

# Scan

the journal for educators



inspire  
transform  
**share**  
connect

*reflecting and sharing new knowledge*

## In this issue

challenge-based learning  
flexible learning spaces  
building teacher skills  
intercultural understanding  
cross-sector partnerships

# 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.

#### Editorial Board

Allan Booth  
Michelle Ellis  
Colleen Foley  
Lyn Hay  
Michael Murray  
Judy O'Connell  
Kathy Rushton  
Dr Ross Todd  
June Wall

**Editor:** Margaret McEwan

**Editorial Support:** Therese Kenny

**Graphic designer:** Realview Digital

Subscriptions and contributions welcomed:

**Email:** editor.scan@det.nsw.edu.au

**Web:** www.scan.nsw.edu.au

**Mail:** The Editor,  
*Scan*, Locked Bag 53,  
Darlinghurst, NSW 1300, Australia.

Articles submitted to or commissioned for Research in *Scan* are:

1. submitted to the *Scan* Editor
2. read to ensure their focus meets the journal's criteria
3. sent to two referees
4. sent to one or more additional reviewers as appropriate.

Further details are available on the website. Views expressed in *Scan* are not necessarily those of the Editor or the NSW Department of Education and Communities. *Scan* accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, the Department or *Scan*.

Articles and reviews are sometimes accompanied by embedded video or multimedia content or links to other sources. Publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Since many of these videos are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible by staff.

#### Copyright

The material in this publication is subject to copyright under the Copyright Act 1968 (Cth), and is owned by or licenced to the State of New South Wales through the Department of Education and Communities (the Department). This material includes (but is not limited to) information, data, documents, pages and images.

#### Material published in *Scan*

Covers and other third party content in *Scan* are reproduced with permission, where applicable.

Apart from the rights granted in the restricted waiver of copyright (below) all other rights are reserved.

For all other uses you must contact editor.scan@det.nsw.edu.au for permission.

Restricted waiver of copyright

The published material in *Scan* is subject to a restricted waiver of copyright to allow the subscriber to print or download copies of the material contained in the publication for use within a subscribed school, subject to the conditions below:

1. All printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. Institutional subscriptions only permit sharing within the subscribed institution.
4. Individual subscriptions are for personal use only and are non-transferrable.
5. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

©2014 NSW Department of Education and Communities.

Published by NSW Department of Education and Communities (NSW DEC).

ISSN 07264127

SCIS 752744

Cover image: [Lightspring/Shutterstock.com](#)



# contents

Volume 33, Issue 4, 2014

## From the Editor

3

## Currents

4

## Teaching and learning

6

**Challenge-based learning: exploring sustainability** Sean Corcoran and Dr Britta Jensen

6

**Flexible learning spaces** Julie Grazotis

14

## Research

18

**Learning and literacy for the future: Building capacity. Part two** June Wall and Karen Bonanno

18

## Curriculum support

31

**Promoting intercultural understanding in English** Jake Henzler

31

**Haiku: an invitation to brevity** Emma Heyde

36

**A new approach to improving literacy: A reader-in-residence moves in. Part two** Tracy Dawson

41

**Libraries in partnership** Martin Gray

47

**NSW public schools celebrate Book Week** Julie Grazotis, Sharon McGuinness and Lindi Owen

51

## Share this

54

## Resource reviews

55



# from the editor

Searching for ways to invigorate 21st century student learning? Looking for ways to connect your school with the local community? The articles in this last issue of *Scan* for 2014 will provide inspiration for all of this and more, as you count down to the holidays.

Don't forget to renew your subscription for 2015. Go to the [Scan](#) website, click on the Subscribe button and follow the prompts.

Thank you to our advertising partners, Britannica Digital Learning, ASP Barcoding, Softlink and The School Magazine. We would also like to thank our contributors, and our subscribers and readers, for supporting *Scan* this year.

Best wishes for a fantastic Christmas, and a safe and relaxing holiday break.

Margaret McEwan  
Editor



6

## Challenge-based learning: supporting sustainability

Sean Corcoran and Dr Britta Jensen showcase how challenge-based learning is engaging students with the cross-curriculum priority of sustainability at Newington College.



14

## Flexible learning spaces

Julie Grazotis shares how changing the learning environment at Banks Public School has made student learning more productive and enjoyable.



18

## Learning and literacy for the future: Building capacity

In part two of *Learning and literacy for the future*, June Wall and Karen Bonanno examine how teachers can develop competency in future skills and how teacher librarians can support this process.



31

## Promoting intercultural understanding in English

Jake Henzler outlines how an Australian curriculum project brought teachers from across NSW together at the Henry Parkes Equity Resource Centre to create resources to support intercultural understanding.



41

## Cross-sector library partnerships

In two separate articles, *A new approach to improving literacy: A reader-in-residence moves in. Part two* and *Libraries in partnership*, teacher librarians Tracy Dawson and Martin Gray highlight how joining forces with their local public libraries has increased student and community engagement with learning.



email  
[editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)



find us on facebook  
[www.facebook.com/ScanJournal](http://www.facebook.com/ScanJournal)



follow us on twitter  
<https://twitter.com/scanjournal>



find us online  
[www.scan.nsw.edu.au](http://www.scan.nsw.edu.au)

# currents



Colleen Foley, Libraries Coordinator, Public Schools NSW, is responsible for policy advice and leadership for school libraries and information literacy.

E: [colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)

## Engaging students in new learning

How is learning being transformed in your school? Building our capacity to provide opportunities relevant to future learning is highlighted in the article by [June Wall and Karen Bonanno](#). This article provides invaluable practical, future focused inspiration. It references key commitments to [Great teaching](#), [inspired learning](#), and the [Australian professional standards for teachers](#) relevant to NSW (BOSTES) and national practitioners, along with an engaging flow of embedded multimedia examples reinforcing an evidenced based approach.

Key aspects discussed include:

- identified future focused learning skills
- building capacity sustainably through a learning culture
- a vision and evidence based culture

- of capacity building
- leveraging and strengthening current capacities
- the *ultimate aim* of improving student learning.

The article concludes with a proposed *Capacity building toolkit for teacher librarians*, which emerges from research undertaken since the research based tool provided in [School libraries building capacity for student learning 21C](#) by Lyn Hay and Colleen Foley. Watch this space for opportunities to participate in forums to inform teacher librarian and school library vision, practice and policy.

## New Department library system to transform pedagogy

These ideas have synergy with opportunities to be provided by the Department's new library system, *Oliver*. Information about the library project is available for Department teachers on the [School library system intranet pages](#).

Schools will have options to add to and enrich their own carefully selected resources to support effective curriculum use of the library system. For example, there will be exciting integrations, such as federated search, for one stop access to additional diverse digital resources, including those

developed by the Department. Also on offer will be digital collections for areas such as

- Anzac and First World War Centenary P-6
- Anzac and First World War Centenary 7-12
- English Stage 6 Area of Study: *Discovery*.

As part of the library project implementation strategy, *lighthouse* schools are being identified for each Principal Network through an Expression of Interest process.

With support, these *lighthouse* schools will have a role in:

- providing leadership in learning
- supporting other local schools
- fostering communities of learning and sharing
- undertaking simple action research to illustrate learning benefits and the impact on student outcomes.

Using the new library system as a learning and teaching tool, all schools will be able to explore:

- powerful opportunities for collaboration with teaching colleagues, and other school and public libraries




### Sample standard search page

- enhanced student learning
- ways of providing local evidence of improved student outcomes.


Watch *Scan* for more about this exciting project, opportunities to participate in ongoing discussion, and schools sharing their success stories.

Finally, I wish you all the best for the coming Christmas and New Year period.

 find us on facebook  
[www.facebook.com/ScanJournal](http://www.facebook.com/ScanJournal)

 find us on facebook  
[www.facebook.com/learnDEC](http://www.facebook.com/learnDEC)

 follow us on twitter  
<https://twitter.com/scanjournal>

 follow us on twitter  
<https://twitter.com/learnDEC>

## Exploring Scan's online edition

### Engage

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



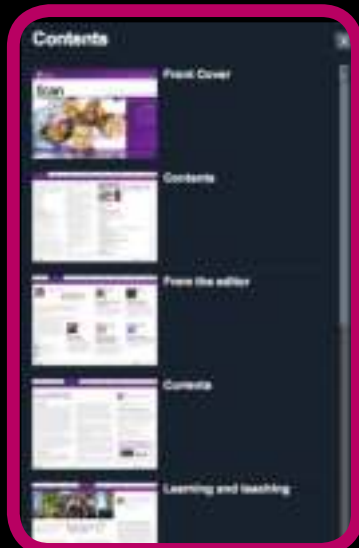
### Turn

through the pages



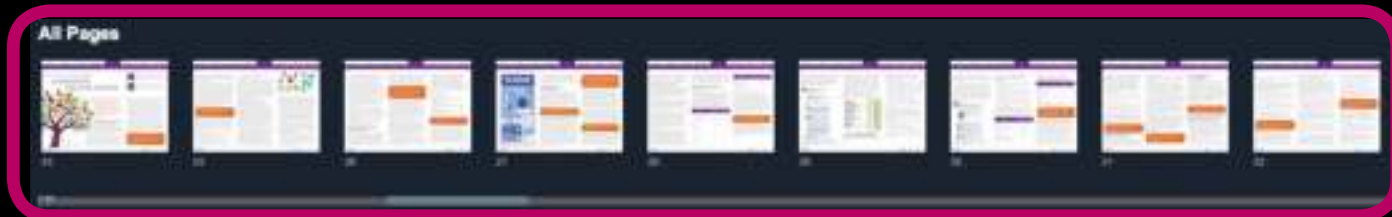
### Contents

Navigate through contents from any page



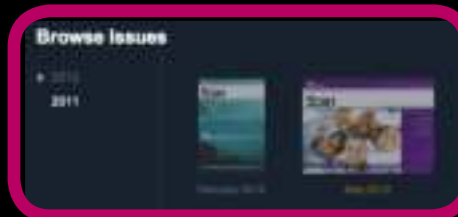
### Browse

through all pages in the issue



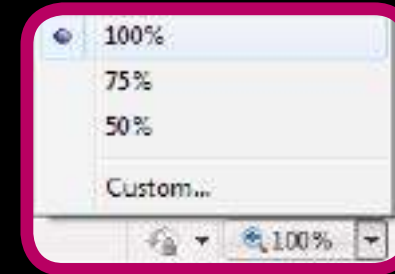
### Archives

Browse past issues



### Zoom

Click once on the page to zoom in. Click again to zoom out. Experiencing fuzzy text? Ensure your browser settings are set to 100% zoom.



### Search

the current issue or the Scan archive

### Love reading in print? Download

a fully printable alternative as a PDF or

### Print

pages directly from the screen  
**Tip:** remember to check your print settings (eg. landscape, colour)

### Share

your favourite articles easily with colleagues!

### Email

specific articles to colleagues within your subscribed institution for improved access and sharing.



### Changing your username or password

To change your user name, please contact editor [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)

You are strongly encouraged to change your password promptly, to protect the security of your account. Please safely record your login. Forgotten passwords can be retrieved by emailing [support@realview.com.au](mailto:support@realview.com.au)

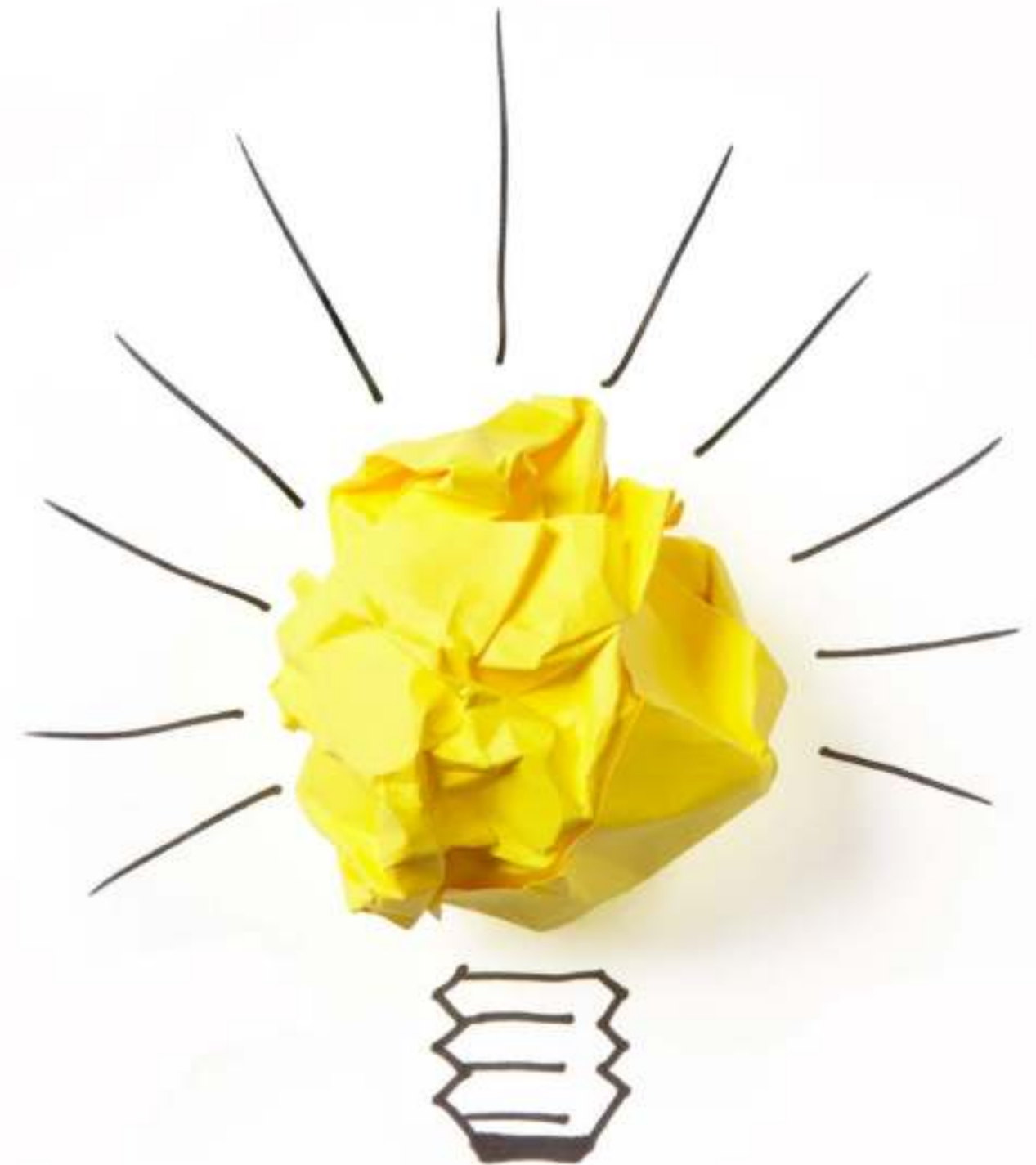


For more tips, [click here](#) to view Scan's video taster.

# Challenge-based learning

## exploring sustainability

Sean Corcoran, Head of Learning and Teaching at Newington College in Stanmore NSW and Dr Britta Jensen, showcase the use of challenge-based learning (CBL) to develop a cross-curricular, technology-rich, authentic, inquiry-based and collaborative four-week program to explore sustainability, a national cross-curriculum priority area.



Sean Corcoran is Head of Learning and Teaching at Newington College in Stanmore, NSW. He has taught English, History and Philosophy at middle and high school levels in both the United States and Australia.



Dr Britta Jensen is an educator and linguist with experience teaching at the primary, secondary and tertiary levels. Her doctorate is from the University of Oxford (2003), and she has worked in education in Australia since 2006.

Developing ideas that were originally set out in the [Melbourne declaration](#), the Australian Curriculum and Reporting Authority (ACARA) has identified sustainability as one of three cross-curriculum priority areas. Simply expressed, the aim is to [add depth and richness to student learning](#) through promoting cross-curricular programming around themes such as sustainability (ACARA, 2014).

*[Sustainability] will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. The sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action.*

(ACARA 2014)

## Overview

In this spirit, teachers at Newington College designed and implemented a challenge-based learning (CBL) model with 220 Year 7 boys in 2013. This project invited students to identify, refine, and present practical solutions to a real problem: *How can we make our school more sustainable?* In order to thoughtfully engage with this question,

teachers took boys out of their usual classrooms to pursue a specially-designed, four-week program. Over the four weeks, boys engaged with Science and Geography in order to develop foundational skills and knowledge. The boys then faced a series of student-directed learning activities relating to aspects of sustainability. Finally, students worked in groups to select one key sustainability issue within their school environment and responded by developing an innovative and realistic plan of action.

Students and staff both benefited from this four-week program. Benefits for students included opportunities to use information and communication technologies (ICT) in innovative ways, explicit instruction in Guided Inquiry to identify solutions to real world sustainability problems, and the development of important collaborative learning skills. In addition, there were important professional learning benefits for teachers. The genuinely cross-curricular nature of the task allowed teachers to witness authentic student learning beyond their usual discipline areas. Teachers grew professionally by challenging themselves to facilitate learning processes that were often outside familiar content areas.

*The genuinely cross-curricular nature of the task allowed teachers to witness authentic student learning beyond their usual discipline areas.*

This article sketches the ideological background to the project, outlines the planning and project phases, and closes with some reflections about the process. Hopefully, this article will inspire other educators to implement challenge-based learning projects with their own students.

## Background

In the twelve months preceding the Year 7 CBL project on sustainability, teachers at Newington worked collaboratively to develop a learning and teaching framework at the College. The aim of this framework was to provide a common language and clear expectations for learning and teaching goals, and practices to best equip students for the rapidly evolving nature of the 21st century both at school and beyond.

From this work three core descriptors for 21st century learners were identified:

- the *self-directed learner* who is independent, responsible and resilient

- the *inquisitive learner* who is creative, collaborative and passionate
- the *reflective learner* who is engaged, ethical and critical.

Teachers then researched classroom practices and strategies which would best facilitate the development of these important characteristics. It was through this research that challenge-based learning was identified as one of the key approaches that provided self-directed, inquisitive and reflective learning opportunities for our students.

## Challenge-based learning

Challenge-based learning is a learning and teaching model originally developed in 2008 by a group comprised of 29 teachers and a team of educators from Apple, Inc. This pedagogical approach *incorporates the best aspects of problem-based learning, project-based learning and contextual teaching and learning while focusing on real problems faced in the real world* ([New Media Consortium](#) 2009). There is also a strong correlation between this approach and the [Quality Teaching](#) framework, which identifies, intellectual quality and significance as key factors in improved student outcomes.

The authentic, collaborative, technology-rich and student directed

nature of this model enriches students with valuable skills and engages them through this deeper inquiry. A study of challenge-based learning pilot programs by the New Media Consortium in 2009 found that 97 percent of the 321 students involved in their study found the experience *worthwhile* (New Media Consortium, 2009).

*The authentic, collaborative, technology-rich and student directed nature of challenge-based learning enriches students with valuable skills and engages them through this deeper inquiry.*



The *surfing scientist*, Ruben Meerman, demonstrates some of the scientific principles behind climate change

## The planning phase

At the beginning of the academic year, a professional learning group was commissioned to develop the challenge-based learning task for the Year 7 cohort. Over the course of the year, this committee researched the components of challenge-based learning and liaised with other area schools who had created similar models, most notably Santa Sabina College who had been using this approach for two years in their *Footprints to sustainability* challenge-based learning project for Year 7. The final four week program was then developed. As all Year 7 students have iPads, this committee incorporated technology-rich and iPad-specific tasks for the students throughout the project.

*A study of challenge-based learning pilot programs by the New Media Consortium in 2009 found that 97 percent of the 321 students involved in their study found the experience worthwhile*

New Media Consortium, 2009

For the success of the project, it was fundamental that it became a truly cross-curricular and integrated program. By the middle of 2013 almost every department had agreed to participate.

ADVERTISEMENT

**The digital resource designed for all ages and all abilities K-12**

- Individualised content three unique levels
- Easily create and share content with students and teachers
- Addressing the needs of today's educators and students

- Differentiated Learning
- Interactive Learning Materials
- Aligned to Australian Curriculum
- My Britannica – Lesson-Plan Builder
- Supplemental Classroom Resource

**ORDER NOW - NO PAYMENT UNTIL FEB 2015**

**Britannica**  
Digital Learning

© 2014 Encyclopaedia Britannica, Inc. | BRIT0276

**02 9915 8800**

Contact: Camille Davey  
Email: bol@eb.com.au  
Web: edu.eb.com



Many teachers were initially sceptical and worried about issues such as losing control of their classroom or taking on a different role of teacher as facilitator, mentor, guide or collaborator. Some teachers also expressed concern about students becoming off task without direct guidance from a teacher.

To address these concerns, and to ensure that all staff had the opportunity to participate, part of the learning framework professional learning day at the end of Term 3 was dedicated to briefing all staff on the nature and principles of the challenge-based learning project. Staff chose between morning workshops on the classroom strategies of our learning framework, for example, Guided Inquiry, flipped teaching, blended learning, project/challenge-based learning, *Visible thinking* and positive psychology. All Year 7 teachers were then briefed about the sustainability project, and invited to voice their questions and concerns. Morale was high, and many teachers felt more prepared to tackle this new challenge.

### The project phase

As outlined above, the project was divided into three distinct stages which allowed students to develop necessary skills and knowledge and explore issues around sustainability. This enabled them



**Year 7 students out and about, exploring aspects of their school environment**

to find their own areas of interest before beginning their collaborative projects.

### Stage one: Introductory activities on sustainability

Students rotated through two days of practical and fundamental lessons in Geography and Science, developing some foundational understanding of the issues surrounding sustainability. Geography and Science teachers



**Introduction to practical science – preparing for CBL**

developed and taught lessons on eight focus areas: water, food, energy, air, resources/recycling, waste management, biodiversity, and population. Tasks for both Science

and Geography were made available via Google Drive, and boys completed activities on their iPads.

Students were guided by external and internal experts. Two guest speakers gave inspirational presentations. The surfing scientist, Ruben Meerman, illustrated the science behind climate change, while Kristina Stoney and Nic Arney from *World by Cycle* inspired students with their stories of cycling around the world. During this stage, students also developed their inquiry and research skills with library staff, their teamwork skills with drama teachers and their ICT and presentation skills with ICT facilitators.

### Stage two: Student learning matrix

Individually or in small groups, students worked through a [learning matrix](#) of activities drawn from various disciplines, concentrating on the aforementioned eight focus areas of sustainability. All Year 7 teachers facilitated this phase of the project, guiding and supporting boys' activities within and outside their particular curricular area. These cross-curricular activities developed students' skills and knowledge, allowing them to explore the issues around sustainability in a self-directed way in preparation for the actual challenge-based learning task in stage three of the project. The learning matrix was organised using Bloom's taxonomy of higher order

thinking so that the activities progressively became more challenging as the students worked through them. Students were issued with a paper A3 sized matrix that served as a passport for these activities. These passports were stamped by teacher mentors as students progressed through the matrix by submitting the tasks via [Canvas](#), our learning management system.

**Stage three: Challenge-based learning task**

Drawing on their learning experiences from stages one and two of the project, students worked in groups of four to identify an issue, problem or challenge around one of the eight identified areas of sustainability at Newington College. They used guiding questions to focus in on the issues of their challenge before exploring guiding resources and activities which led



The [Newington College challenge-based learning program](#)

students to eat locally grown and sustainable foods. The head of the school’s sustainability committee was present to hear these solutions with the aim of implementing some of them in the following year. Sustainable awards, made from recyclable materials, were presented for the most creative and innovative presentations.

**Feedback from staff**

By the end of the project the teachers who were involved found that any initial concerns were unwarranted and they found the experience a positive one for themselves and their students. Some of their feedback can be found below:



**[Challenge-based learning: The learning matrix.](#) Clip of students who composed and performed a song as one of the matrix tasks**

them to develop an authentic solution. A group then planned and presented a 5–6 minute pitch highlighting the chosen problem and its solution. Students worked through a scaffolded series of activities, and each group had the assistance of a mentor teacher. The [full program](#) for the integrated CBL project is available on Google sites.

The project culminated with the groups presenting their authentic solutions over two days to an audience of students, teachers and parents. The presentations were a great success with some captivating usage of technology through videos, websites and animations. Some innovative solutions to the challenges of sustainability, included the use of [corn starch pens](#) in classes and [awareness raising programs](#) to encourage



**[Sustainability: corn starch plastics](#)**



### Sustainability: best solution. The hunger day

*What an amazing project! The boys gained a great deal from it.*

*I loved what I saw! Thank you so much for giving us this opportunity with our classes.*

*It was great to see that the boys were able to use their creative skills to communicate their ideas using technology in a positive way.*

A secondary benefit of the challenge-based learning project for staff was the professional learning opportunities provided for teachers. Teachers, who might have been previously hesitant about using technology, allowing for student-directed learning or developing a Guided Inquiry focus in their classes could trial these approaches in a safe and supported environment and readily see the benefits in their

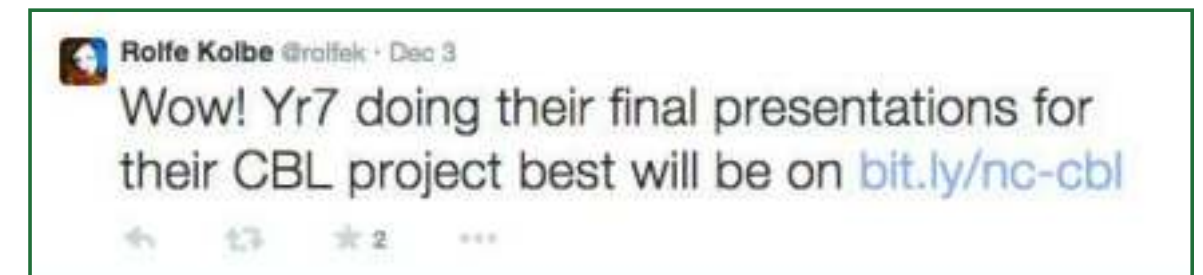
students' learning. Explicit use of Guided Inquiry offered teachers the opportunity to forge new links, and refresh existing connections, with library staff. As it is in many schools, the library is the headquarters of Guided Inquiry at Newington College (Carron and Choi, 2013).

### Feedback from students

Student reactions to the challenge-based learning project were also overwhelmingly positive with 80 percent of students finding it an *enjoyable* experience and 82 percent of students reporting that it *effectively developed their learning*. Some of the student responses can be found below:



**Learning beyond the classroom: Newington students record their findings in the field**



### Building excitement on social media

*It was very enjoyable and productive - a good way to keep our brains still in gear for the last few weeks of the year.*

*It was a great idea and I would love to do it again next year!*

*It was fun to try something new and learn different information.*

### Taking the next step

With sustainability as one of the three cross-curricular priorities of the new Australian Curriculum, many schools are looking for effective and innovative ways



### Getting the CBL message out on Twitter

to integrate it into their various subject areas and project-based and challenge-based learning approaches are becoming more prevalent. Specifically, challenge-based learning allows schools to develop a cross-curricular, technology rich, authentic, inquiry-based and collaborative approach so that the study of sustainability becomes a meaningful, and not a tokenistic, learning opportunity for students. Challenge-based learning also provided many exciting learning opportunities for students and staff. Teachers at Newington College will run this challenge-based program again in 2014 for Year 7, and are in the process of developing challenge-based learning opportunities for students in other years, as well.

### References and further reading

Apple Inc. 2011, *Challenge-based learning: take action and make a difference*, accessed 6 September 2014.

Atherton J. S. 2013, *Learning and teaching; Bloom's taxonomy*, accessed 26 September 2014.

Australian Curriculum and Reporting Authority (ACARA) 2014, *Cross-curriculum priorities*, accessed 28 August 2014.

Carron, A. and Choi, C. 2013, Information fluency framework, unpublished internal document, Newington College.

Ministerial Council on Education, Employment, Training and Youth Affairs (MYCEETA) 2008, *Melbourne declaration on educational goals for young Australians*, accessed 28 August 2014.

New Media Consortium 2009, *Challenge-based learning: an approach for our time*, accessed 7 September 2014.

Newington College 2013, *Challenge-based learning: sustainability*, accessed 28 August 2014.

New South Wales Department of

Education and Training (NSWDET) 2003, *Quality teaching in NSW public schools*, Professional Support and Curriculum Directorate, Sydney.

Santa Sabina College 2011, *Footprints to sustainability*, accessed 9 September 2014.

### ADVERTISEMENT

## Engaging the 21st century learner



**Empower learning and engage students with leading technology and eResources by OverDrive.**

Softlink is the authorised distributor of OverDrive in Australia and New Zealand.

## Softlink

Powering Knowledge Performance

Contact Softlink on **1800 777 037**

or [info@softlinkint.com](mailto:info@softlinkint.com)

or via [softlinkint.com](http://softlinkint.com)



# Flexible learning spaces

## Flexible

### Context

Over the last 18 months, Banks Public School (BPS), like all other schools in NSW, has been preparing for the implementation of the [NSW syllabuses for the Australian curriculum](#). At our school, this process has included a review of current pedagogy. After engaging in professional learning about the needs of 21 century learners and the [Quality Teaching](#) framework, reflection on our classroom practice identified a greater need for explicit teaching, and staff and student collaboration.

As a result, all Stages adopted an open classroom approach to literacy and numeracy in 2013. The process revealed some key positives, particularly, the ability of students at BPS to rotate and work collaboratively in groups. In order to build on this success, the principal, Pate Cooper, proposed an expansion of this practice into the library. The only hitch would be that the timetable required two classes attending the same session. It was an exciting prospect: two teachers, two classes, two hours and one library. How was it going to work?

### Defining the problem

To answer this question, I reflected on past learning in the library, the degree of student engagement and areas of student need. Analysis of data derived from conducting semester quizzes for three years revealed that our students were confident library users and able to navigate the library space, but they lacked knowledge and skills to follow the research process effectively. Evaluation of the open classroom initiative also revealed that students were not always producing work of a quality standard, both in neatness and knowledge when working independently or in small groups. It became clear that learning activities needed to be more explicitly structured and learning spaces organised, so that productive learning could occur.

*It became clear that learning activities needed to be more explicitly structured and learning spaces organised, so that productive learning could occur.*



Julie Grazotis is the teacher librarian at Banks Public School in Western Sydney. She strongly believes that school libraries should be delivering engaging and challenging learning experiences and resources to equip students with 21st century learning skills.

## Finding the right solution

One solution seemed to stand out from the rest; an approach in the library with an organisational structure built around groups of students working on explicit research related tasks. The framework for this program was inspired by an article by Bianca Hewes in a recent *Schools Catalogue Information Services (SCIS) Connections* newsletter. The article, [Using archetypes to match learning spaces with physical and digital spaces](#), outlined how Bianca Hewes was using [Thornburg's concept of flexible learning spaces](#) in her high school classes to connect and engage students in the learning process. Hewes described the process as *aligning students' physical learning space with their mental learning space*. This seemed to be the answer I was looking for; a process that allowed for the movement of large groups with provision for flexibility of activities and supervision.

*The flexible learning spaces model was also appealing as the process employed a narrative in which to frame the student focused experience.*

The flexible learning spaces model was also appealing as the process employed a narrative in which to frame the student focused experience. I have long



**Cave: a student finds a comfy place to read without the distraction of others**

employed the [Quality Teaching](#) element of narrative to engage and connect students with learning in the library. The story telling nature of this approach to learning in the library was the hook required to capture students' attention and frame student learning experiences.

## Flexible learning spaces

Flexible learning spaces is a student focused approach to teaching a unit of work. The learning space is divided into smaller task focused spaces that relate directly to the learning behaviours student should display when working in each area. At BPS we label each of the areas as outlined by Thornburg and Hewes:

The *cave* is a space where students work independently to complete tasks.

They can reframe ideas gathered from interaction with other students and stay focused on their reading and research.

The *waterhole* is a space where students work in small groups to complete tasks. They are encouraged to discuss, collaborate and share ideas.

The *campfire* is a space where the whole group meets to receive instructions, discuss the topic and view stimulus to gather information about the topic. Only one person speaks at a time in *campfire* so conversations are focused and directed around the topic and reflection of student experiences.

The final space is *life*. In this space students make and create a small topic related project. The project has a specified audience and requires the application of research gathered during the other spaces. *Life* occurs towards the end of the topic, but still requires visits to *campfire* to clarify the project and reflect on student progress.

To support the notion of flexible learning spaces, posters outlining each of the spaces: *cave*, *waterhole*, *campfire* and *life* are displayed. In the beginning, furniture was rearranged and in some cases purchased to accommodate groups. Visual timetables were developed to indicate the sequence of activities and activity cards were created to guide students as they

moved around the library space completing their tasks.

## Programming for flexible learning spaces

The [Curriculum planning and programming for quality teaching assessing and reporting](#) document guided preparation for the project as it outlines that a collaborative process requires a *shared understanding of intended learning*. Therefore, understanding that the success of the different approach to learning depended on staff support, I created a programming template. This template allowed Stage teams to collaboratively identify the focus of the unit, possible activities and resources to engage the students. My role was to address the logistics of the lesson with attention to the structural features of the space and the movement of the groups. In addition, I helped colleagues to select suitable topic related print, visual and multimodal texts to be accessed by students during the unit of work.

## Implementation and reflection

Teaching began on the first day of Term 1 this year with an orientation for staff followed by a five week introductory unit (see Table 1) for students in Years 1 to 6. During this unit of work, students were introduced to the terminology of the learning spaces and the expectations of



**Waterhole:** a group of students work together to complete their activity

each one. The focus of this introductory unit is the development of skills for communication, learning and reflection that can be applied across a range of KLAs. This orientation time allowed teachers to adjust to the team teaching arrangement and observe the students as they explored each of the spaces.

Students were also able to identify which of the spaces they preferred to work in through targeted questioning. The allocation of time to reflect proved essential to the orientation process as students adopted ownership of the language and the spaces. Student responses included:

*I like cave because I can concentrate.*

*I like waterhole because I can talk to others and share my ideas.*

These reflection times are now a regular

feature in campfire as student responses allowed teachers to directly attend to issues that arise in the space and support students having difficulty. As a result of the reflection time it was identified that spatial changes were required to better cater for students with a preference for waterhole learning. Our waterhole activities were originally set up in open floor spaces and the cave activities were set at tables. However, over a number of weeks it became obvious that cave learners wanted to spread out and waterhole groups wanted to be near each other. The swap has allowed students in each of these spaces to be more settled and focused on their set tasks.

While students and staff continue to embrace the flexible learning spaces model, clear rewards can already be seen. Observation of behaviour and student work samples reveal that as they complete the work students are asking questions, taking accurate notes and seeking support to improve their research practice. The campfire space is used to provide information literacy skills such as using an index, note taking and internet browsing at point of need and these pieces of advice are accepted by the students as they are relevant to the immediate work. The progress in student research skills was evident when the students were presented with their first life task. Although students were keen



**Cave:** students work independently

to commence the project they could not do so until they had completed all their research. For some this meant retracing their steps, checking facts and searching for more keywords. A valuable lesson was learnt here as students had to accept responsibility for their progress and performance.

### Building a flexible future

Banks PS will continue to employ flexible learning spaces over this year and hopefully into the future as recent staff feedback indicates satisfaction with this approach to learning. Our units of work have developed to integrate elements of the new English syllabus, namely an expanded text base to engage students. We are also able to provide an increasing range of opportunities to employ current and new technologies such as the XO laptops, Notebook 10, YouTube clips, PowerPoint and blogs.

## Banks PS 2014: Introduction to flexible learning spaces: Unit overview, Stages 1-3

### Topic: *Adventure time*

- Learning goals: orient students to the flexible library space process
- assist students to develop skills to locate, select and use good quality, relevant information using the [5Ws method](#).

Unit duration: 5 weeks: one 2 hr session per week

Organisation: two stage adjacent classes, separated into 6 working groups meet for one 2hr session per week

- Week 1: introduction to topic
- Weeks 2-4: each group completes three rotations per session; one complete rotation per fortnight
- Week 5: presentation and reflection

Supervision: one teacher librarian and one classroom teacher per hour with possible addition of a SLSO

Session organisation:

- 20 mins-campfire
- 60 mins-3 x 20min rotations-cave and waterhole
- 20 mins-campfire
- 15 mins for *borrowing and browsing*



CAMPFIRE:	
<b>Campfire: introduction to topic (Week 1)</b>	<ul style="list-style-type: none"> <li>View opening credits of animated cartoon <i>Adventure time</i>.</li> <li>Identify the 5Ws in the video (Who, What, Where, When and Why they like it).</li> <li>Discuss adventures experienced by the characters and what constitutes an adventure - danger, knowledge, teamwork, fun. Outline how the library is organised in adventure areas and how students will work within these areas.</li> <li>Include the reward system of marbles and STAR awards.</li> <li>Revise the behaviours expected by students when working in the library (PBL chart).</li> </ul>
<b>Campfire: introduction to session (Weeks 2-5)</b>	<ul style="list-style-type: none"> <li>Revise the topic and recall activities group has completed.</li> <li>Remind students of behaviour and work expectations using positive examples from previous sessions.</li> <li>Share any news regarding the library, borrowing or school events.</li> </ul>

ROTATIONS: WEEKS 1-4						
20 mins Activity 1	20 mins Activity 2	20 mins Activity 3	20 mins Activity 4	20 mins Activity 5	20 mins Activity 6	20mins
Cave	Waterhole	Cave	Waterhole	Cave	Waterhole	Browsing and Borrowing
Draw a map of the adventure that Jake might have if he visited Banks PS. Remember the features of an adventure.	View the posters of the story <i>Mirror</i> by Jeannie Baker. Talk about the pictures with your group and identify the 5Ws.	View one of the scenes playing on the laptop. List 5W response to the location. Draw a picture of your adventure and write a beginning to the story.	As a group choose one of the topics to research. Work with the teacher to create a question map. Use the encyclopaedia to locate the answers.	Read and view the selection of books about adventures. Identify the 5Ws within the story to learn more about adventures. Who goes on adventures? Where do they adventures?	Work with a member of your group to view an atlas. Label places on the world map.	Students have 15 mins to read, browse or borrow. This time is also an opportunity to: introduce new or popular titles, read aloud to a whole class, listen to an audio book or promote quality literature.

CAMPFIRE	
<b>Campfire: conclusion of session</b>	<p>Individual students and groups share their responses to each of the activities</p> <ul style="list-style-type: none"> <li>What surprises did you encounter during the task?</li> <li>What things did you try that didn't seem to work?</li> <li>What challenges did you face working as a team?</li> <li>What is one thing you have learned that you didn't know before?</li> </ul>

Table 1: Introductory unit for flexible learning spaces

### References and further reading

Department of Education and Early Childhood Development, 2011, *Flexible learning spaces*, accessed July 14 2014.

Hewes, B. 2013, 'Using archetypes to match learning spaces with physical and digital spaces', *SCIS Connections*, Issue No 85 Term 2, accessed July 14 2014.

New South Wales Department of Education and Training (NSWDET) 2003, *Quality teaching in NSW public schools*, Professional Support and Curriculum Directorate, Sydney.

New South Wales Department of Education and Communities (NSW DEC) 2012, *Curriculum planning and programming for Quality Teaching, assessing and reporting*, accessed July 14 2014.

Shrock, K. 2009, *The 5W's of website evaluation*, accessed 28 October 2014.

Thornburg, D. 2007, *Campfires in cyberspace: primordial metaphors for learning in the 21st century*, accessed July 14 2014.

### ADVERTISEMENT



Millions of images from more than 50 of the world's best and most respected image libraries

"Highly recommended" • Booklist • CHOICE Magazine • Internet @ Schools • Library Media Connections



- Close to 3 million rights-cleared images selected for relevance to education
- Supports classroom activities and lesson plans
- Suitable for any devices, LMS and whiteboards
- Individual logins allow for easy review, selection and creating My Albums
- New and improved design on one safe site

ORDER NOW - NO PAYMENT UNTIL FEB 2015

Britannica Digital Learning

02 9915 8800

Contact: Camille Davey  
Email: bol@eb.com.au  
Web: edu.eb.com

© 2014 Encyclopaedia Britannica, Inc. | BRIT0277

# Learning and literacy for the future: Building capacity.

## Part two

This article is the second in the series, Learning and literacy for the future. The first article, published in *Scan* 33.3, examined the research base behind the need for students and teachers to develop new learning skills, formerly known as 21st century learning skills. This article examines some of the ways teachers can build capacity to engage students in learning these new skills.



June Wall is an independent consultant for elearning and libraries. June has broad experience as a teacher librarian, educational leader and consultant, professional association executive and president at state and national levels. June is passionate about digital learning and pedagogies and future oriented libraries.



Karen Bonanno is an online educator and consultant, the founder and director of *Eduwebinar*. Karen's focuses are innovative teaching and learning, and resourcing future oriented curriculum design and delivery. Karen has extensive experience as an educational leader nationally and internationally.

This paper considers a capacity building approach, through formal and informal professional learning experiences, to ensure teachers develop competencies and capacity to help improve learning outcomes and prepare students for the rapidly changing world of work.

*Hay and Foley* (2009), articulate a capacity building process, involving the principal and teacher librarian, to lead the school community to a 2020 vision for the school library. Examples of what capacity building looks like in practice for a school library are addressed through a ten element framework (Noah and Brickman, 2004). The authors identify the knowledge, skills and expertise of the teacher librarian in building learning and literacy capacity in students.

In *Learning and literacy for the future*, new learning skills required by students to be successful in an increasingly global and competitive society were identified. In this article, literature is cited (ITL research project 2011; Jensen et. al. 2014; Johnson et. al. 2013, p. 9) that strongly indicates the lack of relevant and future focused professional learning that helps to build capacity in teachers. The conclusion is that while the dialogue within the teaching profession has focused on what has been termed 21st century learning skills for students, the discussion now needs to be on building capacity for teachers so they can actively engage students in these new learning skills.

The learning skills identified by Wall and Bonanno are:

- leadership
- critical thinking
- creativity
- agility
- digital literacy
- communication
- problem solving
- global citizenship
- design thinking
- collaboration
- interpersonal relationships.

(Wall and Bonanno 2014, p. 22)

## Building capacity in the profession

As new learning skills emerge it is necessary for education systems to respond to make sure teachers have sufficient capacity to develop learning programs that will provide the opportunity for students to develop these new learning skills.

Capacity building or development is the process by which individuals, groups, organisations, institutions and societies increase their abilities to:

- perform core functions, solve problems, define and achieve objectives
- understand and deal with their development needs in a broad context and in a sustainable manner

(UNESCO 2006, p.1.)

In simple terms, capacity building can be described as a sustainable process of equipping teachers with the knowledge, skills and attitudes to enable them to cope with change and achieve the desired educational outcomes.

For the education sector, capacity building can be divided into individual, group, school and system target groups. Each group is strongly interrelated. In this scenario, capacity building can be defined as follows:

- *Individual*: Establishing ways to provide relevant, collaborative and future focused professional learning opportunities for individuals to build on existing knowledge, skills and expertise.
- *Group*: Establishing ways to build focused groups or groups focused on specific learning areas and/or special interests.
- *School*: Supporting institutions in the formation of policy, organisational structures and a learning culture.
- *System*: Finding ways to support systemic decision making that is responsive to changes in teaching and learning, and management challenges.

In this context, capacity building emphasises the need to build on what already exists to leverage and strengthen existing capacities, and to develop and grow new knowledge and skills. As teachers are faced with new developments that require them to upskill, it is imperative they have access to the most relevant and up-to-date information. They also need access to opportunities to apply new skills and make changes to their pedagogical practice, and discover ways to capture evidence of success resulting from these changes.

## Professional learning as a pathway for capacity building

Professional development and professional learning tend to be terms that are used interchangeably. Knapp (2003) defines professional development as *the full range of activities, formal and informal, that engage teachers or administrators in new learning about their professional practice* (p. 112), and professional learning as *changes in the thinking, knowledge, skills and approaches to instruction that form practicing teachers' or administrators' repertoire* (pp. 112-113).

Professional learning involves *changes in one's capacity for practice, (i.e. changes in professionally relevant thinking, knowledge, skills, and habits of mind) and/or changes in practice itself (enacting the new knowledge and skills in one's daily work)* (Mayer and Lloyd, 2011, p. 3).

The context for this paper is that professional learning happens through formal and informal learning experiences. It could take the form of attendance at a conference or workshop, or occur during collaboration with a colleague to plan a unit of work or discuss a student's project. It might happen through a casual conversation or exchange of information about teaching

strategies, or through individual professional reading. The ultimate aim for professional learning is to improve student learning outcomes. For young people to acquire the learning skills they will need to be successful in the future world of work, they require teachers with the competency to effectively teach these skills (Schleicher, 2012; NSW Government, 2013).

### Future world of work

Karthik (2014) identifies 16 clues that indicate the future world of work is already here and briefly explores the global work-based trends:

- working remotely
- accessing flexitime (work/life balance)
- using co-working spaces
- outsourcing tasks
- hosting virtual meetings to work collaboratively
- leveraging social media
- encouraging entrepreneurship
- embracing job flexibility and mobility.

These types of work environments require a set of skills that go beyond the traditional academic skills. Today's education requires teachers to be committed to constantly advancing their own professional knowledge, skills, attitudes and practices to develop competencies and capacity to help improve learning outcomes and prepare students for the rapidly changing world of work.

The following YouTube videos explain aspects of the future world of work in greater detail.



Cameron Herold: [\*Let's raise kids to be entrepreneurs\*](#)



Andrew McAfee: [\*What will future jobs look like?\*](#)

### Innovative professional learning

The Australian Institute for Teaching and School Leadership (AITSL), recently commissioned the [\*Innovation Unit\*](#) to investigate and document the characteristics of professional learning that is supporting professional growth and improved workplace performance. The report, [\*Global trends in professional learning and performance & development\*](#) (Innovation Unit 2014), identifies common features for innovative professional learning across fifty organisations including, but not limited to education. The report describes innovative professional learning as:

- collaborative
- individual
- face-to-face
- remote
- required
- offered
- self-directed
- facilitated
- situated
- personalised
- intensive
- sustained
- formal
- informal
- certificated
- incentivised.

(Innovation Unit 2014, p. 14)

The most powerful professional learning came about due to the combination of some of these features. A specific set referred to by Hannon (2014) was personalised, intensive and informal. The learning experience was focused on the individual, in short, sharp bursts with no specific program structure. Some of the most innovative examples were the combination of collaborative, self-directed and informal. These were less structured and regulated, and engaged a community of educators in social media and online environments where they learn and develop their practice together.



[Valerie Hannon: Global trends in professional learning and performance and development](#)

## Developing a culture for capacity building

As capacity building is about developing knowledge, skills and attitudes and the application of these for the individual, it is important that the environment of the individual enables this to happen. The culture of a school and subgroups within schools, for example, faculties or in the case of a teacher librarian, the library, should be empowering to the individual. An empowering culture for teachers is one where individual learning for all is the central tenet and this is openly acknowledged and actively sought by the whole school community. An individual or organisational learning culture is based on four attributes:

- Demonstrable ability to create, communicate and enact a clear *vision* based on the school context.
- A shared belief and empowerment that drives a *growth* mindset and has an atmosphere in which ownership and delegation thrive.
- Use of a continuous improvement model where expectations are based on individual coaching and mentoring as a part of the *professional learning* model.
- Understanding and use of *outcomes based thinking, inquiry* and monitoring of the context and changes as appropriate. Accountability, consistency and shared leadership are core to the delivery of results (Progress International n.d.).

## Establishing a framework

An active learning culture in a school will use or base professional growth decisions on the [Australian teacher](#)



[Centre of Excellence: What is a learning organisation?](#)

### [performance and development framework](#)

(the framework) (AITSL 2012). This provides a matrix for the individual, school or section of a school to use as a lifelong and continual improvement process. The following is a top level overview of the framework that should form the core purpose for building a learning culture within the school:

### Focus on student outcomes

Teacher improvement is based on student improvement and therefore student outcomes.

## Clear understanding of effective teaching

To focus on improving teaching, the *Australian professional standards for teachers* (the standards) outline effective teaching at four career stages.

## Leadership

A truly effective approach to leadership, both in positional and individual leadership, is characterised by a shared commitment to improvement and an acceptance that teachers have a powerful role to play in each other's development, as well as their own.

## Coherence

Performance and development for all staff must be aligned with school plans and school-wide approaches to professional learning.

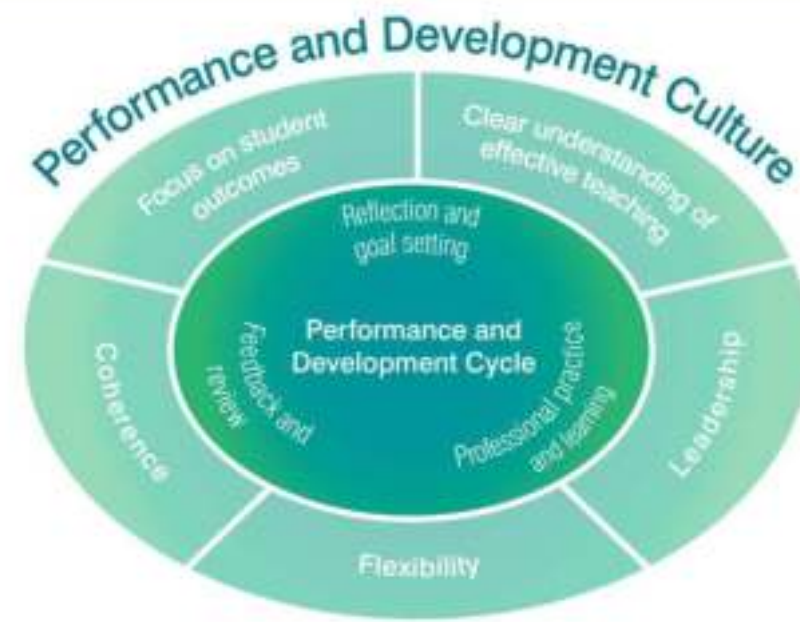
## Flexibility

It is clear that effective implementation takes into account a variety of starting points for schools and individuals, and that the intent and procedures will be different in different situations.

## Performance and development cycle

Integral to a process that is based on the five parameters for the framework

are the following three elements of a continual learning or performance and development cycle:



**Figure 1: Australian teacher performance and development framework (AITSL 2012, p. 5)**

- *Reflection and goal setting*: all teachers have goals that are documented and measurable
- *Professional practice and learning*: all teachers have access to quality professional learning, evidence used to measure goal attainment must have multiple data sources
- *Feedback and review*: teachers receive regular formal and informal feedback.

A strong and effective performance and development pathway is valued if the culture of the organisation or school embraces change and transformation

and in doing so places trust and integrity as core to the culture of the staff (Chartered Institute of Personnel and Development 2012, p.18). Culture can be categorised (Cooke, 1997) as:

- constructive
- passive / defensive
- aggressive / defensive.

Explore the interactive diagram [How culture works](#) and reflect on the culture of the library in your school.

## What is a constructive culture?

A constructive culture within a school library environment is one where the teacher librarian:

- sets quality realistic goals
- acts in problem solving mode, where applicable
- enjoys teaching and always works towards excellent learning outcomes for students, staff, programs and their own personal learning
- is supportive of library staff and teaching staff
- provides constructive programs and solutions
- builds an open and caring climate that is inclusive within the library and is exemplified within the library

staff.

While the culture of the school library is critical to a future oriented learning and information service, it is the capacity of the teacher librarian to be able to develop future skills, develop new learning programs and be abreast of change within the education environment that will enable a future learning environment within the library.

## Capacity building framework for teacher librarians

Capacity building in the context of developing core functions, solving problems and ensuring this is within a sustainable manner involves awareness, skills, knowledge, motivation, commitment and confidence. A capacity building framework for teacher librarians must therefore be [based on research](#) and include ongoing professional learning in: awareness, skills and knowledge. From this base, motivation is built to develop commitment which will result in a highly skilled and engaged teacher with confidence to move forward regardless of barriers.

AITSL (*Examples of evidence*, n.d. p. 5) has provided a broad view of the type of professional learning that provides the foundation for effective capacity building and should demonstrate evidence of:



**Microsoft 21st century learning design: Research based capacity building for teachers**

- planning: documentation or strategic view of the individual's process to achieve professional goals
- learning: delivery of professional learning workshops or participation in forums
- in-depth research through:
  - action research projects
  - graduate and post graduate studies
- reflection/practice through
  - a professional learning journal
  - active participation in professional associations.

Building on the above types of professional learning, the following three elements are presented as core to a capacity building framework for teacher librarians:

- *Professional learning*: attendances at seminars,

workshops, or information sessions provided by another. These can be internal to the school or from an external agency.

- *Professional reading/research*: maintaining current knowledge of pedagogy, learning theories and information through access to physical or online resources.
- *Professional dialogue/practice*: either an informal and formal discussion/conversation or activity about knowledge and practice learnt from professional learning and reading with other professionals.

Professional learning without a feedback loop or without depth in evidence or theories does not enable effective growth or change that, in turn, builds capacity and develops quality in achieving student learning outcomes. It is in the synergy (see A in Figure 2) between these three elements where teacher librarians can start to develop their capacity for change and ongoing growth.

For professional learning to be used as a capacity building tool, some guiding principles should be accepted as necessary (*National natural resource management capacity building framework n.d.*).

- Schools and teachers librarians should value and build upon existing local expertise and knowledge.
- Professional learning should be collaborative, based on trust and learning by doing.
- Professional learning should build on the human and social capital of the school and the profession.



**Figure 2: Relationship between types of professional learning**

Ultimately, a capacity building framework must be sustainable at all levels for the individual, school and system. The framework also needs to be synchronised with system policies and procedures, in particular performance management and development for the sector (NSW Government, 2006). Sustainability in the capacity building framework below is based in the use of the *AITSL Australian teacher performance and development framework* as the catalyst, utilising an approach to include self-reflection of the teaching standards, the teacher librarians' role and performance towards enhancing student learning outcomes.

## CAPACITY BUILDING TOOLKIT FOR TEACHER LIBRARIANS

CAPACITY BUILDING	ELEMENTS	DESCRIPTION	SELF-REFLECTION LEADING TO ACTION	PROFESSIONAL LEARNING
Teacher librarians focus on student learning outcomes	Functional experts	Expertise of the teacher librarian in research / information management / literacy and literature is shared with other teaching staff  Future Work Skills <ul style="list-style-type: none"> <li>• Global citizenship</li> <li>• Collaboration</li> <li>• Critical thinking</li> <li>• Design thinking</li> </ul>	<ol style="list-style-type: none"> <li>1. What is my area of expertise?</li> <li>2. How do I share this with staff?</li> <li>3. What expertise do I need to develop?</li> </ol> <input type="checkbox"/> Beginning or Developing (action required); <input type="checkbox"/> Functional or Proficient (further action required); or <input type="checkbox"/> Accomplished or Exemplary (continue current action)	List here your professional learning, professional reading and professional dialogue plans for the next 12 months in order to increase your capacity to implement future skills learning for students.
	Provision of support	Space, time and expertise for the teacher librarian to work with students and teachers as appropriate to learning needs.  Future Work Skills <ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Collaboration</li> </ul>	<ol style="list-style-type: none"> <li>1. How well do I know the various subject curriculum and corresponding learning outcomes?</li> <li>2. How have I engaged with staff to support their information needs for student learning?</li> </ol> <input type="checkbox"/> Beginning or Developing (action required); <input type="checkbox"/> Functional or Proficient (further action required); or <input type="checkbox"/> Accomplished or Exemplary (continue current action)	
	Improved student learning outcomes	Teacher librarians focus on programs that enhance existing teaching in the classroom that improves student learning  Future Work Skills <ul style="list-style-type: none"> <li>• Agility</li> <li>• Critical thinking</li> <li>• Digital literacy / transliteracy</li> </ul>	<ol style="list-style-type: none"> <li>1. What learning programs do I offer? How can they be improved?</li> <li>2. Do I have evidence of improved learning outcomes based on programs offered? Eg a digital literacy program offered to Year 7 assisted improved assessment based on previous year results.</li> </ol> <input type="checkbox"/> Beginning or Developing (action required); <input type="checkbox"/> Functional or Proficient (further action required); or <input type="checkbox"/> Accomplished or Exemplary (continue current action)	



## CAPACITY BUILDING TOOLKIT FOR TEACHER LIBRARIANS

CAPACITY BUILDING	ELEMENTS	DESCRIPTION	SELF-REFLECTION LEADING TO ACTION	PROFESSIONAL LEARNING
Teacher librarians have a clear understanding of effective teaching	Discipline experts	<p>Teacher librarians contribute their expertise in digital literacy and information literacy in discussion with other teachers and outline the role these literacies have in effective teaching.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Digital literacy / transliteracy</li> <li>• Global citizenship</li> </ul>	<p>How have I assisted teachers to integrate information and digital literacy into their teaching?</p> <p>What impact has a digital literacy or information literacy program had on student learning outcomes?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	List here your professional learning, professional reading and professional dialogue plans for the next 12 months in order to increase your capacity to implement future skills learning for students.
	Increased collaboration	<p>The evidence and practice of a variety of teaching methodologies provides data that shows increased collaboration with other teaching staff.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Creativity</li> <li>• Design thinking</li> </ul>	<p>What teaching methodologies or pedagogies have I shared with staff?</p> <p>How have they impacted effective teaching?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	
	Reflective practice	<p>Teacher librarians continually reflect in both formal and informal ways about their teaching practice and the stage of any initiative implemented.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<p>What formal and informal reflection have I practiced and how has this affected my teaching practice?</p> <p>How have I documented the various stages of any program or initiative I have implemented?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	

## CAPACITY BUILDING TOOLKIT FOR TEACHER LIBRARIANS

CAPACITY BUILDING	ELEMENTS	DESCRIPTION	SELF-REFLECTION LEADING TO ACTION	PROFESSIONAL LEARNING
Teacher librarians have the capacity for leadership	Growth in leadership capacity	<p>Teacher librarians evidence their leadership capacity through participation in initiatives and where possible show leadership which is recognised and appreciated.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<p>What activities or program have I shown leadership in and how has this been shown?</p> <p>Has the Principal or leadership team of the school recognised my leadership capacity? How?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	List here your professional learning, professional reading and professional dialogue plans for the next 12 months in order to increase your capacity to implement future skills learning for students.
	Acceptance of need for change	<p>Teacher librarians monitor the education and information landscape and show initiative by participating in top down, bottom or middle up approaches to change.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Agility</li> <li>• Creativity</li> <li>• Global citizenship</li> </ul>	<p>What and where is the greatest impact on teaching and learning in the education landscape? How does this affect me?</p> <p>Am I leading the change needed with the school leadership team or leading a small team within the school or actively participating in the change with the whole staff?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	
	Informal leaders	<p>Teacher librarians participate in staff learning and teaching enhancement initiatives and are recognised through their good practice</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Interpersonal relationships</li> </ul>	<p>How have I participated in staff learning about effective teaching through leading workshops etc?</p> <p>Does staff come to me for assistance in implementing different teaching practices in their classroom?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	

## CAPACITY BUILDING TOOLKIT FOR TEACHER LIBRARIANS

CAPACITY BUILDING	ELEMENTS	DESCRIPTION	SELF-REFLECTION LEADING TO ACTION	PROFESSIONAL LEARNING
Teacher librarians plan and implement programs that meet the school goals and plans	Context of trust	Decisions made are based on respect for and confidence in the expertise of teaching staff and the teacher librarian and this trust is reciprocated  Future Work Skills • Interpersonal relationships • Collaboration	1. How have I made decisions about programs I have implemented? Have I included the relevant expertise in these processes?  <input type="checkbox"/> Beginning or Developing (action required); <input type="checkbox"/> Functional or Proficient (further action required); or <input type="checkbox"/> Accomplished or Exemplary (continue current action)	List here your professional learning, professional reading and professional dialogue plans for the next 12 months in order to increase your capacity to implement future skills learning for students.
	Culture of respect	Teaching staff respect the expertise of the teacher librarian and acknowledge the teacher librarians strengths  Future Work Skills • Interpersonal relationships • Communication	1. What are my strengths and how does staff acknowledge them?  <input type="checkbox"/> Beginning or Developing (action required); <input type="checkbox"/> Functional or Proficient (further action required); or <input type="checkbox"/> Accomplished or Exemplary (continue current action)	
	Increase in engagement	Teacher librarians actively participate in personal performance review processes that highlight the increased engagement of the teacher librarian within the school community.  Future Work Skills • Critical thinking •Communication	1. How often do I review my role and is anyone else involved? How has my review informed my practice? 2. Does my review of my performance highlight my active participation within the school community?  <input type="checkbox"/> Beginning or Developing (action required); <input type="checkbox"/> Functional or Proficient (further action required); or <input type="checkbox"/> Accomplished or Exemplary (continue current action)	

## CAPACITY BUILDING TOOLKIT FOR TEACHER LIBRARIANS

CAPACITY BUILDING	ELEMENTS	DESCRIPTION	SELF-REFLECTION LEADING TO ACTION	PROFESSIONAL LEARNING
Teacher librarians recognise and work within the unique context of their school and are flexible to meet learner needs.	Participative action research process	<p>An action research process that encourages participation through cycles of activity underpins any initiative or programs the teacher librarian implements.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Agility</li> <li>• Problem solving</li> <li>• Design thinking</li> </ul>	<p>1. How does action research inform my practice?</p> <p>2. How has the action research process been implemented in the programs I am currently undertaking?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	List here your professional learning, professional reading and professional dialogue plans for the next 12 months in order to increase your capacity to implement future skills learning for students.
	Continuous improvement	<p>In any implementation the teacher librarian continually monitors and improves the program, teaching practice or school library.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Critical thinking</li> <li>• Agility</li> </ul>	<p>1. What aspects of student learning do I use to inform my teaching practice? How do I monitor this?</p> <p>2. How has improvement in programs or teaching practice improved student learning outcomes?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	
	Development of flexible and individualised programs	<p>The teacher librarian utilises the digital learning landscape as appropriate to individualise student learning and allow for flexibility in programs.</p> <p>Future Work Skills</p> <ul style="list-style-type: none"> <li>• Design thinking</li> <li>• Problem solving</li> <li>• Communication</li> <li>• Digital Literacy / transliteracy</li> </ul>	<p>1. How has my library program and other learning programs met individual learning needs?</p> <p>2. How have I utilised online learning for student needs?</p> <p><input type="checkbox"/> Beginning or Developing (action required);</p> <p><input type="checkbox"/> Functional or Proficient (further action required); or</p> <p><input type="checkbox"/> Accomplished or Exemplary (continue current action)</p>	

## Conclusion

Society is in a state of continual change or growth and the education landscape reflects this change. The question for educators is in how learning for a state of continual change can be effectively implemented. To prepare students for a world of the future where they will

[change jobs more frequently than in the past and need to be lifelong learners](#) requires not only re-thinking the student learning environment and programs but also how teachers learn.

Designing learning experiences in the past has always been based on presumed knowledge required for a

number of years. The rate of change and the types of knowledge and skills that the workplace requires means that teacher learning cannot be content based only. Teacher librarians need to build their own capacity for ongoing learning so that they can support student and staff learning in their schools.

The capacity building toolkit presented in this article builds on the future skills identified in the previous article (Wall and Bonanno, 2014) and provides an integrated approach to performance management, professional learning, and the [Australian professional standards for teachers](#) (AITSL). The national associations have developed evidence guides (ASLA, 2014a and 2014b), (ALIA, 2014) for use with the standards, all of which have been considered in the development of this tool.

## References and further reading

Australian Government: Department of Agriculture n.d, 'National natural resource management capacity building framework', *Australian government. Department of Agriculture*, accessed 1 September 2014.

Australian Institute for Teaching and School Leadership (AITSL) n.d., '[Australian professional standards for teachers](#)', AITSL, accessed 2 September 2014.

Australian Institute for Teaching and School Leadership (AITSL) 2012, '[Australian teacher performance and development framework](#)', AITSL, accessed 2 September 2014.

Australian Institute for Teaching and School Leadership (AITSL) n.d., '[Examples of evidence](#)', AITSL, accessed 1 September 2014.

Australian Library and Information Association (ALIA) Schools 2014, '[AITSL standards for teacher librarian practice](#)', ALIA, accessed 7 September 2014.

Australian School Library Association (ASLA) 2014a, *Evidence guide for teacher librarians in the highly accomplished career stage*, Australian



School Library Association, Canberra, ACT.

Australian School Library Association (ASLA) 2014b, *Evidence guide for teacher librarians in the proficient career stage*, Australian School Library Association, Canberra, ACT.

Board of Studies Teaching and Educational Standards NSW 2014, *Australian professional standards for teachers*, accessed 2 September 2014.

Chartered Institute of Personnel and Development (CIPD) 2012, *Leading culture change: employee engagement and public service transformation: Policy into practice: November 2012*, CIPD, accessed 1 September 2014.

Cooke, R. 1997, *How culture works*, *Circumplex*, accessed 4 September 2014.

Hannon, V. 2014, *Global trends in professional learning and performance and development: AITSL*, YouTube, accessed 4 September 2014.

Hay, L. and Foley, C. 2009, *School libraries building capacity for student learning in 21C*, *Scan*, 28(2), pp. 17–26.

Herold, C. 2010, *Cameron Herold: Let's raise kids to be entrepreneurs*, YouTube, accessed 4 September 2014.

Innovation Unit 2014, *Global trends in professional learning and performance development: Some implications and ideas for the Australian education system*, AITSL, accessed 4 September 2014.

ITL Research Project 2011, *Innovative teaching and learning research. 2011 findings and implications*, accessed 4 September 2014.

Jensen, B., Hunter, J., Sonnemann, J. and Cooper, S. 2014, *Making time for great teaching*, Carlton, Vic: Grattan Institute, accessed 2 September 2014.

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A. and Ludgate, H. 2013, *New Media Consortium (NMC) Horizon Report: 2013 K-12 Edition*, Austin, Texas: The New Media Consortium.

Jones, S., Hadgraft, R., Harvey, M., Lefoe, G., and Ryland, K. 2014, *Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching*, *University of Wollongong, Research Online*, accessed 2 September 2014.

Karthik, M. 2014, *16 clues that the future of work is already here*, *Work-shifting*, accessed 16 October 2014.

Knapp, M.S. 2003, 'Professional development as a policy pathway', *Review of Research in Education* pp. 109-158, Washington DC: American Educational Research Association.

Mayer, D. and Lloyd, M. 2011, *Professional learning: an introduction to research literature*, Melbourne Australia: AITSL, accessed 16 October 2014.

McAfee, A. 2013, *Andrew McAfee: What will future jobs look like?*, accessed 16 October 2014.

Microsoft 2014, *21st century learning design: research based capacity building for teachers*, YouTube, accessed 6 September 2014.

Noah, C. and Brickman, A. 2004, 'Capacity building for libraries', *Public libraries*, March/April pp. 102-107.

NSW Department of Education and Communities 2006, *Performance management and development policy*, *NSW government: education & communities*, accessed 10 September 2014.

NSW Government Education and Communities 2013, *Great teaching, inspired learning*, accessed 2 September 2014.

Ontario Centre of Excellence for Child and Youth Mental Health 2014, *What is a learning organization?* YouTube, accessed 2 September 2014.

Progress International Ltd. n.d., *Developing a true organisation learning culture*, accessed 28 August 2014.

Schleicher, A. (ed.) 2012, *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world*, OECD, accessed 28 August 2014.

United Nations Educational, Scientific and Cultural Organization (UNESCO) 2006, *Capacity building Guidebook for planning education in emergencies and reconstruction*, Institute for Educational Planning, Paris.

Wall, J. and Bonanno, K. 2014, *Learning and literacy for the future* *Scan*, 33(3), pp. 20–28.



For English teachers, the benefits of these text sets are twofold:

- they are a resource that assists in teaching the syllabus content
- they also model how all of the general capabilities identified in the Australian curriculum can be integrated into existing teaching practice, rather than becoming the focus of whole units of work.

### What is culture?

Intercultural understanding is one of the general capabilities described in the Australian Curriculum. It outlines that students *learn to value their own cultures, values and beliefs, and those of others*.

The importance of such a skill to students entering an increasingly globalised and culturally interconnected world is clear. The difficult part is pinning down what culture looks like. It is, after all, not a static thing. Culture is the passing of tradition and value between generations, and is, by its nature, bound to change.

Part of this difficulty with defining culture became clear when I began to write a sample text description for the project. *One red shoe* by Karin Gruss and



Tobias Krejtschi is a picture book about a Western photo journalist living in an unidentified Middle Eastern city. He witnesses the hardship and

frequent violence facing its citizens, and reflects on how relatively carefree life is in the first world. The obvious divide between ways of life is confronting, and the book carries important messages for young people about the role of journalism in documenting violent conflict and appreciating the fortunate circumstances of their lives. But it wasn't clear if the text's distressing image of civil unrest could be called a representation of culture.

The idea of culture is often associated with celebration and tradition, not misfortune. The way of life described in *One red shoe*, however, has been the experience of more than one generation. It remains, for the moment, a daily reality for many people. From these hardships, values of unity and resilience have emerged. This doesn't sound like powerful stories of the Dreamtime, and it hasn't the colour and movement of Chinese New Year, but it is a part of culture.



Chinese New Year Parade, February 23, 2013 in Chinatown, San Francisco, California

### Intercultural understanding in English

In the English classroom, intercultural understanding can be explored in both the response to and composition of text. This project focused on the ways that texts created by others might reflect their own culture, and how texts might challenge viewers to consider the values underpinning their own cultures. Writers in the project had to work hard

to discern between *observable* and *non-observable* aspects of culture in the texts they chose.

Observable aspects of culture might be the physical appearance of characters, their clothing and types of food they eat, but in order to truly generate an appreciation of cultures unlike our own, we sought texts that also dealt with non-observable aspects of culture, such as social interactions, expectations and collective attitudes.



Using the conceptual approach to English programming, we identified four key concepts, outlined in Table 1 that naturally support the capability of intercultural understanding.

By organising the texts according to these concepts, teachers are able to use texts from the text sets in units they have already programmed.

### The writing process

All of the writers on the project were teachers in NSW public schools and were selected through an expression of interest. They represented a cross-section of the state, with some teachers travelling a small distance from south-western Sydney and others flying in from the far north and south of the state.

The ten primary teachers formed two groups and explored the concepts of *characterisation* and *representation*. Each group selected texts for all four stages of primary school, and thereby aimed to describe the progression of learning across the stages. The six secondary English teachers also formed two groups, one group examining *perspectives*, which focused on learning in Stage 4, and the other, *interpretation*, which focused on Stage 5.

After briefings about conceptual programming, intercultural

understanding and the format of the project, writers were set loose at the resource centre. One of the criteria for each group was that their text set should represent a selection of media, from prose fiction and poetry to visual and multi-modal texts such as picture books and films. Drafting of the text overviews began as early as the afternoon of the first day.

### Choosing rich texts

When choosing a quality text for the project, it was important to keep the following questions in mind. Teachers looking to use texts of their own choosing for the same purpose should consider these as a good starting point for rich text selection.

- Is the concept I am teaching central to meaning in the text?
- Which parts of the text most effectively demonstrate the concept I am teaching?
- Does the text deal with non-observable aspects of a culture, such as values and attitudes?
- Is the text providing a stereotypical representation of culture, and will this need to be addressed in the classroom?

In order to promote collaboration between the writers in each group, we

set up the writing templates in Google Docs, Google's browser-based word-processing software. This meant that the documents were accessible from anywhere in the state so that writers were able to comment on and assist one another with their work. It also allowed editors to address any queries or difficulties during the process.

## The Henry Parkes Equity Resource Centre



The [Henry Parkes Equity Resource Centre](#) (intranet) is located at Whalan and their goal is to support the development and implementation of equity priorities in NSW public schools. Their resource library is filled with an extensive range of texts and artefacts



Henry Parkes Equity Resource Centre

	CHARACTERISATION	REPRESENTATION	PERSPECTIVES	INTERPRETATION
INTERCULTURAL UNDERSTANDING	Students examine how characters are constructed in text and how they can serve as representations of culture.	Students examine how texts represent aspects of different cultures, such as values, traditions and practices.	Students explore the ways in which texts present perspectives from different cultures.	Students examine the aspects of their own culture that contribute to their personal interpretation of text.
	They consider the symbolic nature of characters and the way in which readers from different cultural backgrounds can identify with particular attributes and attitudes of characters in text.	They consider how texts such as narrative (including inscriptional and oral narratives) might function as part of culture to reinforce these values traditions and practices.	They consider the cultural background of the composer and how his or her perspective might shape the text.	They examine the cultural assumptions that underpin construction of meaning and question the validity of these assumptions.
			They also consider how aspects of their own cultural background might influence their construction of text and meaning.	They also consider how people from different cultures might respond differently to text.

Table 1: English concepts that support intercultural understanding



Henry Parkes Equity Resource Centre - conference room

that support students from diverse backgrounds, and these are available for loan to teachers and students in all NSW public schools. The centre is also home to a large conference room located right next door to the library, which made for a convenient work room for participants in the project.

The team of writers spent three days at the Equity Resource Centre reading, analysing and selecting texts for the project. Leigh Mutton, the centre manager, had prepared a broad selection of texts that she felt would suit the aims of writers.

## The product

Teachers in primary schools and high schools can use the text sets to complement their teaching of concepts in English. Because the focus of conceptual units is not on one text but on how texts demonstrate this concept, teachers can use multiple texts from the sets to explore the core idea.

The text sets are not whole units of work, but a series of helpful suggestions about activities and learning that might take place within a larger unit. Teachers should choose which of the suggested activities best suit their students and classroom, and use the texts accordingly. They might also choose to supplement the learning with suitable texts of their own choosing.

The following are links to the digital text sets for each concept:

- [Characterisation](#) (primary)
- [Representation](#) (primary)
- [Perspectives](#) (secondary, Stage 4)
- [Interpretation](#) (secondary, Stage 5).

An [Adobe connect presentation](#) provides more information about the general capability of intercultural understanding and how culture is defined.

A pdf of the text sets is also available on the [Multicultural Education intranet site](#).



The physical texts in these sets are available for loan from the Henry Parkes Equity Resource Centre.

Email: [EquityResourceLibrary@det.nsw.edu.au](mailto:EquityResourceLibrary@det.nsw.edu.au) or telephone: 02 8808 1170.

## References and further reading

Australian Curriculum and Reporting Authority 2014, [Intercultural understanding](#), accessed 31 July 2014.

Gehling, K 2012, [Choosing texts for teaching and learning](#), Primary English Teaching Association, Australia, Marrickville, NSW.

Commonwealth of Australia 2012, [Global education: professional learning module](#), accessed 4 November 2014.

## ADVERTISEMENT

# A library with no walls



**OverDrive** **Oliver**

With OverDrive and Softlink's Oliver v5 you can create a digital library that engages students of every reading level. Put the right digital resources in the hands of your educators, students and parents to support curriculum and instructional goals, best practices, and student achievement.

### **i** For more information

Request an [online demonstration](#) for your school.

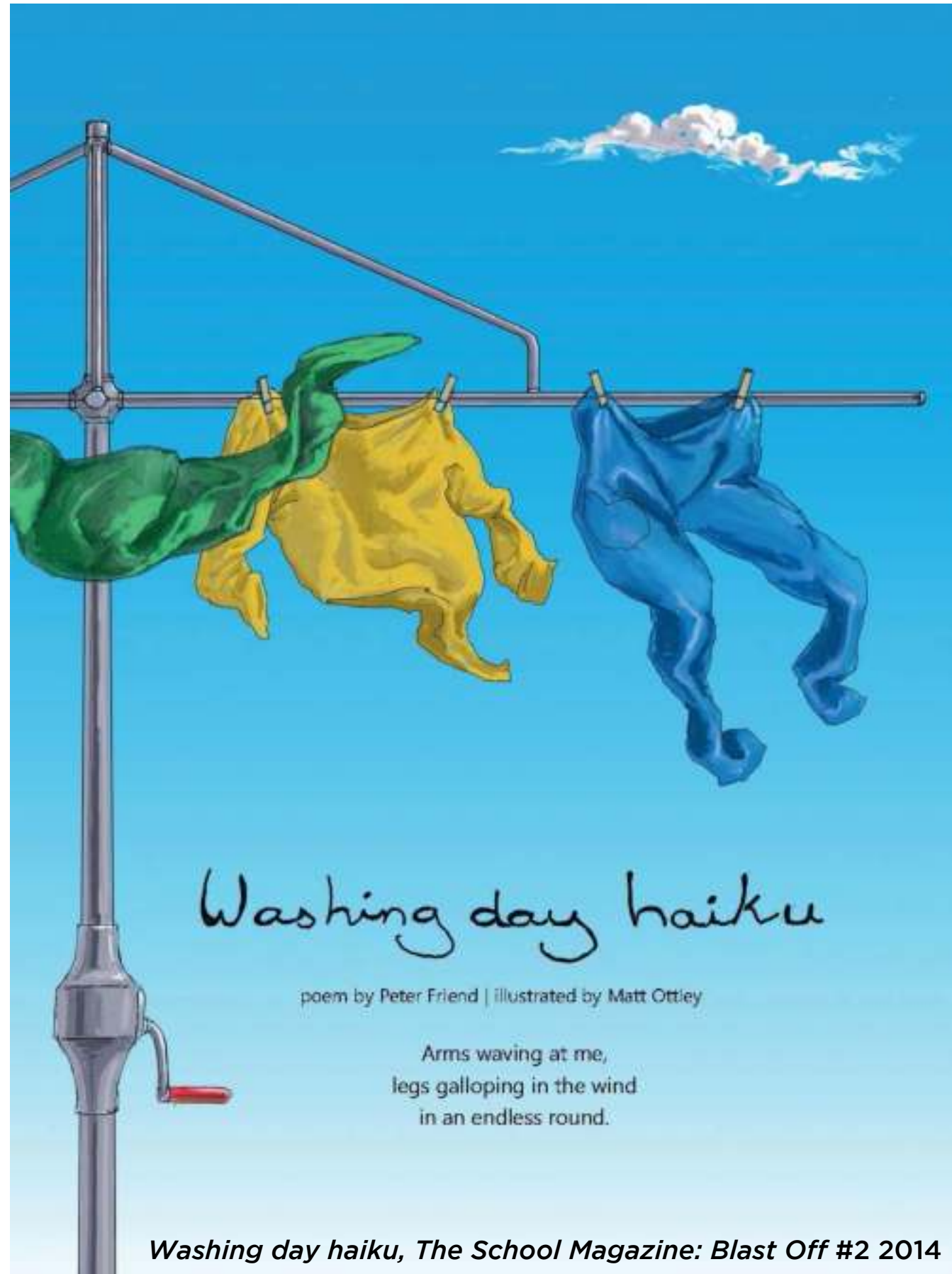
[Read more](#) about how OverDrive eBooks and audiobooks support student achievement.

Email [info@softlinkint.com](mailto:info@softlinkint.com) or call 1800 777 037.

Softlink is the authorised distributor of OverDrive in Australia and New Zealand.

**Softlink**  
Powering Knowledge Performance

[softlinkint.com](http://softlinkint.com)



# Haiku: an invitation to brevity

Haiku is an ideal form through which to teach the basic elements of traditional poetry. Its three-line, seventeen-syllable form is an accessible way of introducing students to techniques such as metaphor, personification and simile. Entries in *The School Magazine's* haiku competition for Year 4 students show a wide range of techniques being practised through this most concise poetic form.



Emma Heyde, educator, writer, and publications officer at *The School Magazine*, discusses how the haiku form is being used in primary classrooms.

*The School Magazine*, which is published in four parts every month, is a significant regular publisher of poetry for children in Australia. In March this year, *The School Magazine* published a poem in haiku form by well-known Australian poet, [Peter Friend](#). The poem was the only text on the page, and was accompanied by a striking image by Australian artist, [Matt Ottley](#). The poem was called *Washing day haiku*. This poem exemplifies the trend in contemporary poetics for haiku to give expression to observations about everyday experience and objects.

## Traditional haiku



Licensed under Public domain via Wikimedia Commons

In traditional Japanese haiku, poems contained images of the natural world. They had to include a *kigo*, a seasonal term, drawn from a list of *saijiki*—vocabulary about the Earth and its life forms.

Another requirement of traditional haiku was the *kireji*—the *cutting word that*, when used in the middle of the haiku, indicated a separation between the two ideas or images being juxtaposed.

A portrait of the poet Bashō, with his most famous poem, *An old pond* (c.1820)



**Frog and Mouse by Getsuju (c. 1800)**

The [famous haiku](#) written by [Japanese master, Bashō](#), display these features.

## Contemporary Australian haiku

Contemporary Australian haiku is a freer form. Brevity is the most important feature. Less attention is paid to a

juxtaposition of images or ideas than traditional haiku, and there is no strict requirement to represent images of the natural world. Even the syllable count of 5-7-5 over three lines can be dispensed with in contemporary Australian haiku, although it remains the most consistent distinguishing feature of the form in a school context.

In primary school, haiku is generally taught as an example of poetry that students can read, and also compose. Other forms of poetry commonly taught around this point in primary school include acrostics and free verse.

### Young writers

In order to provide an outlet for the creativity inspired by Peter Friend's *Washing day* haiku, *The School Magazine* ran a competition for students to compose haiku poems. The two criteria were that haikus had to follow the 5-7-5 syllable rule, and they had to have an *outdoors* theme.

Sixteen winning poems were published in *Blast Off*, Issue 5. *The School Magazine* title, *Blast Off*, is generally read by Year 4 students. The vast majority of haiku entries in the haiku competition were from this year group.

The Magazine received close to one thousand entries from schools across Australia, a testament to the popularity

of the haiku form in middle primary classrooms. It seems brevity makes haiku an ideal way of learning about the most basic precept of poetry—that poetry is the *best words in the best order*.

From this selection of children's writing, some interesting trends can be observed.

Most of the poems entered in the competition were a conventional hymn of praise to grass, cats, clouds and flowers. A few, however, were a reflection of particular objects or activities.

Growing crops

*Tractors plough the ground,  
Bed shape, plant and spray the seeds.  
Water, sun, harvest.*

Flynn

Summer haiku

*Hot, beach, sun, swimming,  
Sticky, sweaty, Icy Poles,  
Itchy legs, blue sky.*

Zinedine

When the poems included a persona, it was most often first person. This aligns with the general preference observable in children's writing for narratives and poetry of all sorts to be written in the first person.

Camping

*Sitting by the fire  
I'm cooking some marshmallows  
In the pitch black night.*

Alex

Winter wonderland haiku

*Snowflakes surround me  
a beautiful wonderland  
of coldness and dreams*

Lily

The occasional entry was introspective.

You and me

*Breeze rushing through us  
we walk down the sandy beach  
As we grow older*

Ashton

By far the most noticeable trend in the *Blast Off* haiku competition entries was the range of poetic techniques used by students. These extended well beyond the adherence to the strict 5-7-5 dictum.

A large minority of students took the opportunity to use metaphor in their haiku. The students who did were generally unique amongst their classmates. This appears to indicate that individuals were either writing metaphorically in a spontaneous fashion,

# BLAST OFF HAIKU COMPETITION WINNERS

A big thank you to all you great haiku writers! There were close to 1000 entries, and it was nearly impossible to pick the best. We were thrilled to receive entries from the following schools:

Allambie Heights PS; Annandale PS; Armidale City PS; Avoca Beach PS; Balgowlah Heights PS; Bangor PS; Beaumont Road PS; Bennett Road PS; Bonnet Bay PS; Bonnyrigg Heights PS; Carlingford West PS; Castle Cove PS; Castle Hill PS; Cherrybrook PS; Chifley PS; Colyton PS; Darlington PS (WA); Dundas PS; Eglinton PS; Elliott Heads State School (Qld); Erina Heights PS; Gordon West PS; Greenacre PS; Henry Fulton PS; Hornsby Heights PS; Illawarra Christian School; Kangaroo Valley PS; Kearsley PS; Leeville PS; Loquat Valley School; Mascot PS; Murray Farm PS; Our Lady of the Rosary, Kellyville; Petersham PS; Saint Francis Xavier's School (Qld); Santa Sabina College; Sherwood Ridge PS; St Benedict's Catholic Primary School, Edgeworth; St Ita's School (Qld); St Joseph's School (WA); St Thomas More's Primary School (Tas.); Turramurra PS; Waiora PS; Willoughby PS; Woolooware PS; Woonona East PS.

## Rollercoaster

Bright rollercoaster  
Arms thrown up in the warm air  
By the gushing wind.  
—Otis

## Summer haiku

Hot, beach, sun, swimming  
Sticky, sweaty, icy Poles,  
Itchy legs, blue sky.  
—Zinedine

## Stars

Filling the night sky  
Gently turning white at night  
Blending in at day  
—Suloshi

## Palm tree in the wind

High above the ground  
A tall figure stands up straight  
Looking down on me.  
—Brielle

## My cat

Her fast sleek black fur  
is a blur against the wind  
going, going, gone  
—Sabrina

## Lily pad

Silently floating  
Magnificent white flowers  
A frog's viewing pad  
—Victoria

## Sunrise

Paints the morning sky  
New beginnings on the rise  
Refreshing my mind  
—Sienna

## Tree

I stand still and tall  
I sway softly in the wind  
Climb me when you're bored.  
—Layla

## Winter wonderland haiku

Snowflakes surround me  
a beautiful wonderland  
of coldness and dreams  
—Lily

## The playground

Excited children  
Screaming like a tiger's roar  
Scattering like bugs  
—Kaden

## Bushfire

Sparkling fires throw flares  
Casting deathly spires of light  
On the undergrowth  
—William

## Fern

Stirring in the moor  
Em'erald green savannah fern  
Waving as it moves  
—Zoe

## My dog Sasha

Sprints like a cheetah  
Her small mane flaps in the wind  
Like a lioness  
—Bradley

## The tree

The withered old man  
Loses all his hair in March  
Grows it back in spring  
—Liam

## Mosquito haiku

Vampire of the night,  
Eager to feast on my blood,  
Buzzing near my ear.  
—Rowland

## Winter winds

June, July, August  
is when the winter winds blow.  
Ski down mountains, go!  
—Sophie

or were individually nurtured in their interest and ability to do so. There were no class sets of poems where all entries in the competition made use of metaphor.

The subject of the next haiku is familiar to those of us who have hit ourselves sleepily on the ear in an attempt to kill whining mozzies not to need its title.

Mosquito haiku

*Vampire of the night,  
Eager to feast on my blood  
Buzzing near my ear.*

Rowland

The following haiku manages to include alliteration as well as personification in a vivid evocation of heat and dust in the Australian bush. It was not chosen as one of the winners, however, as its last line contains six syllables, rather than the mandated five.

Outback

*Jeeps thrash the red land  
Outback orange smothers earth  
Hot horizon hovers*

Charlie

The haiku that used metaphor generally relied on the title of the poem to explain the link between their image and the object or idea being described, a technique that shows a sophisticated understanding of the

The School Magazine haiku competition winners *Blast Off* #2 2014

power of a title to clarify the subject of an allusive poem.

This haiku is a good example.

Tree

*The withered old man  
Loses all his hair in March  
Grows it back in spring.*

Liam

This poem demonstrates a mastery of personification.

Outback

*Kangaroos hopping  
The outback land cries for joy  
Singing for the rain.*

Kanata

The most common technique evident in the haiku poems was the use of simile. While haiku is generally taught in schools as a format for poems, rather than as a guide to subject matter, many of the poems hark back to the traditional Japanese form in their use of comparison to startle and intrigue the reader.

The playground

*Excited children  
Screaming like a tiger's roar  
Scattering like bugs*

Kaden

Free form poetry has well and truly done away with the old rule that poems

are written in stanzas, with lines that begin with capital letters and are punctuated in a way that mirrors the conventions of prose texts. Punctuation in poetry is an *optional extra*.

The contemporary haiku poem can therefore include some punctuation or none at all.

The following poem by Layla, chosen as one of the sixteen winners in *Blast Off*, uses limited punctuation.

Tree

*I stand still and tall  
I sway softly in the wind  
Climb me when you're bored.*

Layla

Now consider the same poem, with a different arrangement of punctuation. The meaning is subtly altered.

*I stand still, and tall  
I sway, softly, in the wind.  
Climb me ... when you're bored.*

The use of punctuation in a poem is as full of meaning as the words, just as the *mis en page* or space a poem inhabits on a page can contribute to its meaning and impact. Haiku in the *Blast Off* competition generally did not exploit punctuation as a meaning-making agent.

Given that writers are free to make their own decisions to use punctuation, the

short haiku form is a perfect vehicle for students to learn about the potential of punctuation to alter meaning. Students have an opportunity to play with arrangements of punctuation and consider the impact of each editorial decision.

### Poetry in the curriculum

Students first learn to *listen to, recite and perform poems* ([ACELT 1585](#)) in Year 1 of the *Australian Curriculum*. By Year 2, they are identifying sound and word patterns in poems, and reproducing and experimenting with them.

Year 3 sees students discussing the nature and effects of techniques in poetry, including rhythm and onomatopoeia ([ACELT 1600](#)). In Year 4, students *interpret and experiment* with a range of devices and word play in poems ([ACELT 1606](#)).

In the same way, the *NSW syllabus for the Australian curriculum: English K-10* recognises the importance of poetry for the development of speaking and listening skills ([EN1-1A](#)). In Stage 2 students learn how to *identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs* ([EN2-8B](#)).

By the time they enter high school, students should be aware of the the power of language to inform and delight the reader and be able enjoy the art of wordplay. Haiku, along with a range of other poetic forms is mentioned explicitly in Stage 4 ([EN4-1A](#)) where *students are encouraged to respond to and compose texts for understanding, interpretation, critical analysis, imaginative expression and pleasure*.

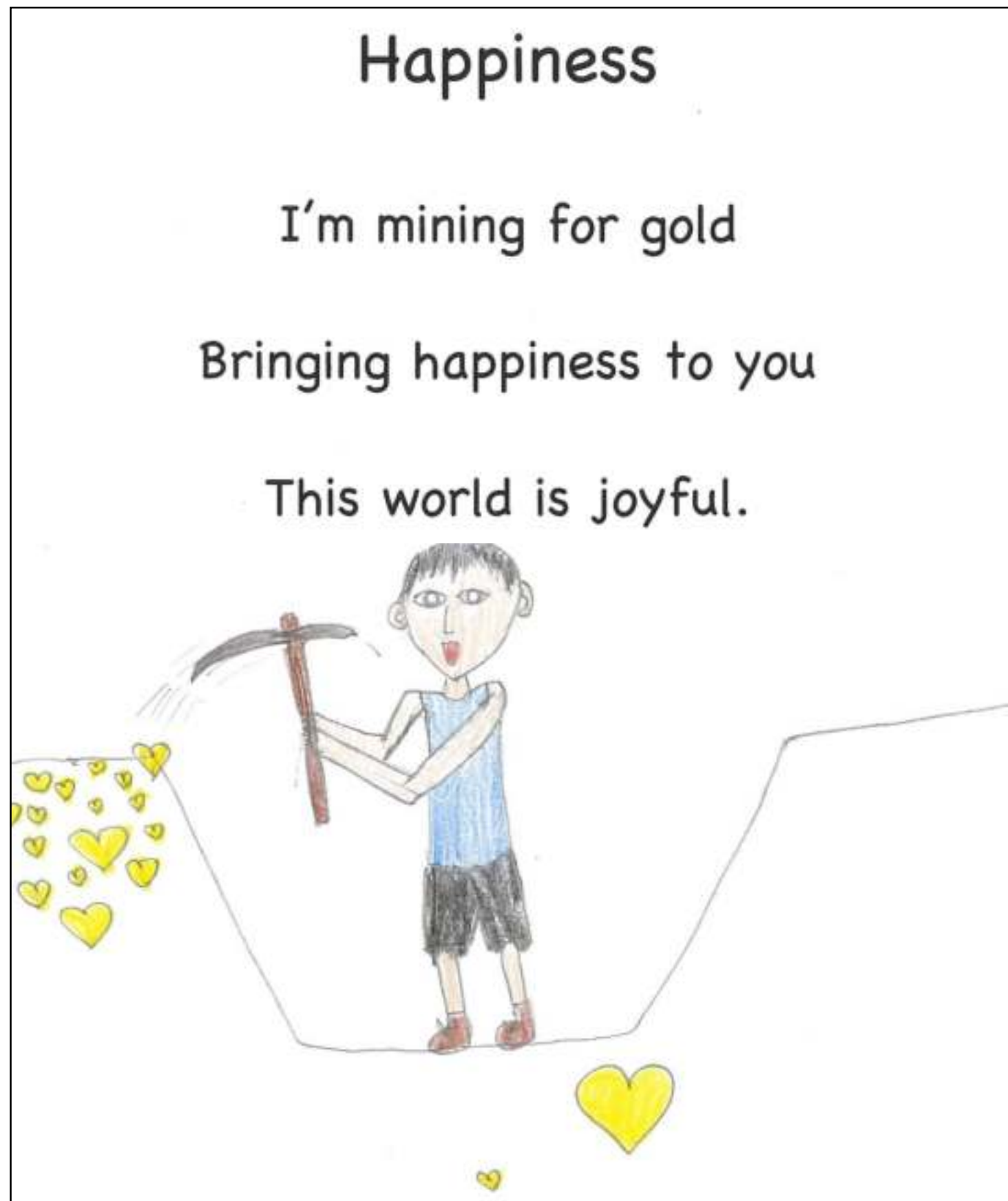
The fact that the Haiku competition run by *The School Magazine* attracted so many teachers to enter their students' work is a testament to how popular the haiku form remains in primary classrooms. The variety of sophisticated poetic techniques on display in students' entries demonstrates the accessibility of this succinct form to students, and its capacity to allow students to experiment with their use of poetic language.

The haiku is being used by Year 4 School Magazine subscribers across the country as a vehicle for practising brevity, concise use of language and imagery. And students are evidently enjoying the creative experience.

**References and further reading**

Australian Curriculum, Assessment and Reporting Authority 2014, *Australian Curriculum*, accessed 29 October 2014.

Board of Studies NSW 2012, *NSW syllabuses for the Australian curriculum: English K-10*, accessed 29 October 2014.



*Happiness by Reuben*

ADVERTISEMENT

**Complete Mobile Asset Tracking from only \$1,495**

**AssetTraq™**  
for CASIO DT-930

Don't waste another minute looking for your school assets the hard way!

- Import Assets and Borrowers with ease
- Completely Mobile for Asset Audits and Loans/Returns
- Comprehensive Reporting including Custom option
- Automatic Overdue Loan Reminders by email or SMS!

Prices shown exclude GST and Delivery



ASP Microcomputers ABN: 81 004 940 729 456 North Road, ORMOND VIC 3204  
Ph: (03) 9578 7600 Fax: (03) 9578 7727 Email: solutions@asp.com.au





# A new approach to improving literacy: A reader-in-residence moves in



In part two of her series on different approaches to improving literacy, teacher librarian at Parkes High School, Tracy Dawson, shares how partnering with her local library to commission a dynamic reader-in-residence program has encouraged students to engage with literacy learning.

## Background

In May 2013, the [Improving Literacy and Numeracy National Partnership program](#) granted Parkes High School (PHS) \$200 000. The principal Sandra Carter, used the grant to address deficits identified by school results in the [National Assessment Program–Literacy and Numeracy](#) (NAPLAN). This meant a focus on moving Year 7 and 8 students along the Literacy continuum in the areas of [Reading Texts, Comprehension and Aspects of Writing](#).

Two innovative programs were implemented. The first program consisted of several cross-curricular creative writing programs and is outlined in detail in an article in [Scan 33.2](#). The second was the introduction of [Dr Matt Finch](#), as reader-in-residence (RIR) for six months.

## A reader-in-residence

Sandra and I had seen Matt in action before, when he came to Parkes in 2011 to investigate local literacy programs. He subsequently spent two years working with schools and Parkes Shire Library (PSL) to increase student and community engagement with reading and writing. These included [Robots vs Monsters](#) and [Zombie Apocalypse](#) role plays, the latter at Tullamore Central School when Sandra was principal there.



**Reader-in-residence at Parkes High School:  
Dr Matt Finch**

Matt creates and produces interactive events for public institutions around the world. A library advocate and former teacher, he uses games as a way into reading and writing. His high-engagement, low-tech approach ensures literacy is accessible to everyone, whatever their geographical or economic circumstances. After participating in one of Matt's workshops, students of all ages are so excited they cannot wait to write about their experiences, whether in a report, a

newspaper style article or a fiction narrative.

Matt's residency provided an opportunity to shake up literacy teaching at PHS. As Sandra says, *If you do what you've always done, you'll get what you always got*. It was time, we thought, to try something new.

*If you do what you've always done, you'll get what you always got.*

Sandra Carter, Principal, PHS

## The consultant's brief

Before the residency began, we spent some valuable time with Matt defining our goals and aspirations.

His brief as RIR would be:

- nurturing students' love of reading and writing and motivating staff at PHS through innovative, creative and sustainable programs
- assisting in promoting reading and writing in the Parkes community for lifelong personal growth
- raising the profile of Parkes High School within the local community and beyond, by championing the school's work.

In turn, we offered the RIR:

- fees and expenses based on appointment for 6 months
- work space at the school and time for planning/ programming and constructive writing
- access to limited project resource funds
- a support team from Parkes High School (PHS) and Parkes Shire Library (PSL).

## Community partnerships

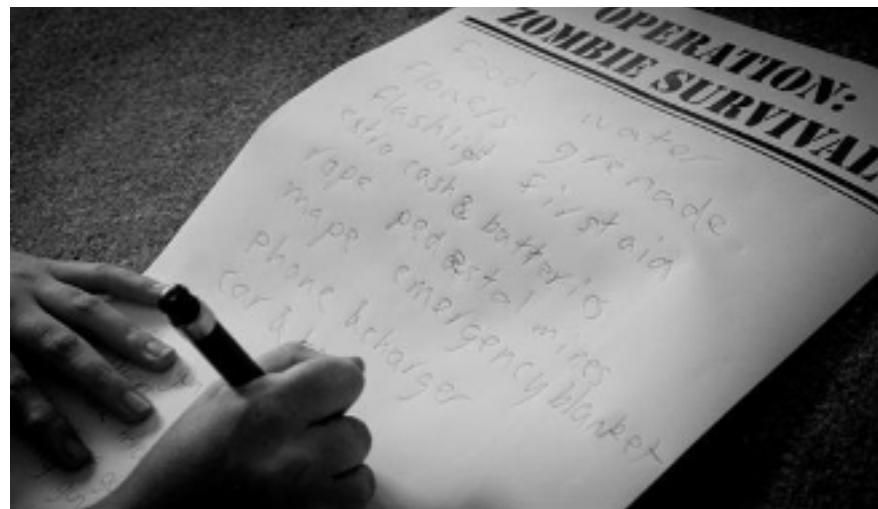
The residency was a partnership with PSL, which supported the project by contributing funding and venues. Public and school library outcomes were both addressed in a brainstorming session with Sandra, my head teacher, PSL branch librarian Tracie Mauro, and Matt. As well as providing a wealth of ideas, this collaborative approach allowed us to share resources.

From this session, Matt developed a flexible proposal for literacy learning that enabled students to connect their learning with the world beyond the classroom. The [Quality Teaching](#) framework identifies this aspect of learning as connectness, or the extent to which a task or skill has relevance beyond the classroom. Our program

recognised the importance of this by enabling students to explore real and fantasy world situations that held meaning for them.

## The zombie siege

A dramatic two-day event kicked off the residency in October, 2013. Students from PHS and other district schools took a trip to Tullamore's showground where they faced zombies played by students from Tullamore Central School and Charles Sturt University. Students had to survive the zombies' attack, armed with water bombs, spray guns, foam, and their own wits. They had to use team work and creative thinking to avoid becoming one of the undead. Staff from the Rural Fire Service and the local police also joined in the game, reinforcing the importance of connections between



**Operation: Zombie Survival. Creating anti-zombie strategies**

*It's ... about ... giving students the opportunity to independently solve dramatic problems.*

Dr Matt Finch

school and community. Students also evaluated fiction and non-fiction as survival resources, and wrote anti-zombie strategies. As Matt says, *It's not about delivering a learning objective, rather giving students the opportunity to independently solve dramatic problems.*

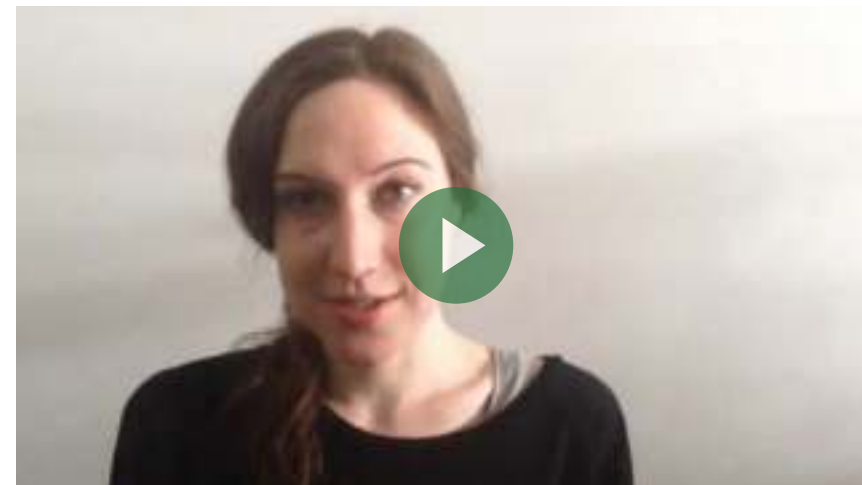
## Publishing Workshops

At the end of Term 4, 230 Stage 4 students attended workshops at Parkes College (TAFE Western). Invited to form their own publishing companies, they attended a mock book fair, where they chose books to invest in and created promotional trailers. Students and teachers worked as teams using traditional and digital tools. Publishing professionals Anne Treasure from Australia and Heather McCormack from the United States provided advice on the specially made [online videos](#) seen below.

The process for running a publishing/book trailer day is [published online](#) for teachers to replicate.



**Heather McCormack on video: [What is a book fair?](#)**



**Anne Treasure on video: [What do book marketers do?](#)**



**Teams select the books their company will promote**

## Central West Comic Fest

In late 2013, Matt ran a comic speed-dating event encouraging students to choose new comics for PHS and PSL libraries. Matt and Tracie brought comics sent from Sydney by [Kings Comics](#). In February 2014, we followed up with the *Central West Comic Fest* (CWCF), Australia's first rural comics festival. Comic creator [Pat Grant](#) launched the event with a talk and workshops in PHS library. On a Saturday, the town library played host to a Kings Comics stall, plus all-ages community workshops and an open mike session from Pat and [Marcelo Baez](#). It was so successful that Parkes Shire Council have pledged funding to make the comics festival an annual event, promoted by Parkes Tourism. PSL and PHS have created a linked comic collection with a parallel rise in readership and borrowing statistics (400 percent increase in comics at PHS).

All students enthusiastically created comic characters and were able to explain who their character was. Students with low reading and writing abilities, or those who are visual learners, could visualise a narrative and were inspired to orally develop characters and plot.

As follow up, Tracie and I visited Wollongong's [Comic Gong](#) in May to research ideas for 2015. Comic artists



The CWCF team, l-r: Stephen King from King's Comics, Marcelo Baez, Pat Grant, Rachel Baez, Tracie Mauro, Dr Matt Finch and Tracy Dawson

these workshops that *no matter how simple your drawings are they can still tell a good story*. He continues to be mentored by Pat Grant as the 2014 HSC deadline approaches.

### Urban Myths

In 2014, Matt arranged for Melbourne film writer and producer [Martyn Pedler](#) to visit the school. He delivered a talk and workshops based on his movie [Exit](#), which explored urban myths.

Over 200 students, mostly Stage 4, worked in teams to create an urban myth about an artefact of their choice. They presented their group stories and created display cards like those found in museums and galleries. Senior students found Martyn's advice about building a career in writing and film valuable. One Year 12 student discovered that *if you want to get a start in writing, send your work to magazines*.



Comic faces

who had heard of our event approached us to participate next year.

One of our HSC art students is creating a comic text for his HSC major work in Visual Arts, and was encouraged during



[Exit](#) produced by Martyn Pedler



Dr Matt Finch (l) and Martyn Pedler (r) with one of the winners of the best urban myth

Another Year 12 student, who is an enthusiastic writer and amateur filmmaker, completing major works in both Visual Arts and English Extension Two, has benefited from chatting to Martyn about the world of film.



Year 7 boys draw with comic creator Pat Grant

*He [Matt] radiated positivity and hope in changing things for the better.*

teacher

*It is an engaging program for everyone. It excites students in their learning and also gets the community involved.*

teacher

#### How did these activities make you feel about reading & writing?

They inspired me to write, I love reading but I have never had much confidence in writing, also after the comic book activity I wanted to go home and paint cute/creative little cartoons.

#### Which activity did you like the best?

Pat Grant Comic Drawing Workshops at school because it was exhilarating and interesting. Pat made it interesting by always having a positive attitude and believing that everyone can become something great.

#### Student feedback from *Central West Comic Fest*

## Coffee cups

Parkes Writer's Group, *Author-rised*, was formed in 2012 by Tracie Mauro and myself and includes PHS students and teachers as members. During his residency, Matt ran the group's monthly meetings. Their stories have been printed on 40 000 takeaway cups for all of Parkes' cafes. The project showcases the writing talents of students and community members, connects PHS students, to their local community, and fosters their confidence with writing. Travellers passing through can see on their coffee cups how the community of Parkes value reading and writing.

## Evaluation

The RIR program has had a tremendously positive impact on our school and wider community. Matt's personal value lay in his workshop skills, and the network of contacts he persuaded to breach the sandstone curtain and visit Parkes. Alongside the activities mentioned above, he also ran PHS staff development sessions, and worked in our special needs unit.

*[The program] made me realise that story writing is actually enjoyable*

student

*They inspired me to write. I love reading but I never had much confidence in writing.*

student

Continuous improvements across a range of data suggest the program has made a positive contribution to learning and engagement. School wide, the results of the *Tell Them From Me* student engagement survey show an upwards movement on the institutional engagement scale and attendance statistics indicate improved attendance over Terms 4, 2013 and Terms 1 and 2 in 2014.

*[The program] opened my mind to different ideas*

student

Progressive Achievement Test (PAT) data (May 2013 – April 2014) shows an increase in the number of Years 7 and 8 students moving along the Literacy continuum, mostly from the *at expectation to above expectation* level. Results for sustained reading, begun in Term 4 2013, show there has been success moving poor readers along the Literacy continuum and that we next need to focus on challenging our better readers.

John Hattie reminds us that teachers must recognise

*that their role is that of a change agent – that all students can learn and progress, that achievement for all is changeable and not fixed, and that demonstrating to all students that they care about their learning is both powerful and effective.*

Hattie 2009

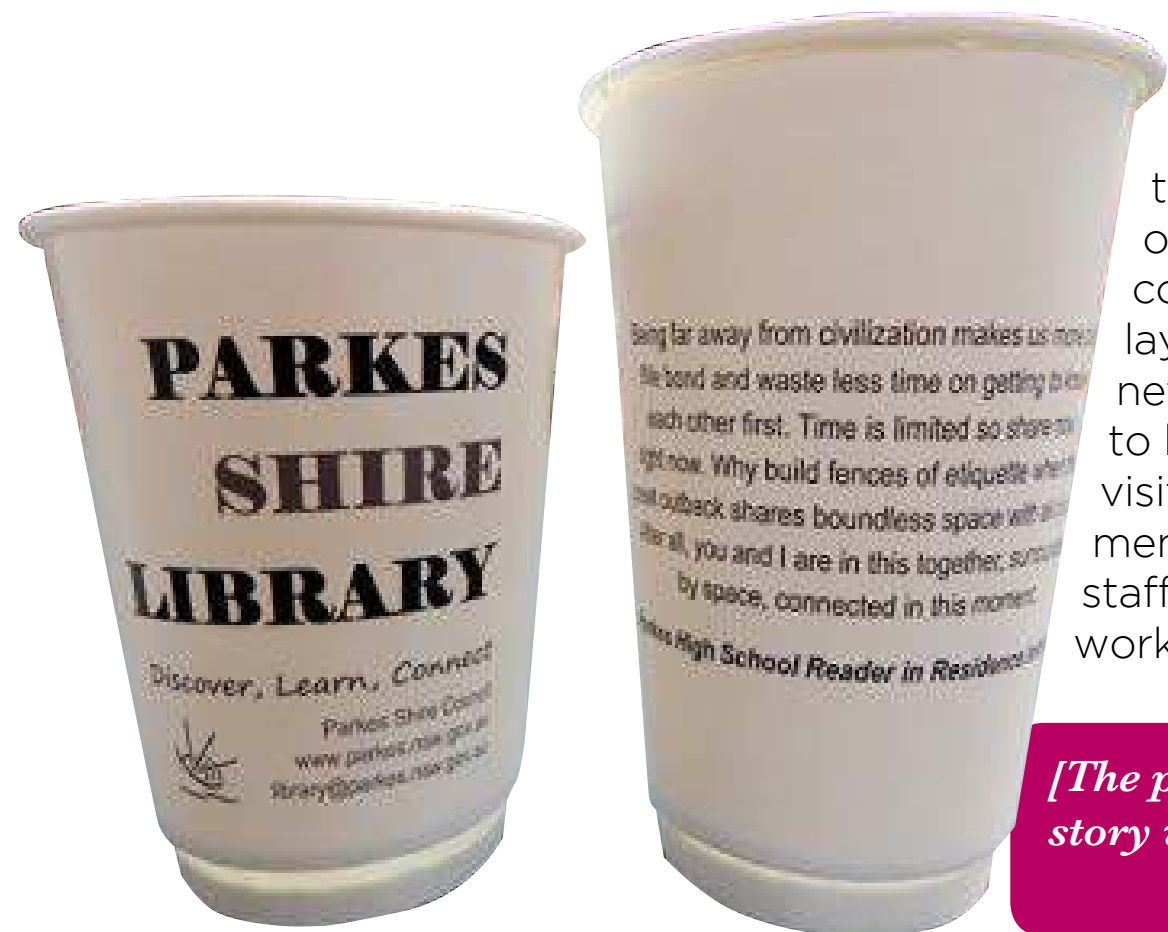
The immediate feedback from peers, teachers, our presenter guests and the community about the work students produced during our RIR activities has contributed to what Matt describes as a *warmer socio-emotional climate* in which students can achieve using different learning styles, benefiting from social support and practising self-regulation.

*Writing is fun and challenging.*

student

*[The RIR program] made me more confident about reading to people and showed me that writing is fun.*

student



PHS student and staff surveys show that we achieved our primary aim of engaging students in reading and writing. Teachers were also engaged and inspired to try similar ideas in their classrooms. They were keen for me to continue facilitating similar activities, indicating the sustainability of the project.

*Matt and the team got students to read, write and comprehend.*  
teacher

Our RIR guests Pat, Marcelo, Martyn, and Matt also developed mentoring relationships with senior students. Ongoing contact has meant students have access to creative workers with real world experience and as two senior students remarked, *it has exposed us to things we normally wouldn't get exposure to.*

In partnership with PSL, the school has received local, national and international attention for the events we have conducted.

### References and further reading

Baez, M. n.d., [Marcelo Baez draws](#), accessed 28 August 2014.

Durkin, P. 2014, '[Research: innovation paralysis](#)', *Financial Review*, accessed 28 August 2014.

Finch, D. M. 2014, '[About Matt](#)', *Books and adventures*, accessed 28 August 2014.

Finch, D. M. 2014, '[Book publishing workshops for your library](#)', *The signal in transition*, accessed 13 October 2014.

Finch, M. 2012, '[Night of the reading dead](#)', *Love2read*, accessed 28 August 2014.

Finch, M. 2013, '[Stepping into the story: interactive storytelling](#)', *The NSW writers' centre*, accessed 28 August 2014.

Finch, D. M. 2013, '[The literacy smackdown: a new project from Matt Finch](#)', *The library as incubator project*, accessed 28 August 2014.

Grant, P. n.d., [BLUE -a comic by Pat Grant](#), accessed 28 August 2014.

Hattie, J. 1999, [Influences on student learning](#), accessed 28 August 2014.

Kings Comics 2014, [Kings Comics](#), accessed 28 August 2014.

Library as Incubator Project 2014, '[Book publishing workshop for teens, new from Matt Finch](#)', *The library as incubator project*, accessed 28 August 2014.

McCormack, H. 2013, [What is a book fair?](#), accessed 13 October 2014.

McKenzie, J. 2014, '[Thinking Gifted Thinking Gifted Thinking Gifted Thinking Gifted Thinking](#)', *The question mark*, accessed 29 August 2014.

Pedler, M. 2014, [Martyn Pedler](#), accessed 29 August 2014.

Treasure, A. 2013, [What do book marketers do?](#), accessed 13 October 2014.

Waak, S. 2014, '[Visible learning: what works best for learning](#)', *Visible learning*, accessed 28 August 2014.

### ADVERTISEMENT



### More than 1,300 Resources for Every Age, Reading Level and Subject

- ▶ Over 1,300 non fiction K-12 titles
- ▶ One-off purchase
- ▶ Quick set up
- ▶ No platform or ongoing fees
- ▶ Unlimited access option
- ▶ Read online or download

\*10% discount until 27 February 2015

### CONTACT US FOR A PRICE LIST

 **Britannica**  
Digital Learning

**02 9915 8800**

**Contact:** Linda Wright  
**Email:** bol@eb.com.au  
**Web:** edu.eb.com

© 2014 Encyclopaedia Britannica, Inc. | BRIT0278

# Libraries in partnership



Access is power: a Singleton High School student with her town library card



Martin Gray, teacher librarian at Singleton High School (SHS) and his colleagues from local public libraries, share how collaboration is enriching student learning in the town of Singleton and across the Hunter region of New South Wales.

Australian and international research shows that educational outcomes for students are improved when strong partnerships exist between families, communities and schools ([Department of Education, Employment and Workplace Relations \(DEEWR\) 2011 p.15](#)). One of the ways these partnerships can be strengthened is by establishing links between school and public libraries.

## Why collaborate? The Singleton story

At the start of last year Singleton Council Library Engagement Officer, Rob Stewart and I developed a plan with a simple goal, to encourage my public high school senior students to join the town library.

For the school, there was a strong economic imperative. The local town library has access to several resources, through buying as a conglomerate, which my single school library could not hope to afford. Encyclopaedias, journals, ebooks, audiobooks and even free music downloads are all standard services and available to anyone who lived, worked or studied within the shire council's boundaries. When students are at school, they receive help from their school teacher librarian and teachers with finding relevant resources, using information and recording it appropriately. Connecting

students with their local library means they have access to the expertise of the council librarian to help them with this. Membership of the town library also provides extended access to information. Town library services are available online 24 hours a day and are easy to access from home or from within the library. The extended opening hours of the town library, 9am to 8pm, Monday to Friday and 9am to noon on Saturday, ensure that students unable to access the internet from home can still access the information they need to do their schoolwork.

For the town library, increasing their membership base provides an opportunity to demonstrate to Council that the library services in the town are

being used and that they are valued by residents. This will help to ensure the medium and long term sustainability of the services.

One of the most exciting aspects of the partnership is the opportunity for students to develop a positive relationship with their local library that will provide a foundation for lifelong learning. It is a win-win situation.

### The process

We started by having the Public Library Liaison Officer, Laura Bush, come to school and demonstrate the resources available during year assemblies. Many students were members of the library, but had not borrowed in years, and almost none were aware of the

academic resources available. This did increase the awareness of what was available but there was no noticeable change in student behaviour.

This year we took a different approach. In addition to speaking to the students, we allowed them to sign up to the town library at school. The outcome was a dozen new students signing up to the town library in the first term. We also spoke to the teachers at the school about the journal resources available and encouraged them to join too. We were working on the principle that teachers should know how to access a resource before asking students to do it.

Laura visited the teacher librarian support group meeting and discussed our plan with the librarians from all the school libraries in the shire. Several of the other schools have welcomed the plan. There was much discussion about what the schools wanted and needed, and what the town library could offer. The meeting gave the youth librarian, Laura Bush, the opportunity to visit two of the primary schools to demonstrate how to access the junior resources, which led to several requests for membership forms.

Since we started the push this year, the town library has seen an increase in database use which they attributed to the membership drive and cooperation with local schools. Teachers have taken



**Expanding information horizons SHS student accessing the town library catalogue from the school library**

up the invitation to join up and the town library is keen to keep building momentum. This collaboration will continue at Singleton and there has been some discussion about expanding the partnerships beyond just online resources. The Catholic school students regularly visit the library for lessons and their drama society uses its space for performances. The library and the local youth venue have a range of events which are advertised at schools, but could be marketed more strongly due to their interest or usefulness to students. Young writer or artist workshops are often held in the school holidays. The summer reading programme has become increasingly popular over the years, with several thousand dollars

## Advantages of collaborating with your local librarian

- Cost and access: The town library has a wide range of resources which are free to you and accessible from home.
- The town librarian has local knowledge and local connections, especially useful when doing projects based on local history or conditions.
- The town library staff are employed to help those who live, work or study within the shire boundaries, including you.
- The librarians may be able to visit your school, or your school can visit the local library easily.
- You can make suggestions about which resources to get.
- Sharing common experiences and finding common solutions to problems.



in prizes available to students, and author visits are common events sponsored by the council.

At the suggestion of the local Catholic school, next year we will be including an introduction to the town library in the Year 6 to 7 transition packages, so that new students will view the joining of the town library as a regular part of going to high school. I will continue to speak to the staff about the library resources and steer as many students as I can towards the town library webpage, which I have linked from my school webpage. The Singleton Library support group will continue cooperating with our new aim, to have every student in Singleton become a member of the town library.

### Across the Hunter region

In the Hunter region, cross-sector library partnerships are thriving.

Julie Swane, formerly a teacher librarian with 25 years' experience working in secondary and K-12 schools and now, Children's and Young Adult Librarian at Newcastle Region Library, and Anjana Barnett, Library Shared Services Coordinator

At Lake Macquarie City Council, outline some of the initiatives in their libraries that are supporting teaching and learning.

As well as equipping students with the skills they need for lifelong learning, cross-sector library partnerships provide a great opportunity to build the connections between families, schools and communities that can promote better learning outcomes for students.

## Building relationships: Newcastle Region Library



Public libraries see themselves as having a proactive role to play in enabling literacy and learning. [UK research](#) shows a strong correlation between public library use, positive reading behaviours and academic attainment. Children who use libraries are nearly twice as likely to say that they enjoy reading, twice as likely to read outside of school and twice as likely to be reading above their expected age level. An often overlooked value of a public library is the socially inclusive and safe environment it provides for teens. In many communities, the library may be the only public facility apart from the shopping centre.

At Newcastle library, a commitment to outcomes based programming, knowledge of the syllabus and an understanding of the needs of teachers, has enabled the library service to gain respect with local schools. Teachers can be assured that programs that they attend are well thought through and meet syllabus requirements. I am passionate in promoting our print and online resources to schools, particularly knowing the alarming funding of many primary school libraries.

Our city library also includes a large gallery space that regularly features exhibitions of interest to schools. This term we featured Shaun Tan's artwork from *The lost thing*, both the book and the animation, including drafts and animation processes. One thousand students attended workshops that included drawing, writing and listening activities, built around syllabus outcomes.

Through regular activities and promotion, valuable relationships have been built with teacher librarians in Newcastle and surrounding areas. We have hosted trade tables and run workshops at the annual MANTLE conference (Hunter teacher librarians). A regular highlight is the Children's Book Council of Australia (CBCA) short list presentation by the NSW CBCA Judge that we host in June each year. Last year the meeting was also used to launch a Newcastle CBCA sub-branch that has turned into a dynamic group attracting teacher librarians, authors and illustrators.

Julie Swane,  
Children's and Young Adult Librarian at Newcastle Region Library

## Technology innovation at Lake Mac Libraries



Lake Mac Libraries are dedicated to bringing innovative programming to its community and supporting a culture of lifelong learning. The speed of developments in technology can leave people isolated, or those enthused by progress may lack the opportunity to access it. It is for these reasons the library is happy to support our local schools and students by offering 3D printing.

By offering 3D printing, we are able to work with students who wish to create innovative and inventive products within alternative learning environments or those that have a need for collaboration, and project-based learning.

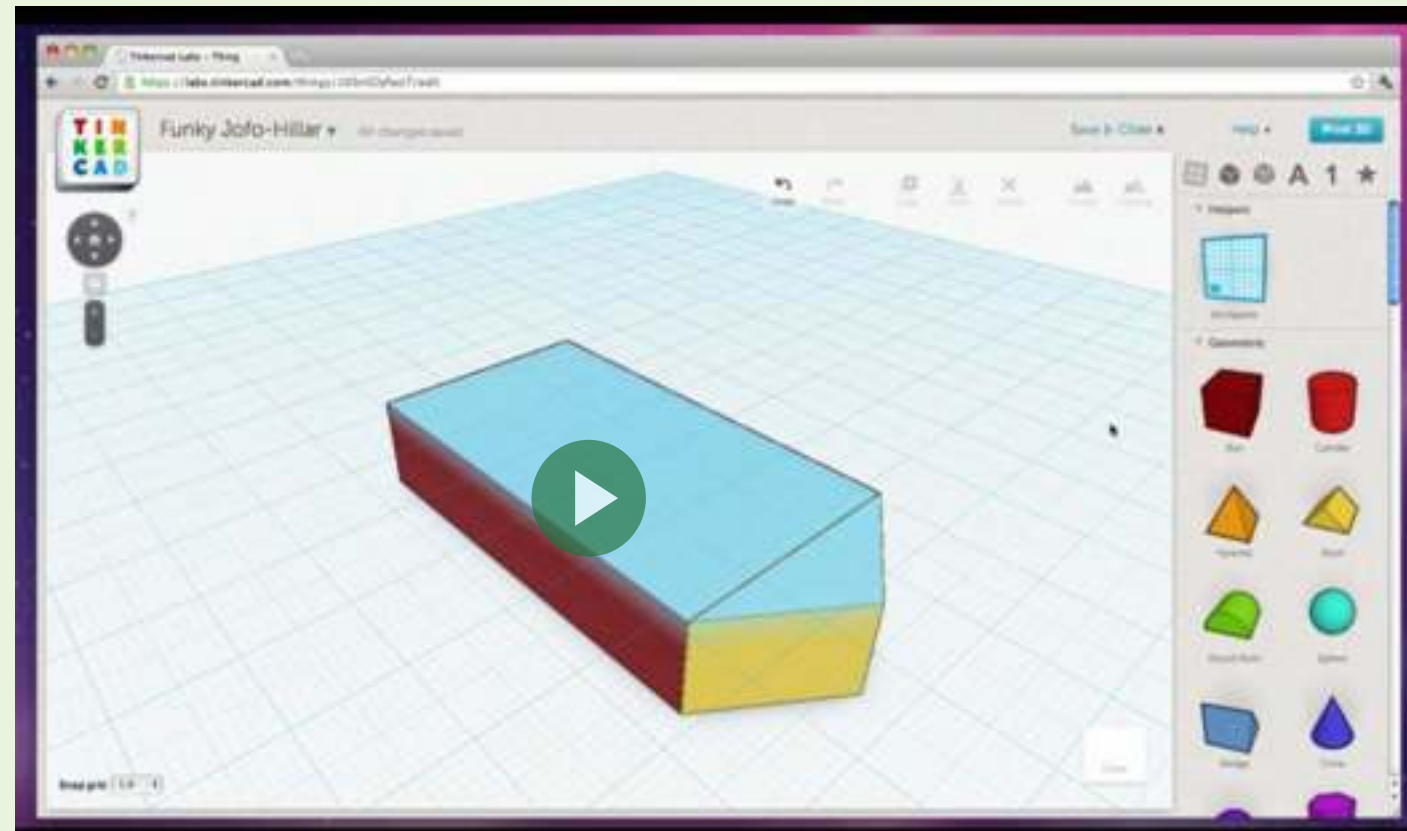
Since its introduction, the printer has been very popular with the community. Our local students from pre-schoolers to teens, and diverse groups such as local high schools to scout groups, have been especially keen users. Objects printed have been just as varied – glow in the dark *Star wars* figurines, personalised pens and jewellery.

Everyone has access

to the printer and we encourage people to bring along projects to print or there are many freely available designs on the internet at sites such as [Thingiverse.com](http://Thingiverse.com). Future plans for the 3D printer include [Tinkercad](http://Tinkercad.com) training sessions that will provide students with skills to create their very own designs.

Anjana Barnett,  
Library Shared Services Coordinator,  
Lake Macquarie City Council

[Tinkercad tutorial video](#)



### References and further reading

Clark, C. and Hawkins, L. 2011, '[Public Libraries and literacy: young people's reading habits and attitudes to public libraries, and an exploration of the relationship between public library use and school attainment](#)', *National literacy trust: words for life*, accessed 26 October 2014.

Curriculum Corporation 2006, '[Productive partnerships: public and school libraries promoting lifelong learning](#)', *SCIS Connections*, 56 (1), pp. 12-13, accessed 20 October 2014.

Department of Education, Employment and Workplace Relations (DEEWR) 2011, '[Strengthening family and community engagement in student learning](#)', accessed 20 October 2014.

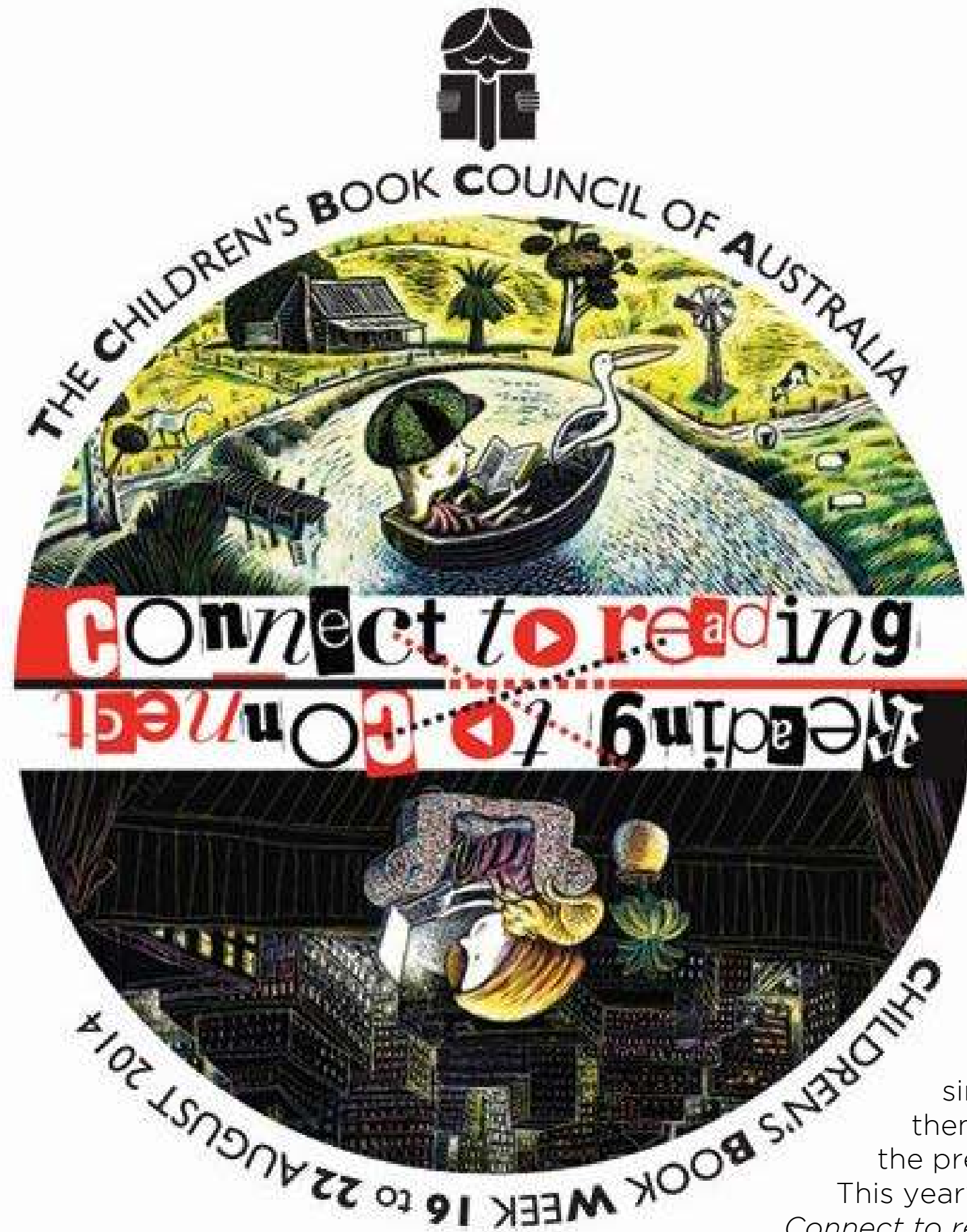
MakerBot Industries 2014, [Thingiverse](#), accessed 28 October 2014.

Miller, R. 2013, '[That collaborative spirit, changing times demand more complex partnerships](#)', *School Library Journal*, accessed 20 October 2014.

Moore, D. 2013, '[One card to rule them all: right here, right now!](#)', *Words*, Summer 2013, p. 6-9.

Spelman, A and Kelly, P. 2004, 'In visible light: illuminating partnerships across libraries to facilitate lifelong learning for young people', *Aplis* 17(1) March 2004, pp. 4-26, accessed 20 October 2014.

Tinkercad Tinkercad 2012, '[Tinkercad tutorial video](#)', *YouTube*, accessed 28 October 2014.



# Schools celebrate Book Week

Every August, thousands of schools across Australia celebrate great Australian books for children and young adults during The Children's Book Council of Australia's (CBCA) Book Week.

Book Week has had a national theme since 1987 and an artwork for this theme is produced by the illustrator of the previous year's picture book winner. This year's delightful artwork for the theme *Connect to reading* was crafted by Ron Brooks,

illustrator of *The coat* by Julie Hunt. Next year the CBCA will celebrate its 70th anniversary. The theme for 2015 is *Books light up our world*, with the artwork featuring art from the CBCA archives.

To celebrate the dedication of *all* teacher librarians who promote interest in reading we thought we would highlight some of the ways Book Week was celebrated in NSW public schools. Thanks to Julie Grazotis, Sharon McGuinness, Lindi Owen and their students and school communities for inspiring us. If you would like share how your school celebrates Book Week and promotes reading please contact [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au).



**STEPS Book Forum: celebrating community and literature**

## The St Clair and Erskine Park Schools (STEPS) learning community



The St Clair and Erskine Park Schools (STEPS) learning community in western Sydney held a book forum during this year's Book Week. Student representatives from each of the seven schools formed the panel, which was moderated by Judith Ridge from [WestWords](#). The discussion centred on the six picture books shortlisted by the CBCA. In addition, schools prepared a book trailer to introduce each book and artworks in response to the books. The event was a wonderful celebration of community and literature. You can read more about this wonderful program in *Scan* next year

**Julie Grazotis**  
Banks Public School

## Thirroul Public School



Our *Connect to reading* Book Week celebrations kicked off on Monday August 18th with the announcement of K-6 student voting in the categories of Early Childhood and Picture Book. Students were thrilled to find that several of their selections



**Illustrator [Tom Jellett](#) works with Stages 2 and 3 at Thirroul Public School**

mirrored those of the *real* judges.

Illustrator [Tom Jellett](#) captivated Stage 2 and 3 students on Tuesday and in the evening, students, their families and teachers came together to participate in [The Reading Hour](#), and raise money for the [Indigenous Literacy Foundation](#).

Wednesday saw Kindergarten walk to our local district library at Thirroul where staff performed several Reader's



**Students, teachers and parents of Thirroul Public School participating in [The Reading Hour](#)**

Theatre pieces based on the shortlisted titles. Each year, the library hosts local schools, where students delight in their fantastic displays and activities.



**Thirroul Library librarian Peta Moss delights Kindergarten with her take on [Granny Grommet](#)**

On Thursday, Stage 1 students welcomed new author, and fellow teacher librarian, Jodie Wells-Slowgrove who presented an engaging talk on her [Wilderness fairies](#) series.



**Jodie Wells-Slowgrove with Stage 1**

The key display in our school library continues to highlight the many students who share their reading with each other via exchanging their recommendations. Our 2014 Book Week was a busy and engaging time, where the whole school community connected in celebrating and reading great Australian children's literature.

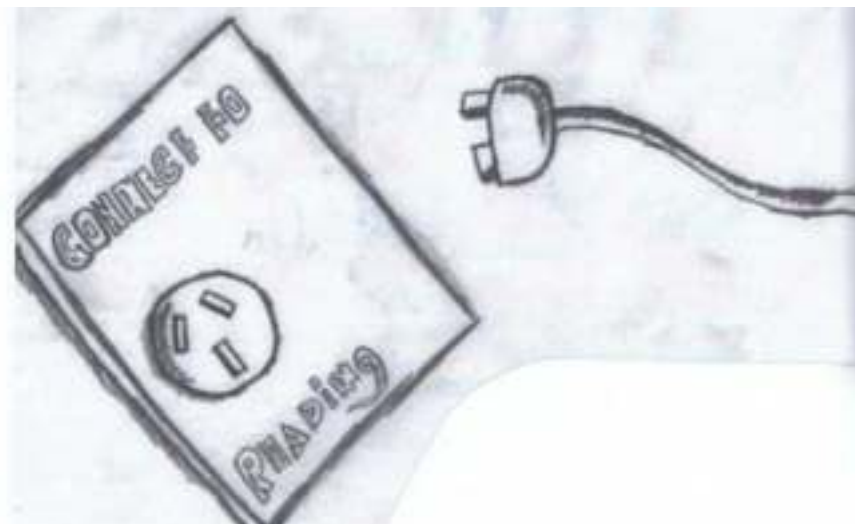
**Sharon McGuinness**  
Thirroul Public School

## Quirindi High School connects to reading



Competitions and activities were all part of the fun to celebrate Book Week and promote reading in the library at Quirindi High School.

In the lead up to Book Week we had TV personality, author and illustrator [Dave Hackett](#), also known as Cartoon Dave, drop into the Library and share his entertaining tips and tricks about



One of the design entries in the QHS Book Week logo design competition.

cartooning to students. He also talked about his new teen fiction book, *The summer of kicks*, which has just been released. He kept the students on the edge of their seats with his humorous anecdotes and had everyone creating amazing cartoons with his drawing tips. This was a great way to connect students to the world of reading and illustrating.



Cartoon Dave in action



Elvis cartoon

During Book Week we held a fiction book guessing competition and borrowing competitions for staff and students. A staff morning tea was held to celebrating reading with staff bringing their favourite book along for a chance to win some Book Week



Guessing competition group winners

merchandise. This made for a very entertaining morning tea as we enjoyed childhood favourites along with a very tricky book with the middle cut out to hide a mobile phone.



The highlight of the celebrations was the construction

Relax and read in the QHS library reading chair

The winning book shelf in the QHS construction competition.



competition where students were provided with 20 paddle pop sticks, 20 straws, a rubber band and one metre of masking tape. Using these items and the 40 minutes available at lunch time, they had to construct a

Another great book shelf design



shelf to hold books. There were some interesting constructions and lots of fun was had by all during the celebrations.

Book Week – a great way to promote reading in our school.

Lindi Owen  
Quirindi High School

### Using CBCA Book Week winners in the classroom



Scan reviews all of the shortlisted books and flags them in Resource Reviews to help teachers use them effectively in the classroom. Take a look at the great [Australian curriculum springboard](#) that outlines how Stage 5 teachers can incorporate this year's Older Reader winner, *Wildlife* by Fiona Wood, into learning programs.

# Share this

## How to get started collaborating among schools

Interested in collaborating with other schools but not sure where to start? Be inspired by this great Slide Share presentation by Silvia Rosenthal Tolisano.



## Class movies

ClassMovies is a wonderful opportunity for schools to document the innovation occurring every day in classrooms. It is part of the Great Teaching, Inspired Learning reform to share professional practice between teachers and schools, as well as promoting public education to the wider community.

There are already some great examples on the new website, [ClassMovies TV](#)

ClassMovies videos are up to five minutes in length. Making your own video is free. Simply provide the raw footage and a story plan and the professional editors at ClassMovies turn it into a finished product. Further details are available on the [ClassMovies](#) page on the DEC intranet.



## WeCommemorate

How is your school commemorating the Centenary of Anzac during 2015?

### Creative digital challenges for K-10

*WeCommemorate* is a series of digital multimedia challenges for students from Early Stage 1 to Stage 5 designed to engage students in the production of creative, stage appropriate, multimedia products.

These challenges will begin from April 2015 with entries closing in Term 3 2015.

They form part of the suite of resources being developed by the NSW Department Education and Communities to mark the Centenary of Anzac.

Each challenge addresses syllabus outcomes and content in History, English and Geography across Early Stage 1 to Stage 5 and can be integrated into your school's commemorative plans.

An Adobe Connect session providing details about the Centenary of Anzac will be held early in Term 1, 2015.

Register at <http://bit.ly/WeCommemorate>.

The winning entries will feature in official DEC commemorations on Remembrance Day 2015.

Contact: [wecommemorate@det.nsw.edu.au](mailto:wecommemorate@det.nsw.edu.au)

# resource reviews

## Contents

<a href="#">Curriculum springboard resources</a>	56
<a href="#">Eresources</a>	64
<a href="#">Professional reading</a>	73
<a href="#">Picture books</a>	77
<a href="#">Fiction for younger readers</a>	83
<a href="#">Fiction for older readers</a>	89
<a href="#">Information, poetry and drama</a>	95
<a href="#">Who reviews?</a>	100

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).

Reviews are sometimes accompanied by embedded video or multimedia content, book trailers, or links to other sources. Publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Since many of these videos are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible only by staff.

Copyright for reviews is held by the NSW Department of Education and Communities. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au).

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
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





# Connections with the reader: first person, narrative voice *To see the world* and *Loyal creatures*

Australian curriculum springboard

English  
and History  
Stages 3–5  
Years 5–10



## Reviews:

### *To see the world*

FORRESTAL, Elaine  
National Library of Australia, 2014  
ISBN 9780642278494



This fictitious account of the journey of the French frigate, *L'Uranie* is narrated by José, a Mauritian cabin boy. As a mulatto child of a Mauritian mother and French father, José had limited opportunities open to him in the early 18th century so he was sent aboard *L'Uranie* to work and be tutored by Rose, the captain's wife. As women were prohibited to travel on state ships in those days, Rose was disguised as a man. Rose's diary provides us with the first European woman's experience of circumnavigating the world. Written in the first person, this novel connects the reader with the colourful characters who survived storms, a shipwreck and being marooned on an island. Black and white images from the National Library and the historical events in Rose's diary such as the removal of the [Vlamingh plate](#) and a visit to the new settlement of Sydney Town are of particular relevance to students of History K–10. [Teacher's notes](#) may support the study of aspects of this engaging historical novel. S. Rasaiah ([Scan 33.4](#))

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English K–10; History K–10  
**SCIS 1656076** Paper \$17.99

### *Loyal creatures*

GLEITZMAN, Morris  
Penguin Group Australia, 2014  
ISBN 9780670077427



Based on events endured by the Australian Light Horse in Egypt and Palestine during World War I, this novel does not shy away from the heartbreak and trauma of this episode in Australia's history. Frank, an enthusiastic 16 year old country boy, persuades his father to enlist them and their loyal horse companions in the mounted infantry. Possessing water divining skills, Frank and his father become useful in the desert campaigns until Frank's dad is sent to the Dardanelles and Frank's life changes. Although the characters are fictitious, what happened to Frank, his father and their horses was not too far removed from the truth. Students seeking information about the Australian Light Horse are encouraged to study the facts provided at the [Australian War Memorial](#). This account, told in the first person through Frank's voice, may be useful as background reading for the [Core Study - Depth Study 3: Australians at War: World Wars I and II \(1914–1918, 1939–1945\)](#). S. Rasaiah ([Scan 33.4](#))

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English K–10; History K–10  
**SCIS 1661285** Paper \$19.99

## Teaching and learning opportunities:

### [NSW syllabus for the Australian curriculum English K-10 syllabus](#)

- Students discuss the impact of the first person narration in each of the novels. Students then list the ways that this grammatical feature has created meaning in the text. [EN3-3A](#)
- Analyse the relationships between each of the characters using a diagram and create a *Voki* for each using first person narrative to illustrate their position. [EN3-5B](#), [EN4-3B](#)

### [NSW syllabus for the Australian curriculum History K-10 syllabus](#)

Students are encouraged to identify the different perspectives provided by the characters in the novels. [HT4-7](#), [HT5-7](#)

## Programming:

Teaching students about perspectives and interpretations in historical contexts leads to identifying the different points of view of participants. Identifying these differing perspectives allows students to recognise that historians also have differing perspectives and that historical accounts may contain bias or stereotypes. Students realise that a range of sources is recommended. In order to gain a balanced viewpoint. Fiction may be analysed alongside factual texts for verification of information.

## Resources:

[Australian War Memorial](#)  
[National Library of Australia](#)  
[Voki](#)  
*War horse* by Morris Gleitzman





# Engaging students through visual problem-solving: decoding the visual world

Curriculum springboard

Visual Arts  
Stages 4–6  
Years 7–12



Madrid motorcycle (Photograph by Helen Yip)

## Outcomes:

A student:

- makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience  
Conceptual Framework 5.2
- investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks  
Representation 5.4  
[Visual design Years 7–10 syllabus](#)

Other outcomes:

- [Visual design CEC Stage 6 syllabus](#) DM2, DM4
- [Photographic and digital media Years 7–10 syllabus](#) 5.2, 5.4
- [Photography, video and digital imaging CEC Stage 6 syllabus](#) M2, M4
- [Visual arts Years 7–10 syllabus](#) 4.2, 4.4, 5.2, 5.4
- [Visual arts Stage 6 syllabus](#) P2, P4

## Content:

- Exploring the roles of artist/designer, designed works, context/brief and audience/consumer
- Interpreting diverse sources to generate meaningful imagery and solutions.

## Review:

### *Go: a Kidd's guide to graphic design*

KIDD, Chip  
Workman Publishing, USA, 2013  
ISBN 9780761172192 [741.6]



A message from our eyes to mind, graphic design exists as a strategic combination of visual and typographic elements that engage us in our daily lives on a conscious and subconscious level. Spotlighting the nature of design as creative problem-solving, this publication prompts a whimsical exploration of the thinking process and intentional decisions behind the things we use, read, purchase, play with and consume. Strong, punchy visuals, everyday analogies and a thought-provoking, diagrammatic layout make this an accessible resource for students and teachers interested in questioning why the visual world works the way it does and how we can play an active role in fashioning our own signs and symbols. Drawing from historical examples and his own industry experience, the author outlines real scenarios and applications of design fundamentals with an emphasis on book cover design, demonstrating rules and how to playfully break them. Keywords and concepts introduced with each chapter and a set of practical projects, including an opportunity for students to post and share their work online, offer inspiring stimulus for hands-on challenges. H. Yip ([Scan 33.4](#))

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

**KLA** CA

**SYLLABUS:** Creative Arts K–6; Photographic and Digital Media 7–10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6

**SCIS 1646946** \$29.95

## Professional resources:

-  [Resource reviews](#)

## Resources:

Books:

- Ambrose, G & Harris, P 2006, *The visual dictionary of graphic design*
- Heller, S & Anderson, G 2014, *The typographic universe: letterforms found in nature, the built world and human imagination*
- Ingledew, J 2011, *The A-Z of visual ideas: how to solve any creative brief*
- Sala, F 2013, *Geo graphic: a book for map lovers*
- Toseland, M & Toseland, S 2012, *Infographica: the world as you have never seen it before*
- Wigan, M 2009, *The visual dictionary of illustration*

Websites:

- [Australian Graphic Design Association](#)
- [Color scheme designer 3](#)
- [deviantART](#)

Typography examples:

- [Go: a Kidd's guide to graphic design](#)
- [Ignas Krunglevicius](#), 19th Biennale of Sydney
- [Olivier Beaudoin](#), artist's website
- [Vik Muniz](#), artist's website



# Engaging students through visual problem-solving: decoding the visual world

continued

Curriculum springboard

Visual Arts  
Stages 4–6  
Years 7–12



Madrid motorcycle (Photograph by Helen Yip)

## Teaching and learning opportunities:

Challenge students to discover, observe and document examples of typography in their daily lives and surroundings, focusing on lettering created from unexpected formal relationships of lines, colours, textures, tones and positive and negative shapes. Students can present their findings as a series of photographs, illustrations or mixed media studies and can sort and combine their images into a collaborative artwork, alphabet or visual story.

- Experiment with creating hand-generated typography, using a range of media and mark-making techniques. Appropriate an existing typeface and refashion it by painting, drawing, collaging, cutting, tearing, scratching back and/or repositioning sections of the type or by combining it with elements from other fonts. Generate a series of designs via photocopies, tracing paper or layering transparencies then scan and convert these into a digital format for publishing or final presentation in a portfolio.
- Explore how type can be used to support narrative journeys and create a storyboard, flipbook, animation and/or film whereby a letter, typographic symbol or word is transformed into a symbolic image, scene or narrative. Refer to Olivier Beaudoin's animation [Typolution](#) and experiment with the app [Wordify](#).
- Represent the meaning of a particular word, phrase or concept through the manipulation of text as image, to create a visual metaphor. Refer to pp. 116-7. Conversely, arrange images or objects to construct text, definitions or larger symbolic assemblages such as those of [Vik Muniz](#), and document these via photography, scanning and/or stop motion animation.
- Research, brainstorm and develop an original font design, considering the balance between concept, aesthetics and legibility. Students may draw inspiration from music, daily experience, language, memories, or a particular art or design movement and utilise hand-generated, digital and/or darkroom imaging processes.
- Investigate the purpose and nature of branding and logo design. Develop a visual identity and a personal logo that symbolises individual interests, influences, experiences and/or style. Refer to pp.

77-81. Apply this logo to brand a variety of materials and objects via digital means, transfers, screenprinting and/or labelling.

- Select an event or cause related to the school or broader community, then develop and promote an advertising campaign. This could include the design and publication of a series of posters, banners, billboards, postcards or pamphlets, pin badges, garments and web-based material. Students can experiment with photography and hand or digitally generated graphics to develop their own original, copyright-free images and material.
- Discuss the elements and principles of design, then brainstorm ways to break these 'rules' to engage audiences through new combinations, juxtapositions and compositions. Research successful examples of these in advertising, publications and other media, analysing the issue of form versus function.
- Analyse examples of historical and contemporary design problems to investigate how creative problem-solving can be used to generate innovative solutions in design practice. Adopt different thinking approaches and processes such as SCAMPER, big questions, the six thinking hats, habits of mind, William's model and Bloom's digital taxonomy.
- Visually represent or re-present a subject, concept or product via different communicative approaches and styles, surveying audience responses and interpretations. Students could explore self or commercial identity, signage, publication design, everyday objects or a product advertisement through photography, illustration, pictograms, mixed media, animation and/or video. Refer to pp. 114-5.
- Research a statistic (or identify one by surveying respondents) and develop an infographic to visually represent it. Refer to *Infographica: the world as you have never seen it before* (2012) by Martin & Simon Toseland and [Piktochart](#).
- Animate a conversation, story or everyday saying by manipulating text as image and considering the psychological and emotive associations of visual and typographic elements. Refer to Ignas Krunglevicius' video installation [Interrogation](#).
- Publish and share work online at [Go: a Kidd's guide to graphic design](#) or other artwork posting and blogging sites.

## Composing:

- [A beautiful mess](#) \$1.29
- [Font candy + typography text editor](#) \$3.79
- [iFontMaker](#) \$8.99
- [PicLab - photo editor](#) free
- [Piktochart](#) free (requires Google Chrome)
- [Wordify](#) \$3.99



# Exploring representation and narrative point of view: *Wildlife*

Australian curriculum springboard

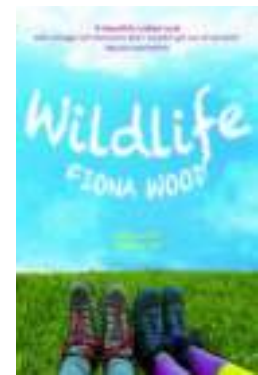
English  
Stage 5  
Years 9–10



## Review:

### *Wildlife*

WOOD, Fiona  
Pan Macmillan Australia, NSW, 2013  
ISBN 9781742612317



What is most refreshing about this novel is not its open discussion of teenage sex and drug-taking (though, these do figure rather realistically), but its depiction of intelligent, compassionate teenagers. These kids think – and not about werewolves or how to best kill each other, but about real grief and what it means to be a good person.

As the review in *Scan* 33.3 points out, this is a semi-sequel to Wood's first young adult novel, *Six impossible things*. Once again, she has tapped into her knack for integrating references to important literature in a powerful way. Her characters engage with novels, music and poetry as a means of expression and bonding, and their observations are often captured in apt and original metaphor. There are moments of intertextuality with *Othello*, which the characters happen to be studying during their term at the outdoor education camp, but, as with most of Wood's references, these are nuanced and reward readers rather than exclude them.

It would be easy to dismiss this novel as standard teenage drama, but that would be missing the point. Being a teenager is difficult and Wood realistically captures some of the awkwardness of working out who we are. Even if the novel is not useful in your classroom, this is an important piece of wide reading for older secondary students. J. Henzler ([Scan 33.3](#))

**USER LEVEL:** Stage 5 Stage 6

**KLA:** AC; English

**SYLLABUS:** English 7–10; English Stage 6

**SCIS 1606507** Paper \$16.99

## Programming:

### Narrative point of view (Stage 5)

The role of storyteller is divided between the two main characters; Sibylla's chapters are told in first-person present tense, whereas Lou keeps a diary addressed to her recently deceased boyfriend. This not only creates an interplay between the facts and opinions shared by the two girls at the one camp, but the difference in narrative modes is also the foundation for the characterisation of both girls. Sibylla's decision-making is often impulsive and the present tense helps to bring us closer to her confusion and self-doubt. Lou's reflective writing helps us to see both her considered analysis of events and personalities, and an awareness of her personal growth.

### Representation (Stage 5)

For those teaching units related to notions of the teenage experience, *Wildlife* is an excellent contemporary example. Even Wood's secondary characters are diverse, from hostile and believably popular Holly, through to removed and comfortably strange Michael. Alongside the contrasting narrators, they represent some of the disparate experiences of growing up in Australia. Sibylla feels pressure and desire to physically act on her feelings for nice-guy Ben Capaldi. Lou resists the school's well-meaning counselling about the death of her boyfriend, and struggles to accept the friendly advances of her new classmates. Holly transfers her unhealthy relationship with her mother into a shamelessly mean attitude among her peers. Here they seem clichéd, but not so in the reading. Rather, they are pointedly familiar, and will make for engaging analysis.

## Teaching and learning opportunities:

### [NSW syllabus for the Australian curriculum English K–10 syllabus](#)

- After reading the first ten chapters, students make two columns and compare how Lou and Sibylla's written voices assist in their characterisation.  
[EN5-2A](#)
- Students read chapters 57 and 58 and examine how the perspectives of both narrators work together to construct a balanced view of events.  
[EN5-2A](#)
- After reading chapters 1 and 2, students select either Lou or Sibylla and examine whether this character so far fits their own preconceptions of *teenage girls*.  
[EN5-7D](#)
- After reading, students collect evidence from the text that describes the relationship between any two characters and reflect personally on how accurately they feel Wood has represented this relationship.  
[EN5-5C](#)

Advice, implementation support and resources for NSW DEC teachers: [AC – NSW syllabuses for the Australian Curriculum](#) (NSW DEC intranet)



# How has our community changed? What features have been lost or retained?

Australian curriculum springboard

History  
Stage 2 and Stage 3  
Years 3-6



## Review:

### *Tea and sugar Christmas*

JOLLY, Jane and INGPEN, Robert  
NLA Publishing, ACT, 2014  
ISBN 9780642278630



Running out of tea or sugar is a mild nuisance, but imagine having to wait days to buy more? Told from the perspective of young Kathleen, this fascinating and touching story about waiting for a very special, once-a-year train is a treasure. Based on the real

tea and sugar train, which for most of the last century trekked weekly across some 1000 km of Nullarbor Plain, this picture book documents what a lifeline this service was for the Aboriginal, Afghan and European migrant families living along the line. No train was as anticipated as that on the first Thursday in December; the jolly man in red was aboard with gifts for each excited child. The written text and illustrations are elegant and empathetic, capturing time, place and emotion beautifully. Readers will feel the hot, dry rock beneath Kathleen's bare feet as she climbs to spot the wished-for train. The thoughtful addition of archival photographs and text provides historical context and insight into a slice of Australia's outback past. P. Galloway (*Scan 33.4*)

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10; HSIE K-6

**SCIS1680181** \$24.99

## Outcomes:

A student:

- describes and explains how significant individuals, groups and events contributed to changes in the local community over time [HT2-2](#)
- identifies change and continuity and describes the causes and effects of change on Australian society [HT3-3](#)

[NSW syllabus for the Australian curriculum History K-10 syllabus](#)

## Programming:

### Community and remembrance (Stage 2)

Using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times. ([ACHHK061](#))

### Australia as a nation (Stage 3)

Research and describe the contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport. ([ACHHK116](#))

Advice, implementation support and resources for NSW DEC teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DEC intranet)

## Teaching and learning opportunities:

- Construct a timeline documenting significant events in the life of the Tea and sugar train, such as the introduction of concrete sleepers.
- Create a Venn diagram outlining the similarities and differences between the print adverts at the end of the book and examples from today.
- List the challenges and opportunities of living in a remote location from both a child's perspective and a parent's perspective.
- Discuss what it would be like having to wait for basic needs and wants and design a dramatic scenario based on your discussion.
- Research the main employment opportunities for Aboriginal people in outback Australia last century. Consider if much has changed today.
- Plot where the main migrant groups of the 20th century settled in Australia and their employment patterns.

## Resources:

- *As I grew older* by Ian Abdulla
- [Film Australia Collection search page](#), National Film and Sound Archive (These films also available on YouTube as below).
- *Rail town*, NFSA Films
- *Tea and sugar train*, NFSA Films
- [Santa aboard the tea and sugar train](#) (still images)
- *Tom the outback mailman* by Kristin Weidenbach and Timothy Ide

## Professional resources:

- [Aboriginal education K-12 resource guide](#)
- [Aboriginal education K-12 resource guide. Volume 2](#)
- [Identity: Sharing our stories](#)
- [Australia's Afghan cameleers](#), Australian Geographic
- [Teachers' guide - Tea and sugar](#), Film Australia
- [Tea and sugar train](#)



# How invented language can be interpreted through context, audience and purpose: *A house for Donfinkle*

Australian curriculum springboard

English

Early Stage 1 Stage 1  
Stage 2 Stage 3  
Years K-6



## Review:

### *A house for Donfinkle*

BRERETON, Choechoe and HARRIS, Wayne  
Walker Books Australia, NSW, 2014  
ISBN 9781921720536 [A821]



Invented rhyming language is cleverly used to inject humour into this engaging story about the perils of being swayed by what others say. Donfinkle proudly builds his perfect house which he alters when Floobles and Moobles interfere. Ultimately, the house looks jumbly and Donfinkle stands up for what he really wants. This picture book is a

prime example of how composers use imaginative and creative features to appeal to an audience. The bold illustrations with their attention to detail and colour choices correspond with the text, allowing viewers to interpret the language patterns. Students will make connections with other books in this format and may be motivated to design their own unconventional characters and adapt appropriate words to suit. S. Rasaiah (*Scan 33.4*)

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1657963** \$24.95

## Programming:

### Using language to shape meaning (Early Stage 1)

Through a study of a range of imaginative pictures that use invented or nonsense language, students can understand how texts are written for a particular audience and can identify the purpose of imaginative picture books. This can lead on to understanding that written language may not always be the same as spoken language. Guided discussions of how and why invented language injects humour into texts can extend students' learning about how language shapes meaning.

### Language forms and features (Stage 2)

Understand how a range of language features such as rhyme and alliteration can engage the reader or viewer. Discuss how vocabulary is chosen to suit a particular audience and purpose. Describe how language features shape meaning and add to the appeal of a text. Use contextual knowledge to interpret invented language in imaginative texts.

### Applying contextual knowledge (Stage 3)

Discuss ways that figurative language creates interest for the reader of imaginative texts. Identify ways of using language conventions to shape meaning for readers and viewers. Analyse strategies used by composers to appeal to readers and viewers.

## Teaching and learning opportunities:

### *NSW syllabus for the Australian curriculum English K-10 syllabus*

- Discuss humour in [sniglets](#) and [neologism](#) and adopt some of these ideas at [Teaching nonsense words](#).
- Introduce syllabification into invented words – mix and match the syllables to further create nonsense words – and use these as characters or settings in own fantasy or science fiction narratives.
- Investigate wordplays used, in poetry.
- Perform Lewis Carroll's [Jabberwocky](#) as a readers' theatre or use an app such as [Tellagami](#).  
[ENe-10C](#), [EN1-10C](#), [EN2-10C](#) and [EN3-7C](#)

### *Australian Curriculum-English:*

[ACELA1434](#), [ACELT1585](#), [ACELT1592](#), [ACELT1600](#), [ACELT1606](#), [ACELT1798](#) and [ACELA1518](#)

Advice, implementation support and resources for NSW DEC teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DEC intranet)

## Resources:

- Books by Dr Seuss
- Books by Roald Dahl
- *Duck and the darklings* by Glenda Millard
- *Jabberwocky*, Poetry Foundation
- Poems by Edward Lear, Poetry Foundation
- [Syllables factory game](#)
- [Teaching nonsense words](#), Pinterest
- [Tellagami](#)
- [Wordplay in poetry](#)



# What makes people similar and different and how does this shape their identity?

Australian curriculum springboard

History  
Early Stage 1  
and Stage 1  
Kindergarten  
Years 1-2



## Reviews:

### *The lost girl*

KWAYMULLINA, Ambelin  
Walker Books, UK, 2014  
ISBN 9781921529634



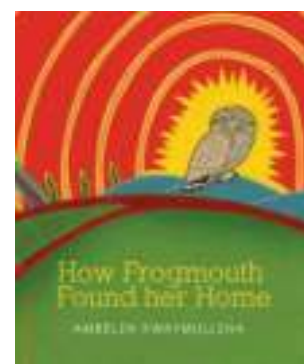
An Aboriginal girl wanders through the bush looking for her grandmothers, mothers and aunts and when she finds them

she tells her brother that when she was lost in the bush she was not frightened because she was with her mother. She says her mother provided her with food and water and showed her the way home. The personification of nature in this picture book may provide an interesting challenge to the very young readers that this book will engage. The colourful pictures of the flora and fauna in the Australian bush are engaging and educative. This would be a wonderful way to introduce young readers to Aboriginal culture and kinship and the relationship of Aboriginal people to the Land. K. Rushton ([Scan 33.4](#))

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English K-10; History K-10  
**SCIS 1661515** \$24.95

### *How frogmouth found her home*

KWAYMULLINA, Ambelin  
Fremantle Art Centre Press, WA, 2010  
ISBN 9781921686015



The author is an illustrator and writer from the Bailgu and Njama peoples from the Pilbara region in Western Australia. Her story names and describes a variety of Australian animals

and explains where they live. The main character is a tawny frogmouth looking for a home. On the way, she helps other animals to identify their own place in the world. It is a useful stimulus text for students studying identity and families.

K. Rushton ([Scan 30.1](#))

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; HSIE  
**SYLLABUS:** English K-10; HSIE K-6  
**SCIS 1463627**

## Programming:

- The study of identity is clearly defined throughout the Key Learning Areas of the Australian Curriculum. Through the explicit teaching of the significance of place and heritage, students will gain an understanding of what makes people similar and different and how this shapes their identity.
- Picture books about families in other places, including Aboriginal stories and the personification of animals seeking to find their place in the world, are to be used in the teaching of family heritage.

## Resources:

- [Acoustic family song - My family and me!](#) by ELF Kids Videos
- [Bush tucka, good tucka](#) by Aunty Jan Brown, et al
- [I kissed the baby!](#) by Mary Murphy
- [Kids world - a kid's guide to changing families](#)
- [Patricia](#) by Stephen Michael King
- [So much!](#) by Trish Cooke and Helen Oxenbury
- [Speaking from the heart: stories of life, family and country](#) edited by Sally Morgan, Tjalaminu Mia and Blaze Kwaymullina
- [Tucker](#) by Ian Abdulla

## Teaching and learning opportunities:

[NSW syllabus for the Australian curriculum History K-10 syllabus](#)

- communicates stories of family heritage [HTe-1](#) and [HT1-1](#)
- [Australian Curriculum - History: Personal and family histories](#) (ACHHK004) and [Present and past family life](#) (ACHHK028).

Advice, implementation support and resources for NSW DEC teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (NSW DEC intranet)

### Developing comprehension through drama:

- One student is the lost girl looking for her family.
- Class uses thought tracking and tap in strategies, asking questions: *Where are you going? What has happened? How do you feel?*
- Choose a moment such as when the girl is united with her family and ask groups to portray all the characters in a tableau or freeze frame.

### Supporting students' understanding of personification:

- Teacher takes the role of the lost girl.
- Students take the role of Mother Nature providing gifts of food and water to the lost girl and showing her the way through the bush.

### Composing:

- Develop a Reader's Theatre by jointly constructing a script on the theme of being lost and looking for your family.
- Use each student's graphic representation of their family to compare and contrast families.
- Ask students to consider why the author talks about the lost girl's Mothers and Fathers instead of Mother and Father. Help students to consider the kinship system which the terms reflect.



# What was life like for Aboriginal people before Europeans arrived?

Australian curriculum springboard

History  
Stage 2  
Years 3-4



## Review:

### WilderQuest



Available as both a [website](#) and an [iPad app](#), the *WilderQuest* program aims to inspire students to actively explore their local natural environments. Brightly coloured, with very appealing graphics, the website and app provide engaging interactive activities in a variety of environments. The app provides an immersive 360 degree visual experience in two environments: *Rainforest* and *Coast*. The colour, sound and wraparound perspective create the effect of standing within the environment and provide an engaging interaction best suited for personal use, as users physically turn their iPad around, up and down to inspect the surrounding area. Additional environments are available via the website, including *Desert*, *Alpine*, *Woodlands* and *Town*. With its focus on habitats, plants and animals in these varied contexts, the *WilderQuest* program could support the Science Stages 1 to 3 strand, *Living world* and the HSIE strand, *Environments*. The new *Campfire* section seeks to make Aboriginal culture accessible for primary students and contains videos, images and interactive elements relating to Country, Dreamtime, bush tucker, vessels, fire and tools. Aboriginal knowledge, language and cultural practice have been sourced and represented in consultation with traditional Aboriginal owners and knowledge holders of Country. Consequently, *Campfire* could strongly support understanding of Aboriginal

history and culture in the History Stage 2 topics: *Community and remembrance* and *First contacts*. G. Braiding (*Scan 33.4*)

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; HSIE; Science

**SYLLABUS:** History K-10; HSIE K-6; Science K-10

**PUBLISHER:** NSW National Parks and Wildlife Service, NSW

**REVIEW DATE:** 03/11/2014 [508.944]

SCIS 1681512



## Outcomes:

A student

- describes and explains effects of British colonisation in Australia [HT2-4](#)
- applies skills of historical inquiry and communication [HT2-5](#)

[NSW syllabus for the Australian curriculum History K-10 syllabus](#)

## Content:

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place ([ACHHK077](#))

Advice, implementation support and resources for NSW DEC teachers: [AC - NSW syllabuses for the Australian Curriculum](#) (intranet)

## Programming:

Building on the Stage 1 History strand: *The past in the present* students will have studied local Aboriginal sites to understand links with the past. This learning underpins content in the Stage 2 strand: *First contacts*.

Share websites and picture books that explain the connections of Aboriginal people to Land and Country and the impact of European colonisation on Aboriginal culture. (Stage 1 Stage 2 Stage 3)

Discuss key historical concepts and develop skills of historical inquiry relating to perspectives in resources studied. (Stage 2 Stage 3)

## Teaching and learning opportunities:

- Community links - collaborate with the local Aboriginal community and invite them to share their knowledge and stories.
- Story sharing - read a Dreaming story relating to bush tucker, eg *How the kangaroos got their tails* by George Mung Mung Lirrimyarri and Pamela Lofts.
- Non-verbal - create a simple line-art animation of a Dreaming story.
- Symbols and images - discuss the symbolism of hand stencils. Create and display them outside the classroom.
- Land links - identify and label bush tucker plants in the school grounds, eg mat rush, blue flax lily, lillypilly.
- Deconstruct/reconstruct - view images of traditional Aboriginal shelters. Construct model shelters outside using natural materials, eg sticks, bark, twine.
- Non-linear - research Aboriginal archaeological and rock-art sites.
- Learning maps - create a visual timeline of the longevity of Aboriginal occupation of Australia.

## Professional resources:

- [8 Aboriginal ways of learning](#)
- [Aboriginal educational contexts](#) - NSW Board of Studies
- [Aboriginal heritage](#) - Aboriginal Heritage Office
- [Aboriginal perspectives](#)
- [Scootle](#)
- [Trove](#)

## Resources:

- [Aboriginal bush foods](#) - Royal Botanic Gardens
- [Australian rock art](#)
- [Dust echoes](#)
- [Indigenous Australians](#)
- [Mungo archaeology](#)
- [WilderQuest campfire](#) - NSW NPWS

## Composing:

- [Educreations](#) app
- [Explain everything](#) app
- [iMovie](#)
- [ShowMe](#) app

# 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; eg game; learning object



media presentation; eg 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 [Office clip art and media](#) and [Open Clip Art Library](#).

## The book of holes



First published as a hard copy book in Denmark in 2005, where it was hailed for its innovative concept and production, the authors have adapted this text for the digital market with a black hole replacing the original cut-out. Targeted at the early childhood age group, the book can be read aloud to the viewer, in a young American voice, or the viewer can read unassisted. Every second page has the text interestingly arranged around the central hole, with the remaining pages featuring visually exciting graphics, animations and interactions pertaining to the text. The holes featured include facial holes, the black hole origins of the universe, good holes and bad holes, and those pertaining to bodily functions. Touched upon in a very basic and lighthearted manner are the holes involved in reproduction, with the suggestion to *ask your dad*. The digestion pages concentrate more on the end of the system ... *where all farts come from*, and include an animation in which a dog leaves a deposit. There is an index for easy navigation and a *Clues page* to ensure all features are fully explored. Given the text's younger target audience, its basic language and bodily function animations (including boogers from nostrils), this app may be better suited for the home, encouraging

conversations between parents and children. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1  
Community

**PUBLISHER:** Chocolate Factory  
Publishing, USA

**REVIEW DATE:** 03/11/2014 [F]

**SCIS 1682154** \$3.79



*The book of holes sample pages* by  
Chocolate Factory Publishing

## Mediander



*Mediander* markets itself as a knowledge engine that presents topics in context, giving the user greater awareness and understanding of the world. Taking the video tour is an excellent way for first time users to gain an understanding of what the encyclopedia offers and how various aspects of the site work. There is a blog and a bookshop, but the site's purpose is contained within the [Connects](#) and [CultureMap](#)

ADVERTISEMENT

# Buy one and get one free!

## Barcode Zapper™

- PC/Mac/Android/iOS  
Compatible
- Sleek, modern design
- Plug in and play USB
- Ergonomic  
and lightweight



### Barcode Zapper™ USB Handheld Scanner

2 for 1! **\$199**

Click [HERE](#) to order

*iconic*  
The Barcode Zapper™ is compatible with  
Australian School Library Management Systems

All prices shown exclude GST and Delivery  
Limits apply. Offer while stocks last. No rainchecks.



ASP Microcomputers ABN: 81 004 940 729 456 North Road, ORMOND VIC 3204  
Ph: (03) 9578 7600 Fax: (03) 9578 7727 Email: [solutions@asp.com.au](mailto:solutions@asp.com.au)



sections. [Connects](#) provides users with information, books and videos on topics, revealing how related topics are connected. [CultureMap](#) is a collection of curated topics, offering an editorial style look at connections between ideas and placing them in a context. Teachers and students of Society and Culture could find this site useful for investigating topics for Personal Interest Projects (PIPs). H. Myers

**USER LEVEL:** Stage 6 Professional

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

**SYLLABUS:** Society & Culture Stage 6

**PUBLISHER:** Mediander LLC, USA

**REVIEW DATE:** 03/11/2014 [025.0425]

**SCIS 1681598** 



[What is Mediander?](#) by Mediander LLC

## **[Britannica School](#)**

[Britannica School](#) is a multimedia, resource-rich digital learning environment for P-12 classroom use. The uncluttered [landing page](#) offers three levels of access: *Primary*, *Middle* and *High*. Students can explore broad subjects or use keywords to search for specific content. For example, clicking the word *Primary* leads to the *Home* page which offers students a series of sliders with images and multiple choice questions under the headings: *Do you know?*; *What does it mean?*; *Which is it?*; *Compare countries*; *Name the image*; *Word wall*; *Explore the animal kingdom*; and *News of the day*. Engaging with these questions allows students to explore broad content via articles, images and videos, maps and related content. Highlighted words link to specific content. Another entry point from the landing page enables students to search for a specific topic by hovering the mouse over *Primary* and typing a keyword or words in the search box. For example, to search for information on celebrations and commemorations for Stage 2 History, typing *celebration* provides images and links to five articles on the results page, as scrolling down to access more links is not an option at this level. Further searches using *festivals* and *holidays* offer more results, including the

recommended *holidays and festivals at a glance* article which sorts celebrations by interactive calendar month entries. Teacher devised pathways would be the best strategy for specific searches at this level. Students accessing *Middle* and *High* portals have more subject and content options, advanced search, and access to primary sources, journals and regularly updated news from the ABC, BBC and the New York Times.

Differentiated learning is catered for at each entry level. Reading levels 1 to 3 are indicated for each article to challenge and extend capable readers. Students needing support can access information at a lower reading level without an obvious change in the interface. Icons allow students to change the font size, listen to the article read aloud as it is highlighted, choose a citation method (MLA, APA, Harvard or Chicago Manual of Style), translate the text into over 50 languages, print or email. The *Favourite* icon enables students to save relevant articles, images and videos in *My Britannica*, a personal collection space accessed with a unique username and password. Early Stage 1 students have their own visually appealing, interactive learning space in *Britannica learning zone*, accessed from the *Primary* home page.

For teachers, *Britannica School* is a handy programming tool. The *Teacher*

tab on many pages links to Australian curriculum and Australian states curriculum standards for English and Art, Social Studies (History and Geography), Mathematics and Science, while the lesson planning tool organises outcomes, content and assessment that can be saved and edited in *My content* and shared with other teachers and students.

The strength of this resource for classroom use is its variety of information delivery. Articles, visual learning, interactives and manipulative content provide differentiated learning experiences for students with diverse reading levels and learning styles. Individual *My Britannica* collections support organisation of material for student presentations, and educators' tools, particularly if used in conjunction with [Program builder](#), streamline lesson planning. C. Keane

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

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

**PUBLISHER:** Encylopaedia Britannica, Inc., USA

**REVIEW DATE:** 03/11/2014 [030]

**SCIS 1117072** \$POA



**[Britannica School](#) by Encyclopaedia Britannica**

## **[The day](#)**



A subscription-based news service for secondary students, [The day](#) contains thousands of articles written specifically for schools, supported by lesson activities, critical thinking questions, glossaries and links to related news pieces and videos. The site seeks to engage students in classroom discussions about current social, economic and political issues, and adopts language appropriate to its adolescent readership. Based in London, the service reports on [international](#) events and issues, though Australian content is somewhat limited. Users can search by keyword or browse via [subjects](#) such as *English, Maths, Science, History, Business, Arts, Citizenship, Health, Design and technology, Sport, Environment* and more. Articles are available online and

as PDF downloads for convenient printing. [The big issues](#) looks deeper at the major events changing our world, while [News in pictures](#) offers stunning photojournalism of editor-selected themes. A weekly [quiz](#) is available, with questions linked to articles from the current week. Teachers can also sign up for a [Daily headlines email](#) to automatically receive *The day's* articles and resources. Subscriptions for Australian schools are available through [EdutainMe](#), and schools are issued with a password (or IP authentication) allowing students access on site and at home. This credible and accessible news portal could support students researching current affairs and contemporary global issues across the curriculum. T. Kenny

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

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

**PUBLISHER:** The Day News & Media Ltd, UK

**REVIEW DATE:** 03/11/2014 [070.4]

**SCIS 1687248** \$POA at [EdutainMe](#)



**[Transform learning with The day](#) by thedaytv**

## **[Asylum seekers and refugees education resource: activities for students](#)**



Produced by the Edmund Rice Centre for Justice and Community Education, this 51 page PDF ebook presents a cross-curricular approach to the issue of asylum seekers and refugees. Beginning with definitions of key terms, the resource seeks to provide students with an understanding of the situations surrounding those who are forced to leave their homeland: why they leave, where they come from, and their journeys. Resources include lists of stories about or written by refugees; links to information about national and global organisations that assist refugees; overviews of human rights and discrimination; statistics; and myths surrounding displaced people. There

are activities suitable for most KLAs, including the production of a welcome kit for people who are new to the students' local community. Designed for use in Catholic schools, this resource also contains material to support Stage 5 History: *The making of the modern world*. H. Myers

**USER LEVEL:** Stage 5 Professional

**KLA:** AC; English; HSIE

**SYLLABUS:** English 7-10; History 7-10

**PUBLISHER:** Edmund Rice Centre for Justice and Community Education, NSW

**REVIEW DATE:** 03/11/2014 [305.9]

**SCIS 1681592**



## **[Word lens](#)**



Available for iOS and Android, the free [Word lens](#) app uses the built-in camera on smart phones and tablets to scan and identify foreign text (such as that found on a sign or menu), and then translate the words. The words are displayed in the original context, on the original background, and the translation is performed in real time without connection to the internet. The camera

can be paused to display a single frame or to look up alternative translations of each specific word in that frame. It is also possible to use the built-in dictionary to manually type in words requiring translation. For languages, this resource could help students to check whether their translation is correct. It could also provide opportunities to discuss the grammar of both languages, as students observe that literal and word-by-word translation is not necessarily effective. M. Sutera

**USER LEVEL:** Stage 2 Stage 3  
Stage 4 Stage 5  
Stage 6 Community

**KLA:** Languages

**SYLLABUS:** French 7-10; German 7-10; HSIE 7-10; Italian K-10, Russian K-10, Spanish 7-10

**PUBLISHER:** Quest Visual, USA

**REVIEW DATE:** 03/11/2014 [418]

**SCIS 1681921**



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



**Introducing Word lens** by QuestVisual

### Twig



This well organised subscription-based website provides access to quality videos about core science concepts. Content is accurate and would engage most younger secondary students. [Free sample videos](#) cover subjects such as Biology, Chemistry, Earth Science, Maths and Physics, and a free trial is also available to explore the site's substantial resources in greater depth. Teachers who are prepared to trawl the internet may find similar video materials which cover the same content, though this award-winning site offers the convenience of aggregating credible video resources, accompanied by transcripts, mind maps, quizzes and related learning materials. R. Morante

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

**KLA:** AC; Science

**SYLLABUS:** Biology Stage 6;

Chemistry Stage 6; Physics Stage 6; Science K-10; Senior Science Stage 6

**PUBLISHER:** Twig World Limited, Vic

**REVIEW DATE:** 03/11/2014 [500.71]

**SCIS 1681900** \$POA



**Biology topic - energy and growth** by Twig

### Science.gov: your gateway to U.S. federal science



Users seeking information about scientific research conducted by the USA government are likely to find it on this extensive website. The site claims to search *over 60 databases and over 2200 selected websites from 15 federal agencies, offering 200 million pages of authoritative U.S. government science information, including research and development results.* An alerts

service can keep users up-to-date with the latest news. Those with an interest in volcanoes are well catered for, with access to live webcams looking at active volcanoes in Alaska. The number of search results is often overwhelming so students will benefit from guidance in selecting quality search terms; filtering results by *Topics, Text, Multimedia* or *Data*; and sorting the remaining results by either relevance *Rank* or *Date*, as required. Some of the results are only abstracts, while others are text dense and targeted at a tertiary readership. Secondary students and teachers seeking reliable and credible science sources could find this clearing house of public domain information useful. R. Morante

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

**KLA:** AC; Science

**SYLLABUS:** Biology Stage 6; Chemistry Stage 6; Physics Stage 6; Science K-10; Senior Science Stage 6

**PUBLISHER:** U.S. Department of Energy, USA

**REVIEW DATE:** 03/11/2014 [500.973]

**SCIS 1681889**



## WilderQuest



Available as both a [website](#) and an [iPad app](#), the *WilderQuest* program aims to inspire students to actively explore their local natural environments. Brightly coloured, with very appealing graphics, the website and app provide engaging interactive activities in a variety of environments. The app provides an immersive 360 degree visual experience in two environments: *Rainforest* and *Coast*. The colour, sound and wraparound perspective create the effect of standing within the environment and provide an engaging interaction best suited for personal use, as users physically turn their iPad around, up and down to inspect the surrounding area. Additional environments are available via the website, including *Desert*, *Alpine*, *Woodlands* and *Town*. With its focus on habitats, plants and animals in these varied contexts, the *WilderQuest* program could support the Science Stages 1 to 3 strand, *Living world*, and the HSIE strand, *Environments*. The new *Campfire* section seeks to make Aboriginal culture accessible for primary students and contains videos, images and interactive elements relating to Country, Dreamtime, bush tucker, vessels, fire and tools. Aboriginal knowledge, language and

cultural practice have been sourced and represented in consultation with traditional Aboriginal owners and knowledge holders of Country. Consequently, *Campfire* could strongly support understanding of Aboriginal history and culture in the History Stage 2 topics: *Community and remembrance* and *First contacts*. G. Braiding

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; HSIE; Science

**SYLLABUS:** History K-10; HSIE K-6; Science K-10

**PUBLISHER:** NSW National Parks and Wildlife Service, NSW

**REVIEW DATE:** 03/11/2014 [508.944]

**SCIS 1681512**



***WilderQuest* by Deepend**



Scan the SCIS barcodes to select eresources for your collection.

## WOW: weather observations website



This promising site enables users to record local weather conditions on a global map and to visually interrogate that collective data by switching on individual layers on the interactive map. Potentially, the site is extremely powerful because it will give real time local observations, including photographs, air and soil temperatures, rainfall measurements and weather diaries, though data for Australian information seekers is presently limited. Students could enjoy the challenge of being pioneers by contributing data, though the site's real value will be realised once the crowd-sourced content reaches critical mass. This resource has particular relevance for students of Earth and Environmental Science investigating *The local environment*. R. Morante

**USER LEVEL:** Stage 2 Stage 3  
Stage 4 Stage 5  
Stage 6 Professional

**KLA:** AC; Science

**SYLLABUS:** Biology Stage 6; Earth & Environmental Science Stage 6; Science 7-10; Senior Science Stage 6

**PUBLISHER:** Bureau of Meteorology, Vic

**REVIEW DATE:** 03/11/2014 [551.6994]

**SCIS 1681908**



***WOW weather observations - get involved* by Met Office**

## Sydney wildlife



Specific to the Sydney region, this free app includes basic identification information about birds, terrestrial mammals, reptiles and invertebrates, marine organisms and plants. Information within the app is typically limited to common and scientific name, size and distribution, and is accompanied by a photograph. Hyperlinks to additional information and an overview of the species' key features and habitat are also sometimes provided. While this resource generally adopts a no-frills approach to app design and content, significantly, it does

include a *Records* page which enables users to easily log wildlife sightings. By noting the device's location, GPS data about the sighting is automatically added and mapped, a photograph of the animal or plant can be uploaded, and additional details added. The app could be a useful identification guide and data logging platform for students conducting biodiversity field work investigations within Sydney, supporting the Science *Living world* strand and the Biology Stage 6 topic: *A local ecosystem*. Teachers should note the iTunes rating of ages 12+, making the app suited to a secondary audience. G. Braiding

**USER LEVEL:** Stage 4 Stage 6

**KLA:** AC; Science

**SYLLABUS:** Biology Stage 6;  
Science K-10

**PUBLISHER:** Galaxy Pty. Limited,  
NSW

**REVIEW DATE:** 03/11/2014 [570.9944]

**SCIS 1681460**



### [ClimateWatch](#)



Focussing on the impacts of climate change on plants and animals, *ClimateWatch* enables schools and

community groups to contribute to a large-scale citizen science project which monitors changes in the timing of life cycle stages of indicator species. Once the school is registered, students can participate in authentic science by observing target indicator species within their school grounds or local area and logging observations through the *ClimateWatch* [website](#) or free [iOS/Android app](#). Limited [lesson plans and classroom resources](#) are currently available for teachers but more comprehensive resources are promised. The program supports the Science *Living world* strand, particularly regarding the effects of physical conditions of the environment and the contribution of science and technology to conserving ecosystems. G. Braiding

**USER LEVEL:** Stage 3 Stage 4

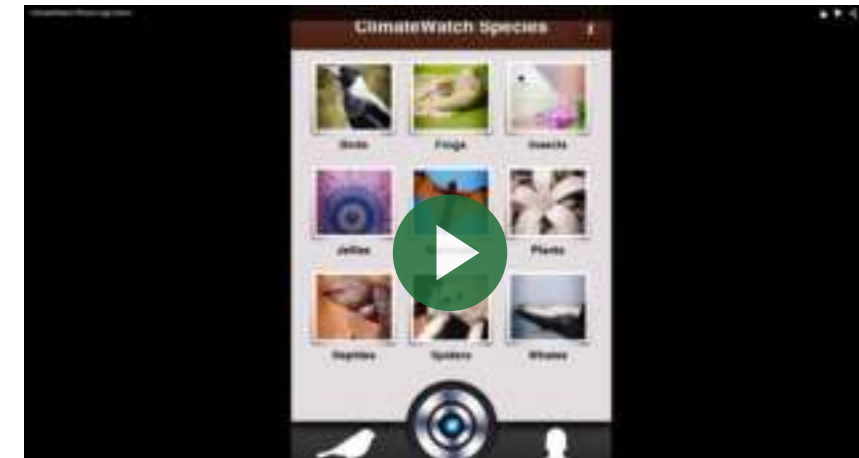
**KLA:** AC; HSIE; Science

**SYLLABUS:** HSIE K-6; Science K-10

**PUBLISHER:** Earthwatch, Vic

**REVIEW DATE:** 03/11/2014 [577.2]

**SCIS 1681501**



*ClimateWatch iPhone app demo*  
by Levi Buzolic

### [Australian Museum field guide to NSW fauna](#)



Containing descriptions and photographs of over 1000 species, this free app from the Australian Museum provides a very comprehensive identification guide to the birds, mammals, reptiles, amphibians, fish and invertebrates of NSW, including terrestrial, freshwater and marine invertebrates. It is one of the suite of field guide apps now available for each state and territory of Australia. The well-structured app is intuitive and easily navigated. The page for each species includes colour photographs, a description, an Australia-wide distribution map, and information about the animal's biology, habitat and conservation status. Available for [Android and iOS devices](#), the app is a valuable resource for students

conducting field work investigations and research, and composing information reports as part of the Science *Living world* strand. G. Braiding

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

**KLA:** AC; Science

**SYLLABUS:** Science K-10

**PUBLISHER:** Australian Museum,  
NSW

**REVIEW DATE:** 03/11/2014 [591.9944]

**SCIS 1681495**



### [Phasmids](#)



ABSTRACT

The fascinating phasmid makes a terrific pet, and this multi-touch resource provides opportunities for this popular class pet to become an object of inquiry. Interactives, videos, text and colour photographs contribute to a fact filled digital resource about the characteristics, adaptations and life cycles of Australian stick and leaf insects. This clearly presented ebook makes phasmids easily accessible and may appeal to students from a broad range of ages. Available for viewing via iBooks on an iPad or with iTunes on a computer, the interactive features work

best on an iPad (iBooks 3 and iOS 5.1 are required, as a minimum) and could be shared interactively via an IWB with the relevant connection. This resource is also supported by an iTunes U online course, [Investigating invertebrates](#), which aims to facilitate investigations of biodiversity in school grounds.

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

**KLA:** AC; Science

**SYLLABUS:** Science K-10

**PUBLISHER:** Field of Mars  
Environmental  
Education Centre, NSW

**REVIEW DATE:** 03/11/2014 [595.72]

**SCIS 1682145** \$1.99

### [Ringtail possum](#)



#### ABSTRACT

This accessible ebook informs while it entertains students with the lives, habits and physiology of the ringtail possum. Information about diet, adaptations, predators, communication and possum habitats is chunked into digestible sections, supported by interactive activities and videos. Rich colour photographs and frequent facts could support deep understanding and

appreciation of the ringtail possum, and may appeal to students from a broad range of ages. Where field work is not possible, this resource could offer an alternative. Available for viewing via iBooks on an iPad or with iTunes on a computer, the interactive features work best on an iPad (iBooks 3 and iOS 5.1 are required, as a minimum) and could be shared interactively via an IWB.

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

**KLA:** AC; Science

**SYLLABUS:** Science K-10

**PUBLISHER:** Field of Mars  
Environmental  
Education Centre, NSW

**REVIEW DATE:** 03/11/2014 [599.2]

**SCIS 1682150** \$1.99

### [Healthtalk.org, youthtalk.org](#)



Described as delivering *Reliable health information from patients, for patients*, this site, which includes a dedicated section for [young people](#), presents free, credible information about health issues by sharing people's real-life experiences of illness. It has clips of young people discussing topics which are important to them, such as talking to doctors and

nurses, pain and physical problems, diet, and managing long term health problems like asthma, diabetes and arthritis. Information is also available about drugs and alcohol, cancer and sexual health. One young person describes the site as answering *some of the questions that perhaps you may not want to ask your doctor*. [Learning and teaching](#) contains educational resources on mental health, sexual health and sexuality, Autism, relationships, eating disorders and more. The newest pages are on parents' experiences of teenagers who self-harm, making the site a potentially useful resource for secondary students, families and teachers. A. Soutter

**USER LEVEL:** Stage 4 Stage 5  
Stage 6 Community  
Professional

**KLA:** PDHPE

**SYLLABUS:** CAFS Stage 6;  
Crossroads Stage 6;  
PDHPE 7-10; PDHPE  
Stage 6

**PUBLISHER:** DIPEX, UK

**REVIEW DATE:** 03/11/2014 [616]

**SCIS 1681943**



[Our story by Healthtalk.org](#)

### [E-couch](#)



An online self-help program with modules for depression, anxiety, relationship breakdown, and loss and grief, [E-couch](#) presents evidence-based information and teaches strategies based on cognitive, behavioural and interpersonal therapies, as well as relaxation and physical activity. This resource could prove useful to students or teachers who are reluctant to seek face-to-face support. Treatment via [E-couch](#) is free, confidential (a pseudonym may be used during registration) and always available. The program includes information, exercises, and a workbook to track progress and record experiences. Toolkits help users improve their mood and emotional state, and tackle their challenges. [Information about anxiety disorders and depression](#) is also available without registering

for the *E-couch* course, including suggestions about where users can get further treatment. A. Soutter

**USER LEVEL:** Stage 6 Community Professional

**KLA:** PDHPE

**SYLLABUS:** CAFS Stage 6; Crossroads Stage 6; PDHPE Stage 6

**PUBLISHER:** Australian National University, ACT

**REVIEW DATE:** 03/11/2014 [616.85]

**SCIS 1681934**



***Surfing the e-couch: a quick guide to e-hub services by Australian Drug Foundation***

## ***Art circles***



Presenting a vibrant palette of curated art, this free app enables users to

navigate an interactive bank of images ranging from historical to contemporary paintings, prints, illustrations, sculptures, installations, photographs, film stills, graphic design and fashion. The app revolves around a spinning selection wheel that groups visuals into thematic categories including art movements, colour schemes, textures, words and spaces. Each category navigates to several subcategories that lead users to stimulating collections of images assembled by contemporary curators. These quickly navigable, zoomable images offer students and teachers a useful means of brainstorming ideas, visualising key concepts, comparing works, and drawing aesthetic and conceptual links between different mediums, styles and genres of art. Despite the commercial intentions of the app, evident in its sale of prints and focus on art as interior decor, it provides a convenient *view in room* tool whereby users can place artworks in situ by taking a photo of a certain background. Adopting this tool for classroom learning, students and teachers can imagine and capture their own curated exhibitions, gallery spaces, scenarios, digital collages and appropriations. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6

**PUBLISHER:** Art.com, USA

**REVIEW DATE:** 03/11/2014 [709]

**SCIS 1681442**



## ***Sphere***



Immersing audiences in virtual tours across the world, this app empowers users to shoot, discover and share three hundred and sixty degree panoramas or *spheres* via compatible [iOS](#) and [Android](#) devices. The device acts as a movable window that the user can control, allowing for quick recording and viewing of photographs stitched together to form a seamless, navigable environment. Students and teachers can explore *Collections*, *People*, *Staff picks* and categories including *Landmarks* and *Places to stay*. Particular locations can also be found using the search tool or by navigating an interactive map marked with pins

identifying published spheres. Thus, students can virtually visit architectural landmarks, monuments, museums, galleries, urban spaces, natural environs and other schools and communities to inform their critical, historical and practical investigations. Recording a sphere is made easy via an interactive track guide that responds to a user panning their device across a scene. Excitingly, this free app provides students with the opportunity to record and share experiences of their own artworks, site-specific installations, exhibitions and journeys. H. Yip

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

**KLA:** AC; CA; HSIE

**SYLLABUS:** History 7-10; Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6

**PUBLISHER:** Spherical Inc., USA

**REVIEW DATE:** 03/11/2014 [770]

**SCIS 1681405**



## ChatterPix kids



A cheery animation on this straightforward app guides users through the five easy steps required to add a voice-over message to any photo. After taking a photo, a line is drawn across the mouth, a message is recorded, and decoration added in the form of stickers, frames, text or filter colour. Playback is instantaneous and, once the video has been checked, it is added to the camera roll where it can be emailed and shared with family or classmates. Saved photos can be uploaded for recording or a photo can be taken directly within the app. With teacher direction and appropriate scaffolding, there are endless possibilities for this app to enhance student learning across the curriculum. S. Rasaiah

**USER LEVEL:** Stage 1 Stage 2

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

**PUBLISHER:** Duck Duck Moose, USA

**REVIEW DATE:** 03/11/2014 [779]

**SCIS 1684362**



**ChatterPix by Duck Duck Moose - make anything talk! by Duck Duck Moose**

## iF poems



Poems can be browsed by theme or searched by title, poet, first line or keyword in this engaging app that delivers poetry for ages ranging from birth to 13 years and over. A selection of the poems can be listened to from *Audio*, expertly read by actors including Helena Bonham Carter and Bill Nighy. A brief poet biography exists for each selection and *Add to favourites* allows a personal list of poems to be created. Users of this app can email their favourite poems or record themselves reading poems. The *Record* and *Play* audio functions may be particularly useful for teachers searching for innovative ways to enhance expression in oral reading. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:**

Stage 2 Stage 3 Stage 4 Stage 5 Professional

**SYLLABUS:**

AC; English

**PUBLISHER:**

English K-10

**REVIEW DATE:** 03/11/2014 [821.008]

**SCIS 1685228** \$3.79



**Helena Bonham Carter on iF poems app by iFpoem's channel**

## World Press Photo. 14



Accompanying the international exhibition of the renowned *World Press Photo* annual photojournalism competition, this free iOS app provides supplementary material about each exhibited series and work, and is available in nine languages. Photo captions, individual profiles, audio interviews and commentary from the photographers allow users to critically

engage with the aims, motivations, interests and working methods driving the practice of these contemporary photojournalists. Technical details including camera model, ISO, aperture and shutter speed settings also provide useful information about how each photograph was captured in response to the subject, location, timing and available light. App users can bookmark their favourite images, share them and continue their visit via the associated [website](#). Engaging with additional online resources, students and teachers can investigate the significant social role that photojournalists play in documenting their world, including contemporary issues, daily life, spot news, portraiture, sports and nature. Teachers should be aware that this resource provides access to sensitive issues, including war, illness and human suffering, which may be confronting to some users. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 7-10; Visual Arts Stage 6



**PUBLISHER:** Stichting World Press  
Photo, Netherlands

**REVIEW DATE:** 03/11/2014 [909.8302]

**SCIS 1681436**



*Gary Knight on the World Press Photo of the year 2013 by World Press Photo*

# professional reading

Resources are listed in Dewey order

## *Better than OK: helping young people to flourish at school and beyond*

STREET, Helen & PORTER, Neil  
Freemantle Press, WA, 2014  
ISBN 9781922089793 [158.1071]



The connecting theme in this edited volume with contributions from many eminent Australian researchers is a focus on positive interactions for students at home and in Australian school contexts.

The chapters are grouped around the concepts of: motivation; resilience; positive emotions, environments, behaviour and relationships; and cyber safety. The strength of the ideas is located in the wide ranging and expert use of real life examples that bring into being complex social and emotional issues that teachers face in guiding their students through schooling. The

chapter telling the tale of a ghost who couldn't scare integrates and reflects many of the concepts highlighted in the text that create positive learning environments. Stories of personal learning and learning through the experiences of others are used to encourage students to explore creative solutions to challenging local and world problems. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1658083** Paper \$29.99

## *Mindful learning: reduce stress and improve brain performance for effective learning*

HASSED, Craig & CHAMBERS, Richard  
Exisle Publishing, NSW, 2014  
ISBN 9781921966392 [370.15]



Mindfulness is defined as the ability to focus attention on the learning that matters, stimulating creativity and inquiry while becoming resilient to distractions. Two themes emerge through the suggested strategies in this book. First, curriculum increasingly requires subject content, contexts and ideas to be treated in sophisticated levels of inquiry. To this end, the authors suggest

that a mindful learning approach assists students to make connections, utilise their senses and encourages openness. As a result, students' capacity to learn becomes more flexible, effective and creative. A second theme addresses teachers' capacity to manage emotions in the classroom, offering practical suggestions for using mindfulness to reduce stress, turn expectations into aspirations and practise being non-reactive to challenging behaviours. The authors caution that, to effectively apply strategies that encourage mindfulness, deep understanding of the fundamental principles is required. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1641077** Paper \$28.99

## *MESH: connecting educators with summaries and sources of educational research*

*Mapping Educational Specialist knowHow* (MESH) is an online collaborative network populated by academics and researchers and is in the early stages of development. The site comprises a range of collaborative forums and knowledge-rich [topic guides](#) promoted as seeking solutions to challenging educational issues. Content development is driven by an evidence-



Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

based approach and published summaries link research and practice. MESH's aim, when the wide range of guides addressing research topics such as literacy, mathematics, science, assessment and ICT are published, is to provide base documents which can be reviewed, added to, and/or revised. Quality assurance of the published topic guides is undertaken by the online community through research, development and [review groups](#). These networks of teacher researchers and academics undertake one or more of a range of review activities to strengthen the research base. More interestingly, MESH promotes its site as an online worldwide network that can bring together educators to collaborate and publish topics they consider will make a difference to students' learning. Teachers, educators and researchers can contribute by responding to a [Call for authors](#). F. Whalan

**USER LEVEL:** Professional  
**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**PUBLISHER:** Education Futures Collaboration, UK

**REVIEW DATE:** 03/11/2014 [370.72]

SCIS 1681927



***MESH: A system for translational research and knowledge mobilisation***  
 by Prof. Marilyn Leask

### ***A comprehensive guide to classroom management: facilitating engagement and learning in the classroom***

PORTER, Louise  
 Allen & Unwin, NSW, 2014  
 ISBN 9781743311745 [371.102]



Developing and demonstrating effective classroom management is embedded in national professional standards for teaching, along with robust pedagogy that is at the fore as teachers respond to students' emotional and behavioural challenges. A key to developing effective classroom management practices is understanding

the types of behavioural difficulties that present in classroom contexts and this is expertly outlined in Chapter 1. From this starting point, the author highlights strategies for differentiating classroom discipline strategies, including elements of a classroom management plan that incorporate delivering high quality instruction, giving supportive feedback, and rewarding on-task behaviour. A focus on modifying instruction is based on addressing students' individual emotional and behavioural needs, matched with explicit instruction and activities which are well chosen and appropriately paced. Throughout the text, emphasis is placed on the importance of positive behaviour support programs that place students' self-esteem, worth and confidence as central elements. Many of the themes are complex in nature but are well supported with graphics that link theory with practice. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1667749** Paper \$69.99

### ***NMC Horizon report. 2014 K-12 edition***

The [NMC Horizon report. 2014 K-12 edition](#) is the sixth biennial in the K-12 series and is a collaboration between

the New Media Consortium (NMC) and the Consortium for School Networking (CoSN). This edition examines emerging technologies for their potential impact on and use in teaching, learning and creative inquiry over the next five years. An expert global panel, including Australian representatives, identified 18 areas likely to impact technology planning and decision-making. These include six *Key trends*, the most urgent of which are considered to be *Rethinking the roles of teachers* and *Shift to deeper learning approaches*; six *Significant challenges*, such as *Creating authentic learning opportunities*, *Integrating personalised learning* and *Safety of student data*; and finally, six *Important developments in technology*, with *BYOD* and *Cloud computing*, incorporating flipped classrooms, identified as having a one year or less timeframe. These priorities highlight the need for educators to build capacity that will enable students to use new technologies for effective learning. Strong synergies exist between the report and the elements of the Quality Teaching framework. Each topic closes with an annotated list of suggested readings and additional examples that expand on the discussion in the report. This research may prove useful for schools when designing professional learning activities and formulating their five year plans. S. Morton

**USER LEVEL:** Professional  
**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**PUBLISHER:** The New Media Consortium, USA  
**REVIEW DATE:** 03/11/2014 [371.33]

SCIS 1678627



***NMC Horizon report: 2014 K-12 Edition*** by NewMediaConsortium

## ***Scoutle***



**ABSTRACT**  
 Australian educators are now able to access digital resources that support the Australian Curriculum via the free *Scoutle* app. This content discovery portal includes over 22 000 teaching resources from the National Digital

Learning Resources Network. Entering into *Scoutle* from the app requires users to login via their individual educational sector to enter the *Scoutle* website. Available for iPhones, iPads and [Android](#) devices, the app provides access for teachers and students for home and classroom use. The functionality and navigation of the app is clear and adds another entry point for educators to take advantage of this range of resources from ESA.

**USER LEVEL:** Professional  
**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**PUBLISHER:** Education Services Australia, Vic  
**REVIEW DATE:** 03/11/2014 [371.33]

SCIS 1684338



## ***Teachers with apps***



*Teachers with apps* is a teacher curated educational app discovery site. With a vast number of educational apps being released on a daily basis, this website assists teachers and parents to make relevant selections. There is a *Reviews* page for apps the website recommends,

plus a [Blog](#), [Teacher tools](#), a [Parent page](#) and [App giveaways](#). Every app is field tested with a cross-section of teachers and students as part of the review process. The site's reviews, which include apps for primary and secondary students and those with special needs, can also be found on [Twitter](#), [Pinterest](#) and [Facebook](#). Although the site contains some advertising, teachers will probably persevere, given its broad content and the assistance it offers in determining which apps could best support student learning. M. Sutera

**USER LEVEL:** Community Professional  
**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**PUBLISHER:** Teachers with apps, USA  
**REVIEW DATE:** 03/11/2014 [371.33]

SCIS 1681919



## ***The learning curve. 2014 report***



Subtitled *Education and skills for life*, this report by Pearson and The Economist Intelligence Unit gathers and interprets data about 50 of the

world's education systems. Including data from the *Progress in International Reading Literacy Study* (PIRLS), the *Trends in International Mathematics and Science Study* (TIMSS) and the *Programme for International Student Assessment* (PISA), as well as measures of adult skills, the report combines education input data with data on learning outcomes and social outcomes, such as employment and crime. Chapters include: *Skills matter*, highlighting 21st century skills; *New insights into effective skills education: harnessing all stakeholders*; *Using and maintaining skills: the promises and challenges of lifelong learning*; and *Lessons for developing countries: International experience and relevance to local conditions*. The accompanying [website](#) also provides [data visualisation tools](#), infographic [country profiles](#), [global education case studies](#), [videos](#) and a global [index of cognitive skills and educational attainment](#). The case studies and videos, such as John Hattie's *The learning curve - improved learning*, may stimulate professional discussions within schools. S. Morton

**USER LEVEL:** Professional  
**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

**PUBLISHER:** Pearson, UK

**REVIEW DATE:** 03/11/2014 [379]

**SCIS 1681947**



*Introducing The learning curve* by Pearson

### [Creative collaboration and why copyright counts: applying fair go principles to filmmaking](#)



Teaching students about copyright, piracy and digital citizenship in conjunction with the basics of filmmaking are the objectives of this free resource. The associated [website](#) offers a lesson plan, a resource pack for students who wish to make their own short films, and links to recommended sound, picture and music editing sites. The PDF resource, [Creative](#)

[collaboration and why copyright counts: applying fair go principles to filmmaking](#), can be downloaded for printing. The producers hope that, by using this resource, students will develop an appreciation of the place of social justice in the world, and understand the collaborative process of filmmaking. An opportunity exists to enter short films in the [My story my content](#) competition. Print units of work are available from [Education resources](#) and a link to [Smartcopying](#) is provided for additional information regarding copyright issues. S. Rasaiah

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

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

**PUBLISHER:** IP Awareness  
Foundation, NSW

**REVIEW DATE:** 03/11/2014 [791.43]

**SCIS 1684525**



### [Discovery - HSC Area of Study from 2015](#)

[Pinterest](#) is an online pin board; a

place to organise and share online images. This board, created by St Joseph's Regional College Library in Port Macquarie, is devoted to links to resources held in their library which support the new HSC English Area of Study: *Discovery*. There are also links to related boards with more support materials. Users can browse the resources on these pages. Alternatively, opening a Pinterest account enables users to create their own boards, pinning and curating relevant texts from these sources and the broader internet. Teachers could use the St Joseph's board as a model to develop their own boards to support their teaching and student learning, though those within the NSW DEC web filter environment should note that Pinterest is currently accessible only to staff. [A short video clip](#) explaining how to use Pinterest is also available. H. Myers

**USER LEVEL:** Stage 6 Professional

**KLA:** English

**SYLLABUS:** English Stage 6

**PUBLISHER:** St Joseph's Regional  
College Library, NSW

**REVIEW DATE:** 03/11/2014 [809]

**SCIS 1681772**



*What's Pinterest?* by Pinterest

### [Reading Australia](#)



[Reading Australia](#) seeks to promote important Australian literary works in schools and universities, supporting these texts with digital education resources. To this end, the Australian Society of Authors' Council has selected [200 historically or culturally significant Australian titles](#) which they felt students should encounter. From this list, ten titles for primary students and ten for secondary students were selected by the Copyright Agency, with comprehensive teacher resources for each title prepared by the Primary English Teaching Association of Australia, the Australian Association for the Teaching of English, and the English Teachers Association NSW. Titles range from classics, such as Ethel Turner's *Seven little Australians* and Miles Franklin's *My brilliant career*, to more recent titles such as Jeannie

Baker's *Mirror*, Shaun Tan's *The arrival* and Libby Gleeson's *The great bear*. Classroom activities and assessments are aligned to Australian Curriculum outcomes via a curriculum summary. Critical essays have also been included for the majority of the secondary titles. Titles are discoverable via [genre](#) (eg *Biography, Drama, Memoir, Poetry, Short Stories*) or via school level. It is intended that both the list and the website's teacher resources will be continually expanded in the future. S. Morton

**USER LEVEL:** Professional

**KLA:** AC; English

**SYLLABUS:** English K-10

**PUBLISHER:** Copyright Agency Limited, NSW

**REVIEW DATE:** 03/11/2014 [A820.71]

SCIS 1646497



**[Exploring the 2014 CBCA shortlist: the PETAA teachers' guide to the Children's Book Council of Australia Book of the Year Awards](#)**

With a comprehensive [introduction and overview to using the 2014 guide](#),

the members' only section of the PETAA website leads to interactive units of work that complement the rich literature of the Children's Book Council of Australia Book of the Year shortlisted books. Non-members of PETAA are able to access one free sample unit in each category. Incorporating all categories of the Book of the Year awards, including the [Crichton Award for New Illustrators](#), the units contain links to outcomes in the Australian curriculum and NSW syllabuses. Tabs that correspond to the English strands, *Literature, Literacy and Language*, use a more flexible approach covering *Field & context, Responding & exploring* and *Examining* throughout each of the units of work. S. Rasaiah

**USER LEVEL:** Professional

**KLA:** AC; English; HSIE; SciTech

**SYLLABUS:** English K-10; History K-10; Science & Technology K-10

**PUBLISHER:** Primary English Teaching Association Australia, NSW

**REVIEW DATE:** 03/11/2014 [A823]

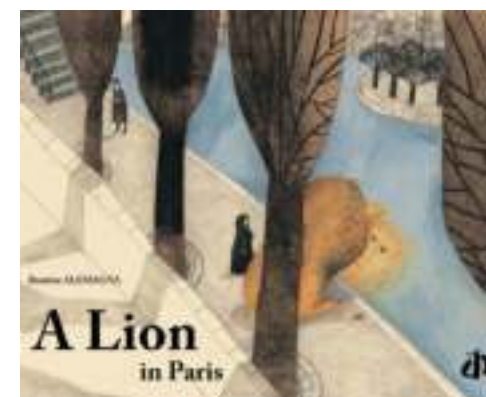
**SCIS 1684366** \$15 non-members

## picture books

Resources are listed in alphabetical order by author

### *A lion in paris*

ALEMAGNA, Beatrice  
Tate Publishing, UK, 2014  
ISBN 9781849761710



Styled as an artist's sketchbook in landscape orientation, minimal text appears on the upper page with

the images below consisting of mixed media collages of drawings, cutouts, and photographs. A lion has come to Paris to find a job, love and a future. He becomes a little despondent at being ignored but, as the sun comes out, his spirits lift. The smiling *Mona Lisa* captures his heart and, as he scales the Eiffel Tower, he gazes in wonder at the ant-like people below. Finally he discovers the place he decides to call his new home, a plinth in the middle of a busy intersection, where many will see him every day. Classroom

discussion might arise regarding how one feels when moving to an unfamiliar environment. Explicit teaching of modality in the expressive faces of the lion and the people around him will enable students to grasp the meaning in the pictures. Simple language balances the abstract angles and perspectives in the collages, making this an excellent stimulus for teaching visual literacy and writing. After sharing this fascinating picture book, students may be inspired to discuss their own knowledge of the historic and contemporary landmarks. S. Morton

**USER LEVEL:** Stage 1 Stage 2 Stage 3

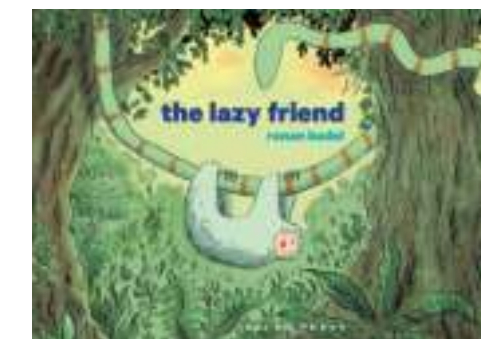
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1660809** \$29.95

### *The lazy friend*

BADEL, Ronan  
Gecko Press, NZ, 2014  
ISBN 9781927271414



Set in the jungle and featuring a slumbering tree-dwelling sloth, this wordless picture book uses earthy-

coloured, cartoon-style illustrations to create a humorous visual narrative. The sloth's tree falls and is transported with the dozing sloth still attached. Luckily the sloth's friends care about him. Snake travels with him on an exhilarating adventure and finally brings him safely home. The journey and hazards are completely unbeknown to the sloth who sleeps through the entire voyage. Animated facial expressions and gestures expressively communicate the challenges and dangers encountered as the snake rescues the sloth. This visual text would provide a great springboard for speaking and writing activities. [Teaching notes](#) are available. G. Braiding

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1650502** \$22.99

### ***A house for Donfinkle***

BRERETON, Choechoe & HARRIS, Wayne

Walker Books Australia, NSW, 2014  
ISBN 9781921720536 [A821]

Invented rhyming language is cleverly used to inject humour into this engaging story about the perils of being swayed by what others say.



Donfinkle proudly builds his perfect house, which he alters when Floobles and Moobles interfere. Ultimately, the house looks jumbly and Donfinkle

stands up for what he really wants. This picture book is a prime example of how composers use imaginative and creative features to appeal to an audience. The bold illustrations, with their attention to detail and colour choices, correspond with the text, allowing viewers to interpret the language patterns. Students will make connections with other books in this format and may be motivated to design their own unconventional characters and adapt appropriate words to suit. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1

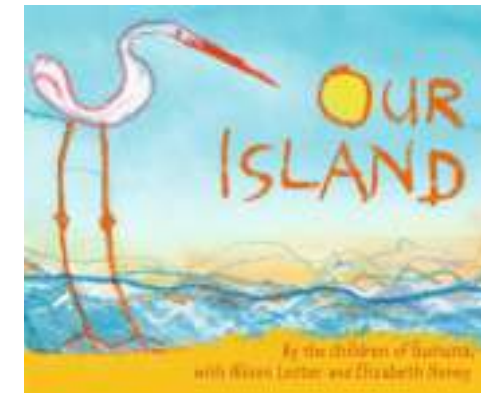
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1657963** \$24.95

### ***Our island***

By the children of Gununa, with LESTER, Alison & HONEY, Elizabeth  
Viking, Vic, 2014  
ISBN 9780670077687 [919.43]



Jointly created by the Aboriginal students of Mornington Island State School, with Alison Lester

and Elizabeth Honey, this picture book was years in the making. Across a day and into a night, the wax-resist, food dyed drawings capture the bright blues, greens and golds of the island as they inevitably become the dusky purples of evening, culminating in a cool, white moon. The abundant natural life, occupying its own place and time in this pristine environment, is the other star of this story. Turtles and wallabies give way to fruit bats and ghost crabs at day's end. Evocative language such as *shimmering salt-pans*, and *mangroves march on skinny legs* accompanies each island scene. This text could be a wonderful model for a class book about the importance of Place and Country and could support working towards Outcome [EN1-11D](#) in the *NSW English K-10 syllabus*. A dictionary of the traditional Lardil language used in the book provides interesting context. P. Galloway

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

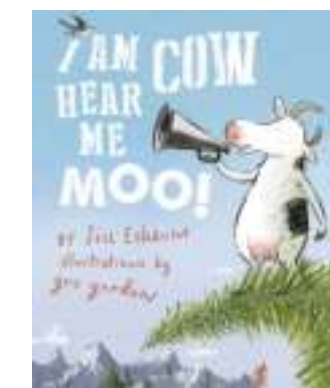
**SCIS 1660877** \$24.99



***Our island by the children of Gununa with Alison Lester and Elizabeth Honey***  
by Penguin Books Australia

### ***I am cow, hear me moo!***

ESBAUM, Jill & GORDON, Gus  
Penguin Viking, Vic, 2014  
ISBN 9780670077106



Told in rhyme, this rollicking tale of Nadine the cow facing her fears rather than being considered a cowardly braggart by her cronies is a humour-filled romp through the woods and through Nadine's doubting mind. Younger readers will not get the intertextual reference in the title, but it does not matter. Nadine's cow followers, perched on their back legs, are in the typical style Gus Gordon is known for,

and the depiction of the other farmyard animals is worthy of exploration. The illustrations in the background tell stories too, and the human characteristics are uncannily but simply depicted. This delightful picture book would readily sit beside any text exploring the somewhat reluctant hero, and the notions of both bravery and bravado. S. Bremner

**USER LEVEL:** Early Stage 1 Stage 1

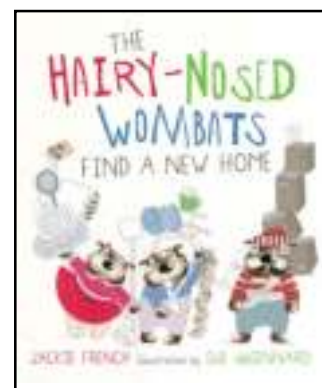
**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1661103** \$24.99

### *The hairy-nosed wombats find a new home*

FRENCH, Jackie & deGENNARO, Sue  
Angus & Robertson, NSW, 2014  
ISBN 9780732295486



Illustrated with appealing cartoon-like illustrations in an earthy style, this picture book tells the story of the quest to save the critically endangered northern hairy-nosed wombat. In 2009–2010, fifteen northern hairy-nosed wombats were moved from their home at Epping Forest in Queensland to a nature

refuge to establish a second breeding colony. Through anthropomorphised wombat characters, the descriptive text and detailed illustrations combine effectively to create a narrative that simplifies the complexities of saving this endangered species and provides an engaging story. The use of collage with re-used papers in the illustrations reinforces the sustainability theme of the book. The book supports the HSIE strand: *Environment*, specifically the management and care of environments. [Teaching notes](#) are available. G. Braiding

**USER LEVEL:** Stage 1 Stage 2

**KLA:** AC; HSIE

**SYLLABUS:** History K-6; HSIE K-6

**SCIS 1658259** \$24.99

### *Hermelin the detective mouse*

GREY, Mini  
Jonathan Cape, UK, 2014  
ISBN 9780857550231



Named after a Czech cheese, Hermelin is a resourceful and observant mouse, with typing skills no less, who proves to be quite a detective. Readers will delight in the layers of this story as this rodent

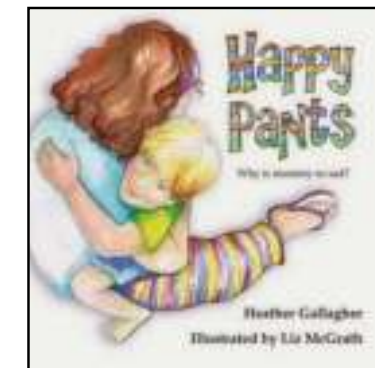
follows clues to solve her neighbours' little annoyances, only to discover their prejudices are stronger than their gratitude. The quirky picture book is somewhat reminiscent of *The jolly postman*, with its notes and mixture of text forms. This first person narration would be an excellent resource for teaching inference, as students are taught to read across graphics, and the thoughtful, precise illustrations can be mined for deeper meanings. The *detection* motif could be put to good use reading across print, different fonts, layouts, as well as graphics. S. Bremner

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

**SCIS 1655876** \$24.99

### *Happy pants: why is mummy so sad?*

GALLAGHER, Heather &  
McGRATH, Liz  
Wombat Books, Qld, 2014  
ISBN 9781921632938



With colourful, contemporary illustrations and thoughtful written text, this picture book should help children understand that their

mum's postnatal depression is not their fault and that with their family's help and support things can get better. It is a good resource for raising a subject which affects many children in the early years but is not spoken about in their presence. They know something is very wrong with their mother and they may be afraid that she has changed forever and will never again be the loving mother they need. This book shows that postnatal depression is an illness which can be treated. Young students will find the illustrations of normal everyday life in Australian families and the simple, sensitive text a delight. A. Soutter

**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1660693** \$25.99

### *The croc and the platypus*

HOSKING, Jackie & CROSBY-FAIRALL, Marjorie  
Walker Books Australia, NSW, 2014  
ISBN 9781922077608 [A821]



In an Australian twist on a classic verse, Hosking transports us through the outback alongside unlikely companions, a croc and a platypus. Students will delight

in the unique adventure as the animals travel across the Nullarbor to Uluru, playing up a hullabaloo. The rhythmic and flowing words of the poem streak across the page, following the friends until they eventually settle down for the night in their fleece tent under the Southern Cross. Details in the textures and patterns of the setting and characters are brought into focus through different angles and perspectives. Richly embedded with Australian themes, this book provides an opportunity to explore Australian icons, as well as simple poetry techniques, including rhyme and rhythm. Teachers may also discuss the connection that this picture book has with the rhythm of Edward Lear's verse, *The owl and the pussycat*. J. Lobsey

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1664140** \$24.95

### *Imagine a city*

HURST, Elise  
Omnibus Books, SA, 2014  
ISBN 9781742990095

Finely rendered drawings invite readers into a truly fantastical world in this vintage-feel picture book. Following a



mother and two children on a day trip to a city, we are introduced to joyful, multi-layered scenes where imagination runs riot; trees grow out of paintings, candy-floss is harvested from clouds.

A visual literacy feast, readers will discover humorous and unexpected details on every page. A simple poem flows through the book, helping the sense of it being *A world without edges*. All ages could engage with this text at their level. Older students could use the questioning or making connections comprehension strategies, with younger readers imagining their own fantasy city. Connections can be made to composing in [Creative Arts](#) and [English](#); just as extra lines give more detail in a drawing, so rich vocabulary builds up layers of detail for readers. [Teaching notes](#) are available on the publisher's website. P. Galloway

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; CA; English

**SYLLABUS:** Creative Arts K-6;  
English K-10

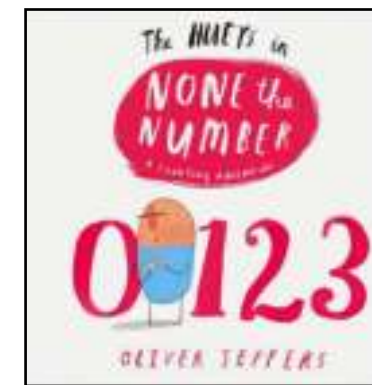
**SCIS 1661101** \$24.99



[Imagine a city trailer](#) by Scholastic

### *The Hueys in none the number*

JEFFERS, Oliver  
HarperCollins Children's Books, UK, 2014  
(The Hueys)  
ISBN 9780007420698



At first glance, this is a simple, one to ten counting book with the unique, egg-shaped Hueys as guides. The underlying focus in this engaging picture

book is on an integer that cannot be seen. Jeffers explores the concept of *none* or *zero* and poses the question as to whether zero really is a number, and if nothing can, in fact, be something. Clear illustrations and text describe *none* either as one less than *one*, or *one* being one more than *none*. The reader is subsequently introduced to the concepts

of addition and subtraction which may support outcome [MAe-1WM](#) and may have relevance to understanding of place value and the role of zero in [MA1-4NA](#). The stark, white background on most pages might promote discussion as to why the illustrator has chosen this technique, given the theme of *none* in the text. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; Mathematics

**SYLLABUS:** Mathematics K-10

**SCIS 1662227** \$24.99

### *Tea and sugar Christmas*

JOLLY, Jane & INGPEN, Robert  
NLA Publishing, ACT, 2014  
ISBN 9780642278630



Running out of tea or sugar is a mild nuisance, but imagine having to wait days to buy more? Told from the perspective of young Kathleen, this fascinating and touching story

about waiting for a very special, once-a-year train is a treasure. Based on the real tea and sugar train, which for most of the last century trekked weekly across some 1000 km of Nullarbor Plain, this



picture book documents what a lifeline this service was for the Aboriginal, Afghan and European migrant families living along the line. No train was as anticipated as that on the first Thursday in December; the jolly man in red was aboard with gifts for each excited child. The written text and illustrations are elegant and empathetic, capturing time, place and emotion beautifully. Readers will feel the hot, dry rock beneath Kathleen's bare feet as she climbs to spot the wished-for train. The thoughtful addition of archival photographs and text provides historical context and insight into a slice of Australia's outback past. P. Galloway

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10; HSIE K-10

**SCIS1680181** \$24.99



*Tea and sugar train* by NF SA Films

### *Karana: the story of the father emu*

KIRK, Uncle Joe, with CASEY, Greer & HARROLD, Sandi  
Scholastic Australia, NSW, 2014  
ISBN 9781743623138 [298]



Written by a Wakka Wakka elder, this rhyming picture book teaches the reader about Karana, the father emu, from sitting on the nest without food and water for many weeks, to being sole carer of the chicks for many months. Since the emu plays a significant part in Wakka Wakka culture, it is shown as an appropriate father figure that cares, teaches and nurtures the young. He teaches his chicks the valuable life lessons they need to survive, such as how to lie still when dingo passes by and when to visit the waterhole. The use of personification, the comical illustrations and the rhyming text deliver the message in this Aboriginal story about the cycle of reproduction, raising young and beginning all over again when the young leave the parents' protection. P. Galloway

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:** AC; English

**SYLLABUS:** English K-10  
**SCIS 1660596** Paper \$15.99

### *The lost girl*

KWAYMULLINA, Ambelin  
Walker Books, UK, 2014  
ISBN 9781921529634



An Aboriginal girl wanders through the bush looking for her grandmothers, mothers and aunties. When she finds them, she tells her brother that when she was lost in the bush she was not frightened because she was with her mother. She says her mother provided her with food and water and showed her the way home. The personification of nature in this picture book may provide an interesting challenge to the very young readers that this resource will engage. The colourful pictures of the flora and fauna in the Australian bush are engaging and educative. This would be a wonderful way to introduce young readers to Aboriginal culture and kinship and the relationship of Aboriginal people to the Land. K. Rushton

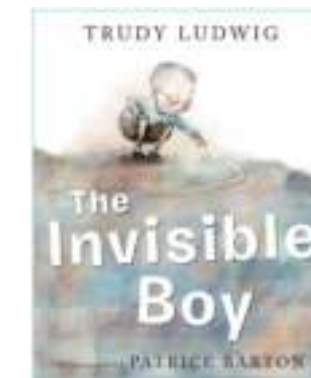
**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10; History K-10  
**SCIS 1661515** \$24.95

### *The invisible boy*

LUDWIG, Trudy & BARTON, Patrice  
Alfred A. Knopf, USA, 2013  
ISBN 9781582464503



Brian is the boy no one sees. He is never picked for a team nor invited to birthdays. While others vie for attention, Brian silently uses his vivid imagination and skills with chalk, pen or pencil to draw fabulous illustrations. When a new boy joins the class, Brian, who significantly never becomes a passive victim, reaches out to him unconditionally in his shy, quiet manner and things start to change. Readers of this picture book will enjoy discussing why the main character is initially drawn in black and white and pinpointing the exact moment in the story when he starts to gain some colour. The more observant will note that he loses that new-found colour on the next page, but it is then restored permanently. Dealing with interpersonal skills, this story of friendship, isolation and empathy will be a useful class text

for exploring [Interpersonal relationships](#). A series of questions exploring these themes is provided at the end of the book. P. Galloway

**USER LEVEL:** Stage 1 Stage 2

**KLA:** PDHPE

**SYLLABUS:** PDHPE K-6

**SCIS 1657967** \$24.99

### ***Edward and the great discovery***

McRITCHIE, Rebecca & HULME, Celeste  
New Frontier, NSW, 2014  
ISBN 9781925059007



The illustrations in this picture book evoke a previous era and will engage readers who are attracted to the Edwardian and Victorian worlds of explorers, naturalists

and archaeologists. Edward, who is from a family of archaeologists, finds a dodo egg but he is disappointed with his discovery. When he finally realises what he has discovered, and just how special this bird is, he simultaneously realises that the friendship he has with his dodo is what is really special. Students will be able to make connections to this text and empathise with the main character's

desire to be special and make his mark on the world. This text provides connections to an animal which is extinct but widely known through literary texts and, sadly, extinct as a result of human activity. This text can provide an engaging starting point for discussion of these important issues. K. Rushton

**USER LEVEL:** Stage 1 Stage 2

**KLA:** AC; English; Science

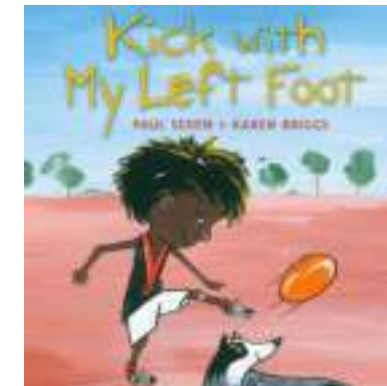
**SYLLABUS:** English K-10; Science K-10



***Channel 4 Extinct the dodo***  
by Dinosaur Documentary

### ***Kick with my left foot***

SEDEN, Paul & BRIGGS, Karen  
Allen & Unwin, NSW, 2014  
ISBN 9781743313442



A boy and his dog are getting ready to play Australian Rules football. This picture book follows the preparations for the game, focusing on the concepts of

left and right as the boy pulls on his socks and boots and then starts to catch and kick. The Aboriginal author and illustrator have drawn the main character in a bush setting suggestive of a remote community where the game is played on red dirt. Many young readers will be engaged by the Aboriginal boy and his dog as together they kick and catch the football. The text is repetitive and features simple action verbs and the verbal text is well supported by the illustrations. This is a great book for an emergent reader as the subject matter is familiar and the structure, illustrations and language choices all provide support for a reader attempting an independent reading. K. Rushton

**USER LEVEL:** Early Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1666453** \$19.99

### ***The bush book club***

WILD, Margaret & WOOD, Ben  
Omnibus Books, SA, 2014  
ISBN 9781742990194



The message is clear in this charming tale of a reluctant reader who finally switches on to reading when he figures out what all the fuss is about. Bilby

notices the reading behaviour of other bush animals and figures he is too fidgety to read a whole book. The animal characters reveal their ideal reading settings, their preferred genres. However, Bilby cannot identify as the reading experience seems too sedentary. Avoidance strategies are familiar territory. The narrator's premise might be debatable, but the discussions this book will elicit will be useful. Sharing opinions, ideas and literary journeys are not solely the domain of the static bookworm, surely? This picture book's appealing and lively illustrations complement the story of an increasingly common social experience: the book club. [Teaching notes](#) are

available. S. Bremner

**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1651524** Paper \$24.99

### *The pigeon needs a bath!*

WILLEMS, Mo  
Walker Books, UK, 2014  
ISBN 9781406357783



Boldly hand-drawn and hand-written in the style of previous Pigeon books, this latest picture book depicts grubby Pigeon resisting a bath.

Pigeon makes up all the typical excuses young children use and, in a humorous manner, engages the reader with direct text: *Maybe YOU need a bath!* The simple stick-figure illustrations are extremely expressive and appealing, and demonstrate visual techniques such as layout, angles and demand. The storyboard effect of the images is elaborated upon in two double-page spreads of small frames presented as storyboards. Suitable for analysis as a visual text, the book would also facilitate dramatic responses, particularly in taking on role. [Student activities](#) are available on the [Pigeon presents](#) website. Additional teaching

ideas may be found in the [Eggsactly!](#) book rap G. Braiding

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1661544** Paper \$16.95



[The pigeon needs a bath! - coming April 2014 by disneybooks](#)

## fiction for younger readers

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

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

### *New City*

ABELA, Deborah  
Random House Australia, NSW, 2014 (Grimsdon)  
ISBN 9781742758558



Both books in this climate fiction series ask what would happen if the world ignored the implications of climate change, a city flooded and some children were left behind. This action-packed sequel includes the familiar elements such as friends, laughter and family, and the children's need to survive. Behind the adventure and fun there are serious elements to consider about the possible effects of climate change,

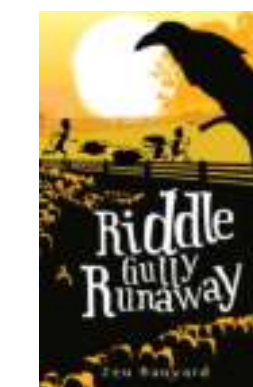
how humanity will live in the future, and how the forces of money, power and technology affect our lives. The book could be used as background reading in a study about sustainability and the environment. It also focuses on the human cost of climate change and invites readers to consider the result of an environmental disaster. M. Sutera

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1668428** Paper \$16.99

### *Riddle Gully runaway*

BANYARD, Jen  
Freemantle Press, WA, 2014  
ISBN 9781922089878



Something is not quite right in Riddle Gully, so sleuth and budding journalist, Pollo, her buddy, Will, and other recognisable archetypes create the successful dynamics for an entertaining pursuit of an unsavoury visitor. Small-town Australia is depicted as a place where little goes unnoticed but it is listener and observer Pollo who puts the pieces together to make this an apprenticed adventure story for middle primary school readers. Responsible adults are deftly sidestepped; reality fiction needs

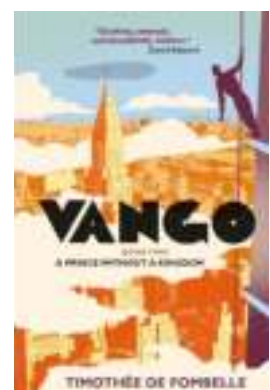
to address the logistics of escaping parental supervision for real adventure. This is an action-filled story with strong characters. It might warrant exploration of where typical character types and stereotypes meet, and might also be a springboard for types of child-detective stories. S. Bremner

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1665880** Paper \$14.99

### *A prince without a kingdom*

de FOMBELLE, Timothee  
Translated by Sarah Ardizzone.  
Walker Books, UK, 2014 (Vango)  
ISBN 9781406331509



In this second and concluding volume of a two-part series, Vango finds the answers to the questions that have been plaguing him since he was old enough to ask questions about his heritage and identity. He has been in danger as long as he can remember and has spent most of his life running, attempting to evade capture but not understanding why he is being hunted. Vango's story spans the early decades of the twentieth century and sees him travelling across Russia, Scotland, Italy

and France. He is even a passenger on the Hindenberg. The author skilfully interweaves fact with fiction, creating a story that is not only fast paced and action-packed, but one that places the reader squarely in the midst of the turmoil of Europe between the two world wars. Translated from French, the text may appear stilted at times, but this does not detract from the mystery and intrigue of an idea that could potentially have changed the course of history. H. Myers

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**SCIS 1667219** \$24.95

### *To see the world*

FORRESTAL, Elaine  
National Library of Australia, ACT, 2014  
ISBN 9780642278494



This fictitious account of the journey of the French frigate, *L'Uranie*, is narrated by José, a Mauritian cabin boy. As a mulatto child of a Mauritian mother and French father, José had limited opportunities open to him in the early 18th century so he was sent aboard *L'Uranie* to work and be tutored by Rose, the captain's wife. As women

were prohibited to travel on state ships in those days, Rose was disguised as a man. Rose's diary provides us with the first European woman's experience of circumnavigating the world. Written in the first person, this novel connects the reader with the colourful characters who survived storms, a shipwreck and being marooned on an island. Black and white images from the National Library and the historical events in Rose's diary, such as the removal of the [Vlamingh plate](#) and a visit to the new settlement of Sydney Town, are of particular relevance to students of History K-10. [Teaching notes](#) may support the study of aspects of this engaging historical novel. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English; HSIE

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

**SCIS 1656076** Paper \$17.99

### *Figgy in the world*

JANU, Tamsin  
Omnibus Books, SA, 2014  
ISBN 9781742990453

Set in Ghana in West Africa, eight year old Figgy and her pet goat leave home with intentions of travelling to America to obtain medicine for Figgy's sick



grandmother. Travelling through Ghana without food or money, Figgy and Nana, a young boy she befriends, face a variety of challenges as they support each other in their quest. The book provides a window into Ghanaian culture presented in a matter-of-fact way through the eyes of a child. With underlying themes of courage, resilience, loyalty and social justice, the book is suitable for shared or personal reading. It supports the HSIE Stage 2 *Cultures* strand and provides the opportunity for comparing different viewpoints and ways of living. [Teaching notes](#) are available. G. Braiding

**USER LEVEL:** Stage 2

**KLA:** AC; History; HSIE

**SYLLABUS:** History K-10; HSIE K-6

**SCIS 1661104** Paper \$15.99



*Figgy in the world* by Scholastic

## Starry river of the sky

LIN, Grace

Little, Brown and Company, USA, 2014  
ISBN 9780316125970



Chinese mythology is used to effect in this coming of age story about a young boy running away from his troubles and finding his way back to his family. Encountering an array of mystical characters, and

solving the puzzle of the wailing sky and the missing moon, Rendi begins to understand what he must do in order to return to his home. Detailed coloured illustrations throughout the novel depict traditional Chinese art. This representation of Asian culture is in stark contrast to the pencil drawings from the author's sketchbook which portray realistic scenes from the story. This companion book to the folktale, *Where the mountain meets the moon* by the same author, supports understanding about the cross-curriculum priority, *Asia and Australia's engagement with Asia*. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1658020** Paper \$16.99



*Behind Starry river of the sky* by Grace Lin

## James Munkers: super freak

LITTLE, Lindsey

IP Kidz, Qld, 2014  
ISBN 9781922120762



While the Munkers' family dynamics are engaging, and the new kid on the block scenario is a familiar one, patience is required as the first person narrator reveals his particular supernatural skills and destiny. Reality and magic are juxtaposed in a way that can be challenging. Discerning what is real to the story and only real to the main protagonist is part of the reading adventure. The setting is contemporary small town England, but the bullying

of those who are different is universal. The classroom references, low level swearing and sexual innuendo are more suited to the Stage 4 reader but the subject matter of the protagonist's uncertainty of his own power would sit more comfortably with Stage 3 students. S. Bremner

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1666127** Paper \$17.00

## A snicker of magic

LLOYD, Natalie

Scholastic Press, USA, 2014  
ISBN 9780545552707



Celebrating new beginnings, old stories and the power of the words that surround us all, this novel introduces Felicity Pickle who lives a nomadic life with her mother and little sister. The trio returns to the mother's hometown of Midnight Gulch where Felicity wants to stay. The reader learns what first made Midnight Gulch so magical and how it was taken away. Then, little by little, the magic that is left is seen and clues are offered about how it may return someday. Felicity is a word collector and can spot them around just about anywhere, invisible to everyone else's eyes but

hers. These words, real and invented, can be a catalyst for a discussion with students. This is an interesting story about friendship, magic and mystery and an innate desire to settle into a permanent home. M. Sutera

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1653532** \$24.99

## How Harry Riddles made a MEGA-amazing zombie movie

MAYLE, Simon & CATLOW, Nikalas  
HarperCollins Children's Books, UK, 2014  
(Shoutykid)  
ISBN 9780007531882



Text messages and emails, liberally peppered with humorous black and white cartoon illustrations, introduce Harry Riddles to readers suffering the everyday issues of growing up. Ten year old Harry has a 15 year old sister who is a constant source of irritation. Harry's father is a film writer, currently going through a slump, so finances are extremely tight. Jessica is a new girl at school and Charley is Harry's cousin who has moved to the USA, leaving Harry feeling a little lonely. Harry emails Charley asking for advice and, as problems arise, he emails others to enlist their support. Harry combines

his love of computer gaming and zombies by making an animated movie to help his dad financially. As Harry incurs issues with netiquette, class discussion regarding online bullying and the appropriateness of Harry's email approaches may prove useful. [Teaching resources](#) include a storyboarding sheet to create multimodal texts using stop-motion animation to fulfil outcomes in *Writing and representing*, especially [EN2-2A](#) and [EN3-2A](#). S. Morton

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10



[Introducing ... SHOUTYKID: How Harry Riddles made a MEGA-amazing zombie movie](#) by HarperCollins Children's Books

## Phyllis Wong and the return of the conjuror

McSKIMMING, Geoffrey  
Allen & Unwin, NSW, 2014 (The Phyllis Wong mysteries)  
ISBN 9781743318379



Action-packed, fast-paced and extremely creative, this second book in the series cleverly entwines fact, fiction, mystery and magic in a gripping tale of secrecy and intrigue. Phyllis Wong, a budding magician, teams up with the Chief Inspector of the Fine Arts and Antiques Squad and uses her magic and time transitor skills to uncover a greedy time travelling villain. Sprinkled with Shakespeare's made-up words throughout, the rich, descriptive language takes the reader on a journey with Phyllis and her pet dog. Through the eons and into vibrant places, she slips between the present and the past to search for the thief of Shakespeare's first folios. Encountering many challenges and colourful characters along the way, Phyllis averts the crime but is unable to change history. G. Braiding

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1666036** Paper \$14.99



[Phyllis Wong and the return of the conjuror - book trailer](#) by Allen & Unwin

## Convict girl

MICHAELS, Chrissie  
Scholastic Press, NSW, 2014 (My Australian story)  
ISBN 9781743620151



Starting in December 1801, Mary Beckwith's diary describes her arrival at Port Jackson, having been sentenced with her mother to transportation for life to the new colony. Through Mary, we discover what life was like in the early days of the new settlement, of the disparity of conditions between the convicts and those in charge, the encounters between the white newcomers and the Aboriginal people, and the manner in which the colony developed. Of added interest are the descriptions of

the nautical explorations of Matthew Flinders and the scientific explorations of Frenchman Nicolas Baudin who were rivals in a time when their countries were often at war. Mary sails on Baudin's ship for a number of months and the descriptions of flora and fauna specimen gathering and exploration provide much insight. Fourteen pages of *Historical notes* at the end of the book offer additional information. This historical novel supports HSIE K-6 outcome [CCS2.1](#), and could be used as an additional text in the Year 4 *First Fleet* unit developed by the History Teachers' Association of Australia for the Australian Curriculum or as an adjunct to *The Australian colonies*. A series of short video descriptions of the competitive journeys of Flinders and Baudin can be found at [Explorers in Australia](#). S. Morton

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10, HSIE K-6

**SCIS 1661105** Paper \$16.99



***Race of the navigators* by ABC Splash**

## ***Roses are blue***

MURPHY, Sally  
Walker, NSW, 2014  
ISBN 9781922244376



Dedicated to children who have a family member with a disability, this small, illustrated, verse novel is about 10 year old Amber Rose coming to terms with the fact that her mother has entirely changed since

her tragic accident. Amber's mother is in a wheelchair. Her head tilts to one side and *when she tries to talk she makes funny noises*. Although she loves her dearly, Amber is ashamed of her mother, especially when she remembers the person she used to be or when children in the neighbourhood make cruel remarks. Amber begins a new school and tries to pretend that

her mother is the same as she once was. During a Mothers' Day function at school, Amber finds out she does not have to feel ashamed. This is still her mother and all mothers are different. This simple story is beautifully told through the words and actions of well-drawn characters. A. Soutter

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1662578** Paper \$16.95

## ***My awesome Japan adventure: a diary about the best 4 months ever!***

OTOWA, Rebecca  
Tuttle Publishing, Japan, 2013  
ISBN 9784805312162



Dan Williams is an American fifth grade pupil who spends four months in Japan on an exchange program. He lives with a Japanese host family, goes to school and thoroughly immerses

himself in Japanese culture. *My awesome Japanese adventure* is Dan's diary, told in text and illustration. It begins when Dan is on the plane to Japan, excitedly writing down questions that he wants answered during his stay. Through his diary entries, the reader follows Dan as

he goes to school, visits a Ninja village and a Shinto shrine, practises martial arts, experiences a tea ceremony and learns about many Japanese customs. There are recipes, instructions for making an origami flower and the rules of a traditional card game. Dan even constructs a chart to compare his family with the Murata family and finds that they do a lot of similar things. The beauty of this book lies in its simplicity while conveying a large amount of information about Japan from a child's point of view. It will appeal to readers who are fans of *Diary of a wimpy kid* and Manga graphic novels. H. Myers

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1635950** \$16.99

## ***Save Rafe!***

PATTERSON, James, TEBBETTS, Chris & PARK, Laura  
Young Arrow, UK, 2014 (Middle school)  
ISBN 9780099596424



Mischievous Rafe is a carefree boy enjoying his summer holidays before starting seventh grade. His expulsion from Hills Village Middle School at the end of Year Five, has positive consequences;

Rafe has time home without his older sister, and his new school, an art school, is the best ever. Rafe's life is thrown into turmoil when his art school closes and he has to return to Hills Village Middle School where bully, Miller the killer, awaits. There is Jeanne, the girl of Rafe's dreams, if only he could gather enough nerve to speak to her. Even before Rafe is allowed to return, the school demands he undertake a week in *The program* for behaviourally challenged students. There, to his surprise, he gradually gains some life skills and a better understanding of himself. Rafe is a talented artist and his comic, *Loozer the loser*, which appears in each chapter, allows him to express his feelings and uncertainties. Although this is the sixth book in the series, *Save Rafe!* can be read as a stand-alone text as sufficient background is provided. S. Morton

**USER LEVEL:** Stage 3 Stage 4

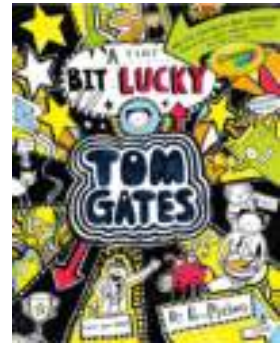
**SCIS 1667756** Paper \$14.99



Planning learning activities using YouTube videos embedded in *Scan?* Note that a teacher log in is required to view YouTube videos in the NSW DEC online environment. Stage 6 students also have access

## A tiny bit lucky

PICHON, Liz  
Scholastic Australia, NSW, 2014  
(Tom Gates)  
ISBN 9781743625347



Tom Gates is an expert doodler and a master of excuses. This seventh book in the series is filled with doodles, illustrations, string drawings and a running commentary

about school and home life. The author's handwriting forms the text with bubble writing, emphasised words, block writing and words made out of patterns. In this book, Tom and his friends have entered a battle of the bands but have done little in the way of practice. The series has its own [website](#) containing games, art and craft activities and a blog. M. Sutera

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1660593** Paper \$15.99



*Tom Gates a tiny bit lucky*  
by Scholasticfilmsuk

## Captain Underpants and the revolting revenge of the radioactive robo-boxers

PILKEY, Dav  
Scholastic Australia, NSW, 2014  
(Captain Underpants)  
ISBN 9781743621806



This is the tenth book of the *Captain Underpants* series. After a brief comic book introduction, the main characters travel through different times. Full of action and adventure, this hybrid book provides

a familiar style for fans of this genre. Explanations of historic events such as the dinosaur era and the ice age are not meant to be taken seriously as the author provides a rollicking account of George and Harold's superhero

adventures. On the [author's website](#) a chapter of the book can be found, along with games and worksheets. There is also a [guide](#) to using this series on the Scholastic website. M. Sutera

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1660400** Paper \$10.99



*Captain Underpants and the revolting revenge of the radioactive robo-boxers*  
by Scholastic

## Dream on, Amber

SHEVAH, Emma & CRAWFORD-WHITE, Helen  
Chicken House, UK, 2014  
ISBN 9781908435644



When Amber was six and her little sister Bella was a baby, her Japanese father left the family and that event torments and inspires the main character. Amber's mother and Nonna are Italian and the

story is set in London so there are many different cultural references in the text. The main theme relates to coming of age, as a young girl who longs for a fatherly presence ultimately invents the missing father. It is also a story about love and family and how a personal identity develops. This compelling story will engage many readers but may also challenge some young readers who too strongly identify with the sad and dark feelings that the main character experiences. Overall, this is a charming and fast paced novel with plenty of humour and points of connection for readers. This novel offers a very positive message to anyone trying to find his or her place in the world. K. Rushton

**USER LEVEL:** Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1661437** Paper \$17.99

## Friday Barnes, girl detective

SPRATT, R. A.  
Random House Australia, NSW, 2014  
(Friday Barnes)  
ISBN 9781742759623

Academically gifted, 11 year old Friday Barnes solves a bank robbery and uses the reward money to enter an exclusive





boarding school. This first instalment in the series introduces readers to an astute character, mature beyond her years, who enjoys resolving mysteries. The explanation of how Friday arrived at this school relies on understanding that her scientist parents were immersed in their work and vague about child rearing and so it was left to Friday to raise herself. As her parents were unaware that Friday was of secondary school age, she sorted out the requirements for attending a high school herself. Readers who enjoy humour and a touch of romance may be enticed to read this novel with its cliffhanger ending. S. Rasaiah

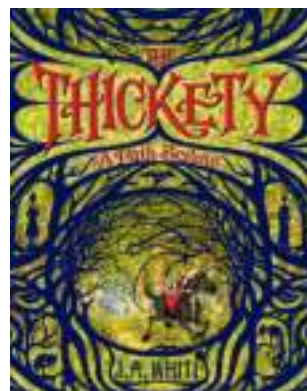
**USER LEVEL:** Stage 3

**SCIS 1666675** Paper \$15.99

### ***The thickety: a path begins***

WHITE, J.A.

Katherine Tegen Books, USA, 2014  
ISBN 9780062257246



Readers of high fantasy are well-versed in the gore that often accompanies tales of battles for leadership, rejection of the weak or different, and keeping power once won. This

story is no exception, and also has the almost-orphans of dubious parentage. Kara's quest for the truth about her mother is the plot line but there is much more to this journey. Readers will likely be riveted but be warned that this is not an apprenticing story for those not yet desensitised to violent deaths and also the particular lexicon that lurks in sorcery stories. The male characters might need to be explored critically, as they seem a disappointing lot. Overall, this might be one to interest girls and boys for different reasons. S. Bremner

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1651524** \$19.99



***The thickety: a path begins* by J.A. White - official book trailer by HarperKids**

### ***Shadow sister***

WILKINSON, Carole  
Black Dog Books, NSW, 2014  
(Dragonkeeper)  
ISBN 9781922179579



Book 5 of the series continues the adventures of teenage Tao, who is learning to be a dragonkeeper, and the dragon, Kai, whom Tao must keep safe from ghosts, nomads and a seven-headed serpent. Humour and suspense move the narrative along as the personalities of Tao and Tai complement and entertain. Chinese traditions and Buddhist precepts permeate the story set in fourth century Ancient China. Readers will identify the core values of courage and persistence as they follow the relationship between the dragon and the boy. The combination of fantasy and realism is balanced in this series and in this latest book, with the addition of a glossary and pronunciation guide which assist readers to comprehend the setting, time and Asian philosophy. The *Dragonkeeper* series could support teaching of *Asia and Australia's engagement with Asia*, a cross-curriculum priority in the Australian Curriculum. [Teaching notes](#) are available from the publisher's website. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1660739** \$24.95

## fiction for older readers

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

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

### ***The one and only Jack Chant***

BORELLA, Rosie

Allen & Unwin, NSW, 2014

ISBN 9781743311387



The setting of this novel is a nursing home for elderly, frail residents. This provides a backdrop for the time travel, ghostly apparitions and real life characters that inhabit 16 year old Amber's post-high school life. Keen to be hired as a carer in the nursing home, Amber yearns for her parents to treat her as an adult. She is grappling with her dreams for her future and, to her surprise, finding that she empathises with the needs and emotions of the

patients in her care. The appearance of a mysterious love interest, Jack Chant, who has a tragic past, takes the novel into a fantasy realm in which the reader must decide if Jack is real. Mature readers may appreciate the sensitive depiction of the elderly characters and connect with the changing styles of writing. S. Rasaiah

**USER LEVEL:** Stage 5

**SCIS 1648010** Paper \$15.99

### Spark

CRAW, Rachael  
Walker Books Australia, NSW, 2014 (Cell bound)  
ISBN 9781922179623



Evangeline (Evie) Everton is a seventeen year old dealing with the recent loss of her mother and living with her mother's twin sister. While trying to adjust to her new life, Evie discovers that the strange physical changes she is experiencing are the result of a DNA experiment carried out three generations ago. The plan was to create a group of super-soldiers through genetic modification. The experiment failed but resulted in mutant genes creating three

distinct groups of people amongst the descendants of the trial group – Shields, Sparks and Strays. Shields are genetically programmed to connect with Sparks and protect them from Strays who are programmed to kill particular Sparks. Evie is a Shield and her first Spark is her best friend. As with many sci-fi novels, there is a large amount of technical information to absorb but this does not detract from an enthralling storyline. Evie is a strong female protagonist and *Spark*, the first novel in a forthcoming series, will appeal to fans of *The Hunger Games* or the *Uglies* series. H. Myers

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**SCIS 1662070** Paper \$19.95

### A prince without a kingdom

de FOMBELLE, Timothee  
Translated by Sarah Ardizzone.  
Walker Books, UK, 2014 (Vango)



ISBN 9781406331509  
In this second and concluding volume of a two-part series, Vango finds the answers to the questions that have been plaguing him since he was old enough to ask questions about his

heritage and identity. He has been in danger as long as he can remember and has spent most of his life running, attempting to evade capture but not understanding why he is being hunted. Vango's story spans the early decades of the twentieth century and sees him travelling across Russia, Scotland, Italy and France. He is even a passenger on the Hindenberg. The author skilfully interweaves fact with fiction, creating a story that is not only fast paced and action-packed, but one that places the reader squarely in the midst of the turmoil of Europe between the two world wars. Translated from French, the text may appear stilted at times, but this does not detract from the mystery and intrigue of an idea that could potentially have changed the course of history. H. Myers

**USER LEVEL:** Stage 3 Stage 4  
Stage 5

**SCIS 1667219** \$24.95

### The break

FITZPATRICK, Deb  
Fremantle Press, WA, 2014  
ISBN 9781922089632  
Powerful juxtapositions between the healing coastal landscape of Western Australia, the bustle of Fremantle and a family farm enveloped by Tasmanian



blue gums, are portrayed in this novel. The use of highly visual language establishes a sense of authenticity through the setting. The plot switches between the lives of a young couple, Rosie and

Cray, and a family, Liza, Ferg and son Sam. Worlds apart, these families struggle to find happiness, purpose and, more importantly, a connection to family, community and their physical environment. This story has a meditative tone which builds to an intensely emotive conclusion. Readers should note that there are drug and suicide references and swearing throughout the story. The text would support a focus on sustainability, analysis of setting or textual structure. It would also make suitable related material for the Area of study: *Discovery*. Comprehensive [Teaching notes](#) and additional [book club notes](#) are available. J. Bandarage

**USER LEVEL:** Stage 6

**KLA:** English

**SYLLABUS:** English Stage 6

**SCIS 1665907** Paper \$24.99

## To see the world

FORRESTAL, Elaine  
National Library of Australia, ACT, 2014  
ISBN 9780642278494



This fictitious account of the journey of the French frigate, *L'Uranie*, is narrated by José, a Mauritian cabin boy. As a mulatto child of a Mauritian mother and French father, José had

limited opportunities open to him in the early 18th century so he was sent aboard *L'Uranie* to work and be tutored by Rose, the captain's wife. As women were prohibited to travel on state ships in those days, Rose was disguised as a man. Rose's diary provides us with the first European woman's experience of circumnavigating the world. Written in the first person, this novel connects the reader with the colourful characters who survived storms, a shipwreck and being marooned on an island. Black and white images from the National Library and the historical events in Rose's diary, such as the removal of the [Vlamingh plate](#) and a visit to the new settlement of Sydney Town, are of particular relevance to students of History K-10. [Teaching notes](#) may support the study of aspects of this engaging historical novel. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English K-10; History K-10; HSIE K-6  
**SCIS 1656076** Paper \$17.99

## Dead dog in the still of the night

FUSILLO, Archimede  
Ford Street, Vic, 2014  
ISBN 9781925000344



Written using colloquial, adolescent dialogue and dealing with some aspects of drug use and addiction, this novel reveals the fears and uncertainty of Primo, the central persona in this novel about family relations and friendship. Primo is struggling to complete Year 12 and keep his girlfriend, while surviving the complications caused by his selfish, womanising father, a car crash, a violent assault and a dead dog. Even though the plot is simplistic, Fusillo creates a complex and emotionally tortured protagonist. The author presents an intimate story highlighting the theme of choices and consequences. The text draws on the symbolism of a red Fiat to represent the false facade of his father and a dead dog to highlight

the grotesque nature of the pain that can be inflicted on others. This story would support teaching about themes and using representation to create believable characters. [Teaching notes](#) are available from the publisher's website. J. Bandarage

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
**SCIS 1653520** Paper \$18.95

## Loyal creatures

GLEITZMAN, Morris  
Viking, Vic, 2014  
ISBN 9780670077427



Based on events endured by the Australian Light Horse in Egypt and Palestine during World War I, this novel does not shy away from the heartbreak and trauma of this episode in Australia's history. Frank, an enthusiastic 16 year old country boy, persuades his father to enlist them and their loyal horse companions in the mounted infantry. Possessing water divining skills, Frank and his father become useful in the desert campaigns until Frank's dad is sent to the

Dardanelles and Frank's life changes. Although the characters are fictitious, what happened to Frank, his father and their horses is not too far removed from the truth. Students seeking information about the Australian Light Horse are encouraged to study the facts provided at the [Australian War Memorial](#). This account, told in the first person through Frank's voice, may be useful as background reading for the [Core Study - Depth Study 3: Australians at War: World Wars I and II \(1914-1918, 1939-1945\)](#). S. Rasaiah

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English K-10; History K-10  
**SCIS 1661285** Paper \$19.99



[Morris Gleitzman, bestselling author of Loyal creatures, in conversation with Andrew Cattanach](#) by Booktopia TV

## *Starry river of the sky*

LIN, Grace

Little, Brown and Company, USA, 2014  
ISBN 9780316125970



Chinese mythology is used to effect in this coming of age story about a young boy running away from his troubles and finding his way back to his family. Encountering an array of mystical characters, and

solving the puzzle of the wailing sky and the missing moon, Rendi begins to understand what he must do in order to return to his home. Detailed coloured illustrations throughout the novel depict traditional Chinese art. This representation of Asian culture is in stark contrast to the pencil drawings from the author's sketchbook which portray realistic scenes from the story. This companion book to the folktale, *Where the mountain meets the moon* by the same author, supports understanding about the cross-curriculum priority, *Asia and Australia's engagement with Asia*. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1658020** Paper \$16.99



*Behind Starry river of the sky* by Grace Lin

## *James Munkers: super freak*

LITTLE, Lindsey

IP Kidz, Qld, 2014  
ISBN 9781922120762



While the Munkers' family dynamics are engaging, and the new kid on the block scenario is a familiar one, patience is required as the first person narrator reveals his particular supernatural skills and destiny. Reality

and magic are juxtaposed in a way that can be challenging. Discerning what is real to the story and only real to the main protagonist is part of the reading adventure. The setting is contemporary small town England, but the bullying of those who are different is universal. The classroom references, low level swearing and sexual innuendo are

more suited to the Stage 4 reader but the subject matter of the protagonist's uncertainty of his own power would sit more comfortably with Stage 3 students. S. Bremner

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1666127** Paper \$17.00

## *A snicker of magic*

LLOYD, Natalie

Scholastic Press, USA, 2014  
ISBN 9780545552707



Celebrating new beginnings, old stories and the power of the words that surround us all, this novel introduces Felicity Pickle who lives a nomadic life with her mother and little sister. The trio returns to the mother's hometown of Midnight Gulch where Felicity wants to stay. The reader learns what first made Midnight Gulch so magical and how it was taken away. Then, little by little, the magic that is left is seen and clues are offered about how it may return someday. Felicity is a word collector and can spot them around just about anywhere, invisible to everyone else's eyes but hers. These words, real and invented, can be a catalyst for a discussion with students. This is an interesting story

about friendship, magic and mystery and an innate desire to settle into a permanent home. M. Sutera

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1653532** \$24.99

## *Emilio*

MASSON, Sophie

Allen & Unwin, NSW, 2014 (Through my eyes)  
ISBN 9781743312476



The fourth in a powerful and moving fiction series about children living in conflict zones, *Emilio* is a story of courage and resilience. Thirteen year old Emilio lives in Mexico City where drug barons are very powerful. What happens to this ordinary boy when his mother is kidnapped by a drug cartel? Share Emilio's desperate search to find and free his mother. It is a story of a child who finds himself suddenly part of a drug war that has been going on around him. This contemporary narrative is skillfully crafted and balanced so that students are not overwhelmed by the dreadful events, but realise the power of young people to hold on to hope and courage. *Emilio* is an inspirational resource for

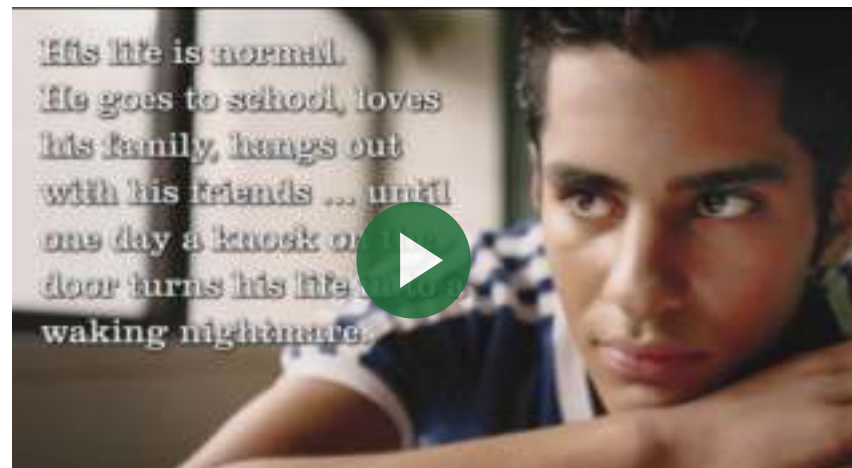
promoting discussion of children and war, culture, family, loyalty, trust and hope. Comprehensive [teaching notes](#) support receptive and productive modes of English language learning.  
A. Soutter

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English 7-10

**SCIS 1627457** Paper \$26.95



**Emilio: Through my eyes by Sophie Masson – book trailer by Allen & Unwin**

### **My awesome Japan adventure: a diary about the best 4 months ever!**

OTOWA, Rebecca  
Tuttle Publishing, Japan, 2013  
ISBN 9784805312162

Dan Williams is an American fifth grade pupil who spends four months in Japan



on an exchange program. He lives with a Japanese host family, goes to school and thoroughly immerses himself in Japanese culture. *My awesome Japanese adventure* is Dan's diary, told in text and illustration. It begins when Dan is on the plane to Japan, excitedly writing down questions that he wants answered during his stay. Through his diary entries, the reader follows Dan as he goes to school, visits a Ninja village and a Shinto shrine, practises martial arts, experiences a tea ceremony and learns about many Japanese customs. There are recipes, instructions for making an origami flower and the rules of a traditional card game. Dan even constructs a chart to compare his family with the Murata family and finds that they do a lot of similar things. The beauty of this book lies in its simplicity while conveying a large amount of information about Japan from a child's point of view. It will appeal to readers who are fans of *Diary of a wimpy kid* and Manga graphic novels. H. Myers

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1635950** \$16.99

### **Save Rafe!**

PATTERSON, James, TEBBETTS, Chris & PARK, Laura  
Young Arrow, UK, 2014 (Middle school)  
ISBN 9780099596424



Mischievous Rafe is a carefree boy enjoying his summer holidays before starting seventh grade. His expulsion from Hills Village Middle School at the end of Year Five, has positive consequences; Rafe has time home without his older sister, and his new school, an art school, is the best ever. Rafe's life is thrown into turmoil when his art school closes and he has to return to Hills Village Middle School where bully, Miller the killer, awaits. There is Jeanne, the girl of Rafe's dreams, if only he could gather enough nerve to speak to her. Even before Rafe is allowed to return, the school demands he undertake a week in *The program* for behaviourally challenged students. There, to his surprise, he gradually gains some life skills and a better understanding of himself. Rafe is a talented artist and his comic, *Loozer the loser*, which appears in each chapter, allows him to express his feelings and uncertainties. Although this is the sixth book in the series, *Save Rafe!* can be read as a stand-alone text

as sufficient background is provided.  
S. Morton

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1667756** Paper \$14.99

### **The minnow**

SWEENEY, Diana  
Text Publishing, Vic, 2014  
ISBN 9781922182012



Sweeney's first novel tells the story of the aftermath of a disaster in a small Australian coastal town. It is a magical story of hope in the face of terrible loss. Tom (short for Tomboy) has lost her parents and sister in a flood which also killed her school friend Jonah's family. The town is in chaos. The only person who will take Tom in is Bill, a fisherman involved in criminal activity. After one brief sexual encounter with Bill, Tom is pregnant. She leaves him to live with Jonah, with the blessing of her grandmother who lives in a nursing home. Tom copes with her grief by talking to her dead grandfather, her parents and even her unborn child, the eponymous Minnow. This is a very beautiful, gentle coming of age story. [Teaching notes](#) on the publisher's

website support a character study.  
A. Soutter

**USER LEVEL:** Stage 5 Stage 6

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1660643** Paper \$19.99

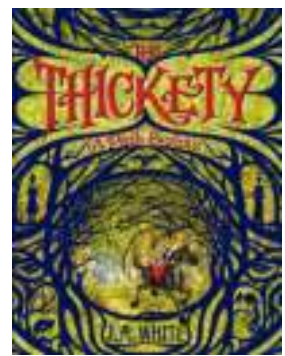


[The minnow trailer](#) by Text Publishing

### **The thickety: a path begins**

WHITE, J.A.

Katherine Tegen Books, USA, 2014  
ISBN 9780062257246



Readers of high fantasy are well-versed in the gore that often accompanies tales of battles for leadership, rejection of the weak or different, and keeping power once won. This story is no exception, and also has the almost-orphan of dubious parentage. Kara's quest for the truth about her mother is the plot line but there is much more

to this journey. Readers will likely be riveted but be warned that this is not an apprenticing story for those not yet desensitised to violent deaths and also the particular lexicon that lurks in sorcery stories. The male characters might need to be explored critically, as they seem a disappointing lot. Overall, this might be one to interest girls and boys for different reasons. S. Bremner

**USER LEVEL:** Stage 3 Stage 4

**SCIS 1651524** \$19.99



[The thickety: a path begins by J.A. White - official book trailer](#) by HarperKids

### **Shadow sister**

WILKINSON, Carole  
Black Dog Books, NSW, 2014  
(Dragonkeeper)  
ISBN 9781922179579

Book 5 of the series continues the adventures of teenage Tao, who is learning to be a dragonkeeper, and the dragon, Kai, whom Tao must keep safe from ghosts, nomads and a seven-



headed serpent. Humour and suspense move the narrative along as the personalities of Tao and Tai complement and entertain. Chinese traditions and Buddhist precepts permeate the story set in fourth century Ancient China. Readers will identify the core values of courage and persistence as they follow the relationship between the dragon and the boy. The combination of fantasy and realism is balanced in this series and in this latest book, with the addition of a glossary and pronunciation guide which assist readers to comprehend the setting, time and Asian philosophy. The *Dragonkeeper* series could support teaching of *Asia and Australia's engagement with Asia*, a cross-curriculum priority in the Australian Curriculum. [Teaching notes](#) are available from the publisher's website. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1660739** \$24.95

### **The protected**

ZORN, Claire  
UQP, Qld, 2014  
ISBN 9780702250194



Middle school students will love this story which is set in the NSW Blue Mountains and is mostly about adolescents exploring their emotions. Unfortunately, Hannah, the main character, has a serious reason for feeling out of place because her family has been involved in a terrible car accident in which her older sister Katie was killed. The story explores how Hannah learns to manage her grief for a sister about whom she has such mixed feelings. How do you grieve for someone who teased you mercilessly? What do you do if you are already having panic attacks brought on by ordinary life and then something terrible really does happen? This story shows that it is friends who get you through. A. Soutter

**USER LEVEL:** Stage 4 Stage 5

**SCIS 1665990** Paper \$19.95



[The protected - Claire Zorn - book trailer](#) by UQP

# information, poetry and drama

Resources are in Dewey order

## *Girl rising* [videorecording]

Ten Times Ten LLC, USA, 2013 (100 min.)  
ISBN none [305.23]

Focusing on the astonishing stories of nine girls in developing nations, this compelling film explores the way in which education can change lives and societies. Paired with renowned writers from their native countries, the girls share their harrowing experiences of bonded slavery, abject poverty, arranged marriage and human trafficking. Each story is approximately ten minutes in length, and a range of filmic techniques has been used to help give voice to the confronting yet rousing narratives. There are numerous opportunities for students to analyse symbolism, authorial voice and audience positioning. Furthermore, the use of digital animation and mixed media as tools of persuasion can be examined. Despite the rawness of each story, the girls' pursuit of

education serves as a timely reminder of the resilience of the human spirit. Additional information, including options for purchasing the film, can be found at the [Girl rising](#) website.  
H. Gardiner

**USER LEVEL:** Stage 5 Stage 6

**KLA:** AC; English

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

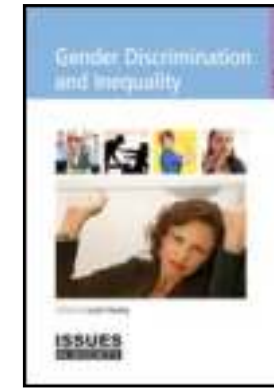
**SCIS 1669662** \$POA



*Girl rising - Nepal chapter* by Girl Rising

## *Gender discrimination and inequality*

Edited by Justin Healey.  
The Spinney Press, NSW, 2014 (Issues in Society 374)  
ISBN 9781922084484 [305.42]  
An overview of gender equality



issues in contemporary Australia is the focus of this volume. Although the articles are accessible in other media, this comprehensive collection provides a convenient, curated resource for schools. This edition includes a wide range of informative articles in sections on the legal aspects of gender equality and on leadership and workplace issues for women. These features ensure that students and teachers of Stage 6 Legal Studies studying women as a group experiencing disadvantage for the *Preliminary course Part 3: Law in practice* or in the *HSC core: Human rights*, will find this a useful summary of gender issues. Gender is also a key concept in the *Society and Culture Stage 6 syllabus*. For this reason, teachers and students will find this a valuable reference tool for various aspects of the Preliminary and HSC courses in this subject. J. White

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Legal Studies Stage 6;  
Society & Culture Stage 6

**SCIS 1660580** Paper \$26.00

## *Racial prejudice and discrimination*

Edited by Justin Healey.  
The Spinney Press, NSW, 2014 (Issues in Society 370)

ISBN 9781922084408 [305.8]



Once again, Justin Healey has collected an informative range of articles that provide an overview of racism and racial discrimination issues in contemporary Australia. This volume

includes extensive data on racial discrimination, as well as social and legal strategies for overcoming race issues. Students and teachers of Stage 6 Legal Studies investigating racial discrimination for the *Preliminary course Part 3: Law in practice* or in the *HSC core: Human rights* will find this a useful stimulus for evaluating the effectiveness of the legal and non-legal responses to this issue. Stage 6 Society and Culture students investigating race-related issues for their Personal Interest Project (PIP) will find this a good starting point for their understanding of the issues and clarification of possible research proposals. J. White

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Legal Studies Stage 6;  
Society & Culture  
Stage 6

**SCIS 1660579** Paper \$26.00

### Remembered by heart

Fremantle Press, WA, 2014  
ISBN 9781922089779 [305.89]



Compelling anecdotes from Aboriginal and Torres Strait Islander authors, who have captured a dark period of Australian history in their memories, are featured in this compilation. Their

stories are personal testaments and representations of the trials and tribulations of individuals who have been physically, psychologically and emotionally affected by government policies that led to the Stolen Generation. The vocabulary and issues raised are appropriate for Stage 4 and Stage 5 English students studying personal accounts and directly link to the syllabus cross curriculum priority of *Aboriginal and Torres Strait Islander histories and cultures*. This authentic book allows readers to immerse themselves in the authors' words and to gain a deeper understanding of

Australian history through literature. The vast narrative voices present in the book demonstrate the pain and suffering these individuals and their families endured. Teachers can utilise one or all of the stories to encourage and foster students' understandings of differing perspectives and to evaluate the impact of the past and present Aboriginal and Torres Strait Islander experience. [Teaching notes](#) contain interesting learning opportunities.  
J. Duvall

**USER LEVEL:** Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English 7-10

**SCIS 1659673** Paper \$17.99

### Australia's political system

Edited by Justin Healey.

The Spinney Press, NSW, 2014 (Issues in Society 373)  
ISBN 9781922084460 [320.994]



Part of the reliable and comprehensive *Issues in Society* series, this edition provides an overview of Australia's current system of parliamentary democracy. As for other volumes in this series, all

of the articles have appeared elsewhere – typically in print and online media, or government websites. Besides a range of informative articles, this issue includes worksheets and activities, a useful *Fast facts* page and a glossary. These features ensure that students and teachers, particularly those exploring *Core 2.1: Law and society* and *Option 6: Political involvement* in the *Commerce Years 7-10 syllabus*, and Stage 6 Legal Studies students investigating *Preliminary Course Part 1: The legal system*, will find this a useful summary about civics and a balanced overview of current debates about parliamentary reform. A minor drawback is that sections addressing current debates on parliamentary reform may become outdated at some point. J. White

**USER LEVEL:** Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Commerce 7-10; Legal Studies Stage 6

**SCIS 1660583** Paper \$26.00

### First Australians

BEHRENDT, Larissa  
Legal Information Access Centre, NSW,  
2013 (Hot Topics)  
ISBN none [324.94]



Another worthwhile addition to the *Hot Topics* series, this edition provides a relevant and contemporary examination of issues facing the *First Australians*. With the

Australian Curriculum including *Aboriginal and Torres Strait Islander histories and cultures* as a cross-curriculum priority, aspects of this edition could be used in various contexts. Teachers of the future *Civics and citizenship* course could also use some of the material to emphasise Aboriginal and Torres Strait Islander [participation in and contribution to Australian civic identity and society](#). Moreover, this edition includes obvious ties with the *Legal Studies Stage 6 syllabus*. The entire issue could provide general support for the HSC syllabus option, *Indigenous peoples*. The chapter on *Indigenous people and the criminal justice system* could inform the core HSC topic, *Crime*. In the Preliminary course, the compulsory study of *Law reform* in relation to Native Title is well catered for, with an easily digestible summary of the major factors in the development of Native Title, including an interesting comparison of state and Commonwealth responses. Similarly, the examination of *The*



*constitution* in the Preliminary course could be enhanced through the author's discussion of the Kruger case and the 1967 referendum, leading to constitutional change. Helpful explanations and the simple presentation of the *Anunga Rules* are also invaluable. B. Capizzi

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

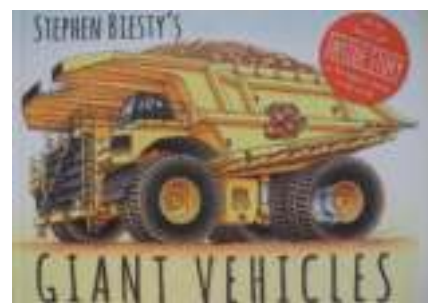
**KLA:** AC; HSIE

**SYLLABUS:** History K-10; Legal Studies Stage 6

**SCIS 1649059** Paper \$22.00

### Stephen Biesty's giant vehicles

BIESTY, Stephen  
Walker Books Australia, NSW, 2014  
ISBN 9781922244444 [388]



Stephen Biesty's skills in executing fine illustrations of complex objects or places are well known. In this board book, the reader can see the details, inside and out, of eight monster machines. Utilising double-page spreads and lift-the-flap sections, the world's largest helicopters, dump trucks, rockets, submarines, ships, planes and trains are drawn with an eye for detail that will fascinate many readers. The bite-

sized blocks of text are packed full of interesting facts, clearly written and easy to understand. The diagrams are labelled with fascinating facts such as how many elephants can a mighty dumper carry? Comparing the capacities and capabilities of these vehicles to everyday objects may assist students to solve the design criteria and constraints requirements of *Working technologically* in the *Science K-10 syllabus*. P. Galloway

**USER LEVEL:** Stage 1 Stage 2  
Stage 3

**KLA:** AC; Science

**SYLLABUS:** Science K-10

**SCIS 1662141** \$24.95

### Jake's bones

McGOWAN-LOWE, Jake  
Ticktock, UK, 2014  
ISBN 9781783250257 [573.7]



Skulls, scapulas, vertebrae and tibias feature in this comprehensive guide to bone collecting, identification and skeletal structures. Written by 12 year old Jake, who has over 200 skulls displayed in his bedroom, clear and illustrated explanations provide information on the structural features of vertebrate animals

and how these adaptations help them survive in their environment. Packed with scientific names, fascinating facts and practical information, this is a book that young nature explorers, bush detectives and field naturalists would love. It is supported by [Jake's bones](#) online blog. The well-labelled photographs and clearly presented text provide excellent examples of how to communicate scientifically. The book supports the Science Stages 2 and 3 content strand: *Living world*, in particular, *observable features* and *structural features and adaptations*. G. Braiding

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; Science

**SYLLABUS:** Science K-10

**SCIS 1660236** \$14.99



[Jake's bones - Roe deer skeleton](#)  
by JakesBones

### Funny faces

NORMAN, Mark  
Black Dog, NSW, 2014  
ISBN 9781922179968 [591.4]



Featuring photographs of external features of a wide range of animals, this informative picture book explains a variety of animal adaptations and how

they help each animal to survive. Both vertebrate and invertebrate animals are included which reinforces the breadth of living things and enables a variety of external features to be showcased. Including elephant seals' bulbous noses, dragonflies' ball-like eyes and the toothed tongue of the dragonfish, the use of extreme close-up in the images provides a visual description of the features and is supported by explanatory informative text. With bold headings, fact files, glossary and index, the book strongly supports the Science Stage 1 strand: *Living world*, specifically enabling students to *describe external features*.

[Teaching notes](#) are available. G. Braiding

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; Science

**SYLLABUS:** Science K-10

**SCIS 1661392** Paper \$16.95

## Comics: a global history, 1968 to the present

MAZUR, Dan & DANNER, Alexander  
Thames & Hudson Ltd, UK, 2014  
ISBN 9780500290965 [741.5]



The human desire to tell stories with pictures underlies this comprehensive historical account of the evolution of comics on a global scale.

The authors sketch a broad map of intersecting artists, styles and movements to reveal avant-garde currents and a pivotal shift from commercial directions to artistic self-expression. The practice of artists is examined in-depth with specific analysis of how contemporary influences have shaped the formal innovations, aesthetics, mood, content, publishing, target audience and reception of diverse genres of comics ranging from superheroes, sci-fi and manga to the underground and political satire. Students and teachers can investigate these connections supported by an extensive image bank with detailed citations and comments, as well as informative indexes of artists, writers, artworks and references. Recognising comics as a 21st century, cross-pollinated art form that has

jumped from the printed page to the elusive webpage, this publication provides potential for planning practical and conceptual investigations aimed at breaking down barriers between languages, genres, fiction and reality, artist and audience, and platforms for viewing. Please note that it contains sensitive issues. H. Yip

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

**KLA:** CA

**SYLLABUS:** Photographic and Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6

**SCIS 1667051** Paper \$39.95

## Go: a Kidd's guide to graphic design

KIDD, Chip  
Workman Publishing, USA, 2013  
ISBN 9780761172192 [741.6]

A message from our eyes to mind, graphic design exists as a strategic combination of visual and typographic elements that engage us in our daily



lives on a conscious and subconscious level. Spotlighting the nature of design as creative problem-solving, this publication prompts a whimsical exploration of the thinking process and intentional decisions behind the things we use, read, purchase, play with and consume. Strong, punchy visuals, everyday analogies and a thought-provoking, diagrammatic layout make this an accessible resource for students and teachers interested in questioning why the visual world works the way it does and how we can play an active role in fashioning our own signs and symbols. Drawing from historical examples and his own industry experience, the author outlines real scenarios and applications of design fundamentals with an emphasis on book cover design, demonstrating rules and how to playfully break them. Keywords and concepts introduced with each chapter and a set of practical projects, including an opportunity for students to post and share their work online, offer inspiring stimulus for hands-on challenges. H. Yip

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

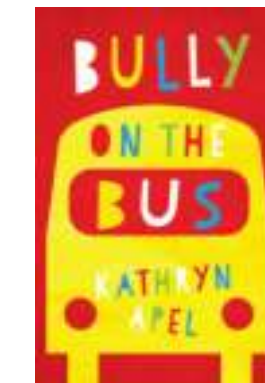
**KLA:** CA

**SYLLABUS:** Creative Arts K-6; Photographic & Digital Media 7-10; Photography, Video and Digital Imaging CEC Stage 6; Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10; Visual Design CEC Stage 6

**SCIS 1646946** \$29.95

## Bully on the bus

APEL, Kathryn  
UQP, Qld, 2014  
ISBN 9780702253287 [A821]



Since schools constantly seek to empower students to cope if they are victims of bullying and to diffuse bullying behaviours, this clearly written story makes for compelling reading.

Each day Leroy, in Grade One, and his older sister Ruby, catch the school bus from their farm into school. DJ, a disillusioned and disaffected high school student, makes Leroy's life a misery on each trip through taunts, ridicule and aggressive actions, but also with threats of what might happen if he tells anyone. Ruby encourages Leon to tell either his teacher or their parents, but Leroy resists. DJ's power is too

strong. Eventually the secret is out and Leroy is given strategies that stop DJ in her tracks. Importantly, DJ is shown to mend her ways, and gain a little redemption, although no explanation is given for her behaviour. This verse novel demonstrates a literary style worthy of exploration, supporting outcomes in [Objective D](#) in the *NSW English K-10 syllabus*. The book also supports the *Interpersonal relationships* outcomes in [PDHPE K-6](#). [Teaching notes](#) are available from the publisher. S. Morton

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; English, PDHPE

**SYLLABUS:** English K-10, PDHPE K-6

**SCIS 1662759** Paper \$14.95

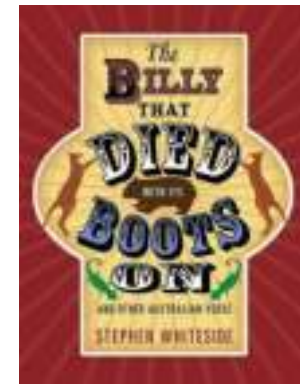


[Bully on the bus book trailer](#) by Kat Apel

## *The billy that died with its boots on and other Australian verse*

WHITESIDE, Stephen & MERRICK, Lauren

Walker Books Australia, NSW, 2014  
ISBN 9781922077431 [A821]



Paying homage to the rhythms, word play and humour of Banjo Paterson and C.J Dennis, the author of this poetry book has looked to everyday Australian activities, landscapes and people for inspiration. The 65 poems are gathered in 15 loose groupings including animals, leisure activities, and places. The rhyming verse does not remain static, sometimes crossing lines or stanzas, other times as a rap-style or staccato two line rhymes. A few are standouts such as *The old tree and the strangler fig*, with the tree lamenting its early demise due to the strangler fig's growth, and the fig justifying its point of view. *The fire* describes a family's fears as a bushfire forces them from their home. There is a tribute to *Simpson and his donkey* and *Rittle led hiding rood* should provide much enjoyment, as spoonerisms are discovered. Although there are two poems categorised as

*Especially for performance*, the author suggests that all are the better for being spoken aloud, thereby providing support for outcomes in Objective B in the *NSW English K-10 syllabus*. The author's website provides [additional background](#) for the book. S. Morton

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; English

**SYLLABUS:** English K-10

**SCIS 1657953** Paper \$19.95

## *Meet ... Douglas Mawson*

DUMBLETON, Mike & GREEN, Snip  
Random House Australia, NSW, 2014  
ISBN 9780857981950 [910.92]



Illustrated in a flat print-maker style of solid colour and patterns, this visually strong picture book recounts Douglas Mawson's Australasian Antarctic expedition that left Hobart in December 1911. While the written text is simple and does not delve into great detail of the expedition, the illustrations depict the gruelling and inhospitable conditions the team faced daily, and the emotional impacts of the challenges they encountered. The cool colour

palette, angular images and sharp-edged illustrative technique effectively convey the harsh environment and provide the opportunity for visual literacy analysis. The book supports the History Stage 3 topic: *Australia as a nation* in researching the contribution of individuals and groups to the development of science in Australian society. [Teaching notes](#) are available. G. Braiding

**USER LEVEL:** Stage 3

**KLA:** AC; HSIE

**SYLLABUS:** History K-10; HSIE K-6

**SCIS 1661402** \$24.99



[The official film of the Douglas Mawson Antarctic expedition \(c1916\): Gale force winds](#) by Australian Screen

### *The boy on the wooden box: how the impossible became possible ... on Schindler's list*

LEYSON, Leon with HARRON, Marilyn J. & LEYSON, Elizabeth B.  
Simon & Schuster, UK, 2013  
ISBN 9781471119675 [940.53]



Survivor of the Holocaust in World War II, Leon Leyson took decades to gradually disclose his story, first to his children, and then, as a guest speaker, to schools and universities. Beginning in rural Poland and leading

on to the ghettos of Krakow, this Jewish family's horrendous journey was similar to thousands of others during the 1940s. What set Leon's fate apart was his father's chance employment in the factory of Oskar Schindler, who is credited with saving up to 1200 Jews. Leon joined his mother and brother at the same factory and became the youngest on Schindler's list of employees. Life was hard but there was at least a small flicker of hope. In the later days of the war, even this hope was sorely tested. It is testament to the author's character that his autobiography contains little of the animosity and bitterness one might expect. This memoir could

support outcome [EN4-8D](#) as students deepen their understanding of cultural experiences. The text may also be a valuable resource in the [Core Study – Depth Study 3: Australians at war: World Wars I and II \(1914–1918, 1939–1945\)](#) or [Depth Study 6: school-developed topic from either of the Stage 5 overviews](#). A series of twelve videos, [Holocaust survivor Leon Leyson tells his story \(2010\)](#), featuring talks by the author, might be suitable for Stages 4, 5 and 6 students. S. Morton

**USER LEVEL:** Stage 4 Stage 5  
Stage 6

**KLA:** AC; English; HSIE

**SYLLABUS:** English K-10, History K-10; History Stage 6

**SCIS 1623564** \$17.99



[Holocaust survivor Leon Leyson tells his story \(2010\) \[Part 1/12\]](#) by Asper Media

# looking for more reviews?

Search the comprehensive [Resource reviews database](#)



## Who reviews?

Jessica Bandarage, Figtree HS  
Gaye Braiding, Epping North PS  
Sue Bremner, Association of Independent Schools  
Basil Capizzi, teacher  
Penny Galloway, A/Learning Design Officer, Learning Systems  
Heather Gardiner, Bulli HS  
Jake Henzler, Killara HS  
Cath Keane, teacher librarian  
Therese Kenny, teacher librarian  
Jane Lobsey, Jesmond PS  
Ric Morante, Hurlstone Agricultural HS  
Sue Morton, teacher librarian  
Helen Myers, Camden HS  
Sally Rasaiah, Cammeray PS  
Kathy Rushton, consultant  
Alison Soutter, Project Officer, FACS  
Maria Sutera, Orange Grove PS  
Frances Whalan, Association of Independent Schools  
Helen Yip, Asquith Girls HS