective of Tasman's daughter, Claesgen, this novel adopts the style of a young girl's reflective journal. Using an appealing voice, infused with wonder and interest, Claesgen

shows a passion for her father's voyages. We are introduced to the language of the sea, and we are immersed in the delight that Tasman clearly took in his discoveries. From the opening pages, where Claesgen asks the reader to consider their own experience of fathers before she outlines hers, we find ourselves drawn into a world vastly different to our own. Drawn primarily from Tasman's own journal, and therefore offering a unique insight into his journeys, this is a delightful and informative addition to a genre little explored by writers for young readers. It uses a narrative style that will interest students and it

celebrates Tasman's unique and potent contribution to the history of exploration in our region. S. Pollard

USER LEVEL: Stage 3 Stage 4

KLA: English; HSIE

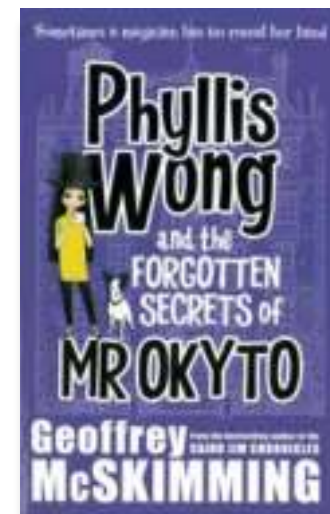
SYLLABUS: English 7-10;
History 7-10; HSIE K-6

SCIS 1553383 Paper \$16.95

Phyllis Wong and the forgotten secrets of Mr Okyto

McSKIMMING, Geoffrey

Allen and Unwin, NSW, 2012
ISBN 9781742378213



Phyllis is an aspiring magician who lives in a quirky building with her own cinema and a basement full of her grandfather's magical loot. The junior sleuth interacts with adults in an extremely modern manner, for example helping a neighbour

solve a theft and being invited to participate in a police investigation by a detective friend. In this way, the narrative is fairly typical of those stories that place children front and centre in life's many mysteries, so young readers

can experience heroism through the adventures of protagonists. With some oddities in accents, word play, humour, and narrative twists, the book will appeal to readers who favour some history with their mystery. S. Pollard

USER LEVEL: Stage 4

SCIS 1564383 Paper \$14.99



Phyllis Wong and the forgotten secrets of Mr Okyto - presented by Geoffrey McSkimming by Allenandunwin

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A confusion of princes

NIX, Garth

Allen & Unwin, NSW, 2012
ISBN 9781741758610



Set in the future, this science fiction adventure tells the story of Khemri, a chosen child who has been educated and physically modified to become a Prince of the Empire. Through first person narration,

Khemri relates his life story, beginning when he has reached the end of his training and is looking forward to a relaxed and comfortable life as a prince ruling over a section of the Empire. Unfortunately for him, this is not the case, and he soon realises there are millions of princes all trying to destroy each other in order to rule the Empire. The story relates Khemri's experiences as he dies three times and is reborn, charting his escapes and adventures as he discovers himself, his strengths and faults, and his underlying humanity. A short story, *Master Haddad's holiday*, is also included in this edition. In addition, students may be interested in an [interview with Garth Nix](#), available via the publisher's YouTube channel. R. Parnis

USER LEVEL: Stage 3 Stage 4
SCIS 1546723 Paper \$22.99



A confusion of princes teaser book trailer by Allenandunwin

The monster

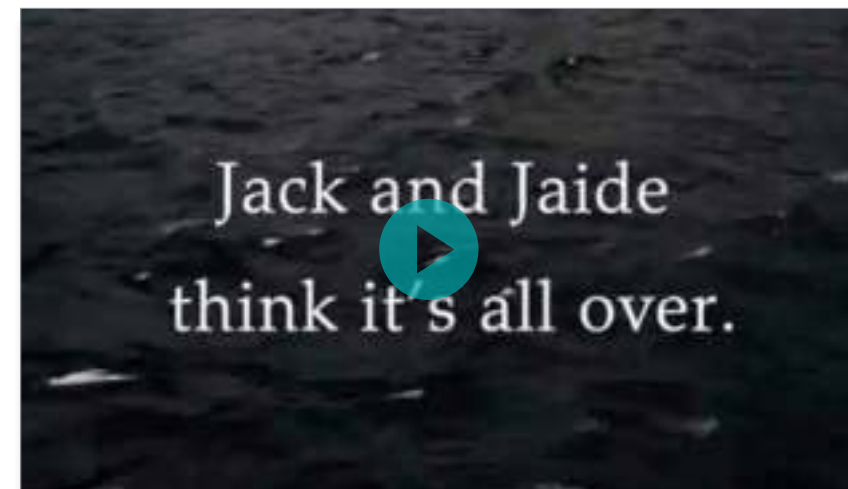
NIX, Garth & WILLIAMS, Sean
 Allen & Unwin, NSW, 2012
 (Troubletwisters)
 ISBN 9781742373997



The rollicking tale of Jack and Jaide's battle against evil monsters is the focus of this fantasy novel. These adventurous twins maintain the illusion of an ordinary life to their parents and school community, but Jack and Jaide, along with their cats, lead a secret double life

investigating the mystery of a monster. Clearly pitched at the growing market for fast paced action-adventure supernatural stories, this second book in the *Troubletwisters* series is a compelling read. The authors have made a conscious attempt to empower the female twin, who is fond of asserting her superiority over Jack, and to provide the companion cats with almost supernatural powers. Young readers should enjoy this episode and the series' [companion website](#). J. White

USER LEVEL: Stage 3 Stage 4
SCIS 1553072 Paper \$9.99



The Monster: Troubletwisters 2 - book trailer by Allenandunwin

Into that forest

NOWRA, Louis

Allen & Unwin, NSW, 2012
 ISBN 9781743311646



Readers are transported to the wilds of Tasmania in this excellent narrative, Nowra's first YA novel. A boating accident results in Hannah and Becky being lost in the bush, before their rescue by a pair of thylacines. The detailed and thought-provoking story is narrated by the adult Hannah in broken English, as she looks back to frontier times. The story traces the girls' lives with the thylacines and the humans of the colony. It explores themes such as survival, extinction, love in its many forms, belonging, and nature vs. nurture. The very question of what makes us human is posed; whether that be our family, clothing, memories or language. Nowra's descriptions of the bush and the whaling ship are sensual, vivid and poetic. He presents a rich tapestry of human and animal interaction in an evocative bush setting. B. Hull

USER LEVEL: Stage 5
SCIS 1559243 Paper \$19.99

Between the lines

PICOULT, Jodi & VAN LEER, Samantha

Allen and Unwin, NSW, 2012
 ISBN 9781743310922



The cover emulates Picoult's adult novels, but this is most definitely a book for the young teenage reader, having been co-written with her teenage daughter. Ostracised at school, with one true friend who is completely comfortable being different, Delilah seeks refuge in the school library. Here she discovers an old fairytale, which begins to consume her every moment. Delilah empathises with the fairytale's dashing handsome prince, Oliver, as he struggles to live up to expectations after the death of his courageous father, who was killed before Oliver was born. Delilah is growing up with a father on the other side of the world. However the fairytale is just the upper layer; we discover the world of the characters when the book is closed, as Oliver is desperate to escape the confines of his life and Delilah becomes an eager accomplice. The book then becomes an alternating narrative. The movement between the

layers is not always as tight and coherent as one might like. More information, including the two authors interviewing each other, is available on [Jodi Picoult's website](#). S. Morton

USER LEVEL: Stage 4
SCIS 1561845 Paper \$24.99



'Between the lines' by Jodi Picoult and Samantha van Leer - book trailer by Allenandunwin

Broken

PULFORD, Elizabeth & GOMES, Angus

Walker Books Australia, NSW, 2012
ISBN 9781921529887

Zara is hospitalised in a post-accident coma; she can hear her parents when they visit, but she cannot respond. Her interior monologue of confusion and pain immerses the reader in Zara's mental landscape, tortured by a previous trauma. We travel through Zara's semi-consciousness as thought



and reality mingles with fiction in her thoughts. There is mystery and drama as Zara finally allows the events of her childhood to surface. At times traumatic, but also uplifting and startling in its imaginative depth, the novel exposes the thinking of a broken young mind trapped by denial. It is an exceptional achievement. S. Pollard

USER LEVEL: Stage 5 Stage 6



Broken by Elizabeth Pulford book trailer by WalkerBooksAus

gives way to memory, which gives way to her subconscious search for the brother she knows she has lost in the accident. This superb novel manipulates graphic novel elements, as Zara takes herself inside one of her brother's comics,

Article 5

SIMMONS, Kristen

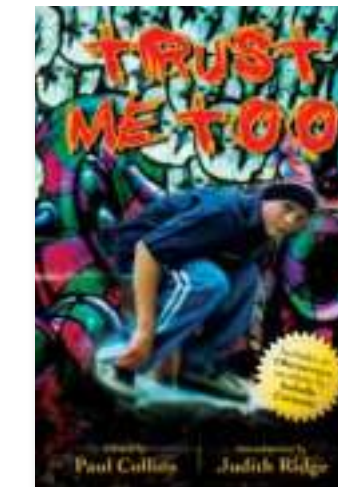
Pier 9, NSW, 2012
ISBN 9781742662459



Extreme religion has overtaken America and the people are ruled with a heavy, reactionary hand that punishes difference. In this dystopian future, the reader is invited into a world rife with oppression and violence; it reminds us that such a world is only as far away as our diligence keeps it at bay. Ember is caught up in a culture of bullying and cruelty when her mother is arrested. She is taken to a reformatory to be brainwashed into submission to the new order. Chase rescues her and they flee across the country in a vain attempt to locate Ember's mother and the underground. The story reiterates much of contemporary literature's focus on the failure of the older generation to protect the younger, and the subsequent requirement for young people to save themselves. The story bristles with political language and meaning, intrigue and hostility, and Ember and Chase do not reach the end of their stories. Readers who enjoy the genre will certainly enjoy this novel. S. Pollard

USER LEVEL: Stage 5 Stage 6
SCIS 1544828 Paper \$19.99

Trust me too



Edited by Paul Collins.
Ford Street, Vic, 2012
ISBN 9781921665585
[A820.8]

It is difficult to imagine a more diverse range of short works than those compiled here. Some of the authors are familiar – Ian Irvine, Isobelle Carmody and Phillip Gywnne to name a few – but there are many contributions from names less well known. What they have in common is an ability to use this shorter format to communicate big ideas and, at times, startling revelations. Collins has collected texts from a broad range of genres, including stories about crime, adventure, romance and horror, with interesting visuals and poetry. This is just what a collection should be. Teachers will find plenty of inspiration here, and the cover, formatting and artworks have been chosen carefully to appeal to a young audience. It is indeed a feast of fiction, given the breadth and depth of writing to be enjoyed. S. Pollard

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS 1552765 Paper \$24.95

Becoming Kirsty-Lee

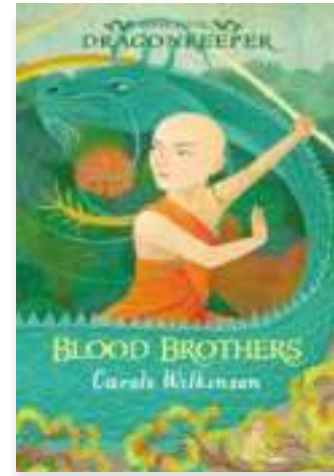
VECCHIO, Zenda

Ginninderra, SA, 2012
 ISBN 9781740277358

Set in rural Australia, this novella explores what happens when Kirsty-Lee's father deserts the family to live with a young girlfriend. In trying to understand what has happened, the young teenager gradually works out her own identity, with the help of a damaged young man. The story's strength is its realism. The family does not blame or excuse the father but simply accepts that he cannot be trusted. Many middle school girls will feel for Kirsty-Lee because their world view has been challenged by an event such as a separation or divorce, or family members being injured or unemployed. The book is a palatable guide to surviving life-changing events and school counsellors may find it useful. A. Soutter

USER LEVEL: Stage 3 Stage 4
SCIS 1567411 Paper \$22.00

Blood brothers



WILKINSON, Carole
 Walker Books
 Australia, NSW, 2012
 (Dragonkeeper 4)
 ISBN 9781742031897

Expanding upon her masterful *Dragonkeeper* trilogy, the author takes us a couple of centuries beyond the known in this fourth instalment. Safe from human interference, Ping's descendants have heard of the dragons, but the passage of time has turned them into fantasy tales rather than family history. Kai has been forced to leave his sanctuary to search for his next dragon keeper who appears to be Tao, a young novice Buddhist monk. Tao seeks good karma for his twin brother, who has a disability, and wants refuge from the turmoil of constant warmongering between the Chinese tribes of 325CE. Wilkinson's meticulous research into both Chinese history and Buddhist practices is evident, adding the cultural context to enrich understanding of the compelling story. The ending is open, hinting at more sequels. Additional information is available on [Carole Wilkinson's website](#), and [classroom activities](#) may be accessed via the

Walker Books Australia website.
 S. Morton

USER LEVEL: Stage 3 Stage 4
SCIS 1554656 \$24.95

information, poetry and drama

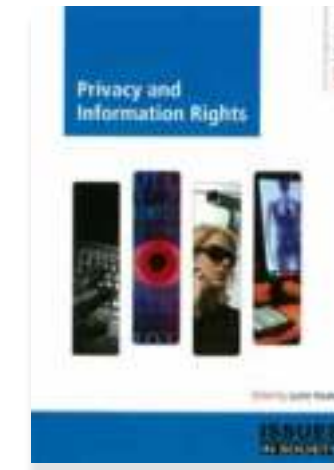
Resources are in Dewey order

Issues in society. Volumes 340-344 [electronic resource]

Edited by Justin Healey.

Spinney, NSW, 2012
 (Issues in society 340–344)
 ISBN 9781921507854 [300.994]

The DVD digital editions of this popular series are interactive PDF versions of the print titles. Titles on this DVD are: v.340 *Cardiovascular health*; v.341 *Privacy and information rights*; v.342 *Carers: aging and disability*; v.343 *Fast food*; v. 344 *International aid*. The PDFs of these five titles can be



read using Adobe Reader, and would be well suited to sharing interactively on an IWB. Purchasing a flexible site licence permits unlimited copying and printing which can be managed on an individual

school's network or learning management system. The electronic format provides capabilities such as links to source documents and websites, a full text search function, sticky notes and text highlighting. These functions and the addition of worksheets, activities and questionnaires at the end of each volume allow teachers to tailor their use of the resources to facilitate independent learning and differentiation strategies. H. Myers

USER LEVEL: Stage 4 Stage 5
 Stage 6 Community Professional
KLA: AC; HSIE; PDHPE; TAS
SYLLABUS: CAFS Stage 6;
 Geography 7–10; In-formation Processes & Technology Stage 6
SCIS 1556711 \$130.00

Waabiny time. Series 2

[videorecording]

Australian Children's Television Foundation, Vic, 2011 (208 min.)
ISBN 9780864212221 [305.89]



Engaging an Early Childhood audience with authentic stories, songs, dance and craft activities, these two DVDs celebrate Noongar language using family oriented themes. The presenters speak in English and

Noongar in this unique Indigenous early language program. Each colourful episode contains a variety of curriculum links, including English, Creative Arts, numeracy and Aboriginal and Torres Strait Islander histories and cultures. The themes of culture and identity, community and family, country and place are illustrated through stories, art and music. Further information can be found on the [Australian Children's Television Foundation website](#), and videos and *deadly fun* can be had at [Waabiny time](#). S. Rasaiah

USER LEVEL: Early Stage 1 Community Professional

KLA: AC; CA; English; HSIE; Languages;

SYLLABUS:

Mathematics; SciTech
Aboriginal Languages
K-10; Creative Arts
K-6; English K-6; HSIE
K-6; Mathematics K-6;
Science & Technology
K-6

SCIS 1545058

\$49.95



Waabiny time - series trailer by OzKidsTV

Money sense [series]

EINSPRUCH, Andrew

Macmillan Education Australia, Vic, 2011



individual to the global sphere. Each title

Also available digitally in PDF format on CD-ROM, the four books in this series provide an excellent overview of money, its origins, uses and management on a range of levels from the

is well laid out, with a balance of written text, graphics, images and colourful backgrounds. Teachers will appreciate the extension activities and links to fieldwork and web research. Suggested websites include a suitable range of Australian sites, as well as several linked to the US and Europe. The volumes on *Consumer sense* and *Managing money* will be of particular interest when integrating civics and citizenship education, as they make explicit links between the roles of individuals, groups and governments in terms of modern consumer culture and globalisation. Teachers exploring concepts associated with financial literacy may also wish to consult ASIC's [MoneySmart Teaching website](#) and the associated [MoneySmart Teaching packages](#), evaluated in [Scan in November 2012](#). J. White

USER LEVEL: Stage 2 Stage 3 Stage 5

KLA: HSIE

SYLLABUS: Commerce 7-10;
HSIE K-6

\$31.99 each

Reviewed titles in this series:

Consumer sense
SCIS 1543864

Currency
SCIS 1543857

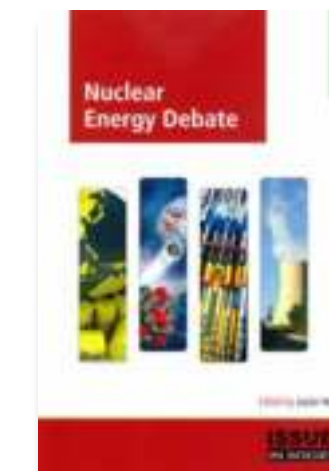
Managing money
SCIS 1543847

The money system
SCIS 1543794

Nuclear energy debate

Edited by Justin Healey.

Spinney, NSW, 2012
(Issues in society 337)
ISBN 9781921507687 [333.792]



A compilation of resources from experts in the field of nuclear energy and nuclear energy policy provides the type of information that students and teachers seek to build an understanding of the nuclear debate.

The section dealing with the advantages and disadvantages of nuclear energy in Australia is particularly clear and useful, setting the scene for a class exploration of the issues around nuclear energy. It genuinely communicates that science is a human endeavour. Rich in external website links, there are many further resources for anyone who feels the need to delve deeper into aspects of the topic. The material is presented from the perspective of Australia, yet does

not shirk the interconnectedness of this international debate. The volume is a superior and readable identification of how science impacts on society and society impacts on science. R. Morante

USER LEVEL: Stage 5 Stage 6

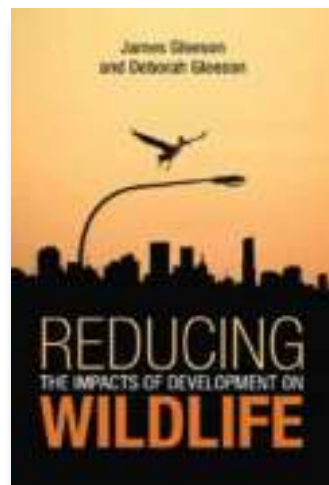
KLA: Science

SYLLABUS: Chemistry Stage 6;
Physics Stage 6

SCIS 1543278 Paper \$24.00

Reducing the impacts of development on wildlife

GLEESON, James & GLEESON, Deborah
CSIRO, Vic, 2012
ISBN 9780643100329 [338.9]



Investigating practical strategies to minimise the impact of development on terrestrial fauna and flora, this outstanding reference book investigates why ecological processes and functions, species distribution and habitat, population ecology and dispersal are central to ecologically sustainable development. Movement and mortality rates near development sites are outlined;

strategies to minimise habitat degradation are reviewed; and environmental offsets, monitoring and adaptive management practices are evaluated. Diagrams and photographs support unambiguous written text. Text boxes highlight important concepts and tables provide summaries. The language, style and format are suitable for senior students. A short preview is available on the [publisher's website](#) and the book is published in print and ebook formats (EPUB and PDF). A. Frost

USER LEVEL: Stage 5 Stage 6

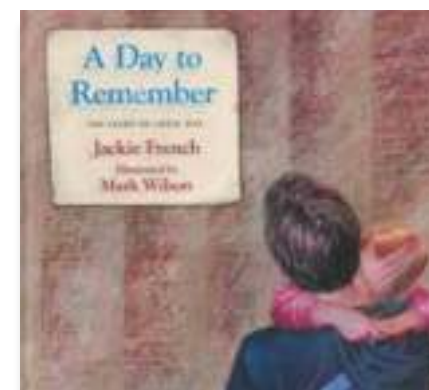
KLA: HSIE

SYLLABUS: Geography 7–10;
Geography Stage 6

SCIS 1555586 Paper \$89.95

A day to remember

FRENCH, Jackie & WILSON, Mark
Angus & Robertson, NSW, 2012
ISBN 9780732293604 [355.1]



Much has been written about the events at Gallipoli, the Anzac spirit and its status in Australia's identity. *A day to remember* takes a refreshingly different approach to the subject by

tracing the Anzac legend through sequential descriptions of what has happened on April 25 over the intervening 95 years. While not all years are covered, significant changes in the attitude to war and the Anzacs are documented. This includes a discussion of waning interest followed by renewed interest in the Anzacs, and the opposition to war in the 1970s and early 2000s with the Vietnam and Iraq wars. The ugly side of nationalistic fervour is also touched on in terms of the desecration of significant sites in Turkey and the perceived disrespect of some visitors to the Anzac Day ceremony at Gallipoli. Overall, this picture book offers more than just a unique account of the Anzac spirit, it also provides an account of how attitudes to war and those who fought have changed over time. J. White

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K–6

SCIS 1544063 \$24.99

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.

Everyday heroes [electronic resource]

GALLAGHER, Debbie & GALLAGHER, Brendan

Macmillan Digital, Vic, 2012
(Macmillan digital library)
ISBN 9781420293913 [361]



Suited for use with an IWB and computers, this CD-ROM looks at the work of firefighters, paramedics, police officers, search and rescue workers, surf lifesavers, and wildlife rescuers. The resource

comes with a site licence and can be loaded onto a school network or file server. There are comprehensive instructions for making the most of the features in this digital library series, with teaching guidelines encouraging teachers and students to manipulate material, create units of work and organise files and folders on a server. The look and feel of this product is eye catching and the content wide ranging. This multimedia resource integrates ICT in a meaningful way and supports student directed inquiry learning. S. Rasaiah

USER LEVEL: Stage 1 Stage 2

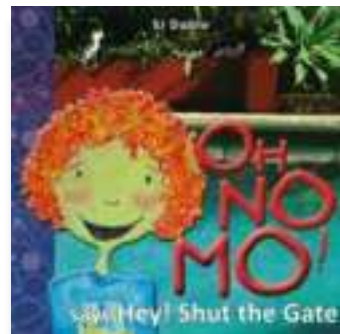
KLA: HSIE

SYLLABUS: HSIE K–6

SCIS 1552187 \$120.00

Oh no Mo! smarty safety series [series]

DOBLE, S. J. & JAMES, Maree L.
Catbird Media, Qld, 2012



Colourful pictures mix drawings and photographs in these books in a way that will make them very attractive to children in the early years.

Each book is a story in rhyme that flows reasonably well, with some clever rhyming let down by some clunky forced rhythm. The positive safety narratives teach children what to do when they are in emergency situations. Each story starts with Mo and his friends having fun, when *Oh no Mo!* signals that something is amiss. The youngsters save the situation using knowledge from safety drills; these are included at the end of each book. There are also brief notes for parents and teachers on the last page. The accompanying [website](#) offers more information about the characters and activity pages to download. A. Soutter

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$15.99 each

Reviewed titles in this series:

Oh no Mo! says be a hero
SCIS 1556989

Oh no Mo! says hey! Shut the gate
SCIS 1556847

Oh no Mo! says no to bullying!
SCIS 1556986

Energy in action [series]

STOYLES, Pennie & PENTLAND, Peter
Macmillan Education Australia, Vic, 2012



Clever use of colour, excellent graphics and an attractive layout all contribute to this appealing series on energy. Small text boxes provide facts about energy, using examples from a

number of everyday settings and supplemented by scientist snapshots and ideas for simple experiments. Illustrations and photographs are taken from topical areas such as sport, nature and music. A helpful glossary is included but there are no comprehension or research exercises for students. Best suited to late Stage 3 and Stage 4 students, the books intersect syllabuses and provide multiple COGs applications.

They could also be used as literacy or numeracy stimulus materials. Overall, the resources are an interesting set of titles with concise and accurate information. A companion CD-ROM edition of the series is also available, with a full site licence, and is reviewed separately in this issue of *Scan*.
P. Hannan

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; PDHPE; Science; SciTech
SYLLABUS: Geography 7-10; HSIE K-6; PDHPE K-6; Science 7-10; Science & Technology K-6
\$31.99 each

Reviewed titles in this series:

Earth and space
SCIS 1544708

Everyday technology
SCIS 1544709

The human body
SCIS 1544702

Living things
SCIS 1544700

Medicine & health
SCIS 1544704

Power & fuel
SCIS 1544693

Heroes of Australian science [electronic resource]

JUDGE, Astrid & FITZPATRICK, Jane
Macmillan Education Australia, Vic, 2012
ISBN 9781420293883 [509.94]



Anyone who has ever needed to add a human perspective to science, through integration of research stories about the lives and work of Australian scientists, will recognise the difficulty which the paucity of

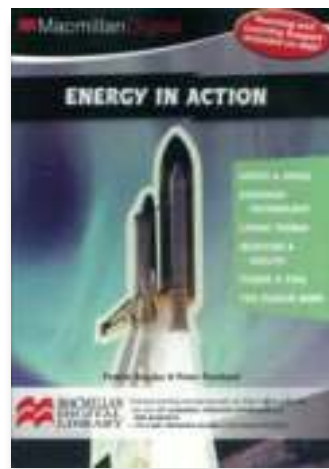
accessible information can present. This CD-ROM contains PDF stories about prominent leading Australian scientists. It succinctly describes their work and contribution to their chosen field in pictures and language that would be accessible to the majority of secondary school students. Also available in hardcover format, titles include *Astronomy, Environmental science, Health and medicine, Plant and animal conservation, Sustainable energy, and Technology*. The CD-ROM could be shared interactively using an IWB or data projector. Purchase includes a full site licence, permitting the content to be loaded onto a school computer network

so that students can access the PDF documents. R. Morante

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7–10; Senior Science Stage 6
SCIS 1556229 \$169.99

Energy in action [electronic resource]

STOYLES, Pennie & PENTLAND, Peter
 Macmillan Education Australia, Vic, 2012
 ISBN 9781420292084 [530]



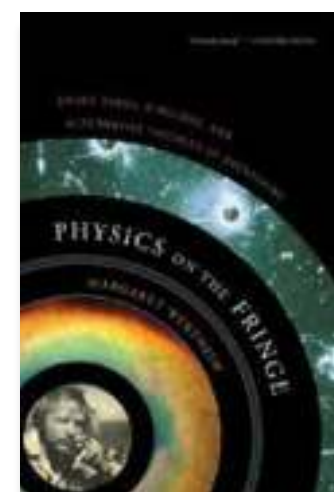
Providing great links between historical developments in forces and energy, and current technological usage and development, this engaging resource would be extremely useful for students completing any study

on energy. The CD-ROM contains separate ebook titles on *Earth and space*, *Everyday technology*, *Living things*, *Medicine & health*, *Power & fuel* and *The human body*. It has plenty of relevance for students, covering aspects of most Stage 4 Science topics. The use of up-to-date information and examples will certainly help maintain student engagement. Stage 4 Science students

investigating outcome 4.6 on energy changes will find the items presented particularly useful. Embedded links to the glossary section and student worksheets support the content. This digital resource would be well suited for sharing interactively using an IWB. I. Mavin

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE; Science; SciTech
SYLLABUS: Geography 7–10; PDHPE K–6; Science 7–10; Science & Technology K–6
SCIS 1544558 \$169.99

Physics on the fringe: smoke rings, circlons, and alternative theories of everything



WERTHEIM, Margaret
 Walker, USA, 2011
 ISBN 9780802715135 [530.1]
 This exploration of physics and chemistry, as conducted by a range of passionate amateur scientists, is a stimulating study that forces readers to consider the struggle of those gaining

genuinely new knowledge. The book explores the theme that *outsiders*, often dismissed by established scientists, could contribute to the scientific process in ways similar to some of the now revered pioneers of science who challenged conventional thinking. This book focusses on the lives of self-motivated and driven amateur scientists. It establishes the challenges associated with building scientific understanding from the ground up. The insights the author provides into the work of *outsider* physicists and chemists offer an understanding of how paradigm shifts have occurred in the scientific understanding of everything from matter to the universe. It notes that important discoveries can be made by people without a blueprint or pre-established toolkit to aid them. These notions present interesting ideas for deep thinking on the processes and practices of science. R. Morante

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Physics Stage 6
SCIS 1549067 \$37.99

Microscopic worlds [series]

CSIRO, Vic, 2012



By using the 3D glasses provided with each book in this series, readers are rewarded with stunning pictures of the microscopic world. In *Bugs of the land*, readers can view fleas and houseflies with great clarity, see amazing pictures of spiders, and learn why their webs are so strong. While the written text is interesting and accessible, students will gain a lot of knowledge from merely viewing each of the hugely captivating images. These incredible pictures have been taken using powerful scanning electron microscopes. The series has great potential as a teaching resource for Stage 4 students when studying animals, plants or classification. Content lists and an interview with the author are available on the [publisher's website](#). The greatest issue with these engaging books will be how teachers ensure that the 3D glasses survive. I. Mavin

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6

Paper \$39.95 each

Reviewed titles in this series:

Bacteria, fungi, lichens & plants
SCIS 1546783

Bugs of the land
SCIS 1546767

Bugs of the ocean
SCIS 1546778

Scholastic discover more [series]

ARLON, Penelope & GORDON-HARRIS, Tory

Scholastic, UK, 2012

Colourful and brightly illustrated with high quality, labelled and sequenced photographs, this series presents young students with clear introductory information on various topics. It includes an [online interactive component](#) for each title, offering sound and video excerpts, extra information and quizzes and games for topic revision. Initially, students will need an adult to load the digital component and familiarise them with the icons. North American and British content and terms may detract, but this feature varies between titles. Terminology tends to be colloquial rather than scientific and some of the more confronting elements of food processing are avoided. The books are sturdy and provide both contents and

glossary suitable for the educational stage of each book. N. Chaffey

USER LEVEL: Early Stage 1
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$9.99 each

Reviewed titles in this series:

Farm
SCIS 1550100

See me grow
SCIS 1550106



Scholastic discover more™: a new non-fiction series
by TheScholasticChannel

Australian backyard naturalist

MACINNIS, Peter

National Library of Australia, ACT, 2012
ISBN 9780642277428 [591.75]



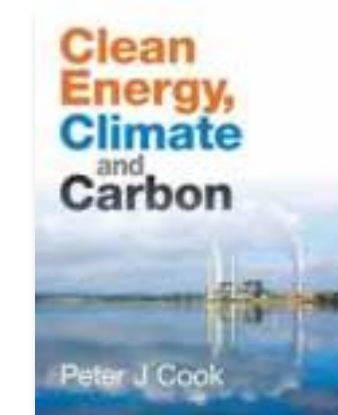
A richly illustrated guide to creatures that might be encountered in an Australian backyard, this book offers tips on how to learn more when a chance encounter occurs, or when the encounter occurs during a field study. The publication has something to offer a wide range of ages, providing engaging morsels of information to capture a reader's interest. It is structured around groups of living things, such as mammals, birds, spiders, leaf litter animals, and butterflies and moths. Clearly presented information conveys the connectedness of many of the creatures in the Australian landscape to human endeavours. Carefully selected artists' sketches and photographs enhance this beautiful and engaging reference. R. Morante

USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Biology Stage 6; HSIE K-6; Science 7-10
SCIS 1554021 Paper \$29.99

Clean energy, climate and carbon

COOK, Peter J.

CSIRO, Vic, 2012
ISBN 9780643094857 [628.5]



A comprehensive exploration into the impact of fossil fuels on the planet, with an exposé of possible solutions to reduce the impact of carbon emissions, this book is what could be expected from a professional scientist working in the field of carbon emissions and the mitigation of their deleterious impacts. Particular emphasis is placed on the role and state of play of carbon capture and storage technologies. There is a repeated theme in the book that carbon capture and storage is a major mechanism that will allow humans to continue on a path of using fossil fuels, offering respite from the effects of continued carbon dioxide emissions until alternative energy economies are developed. A less discerning reader may be led to believe that carbon capture and storage is well established and already making great inroads into carbon pollution reduction. A more sceptical reader may reflect that this is

not yet the case and might be reminded of publications from the 1960s to 1990s that constantly promoted the idea that the world's energy needs would very soon be supplied by controlled nuclear fusion. Only time will tell whether the prominence of carbon capture and storage emerges and becomes a technology that allows continued safe exploitation of fossil fuels. This text will accordingly be judged as prediction or fiction. R. Morante

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6; Earth & Environmental Science Stage 6; Science 7-10
SCIS 1547499 Paper \$39.95

Performance confidence: a training program for musicians: mind-body awareness, the 21st century approach to performance confidence

LIERTZ, Carmel

Holistic Imprint, Vic, 2009
 ISBN 9780980603804 [780.71]

Although aimed at tertiary music students, these strategies could

benefit motivated high school music students who are preparing for exams, eisteddfods and concerts. The program, incorporating practical strategies similar to those used in the training of elite athletes, promotes a three-phase holistic approach to performance presentation – practise, lead-up and performance – with performance itself seen as part of a continuum rather than just an end product. Topics covered include strategies for confident practise and performance, mental skills and mind-body states, with explicit guidelines on nutrition, exercise, organisational techniques and prevention of stress build-up. Teachers may find elements of the program suitable for individual students without using the program in its entirety. Students may find selected elements suited to their own situations. There is no time restriction placed on the sessions in the program so it can be tailored for individual use. Worksheets help students to maintain focus on the salient points of the sessions. The book is also available as an ebook, via the supporting [website](#). H. Myers

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7-10; Music Stage 6
SCIS 1561421 Paper \$40.00

Brave heart: lessons learnt from life

SMITHERS-KIRK, Hayley & KIRK, Brett
 Random House Australia, NSW, 2012
 ISBN 9781742753256 [796.33]

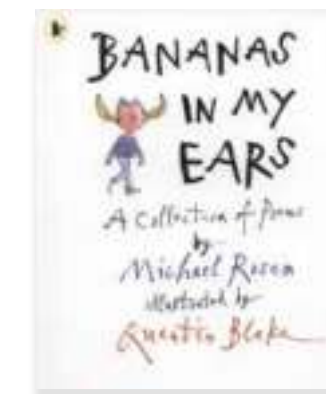


An inspirational autobiography of Australian Rules footballer, Brett Kirk, this accessible resource is also a motivational resource. It takes readers on an honest journey through the positive and negative moments in Kirk's life, and readers will appreciate the message that facing life's challenges ultimately determines who you are and allows you to question where you want to be. After each moving chapter, the episode's main theme is unpacked, with practical strategies for nurturing physical, emotional, spiritual and mental health. These sections offer motivational quotes, optional activities and meaningful questions to encourage self-reflection, which could also be used to facilitate lively classroom discussions. This relevant, vividly illustrated resource could support learning for Stage 4 and 5 PDHPE students investigating the *Self and relationships* strand and it may also

complement the Years 9-10 PASS course. A. Bovill

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10; Physical Activity & Sports Studies 7-10
SCIS 1565052 Paper \$24.95

Bananas in my ears: a collection of poems



ROSEN, Michael & BLAKE, Quentin
 Walker, UK, 2011
 ISBN 9781406337556 [821]
 Some of Rosen's previous poetry

and nonsense tales are condensed into this collection of zany poems, stories and comments on life. *Hard boiled legs, Smelly jelly, smelly fish, Spollyollydiddlytiddlyitis* and *Under the bed* are included in this publication. Quentin Blake's illustrations are delightful and add to the amusement, as they take an unusual slant on everyday events. An enjoyable compendium of quirky tales, this is a great example for budding writers and is equally suited to reading aloud in the classroom. [Rosen's website](#)

contains additional poems and resources, including a series of entertaining [videos](#) in which the author performs poems about his family with dramatic expression and hilarious effect. R. Parnis

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

SCIS 1536474 Paper \$15.95



Chocolate cake by artificedesign

Silent disco

PHILPOTT, Lachlan

Currency, NSW, 2011
ISBN 9780868199016 [A822]

Dysfunctional families, alienation, young love and betrayal are woven into a web of gritty drama in this play. The playwright focuses on a relationship between two 15 year olds, Tamara and Squid. In their inner city public school,



Presented in a unique style, the actual dialogue is brief, but characters express their thoughts and feelings aloud to the audience. Its strong language and sensitive themes make the play most appropriate for study by senior students. E. Sly

USER LEVEL: Stage 6

KLA: CA

SYLLABUS: Drama Stage 6

SCIS 1522073 Paper \$18.95

Black fella, white fella

MURRAY, Neil

One Day Hill, Vic, 2012
ISBN 9780980794892 [828.307]

Illustrated by school students around Australia, the book is the lyrics of a song, written by a *white fella*, living in a predominately *black fella* community in Papunya in 1982. This picture book rendition depicts the strong, vibrant

anticipating the annual school formal alleviates the bleakness of their lives. Students remove themselves from reality by tuning in to music on their iPods and even the most sympathetic teachers have great difficulty communicating with their charges.



alongside a collage of tiles and a poignant garden illustration. The book could provide support when addressing issues such as racism, multiculturalism and being different. For example, the page showing the world surrounded by children of many races could be used as stimulus material for the celebration of [Harmony Day](#). S. Rasaiah

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE

SYLLABUS: Aboriginal Studies
7-10; HSIE K-6

SCIS 1551636 \$19.99



Black fella, white fella book launch by onedayhillbooks

colours of Australia, with large, bold illustrations supporting each verse. A mixture of crayon drawings and paintings by students stand

A little bitty man and other poems for the very young

RASMUSSEN, Halfdan & HAWKES, Kevin

Translated by Marilyn Nelson & Pamela Espeland.

Candlewick, USA, 2011
ISBN 9780763623791 [839.8]

Written by a popular Danish author and poet, these translated verses offer whimsical, nonsense poetry. The poems are about such things as a little bitty man, a little bitty land, all sorts of animals, elves, seasons, meadowlarks, dolls, a little cloud that dripped on the road, and toy guns. It includes some mild toilet humour. Enchanting illustrations, created with acrylic and charcoal pencil, are colourful and quaint. The delightful rhythm and rhyme of the verses will appeal to younger readers. This charming picture book could support the Early Stage 1 outcomes associated with *Learning about reading*. J. Saxby

USER LEVEL: Early Stage 1 Stage 1

KLA: English

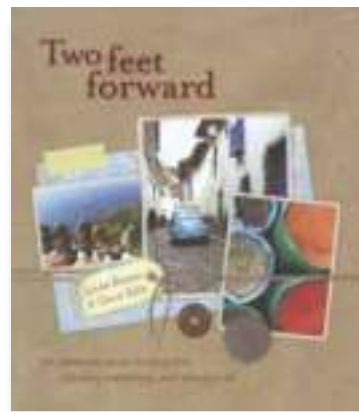
SYLLABUS: English K-6

SCIS 1520407 \$29.95

Two feet forward: an adventure about finding love, spending everything, and seeing it all

BENTON, Linda & RULE, David

Publishing Queen, NSW, 2011
ISBN 9781921673511 [910.4]



A book about travelling through the Americas, Europe and Tokyo, this is a well written travelogue with some excellent photography and a modern scrapbook look and feel to

it. The book is self-published, but production values are excellent. The writers are a young Australian couple and the style is emblematic of the Facebook generation: part travel writing, part personal adventure, part life writing, with recipes and travel hints. This offers some possibilities for use in schools as a model of a personal informative recount using images, or as a model of a portfolio of work. S. Pollard

USER LEVEL: Stage 5 Stage 6

KLA: English; VET

SYLLABUS: English 7-10; Tourism & Events Curriculum Framework Stage 6

SCIS 1564677 \$79.95



Two feet forward book by TwoFeetForwardBook

Australian Geographic explorers [series]

Australian Geographic Education, NSW, 2010
ISBN none [919.4]



Targeting the science, technology and HSIE curriculum areas, these magazine style offerings provide an introductory overview and starting points for classroom project work. Content covering such diverse topics as wildlife, conservation and Aboriginal culture are visually reinforced with glossy images and structured in easy to digest information segments. Students are encouraged to explore and undertake further enquiries using the foundation

blocks which are supported by an extensive list of internet links and additional reference materials. Each magazine is supported by a CD-ROM containing lesson plans and activities. The activities are IWB compatible, allowing for student input and involvement at a Stage 3 level. With teacher direction, they can provide effective starting points for more extensive research and inquiry-based activities. Further information, including purchasing options, is available on the [Australian Geographic Education website](http://www.australiangeographic.com.au/education). B. Kervin

USER LEVEL: Stage 3 Stage 4

KLA: HSIE; SciTech

SYLLABUS: HSIE K-6; Science & Technology K-6

SCIS 1548912 Single issue pack \$69.99

Reviewed titles in this series:

Amazing Antarctica (Issue 8)

Amazing flying adventures (Issue 2)

Croc alert (Issue 5)

Hot (Issue 4)

Invaders (Issue 7)

Sharks (Issue 3)

Space (Issue 6)

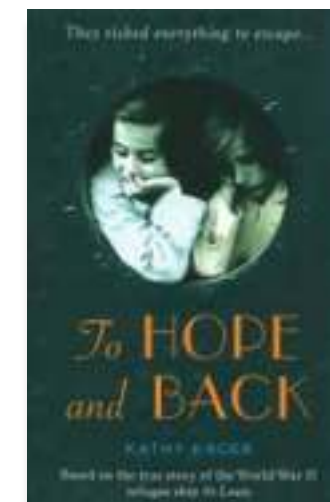


Australian Geographic education - Explorers by AusGeographic

To hope and back

KACER, Kathy

Allen & Unwin, NSW, 2012
ISBN 9781743310632 [940.53]



Lisa and Sol are German Jews, children of two families who board the refugee ship, *St Louis*, in Hamburg in May, 1939. They are bound for Cuba and then America, and a life away from persecution. The mood on the *St Louis* is one of optimism.

The passengers believe they have escaped the Nazi regime. As the voyage continues, it becomes apparent that they will not be landing in Cuba, causing

the atmosphere to change to one of despair. This powerful and true story is told from alternating points of view of the two children. Their stories are interspersed with commentary from the ship's captain, who is determined to bring his passengers to safety. Although the language used by Lisa and Sol seems at times a bit too sophisticated for the ages of the children, the impact of their situation is not lost on the reader. H. Myers

USER LEVEL: Stage 5 Stage 6

KLA: English; HSIE

SYLLABUS: English 7–10; Modern History Stage 6

SCIS 1554757 Paper \$15.99



To hope and back by Kathy Kacer - book trailer by Allenandunwin

We are one village: the inspiring true story of an African community's impact on a young Australian girl



LOVELL, Nikki

Allen & Unwin, NSW, 2012

ISBN 9781742378367 [967.6104]

Lovell's decision to volunteer at a school in a Ugandan village was a life-changing event. This is a recount of her experiences over eight months in Uganda and the inspiration it gave her. Back in Australia, Lovell learns that the school in the village has been destroyed by termites and she immediately offers to help. She suspends her university studies and draws on all of her available resources to launch a charity to help the people of Namwendwa. While not a great work of literature, *We are one village* is written from the heart. It shows how one person with passion can change lives. It also gives an insight into what opportunities are available to students contemplating a gap year at the end of high school. H. Myers

USER LEVEL: Stage 5

KLA: HSIE

SYLLABUS: Geography 7–10
SCIS 1546714 Paper \$24.99

Australian story: an illustrated timeline

MCCARTNEY, Tania

National Library of Australia, ACT, 2011
ISBN 9780642277459 [994]



A useful example of an illustrated historical timeline, this series of historical snapshots is an effective resource to complement class work with Australian achievements in science and technology, exploration, politics and social interactions. Numerous entries focus upon Aboriginal and Torres Strait Islander perspectives. From Gondwanaland to Gillard, and from the Dutch explorers of the 1600s to the 2008 national apology to Aboriginal peoples, this book is filled with many of our most colourful highlights in history. While not intended to be comprehensive of the last 180 million years, nor even the last 200, the concise entries make effective use of images drawn from the National Library's digital collections. The layout is kept simplified

by collating all captions and attributions in an appendix. I. McLean

USER LEVEL: Stage 2 Stage 3

KLA: HSIE; SciTech

SYLLABUS: HSIE K–6; Science & Technology K–6

SCIS 1547510 Paper \$24.95

Every minute in Australia

POSHOGLIAN, Yvette

Scholastic Australia, NSW, 2012
ISBN 9781742832128 [994.002]

An Australian perspective makes this general knowledge almanac a relevant source for students across a number of curriculum areas. Focusing on broad categories, including food, sport, technology, pop culture and animals, the book provides a wide range of information on Australian social life and customs. Focus topics are presented in self-contained cartoon style segments that include a historical background and examples. Each topic concludes with suggested activities for students. Black and white illustrations punctuate the written text. As the book lacks an index, it needs to be browsed for information. Facts and figures presented in the *every minute* context provide an intriguing means of conveying details about Australian culture. B. Kervin

USER LEVEL: Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS 1539453 Paper \$14.99

Australian prime ministers

PURCELL, Anna

New Holland, NSW, 2012
 ISBN 9781921580215 [994.009]

Ostensibly a summary of Australia's 27 prime ministers, this book also provides a succinct overview of Australia's democratic origins, system of government and selected historical events. This wide ranging approach means that descriptions of the prime ministers are limited to half a page of text each, with a couple of photographs and a few dot points highlighting their contributions while in office. However, the book is expertly written, with a student friendly tone, and this will suit teachers and students wanting to cover civics outcomes in HSIE K-6 and History 7-10. The book may also prove a valuable resource in preparation for an excursion to Canberra. An interesting inclusion is a timeline of Aboriginal Australia which links to several of the prime ministerial achievements listed. J. White

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS 1541419 Paper \$14.95

Colonial people [electronic resource]

REILLY, Carmel

Macmillan Digital, Vic, 2012
 ISBN 9781420293906 [994.02]



Compatible with most interactive whiteboards and data projection technologies, this CD has four main sections of high quality: convict labourers, domestic servants, gold diggers and squatters.

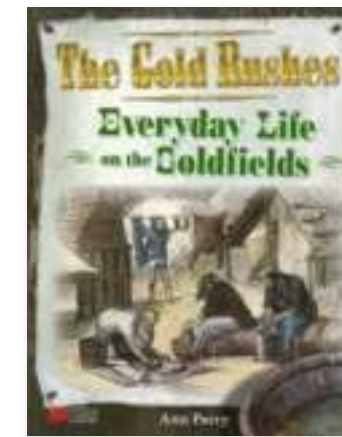
Information is presented by four young representatives of each group. The resource is readily accessible to a range of users, with captions in different fonts, speech balloons and hyperlinks to external websites, supporting varying abilities in reading and viewing. Primary sources include newspaper articles, book extracts and quotations. A set of teaching and learning notes, with nine blackline originals, are included on the disc. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS 1550270 \$112.00

The gold rushes [series]

PARRY, Ann

Macmillan Education Australia, Vic, 2012



The fascinating social history of the Australian gold rushes is told over four volumes in this series. Australia's growth from a collection of sparsely populated colonies to a wealthy federated nation is covered in enough detail to provide a fascinating narrative. While each volume contains a good mix of written text, maps, archival etchings and paintings, their real power lies in retelling the personal stories of poverty and wealth. The grinding reality for most prospectors was of hard toil in extremely difficult conditions with little chance of securing more than enough to get by. Besides gold, the series ventures into other connected areas of Australian history, including the role of bushrangers, the Eureka Stockade incident and the journey to Federation.

In this sense, the series rightfully places the precious metal at the forefront of late nineteenth century Australian history. J. White

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$17.99 each

Reviewed titles in this series:

The discovery of gold
 SCIS 1551979

Everyday life on the goldfields
 SCIS 1551973

Gold rush journeys
 SCIS 1551983

Riots, robberies and rebellions
 SCIS 1551980

Who reviews?

Alison Bovill, East Hills Girls
Technology HS

Narelle Chaffey, teacher

Nicole French, Singleton HS

Amanda Frost, The Hills Sports HS

Heather Gardiner, Bulli HS

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