

Scan

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In this issue

- Evidence based learning
- DEC learning tools
- Using a Guided Inquiry approach
- Treasury of war resources
- Authentic science for schools

Scan

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

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from the editor

In 2015, Australians are commemorating the centenary of Anzac. Syllabuses taught in Australian schools provide many opportunities for students to explore the contribution of servicemen and women to our Australian way of life. The articles and resource reviews in this issue of *Scan*, relating to the centenary, and Australia's involvement in conflict, seek to provide busy teachers with new ideas and resources to engage students and help them to connect to their local community.

Best wishes for a safe and productive 2015. I am looking forward to supporting the great work you do every day.

Margaret McEwan
Editor



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[Evidence based approaches for new learning](#)

Colleen Foley shares how the Department *lighthouse* schools in the Schools Library System Project will showcase evidence based learning.



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[New learning tools for all NSW public schools](#)

Allan Booth outlines the scope of the exciting new DEC learning tools just released to all NSW Department teaching and corporate staff. Read the article to see how they can enhance collaboration and Quality Teaching in NSW public schools.



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[Scaffolding for success: support students' amazing journey with Guided Inquiry](#)

In their article, Jenny Scheffers and Glenda Alekna showcase how cooperative planning and teaching has engaged support students with higher order thinking. In addition, their evidence based approach provides an excellent example of best educational practice.



[A treasury of war resources](#)

This issue of *Scan* contains several articles that support curriculum activities relating to Australia's involvement in war. [Alana Ellis](#) discusses how literacy skills can be embedded effectively into the teaching of History. [Gillian Gratton](#) provides an overview of resources and programs about the First World War at the State Library of NSW and [Nathan Alterator](#) outlines how the Simpson Prize has enriched the

historical understanding of students. All of the articles provide ideas and inspiration for commemorating the centenary of Anzac in schools.



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[The Mars Lab: connecting authentic science with the classroom](#)

In the last 30 years the senior enrolments in STEM related subjects has dropped significantly. Dr Carol Oliver, and the team from the *Mars Lab* program, is conducting extensive research about how the exciting and innovative *Mars Lab* program is addressing this important issue. Read the article to find out how authentic scientific inquiry is improving student engagement in science.

currents



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

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Engaging students meaningfully

What are the hot topics in your school regarding resources, and evidence for the library's contribution to student learning?

Resources to support curriculum activities for the centenary of Anzac and the First World War, is topical in discussion and sharing in professional circles. This issue focuses on many rich opportunities for teacher librarians to work with teachers and students, utilising some great resources and tools.



[Alana Ellis](#) explores literacy perspectives for selected resources for the *Australians at War* Stage 5 History study.



[Our stories, your stories, war stories](#) provides an overview of the range of State Library of NSW resources, about the First World War. Teachers and students, will enjoy the stimulating array of resources and ideas offered by these and the other articles.



[Curriculum springboards](#) in this and past issues, offer powerful support for lessons and programs. They are a great package, bringing together some of the best resource links.



As mentioned in November 2014 Currents, further assistance for NSW Department schools is being provided by Lists delivered via *Oliver* in the Schools Library System Project. Two of these Lists are:

- Anzac and First World War Centenary P-6
- Anzac and First World War Centenary 7-12.

The Project Team is exploring how such digital resource collections can be provided to existing Department OASIS Library schools, in a similar way to the Stage 6 Belonging list was offered.

What about evidence of learning?

Crucial to how school libraries work with and engage students and teachers in such topical areas of study, is to provide evidence on how the teacher librarian and library contribute to student learning. Jenny Scheffers provides inspiration in the way she has use a Guided Inquiry approach in [Scaffolding for success](#).


[Evidence based approaches for new learning](#) outlines the *lighthouse* schools





program in the Schools Library System Project. This part of the Project will provide further practical examples of providing evidence of student learning as part of normal teacher librarian and library practice.


Up to date information about the library project is available for Department teachers on the [School library system](#) intranet pages.

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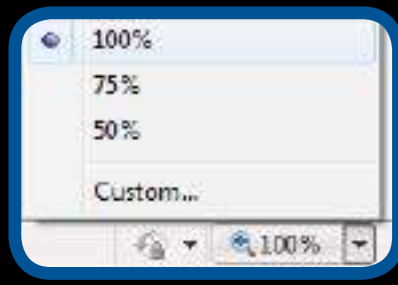
Exploring Scan's online edition

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



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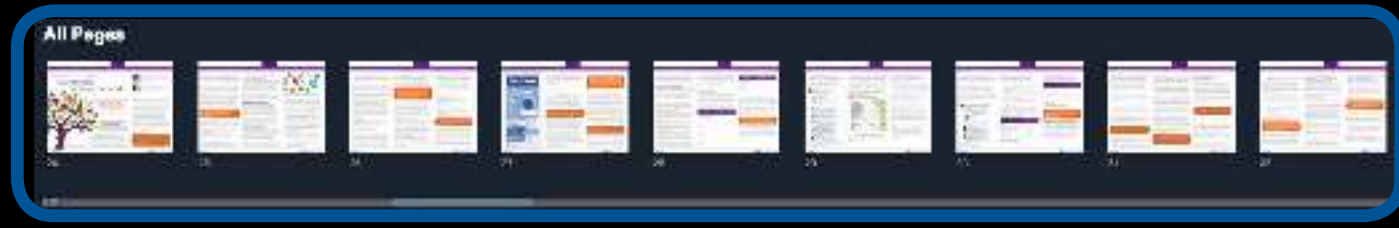
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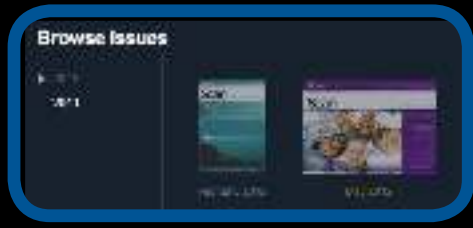
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For more tips, [click here](#) to view Scan's video taster.

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What can your school library do for you? Colleen Foley, Libraries Coordinator, Public Schools NSW, explores the importance of an evidenced based approach, and outlines the role Department *lighthouse* schools in the Schools Library Project will have in providing leadership and exemplars of enhanced learning outcomes for students.

Evidence based approaches for new learning

A commitment to evidence based practice is embedded in [Great Teaching Inspired Learning](#), and the [Australian Professional Standards for Teachers](#). This reinforces the research based [Quality Teaching](#) approach to engaging students and providing explicit information about what they learn.

Opportunities relevant to future learning are highlighted in the article by [June Wall and Karen Bonanno](#). This article provides invaluable practical, future focused inspiration. It also includes an engaging flow of embedded multimedia examples reinforcing an evidenced based approach. The article concludes with a proposed *Capacity building toolkit for teacher librarians*. It builds on the simple tool provided in [School libraries building capacity for student learning 21C](#) by Lyn Hay and Colleen Foley.



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Jenny Scheffers provides exciting inspiration in the way she has used a guided enquiry approach in [Scaffolding for success](#).

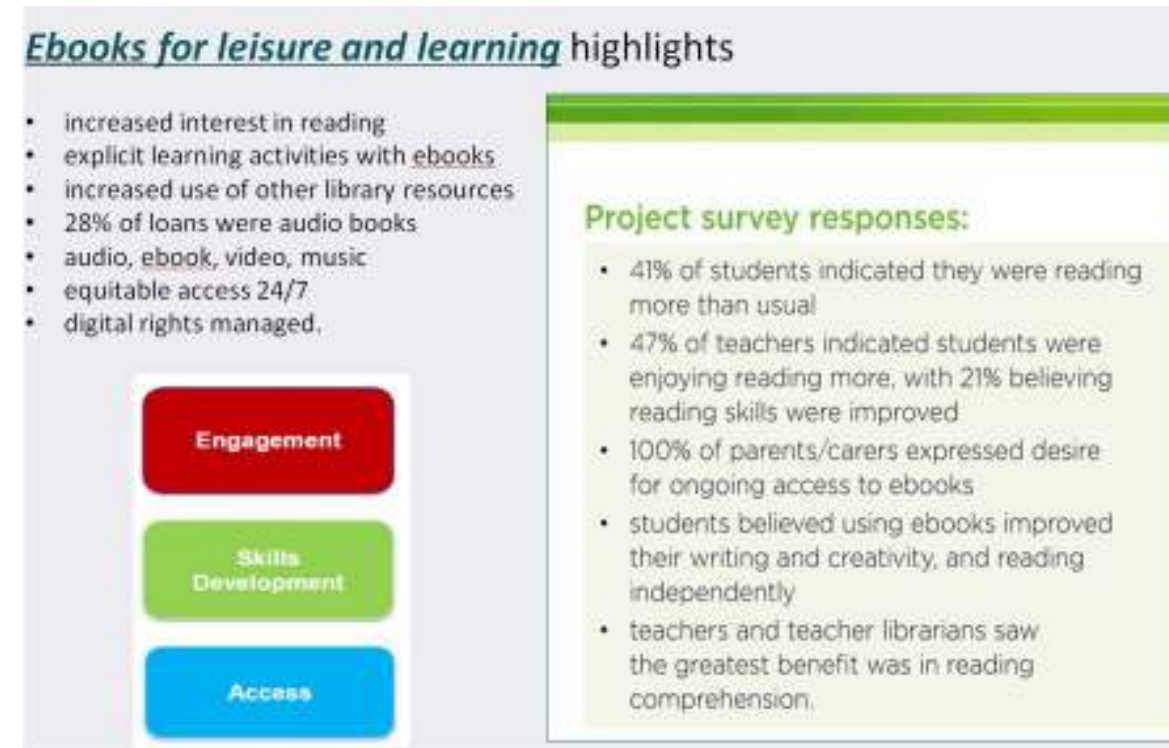


Figure 1 Highlights of findings of *Ebooks for leisure and learning* test project

The [Ebooks for learning and leisure](#) test project provided clear evidence of the impact of explicit teaching using ebooks on student learning (Figure 1). The overview by [Colleen Foley](#) and article by [Wendy Dawson](#), whose students created ebooks, make interesting reading.

Lighthouse schools to showcase learning benefits

What can your teacher librarian and school library do for you and your students? Is your main activity searching the library catalogue? Or even *Google*? If so, you are likely getting less than 10% of the potential

support your teacher librarian and school library can offer you!

Significant opportunities for transforming pedagogy will 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.

Lighthouse schools for the Department's Schools Library Project have been identified through an expression of interest process. Their role is focused on an evidence based approach to show how teacher librarians and school libraries contribute to student learning.

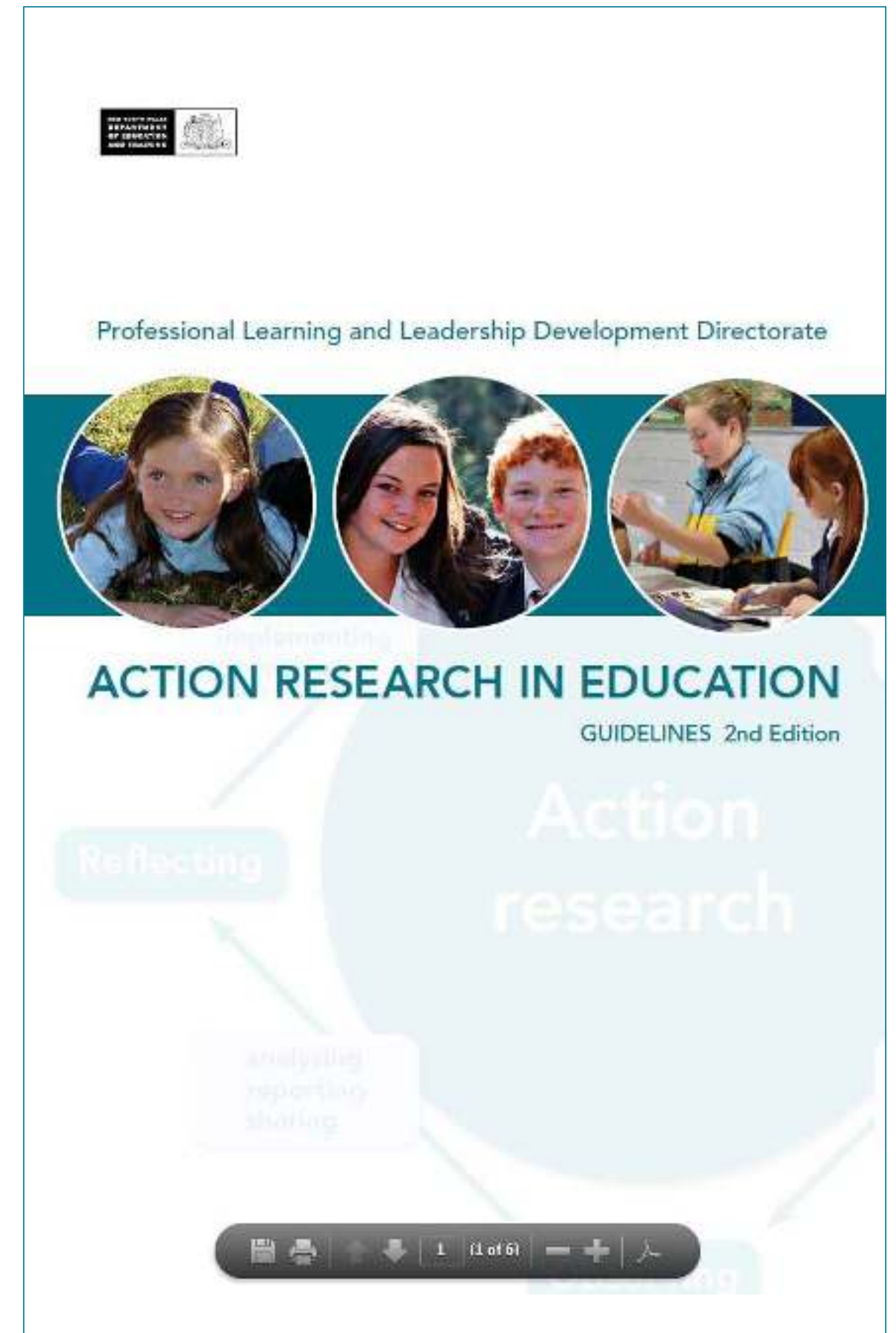
With support, the lighthouse schools will have a role in:

- 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.

What's next?

The lighthouse schools are being provided with a support package. This will provide:

- a PowerPoint to adapt for communication with their school community and other local schools
- simple guidelines for achievable action research
- lesson ideas and resource packages, highlighting the use of a diverse range of resources, in collaboration with teachers and students
- short staff and student surveys to gather data on



what students have learned

- references and further reading for additional support as desired.

The schools will be able to use the ideas as they are, if suited to their programs and priorities. They will be also able to adapt them, or use them as models. School based units and priorities will be supported, including areas such as reading and literacy, multimodal texts, and a literary learning culture. Included will be digital collections (Lists) 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*
- Cultural understandings: Aboriginal and Torres Strait Islander.

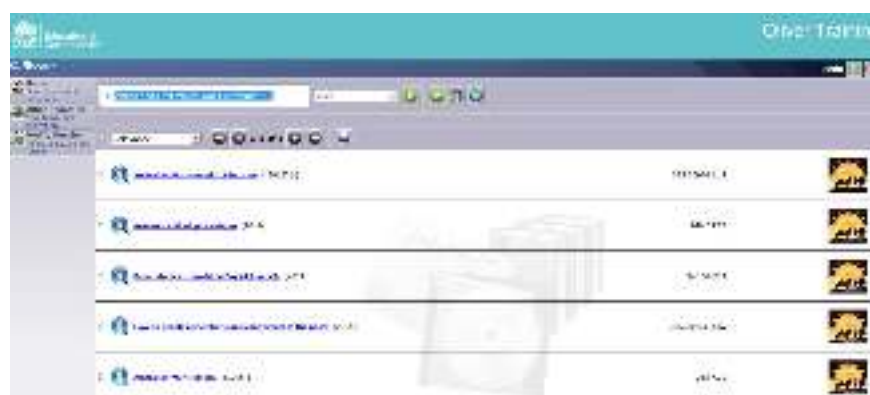
Schools will have options to add to and enrich their own carefully selected resources to support effective curriculum use of the library system. This could include creating or using their own Lists for their action research.

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

- powerful opportunities for collaboration
- enhanced student learning
- ways of providing local evidence of improved student outcomes.

The reports and achievements of these schools will be highlighted in future *Scan* articles.

Watch this space for opportunities to participate in forums to inform teacher librarian and school library vision, practice and policy.



Sample resource list in *Oliver* library system

References and further reading

Board of Studies, Teaching and Educational Standards NSW 2013, [Australian Professional Standards for Teachers](#), Board of Studies, Teaching and Educational Standards, accessed 25 February 2015.

Dawson, W 2012, '[Students create ebooks](#)', *Scan* 31.4, pp.15-20.

Foley, C 2009, [Ebooks for leisure and learning](#), *Scan* 31.4, pp. 6-14.

Hay, L and Foley C 2009, '[School libraries building capacity for student learning 21C](#)', *Scan* 28.2, pp. 17-25.

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Scheffers, Jenny 'Scaffolding for success: Support student's amazing journey with Guided Inquiry', [Scan](#) 34.1 pp. 14-19.

Wall, J and Bonanno, K 2014, 'Learning and literacy for the future: building capacity. Part two', [Scan](#) 33.4, pp. 18-30.

New learning tools

for all NSW public schools



Allan Booth is Director, Learning Systems, Public Schools NSW. His article outlines the new learning tools just released to all NSW Department teaching and corporate staff, and how they can enhance collaboration and quality teaching in NSW public schools.

Exciting learning tools

Microsoft Office 365 and Google Apps for Education are now available to all NSW Department teaching and corporate staff through the DEC staff portal. By following the *My learning tools* link in the staff portal, staff members gain immediate access to these exciting learning tools. Both sets of tools are used around the



world to support teaching and learning, and offer a wide range of educational benefits. These online services will assist schools in using a [Bring Your Own Device](#) (BYOD – intranet link) strategy, allowing students and staff to collaborate from any device; anywhere they have access to the internet.

What is Microsoft Office 365?



[Microsoft Office 365](#) (intranet link) is a set of web-based applications that enable collaboration and creation in the classroom. This service includes online versions of popular Office products such as Word, Excel and PowerPoint. In addition, it offers collaboration and sharing opportunities via OneDrive and OneNote. Information about using this service can be found at the [Microsoft Office 365 Learning Center](#).

What services will be available?

Some of the applications students and teachers will have access to include:



One Drive

OneDrive is the central hub of the

service, providing unlimited storage. OneDrive is an online file repository accessible from any browser on any device at any time. Storage in OneDrive is unlimited and empowers staff and students by enabling them to:

- save documents such as class work, videos, audio files and pictures in a secure online location that can be accessed anywhere, anytime on any device
- share documents and files with users with the click of a button.

The online Office Suite

The online Office Suite includes applications such as Word, OneNote and PowerPoint.



These tools enable students and staff to:

- create assignments, class notes and more either in the browser or using the full application
- share and collaborate on these creations with other users anywhere on any device in real time.

OneNote Class Notebook Creator



OneNote Class Notebook Creator utilises the power of OneNote, to deliver the backbone of a digital classroom to teachers.

This tool empowers students and teachers to:

- quickly and easily set up a personal workspace for every student
- curate a content library for class material
- create a collaboration space to enable rich interaction, feedback and content creation.

[Microsoft Office 365 rollout 2015](#)

provides a good overview of what teachers in the Department will be able to do with Microsoft Office 365.



[Microsoft Office 365 rollout 2015](#) by NSW Public Schools

Department users are also able to download and install Office 2013 on up to 15 devices which they own or use.

The Department's Google Apps for Education



The Department's [Google Apps for Education](#) (intranet link) is a suite of web-based applications which help teachers and students work collaboratively on documents, spreadsheets, presentations and more. The service includes easy ways to conduct surveys and forms, as well as Google Classroom, a way to manage assignments online. More information can be found at [Google for Education](#).

The Department's instance of Google Apps for Education provides Google Drive for central file storage, collaboration and sharing, Google Docs, Sheets and Slides for word processing, spreadsheets and presentations and Google Classroom which allows groups to be assigned tasks, collaborate and submit assignments. The DEC Google Apps for Education also include calendar, finance and maps.

Google Apps for Education can help students and teachers to:

- create simple class, group or student websites (Sites)
- complete, store and share school work on any device with an internet connection with no special or costly software required (Drive/Docs)
- work collaboratively on documents, presentations, spreadsheets and more anytime, anywhere, even at the same time (Drive/Docs)
- create, deliver and collate surveys and tests (Forms)
- launch a digital classroom and manage class content electronically (Classroom).

Considerations for schools

In deciding to use these applications there are a number of important considerations for schools and administrators.

In the school situation a school community needs to consider:

- How will these services help me in the classroom?
- How do they support teaching and learning
- How can they be used with different learning approaches and groups with differing needs?
- How have other schools used these

services? There are several examples listed at the bottom of the intranet page.

- How will my school implement consistent set up and sharing practices?
- What services will users feel comfortable using?
- Which service should my school use? Google or Office 365 or both?
- Which policies do I need to be aware of before implementing these services?
- What additional local policies and procedures do I need to put in place?

Considerations for corporate users

Corporate users need to consider:

- What sort of data can I put in the cloud? There are safety implications for [sensitive and confidential information](#).
- What remote working and portability advantages will we gain?
- What policies and working practice guides will be required?

Current issues

For all users, it is important also to consider the difference between, and known limitations of, each service at this point in time. These are summarised in Table 1.

Summary of differences between and known limitations of DEC learning tools	
Microsoft Office 365	<ul style="list-style-type: none"> • studentonlyhaveClassNotebookCreatorasstudents, not as a teacher role • some setup is needed, including changing regional settings and removing Shared with Everyone folder(recommended) • a few issues being worked on from ITD, including Android application and editing emails from mobile applications • groups are not yet enabled.
Google Apps for Education @DEC	<ul style="list-style-type: none"> • students have Gmail and staff don't • staff have Classroom, Blogger, Google+ and photos, and students don't • issue exist with notifications in Classroom • problem of older DEC standard browser (IE9).

Table 1: Summary of differences between and known limitations of DEC learning tools

Communication and support

In releasing the apps for Department users the following points of communication have been established to inform parents and staff about the products.

The NSW Public Schools website includes pages about the [learning tools](#), which outline the privacy provisions in place.



Keeping the community informed on the NSW Public Schools website

It is worth noting that the major companies providing these tools have committed to a pledge in USA that protects educational data. See the article in [Education world](#) Information Technology Directorate [Learning Tools technical support pages](#) will provide all advice required regarding technical support of the applications.

The [Public Schools NSW intranet](#) will be the source of information about how the applications can be used to support learning.



Support for implementing online learning and collaboration tools

What's next?

As the service beds in and teachers start to use the tools in the classroom, the roadmap for these products will evolve. This may include technical improvements, added capabilities and the addition of appropriate new applications. The [Learning Tools mailbox](#) provides a good way for teachers to provide feedback to the Learning Tools project team.

References and further reading

Granata, K 2015, '[Google joins 103 companies in supporting Obama's student-data privacy pledge](#)', *Education world*, accessed 18 February 2015.

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Scaffolding for success: Support students' amazing journey with Guided Inquiry



Jenny Scheffers (L), teacher librarian, and Glenda Alekna (R), support teacher, at Caddies Creek Public School (CCPS), share how a Guided Inquiry approach is opening the door to exciting new learning experiences for students with autism spectrum disorder (ASD), and providing evidence of explicit learning outcomes.



Students in 4/6A at CCPS peer reviewing their *Amazing animals* iBooks

Background to Guided Inquiry at CCPS

Caddies Creek Public School, located in north-western Sydney, has a student enrolment of approximately 970 pupils; comprising 37 mainstream classes and three support classes. Since 2007, [Guided Inquiry](#) (GI) has been extensively trialled, developed and formally adopted as the framework for all students' research in the library. The approach to learning in the library is largely based on Cooperative Planning and Teaching (CPT), a flexible timetable and resource based learning. An article in [Scan 32.1](#) documents how iPads were successfully incorporated into Guided Inquiry research programs at CCPS in 2012. Now, they are extensively integrated in many learning programs across the school.

Class 4/6A is the senior Support Class Autism, catering for seven students with autism spectrum disorder (ASD). The class is supported by a teacher and a special learning support officer (SLSO). All students in the class are boys, with cognitive functioning ranging from below to above average. Emotional and social adaptive functioning is observably lower. Six out of the seven students have both [receptive and expressive language disorder](#).

In past years, the teacher of this class

and teacher librarian has worked collaboratively on several [lower order](#) CPT library research units outlined below. Using prepared research booklets, nonfiction books and prescribed websites, students recorded relevant keyword information about their chosen subtopics and then collated this information into a brief information report. These final texts were then used to create Microsoft PowerPoint presentations or Microsoft Publisher brochures.

Planning a CPT unit for a support class

During Term 2 2014, the bar for teaching and learning for these older students with ASD, their class teacher and teacher librarian, was lifted, when the class participated in a more advanced CPT GI research unit titled [Amazing wild animals](#).

Using iPad technology, nonfiction texts and selected websites, students jointly formulated and researched focus, and contributing questions, related to why their chosen wild animal was so amazing. A [programming proforma](#), recently developed by Professor Ross Todd and Lyn Hay, was used to plan the unit.

At the initial planning stage, the class teacher and teacher librarian didn't foresee just how dynamic and in-depth

this teaching and learning unit would become. Several exciting, unplanned enrichment activities and heart-warming moments emerged along the way.

Planning for high quality teaching and learning

A CPT planning meeting was held at the start of Term 2. The structure of the program was discussed, as well as the roles and responsibilities of both staff members. Print, online and ICT resources were identified and collected. The unit was conducted in both the classroom and library sessions. The support class was unable to access the library's CPT timetable before Week 3 as it was fully booked. The first three steps of the GI [Information search process](#) were conducted during class lessons.

A brief overview of the [programmed teaching and learning activities](#) is shown below. Todd and Hay's stage of process descriptions are shown in brackets.

Initiation [Open]

Students:

- explain and discuss the concept of *amazing* and how this could apply to animals
- brainstorm some favourite amazing animals.

Selection [Immerse]

Students:

- build their background knowledge of a range of animals by viewing video clips and browsing books and websites
- participate in an excursion to Taronga Zoo.

Exploration [Explore]

Students choose a favourite amazing animal and undertake deeper research about it.

Formulation [Identify]

Students:

- formulate focus question relating to why this animal is amazing
- formulate five related contributing questions.

Collection [Gather]

Students:

- research contributing questions during library lessons and in class time
- use their class notebooks for notetaking and then transfer keyword findings onto library iPads in library sessions
- individually complete surveys on *Survey monkey*.

Presentation [Create]

Students:

- model and draft responses to focus question

- analyse and sort through keyword findings for reasons why their particular animal is so amazing or special, not just regurgitating keywords, but providing valid justification about its special features, abilities or behaviours
- type their focus question response as a brief paragraph on a new page in iBook.

Presentation [Share]

Students share iBook presentations by peer reviewing, using a [written review proforma](#).



Kye using the peer reviewing proforma

Assessment [Evaluate]

Students individually complete survey on *Survey monkey*.

Implementing the Guided Inquiry unit

In anticipation of the *Amazing wild animals* unit, Class 4/6A joined the Year 5 excursion to Taronga Park Zoo, in the final week of Term 1. Work in Weeks 1 and 2 of the following Term was classroom based and focused on the selection of an *amazing animal* by each student: building and sharing background knowledge through class discussions and joint viewing of YouTube clips. There was a wide range of animals chosen including the tapir, mountain goat, zebra and king cobra.

Focus and contributing questions about the animal of choice were decided on, through modelling, brainstorming and class discussion. Possible research questions were recorded on the interactive whiteboard (IWB) and then each question was discussed as a *good or not so good* option, before final questions were decided upon. This process of question development has since provided a valuable and practical learning scaffold and is now also used in social skills development, with respect to making personal decisions.

Preparing the students

Students were prepared for work in

upcoming CPT sessions in the library by designing hard copies of their research question mind maps, which were to provide an overview of their GI research. Additionally, researched keyword answers to contributing questions were recorded in class note books, ready to be transferred and added to the library iPads during CPT sessions.

From Week 3 to Week 9, the class participated in several forty-five minute CPT sessions. Each student was allocated a certain library iPad. Using the [Book creator](#) app, the teacher librarian demonstrated how to set up individual research iBooks, which included a book cover, contents page, research question mind map (designed using the [Popplet](#) app), the notetaking pages and focus question response.

Scaffolding with technology

The teacher librarian modelled notetaking skills (bullet points, keywords and referencing) and these were then consolidated in related class activities. A bulk loan of relevant nonfiction books was made available for use in the classroom. Using the class's small bank of computers, students also accessed relevant prescribed websites. Students recorded their keyword findings for each contributing question in their class workbooks and then transferred this work to the library iPads

during the library CPT sessions. *Survey monkey* was used at the *Collection* and *Assessment* stages to track students' progress during their Guided Inquiry journeys.

Each student was supported to create their own iBook. One student became the *go-to* man when others needed help to insert pictures and there was not enough skilled adult help available. The use of iPads and the iBook format were extremely motivating for these students who are such strong visual learners. The iPads are a relatively recent addition to classroom technology and until this unit, had mainly been used to practice academic skills through games or in down-time at the end of the day.

Supporting learning

Story writing sessions in class were given over to research, using internet access and relevant photocopied sections of nonfiction texts. Students were supported individually as needed, to identify keywords by highlighting or underlining, then recording them in class notebooks. Videos were viewed and paused strategically; questions were asked and students were required to write down keywords and information again, from what they remembered. Initially, teacher modelling of these processes occurred on the IWB. This support was gradually withdrawn as

the unit progressed and the boys' understanding of the research process and independence developed.

During weekly time in the computer lab, students transferred their keyword information from their iBooks to PowerPoint presentations, which required them to organise the main ideas into full-sentenced, coherent paragraphs, answering each research question on a new screen with relevant illustrations inserted.

Amazing Animals



Student work sample: Kye's iBook

Extension of unit

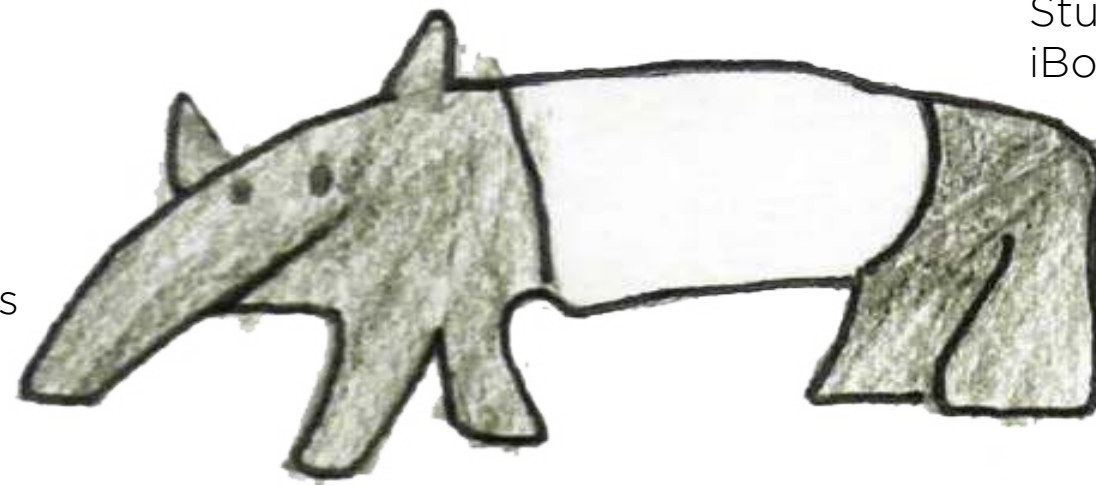
This unit of work took on a life of its own as spontaneous opportunities arose to extend students' experiences into previously unplanned creative endeavours, namely:

Individual student audio interviews

These [impromptu interviews](#) with the teacher librarian were included as audio clips within the students' research iBooks (using the *Book creator* app) and were accompanied by a photo of the student. Questions included the students' reasons for choosing their particular animal, what they knew and understood about its appearance, diet, habitat etc. Students were so delighted and amazed to hear their own voices and were keen to replay and share their audio clips. These audio interviews also provided valuable, authentic evidence based data of the great depth of students' learning and understanding about their chosen animal.

Animated audio recordings using Morfo

With the assistance of Mrs Sophie Nammour, the iPad coordinator, students used the [Morfo](#) app to present their research from the animal's own



perspective, without the use of written notes. This teaching and learning activity clearly demonstrated students' new understandings and knowledge about their chosen animal, as well as their engagement, ownership and pride in their research achievements.

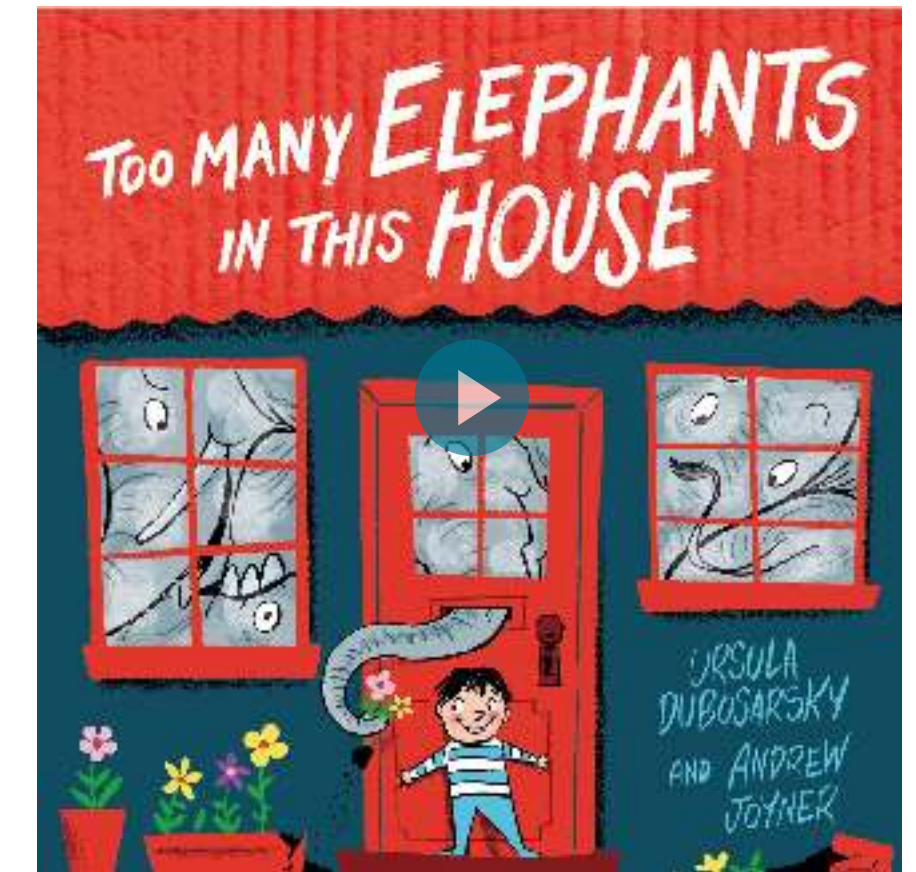


Kye's Morfo

Oral presentations

Students projected their completed iBook onto the Library's IWB and displayed and read their final research findings to an appreciative audience comprising a senior mainstream class, parents and school principal.

Creation of picture book texts



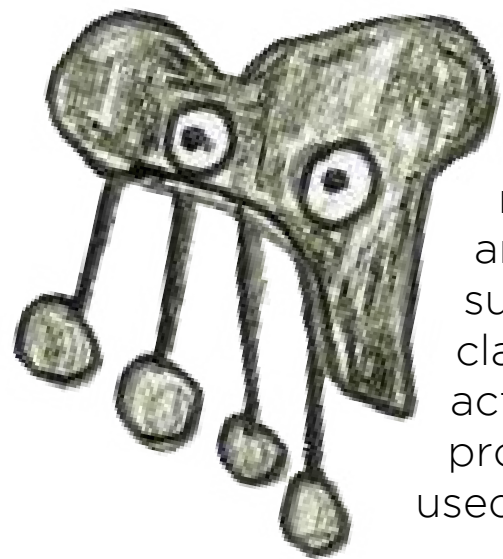
Ursula Dubosarsky reads her vibrant picture book

Inspiration and engagement

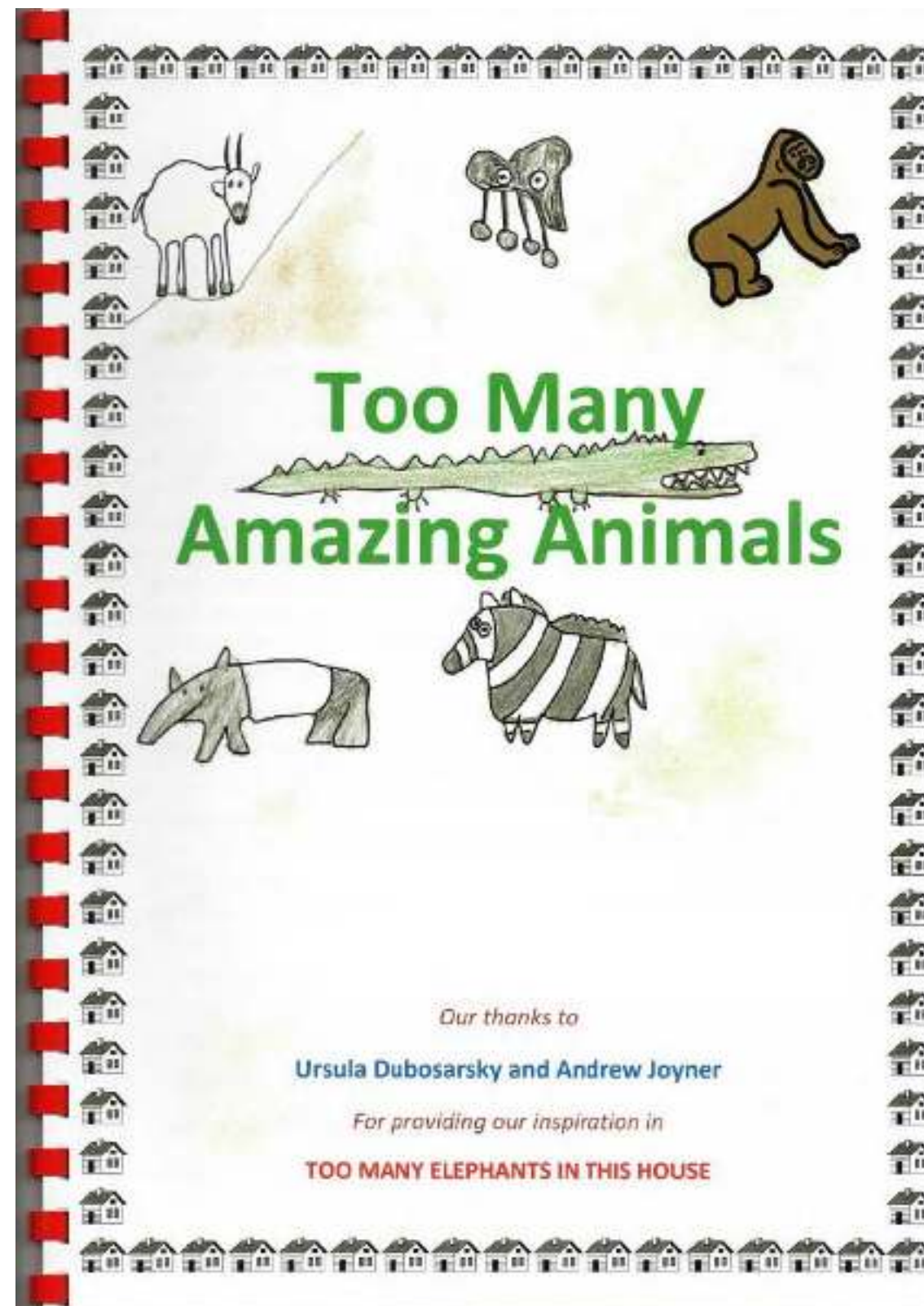
Ursula Dubosarsky's visit to the school during Book Week provided a valuable impetus for studying her picture book, *Too many elephants in this house*. This picture book became the model for each student to write a narrative about his amazing animal and the scenarios of having too many of them. Thinking creatively is extremely challenging for individuals with ASD. The boys readily adapted the story line by using their chosen amazing animal, their

own families and homes. They were enthusiastically involved in both the writing and illustration processes; receiving support only when needed. The boys' individual language styles and humorous experiences at home could be heard as their stories came together. Students clearly demonstrated their in-depth and expert knowledge of their animal's behaviour and appearance, in their text and their detailed hand drawn illustrations. Understanding of aspects of visual literacy were also demonstrated as students used vectors, facial and body expressions and animal body features, such as a crocodile's white underbelly, to add interest and meaning to their work. The results were truly inspirational. Students took great pride in reading their work to each other. The stories were compiled into a class book which was then colour photocopied and spiral bound. Copies were proudly gifted to each child's family. At the conclusion of Ursula's school visit, two students presented her with her own copy as a thank you gift. Ursula was also given a copy to pass onto illustrator Andrew Joyner.

Transfer of skills into other aspects of classroom practice



Through collaboratively planning, implementing and evaluating this CPT unit, the support class teacher realised that GI terminology and notetaking strategies would successfully transfer to other classroom teaching and learning activities and that scaffolding provided in GI processes could be used to help students to:



4/6A class book of stories: *Too many amazing animals*

Develop and increase understanding of texts when reading and viewing

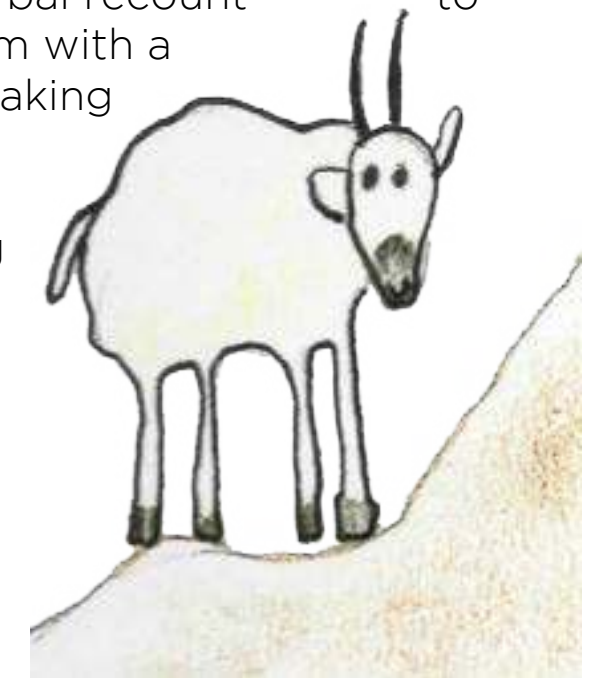
Identifying, marking and or writing keywords in texts, both read and viewed are now regular reading strategies within the classroom. Keywords give the students reference points for formulating answers to questions about the text, and provide the basic patterns of sentence structure to which they can add verbs, prepositions, articles and conjunctions.

Develop and increase receptive language skills

During weekly news sessions, students record the keywords they hear as the other students speak. This supports remembering what has been said. Individuals with receptive language disabilities exhibit difficulty with organising and retaining what they hear due to processing delays. Writing keywords as they are heard provides the visual support needed to remember. Anxiety is consequently reduced.

Develop and increase expressive language ability

Students now record keywords of their own main ideas before they give a verbal recount to the class. This provides them with a sequenced visual support, taking away the anxiety of having to remember the order of events while they are trying to organise sentences coherently in their heads as they speak.



Evidence of student outcomes

Throughout this exciting

GI Research unit, students' learning and self-esteem flourished in this well supported learning environment. Each student clearly demonstrated a wide range of learning outcomes including:

- Acquisition of a deep knowledge and understanding of their chosen animal. Students became experts about their animal. The evidence was clearly provided by students' non scripted audio interviews, *Morfo* recordings and [Survey monkey responses](#).
- Development of great pride in students' own work and that of their classmates. Students felt ownership of their work and were very supportive of each other and their achievements. There was a sense of communal learning and sharing amongst all of the students and teachers involved.
- Improved ability to work as a member of a team. The implementation of the unit fostered closer relationships between the teacher librarian, class teacher, ICT teacher and students. There was a most rewarding sense of pride and team effort.
- Improved speech development. This integrated class and library unit provided both a genuine motivation and relevant and purposeful avenue for talking and communicating.
- Development of valuable notetaking skills, which have since been applied to other class work.
- Development of iPad expertise including the layout and design of research iBooks, using *Book creator*, *Popplet* and *Morfo* apps.



Kye working on peer reviewing exercise with the help of teacher librarian, Jenny Scheffers

- Ability to integrate new knowledge and understanding of chosen animals into their own stories, based on Ursula Dubosarsky's text.
- Increased self confidence in presenting own work to classmates and an audience.

Where to next?

The overwhelming success of this dynamic unit and the excitement of watching the students engage with learning certainly provide strong motivation for the teacher librarian and the support class teacher to plunge into future collaborative ventures. These will incorporate the further integration of iPads and additional apps. More exciting times and GI research journeys lay ahead.

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CTR Photos / Shutterstock.com

An Australian postage stamp issued in 1991, commemorating the anniversary of women's wartime services



Alana Ellis was relieving HSIE Advisor 7-12 in 2014. In her article, she briefly explores some aspects of literacy relating to the study of Stage 5 History, lists some key resources of current interest and provides a short lesson sequence.

Australians at War: Stage 5 History and literacy

In the NSW *History years 7-10 syllabus*, Australia's participation in global conflicts was taught in two distinct topics, *Australia and World War 1* and *Australia and World 2*. *Core Study-Depth Study 3: Australians at War: World Wars I and II (1914-1918, 1939-1945)* is a topic that has emerged under the new *NSW syllabus for the Australian curriculum History K-10*, which provides greater flexibility and choice in the approach teachers can take to the topic of Australians at war. Some teachers will choose a chronological approach and others a contrast and comparison approach, which entails teaching the two conflicts simultaneously. This decision is made at the school level and should be based on the learning needs of students. Whichever approach they take, teachers need to consider how they will embed and explicitly teach, the literacy skills that will facilitate meaningful historical understanding

for students. As part of planning a unit, teachers also need to establish which resources best meet the [learning needs of the students](#) in their classes.

Resources: Australians at War

The centenary of the First World War has generated enormous interest and a wealth of new resource material. Of particular interest are the websites combining archival documents with crowd sourced material.

[Discovering Anzacs](#) is just one example providing a wealth of fresh insights into Australia's experience of conflict. These resources, combined with flexibility of the History K-10 syllabus, provide great opportunities for authentic student engagement in the conflicts that have shaped modern Australian society.

Resources in Scan

As well as resource reviews, *Scan* produces Australian curriculum springboards for a range of KLAs. The examples listed below relate explicitly to resourcing Australians at War.

Australian curriculum springboards

- Connections with the reader: first person, narrative voice ([Scan 33.4](#))
- Experiencing World War I ([Scan 33.1](#))
- Exploring narrative point of view and perspective through historical fiction ([Scan 34.1](#))

Audio files

- Search for Australian audio files on [Trove](#)
- Although not Australian, the Imperial War Museum has a great selection of podcasts in their [Voices of the First World War](#) collection.

Diaries, letters and quotes

- Learn DEC has released a new resource [Research and adopt a veteran](#), which supports the NSW Centenary of Anzac. The resource provides a framework to assist students to research and adopt a local veteran of the Australian Imperial Force, using official online records and resources. It is a great way to encourage students to engage with their local school community to commemorate the centenary.
- The [Australian War Memorial](#) site has an amazing range of digitised material. One section of the Australian War Memorial's Anzac Connections initiative is the [Daily Digger](#) project. *Daily Digger* uses Twitter to feature a daily quote from the digitised diaries and letters of service men and women for the corresponding day in 1915. Each tweet links to the digitised source of the quote that can be viewed in full screen. The complete diary or letter can be downloaded as a pdf also.

- The [State Library of NSW](#) also holds an enormous collection of digitised war diaries and letters.

Documentaries

- [Australians at war](#)

Ephemera

- [Memorial boxes](#) from the Australian War Memorial. A [review](#) of Memorial Box 1 is available in this issue of *Scan*.



Memorial box 1, Australia in the First World War. Australian War Memorial, ACT, 2014

Fiction books

- [YA Holocaust & WWII Novels](#)
- [War & conflict issues \(Children's/YA\)](#)



The Great War: stories inspired by objects from the First World War, 1914-1918 David ALMOND and others ([Scan 34.1](#))



Tank boys by Stephen DANDO-COLLINS ([Scan 33.2](#))



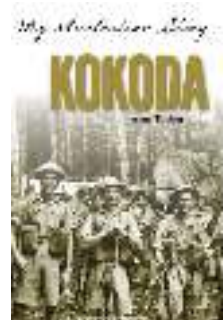
Loyal creatures by Morris GLEITZMAN ([Scan 33.4](#))



One minute's silence by David METZENTHEN, David and Michael CAMILLERI ([Scan 34.1](#))



Flora's war by Pamela RUSHBY ([Scan 33.1](#))



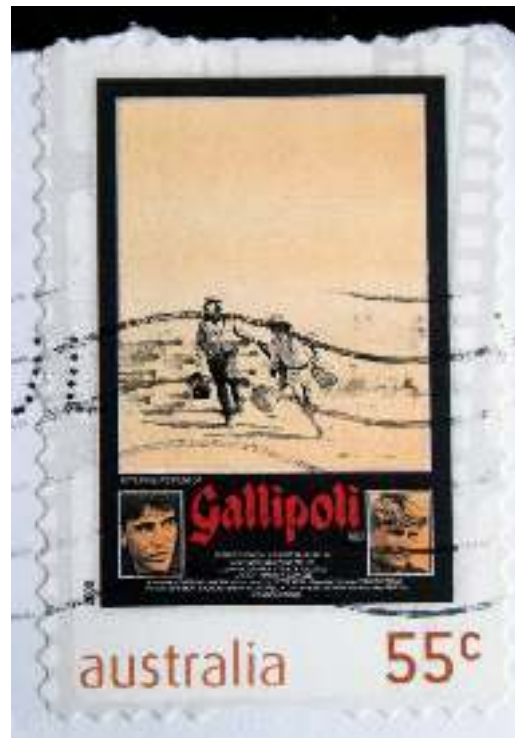
Kokoda by Alan TUCKER
([Scan 33.2](#))

Graphs and archived records

This could include nominal rolls and casualty lists. There is a good selection of [easily accessible material](#) in the [Snapshots of the collection](#) section of the [National Archives of Australia](#) website.

Movies

Movies about Australia's participation in war have become Australian icons in their own right. This postage stamp uses a frame from *Gallipoli*.



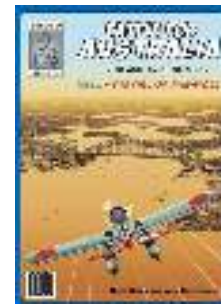
An Australian postal stamp, circa 2008, showing a frame from the movie *Gallipoli* starring Mel Gibson

Newspapers

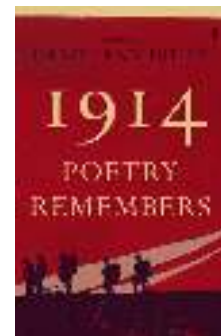
- [Trove digitised newspapers and more](#)

Nonfiction books

Some recently published titles include:



Battle for Australia: Part one: the fall of Singapore by Hugh DOLAN and Alex MCDERMOTT ([Scan 32.4](#))



1914: poetry remembers Edited by Carol Ann DUFFY ([Scan 33.3](#))



50 things you should know about the First World War ([Scan 34.1](#))



A century of Anzacs edited by Jason K. FOSTER ([Scan 33.3](#))



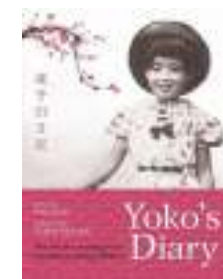
The beach they called Gallipoli by Jackie French and Bruce Whately ([Scan 34.1](#))



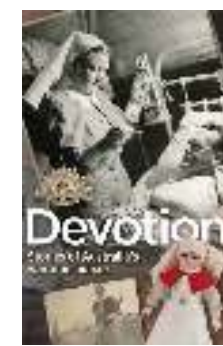
World War II by Sean GALLERY ([Scan 32.4](#))



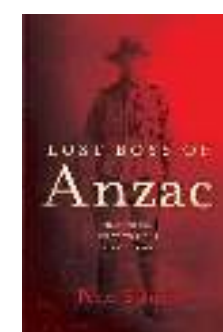
The boy on the wooden box: how the impossible became possible...on Schindler's list by Leon LEYSON ([Scan 33.4](#))



Yoko's diary: the life of a young girl in Hiroshima during WWII by Yoko MORIWAKI ([Scan 32.4](#))



Devotion: stories of Australia's wartime nurses by Robyn SIERS ([Scan 32.4](#))



Lost boys of Anzac by Peter Stanley ([Scan 34.1](#))



The album of the Great War, 1914-1918 by Jean-Pierre VERNEY ([Scan 33.3](#))

Official paintings

- [Australian official war artists](#) on the Australian War Memorial website

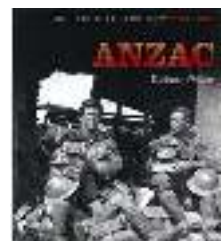
Pictures

There is a wealth of newly available photographs of Australians at war.



Welcome home, Sapper Dunbar 1919 from the Australian War Memorial collection on Flickr Commons

- There is a comprehensive online collection at the [NSW State Library](#).
- Several new print publications are available, for example,



ANZAC: an illustrated history by Richard PELVIN ([Scan 33.3](#))

- [Photo investigator](#) ([Scan 32.4](#))

Both the [State Library of NSW](#) and the [Australian War Memorial](#) have collections on Flickr Commons.

Posters

- [WWI enlistment posters](#)

Poetry, short stories and songs

- *Poetry of the World Wars* Edited by Michael Foss ([Scan 33.3](#))
- *1914: poetry remembers* Edited by Carol Ann DUFFY ([Scan 33.3](#))
- [World War One poetry](#): Prominent Australians read poetry of the First World War.

Video

- There is a huge amount of archival and documentary footage on [YouTube](#).

Websites

- The [Australian War Memorial](#) website
- [Anzac connections](#) is a major digitisation and web development project of the Australian War Memorial to commemorate the centenary of the First World War
- [Trove](#)

- [Discovering Anzacs](#) ([Scan 33.1](#))
- [Our/your war stories](#) website (State Library of NSW)
- [Pinterest](#) Many teachers and institutions are collating useful resources on *Pinterest*. Keep in mind that *Pinterest* is blocked for students in NSW public schools.

Programming for literacy

The [NSW syllabus for the Australian curriculum History K-10](#), mandates that teachers cater for the [literacy needs of students](#) through the teaching of content, concepts and skills in History. There are two distinct modes of literacy; responding and composing. Each mode incorporates different demands on students' ability to interact with texts. These modes, and their components, need to be explicitly taught to students.

Responding

Responding refers to the personal and intellectual connection of the student with the text and the information within it. It includes an understanding of the social context of the text. Components include reading, listening and viewing.

Reading

As students read:

- draw their attention to visual clues such as headings, italics pictures or diagrams that assist in understanding
- ask them to pause, review text and check understanding
- provide strategies they can use when they come across a word they don't understand.

Listening

As students listen:

- point out non-verbal cues like tone of voice and facial expression and discuss how they affect meaning.

Viewing

- Viewing a text will require scaffolding for many students and aspects of visual literacy and design may need to be explicitly referenced. The SyllabusPLUS Adobe Connect sessions, *The language of visual design: parts one* and *two* (intranet only), provide an excellent overview of how these elements of literacy can be explicitly taught.

Figure 1 outlines the kinds of text teachers might consider when choosing texts for responding.

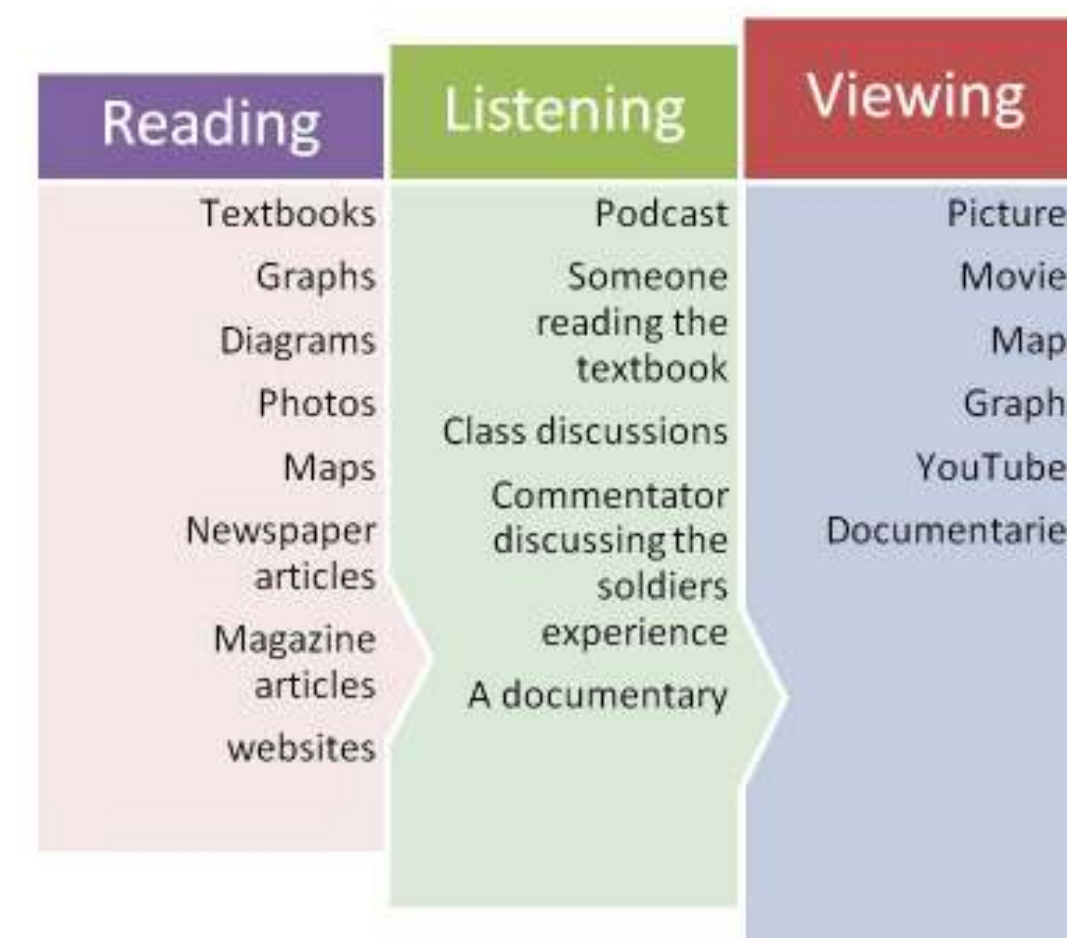


Figure 1: Elements of responding

Composing

When composing, students create a product that demonstrates their understanding of historical content, concepts and skills. Components include writing, speaking and representing. Figure 2 suggests some different products that students can create. Some aspects of composing, for example participating in class discussions and providing verbal feedback to peers are informal. It is important to remember that they can provide valuable insights into how well students understand historical concepts.

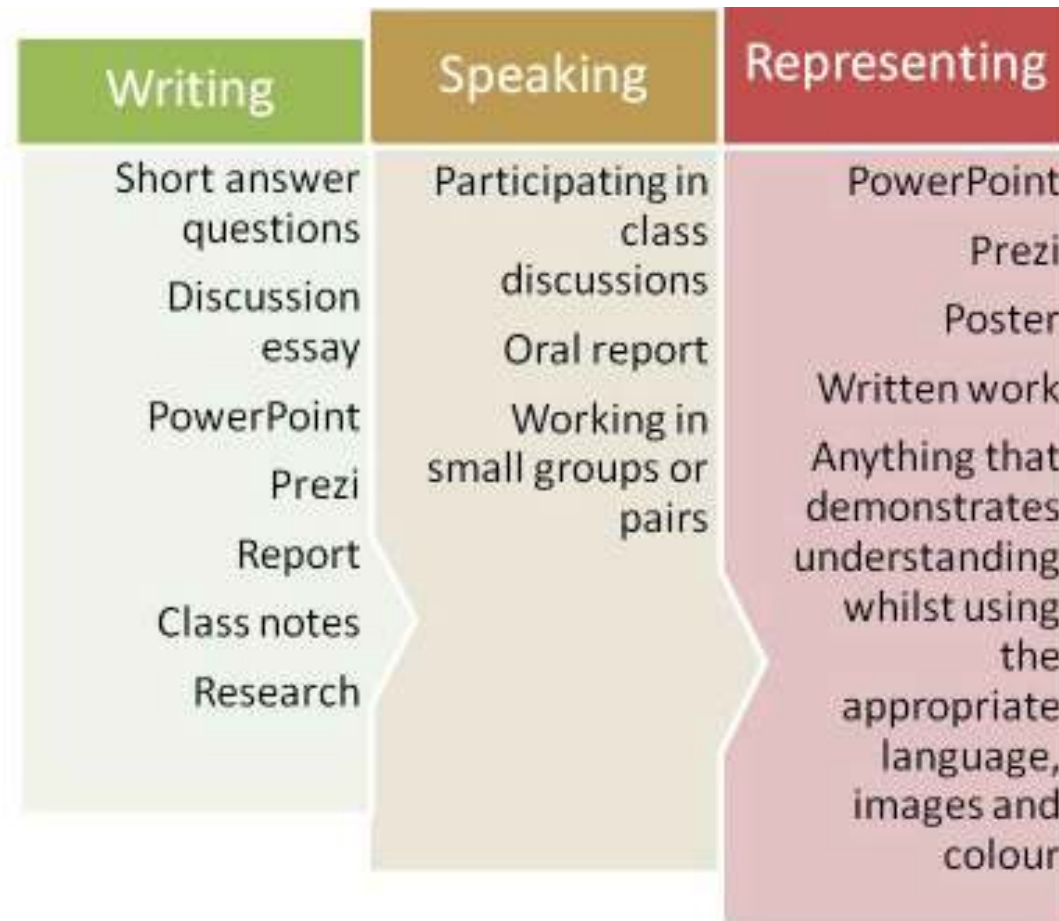


Figure 2: Elements of composing

Lesson sequence: prisoners of war

This series of lessons demonstrates one way that the modes of literacy can be incorporated into teaching

and learning to promote student understanding of experiences of Australian prisoners of war. The lesson sequence incorporates aspects of [Accelerated Literacy](#) and [Quality Teaching](#).

The lessons promote student understanding of the historical [concept](#), *Empathetic understanding* and promote development of students' [skills](#) in *Comprehension: chronology terms and concepts*, *Analysis and use of sources* and *Explanation and communication*.

Stage one: building context

The aim of the lessons in the first stage of the sequence is to [connect the students to the learning](#) by formalising student's existing knowledge and understanding of prisoners of war (POWs). Recent examples of what has happened to prisoners, in Guantanamo Bay for example, and the concerns raised by human rights advocates over the [Islamic State](#) and their treatment of prisoners could be used. Sensitivity will be needed, but these examples are relevant and current for students. Explicit strategies for responding, based on previous analysis of the needs of students, could be introduced and practiced at this stage in the lesson sequence. Some elements of composing might also be explored at this stage, using something as simple as joint construction of a list.

Stage two: developing understanding

Once students have developed an understanding of issues relating to prisoners of war, sources documenting the experiences of Australian POWs, in both the First and Second World War can be introduced and compared. In this activity, students work in groups to examine a series of sources that show the experiences of POW's. Examples from both

World Wars are used, particularly experiences of German and Japanese internees.

The websites of the [Australian War Memorial](#), the [State Library of NSW](#) and the [Imperial War Museums](#) have comprehensive collections relating to prisoners of war from many conflicts.

Some recently published resources about the experiences of Australian prisoners of war include:



[Australian prisoners of war](#) by Patsy Adam Smith



Weary Dunlop and the Burma-Thailand railway by Melanie GUILLE ([Scan 31.2](#))

Working in groups allows learning to be [differentiated](#) for students. In this instance, groups could be mixed ability. All groups use the same sources but each group applies a different process to them, so that a range of elements of responding are used.

Therefore:

- group one *describes* what they see in the sources
- group two *outlines* what the sources are telling them
- group three *explains* what the sources are telling them
- group four *analyses* what the sources are telling them.

Students use a [graphic organiser](#) to record their findings. The columns down the side of the sheet are a guide to assist students to think through the sources, regardless of which group they are in. Monitoring the content of the sheet can assist teachers to assess the depth of student learning at this point in the process.

After completing this activity, each group shares their findings with the rest of the class in an informal verbal presentation. Students explain their group task and how conclusions were reached. Students should be encouraged to focus on the main perspective in each source and how that perspective has increased their understanding of the experiences of Australian prisoners of war.

Lesson three: consolidating understanding

The aim of the second group activity is to assist students to consolidate their understanding of content and process. In this activity, each source is placed on a piece of cardboard around the walls of the classroom or learning space. Members of the four groups, describing, outlining, explaining and analysing, assign a member to each source, so that each source has at least one describer, outliner, explainer and analyser. The students at each source write their notes on the cardboard in the allocated area. In these [transformation](#) activities, students are working with members of different groups and engaging in conversations around their interpretation of the source. When the students are finished collating their information, one of the students from each source shares their synthesised findings with the class.

Stage four: demonstrating understanding

To demonstrate their understanding more fully, students compose a writing task about two of the

sources they examined in class. They can choose the sources that they understand most clearly and their work should be about 500 words in length (250 words for each source). Depending on the learning needs of students, this process may require explicit scaffolding and take some extra time. When the writing is finished, the work is collected by the teacher and redistributed to students, making sure they do not receive their own work. Students read each other's paragraphs and provide positive feedback based around the perspective of the source and how it informs historical understanding. This activity allows students to engage with the sources again, gain deeper insights about the way that particular type of source provides information and evaluate the usefulness of different source types. Students also benefit from participating in a [peer feedback process](#), providing an opportunity for them to develop formative feedback skills. Exposure to the work of their peers may also help students to refine [writing](#) skills. Students can then be given opportunities to refine their writing using student feedback.

Conclusion

The aim of these lessons is to have students engaging with the historical inquiry process, dealing with the concept of historical context and how it can influence the way a source can be interpreted. It is also about understanding the experiences of Australian prisoners of war in the First and Second World Wars.

More information about embedding literacy skills into history can be found on the [SyllabusPLUS](#) Adobe Connect session [Embedding literacy into history and geography](#) (intranet only).

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The Mars Lab: connecting authentic science with the classroom

THE MARS LAB TEAM AUTHORS



Dr Carol Oliver, lead author, is the Associate Director of the Australian Centre for Astrobiology, University of New South Wales, and Project Manager for the *Mars Lab*.

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James Oliver is the Digital Learning Manager at the Museum.

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ACKNOWLEDGEMENTS: The *Mars Lab* team wishes to thank all the participating teachers who helped to develop the project and to their students for helping us to test the results. In particular we wish to thank our four pilot schools, Armidale PLC and Duval High School in Armidale, NSW, Willunga High School in South Australia and Scottsdale High School in Tasmania.

Introduction

Thirty years ago 94 % of students studied science in Years 11 and 12. By 2010 the percentage had dropped by almost a half to around 51% (Goodrum et.al., 2011, p11). The declines, especially in the enabling sciences and mathematics, continue. The Chief Scientist of Australia, Professor Ian Chubb, says there is an urgent need to act if we are not to be left behind in the science, technology, engineering and mathematics (STEM) enterprise (Chubb, 2013, p6).

This need to act affects the length of the education pipeline, but especially in Years 5 to 10 when it is known students make their decisions about the value of studying science.

Reversing the slide in senior enrolment in science and mathematics is critical for Australia and for the students, if they are to be prepared for their working lives as adults. Shortages are already occurring in STEM-related jobs and the nature of the work that will contribute to the future economic health of Australia is changing too:

Businesses of all sizes are facing a continuing and deepening severe shortage of STEM-qualified graduates, and as a result the potential to create a major impact on their capabilities to do business (Australian Industries Group, 2013).

75% of the fastest growing careers today require at least some STEM skills (Chubb, 2013, p10; Australian Industry Group, 2013).

60% of future careers a decade from now have yet to be invented so it is no longer possible to teach for the majority of careers in which today's students will be employed (Schleicher, 2010; Frey, 2011).

Science is boring!

There are clear indicators that one of the drivers of the decline in students choosing science is a student perception of the nature of science, one in which science is seen as a boring collection of disconnected facts and there is nothing further to learn. In a major study, two thirds of students who elected not to take science in Years 11 and 12 did so because they felt unconnected to science (Lyons and Quinn, 2010). They were unable to imagine what it is like to think like scientists, to feel what it means to push back the limits of our knowledge.

Experiencing real science

The literature supports the view that traditional school science remains in stark contrast to how science is practiced (Wong and Hodson, 2009) and that inquiry-based tasks commonly used in schools are different from the epistemology of authentic science (Chinn and Malhotra, 2002). If this is so then student (and teacher) contact with real research is essential (Oliver, 2008).

The perennial problem is in how to teach thinking like a scientist within the constraints of school science. Some good programs exist to assist teachers such as the Australian Academy of Science's [Primary connections](#), and CSIRO's [Scientist in schools](#) program. Partnerships between universities and museums also have the potential to create a conduit through which the learning environment of schools can easily access university science and engineering research in the familiar informal educational nature of the museum environment.

One such major project has just completed two years of development and testing. A collaboration of the

Australian Centre for Astrobiology (ACA) at the University of New South Wales, the Australian Centre for Field Robotics (ACFR) at the University of Sydney and the Museum of Applied Arts and Sciences (MAAS) have created a working Mars laboratory in the public space of the museum to provide schools with access to authentic science and engineering research.

The Mars Lab project



Launch of the Mars Lab project in March 2014. With the three rovers *Mawson*, *Mammoth* and *Continuum*. Left to right: US Ambassador to Australia John Berry, head of NASA and four times astronaut Charles Bolden, Research Director Australian Centre for Field Robotics Prof Salah Sukkarieh, Director of the Museum of Applied Arts and Sciences (MAAS) Rose Hiscock, and MAAS Board of Trustees member Jim Longley

The [Mars Lab](#) education and research project was developed with 18 teachers from four pilot schools in NSW, South Australia and Tasmania, tested over 18 months and deployed without difficulty across nearly 40 schools in NSW, South Australia, Tasmania, Western Australia and Victoria for Years 5 to 10 students via the broadband network. There have been almost 6,000 student and public interactions with the *Mars Lab* in the past 18 months. It is embedded into the Museum's mainstream education offerings.

The *Mars Lab* is a science and engineering-based dynamic and immersive digital and spatial experience that uses a 140 square metre scientifically correct surface of Mars called the Mars Yard, which is located in the Museum. The Mars Yard has three research-grade Experimental Mars rovers that are used by researchers in-situ but are also accessible by students in their classrooms and across multiple browser independent platforms, including desktops, laptops, iPads and other devices.

Mars exploration today includes rovers and orbital spacecraft from the National Aeronautics and Space Administration (NASA), the European Space Agency and India. The United States recently tested its Orion spacecraft as a first step to human exploration of Mars within 15 years. The research is cutting edge and multidisciplinary, making it ideal for a project aimed at inquiry-based learning and science as a human endeavour.

OK to be Science-y

One of the drivers of this project is the decline in the numbers of young people choosing science subjects at senior school levels. While education professionals often consider these choices as milestones along a



PLC Melbourne: [Mars Lab mission video conference](#)

learning journey, for young people, such decisions may be understood within a broader social context.

In considering attitudes to education from the perspective of social dynamics, Wierenga and Wyn (2013) present three dimensions of concern for young people:

- meaning and identity (*people like me do things like this*)
- control or agency (*include me in discussions about the future*)
- connections and networks (how trust is the driver of ideas, inspirations and possibilities).

A place to engage with young people is through *voice and choice*, which is found in the nature of informal education offerings like the *Mars Lab*.

Education programs

Teachers encountered through the program believe that the curriculum, both NSW and Australian, are crowded, leaving little time for extra-curricular activities. As a result, three distinct NSW and Australian science curriculum linked online education programs were built in collaboration with teachers and supported by the *Mars Lab* team.

For teachers using them, the content in projects like the *Mars Lab* is less important than the inclusion of authentic science inquiry learning skills and the perception of science as a human endeavour. Both of these aspects are embodied in the rover, and eventually human, exploration of Mars. Key future learning competencies such as critical and creative thinking, working together collaboratively and communication skills are implicit and explicit in the *Mars Lab* programs.

The experience to date is that students readily engage with the *Mars Lab* opportunity. There are three programs.

Mars mission five

This is a two-part video conference program, led by the *Mars Lab* team that has Years 5-8 students investigating space, considering the possibility of life on other planets and carrying out a collaborative teleoperated rover mission.

The program begins with a 45-minute video conference to introduce students to the search for life on Mars, gives clues about what features to look for on the Mars Yard and demonstrate the tools they will use to plan and practice their mission.

About a week later students connect again to the

Mars Lab to remotely control a robot rover across the Mars Yard to capture close up images of the sites they believe match their clues. Following the mission, students examine their images and consider what evidence they provide about the possibility of life on Mars. [Mars mission five](#), made with the Junior School of the Presbyterian Ladies' College (PLC) in Melbourne, show how the program captures student interest.

Sixty minutes on Mars

This is a five-lesson teacher-led unit of science curriculum-linked activities that provide an introduction to the search for evidence of life on Mars for Years 7–10.

During this program, students investigate some of the geological and astrobiological features of interest on the Martian surface and consider what it means to look for evidence of life on Mars. Students ask questions like:

- what do we look for?
- where do we look?

They then use this knowledge to:

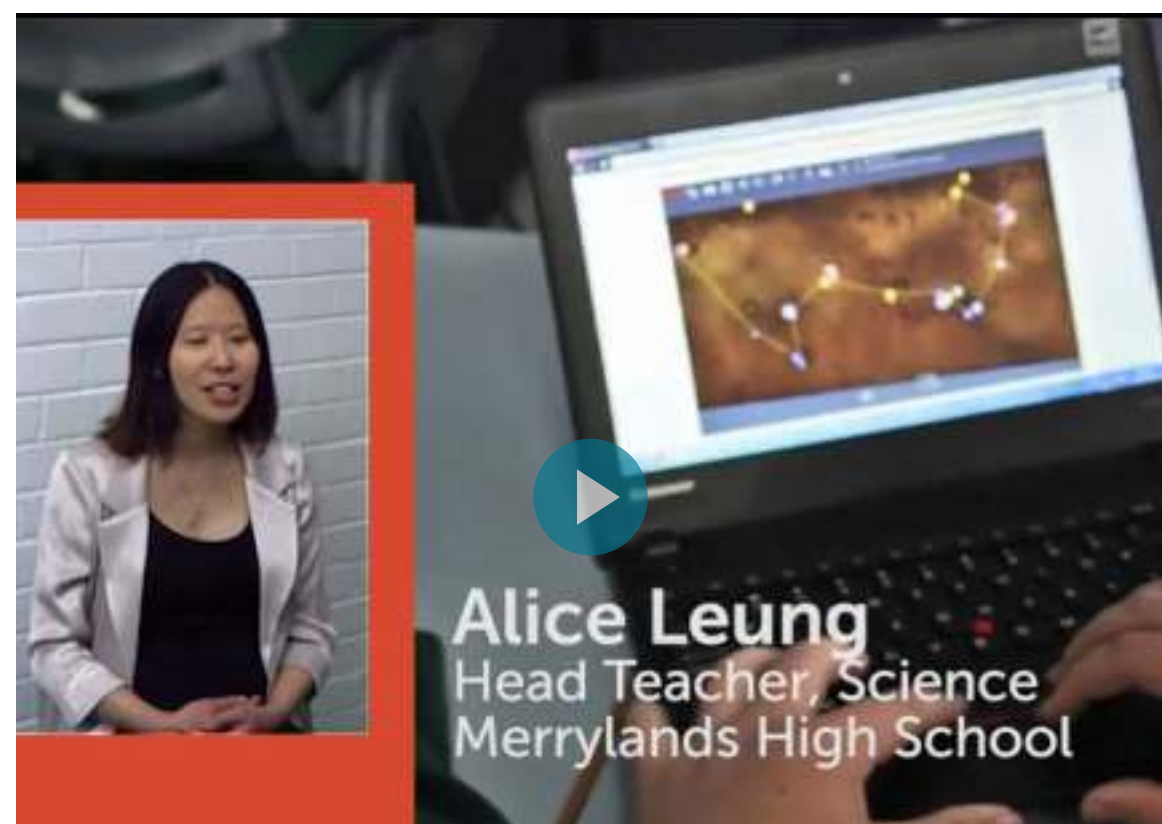
- carefully plan, practice and execute their collaborative 60-minute rover mission
 - gather photographic evidence of these features
- draw evidence-based conclusions.

Project Mars

This is a 5–6 week project-based learning (PBL) unit for Year 9 chemistry and physics but adaptable (and tested) for younger and older students.

The program has a dual purpose:

- it uses PBL to allow students to direct their own learning and have an authentic scientific experience with the *Mars Lab*
- it provides a step-by-step guide for teachers on how to apply PBL in their science classrooms.



[Alice Leung talks about Project Mars](#)

Students are provided with a single driving question: *can Mars support life?* In their attempt to investigate this question, students need to work with others and use a variety of science inquiry skills. In this [video](#), Alice Leung, science head teacher at Merrylands High School in Sydney's west, outlines the benefits of this program for her students.

The students identify their own research questions and hypotheses to:

- learn about the structure of the atom
- explore aspects of spectroscopy, light and electromagnetic radiation science
- conduct a scientific investigation using a *Mars Lab* rover and its virtual instruments
- collect and analyse data
- interpret the results, report on findings and make a formal presentation of their findings to *Mars Lab* science advisors.

Assessing learning

Assessment of the PBL program is summative and formative, an assessment methodology employed in Australian schools, which greatly enhances learning outcomes (Boston, 2002; Organisation for Economic Cooperation and Development (OECD), 2005). The teacher assesses student presentations and a written report. The students undertake peer review, self-assessment and group assessment, all of which Finnish students are taught to do from Kindergarten. Finland led the OECD Program for International Student Assessment tests in numeracy, literacy, reading and science literacy in 2000, 2003 and 2006.

TV multi-cast studio

The education programs are also supported by a series of video conferences in which students interact with Mars scientists, engineers and other experts. The *Mars Lab* has its own multi-cast studio to undertake these video conferences and also in which to build multiple video resources that can be accessed by anyone on the *Mars Lab* website.

What makes Mars special as a context for learning science?

NASA has just announced its intention to [send humans to mars](#) by the mid-2030s after the highly successful first test of its new Orion spacecraft.

There are seven orbiters currently around Mars run by NASA, the European Space Agency and the Indian Space Agency.

NASA has two operational rovers on the surface; the large shopping trolley sized *Opportunity* that spent more than a decade exploring Meridiani Planum, and the car-sized *Curiosity* that is exploring a five kilometre high mountain in the middle of Gale Crater.

The Mars Lab's connection to NASA

The *Mars Lab* is connected to NASA activities through The Australian Centre for Astrobiology (ACA), which is partnered with the NASA Astrobiology Institute. Members of the ACA are also on NASA astrobiology teams at Arizona State University and the Massachusetts Institute of Technology (MIT).

In 2020, NASA will send a forerunner rover mission to Mars to prepare for human exploration. One of the seven instrument packages on the rover is led by Australian and former ACA student, Dr Abby Allwood, who now works for NASA's Jet Propulsion Laboratory in Pasadena, California.

What is known about Mars?

Mars has water locked up in its soil, at least at Gale Crater, and at the poles (particularly the north pole). It also has a dynamic weather system, and the ingredients for past or present microbial activity. The environment at Gale Crater was once habitable and water was present. If humans were on the planet at that time, they probably would have been able to drink the water.

Mars is extremely distant from Earth given our current technology. It takes at least 150 days to reach it. A good way to get a feel for this distance is found at this [interactive website](#).



The *Mars Lab* TV studio is a multi-cast facility enabling full broadcast quality video conference productions in which students are connected with Mars and space-related scientists and other experts

Adaptability

As recently demonstrated by Chatswood High School, the materials are also capable of being adapted to a wider range of curriculum, including design, environmental studies, social studies, and sustainability in considering future colonies on Mars that could well occur when today's students are in their mid to late thirties.

While the *Mars Lab* materials are designed for Australian students, the project has strong interest from overseas with expressions of interest from Hong Kong and the United States. Classes from China have already successfully participated in *Project Mars* with the secondary aim of improving students' English language skills.



An example of an underground Mars colony imagined by a team of Year 8 students at Chatswood High School, Sydney

Digital and virtual tools

The digital tools have evolved with experience during the testing of the *Mars Lab* programs. For example, observations in the classroom showed students attempting to map their missions in the *Mars Lab* using pencil and paper on less than ideal black and white or colour print outs. From those observations a tool was crafted that allowed them to map their missions using high resolution 3D imagery of the Mars Yard. This has provided greater guidance on what a mission could look like, with the added benefit of allowing students to collaborate online.

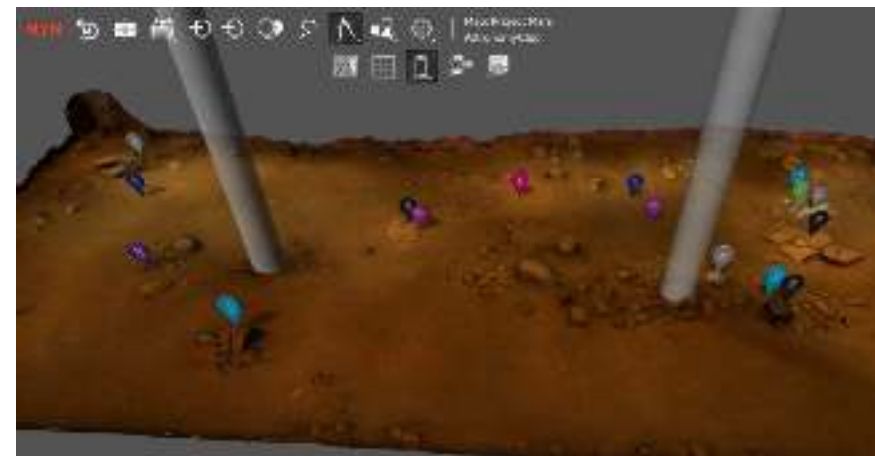
Early releases of the tool showed that students needed a way to share their planning without the possibility of it being accidentally edited by other classmates so the mapping tool was

made multi-layer. This means a class can be split into teams undertaking different missions or tasks using editable multiple layers. Each team has its own editable layer on the same map and can observe what other students are doing on their layers without being able to change what others are doing.

The full suite of tools is outlined below.

The Mars mapping tool

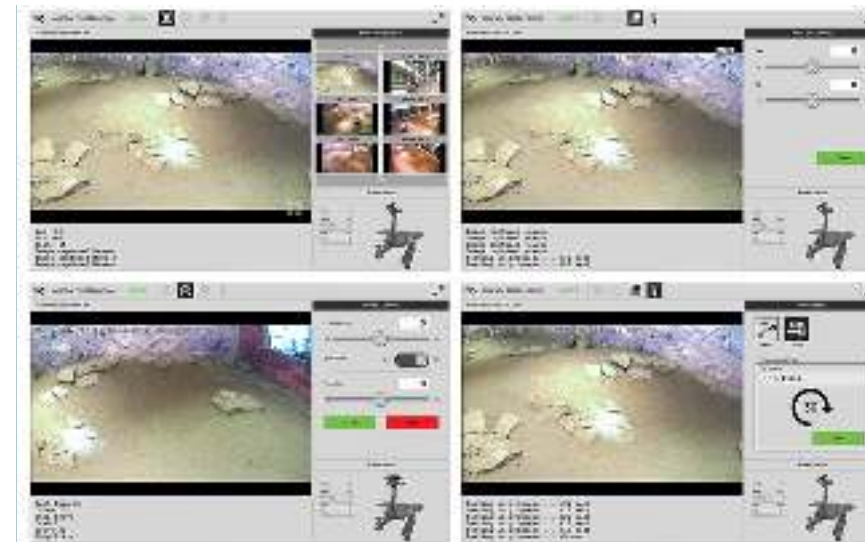
This is a multi-layer editable digital mapping tool that enables web-based collaborative mission planning in teams and ensures every student has a role in each mission.



The digital mapping tool: the *Mars Yard maps (MYM)* app provides *Mars Lab* users with a digital and effective way to plan and record their Mars Yard experiences

A graphical user interface

This provides students with teleoperational control of the rovers and access to cameras on the rovers, a virtual instrument (for *Project Mars*) and cameras situated around the Mars Yard.



The teleoperation (TOP) interface has a different layout to match each mission role. Layouts are selected after login. Clockwise from the top left: main view, rover cameras, instruments, driving

A virtual Mars Yard

This allows users to practice driving the rovers and understand engineering concepts.



The virtual Mars Yard (VMY) is a web-based virtual simulation application that mimics the actual Mars Yard in the Museum. There are engineering tutorials and students have the opportunity to learn to drive the real rovers

A virtual spectrometer

A virtual spectrometer connected to a deep database generated from Mars rover *Curiosity* data, enables students to see inside rocks.



Students can scan any zone on the Mars Yard with the rover's Laser Induced Breakdown Spectroscopy (LIBS) instrument (1). Students then graph the spectral data for their target sit (2) and compare it to a spectral library (3)

More virtual instruments are planned to measure temperature, pressure, and other aspects.

The creation of the Mars Yard

The *Mars Lab* program is based around the Mars Yard, created for a previous project, *Pathways to space*, which was funded by the Government's Australian Space Research Program. For this

project students had to physically attend the Powerhouse Museum and the experience was limited to low numbers and just three hours at a time.

The *Mars Lab* was funded by the [Government's Broadband Enabled Education and Skills Services](#) program to provide schools with much greater access to the facilities by using the broadband network.

Research

The research results for *Pathways to space* showed that even with a three-hour experience students significantly increased their understanding of the role of creativity and imagination in science (Fergusson et al., 2012), which is a critical aspect of science that can be difficult to teach in high school. Further research is being undertaken to determine the effects of the *Mars Lab* project on students' attitudes to science and on teachers' approaches to science teaching. A similar pattern of findings is emerging with the *Mars Lab*.

Research design

A mixed methods research approach was employed. A pre- and post-project participation survey design was used, as well as semi-structured interviews. The items for the questionnaire were obtained from the empirically developed

Student understanding of science and scientific inquiry instrument (Liang et al., 2006), which examined students' views of imagination and creativity in scientific investigations and methodology of scientific investigation. A validated attitude scale (Kind, Jones, & Barmby, 2007) was also used, which included the subscales:

- learning science in school
- self-concept in science
- science outside school
- future participation in science.

Students were also asked about their intentions regarding future science study. Students who participated in the project-based learning unit, *Project Mars*, received additional survey questions about their perceptions of their skills and understandings about the practice of science.

The purpose of the pre- and post-project survey was twofold. One was to establish the level of understanding of the nature of science and attitudes towards science among the participating students. The second was to track any differences between pre and post surveys.

Post-project interviews with teachers were semi-structured and related to affect rather than effect. The objective here was not to compare the interviews

with the survey results, but to provide an understanding of how and why the project worked or not, so changes could be made before scaling up the project. Quantitative (survey) and qualitative (interview) methods provide different information, insights from the latter often being deeper than the former (Creswell, 2004, Schram, 2014). Since the focus of this project was on the science inquiry skills and science as a human endeavour strands of the curriculum, the main purpose of the teacher interviews was to gauge how the project met these teaching needs and also to find out whether the teachers had observed any changes in the students' understandings of these curriculum strands after completing the project.

The data was collected and analysed by an education researcher (Fergusson) who did not participate in the project in order to provide an independent insight.

Participants

Four pilot schools in New South Wales, Tasmania and South Australia participated in the project research in 2013 and 2014. A total of 537 students returned pre-project surveys, and 218 returned valid post-project surveys. From those, 168 could be matched pre- to post-project participation. This represents a 31% return in post-project

surveys, which is above the expected 20% generally found in education projects (Westwell, 2014).

Survey results

Students returning a pre-project survey were generally positive about learning science, with 84% agreeing that they learned interesting things in science lessons. They were not the top science students, with only 36% agreeing that science was one of their best subjects and 51% agreeing that they got good marks in science. There was 39% agreement that they would like to study science at university and 26% agreement that they would like to have a job working with science. In general, for all three of the education programs as a whole, little change was seen pre to post except in two categories:

- understanding of creativity and imagination in science
- understanding that the scientific method is not singular or linear.

Imagination and creativity in scientific investigations

Fergusson et al. (2012) reported on the project where students significantly increased their understanding of the role of creativity and imagination in scientific investigations. They also found that the level of understanding of the role of imagination and creativity

in science was low with only 30% of students showing understanding in the pre survey. In the current project, 36 of the students completing the pre-project survey showed understanding, that is, they agreed or strongly agreed with statements relating the role of imagination and creativity in science.

Figure 1 shows the statements relating to the role of imagination and creativity and the difference in the percentage of students who agreed with the statements in the matched pre- and post-project surveys. The level of difference ranged from zero to six and a half per cent. Two of the statements have been reverse coded to facilitate comparison of scale items. Reverse coding a negatively worded item ensures that all of the items are consistent with each other, in terms of what *agree* or *disagree* implies. The difference between these pre and post- project survey scores was not significantly different.

There was an increase in students' understanding that there is no single step-by-step process followed by all scientists, a common misconception among students. This is shown in Figure 2, where there is a nine and a half per cent increase in understanding from the pre to post-project test. Once again this item has been reverse coded to reflect that disagreement with the statement indicates greater understanding, that

is, disagreement is similar to agreement that *scientists do not follow the same step-by-step scientific method*. This difference in the pre-and post-project survey results is statistically significant according to a paired samples t-test,

which showed a significant increase in mean values from pre-test (M = 2.73) to post-test (M = 2.98) at a significance level of $p = 0.01$, although the effect size ($d = 0.24$) was small.

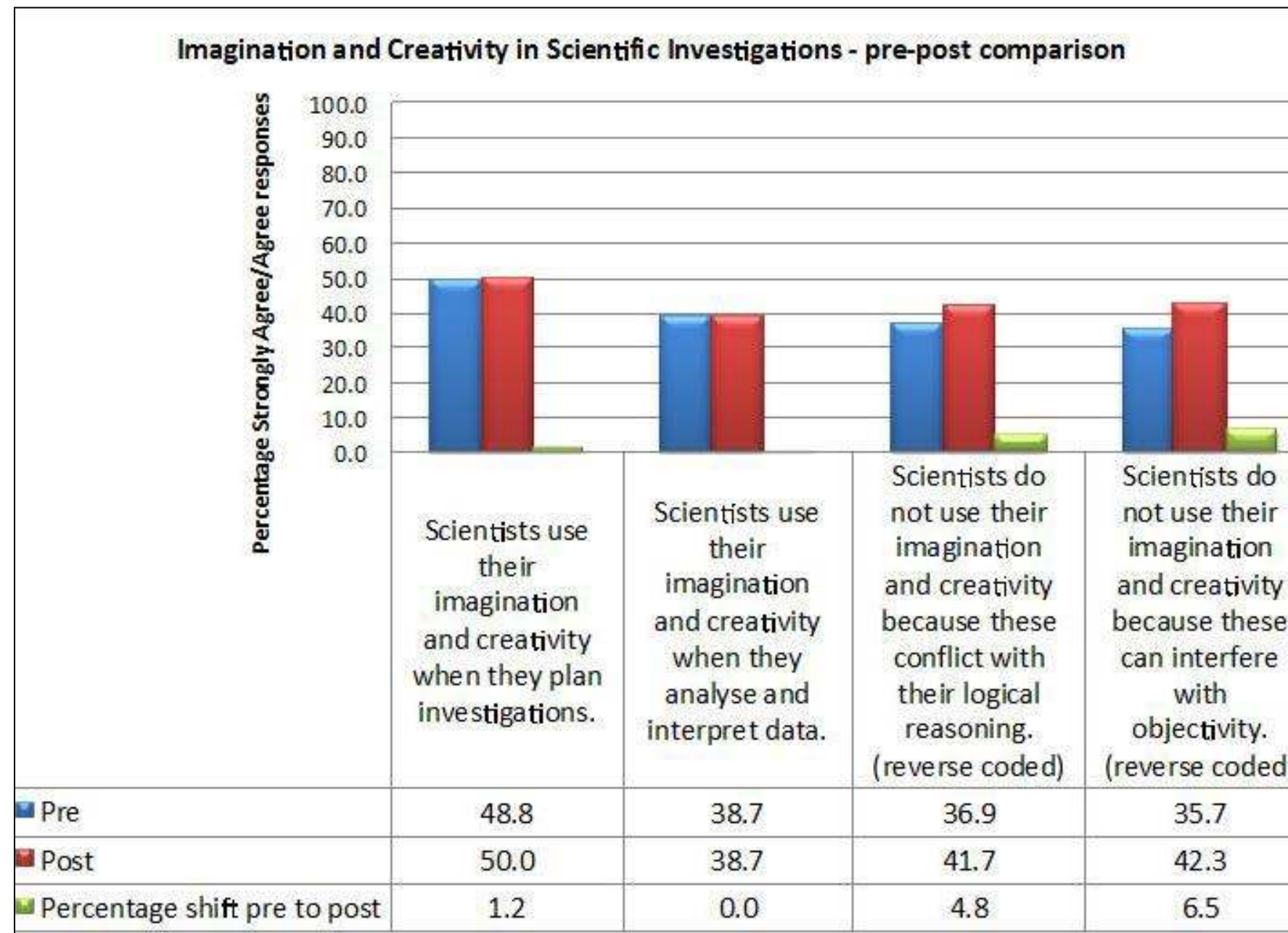


Figure 1: student perception of scientist's use of imagination and creativity: pre and post-project comparison

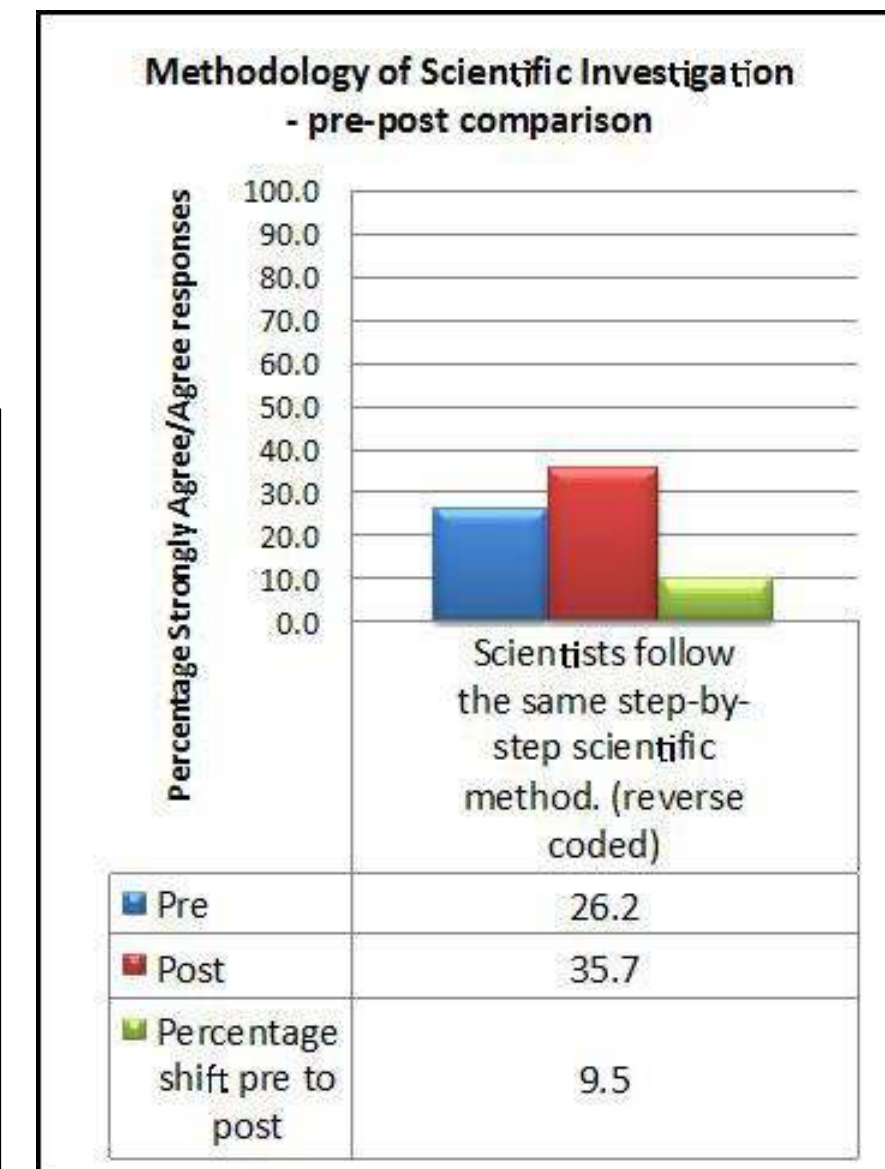


Figure 2: student perception of scientist's methodology of scientific investigation: pre and post-project comparison

Responses to additional open-ended survey questions

When asked how their understanding of how science is done has changed as a result of the *Mars Lab* project, students' comments include:

Through being a part of this project, I have realised that many scientists come together to help each other and work on a similar investigation. Communication skills are vital for scientific investigations.

I understand now that in order to discover new information and form new theories, it requires rigorous experimenting and observation skills.

I realised that science could be done in a huge variety of ways, and it can be very fun!

I used to think that science was just mixing chemicals.

I believe my most significant realisation was of the fact that creativity is used in so many steps of the scientific process and that imagination is vital to scientific progress.

Results of teacher interviews

Most of the teachers who were involved in the *Mars Lab* programs were interviewed.

In his 2014 report, [Science, technology, engineering and mathematics: Australia's future](#), the Chief Scientist recommended that the Australian Government:

- Provide all pre-service and in-service STEM teachers with training and professional development opportunities

to deliver contemporary science using contemporary pedagogy, with a focus on creativity and inquiry-based learning, more like science is practiced.

- Develop scientific literacy in schools by: helping schools to teach STEM as it is practiced, in ways that engage students, encourage curiosity and reflection, and link classroom topics to the *real-world* (Office of the Chief Scientist, 2014, p. 23).

The *Mars Lab* project is one way for this to occur. Teachers and students have expressed the opinion that the project made them more aware of the way that science is actually done. Teachers have also commented on the rarity of such opportunities for students to experience doing real science as opposed to learning science. Typical teacher comments include:

The other thing that they told me that they loved, they were like, it was so good that we learned all these different concepts and all this different content and it was to come to a common outcome, it was to achieve something. And their feeling normally about science is that they just sit there and copy stuff from the board and learn all these random concepts.

Teachers also recognised that students had gained a different view of science from doing the *Mars Lab* project. An

example they gave was:

I think the students gained the ability to extrapolate from real observation or to know the difference between a scientific fact and a claim that's based on evidence. Because most of the time we present them with a scientific phenomenon or underlying principle and we might show them something that supports that and so we are kind of saying this is true, here watch this, see, it is true. Whereas in Project Mars they asked a question and then they had to gain some evidence and then interpret that evidence and make a claim based only on that evidence and then possibly look outside and say we think this is true because of what else we've learned in terms of what other scientists are saying or what we know is true.

Teachers also commented on the engaging and motivating aspect of the *Mars Lab* project, for example:

They [students] enjoyed it. They were really motivated to get in and have a go so being engaged in science is the key motivator for what we do and I think if you get kids asking questions and looking at science in a really practical way it's really good. So I think, if anything, they understand how scientists work and for me that's huge because you can just look at that on

a poster or a video or whatever and say well this is what scientists do but then it's not quite the same as actually Wow! these people do THIS for their job and you think, yeah, they do and these are really interesting people.

Discussion

Although there was little change in the pre-to post-project survey results, the open-response questions in the student post-survey and the teacher interviews are able to shed more light on the effects of this inquiry-based learning project. The project was designed in consultation with teachers, who perceived a need for resources to support the science inquiry skills and science as a human endeavour curriculum strands. It is not surprising, therefore, that both student and teacher comments indicated that students had demonstrated greater understanding in these areas, which are more difficult for schools to resource and assess.

Teachers have expressed their appreciation for a project that allows them to involve their students in real science and have reported their observations that students have shown a greater awareness of the nature and processes of science after doing the project. Many of the students have also been able to demonstrate, through their comments, that they have a greater

insight into the work of scientists.

With so much science assessment focused on students' understanding of the content of science, it would not be surprising if students did not recognise the learning that took place in relation to the other two strands of the curriculum. One teacher summed it up this way:

That pure discovery learning based on data is really valuable...it would be hard for them [students], I think, to articulate that.

Conclusion

The implications for engaging students in scientific endeavour are clear from the project and research. The *Mars Lab* is a world-class fully-tested resource developed in collaboration with science teachers from a wide range of schools. It is now open to all schools in Australia. *Mars mission five* and *Sixty minutes on Mars* will have fees from 2015 (around the cost or less of an education workshop at the Museum). *Project Mars* will be free to schools that are willing to participate in ongoing research on project-based learning.

Further information

More information is available at the [Mars Lab website](#).

The lead author of this paper can also be contacted at carol.oliver@unsw.edu.au

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Our stories, your stories, war stories

As the First World War drew to its end, the then Public Library of NSW began collecting the personal accounts of those who enlisted – farmers, doctors, nurses, journalists and artists – to document the war as they had experienced it. This extraordinary collection – including some 1100 volumes written by around 550 servicemen and women – is supported by newspapers, photographs, artworks, maps and ephemera. The Library's collection is one of the richest and, until now, rarely seen records of the Australian experience of World War I.

Byrne, NSW State Librarian & Chief Executive
Foreword, Life interrupted: personal diaries from World War I

The power of the First World War collection at the State Library of NSW is in the personal details it reveals, in the raw glimpses into lives that were forever altered by the events that took place during *the war to end all wars*. With support from the NSW Government and News Ltd, nearly all of these collection items have

Diaries of the
First World War.
Digitisation and
Imaging Services,
State Library
of NSW

Photo by Ben Herman



In 2014, Gillian Gratton was an Education Officer, Learning Services at the State Library of NSW. Gillian outlines the amazing range of First World War resources, programs and events that are available for students and teachers at the State Library of NSW.



All images used courtesy of State Library of NSW.

been digitised, providing an invaluable free resource for students and teachers that will be accessible online, on-site and on tour around NSW, over the next four years and beyond.

Online resources

Digitised Collections

At 15 years of age, Keith Harris is the youngest diarist represented in the Library's First World War diary collection. Having enlisted in 1917, Harris was captured and interned at a Prisoner of War camp in Germany until being repatriated to England in December 1918. Harris wrote of his experiences:

That night at 7 p.m. we arrived at a little place named Fremersberg. Here we left the train and had to stand out in the cold wind – waiting for orders, and then to cap things it started to snow, until I couldn't see a yard in front of me. At last we got marching orders. We crossed the railway line and headed for some lights about two miles away. My word I shall never forget that night. That long march through eighteen inches of snow, snowing all the time, and a freezing gale blowing, besides carrying our bags.

Harris narrative of the capture of S.S. Matunga and experiences as a prisoner of war (p.14), ca. 1918 / Keith Harris, Mitchell Library, State Library of New South Wales

This is just one example from an extensive collection that reveals what life was really like for men and women on the front line. Through the personal accounts found in diaries and letters, maps that document the progress of the war, newspapers, photographs, artworks and ephemera reflecting what was happening on the home front, and life captured through the photographer's lens, the Library's [First World War website](#) allows students to experience the impact of World War I. These primary sources can also be viewed in [timeline format](#), which situates them in the context of the war. [Newly commissioned articles](#) by researchers, historians and curators provide further insights into Australia's experience of the Great War.



The homepage of the World War 1 website of the State Library of NSW



Image by Gillian Gratton



Image by Gillian Gratton

Students from the Coalition of Knowledge Building Schools viewing the NSW State Library exhibition *Life Interrupted: Personal Diaries from World War I*

Student consultation

In August 2014 the Library consulted twenty-two students from schools associated with the *Coalition of Knowledge Building Schools* (Mockler & Groundwater-Smith, 2011) to gather their thoughts, insights and experiences when engaging with the State Library's World War 1 collection, through viewing the 2014 exhibition [Life interrupted: personal diaries from World War I](#) and by accessing these materials through the Library's World War 1 website. The most significant outcome of the consultation was in the aesthetic and emotional range of responses. As students commented:

Today I loved reading the journal entries of the soldiers at World War One. They gave me an insight on what daily life was like, events that happened and their feelings towards them. The abundance of the journals shocked me and they were all so different but they all interrelated. It was extremely interesting and fascinating and I am eager to learn more about the topic.

Student 1

It brought home to me that these people once actually lived, had families and friends. They were not just some person in a history text book.

Student 2

Having the opportunity to view these diaries and related ephemera, and to read the diary transcripts, helped to personalise the First World War experience for students. The feedback provided by these students indicates that incorporating these sources in the Stage 5 *Australians at war core study* would assist the teaching of the historical concept of [Empathetic understanding](#). This concept, which runs through the [NSW syllabus for the Australian curriculum History K-10](#), asks Stage 5 students to *interpret history through the actions, values, attitudes and motives of people in the context of the past*.

As a further result of this student consultation, the Library has redeveloped its original First World War website to better meet the needs of students and teachers, providing a more intuitive design and better access to these materials. Student feedback will also be used to inform future exhibition design, ensuring that the Library provides services that reflect the needs and desires of young people.

Learning resources

[Curriculum linked learning resource](#) for the [NSW syllabuses for the Australian curriculum](#) based around the State Library's First World War collection have been developed and are freely

accessible online. Currently available for the Stage 5 [Core Study-Depth Study 3: Australians at War: World Wars I and II \(1914-1918, 1939-1945\)](#) and Stage 3 English K-10, these classroom ready resources are designed to engage students through key inquiry questions. Additional resources are being developed and will be added to the site as they become available.

A primary cross-curricular unit of work around Gallipoli and the commemoration of the centenary of Anzac will be available in early 2015. This curriculum-linked unit is designed to provide primary schools with a selection of activities that can be implemented with individual classes, or utilised as part of a school wide commemoration.



**Pitching tents in sight of pyramids,
8 December 1914, Henry Charles Marshall
PXA 1861**

The [World War I and Australia](#) research guide has been developed to assist students and teachers to navigate the First World War collection. Covering topics from the first Australian naval fight of the war (the battle between HMAS Sydney and SMS Emden) to Aboriginal Australian soldiers and women at war, this guide provides a comprehensive overview of the collection and is ideal as a starting point for students researching all aspects of Australia's involvement in the war.

Curators, historians and World War 1 descendants discuss the stories behind the collection on the [Library's Vimeo channel](#), including the subjects of war artists, teenage soldiers and stretcher bearers.



**[Youth in war](#): State Library of New South
Wales Vimeo channel**

The Library's extensive collection of original [First World War recruitment posters](#) are generally out of copyright and have been aggregated on a [Pinterest](#) board. These posters are a valuable classroom resource for teaching the concept of persuasive language.



***Come on boys follow the flag*, ca. 1916,
James Northfield**

On-site resources

A comprehensive program of exhibitions, events and workshops

over the next four years will provide opportunities for teachers and students to visit the State Library of NSW and interact with the First World War collection to enhance curriculum studies of this historical event.

A town named War Boy

Inspired by the First World War collection and written by award winning playwright Ross Mueller, *A town named War Boy* will be performed live by The Australian Theatre for Young People (ATYP) at the State Library of NSW from 29 April to 10 May 2015. Opportunities exist for students to attend matinee performances and pre/post visit drama workshops led by the ATYP.

Letters from home

The Library's powerful and personal collection of First World War letters and diaries showcases the authentic voices of those who served. Their letters provide insight into the experiences of a generation of men and women who lived in the shadow of a world in turmoil. This correspondence reveals how much they looked forward to hearing from home; however, the collection does not include the letters sent in return. *Letters from home* is a NSW State Library initiative encouraging members of the community, including students,

to write a creative response to one of these letters, and has strong links to the NSW syllabus for the [Australian curriculum: English K-10](#) for Stages 4 and 5. This year-long project will be launched in the week beginning 18 May 2015. The correspondence produced will be published on the Letters from home blog, with the project culminating in a curated body of work showcased in an online exhibition.

Exhibitions

The State Library of NSW provides exhibitions that educate, inspire and challenge visitors of all ages. A particular strength of the Library's First World War collection is in their power to elicit an empathetic response. A student involved in the Library's consultation with the *Coalition of Knowledge Building Schools* (Mockler & Groundwater-Smith, 2011) was asked what the most valuable part of her visit to the [Life interrupted: personal diaries from World War I](#) exhibition was, and she answered:

The detail of the exhibition, as well as the accessibility of primary sources within the exhibition. Unlike other exhibitions that regurgitate facts, this exhibition has taken me on an emotional and personal journey, creating empathy - something I believe is necessary when studying history.

Unlike other exhibitions that regurgitate facts, this exhibition has taken me on an emotional and personal journey, creating empathy - something I believe is necessary when studying history.

In her paper evaluating this experience, Groundwater-Smith (2014) echoes the student above when she states that *empathy is not to be seen as a pretext for describing a person or event, but rather for seeking a deeper explanation of that moment in history - a moment that goes beyond the facts* (pp.5-6).

During 2015, the Library will host two on-site exhibitions relating to the centenary of the First World War, *Lemnos 1915: then and now* and *War cartoons: Hal Eyre*. These exhibitions will provide an opportunity for students and teachers to engage with the Library's First World War collection. Further exhibitions will follow in 2016-2018. Details will become available from the Library's website as events draw closer.

On Tour

The State Library provides a range of resources including touring exhibitions, teacher professional development workshops and video conferences to

ensure that students in regional NSW have access to the Library's unique collections.

Touring Exhibitions

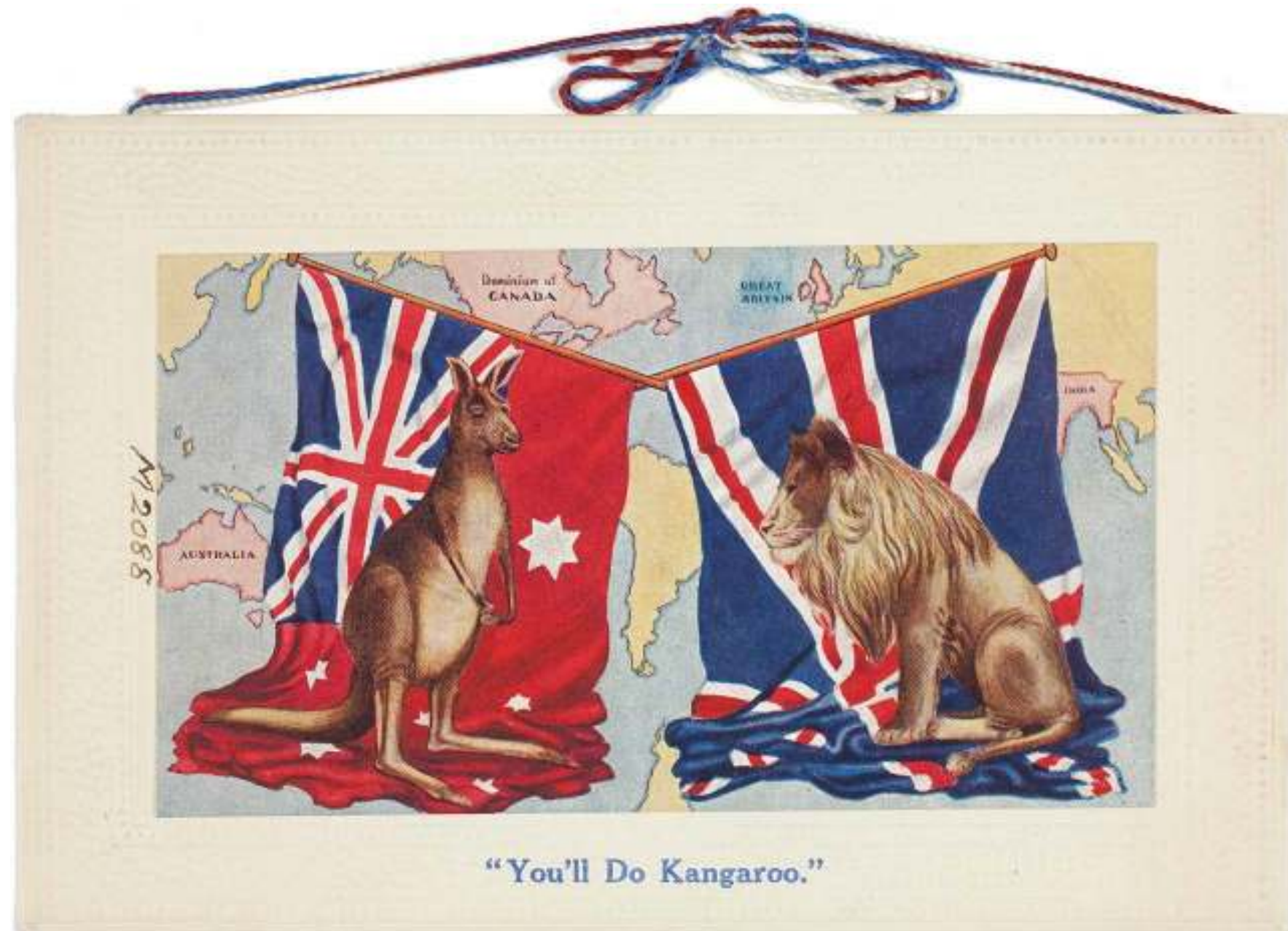
In 2015 public libraries and other cultural institutions around NSW will host State Library exhibitions including [Life interrupted: personal diaries from World War I](#) and [Portraits of war](#), allowing teachers, students and other members of the community to experience these exhibitions and view these primary sources firsthand.

Video conferences

Learning Services at the State Library will offer a number of free video conferences this year for students in Stages 2-5, particularly focusing on commemorating the centenary of Anzac. Students will have the opportunity to interact with curators, historians and other experts as they present original material from the First World War collection, including diaries, artworks, photographs, posters and ephemera.

Teacher professional development workshops

In partnership with regional public libraries, the State Library of NSW is offering teachers in these areas a unique



Greeting card: You'll do kangaroo, PXA 623/2

opportunity to participate in a free one hour interactive workshop highlighting the Library's First World War resources. These sessions are complemented by workshops and talks from other Library staff including conservators and curators.

The First World War was a defining moment in Australian history. The State Library's collections of personal stories from soldiers, their diaries, letters, photographs and drawings, are some of the richest records of the true Australian experience of the First World War.

I feel like the state library is an amazing place, and you never fully understand how amazing this building and program is until you come inside and experience it. I am hoping to come back, and be able to experience it all over again.

Student feedback from the Coalition of Knowledge Building Schools consultation day

References and further reading

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Mockler, N. and Groundwater-Smith, S 2011, 'Weaving a web of professional practice: The Coalition of Knowledge Building Schools', In B. Lingard, P. Thomson and T. Wrigley (Eds.) *Changing Schools: Alternative Models*. London: Routledge, pp. 294 - 322.

Celebrating the Centenary of Anzac in the *World's Biggest Classroom*

A much asked question is...What is the *World's Biggest Classroom*? The answer is simple, anything that NSW public school teachers and students want it to be. In its fourth year, the exhibition program showcased projects created by 3,800 students in 13 exhibitions staged across NSW, as well as online. Throughout this time the *World's Biggest Classroom* program has provided a platform to showcase the unique outcomes achieved by our schools and their local communities,

facilitated many beneficial partnerships and promoted public education.

Eight project ideas were created to inspire teachers and students to create literary, visual art and multimedia works on a variety of themes. Schools used these resources in a number of ways, from project based learning tasks and extension projects for Gifted and Talented students to transition activities for high schools and their feeder primary schools.

One of the key features of the *World's Biggest Classroom* was its capacity to grow and change in response to the Department's priority programs and milestones. The broad ranges of project mediums submitted by schools were exhibited in public venues thanks to Sydney Trains and Westfield.



In 2014, Sandra Copeman was the *World's Biggest Classroom* Coordinator for Public Schools NSW. Her article highlights how the *World's Biggest Classroom* (WBC) helped public school students across NSW to connect with their local communities in commemorating the Centenary of Anzac.





WBC poster: Hay Memorial High School Museum: just one of the eye catching exhibits from the WBC Centenary of Anzac exhibition at Sydney's Central Station

In 2014, they provided dedicated exhibition space for two Public Schools NSW focus areas:

- the celebration of 125 Years of School Sport
- the commemoration of the Anzac Centenary.

Working with HSIE curriculum consultants from Learning and Leadership, Public Schools NSW, the Anzac project idea was developed by focusing on the challenges faced by Australians during times of war. Schools responded to the stimulus in a range of unique ways.

The resulting exhibition on the Grand Concourse of Central Station revealed an array of stunning commemorations created by 600 students and 46 teachers from 24 schools across the state. Anzac songs, poems, plays, videos and images of school Anzac ceremonies from metropolitan and rural and remote areas were featured. The display also included archival images supplied by the Hay War Memorial High School, which was built in 1923 as a living memorial to the men and women of the local area who made the ultimate sacrifice for their country in the First World War.

The display struck an immediate chord with the travelling public as people of all ages were drawn to the exhibit and many had emotional responses to reading through the projects. The



Student at Tamworth Public School hard at work on her school's exhibit



Students from participating schools visit their exhibits at Central station

dominant feature highlighted by the 2014 WBC Anzac exhibition is, the strong link schools develop with their local communities through the commemorations of Anzac Day and

the depth of gratitude and respect being carried forward by our younger generations. Further samples and images of 2014 WBC projects and exhibitions can be found at the following sites.



www.facebook.com/worldsbiggestclassroom



<https://twitter.com/WBCexhibits>



<https://www.yammer.com/det.nsw.edu.au/users/wbc>

Web: www.schoolspectacular.com.au/wbc



Nathan Alterator has been teaching History and English for 10 years and currently works at Shellharbour Anglican College (SAC) on the NSW South Coast. In 2014 he was chosen as one of two teachers to accompany [The Simpson Prize](#) scholarship winners to Gallipoli. In this article, he shares how participation in The Simpson Prize national essay competition promotes deep historical empathy and understanding.

The Simpson Prize: Where will it take you?

Understanding Anzac Day

The 25th of April 2015, marks the Centenary of the Anzac landing at Gallipoli. For Stage 5 NSW History students, the narrative is far more complex. The 25th April 2015 marks 100 years since Australian, New Zealand, British, Indian, French and Newfoundland soldiers charged from the Aegean Sea with the aim of invading the Gallipoli Peninsula and clearing a passage for British cruisers and destroyers to pass through the Dardanelles to Constantinople.

This depth of knowledge is what teachers *want* students to exhibit. Dates, places and causes are significant, but empathy is undoubtedly the key



Prizewinning students at the grave of John Kirkpatrick Simpson on the Gallipoli Peninsula

vehicle to understanding. The Stage 5 [NSW syllabus for the Australian curriculum in History](#) mandates an unmistakably Australian perspective of why the war occurred, how Australians were involved, the impact and significance of the war on Australians as well as the birth and commemoration of the Anzac legend. Participation in The Simpson Prize competition is an excellent way to encourage students to engage with these crucial understandings.

What is The Simpson Prize?



In collaboration with the Federal Government and the [Australian War Memorial](#), this annual [History Teachers' Association of Australia](#) (HTAA) competition offers Stage 5 students the chance to formulate and share their own perspective on the Anzac legend. Established in 1998, the rules for The Simpson Prize are straightforward. Using a collection of [primary sources on the Australian War Memorial site](#), which are collated from the wealth of archival information stored at the

Australian War Memorial, the [National Library of Australia](#) and the [National Archives of Australia](#), students are asked to compose an original essay of no more than 1500 words, integrating the sources with their own knowledge. Generally, the questions are linked to human stories and provide scope for subjective discussion.

The best entrant is chosen from each state and territory to visit Istanbul and Gallipoli as part of a 10-day pilgrimage/study tour. Applying teachers must also have an entrant from their own school, and although the student from Shellharbour Anglican College wasn't selected for the tour, the process of working with students to write, edit and submit a high-quality essay was an invaluable exercise.

Developing the process at Shellharbour Anglican College

At Shellharbour Anglican College, the process begins with the study of Australia in the [First World War](#). All Stage 5 students visit the local War Memorial in Kiama and are asked to produce a scrapbook detailing the life and experiences of a local soldier. For the Simpson Prize competition, students are asked to apply by letter. After selecting a suitable candidate, the HSIE faculty allocates one lesson per week for this student to work

independently on their research and writing. The starting point for research is obviously the Australian War Memorial sources prescribed for the competition, although the Australian War Memorial collections, [Trove](#), the National Library of Australia and the [Kiama Family History Centre](#) provide a wealth of extra information. Ample time for editing is provided to ensure that the student has answered the question and that each source is referred to clearly. The entire process is a useful lesson in the importance of correct referencing, an aspect of historical investigation often underestimated or seen as a nuisance by students.

Benefits for teaching

One of the main benefits of this competition for teachers is the opportunity to work alongside talented History students to produce a quality product. This process has helped me to reflect on how history in the classroom can be made more relevant for all students.

In 2014, there was the added benefit of accompanying the prizewinning students on their study tour. While all the students displayed a passion for history, the most striking thing about the students on the 2014 tour was their inherent differences. When discussing the central theses of their essays, it was

obvious that no two perspectives were the same. The scope and breadth of their winning essays, [available to read on the Simpson Prize website](#), demonstrated deep personal engagement with the legend. Even if students didn't have a blood relative serving on the Peninsula, the chances are that someone from their town or suburb did. A very useful point of discussion with students was the relationship between their research and the local history of their area. An average soldier was only 19 or 20 years old, went to school in the local area and signed up for a wide variety of reasons, including the influence of community attitudes. Discussions of this nature engaged students, showing them that the experiences of these young men were not entirely removed from their own. Since visiting Gallipoli in 2014 my personal perspective on the curriculum and the Gallipoli campaign has been irrevocably altered. Seeing the size of the towering cliffs and the difficult nature of the terrain reinforces the amazing courage of the Anzac forces, brought to life in the famous artworks of [George Lambert](#) and others.

Benefits for learning

The scope of the Simpson Prize is immense and the trip was an experience that I'm sure will not be easily forgotten

by the students. In reality the chance of students winning the prize is small, but the process of working towards a goal is invaluable. As well as complementing the work required in the syllabus Core Study, the Simpson Prize allows students to engage with the Anzac legend personally and helps prepare Stage 5 students for the rigours of HSC history courses.

The key to making the Simpson Prize a worthwhile venture at your school is autonomy. If you students are provide with the appropriate tools: time, a learning space and resources, including internet access and directions to any local history centres, the chances are that they will grab the opportunity with two hands. Recognise their efforts, and even if a trip to Gallipoli doesn't eventuate, students gain a wonderful opportunity to reflect deeply and personally on the experiences of the Anzac forces and how their sacrifice has enriched the lives of all Australians.

The winners for 2014 will be leaving shortly for their study tour and the question, sources and instructions on how to enter for 2015 will be posted on the [official Simpson Prize website](#) very soon. Why not see where an entry to The Simpson Prize could take you and your students?



Lone Pine Memorial at First World War military cemetery, Gallipoli Peninsula, Turkey

Shutterstock/Mas2000

References and further reading

Australian Government 2015, [National Archives of Australia](#), accessed 2 February 2015.

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[Australian War Memorial](#) 2015, Australian War Memorial, accessed 2 February 2015.

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History Teachers' Association of Australia 2015, [The Simpson Prize](#), accessed 20 December 2014.

Kiama Municipal Council (n.d), [Kiama Family History Centre](#), accessed 2 February 2015.

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National Library of Australia 2015 [Trove](#), accessed 2 February 2015.

Share this

Celebrating *The School Magazine*



Dr Michele Bruniges sharing the excitement of Volume 100 of the *The School Magazine* with students of Haberfield PS

This year sees the release of the 100th volume of *The School Magazine*. The occasion was marked on 16 February 2015 at Haberfield Public School by Dr Michele Bruniges, Secretary, Department of Education and Communities, who presented student representatives of Years 3, 4, 5 and 6 with Volume 100 of each of the four magazine titles. Accompanying the

Volume 100 issues was a reproduction of Volume 1 of the magazine, from 1916. The Secretary also presented the principal of Haberfield with a bound volume of magazines for the school library. In 2016, *The School Magazine* will celebrate 100 years of producing quality literature for children.

Looking for ideas to commemorate the Centenary of Anzac?



The Australian Department of Veteran's Affairs have created a resource called [We remember ANZAC](#). These kits have been distributed to all Australian schools. There are primary and secondary versions, both containing a wealth of classroom ideas, guidelines and resources for running a commemorative event and more.

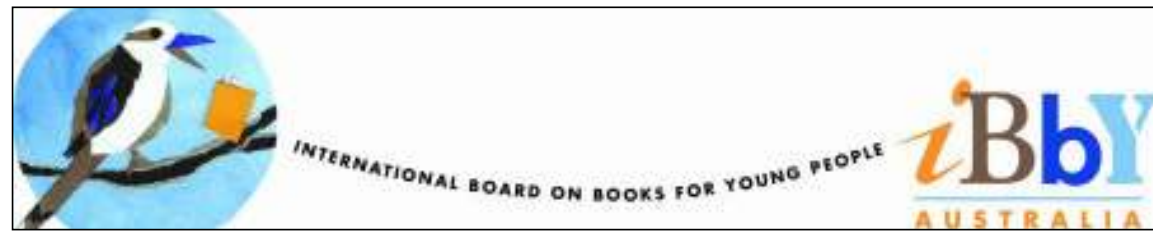
Daily Digger project



The [Daily Digger](#) project is a great example of how social media can be used effectively as an educational tool. Part of the Australian War Memorial's [Anzac connections](#) web project, it uses Twitter to highlight personal quotes drawn from digitised private First World War correspondence. The link on Twitter connects to the digitised original. See all the latest #DailyDigger tweets on the Australian War Memorial's [website](#) or search #DailyDigger on Twitter.

Share this continued

Celebrate International Children's Book Day with IBBY Australia



The special guest speaker is Isobelle Carmody, who will talk about how and why she drew the illustrations in her Little fur series.

When: Saturday, 28th March 2015 from 2 pm

Where: Santa Maria del Monte School
59 The Boulevarde, Strathfield NSW

\$30 IBBY member/concession \$35 non-member

[Book through Eventbrite.](#)

NSW State Library Day 2015



SLANSW are holding their annual State Library Day on Saturday 14 March 2015 from 9:00am to 4:00pm at the State Library of NSW, Macquarie Street, Sydney.

More information, including program, cost and registration, is available on the [Syba Academy](#) website.

eSmart Digital License



The [eSmart Digital Licence](#) is a new online safety initiative created by the [Alannah and Madeline Foundation](#) in partnership with a [team of cyber safety experts and teachers](#). In partnership with Google, the [licence is available](#) free of cost, to all Australian Year 6 students in 2015. Resources for digital literacy and cyber safety can also be found on [Scootle](#) and [TaLe](#). Public school teachers in NSW can log into both of these applications through the DEC portal.

Research and adopt a veteran

Learn DEC has released a new resource [Research and adopt a veteran](#), which supports the NSW Centenary of Anzac. The resource provides a framework to assist students to research and adopt a local veteran of the Australian Imperial Force, using official online records and resources. It is a great way to encourage students to engage with their local school community as part of their school's centenary commemoration activities.

resource reviews

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Resource reviews are provided for teachers to support their teaching and learning programs.

The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Communities (NSW DEC).

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.

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





Analysing the interaction between words and images in picture books: *Lucky*

Australian curriculum springboard

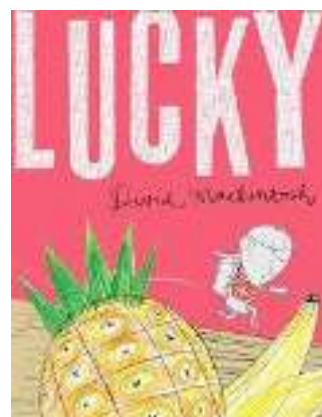
English
Stage 2
Years 3-4



Review:

Lucky

MACKINTOSH, David
HarperCollins Children's Books, UK, 2014
ISBN 9780007463039



Subtle visual clues in its busy illustrations make this creative picture book a pleasure to share with students. As two brothers concoct a plausible reason for the mealtime surprise promised by their mother, their expectation builds to a monumental climax. The reality is not quite what the boys anticipated, with the elder boy having to face the

consequences of his out of control imagination. Although the plot and illustrations are amusing, students who have had to deal with disappointment or embarrassment may relate to the awkwardness of this situation. The visual text might engender a personal response in this story, enabling students to connect with familiar ideas in creative ways.

S. Rasaiah ([Scan 34.1](#))

USER LEVEL: Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1674995 \$24.99

Programming:

Visual literacy

Visual language is an important element in communicating meaning in texts. This quirky picture book is an example of how the written text is inter-related with the illustrations and forms part of the visual impact of the book. Students may experiment with word shapes and styles to convey deeper meaning in their writing.

Characterisation

The author has built the central character using dialogue and familiar settings including home and school. The first person narration connects the reader to the character, engendering empathy with his situation.

Tone

The point of view and subversion of the character's predicament create the tone of this story. The climax and subsequent resolution are depicted in images, actions and contrast between the imagined scenario and reality.

Teaching and learning opportunities:

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

- Discuss students' background knowledge of the scenes and scenarios in the book. How has this impacted on their connection with the boy's excitement and/or disappointment? [EN2-10C](#)
- Identify and justify the framing, placement and salience of the images and text used in the story. What other authors use these techniques and characteristic features? [EN2-8B](#)
- Draw conclusions based on the evidence in the text about the boy's feelings and relationships within the family and his peers. Introduce *inference*, supported by [How to use inference](#) on Scootle (log in required). Make inferences based on the relationship between the images and written text. [EN2-4A](#)
- Discuss how the author pushes the boundaries in terms of the layout of a traditional picture book. What could we take from this to experiment with our own compositions? [EN2-4A](#), [EN2-8B](#), [EN2-10C](#)

Professional resources

- [Australian curriculum lessons](#)
- [Scootle](#)

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



Exploring narrative point of view and perspective through historical fiction

Australian curriculum springboard

English and History

Stages 4–5
Years 7–10



Review:

The Great War: stories inspired by objects from the First World War, 1914–1918

ALMOND, David et al.
Walker Books, UK, 2014
ISBN 9781406353778



A collection of 11 contemporary short stories in this work of historical fiction has a common focus on the effect of war and loss on the family members of those who fought. With predominantly child narrators and main characters, readers are granted the truthful light of naivety and confronted with the generational implications of war and humanity's horrific potential. The artefacts of war such as a medal, compass and butter dish appear with brief explanations in the back of the book, providing information about the time in which the stories are set. These have an inherent symbolism that, in stories such as *Little wars*, delivers gravity to the simple narrative. The book will serve as an effective model for the creative writing exercise of growing narratives from smaller stimulæ, particularly as students draw connections between the objects' histories, photographs and the stories. Beautifully layered monochrome illustrations separate each story, presenting silhouettes and scratchings of battlefields and artillery. Celebrated writers such as Tracy Chevalier, John Boyne and Ursula Dubosarsky make this a conceptually strong publication with a variety of applications in English and History classrooms. The text has particular relevance during the commemoration of the centenary of the First World War. J. Henzler ([Scan 34.1](#))

USER LEVEL: Stage 4 Stage 5

KLA: AC; English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1679654 \$27.95

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

Programming:

Narrative point of view

Frank, the narrator of A.L. Kennedy's *Another kind of missing* is a young boy whose power lies in what he does not perceive. He is convinced that a compass has directed his father home from war, he can't understand why Mr Semmelweiss renames his shop *Windsor Bakery*, and perhaps saddest of all, he is adamant that his father will recover from his battle injuries.

Timothée De Fombelle's eponymous *Captain Rosalie* believes she is a spy whose mission is to lead an ordinary life amongst her school friends. Though her mother reads her father's letters aloud, Rosalie is not satisfied that she is being told the whole truth and sets about discovering it at her own emotional peril. ... *Grown-ups have to be polite to everyone, but they have to shoot everyone too. There's nothing in the middle with being a grown-up.* A.L. Kennedy

Perspective

In *Maud's story* by Adèle Geras, a young woman is thrust into the wartime workforce, painting commemorative pottery and discovering her career potential. For a generation of women the war meant both service and opportunity, and Geras explores this perspective through Maud's emancipation.

In Tracy Chevalier's *When they were needed most*, a young boy steals two cigarettes from the Princess Mary Gift Fund Boxes his mother packs, but learns a difficult lesson on the importance of self-sacrifice. Only when his little sister, a self-proclaimed medium, foresees that the missing cigarettes will bring about the death of a soldier does the boy begin to consider what he has really stolen.

Teaching and learning opportunities:

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

- Students make a list of five examples of the narrator's dramatic irony from *Another kind of missing* and explain the difference between what the narrator and reader understand in each case. [EN5-1A](#)
- Students construct a spy-plan for *Captain Rosalie*, outlining the strategies she uses to gather evidence against the *enemy* at school and consider what might be represented by Rosalie's belief that she is a spy. [EN4-1A](#)
- Students write as Maud from *Maud's story* to her grandchildren, explaining the personal, social and ongoing significance of the butter dish. [EN5-7D](#), [HT5-7](#)
- Students write their own reflection on the events of *When they were needed most*, arguing whether or not they believe, as the boy does, that his actions have any effect on the story's conclusion. Students should justify their answer with details from the story. [EN5-1A](#)

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

- What do the stories reveal about the impact of WWI on the lives of soldiers and/or civilians? [HT5-4](#)
- Are the stories a useful source for an historian studying the history of WWI? Explain why or why not. [HT5-5](#)
- What does *Another kind of missing* reveal about enemy aliens? [HT5-2](#)
- Using *Maud's story*, describe the changing role of women in Australia during WWI. [HT5-4](#)



How do insects grow and change? *The making of a monarch butterfly*

Australian curriculum springboard

Science and Technology

Stages 1-2
Years 1-4



Outcome: *Living World*

A student

- describes external features, changes in and growth of living things [ST1-10LW](#)

[NSW syllabus for the Australian curriculum Science K-10 \(incorporating Science and Technology K-6\) syllabus](#)

Content:

Living things grow, change and have offspring similar to themselves [ACSSU030](#)

Students:

- observe and record some of the changes a common plant or animal shows during its life, using appropriate digital technology, eg a camera
- compare the appearance of adult living things with their offspring eg trees, insects, birds, reptiles, cats or humans.

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

Review:

The making of a monarch butterfly: photographs and text

SHMITH, Linda

Linda Shmith, SA, 2013

ISBN 9780646594415 [595.78]



Featuring amazing close-up photographs of the life stages of the monarch butterfly, the exquisite detail in this book shows the small changes of each stage in this invertebrate's life. The photographs follow the transformation from an egg, to a caterpillar, a chrysalis, and finally, a butterfly. Presented in the style of a photo journal,

the concise, pertinent text brings the photographs to life and highlights the life within each stage of growth. Included is a life cycle diagram and visual glossary which enhance understanding. The book strongly supports the Science and Technology strand, [Living World](#). [Teaching ideas](#) and [resources](#) are available from the author's website.

G. Braiding ([Scan 34.1](#))

USER LEVEL: Stage 1 Stage 2

KLA: AC; Science

SYLLABUS: Science K-10 (SciTech K-6)

SCIS 1612043 Paper \$24.99

Teaching and learning opportunities:

- Watch a time lapse video of a butterfly's metamorphosis.
- Use modelling clay to create 3D models of each stage of the monarch butterfly's life. Label and display.
- Use [ShowMe](#) to draw and retell the monarch butterfly's life stages.
- Look for evidence of caterpillar and insect life stages in the school grounds, eg cocoons, eggs, caterpillars, cicada casings. Photograph and log sightings on [BowerBird](#).
- Collect images of insect life stages. Group and label in [PicCollage](#).
- Keep silkworm caterpillars or mealworms in the classroom and compile a photographic record of their life stages. Create a digital record with [Book creator](#) using large close-up annotated photographs.
- Dip a net in the school frog pond for aquatic larvae of insects such as mosquitoes and dragonflies.
- Enact the life stages of the monarch butterfly or other insect using dance or drama.
- Design a habitat in which a butterfly would survive.
- Contact the zoo and get involved in their invertebrate program.

Professional resources:

- [Bugwise](#), Australian Museum
- [Investigating invertebrates](#) (iTunesU course), Field of Mars Environmental Education Centre

Resources:

- [Amazing life cycle of a monarch butterfly](#) by dscottprod
- [Animals life cycle - insects and arachnids](#) app, \$2.49
- [The art of science](#) app
- [BowerBird](#)
- [Life cycles: image gallery](#), Museum of Victoria
- [Phasmids](#) (multitouch book), Field of Mars Environmental Education Centre
- [Stick insect family album](#), Museum of Victoria

Composing:

- [Book creator](#) app, \$6.49
- [PhotoStory](#) app
- [PicCollage](#) app
- [ShowMe](#) app
- [SonicPics](#) app, \$1.99



Making connections with character and place: *responding and composing*

Australian curriculum springboard

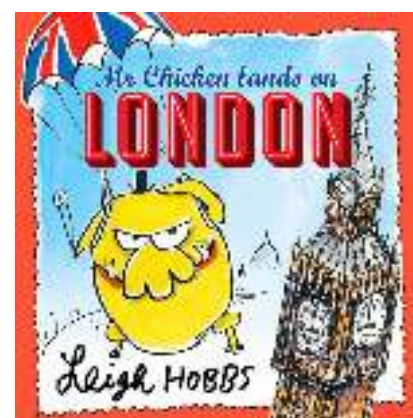
English
Stages 1–3
Years 1–6



Review:

Mr Chicken lands on London

HOBBS, Leigh
Allen & Unwin, NSW, 2014
ISBN 9781743315927



Standing four metres tall, bright yellow with fangs and a tiny black top hat, Mr Chicken likes to *blend in* as he explores his favourite city, London. From splashing down into the Thames while attached to a Union Jack parachute to squeezing into the top deck of a red

London bus, Mr Chicken's whirlwind tour of the city's major attractions, and eateries, is narrated with wry humour... Amazingly, only children seem to notice his presence. This entertaining picture book could be used to study humour in literature, time, accepting differences, cities and tourism. The endpapers could springboard online research for London landmarks or students could compose their own Mr Chicken adventure. Imagine Mr Chicken climbing the Sydney Harbour Bridge, catching a ferry and perching on the Martello tower at Fort Denison! C. Keane ([Scan 34.1](#))

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4

KLA: AC; CA; English; HSIE; Mathematics

SYLLABUS: Creative Arts K–6; English K–10; History K–10; Mathematics K–10; Visual Arts 7–10

SCIS1666663 \$28.00

Programming:

Representing and characterisation


Mr Chicken loves London. The author tells us this many times as Mr Chicken visits his favourite places. The clever combination of written and visual text makes the character believable. The reader has a sense of Mr Chicken's personality. He is kind, excitable, well-mannered, impatient, organised and eager to learn. Always rushing to the next London attraction, the reader is caught up with his energetic exploration. The idea of a huge yellow chicken with fangs, and sporting a top hat and camera, is absurd yet other characters in the story are not surprised. The author's use of direct and indirect methods to inform the reader about Mr Chicken's appearance, behaviour, feelings and interests can be explored.

Composing

Create a humorous Mr Chicken adventure. Use direct and indirect techniques to convey information about Mr Chicken's character and how other characters respond.

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

Resources:

- [Engaging personally with texts in K–6](#) (NSW DEC intranet)
- [Exploring composing K–6](#) (NSW DEC intranet)
- *The gruffalo* by Julia Donaldson and Axel Sheffler
- *Mr Chicken goes to Paris* by Leigh Hobbs
- *Old Tom's holiday* by Leigh Hobbs
-  [Raps and book raps](#)
- Thomson, C 2012, *Where the rich texts are: Sendak's influence*, [Scan 31.3](#)
- *Where the wild things are* by Maurice Sendak

Teaching and learning opportunities:

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

Stage 1

- make connections with picture book monsters eg *Where the wild things are* and *The gruffalo* (see Catherine Thomson's article in [Scan 31.3](#)) [EN1-4A](#)
- use the illustrated map inside the front cover to retell Mr Chicken's London adventure [EN1-2A](#), [EN1-10C](#)
- identify places in the school that may interest Mr Chicken and create a word bank of nouns, verbs, adjectival and adverbial clauses to support students' composing their own story, *Mr Chicken flies to XXX School* [EN1-1A](#), [EN1-2A](#), [EN1-9B](#), [EN1-10C](#), [EN1-11D](#).

Stage 2

- discuss visual humour – eg Mr Chicken *squeezes into* a bus, a pod on the London Eye [EN2-1A](#), [EN2-4A](#)
- identify puns – *he played I spy from the London Eye* [EN2-4A](#)
- brainstorm places of interest in local area, town or city for Mr Chicken to visit and create a word bank [EN2-10C](#)
- write a letter inviting Mr Chicken to visit [EN2-3A](#), [EN2-7B](#), [EN2-9B](#), [EN2-10C](#), [EN2-11D](#)
- use photographs, own experiences, word bank and research of familiar places of interest to compose a Mr Chicken story to share with peers and other classes [EN2-3A](#), [EN2-9B](#), [EN2-10C](#).

Stage 3

- after reading, contribute to discussion about *Mr Chicken lands on London*, offering opinions on use of humour, sense of time, important people and places mentioned [EN3-1A](#), [EN3-5B](#), [EN3-8D](#)
- discuss how Hobbs positions the reader eg the visual and written text provide humour through inferential comprehension – *Mr Chicken floated down ... landing ever so gently right in the River Thames* [EN3-1A](#), [EN3-5B](#)
- create a [word bank](#) [EN3-6B](#)
- compose own Mr Chicken story eg *Mr Chicken sails into Sydney*, using the focus resource as a model or use the video as a model to create a *Top 10 Sydney attractions* video [EN3-2A](#), [EN3-7C](#)
- critique classmates' presentations and reflect on own learning [EN3-9E](#), [EN3-5B](#)



Promoting critical perception: thinking big & re-imagining spaces

Curriculum springboard

Visual Arts
Stages 4–6
Years 7–12



Search party (by R. Steedman, 2012)

Outcomes:

A student:

- explores the roles and relationships between the concepts of artist, artwork, world and audience
Conceptual Framework P2
- explores the roles and relationships between the concepts of artist, artwork, world and audience through critical and historical investigations of art
Conceptual Framework P8
- applies their understanding of the relationships among the artist, artwork, world and audience
Conceptual Framework H8

[Visual arts Stage 6 syllabus](#)

Other outcomes:

[Visual arts Years 7–10 syllabus](#)

4.2, 4.8, 5.2, 5.8

[Photographic and](#)

Review:

Big art, small art

MANCO, Tristan

Thames & Hudson, UK, 2014

ISBN 9780500239223 [709.05]



In the words of Robert Smithson, *size determines an object, but scale determines art*. Underscoring this pivotal notion of perception, this publication examines the creative use of scale in contemporary art, ranging from painting, photography, sculpture and installation to alternative architecture, street art and collaborative interventions.

Inspirational works from a diversity of artists and localities are presented within the context of globalisation, prompting students and teachers to consider how the digital realm is affecting the way we use and interact with space, whether virtual or physical, immersive or intimate. Informative essays introduce the concepts of big and small art and, combined with profiles highlighting each artist's distinctive voice and intentions, signal engaging artmaking and critical investigations that focus on the practice of artists and their innovative use of materials. Image plates are separated from artist profiles, creating a useful platform to stimulate active discussion, comparisons and interpretations, whilst page number cues enable quick cross-referencing. From playful public spaces to the fascinating minutiae of everyday ephemera and the microscopic, this publication will spark student interest in the psychological ties between artworks and audiences, inviting them to think big, no matter what the size. H. Yip ([Scan 34.1](#))

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 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6

SCIS 1679996 \$60.00

Teaching and learning opportunities:

- Define *scale*, brainstorming everyday examples that demonstrate this concept.
- Discuss how globalisation, including the rapid rise of digital communication and [travel networks](#), has impacted the way we use, interact with, experience and perceive space, whether virtual, physical, individual or collective. Consider how this informs the practice of artists who aim to explore the sensory potential of materials and provoke audiences to re-engage with the physical world.
- Investigate how artists integrate artworks directly into the fabric of spaces, dissolving boundaries between inside and outside, positive and negative, and public and private.
- Use objects en masse to construct a large-scale sculpture or immersive installation that challenges physical boundaries and spatial relationships. Simple, lightweight items such as blown up plastic bags or styrofoam packaging can be used as repeated elements of shape, colour and texture. Refer to [Pascale Marthine Tayou](#), the [BEAMS arts festival](#), Nike Savvas' [Full of love, full of wonder](#) (2005) and Choi Jeong-Hwa's [Kabbala](#) (2013). Alternatively, string or textiles can be woven across spaces to create suspended installations similar to the work of [Janet Echelman](#). Experiment with natural and/or built spaces and lighting, documenting the work in-situ and changing over time.
- Make the impossible appear possible by inverting everyday spaces or situations. Experiments in collage,

Professional resources:

- TED talk: [Taking imagination seriously](#) by Janet Echelman, 2011
- [White rabbit library](#)

Resources:

Books:

- Bachelard, G 1994, *The poetics of space*
- Boffoli, C 2013, *Tiny people in a world of big food: big appetites*
- Slinkachu 2008, *Little people in the city: the street art of Slinkachu*
- Sloan, M 2012, *Return to the sea: saltworks by Motoi Yamamoto*

Films:

- [Do-ho Suh](#) by Art21, 2003
- [The great swallow, Rotterdam](#) by Benjamin Verdonck, 2008
- [Human nature](#) by Jason deCaires Taylor, 2012
- [Jason deCaires Taylor and Museo Subaquatico de Arte](#) by Jason deCaires Taylor, 2011
- [Latest marine development of underwater sculptures and statues](#) by Jason deCaires Taylor, 2009
- *Le ballon rouge (The red balloon)* by Albert Lamorisse, 1956
- [Phantom landscape](#) by Yang Yongliang, 2010
- [Return to the sea, saltworks by Motoi Yamamoto](#) by Monterey Museum of Art, 2013
- [Saving Chinese art from extinction: meet Yang Yongliang](#) by The Creators Project, 2012
- *Wasteland* by Lucy Walker, 2010



Promoting critical perception: thinking big & re-imagining spaces continued

Curriculum springboard

Visual Arts
Stages 4–6
Years 7–12



Search party (by R. Steedman, 2012)

[digital media Years 7–10 syllabus](#)

5.2, 5.8

[Photography, video and digital imaging CEC Stage 6 syllabus](#)

M2, CH2

[Visual design Years 7–10](#)

5.2, 5.8

[Visual design CEC Stage 6 syllabus](#)

DM2, CH2

Content:

- Interpreting and activating relationships between the artist, artwork, world and audience.
- Investigating the roles and functions of the artist, artwork, world and audience.
- Acknowledging multiple points of view.
- Recognising the synthesis between the material and conceptual practice of artists.

photography, digital imaging, animation or video could involve scenarios where up is down, inside is out or gravity is ambiguous. Windows, doors, floors, walls, ceilings, mirrors or other structures could be positioned in unexpected ways to disrupt audiences' notion of reality. Refer to the concept of *trompe l'oeil* and the work of [Jean-François](#), [Leandro Erlich](#) and Philippe Ramette.

- Play with perceptions of scale by juxtaposing disproportionate objects or figures to transport audiences to a fantastical world reminiscent of *Gulliver's travels* or *Alice in wonderland*. Everyday objects could be dramatically upsized or downsized in digital or sculptural form to contrast with human scale and a Mad Hatter's tea party could even be staged similar to Lilian Bourgeat's *Le dîner de Gulliver* (*Gulliver's dinner*, 2008).
- Transform subjects into artworks larger than life. Large-scale composite portraits can be collaboratively assembled using symbolic materials, similar to the work of [Jorge Rodríguez-Gerada](#) and [Vik Muniz](#). Sheets of coloured card or packaging could be sculpted to form giant caricatures akin to the busts of [José Lerma](#). Recycled textiles could be used to create soft sculptures based on exaggerated everyday objects inspired by Claes Oldenburg.
- Zoom in on the microscopic and overlooked, staging miniature worlds that encompass intriguing details, childhood memories, fictional narratives or paradoxical humour. Refer to [Thomas Doyle](#), [Liliana Porter](#), [Kendal Murray](#), [Slinkachu](#), [Christopher Boffoli](#), [Joe Fig](#) and Diem Chau's carved pencil leads. Train model figurines can be used to stage Lilliputian scenes that could be documented using macro photography, point of view and depth of field. Alternatively, surveillance footage shot from a bird's eye perspective can be overlaid with omnipotent hands, as in June Bum Park's *Ill crossing* (2002).
- Analyse how artists instil immaterial or elemental components in their work, such as water and natural cycles, to transcend boundaries of time and space, and allow their installations to be shaped by nature itself. Consider Fujiko Nakaya's [fog sculptures](#), the underwater sculptures of [Jason deCaires Taylor](#) and Motoi Yamamoto's [Return to the sea](#) project.
- Utilise substances that are easily spread or shaped, such as salt and coloured sand, to create temporary site-specific installations. Stencil particles onto the ground, similar to Cal Lane's [Sand lace](#) (2012) or apply them in a fashion similar to the work of [Motoi Yamamoto](#). Refer to the concept of Karesansui or Zen rock gardens that symbolise stylised landscapes.
- Re-imagine the spaces we live in, investigating how we relate to them emotionally and perceive individual and collective space. Consider natural or human habitations, such as nests, houses, temporary shelters and urban structures. Design a home, place or landscape inspired by Pascale Marthine Tayou's *Home sweet home* (2011), Benjamin Verdonck's *The great swallow, Rotterdam* (2008), Nikolay Polissky's alternative architecture, [Do-ho Suh](#), Yin Xiuzhen's [portable cities](#) or Gaston Bachelard's *The poetics of space* (1994).
- Appropriate conventional representations of spaces and subvert them through shifts in scale. Refer to Yang Yongliang's appropriation of Chinese landscape painting in *A bowl of Taipei* (2012) and [Phantom landscape](#) (2010).
- Re-interpret and combine everyday objects in surreal ways, referring to the practice of [Brock Davis](#), [Nancy Fouts](#) and [Chema Madoz](#).
- Weave a visual narrative by adopting an object or series of objects as a symbolic motif or metaphor for a storyline or sequence of events. Refer to Kurt Perschke's [RedBall project](#) and Albert Lamorisse's film *Le ballon rouge* (*The red balloon*, 1956).
- Experiment with negative and positive forms, similar to the silhouette leaf works of [Jenny Lee Fowler](#) and [Lorenzo Manuel Durán](#), and the carved book sculptures of [Guy Laramée](#).
- Research a particular community space or streetscape through site visits, surveys and interviews with locals. Propose an urban or street art initiative to transform the space, comment on a local issue and/or promote a collective sense of identity. Consider Boa Mistura's typographic interventions, Evol's appropriation of street furniture, and temporary collaborative installations such as [yarn bombing](#).
- Debate the design philosophy *less is more*, comparing the intentions, nature and impact of *big* versus *small* art.

Websites:

- [Christopher Boffoli](#)
- [Lilian Bourgeat](#)
- [Diem Chau](#)
- [Brock Davis](#)
- [Thomas Doyle](#)
- [Janet Echelman](#)
- [Leandro Erlich](#)
- [Evol](#)
- [Joe Fig](#)
- [Jean-François Fourtou](#)
- [Nancy Fouts](#)
- [Jorge Rodríguez-Gerada](#)
- [Choi Jeong-Hwa](#)
- [Luke Jerram](#)
- [José Lerma](#)
- [Chema Madoz](#)
- [Boa Mistura](#)
- [Vik Muniz](#)
- [Kendal Murray](#)
- [June Bum Park](#)
- [Kurt Perschke](#)
- [Nikolay Polissky](#)
- [Liliana Porter](#)
- [Jorge Rodríguez-Gerada](#)
- [Tomás Saraceno](#)
- [Nike Savvas](#)
- [Slinkachu](#)
- [Do-ho Suh](#)
- [Jason deCaires Taylor](#)
- [Pascale Marthine Tayou](#)
- [Motoi Yamamoto](#)
- [Yang Yongliang](#)



Purpose, audience and language exploration: *One rule for Jack*

Australian curriculum springboard

English
Stages 1–2
Years 1–4



Review:

One rule for Jack

MORGAN, Sally & KWAYMULLINA, Ezekiel

Omnibus Books, SA, 2014

ISBN 9781742990330



The extended family depicted in this text by its Aboriginal authors will be familiar to children from many backgrounds. Jack outlines his rule for avoiding unwanted chores but it does not really work for him. Each of the short

chapters deals with another of Jack's failures, despite his clever plans, and this format will keep readers wanting more. His persistent but unsuccessful attempts to avoid his chores will engage young readers, especially boys, who will respond to Jack's rule and his inevitably funny failures. Readers attempting to transition from picture books to chapter books will be supported by the use of familiar spoken-like language and the large text which is accompanied by black and white illustrations. K. Rushton ([Scan 34.1](#))

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K–10

SCIS 1670987 Paper \$9.99

Review extracts:

From the [Resource reviews database](#)

The Bugalugs bum thief

WINTON, Tim

Penguin, Vic, 2003 (Aussie bites)

Skeeta Anderson, like everyone in his town, awakens to discover that his bottom has gone missing. Have the bums been stolen or is there another explanation? ... Bottom jokes are plentiful, and there are several twists at the end that will keep readers and listeners engrossed. I. McLean ([Scan 23.2](#))

USER LEVEL: Stage 1 Stage 2 Stage 3
SCIS 1133967

Flytrap

PRYOR Boori Monty & MCDONALD Meme

Allen & Unwin, NSW, 2002

... Nancy promised to show her class a Venus Flytrap. How will she explain to her teacher that she does not really have one? Dreaming stories are interwoven into the main story. It offers possibilities for exploring language use, the importance of stories, and the use of visual imagery in text and illustration to create meaning. C. Foley ([Scan 22.2](#))

USER LEVEL: Stage 2 Stage 3 Stage 4
SCIS 1088909

Programming:

Characterisation, narrative point of view, purpose and audience

The text is appealing to early independent readers because of its predictable language patterns and the use of humour to draw readers in. The toilet plunger event is hilarious! Students could explore how the authors draw readers into the life of Jack. Why do we laugh? Do we connect to the character in different ways? Exploring perspective or narrative point of view helps explain why we connect in different ways. Students will come to understand that texts can draw on readers' knowledge of texts to make meaning and enhance enjoyment. There is also scope to discuss possible author intent and intended audience.

Resources:

- *Are we there yet?* by Alison Lester
- *Shake a leg* by Boori Monty Pryor
- [Shake a leg trailer](#) by Allen & Unwin

Professional Resources:

- [Australian Children's Laureate](#)
- Derewianka, B 2011, *A new grammar companion*, PETAA, NSW
- [Flytrap](#) rap
- Humphrey, S, Droga, L & Feez, S 2012, *Grammar and meaning*, PETAA, NSW
- Rossbridge, J & Rushton, K 2010, *Conversations about text: teaching grammar using literary texts*, PETAA, NSW

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

Teaching and learning opportunities:

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

- Choose a scene in the text like the one when Jack flushes the mop down the toilet (p. 14), as there is no speech, nor an idea of what Jack thought in the verbal text. In pairs, one student sculpts the *thinking clay* by telling the other student how to stand, look and hold their heads and hands to convey Jack's feelings.
- Everyone freezes the sculptures and talks about Jack's feelings. Swap roles.
- Jointly construct a speech bubble and a thought cloud for Jack in the scene. [EN1-8B](#), [EN1-11D](#), [EN2-8B](#), [EN1-12E](#), [EN2-12E](#)
- Create a list of synonyms for the adjectives offered by students, for instance: cross/annoyed/exasperated.
- Pairs draw a speech bubble with what Jack said and a thought cloud to show what he was thinking.
- Discuss the verbal text on p. 15. Is Jack really *in shock*? Then, one or two pairs to sculpt Jack looking shocked.
- Jointly construct a noun group with an adjectival clause to describe Jack on either p. 14, when he is flushing the mop, or p. 15, when he is pretending to be shocked. Use his name to start the noun group. For example, *Jack, who (how did he feel?)*, *(what did he do?)*. *Jack, who pretended he was shocked, blamed the rats.* [EN1-9B](#), [EN2-9B](#)
- Use the text as a springboard for students to write about their own funny memories and stories of family and home life. [EN1-10C](#), [EN2-10C](#), [EN1-11D](#), [EN2-11D](#)

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](#).

World Book



An online, interactive, multimedia encyclopaedia for teachers and students, *World Book* is designed for three levels of education. [World Book Kids](#) is intended for lower and middle primary students, [World Book Student](#) is suitable for upper primary and secondary students, and [World Book Advanced](#) is appropriate for Stage 5 and Stage 6. [World Book Kids](#) has colourful images and subject headings for information access. Captioned symbols provide access to *Pictures and videos*, *World of animals*, *Activities*, *Maps and more*, *Games*, *Important people*, *Compare places*, *Science projects*, and *Dictionary*. Navigation is easy. For example, clicking the *World of animals* image transports the user to a page featuring 12 labelled, thumbnail images of reptiles, mammals, prehistoric animals, bugs and more. Use arrows to scroll to other menu pages, then use a filter, like *reptiles*, or enter a keyword such as *crocodile*, and then another, *death adder*, for a comparison table of their attributes and habitats. Articles on each chosen reptile appear in large font with an image, and the two to four paragraphs of text can be printed, saved in PDF or HTML format, and translated. The *Hear text read aloud* feature is useful

for students needing reading support, for specific teaching and learning strategies, and for supporting students with sight impairments. *Important people* provides six search categories: *Inventors*; *World leaders*; *Explorers*; *Athletes*; *Painters*; and *Authors*. Alternatively, students may refine a search using a person's occupation or achievement, nationality, gender and time period, or simply type a name. The *Save to my research* option allows students to save articles, images and videos to their personal account. They can also click the small page image or *World Book Student*, located towards the bottom of the page, for more information and options at a higher reading level. Another entry point for students is via the *Search* and *Explore* options on the main page. A large, colourful image, such as a peacock or hot air balloons, entices students to learn more. Left and right scrolling arrows offer more full page images for exploration. Entering a keyword, such as *habitat*, in the search box results in 12 articles and four videos. Refining this search using *habitat Australia* offers six articles and two videos, a good reminder for students this is a world site, with much more than information about Australia. Teachers can check the linked Australian curriculum, state and territory standards for each article, and

create and save pathways for student learning. The [World Book Student](#) home page features eight sections: *Featured video*; *Research tools*; *Behind the headlines*; *Biography centre*; *Explore*; *Quizzes and activities*; *Most popular articles*; and *What's new*. Ideal for sharing via a whiteboard, *How to do research* (in *Research tools*) offers step-by-step explanations and examples for planning and conducting research, evaluating sources, compiling and organising data, presenting information and evaluating the research process. Using a simple keyword search, such as *Snowy Mountains*, offers 56 articles, three maps, four tables, five pictures, nine historical articles and two reports. Each selected article includes a *Tool box* with options to print, highlight search words, define words, email, save, translate into 30 languages, and listen to text read aloud. Each article is usually accompanied by an image, video or map, along with citation options for MLA, APA and Harvard formats, and links to related information. [World Book Advanced](#) has all the features of *World Book Student* plus access to over 5000 ebooks and an integrated primary and secondary source databases function. The contents page features *Research tools*

(including an excellent lesson planning section for teachers), *Create and share*, *In the headlines* (for current news from Reuters), *Online book archive* (searchable by title, author, language and genre), *Your most viewed articles*, and *Primary sources*.

Although an American publication with American spelling, *World Book* is suitable for use in Australian classrooms. The *Student* and *Advanced* interfaces are optimised for iPads and tablets. Safe searching, easy navigation, information skills support, varied information access methods for differentiated learning, citation assistance, and lesson planning examples for teachers make this a useful resource for schools and families. [Contact World Book for a free trial](#), options for school packages and subscription details. C. Keane

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

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

PUBLISHER: World Book, USA

REVIEW DATE: 02/02/2015 [030]

SCIS 1022437 \$POA



[World Book web Scan review webinar 5/2/15](#)
by Catherine Hain

[WePublish](#)



Having as its subtitle *Children as authors & illustrators*, [WePublish](#) is designed to facilitate the production of eight-page origami style folded books using either A4 or A3 sized paper. This paid iOS app has a very clear, user-friendly interface with *How to make a book* providing tips, the most relevant of which, in a classroom situation, is that not everything need be done within the app. For example, characters and artwork can be created by hand and photographed to be stored in the photo library for easy inclusion later. Text can be typed or hand written and images and textures trimmed to desired shapes. Published work can be sent as an email or directly to a printer; the app automatically arranges

the individual pages for printing. The [accompanying website](#) shows examples of projects ranging from Year eight and nine Koorie boys from Mooroopna Secondary College who wrote and illustrated a book about their dance troupe to [a school survival guide](#) made by students from Wooranna Park and Debney Meadows Primary Schools. S. Morton

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Stage 3
Stage 4

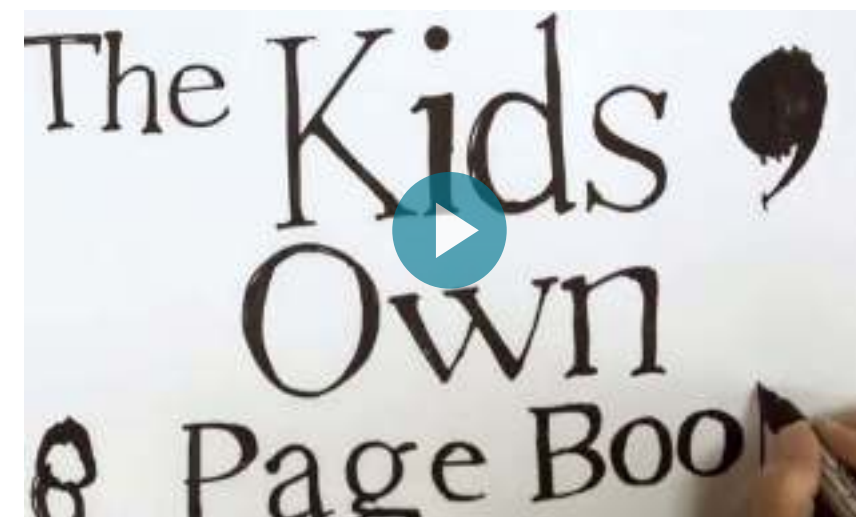
KLA: AC; English

SYLLABUS: English K-10

PUBLISHER: Kids Own Publishing
Inc., USA

REVIEW DATE: 02/02/2015 [070.5]

SCIS 1684111 \$6.49



[Kids' Own Publishing: drawing the story](#)
by KidsOwnPublishing

[My nite: remember nights out for the right reason](#)



Prepared by the NSW Police Force, [My nite](#) aims to care for young people's wellbeing by providing information about having fun at parties while keeping safe. There are four main parts to the site, including [Busted](#) which uses engaging case studies to explain the laws on alcohol, sex, driving, violence, cyber crime, drugs, graffiti and offensive behaviour. The information also contains a clear message about police powers to deal with people who break the law. [Party tips](#) explains how to *idiot proof* and *gatecrasher proof* your home, with a party planning [checklist](#) also available for PDF download. The [Party sign up](#) facility offers a quick means for NSW residents to notify police of an upcoming party. Finally, [Gigs and events](#) is a consultation page to enable young people to contribute to youth policy. The site will particularly support families planning 18th birthday parties, though teachers and parents may find the site more engaging than students; even though there are audio clips and online quizzes, it is quite text heavy. A. Soutter

USER LEVEL: Stage 5 Stage 6
Community
Professional

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

PUBLISHER: NSW Police Force,
 NSW

REVIEW DATE: 02/02/2015 [362.7]

SCIS 1693641 

[ABC splash. Digibooks](#)

Curated multimedia resources supporting Key Learning Areas are presented on this credible ABC site. From a link on the splash page, parents, students and teachers can access high quality educational videos, audio clips, games and interactive tools, many featuring [Teaching resources](#), articles and blog posts. All digibooks can be browsed together, filtered by primary and secondary age groups, and sorted by title, popularity and currency. [Topics A to Z](#) leads users through seamless navigation of the full range of resources available on the [ABC splash](#) site, and its search function is intuitive and helpful. Saving favourite media items and creating folders of digibooks is possible after registering for a free account. Students under 13 years of age require parental/carer permission to register.
 S. Rasaiah

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

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

SYLLABUS: Creative Arts K-6;
 English K-10; History
 K-10; Mathematics
 K-10; Science K-10;
 Science K-10 (SciTech
 K-6); Visual Arts 7-10

PUBLISHER: Australian
 Broadcasting
 Corporation, NSW

REVIEW DATE: 02/02/2015 [371.33]

SCIS 1692776 



The *Digibooks* homepage

[GlacierWorks](#)

[GlacierWorks](#) is an interactive website designed to inform users about Mt Everest and the state of glaciers in the Greater Himalaya. The site includes many captivating, zoomable images of the topography of this region, allowing students to experience a virtual tour. Created by a non-profit organisation, the authors' mission is to highlight the importance of preserving this environment and its people. Stage 4 Geography students exploring *Global Environments* could find that this resource provides useful support for the *Mountains* option. Sections of the site focus on the human and natural environment, impacts of human activities, and the geographical processes that formed and are transforming this unique part of the world. The interactive platform performs well in most browsers though is specifically engineered for the touch-based experience of Internet Explorer 10. J. White

USER LEVEL: Stage 4

KLA: HSIE

SYLLABUS: Geography 7-10

PUBLISHER: GlacierWorks, USA

REVIEW DATE: 02/02/2015 [551.31]

SCIS 1691541 



[Everest: rivers of ice | Internet Explorer](#)
 by internetexplorer

[E.O. Wilson's Life on Earth](#) [series]

Offering quality support for Stage 6 Biology, this exceptional digital textbook comprises 41 chapters, divided into seven units which can be downloaded separately via iBooks, and aims to *introduce students to the story of life on Earth, from molecules to ecosystems, from the origin of life to... modern awareness*. Crafted by Pulitzer Prize-winning biologist and author, Edward Osborne Wilson, together with a team of skilled educators, writers and multimedia artists, it contains rich, interactive content of the highest production quality. Each unit engages students in deep learning about topics such as the diversity of life on Earth, cells, genetics, animal

and plant physiology, biodiversity, and ecosystems. While not every syllabus dot point is addressed explicitly, the overall content is comprehensive. This free ebook is accessible on iPads (equipped with iBooks 3 and iOS 5.1, or better) and Macs (with iBooks 1.0 and OS X 10.9, or better). Each section is significant in size, so users may prefer to download sections individually. Teachers of Biology will find this compilation a captivating resource which makes excellent use of its interactive, digital medium. R. Morante

USER LEVEL: Stage 6 Professional

KLA: Science

SYLLABUS: Biology Stage 6

PUBLISHER: E.O. Wilson
Biodiversity
Foundation, USA

REVIEW DATE: 02/02/2015 [570]

Reviewed titles in this series:

[Animal physiology](#)

SCIS 1696629 

[Genetics](#)

SCIS 1696628 

[Guided tour of biodiversity](#)

SCIS 1696633 

[Guided tour of ecosystems](#)

SCIS 1696634 

[Guided tour of the living cell](#)

SCIS 1696627 

[Plant physiology](#)

SCIS 1696631 

[Unity & diversity of life on Earth](#)

SCIS 1696617 



[Life on Earth](#) by EOWilson Biodiversity
Foundation



Scan the SCIS barcodes to select
eresources for your collection.

[BowerBird: a place to share and discuss Australia's biodiversity](#)

Ideal for schoolyard and local area biodiversity investigations, [BowerBird](#) enables plant and animal sightings to be logged by contributors working independently or as part of a shared project or group. A class or school can create its own workspace for logging sightings in a clean and intuitive interface. Multiple images, video and audio can be uploaded, and the time and location mapped using GPS data. Users can chat with other contributors, help one another identify species, and add information to posts. Data is fed into the [Atlas of Living Australia](#), providing opportunities for authentic involvement in citizen science which contributes to Australia's biodiversity database. The site strongly supports fieldwork investigations in the Science *Living World* strand across Stage 2 to Stage 4. G. Braiding

USER LEVEL: Stage 2 Stage 3
Stage 4

KLA: AC; Science

SYLLABUS: Science K-10; Science
K-10 (SciTech K-6)

PUBLISHER: Atlas of Living
Australia, Vic

REVIEW DATE: 02/02/2015 [577.0994]

SCIS 1692840 



[What is BowerBird?](#) by Bower BirdOrg

[Skin and scales, feathers and fur](#)

[ABC splash](#) offers free learning resources linked to the Australian curriculum. This digibook focuses on the features of a variety of animals and explains how these features help the animals meet their needs for food, shelter and safety from predators. It includes short videos, sourced from past ABC children's productions, exploring how animals differ from each other in terms of their body coverings, different parts and environmental adaptations. Students are also encouraged to observe mini beasts in

their own garden or local area, noting their key features. The broader website contains additional audio clips, games and interactive tools. Users can sign up for a free *MySplash account* (or sign in with their *ABC ID*) to create custom playlists and to save and share their favourite media resources. Students under 13 years of age require parental/carer permission to register. M. Sutera

USER LEVEL: Early Stage 1 Stage 1 Stage 2

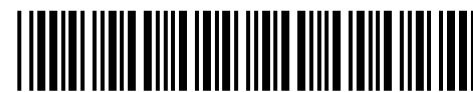
KLA: AC; Science

SYLLABUS: Science K-10 (SciTech K-6)

PUBLISHER: Australian Broadcasting Corporation, NSW; Education Services Australia Ltd, Vic

REVIEW DATE: 02/02/2015 [591]

SCIS 1691692



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



Creatures in the garden by ABC kids in the garden

The art of science: butterfly and moth paintings by the Scott sisters



This free app for [iOS and Android devices](#) showcases the intricate scientific illustrations of famous colonial naturalists, Harriett and Helena Scott, coupled with current scientific data about each insect. Working in the male-dominated field of science in the mid-1800s, the Scott sisters researched and recorded the habitats, life stages and distinguishing features of Australian butterflies and moths. Containing over 100 interactive paintings, this comprehensive app is packed with primary sources and also includes scientific notes, quotes from the artists, videos, games, biographies and historic information about the context

of the time. The app could support learning within the Science Stage 2 strand: [Living World](#) (specifically *life cycles*); the History Stage 3 topic: [The Australian Colonies](#); and the Visual Arts Stage 4 content area of [Representation](#). G. Braiding

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: AC; CA; HSIE; Science

SYLLABUS: Creative Arts K-6; History K-10; Science K-10 (SciTech K-6); Visual Arts 7-10

PUBLISHER: Australian Museum, NSW

REVIEW DATE: 02/02/2015 [704.9]

SCIS 1691795



Art of science app by Australian Museum

Magisto: magical video editor



[Magisto](#) is an easy to use video editing tool, designed to help absolute novices turn videos and photos into attractively produced movies. This free service uses artificial intelligence to automatically select the best part of an existing video or series of photos. The user then chooses music, themes and effects which are combined with the photos or video and spliced together to make movies which can be shared via computers or mobile devices. Prospective users need to [create an account](#) or download the *Magisto* app (available free for [iOS](#) and [Android](#), with in-app purchasing available for additional, premium features). The composition process is carefully scaffolded, enabling students of almost any age to create short videos which showcase their creativity in various subject areas. Similarly, teachers could create short demonstrations or tutorials to support student learning. H. Myers

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

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

PUBLISHER: Magisto Ltd, Israel

REVIEW DATE: 02/02/2015 [777]

SCIS 1691736



Magisto - magical video editor for iPhone by Magisto

Britannica ImageQuest

Britannica ImageQuest is a comprehensive collection of almost 3 million high quality images sourced from well-known collections, such as Getty Images, the British Library and the National Portrait Gallery, that saves users time searching several websites. Browse by subject, such as animals or history, by albums, such as World War I, or by featured collection like Getty Images, or use keyword searches. Thumbnail images appear with icons to enlarge a chosen image and for more information, including a description, keywords and citation options for APA, Chicago, Harvard and

MLA formats. Selected images can be downloaded, printed, emailed and added to a personal album, *My images*. For example, students researching built and natural environments can access a vast range of images and then drag and drop their choices into an album and add notes for later use when preparing presentations. Creative Arts students will engage with an amazing collection of paintings and sculpture and can easily link to further information about the artists. Teachers will also find navigation from the main toolbar easy for lesson preparation, especially as images have captions and metadata, and can be saved, shared and organised into albums. It is important to note that all images are copyright free for non-commercial, educational use and that users will not be distracted by advertising. Educators in schools and tertiary institutions will find numerous, rich curriculum relevant resources and scaffolded teaching and learning opportunities in this visually attractive site. Further information and a free trial can be requested from [ImageQuest](#). C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: AC; CA; English; HSIE; Languages;

Mathematics; PDHPE; Science; TAS
PUBLISHER: Encyclopaedia Britannica, Inc., USA
REVIEW DATE: 02/02/2015 [779]
SCIS 1694037 \$POA



ImageQuest 2014 by Encyclopaedia Britannica

Write about this

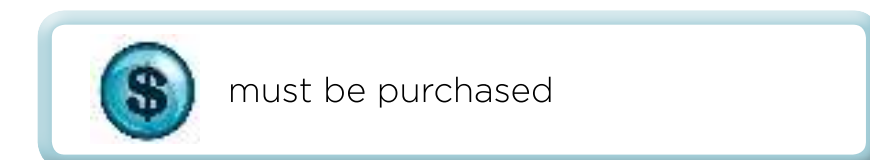
A range of visual and text prompts on this app inspire creative writing. Users may compose a story based on a saved image of their own, select one of the 125 images from the *Categories* section or be encouraged by one of the 375 text plus voice prompts available. Voice recording allows students to hear their story read back to them while critiquing and improving their oral expression. This function also permits movie

making from the camera roll. Targeted writing styles may be applied which scaffold understanding of the purpose of the writing. The prompts, with their differentiated degrees of complexity, provide a springboard for writing that persuades, informs or entertains. Stories can be saved within the app and shared via email. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K-10
PUBLISHER: RSA Group LLC, USA
REVIEW DATE: 02/02/2015 [808]
SCIS 1692838 \$4.99



Write about this app 101 by Matt Gomez



Moments in time



[Moments in time](#) is an interactive timeline revealing key events between AD 650 and 1918, including personalities, movements and turning points. Part of the outstanding collection of educational resources on the [ABC splash](#) website, this interactive digital tool provides engaging support for History K-10. In particular, the timeline could assist students and teachers exploring the *overviews* in Stage 4 and Stage 5. *Depth Studies* are also well supported, as users can narrow their selections based on both an historical period and a country or region. Other features include image galleries, summaries of *key figures* and *key impacts*, infographics, quizzes and historical context via *What else was happening at the time?* This attractive and easily navigated resource works equally well on a variety of platforms, including iPads. J. White

USER LEVEL: Stage 3 Stage 4
Stage 5

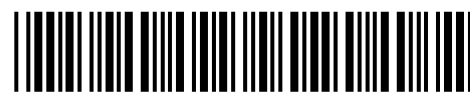
KLA: AC; HSIE

SYLLABUS: History K-10

PUBLISHER: Australian
Broadcasting
Corporation, NSW

REVIEW DATE: 02/02/2015 [909]

SCIS 1691456



The Moments in time interactive timeline

Historypin



Accessible via a [website](#) and free [apps](#) (available for iOS, Android and Windows devices), *Historypin* provides a platform for historical photographs to be pinned to locations across the globe. The resource is supported by an international community of amateur historians and institutions, such as the State Library of NSW and the Australian Museum. Users can add information relating to the images, contributing to a public digital history of the world. The [map](#) can be searched by place, and results narrowed by date and subject. Connected with Google maps, some images can be viewed in *Street view*, with a fade lever enabling fascinating *then and now* views. [Schools](#) offers case studies and suggestions for using the site in educational contexts, including curating community history

projects. The site is also an ideal depository for local history collections. Providing an ever growing collection of primary sources, *Historypin* could support students' *Analysis and use of sources* in History across Stage 1 to Stage 5. G. Braiding

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

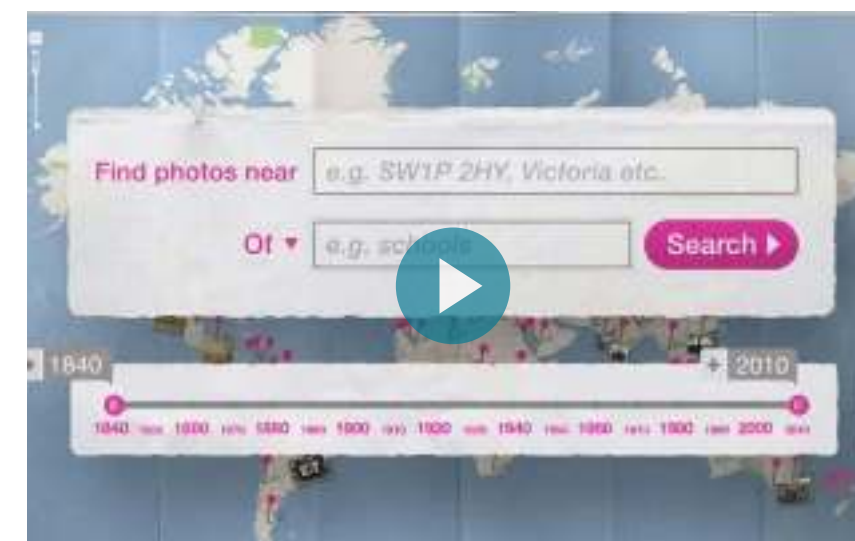
KLA: AC; HSIE

SYLLABUS: History K-10

PUBLISHER: We are what we do, UK

REVIEW DATE: 02/02/2015 [909.08]

SCIS 1542954



A short introduction to Historypin
by Historypin



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

Photo mapo



Appealing design styles, customisation options and an intuitive interface are features of this engaging photo annotation app. A location map and description can be added to photographs, which are imported from the camera roll or taken within the app using the device's built-in camera. Annotated images can be emailed, shared on social media, or saved to the camera roll. In an education setting, the app could be a useful communication tool when creating simple informative texts; recording and describing plants and animals in biodiversity investigations; and recording locations of natural and built features in the local area or across Australia or the world. This iOS app offers a wide range of applications, and particularly supports the HSIE Stage 1 to Stage 3 *Environments* strand. G. Braiding

USER LEVEL: Stage 1 Stage 2 Stage 3
Stage 4

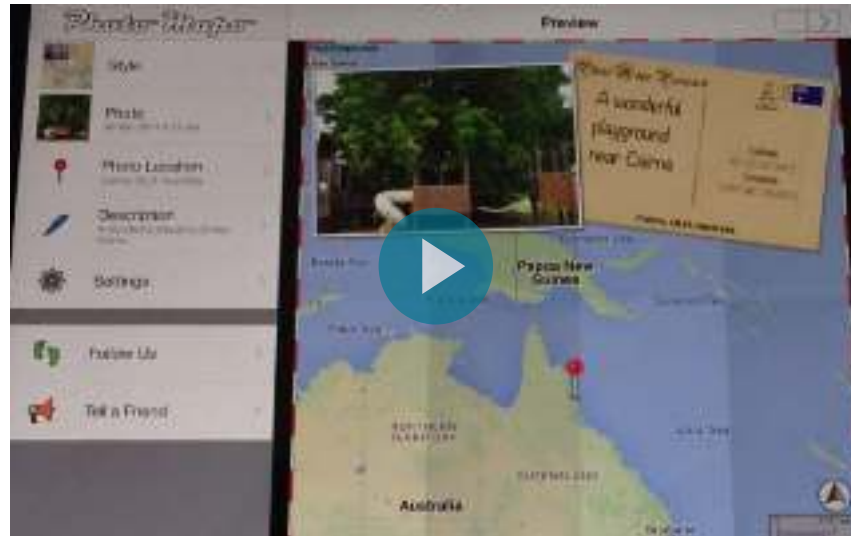
KLA: AC; English; HSIE;
Science

SYLLABUS: English K-10;
Geography 7-10;
HSIE K-6; Science K-10
(SciTech K-6)

PUBLISHER: Ripe Bytes LLC, USA

REVIEW DATE: 02/02/2015 [912]

SCIS 1692834 \$3.79



[iPAdagogy - app review - Photo mapo video tutorial](#) by iPadagogy

[Trench warfare:](#) [European Film Gateway](#)



The European Film Gateway (EFG) contains links to hundreds of thousands of historical photographs, posters, programmes, periodicals, newsreels and rare feature and documentary films, drawn from 33 film archives across the European Union. [Trench warfare](#) is part of the latest EFG initiative, *EFG1914*, commemorating WWI, and is just one of the site's 26 [WWI topics](#). The collection provides access to hundreds of digitised videos, images and documents, which can be filtered by format, provider, year and language. Some of these engaging videos could prove useful to students researching

Stage 5 [Core Study - Depth Study 3: Australians at War, World Wars I and II \(1914-1918, 1939-1945\)](#) and Stage 6 [Core Study: World War I 1914-1919: A Source-based Study](#). Users may find that several of the digitised resources are more easily viewed on a computer than on iPads and mobile devices. J. White

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: AC; HSIE

SYLLABUS: History K-10; Modern History Stage 6

PUBLISHER: European Film Gateway, Germany

REVIEW DATE: 02/02/2015 [940.4]

SCIS 1691487

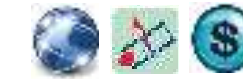


[EFG1914 trailer](#) by European Film Gateway



Scan the SCIS barcodes to select resources for your collection.

[Monuments men.](#) [Lesson plans](#)



The monuments men, a WWII film based on the true story of an Allied unit tasked with recovering art and culturally significant works stolen by Hitler's forces, has spawned a range of resources linked to the stories and artworks it depicts. In particular, a documentary series titled [The greatest theft in history](#) was produced to support an educational program on this aspect of WWII history. The series and associated [lesson plans](#) are available via online subscription and, for US \$35, include a copy of the DVD set, one year's access to the online educational community (including additional content and archival footage), and access to the downloadable RTF lesson plans produced by historians and art history experts. J. White

USER LEVEL: Stage 5 Stage 6

KLA: AC; HSIE

SYLLABUS: History K-10

PUBLISHER: Monuments Men Foundation, USA

REVIEW DATE: 02/02/2015 [940.53]

SCIS 1691514 US \$35



[Introduction by Monuments man, Harry Ettlinger](#) by Monuments Men Foundation

professional reading

Resources are listed in Dewey order.

[The future of library services for and with teens: a call to action](#)



ABSTRACT



The Young Adult Library Services Association is a subspecialty of the American Library Association and has been established to strengthen and expand library services for

teenagers. This comprehensive, 2014 project report has relevance for all spaces where young adults gather to seek out information or access reading, either at public libraries, school libraries, specialist services or museums. An [executive summary](#) is also available. Three main focus areas are of specific interest to teacher librarians and librarians: the need to understand

how teenagers learn, and adapt to the ways in which modes of learning are changing; the importance of updating technological professional knowledge; and ensuring that professionals have the cultural understanding to support young adults of diverse backgrounds. Grounded in research and substantiated by case studies, the findings reveal critical needs of these learners to engage them in 21st century learning. It is inspiring and informative reading for visions of school libraries and future learning to enable critical, skilled and active citizens into the future.

USER LEVEL: Professional

PUBLISHER: YALSA, USA

REVIEW DATE: 02/02/2015 [027.62]

SCIS 1692784

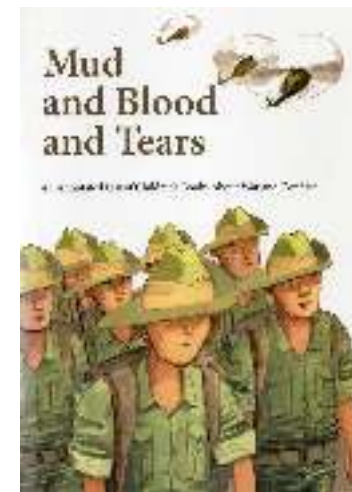


[Mud and blood and tears: an annotated list of children's books about war and conflict](#)

Compiled by Margaret Hamilton, Julie Long & Rosemary Thomas. Children's Book Council of Australia, Qld, 2014

ISBN 9780646919706 [028.5]

Providing a very comprehensive list of books relating to war and conflict, this annotated catalogue of texts is an



excellent resource for educators seeking literature to support the centenary of Anzac and related history studies. Created to commemorate 100 years since the start of WWI, this alphabetical listing is by authors' names and includes a detailed account of each book with a synopsis, genre and recommended suitability for younger or older readers. The collection includes recently published books as well as classics. The index, arranged by title, assists with selection of appropriate texts. G. Braiding

USER LEVEL: Professional

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1674385 Paper \$15.00

[Fantastic resources for teaching digital citizenship education in your classroom](#)

EdTechReview has collated links to resources including videos, posters and interactive scenarios to assist educators, parents and students in

understanding the issues around digital citizenship – digital literacy, security, and community and ethics. All the materials are American based and some have validity for Australian students. One of the main websites referred to is [Common sense education](#), which offers videos, posters, a cyberbullying toolkit and a digital citizenship scope and sequence divided into four age groupings across K-12. Another site referred to is [NetSmartz teens](#) (with a definite secondary age group focus) and its associated online [workshops](#). EdTechReview's website features advertisements which appear on the right hand column of the screen. Australian teachers may find that the site offers some supplementary material, extending the wealth of free, local resources available to promote digital citizenship, as outlined in the article [Digital citizenship support for schools](#) by Leonie Wittman in *Scan* 31.2, pp. 45-48. Yet more digital citizenship resources can be located by performing a search on the [Teaching and learning exchange \(TaLe\)](#). S. Morton

USER LEVEL: Professional

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

PUBLISHER: EdTechReview, India

REVIEW DATE: 02/02/2015 [175]

SCIS 1686710



[Cyberbullying: what's crossing the line?](#)
by Tch TeachingChannel and Common Sense Education

[Kinship module](#)



Nations, clans, family groups, moiety, totems and other information about Aboriginal culture are discussed on this easy to use website, hosted by the University of Sydney. Developed by Lynette Riley, Senior Lecturer, the module explains how Aboriginal societies exist and interact in the modern world. The resource was developed for the tertiary sector and the explanations are supported by videos of Aboriginal people from Lynette's Country speaking about the

issues which confront them. On the first screen, *Are you a teacher?* leads users to the downloadable [Kinship module teaching and learning framework](#) which guides the use of the resource. Teachers in primary and secondary schools will find this a credible and easily navigated site that provides access to primary sources which support discussions of Aboriginal history, cultural understandings or contemporary issues which involve Aboriginal communities. K. Rushton

USER LEVEL: Professional

KLA: AC; HSIE

SYLLABUS: Aboriginal Studies Stage 6; History K-10

PUBLISHER: University of Sydney, NSW

REVIEW DATE: 02/02/2015 [305.89]

SCIS 1692792



[Aboriginal kinship presentation: Moiety](#)
by The University of Sydney

[We remember ANZAC. Primary resource](#) [kit]

ABSTRACT

Australian Department of Veterans' Affairs

Australian Government, Department of Veterans' Affairs, ACT, 2014

ISBN none [355.1]



Distributed to all Australian primary schools, this kit commemorates the Anzac Centenary

as well as all those who have served in conflicts during the past century. The teaching booklet, *We remember ANZAC*, consists of *Anzac Day - a century of commemoration*, *Guidelines for running a commemorative event*, *Classroom learning investigations* and *Primary and secondary sources*. The contents of the kit are designed to assist teachers with an inquiry approach to learning across the curriculum and also include a spiral backed book, *Memories and memorabilia*, and a photographic 2015 calendar, *Over a century of service*. A USB takes users directly to the Department of Veterans' Affairs new [Anzac portal](#). A warning advises teachers to be

particularly careful to support students when dealing with the material in this resource as it can be disturbing.

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1689387



[Les Cook - Artillery in the jungle](#) by DVAAus

[EdPod: program podcast](#)



[EdPod](#) is a series of free podcasts produced by ABC Radio National. Dating from 2007 to the present, the programs contain ideas about learning from all over the world and range in focus from early childhood to the end of secondary school. Various educational perspectives are explored, including those of students, parents, educators and researchers.

The podcasts are produced in MP3 format and are updated on the first Friday of each month. Each podcast contains several segments. Individual segments, including back issues, can be browsed (by year, subject or location) and downloaded via the [ABC website](#). An option to subscribe to the weekly [RN highlights](#) email newsletter is also available. Alternatively, users can subscribe to the program podcast via [iTunes](#) or alternative podcasting programs using the [subscription URL](#).
H. Myers

USER LEVEL: Professional

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

PUBLISHER: ABC Radio National, NSW

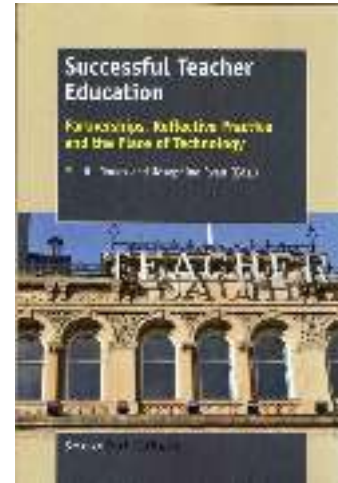
REVIEW DATE: 02/02/2015 [370.15]

SCIS 1691731



Successful teacher education: partnerships, reflective practice and the place of technology

Edited by Mellita Jones & Josephine Ryan.
Sense Publishers, The Netherlands, 2014
ISBN 9789462096752 [370.71]



Initial teacher education is central to reforms embracing the supply and quality of future teachers and accounts for more than 20 inquiries into questioning what forms effective pre-service and school partnerships. The editors of this volume are current participants in the Australian teacher education system. Contributors to the book draw from Australian contemporary initial teacher education studies to provide a range of models based on collaborative partnerships between schools and universities, including a clinical practice model (Redman), an integrated government funded initiative (Neal & Eckersley) and a regional rural school-integrated model developed to promote access to pre-service opportunities through technology (Ryan). Other chapters focus on the pedagogies of teacher education to make judgements about what forms strong teacher education programs, often the subject of much previous criticism from education sectors. Jones and Ryan conclude this volume by employing a meta-analysis to identify that a focus on reflective practice, praxis and pedagogy in authentic

contexts, and learning for pre-service teachers in collaborative relationships between schools and universities, promote quality practicum experiences.
F. Whalan

USER LEVEL: Professional

SCIS 1680535 Paper \$117.99

Teachers as writers: implications for identity

CREMIN, Teresa & BAKER, Sally
PETAA, NSW, 2014 (PETAA paper, 194)
ISBN none [371.1]



Primary teachers engage in many reflective practices though they might not usually address their own identities as writers. This personal aspect of teaching writing is something more commonly associated with teachers of secondary English. It is a valuable pedagogical practice. These authors provide practical suggestions of how to plan, undertake and record reflections and also support the importance of this practice by reference to scholars in the field. Teachers' reflecting on their own writing is vital in supporting students and colleagues to develop

their identities as writers. The authors suggest ways to *write alongside* students, and provide evidence to show the benefits of this practice. Any primary teacher wanting to engage their young students as writers will find this article both interesting and challenging.
K. Rushton

USER LEVEL: Professional

KLA: AC; English

SYLLABUS: English K-10

SCIS 1674395 Paper \$7
Member \$3.50

Apps in education



Greg Swanson, Senior Project Officer eLearning at Catholic Education Office Sydney, has created this blog to group and review apps with educational applications. There are sections for [Maths](#), [English](#), [RE](#), [PDHPE](#), [HSIE](#), [TAS](#), [Science](#), [Music](#), [Art](#) and [Teachers/special needs](#) (not yet referencing the NSW syllabuses for the Australian curriculum) which include reviews and app costs, as well as a list of as yet unreviewed apps. The majority of these apps appear to have greater relevance for upper primary and secondary learners, although some span across all years. Additional lists support [Sharing Australian Aboriginal culture](#) and [iOS writing prompts](#). It is stated that, when

necessary, sections are updated, though additions to the blog appear to be becoming quite infrequent.

S. Morton

USER LEVEL: Professional

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

PUBLISHER: Greg Swanson, NSW

REVIEW DATE: 02/02/2015 [371.33]

SCIS 1564592



[Ed tech crew podcast](#)



Hosted by Darrell Branson and Tony Richards, this podcast series has generated weekly episodes about technology in education, designed for Australian educators, since 2007. The podcasts contain interviews, discussions and reviews, with suggestions for using technology to support learning and teaching. Notes and supporting links are available on the [website](#). The podcast content is suitable for primary and secondary educators working in government and non-government schools. The website contains 250 podcasts, the last of which was produced in July 2014. Even though there are no current plans to produce more podcasts, the

website and existing resources will be accessible for another year and provide a rich collection of accessible professional learning materials. A mobile app is also available for both [iOS](#) and [Android](#) devices. H. Myers

USER LEVEL: Professional

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

PUBLISHER: EdTechCrew, Vic

REVIEW DATE: 02/02/2015 [371.33]

SCIS 1692544



[Learning and teaching with iPads](#)



Created by the Catholic Education Diocese of Parramatta, this blog may be useful to schools and teachers of all sectors seeking inspiration regarding the potential for iPads to support learning. With new material added to the [homepage](#) every couple of months, this is the most current section and includes contributions from a variety of schools (mainly primary) posting examples of class projects involving apps such as *iMovie* and *Popplet*, or discussing ways of organising iPads and student work in a school environment.

There are also links to [iPad lesson ideas](#) and [iBooks for schools](#), curated in *Scoop.it!* by Lisa Nash, a librarian at the Diocese's Learning Exchange. Other sections of the blog ([Research](#), [iPad learning links](#), [Special needs uses](#) and [App toolkits](#)) do not appear to have been updated since 2012 but may still provide some support for iPad newcomers. The last section, titled [Technical *NEW*](#), is specific to Parramatta diocesan schools and requires a login. S. Morton

USER LEVEL: Professional

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

PUBLISHER: Catholic Education, Diocese of Parramatta, NSW

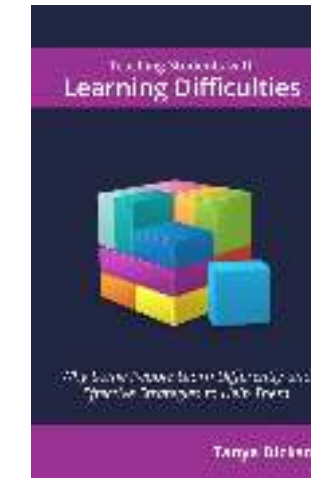
REVIEW DATE: 02/02/2015 [371.33]

SCIS 1686686



[Teaching students with learning difficulties: why some people learn differently and effective strategies to help them](#)

DICKSON, Tanya
Inclusive Learning, WA, 2014
ISBN 9780987530202 [371.9]



Some learning difficulties can appear invisible but become apparent when perceptive and experienced educators have the skills and strategies to respond to students' specific learning challenges. The author takes care to

define exact learning difficulties and cleverly uses student case studies to illustrate the importance of referral, assessment and a range of effective interventions that often need to be managed by the classroom teacher. The text is rich in strategies gathered from the author's experience and practice as a special education teacher and consultant. Approaches such as using a multisensory curriculum, adjustments to learning activities, using alternative ways of sharing and understanding information, and using technology are described in depth. A step-by-step approach that can be used with every student is offered as a *Learning toolkit*. This simple set of resources, when used with appropriate teaching and learning processes, provides teachers with ways to differentiate the curriculum and leads students through small steps to successful learning. F. Whalan

USER LEVEL: Professional

SCIS 1665549 Paper \$39.00

Talk moves: a repertoire of practices for productive classroom dialogue

EDWARDS-GROVES, Christine
PETAA, NSW, 2014 (PETAA paper, 195)
ISBN none [428.34]



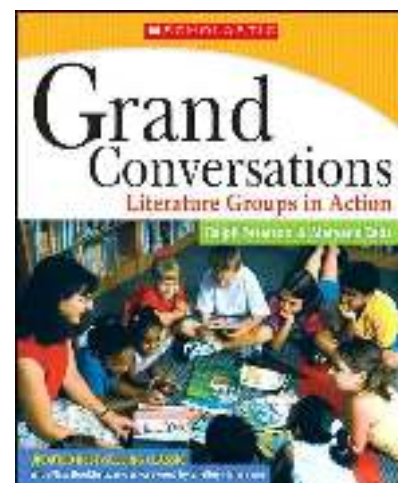
Developing a communicative classroom which fosters dialogue is a challenge for every teacher, so this concise and practical article will be very useful for busy primary practitioners. Drawing

on a longer publication by the same author, the practical suggestions and examples it contains show in detail how to develop such a classroom. This includes the physical organisation of the classroom to support students to interact with each other and a focus on developing students' thinking through talk. The author demonstrates how to extend the usual Initiation/Response/Feedback (IRF) pattern of talk found in most classrooms by extending the third turn and deepening the students' thinking in this way. Examples are offered from upper and lower primary classes and they clearly show how to put these ideas into practice. K. Rushton

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K-10
SCIS 1674453 Paper \$7
Member \$3.50

Grand conversations: literature groups in action

PETERSON, Ralph & EEDS, Maryann
Scholastic, USA, 2007 (Bright idea)
ISBN 9780439926454 [428.407]



A focus on making meaning through dialogue strongly underpins the approach which characterises the grand conversations described in this book. Many teachers, using

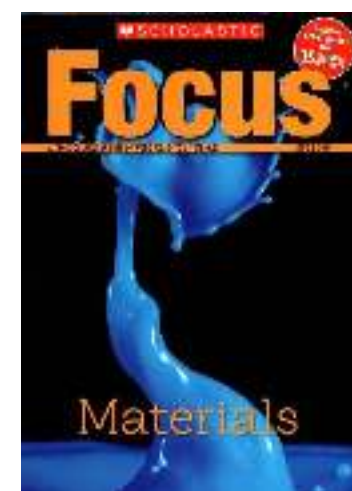
literature circles or literature groups in their classrooms, will find this to be a very practical and supportive text. For instance, the chapter devoted to literary elements deals with challenging aspects of text like symbols, metaphors, mood and time, as well the more familiar aspects like plot, character and place. While the focus is on developing engaging conversations, practical aspects of teaching reading are not overlooked. Lists of children's books

and professional texts are provided, as well as checklists for assessing students' understanding and engagement. Teachers wanting to develop grand conversations about literature in their classrooms will find support and inspiration here. K. Rushton

USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K-10
SCIS 1671029 Paper \$17.99

Materials

CAMPBELL, Jane
Scholastic, NSW, 2014 (Focus; issue 6)
ISBN none [530.4]



Pitched at lower and middle primary students, an annual subscription to the Focus series comprises eight softcover issues, each containing a unit of learning aligned with the Australian curriculum and cross-curriculum priorities. This issue about *Materials* includes a giant poster and 15 blackline proformas. By integrating states of matter, raw and manufactured materials and their different purposes, the publication aims to allow students

to ...gain a basic understanding of solids, liquids and gases. The teaching notes suggest a range of practical activities designed to engage students in hands-on learning experiences through scientific experiments that develop understanding of the use and conservation of materials. Through the teaching strategies, students can be exposed to a wide range of resources that stimulate the development of knowledge and creative and problem solving skills. Suggested independent and group activities inspire design, construction and experimentation by tapping into websites, non-fiction books, picture books, novels and recycled materials. The ideas in these resources could enhance knowledge and understanding of Science content in Stage 1, *Material World* in the *Science K-10 (incorporating Science and Technology K-6) syllabus*. F. Whalan

USER LEVEL: Stage 1 Professional
KLA: AC; Science
SYLLABUS: Science K-10 (SciTech K-6)
SCIS 1675462 \$103.92 (8 issues per year via subscription)

[School of Ants Australia](#)



ABSTRACT

An online project aimed at international citizen scientists, this innovation – to investigate and document ant colonies of rural, regional and metropolitan spaces in Australia – is based upon an original *YourWildLife* website from North Carolina, USA. Diversity, distribution and diet of ants in Australia are emphasised. Young human participants are encouraged to [Participate](#), working alongside local scientists and NSW based educators to view the native and invasive ant species in their various roles: as predators, pest controllers, soil engineers, and sometimes pests themselves. Ants are important bioindicators of ecosystem health and recovery, so studying their communities in various habitats to monitor for change over time, and examining leaf litter sampling results, are supported by downloadable standardised data recording sheets. Instructions are provided, supported by an explanatory video. It is hoped that introduced ant colonies, such as Red Imported Fire ants and Argentine ants, can be pinpointed. [Links & resources](#) includes useful video clips, blogs and websites to support studies of minibeasts and introduced creatures. Additional [Education](#) resources are

promised, with Queensland-developed teaching strategies for learning about fire ants currently available on the site.


USER LEVEL: Stage 1 Stage 2
Stage 3 Community
Professional

KLA: AC; Science

SYLLABUS: Science K-10 (SciTech
K-6)

PUBLISHER: School of Ants
Australia, NSW

REVIEW DATE: 02/02/2015 [595.79]

SCIS 1696520 



[School of Ants - how to participate](#)
by The School of Ants



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

[Hats, boxes, magic, moon: images and writing ideas](#)



A comprehensive range of teaching and learning resources to support student and adult writing are available on this website. It is a compilation of writing projects that have been undertaken by students and community members over the past few years. The main page focuses on *Images and writing ideas* for Stage 3 and Stage 4. Toolbar navigation to [Magic](#), [Villains](#), [Boxes](#), [Oz](#), [Hearts](#), [Moon](#), [Hats](#) and [Clouds](#) links to downloadable student tasks, each with images and prompts to stimulate imaginative composing. [Download](#) offers the option to access blog tasks and writing resources by downloading all resources in a zipped file. [Home](#) has suggestions for inspiring student writing and links to freely available teaching resources, such as: the *Fiction with a twist* [rap](#) and [blog](#); the [Hats, boxes, magic and the moon](#) blog, which uses images and focus questions to stimulate writing; writing workshop tips and more for adults and students at [The raft, the river and the rainbow](#); [teacher cards](#) to support inferential comprehension; and [student created image cards](#). Teachers can create their own websites and blogs to upload and utilise these resources. Students will benefit from the examples of citing

images, blog etiquette and safety, and student writing samples. Additional free, local resources to promote digital citizenship are outlined in the *Scan* article, [Digital citizenship support for schools](#), and can be located by performing a search on the [Teaching and learning exchange \(TaLe\)](#). C. Keane

USER LEVEL: Community
Professional

KLA: AC; English

SYLLABUS: English K-10

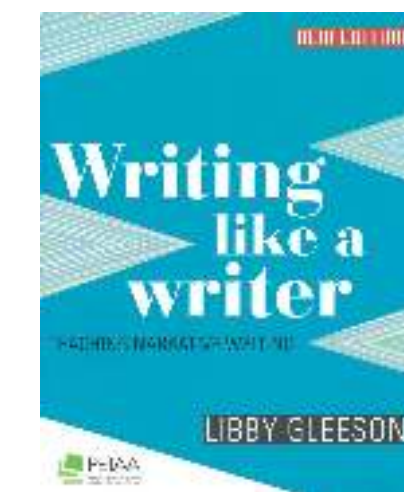
PUBLISHER: Lizzie Chase, NSW

REVIEW DATE: 02/02/2015 [808]

SCIS 1693644 

[Writing like a writer: teaching narrative writing](#)

GLEESON, Libby
PETAA, NSW, 2014
ISBN 9781875622955 [808]



This new edition of Gleeson's original 2007 publication very clearly explains challenging aspects of narrative writing, like developing characters, dialogue and point of view. The author is a well-

known and highly respected children's author, so the advice she gives is practical and well supported. Each chapter ends with a very useful section, which outlines classroom activities. Full colour pictures of children and samples of their writing are scattered throughout the book. Many references are made to quality children's literature which provides a further layer of support for teachers. All these texts are listed, as are further suggestions about blogging, writing groups, writing camps and useful websites. Anyone teaching narrative writing to young students will find this a very useful text. K. Rushton

USER LEVEL: Professional

KLA: AC; English

SYLLABUS: English K-10

SCIS 1674379 Paper \$34.95
Member \$26.25

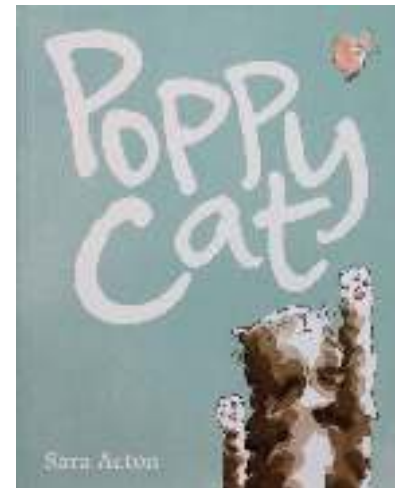
picture books

Resources are arranged alphabetically by author.

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

Poppy cat

ACTON, Sara
Scholastic Press, NSW, 2014
ISBN 9781743620168



From the moment she enters the story through the cat flap and nonchalantly leaves, tail held high and trailing blue paw prints on the endpapers, Poppy cat will be recognisable to young readers. The main character's name is a clever, playful rhyme with copy-cat, a phrase with which children will be familiar. Aptly named, this pet imitates her young owner's daily routine with varying degrees of success. When the child attempts to tie her shoes,

she gets into a tangle and so does Poppy. Simply sketched and in-filled with watercolours, the soft, expressive illustrations match the tone of this gentle story. Plenty of white space and sparse text mean the cat and her owner are clearly the heroes of this picture book. Astute readers may realise that Poppy is really only doing what cats always do and that the child is narrating her own story about becoming independent. This is an ideal text for use in literacy groups. Deconstructing the short sentences and identifying how the illustrations add meaning to the story allow for deep understanding about the relationship between the elements of a quality text. P. Galloway

USER LEVEL: Early Stage 1

KLA: AC; English

SYLLABUS: English K-10

SCIS 1663759 \$24.99

Quest

BECKER, Aaron
Walker Books, UK, 2014 (Journey)
ISBN 9781406357660

Readers who have previously read *Journey*, the first in the series, will gain a greater appreciation of the unfolding narrative in this wordless picture book. By using her red crayon, the girl has been able to enter a magical fantasy



world and find two new companions to brighten her otherwise drab existence. When the children are presented with a puzzling map by a king pursued by soldiers, they take up the challenge. They must travel through mystical places, with older readers able to recognise connections with Atlantis, Mayan ruins and Indiana Jones as the children gather coloured crayons rather than jewels. Each time danger is close at hand and the children must draw their escape. Becker cleverly allows the reader an opportunity to guess what form it will take before a turn of the page reveals the solution, thereby providing opportunities to discuss this and other visual literacy techniques. [Watch Becker sharing Journey and Quest](#) with a young audience for ideas. The publisher has provided a [reading guide](#) for both books, while more about the author can be found on his [website](#). S. Morton

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Stage 4

KLA: AC; English

SYLLABUS: English K-10

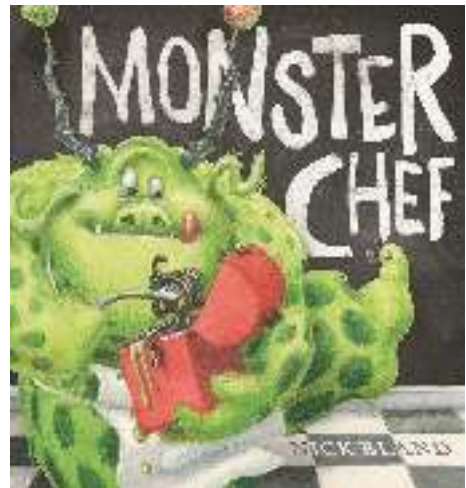
SCIS 1671769 \$27.95



[Quest by Aaron Becker book trailer](#)
by Candlewick Press

Monster chef

BLAND, Nicholas
Scholastic Australia, NSW, 2014
ISBN 9781742838250 [A823]



Subverting preconceived ideas about monsters in literature, this picture book introduces readers to a non-threatening beast that likes to

cook. Nick Bland's comical illustrations personify all manner of monsters going about their nightly routine ... *giving the neighbourhood children a fright*. Although *lumpy and grumpy* and *suitably hairy*, Marcel, the monster,

is not scary and his encounters with children show just how hopeless he is at his job. This issue is resolved as Marcel's talent for cooking disgusting monster food begins to overtake the story. Students are encouraged to think about familiar ideas in imaginative ways as they perceive these characters undertaking common tasks such as packing their lunch and catching the bus to work. This engaging resource supports outcomes in [Objective C](#) in the *NSW English K-10 syllabus*. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Stage 3
Stage 4

KLA: AC; English

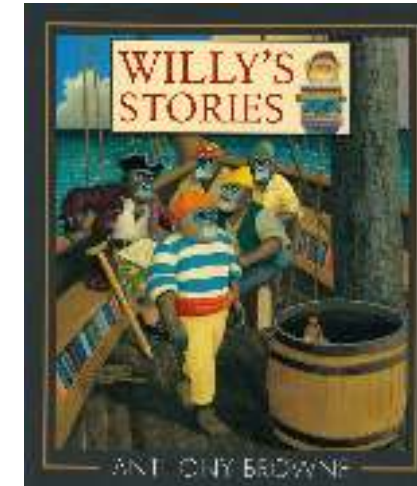
SYLLABUS: English K-10

SCIS 1675358 \$24.99

Willy's stories

BROWNE, Anthony
Walker Books, UK, 2014
ISBN 9781406351613

Every double page spread of this inviting picture book holds a charming illustration of a new setting taken from a classic children's story and Willy's personal recount of his time spent inside this world. At the conclusion of each story, Willy poses direct questions to the reader to engage their imagination. Questions such as ... *And when I got to*



the top, what do you think I found? could be the basis for class discussion and students' creative responses. The narrative references to famous stories are not pointed

out directly until the final page, but making these links will be a rewarding challenge for young readers. The conceptual simplicity of the book will make it a useful introduction to notions of intertextuality in Stage 3 and early Stage 4, where students could begin to describe how their previous knowledge of these stories has enhanced their understanding. J. Henzler

USER LEVEL: Stage 1 Stage 2 Stage 3
Stage 4

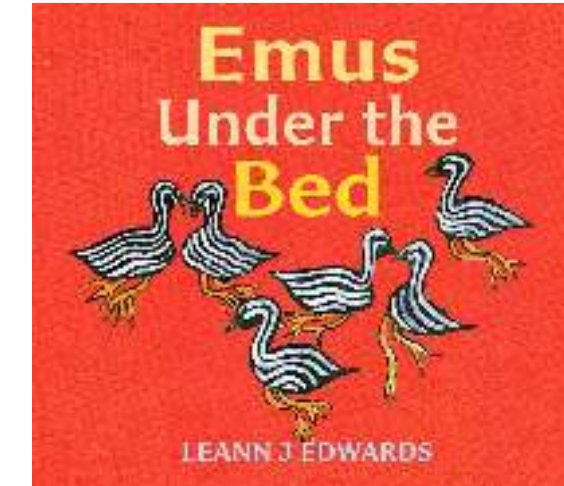
KLA: AC; English

SYLLABUS: English K-10

SCIS 1671760 \$24.95

Emus under the bed

EDWARDS, Leann J.
Allen & Unwin, NSW, 2014 (The little big book club)
ISBN 9781743313459
Produced through the Emerging Indigenous Picture Book Mentoring



Project, this is the Aboriginal author's first picture book. It is a seemingly simple tale of a fond niece and

aunt relationship, and the rituals and surprises that are part of their weekly visits. Today, Auntie Dollo is making flowers out of feathers collected from the local birdlife, and she demonstrates her method of creating them. After a damper lunch with Uncle Rex, the girl shows off her new feathered headdress. Auntie Dollo reveals a special secret: baby emus under the bed! Suitable for preschool, the picture book is vibrantly illustrated with bright and earthy colours and there is much content that will be discovered with rereading. Students might speculate as to why Auntie Dollo is raising baby emus, why such birds are striped, what mischief the unmentioned dog gets up to, and what activities the family members could do together on future visits. I. McLean

USER LEVEL: Early Stage 1 Stage 1

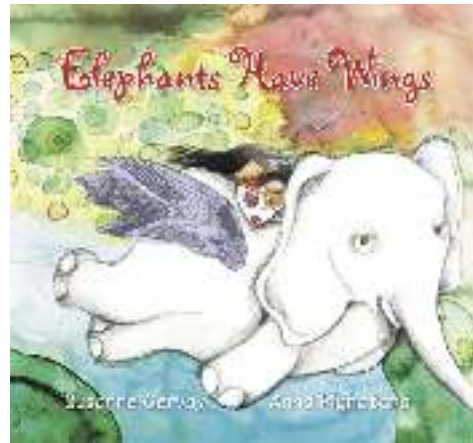
KLA: AC; English

SYLLABUS: English K-10

SCIS 1666444 \$19.99

Elephants have wings

GERVAY, Susanne & PIGNATARO, Anna
Ford St, Vic, 2014
ISBN 9781925000399



Inspired by the parable of the blind men and the elephant, this uniquely different picture book explores a traditional tale rich with

the tapestries of ancient storytelling, spirituality and mythology. As two children discover their grandfather's secret, they journey on a majestic winged elephant through the air, over wilderness, red deserts and snowy peaks, and through the sparkling stars to another place. Anna Pignataro's pastel artworks are enhanced by her use of collage and fly beautifully across the page. Rich in intercultural understanding, this story encourages readers to understand that we can celebrate our differences and live in harmony. This is a perfect focus text for addressing the concept of imagery and, although younger students could easily lose themselves in the magic of the pictures, the deeper, more philosophical themes will engage older students in

their own journey to make sense of their world. J. Lobsey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K-10
SCIS 1674011 \$26.95

Vanilla ice cream

GRAHAM, Bob
Walker, UK, 2014
ISBN 9781406350098



Endorsed by Amnesty International UK, this is a heartwarming tale that embraces themes of freedom, migration and the right to safety in an engaging picture book. With a similar storytelling style to Graham's previous *Silver buttons*, this narrative introduces readers to a lone, wild sparrow, which inadvertently journeys across dangerous seas to Australia. The story traces the sparrow's flight from its familiar rice paddy environment in India, via a cargo ship filled with grain, to the eventual relative safety of the Australian bush. This exquisitely illustrated book has subtle persuasive elements and makes an excellent springboard for class discussions about

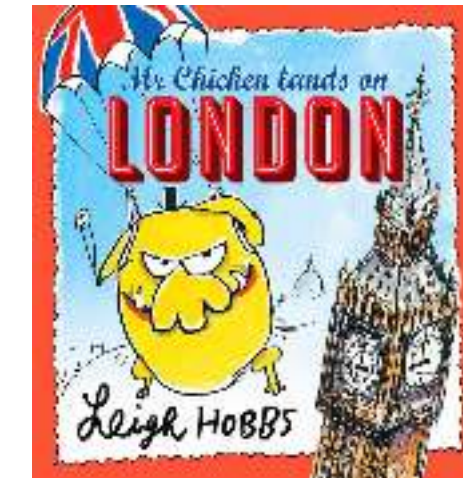
human rights, current immigration policies, the *butterfly effect*, and the delicate balances of flora, fauna and the food chain in Australia. Of course, here the sparrow is considered feral, an interloper into a unique ecosystem. Is a small bird any less of a problem than rabbits, cane toads, domestic cats and dogs, or the crown of thorns starfish? Interesting [classroom ideas](#) are available on the publisher's website. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: AC; English; PDHPE; Science
SYLLABUS: English K-10; PDHPE K-6; Science K-10 (SciTech K-6)
SCIS 1657884 \$27.95

Mr Chicken lands on London

HOBBS, Leigh
Allen & Unwin, NSW, 2014
ISBN 9781743315927

Standing four metres tall, bright yellow with fangs and a tiny black top hat, Mr Chicken likes to *blend in* as he explores his favourite city, London. From splashing down into the Thames while attached to a Union Jack parachute, to squeezing into the top deck of a red London bus, Mr Chicken's whirlwind tour of the city's major attractions, and eateries, is narrated with wry humour.



Morning tea with the Queen, posing Eros-like at Piccadilly Circus and filling Big Ben's clock face at precisely nine fifteen highlight the humour

of this visual travelogue. Amazingly, only children seem to notice his presence. This entertaining picture book will appeal to a wide range of readers and could be used to study humour in literature, time, accepting differences, cities and tourism. The endpapers could springboard online research for London landmarks or students could compose their own Mr Chicken adventure. Imagine Mr Chicken climbing the Sydney Harbour Bridge, catching a ferry and perching on the Martello tower at Fort Denison! View the Australian curriculum springboard, [Making connections with character and place: responding and composing](#), in this issue for further teaching and learning ideas. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
KLA: AC; CA; English; HSIE; Mathematics

SYLLABUS: Creative Arts K-6;
English K-10; History
K-10; Mathematics
K-10; Visual Arts 7-10

SCIS1666663 \$28.00

On a small island

HUGHES-ODGERS, Kyle
Fremantle Press, WA, 2014
ISBN 9781925161168



Following on from his first illustration of a children's book (*Ten tiny things* by Meg McInlay), Hughes-Odgers has produced his own title, continuing with

the theme of environmental awareness and sustainability. Ari lives alone on an island, his days spent collecting all that washes ashore and gazing at the ships that pass, but never stop, on their way to the great land that is a speck on the horizon. When one ship does stop, Ari is told of all the magnificent things that lie in the distance, bringing Ari a sense of wonder but also isolation and loneliness. When months have passed with no further visitors, Ari decides it is up to him to bring his own island alive and creates by recycling his

washed ashore items. His imaginative constructions result in many ships now stopping, bringing him the friendships he sought. The illustrations have a strong, distinctive style incorporating repetition of shapes to create collage, use of primary and secondary colours, and use of surreal/abstract human characters. A short [video](#) demonstrates the illustrative process used and further examples of the author's artwork can be seen on his [blog](#). The book adopts a circular narrative form, repeating elements at the beginning and end of the narrative. [Teaching notes](#) are available from the publisher. S. Morton

USER LEVEL: Stage 1 Stage 2 Stage 3
Stage 4

KLA: AC; CA; English

SYLLABUS: Creative Arts K-6;
English K-10; Visual
Arts 7-10

SCIS 1672857 \$24.99



[On a small island](#) by Peacock Visuals

The last Viking returns

JORGENSEN, Norman & FOLEY, James
Fremantle Press, WA, 2014
ISBN 9781925161151



Young Josh is a Viking devotee, overcoming his many fears by transforming into Knut, Prince of Vikings,

in *The last Viking*. Since then, much has changed with the arrival of his twin siblings who are not afraid of anything and are capable of causing mayhem wherever they go, much to the amusement of the Norse gods watching from Asgard, their home in the sky. As their big, brave brother Josh/Knut endeavours to keep them from harm, a trip to Viking World theme park provides opportunities for the twins to be at their Viking berserker best, and for Josh/Knut to prove more than a match for any dangers ahead. Literary features such as alliteration and parallelism enhance enjoyment and the accompanying vibrant illustrations in this picture book explode from each page. Added interest comes from runes, bordering the illustrations, which readers

can decode using the back page key. [Teaching notes](#) from the publisher and [videos](#) from James Foley's YouTube channel show the illustrator bringing the blank pages to life. S. Morton

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

SCIS 1665925 \$24.99

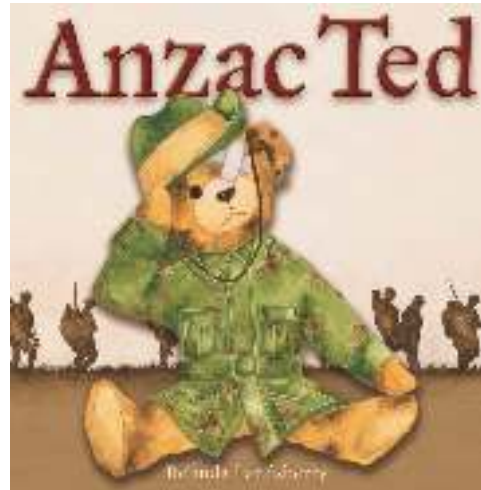


[The last Viking returns book trailer](#)
by James Foley

Anzac Ted

LANDSBERRY, Belinda
EK Books, NSW, 2014
ISBN 9781921966569 A821]

Since the early 20th century, Teddy bears have been a treasured part of children's lives in western communities. Linking a cuddly toy with the horrors of warfare seems incongruous, yet this connection enables young readers



to acquire a sense of the isolation, fears and hardships endured by Australian soldiers in WWI. Sepia images are juxtaposed with full colour

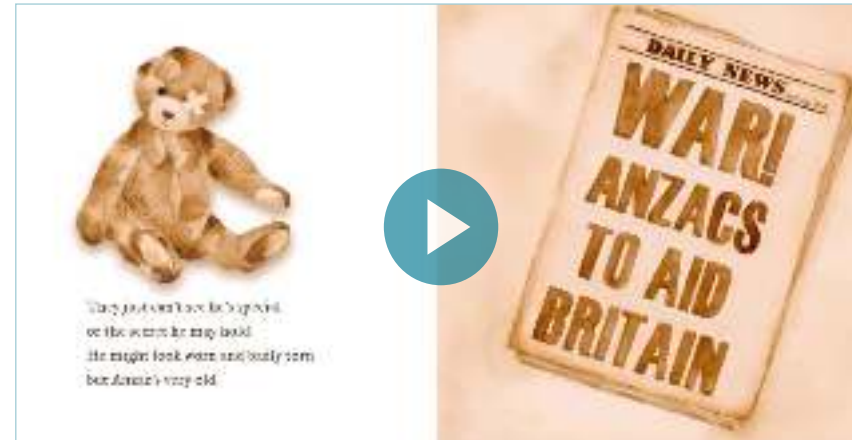
illustrations to bridge the gap from the past to the present, with Anzac Ted as the central character in one family's oral storytelling tradition. Told in rhyming verse, this picture book provides a gentle introduction to the ANZAC story and could support school involvement in the [Centenary of the Commemoration of the First World War: Bringing communities together](#) (Scan 33.1). Students may respond to a reading of *Anzac Ted* by talking about stories of family members who were involved in wars in the past and the present. The concepts in this engaging book could support outcome [ENe-4A](#) in the *NSW English K-10 syllabus*. C. Keane

USER LEVEL: Early Stage 1
Community

KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

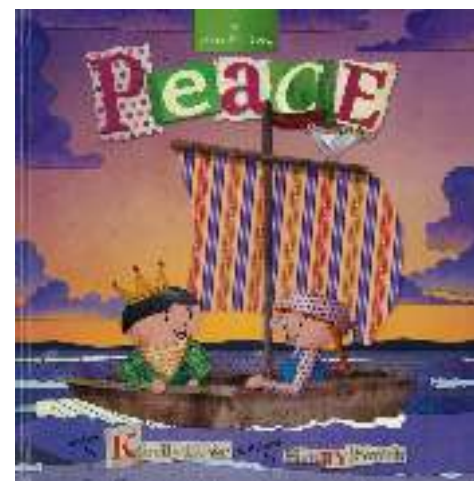
SCIS 1683246 \$19.99



[Anzac Ted video](#) by Exislebooks

Peace

LOWE, Kirrily & SMITH, Henry
Wombat Books, QLD, 2014 (The invisible tree)
ISBN 9781925139143 [A821]



Textural depth in this picture book is created by layered collages of recycled and handmade papers. The images and decorative written text

describe a young girl's journey to find peace. The metaphorical prince called Peace accompanies the girl in a small sailing boat as they weather the storm and return to the safety of home. The storm is the antithesis of peace and the author has used these contrasting metaphors as literary devices to paint

a vivid image for readers to seek an inner calm to deal with their worries and fears. Suitable for preschool, this is the third picture book in [The invisible tree](#) series, in which each publication opens with an affirmation about developing values. Students could respond to the messages, conveyed through the unique illustrations and rhyming text in this resource, to make connections to personal experiences and understandings about their sense of worth and dignity. C. Keane

USER LEVEL: Early Stage 1

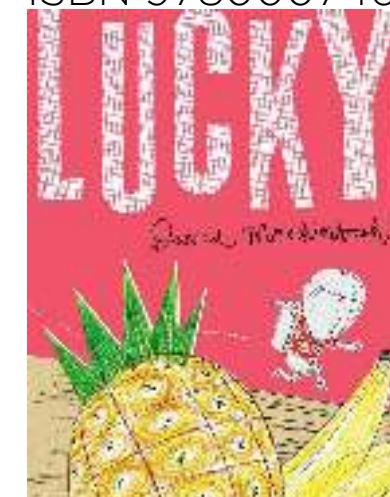
KLA: AC; English; PDHPE

SYLLABUS: English K-10; PDHPE K-6

SCIS 1678115 \$18.95

Lucky

MACKINTOSH, David
HarperCollins Children's Books, UK, 2014
ISBN 9780007463039



Subtle visual clues in its busy illustrations make this creative picture book a pleasure to share with students. As two brothers concoct a plausible reason for the mealtime surprise promised by

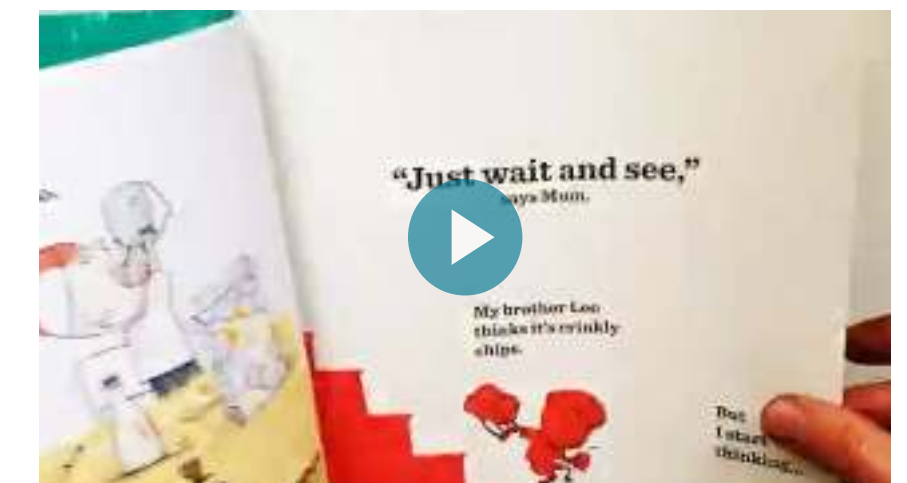
their mother, their expectation builds to a monumental climax. The reality is not quite what the boys anticipated, with the elder boy having to face the consequences of his out of control imagination. Although the plot and illustrations are amusing, students who have had to deal with disappointment or embarrassment may relate to the awkwardness of this situation. The visual text might engender a personal response in this story, enabling students to connect with familiar ideas in creative ways. View the Australian curriculum springboard, [Analysing the interaction between words and images in picture books: Lucky](#), in this issue for further teaching and learning ideas. S. Rasaiah

USER LEVEL: Stage 2

KLA: AC; English

SYLLABUS: English K-10

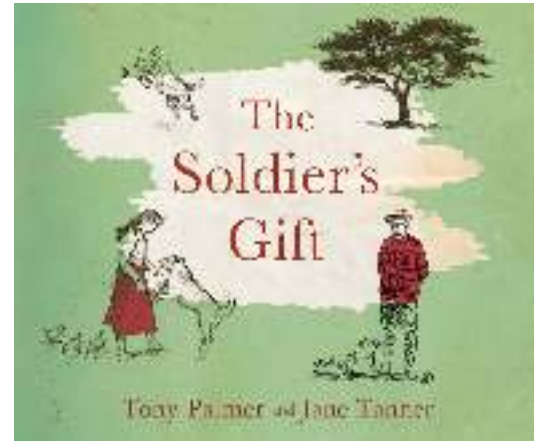
SCIS 1674995 \$24.99



[Lucky picture book trailer](#) by tascopuplick

The soldier's gift

PALMER, Tony & TANNER, Jane
Penguin Group (Australia), 2014
ISBN 9780670077571



Set in rural Australia during WWI, this picture book clearly sets the historic context and the impact

of war on Australian society. It focuses on one farming family, whose only son, Tom, heads to war and is sadly lost forever. Empathy is built as Tom's sister deals with the loss by planting cypress pine seeds from Gallipoli for remembrance and courageously carries on in the shadow of her father's grief. The endpapers display primary sources, including documents and recipes, introducing the feel of the period and showing daily life of this time in Australia's history. Notes provide valuable additional information about WWI and the numerous visual literacy opportunities in the emotive illustrations lead to prediction and interpretation. The book supports the History Stage 2 topic: [Community and Remembrance](#). [Teaching notes](#) explain the support that this text provides in

teaching and learning the Australian Curriculum: English. G. Braiding

USER LEVEL: Stage 2

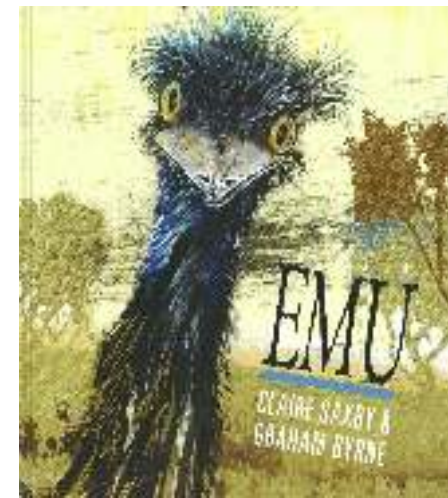
KLA: AC; English; HSIE

SYLLABUS: English K-10; History K-10

SCIS 1669039 \$26.99

Emu

SAXBY, Claire & BYRNE, Graham
Walker Books Australia, NSW, 2014
(Nature storybooks)
ISBN 9781922179708 [598.5]



Part of the Nature storybooks series, this narrative nonfiction picture book describes the life of an emu. The text, usually on each double page, is divided into

literary and factual description, clearly differentiated by their contrasting fonts. The literary abounds with interesting language features, including alliteration (*granite-green eggs, breeze bustles, mud-murk feathers*) and verbalisation of nouns (*gentles down, chicks caravan closely*), while the factual complements with additional background. Each page is filled with illustrations beautifully

echoing the text and providing additional visual perspectives. This text may support the *Living World* content outcomes for the [NSW Science K-10 \(incorporating Science and Technology K-6\) syllabus](#). The publisher has provided [teaching ideas for the classroom](#). S. Morton

USER LEVEL: Early Stage 1 Stage 1 Stage 2

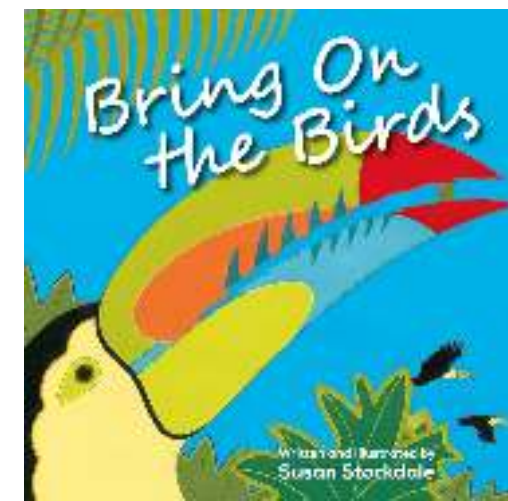
KLA: AC; English; Science

SYLLABUS: English K-10, Science K-10 (SciTech K-6)

SCIS 1671866 \$27.95

Bring on the birds

STOCKDALE, Susan
Working Title, SA, 2014
ISBN 9781921504594 [598]



Exotic and familiar birds are strikingly illustrated and described in simple rhyming text in this colourful picture book. The words

follow a particular rhythmic pattern, making it a useful resource to introduce younger children to rhyming and rhythm. The large, simplistic text invites

participation and discussion about the elements described in the poetry and displayed in the illustrations. Used as an introduction to the use of descriptive language and the place of noun groups in writing, this resource could support the study of English. This resource is suitable for preschool, and an afterword offers facts about each bird's lifestyle and habitat. [Teaching notes](#) are included on the publisher's website. M. Sutera

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English

SYLLABUS: English K-10

SCIS 1655839 \$24.95

What happens next?

SUWANNAKIT, Tull
Walker Books, UK, 2014
ISBN 9781922077561



The bears are likeable and almost touchable in this sweet tale of a grandmother, her grandchild and their Paddington-esque bear counterparts. Imaginative and curious pre-

schooler Ellie is on a fairly ordinary trip to town with her spry and ancient granny, and is insisting on a story.

Suddenly the story within a story shifts and Granny becomes the listener. Commonplace events become adventures with the imaginations of the human duo. Playful, whimsical illustrations are a significant part of the whole literary experience. The cross-generational story lifts the experience of the everyday, demonstrating mutual creativity and trust. Suitable for preschool, this text would fit in with so many themes explored in the Early Years, and could be the point of departure for turning seemingly tame experiences into adventures. [Classroom ideas](#) are available from the publisher's website. S. Bremner

USER LEVEL: Early Stage 1 Stage 1

KLA: AC; English

SYLLABUS: English K-10

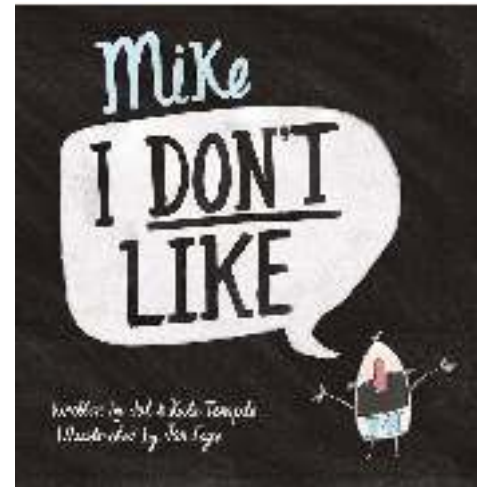
SCIS 1661545 \$27.95

Mike I don't like

TEMPLE, Jol, TEMPLE, Kate & FOYE, Jon
ABC Books, NSW, 2014

ISBN 9780733333255 [A821]

Mike has no hesitation in letting anyone know exactly how he feels, and it appears that there is much he does not like. With the conviction and rationality that any adult will instantly recognise in many a young child, Mike loudly proclaims his dislike of everything from



sandwiches to lizards, from cheese to tickles, all described in rhyme just itching to be read aloud. With large bold illustrations

and text catching the eye, the twist on the final page will delight. Students may come to realise that saying *I don't like* can come at a cost. This picture book could be used to support English outcomes [EN1-1A](#) and [EN1-6B](#) as it enhances students' understanding of pause, emphasis and rhythm when reading rhyming text aloud. S. Morton

USER LEVEL: Stage 1

KLA: AC; English

SYLLABUS: English K-10

SCIS 1659406 \$19.99



Mike I don't like by Parrot Carrot

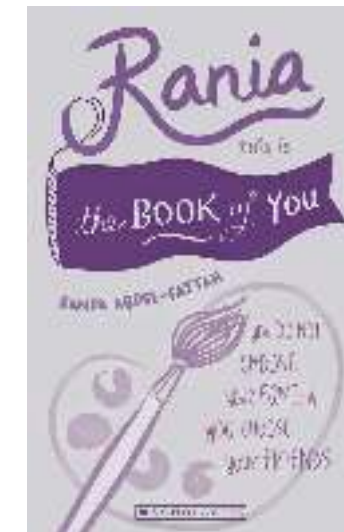
fiction for younger readers

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

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

Rania, the book of you

ABDEL-FATTAH, Randa
Omnibus Books, SA, 2014 (Book of you)
ISBN 9781742990118



Betsy, the ghost in a book, discovered by Jodie, Deyana and Rania in the first of the series, has returned to offer advice, this time for Rania. Having her father die before she was born means that she and her mother are a very close

team, but sometimes her feelings of difference and loss overwhelm Rania. Her father's brother and family move near and her clever and funny cousin

is now in Rania's class, challenging Rania's position as top of the class and star candidate for school captain. Rania's jealousy confuses her as she tries to reconcile loyalty and family, all the while wanting to achieve the best she can. With Betsy's guidance, Rania gains an understanding of her cousin's situation by looking beyond outward appearances. Betsy's riddles offer sage advice to the reader regarding family, friendships, popularity and understanding of self. Each book in the series may be read as a stand-alone. [Teaching notes](#) are provided by the publisher. S. Morton

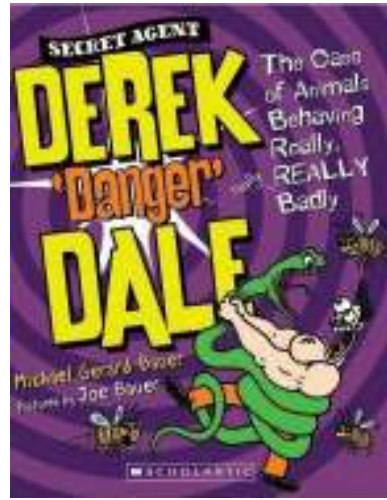
USER LEVEL: Stage 3

SCIS 1677813 Paper \$14.99

The case of animals behaving really, really badly

BAUER, Michael Gerard & BAUER, Joe
Omnibus Books, SA, 2014 (Secret agent Derek 'Danger' Dale)
ISBN 9781742990651

Musclebound secret agent Derek Danger Dale, of *Agents R Definitely Not Us*, is back – and still shirtless! A wonderfully frenetic parody of James Bond, and Hollywood's assorted action heroes, this book starts with a cliffhanger, in which our leading man is literally hanging upside down, and



the adventures keep up a relentless pace as Dale again attempts to thwart the plans of Dr Evil MacEvilness. Who else but Dale can fall from a skyscraper and bounce off a mattress removal

truck ... only to land in a delivery of cactuses? The almost-square format of this series creates a unique widescreen effect across each double page, permitting both the vertical strips of black and white cartoon illustrations and the narrow columns of large text to shine, complementing each other perfectly. The eye tends to take in the words and images simultaneously. Students creating their own cartoons, and storyboards for digital storytelling, will find much inspiration in this series. This title is supported by an amusing official [book trailer](#) and PDF [teaching notes](#) by the author. I. McLean

USER LEVEL: Stage 2 Stage 3

SCIS 1666662 Paper \$12.99



[Derek 'Danger' Dale: The case of animals behaving really, really badly](#) by Scholastic

The iron trial

BLACK, Holly & CLARE, Cassandra
Doubleday, UK, 2014 (Magisterium)
ISBN 9780857532503

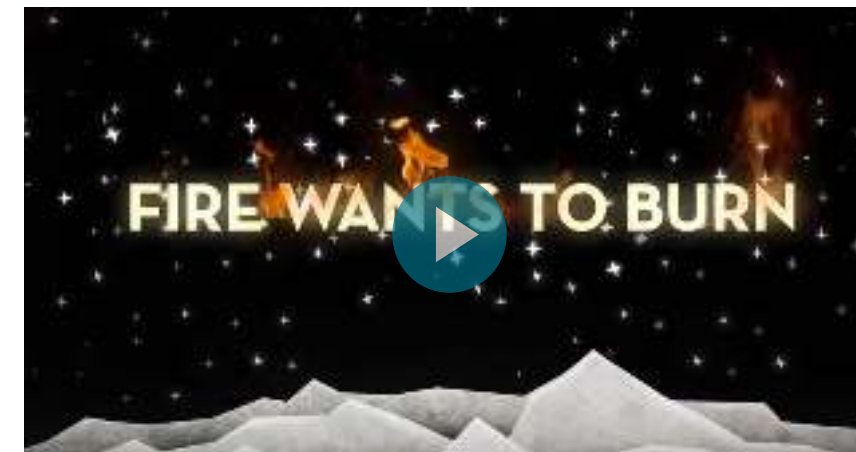


New student, Callum, is reluctant to enter the Magisterium Academy as he has been raised by a father obsessed with keeping his son out of the hands of magic. Different in character, appearance and attitude, Callum seeks only an opportunity to fail and leave the highly sought-after institution. The story demonstrates that, with companionship and trust, even someone as apparently removed from a community as Callum is, can discover strength and spirit. The book closes with a range of unanswered

questions that lead onto the next book in the series, drawing the reader into this fantasy world. S. Pollard

USER LEVEL: Stage 3 Stage 4

SCIS 1677077 Paper \$22.99



[Magisterium: The iron trial trailer by Holly Black and Cassandra Clare](#)
by Random House Books AU

Plenty: a place to call home

BRAXTON-SMITH, Ananda
Black Dog Books, NSW, 2014
ISBN 9781742032429



Maddy receives an unexpected and unpleasant tenth birthday present – news that the family is to move from their inner city Melbourne home to the country to be closer to her grandmother, who is battling the

early stages of dementia. Maddy is devastated about leaving all that she holds dear, especially Sophie-Rose, her friend since forever. Her anger burns deep and long, extending upon their arrival at Plenty, to her grandmother and the new bush environment. Even the stars, with her favourite Aboriginal story of the seven sisters, and its matching version in Greek mythology, have lost their appeal. However, Maddy begins to find connections with her grandmother and with Grace, one of her new classmates, who is a Sudanese refugee and empathises with Maddy on her feelings of homesickness. Grace's unfailing cheerfulness gives Maddy a broadened perspective and understanding. It is only when her mother and grandparents' story of dislocation from Cyprus is revealed that Maddy realises the true meaning of home, family and belonging. Useful [classroom ideas](#) with curriculum links are available. S. Morton

USER LEVEL: Stage 2 Stage 3

KLA: AC; English

SYLLABUS: English K-10

SCIS 1671936 Paper \$14.95

Us minus Mum

BUTLER, Heather

Little, Brown Young Readers, UK, 2014
ISBN 97803439124070



Nominated for the 2015 Carnegie Medal and 2015 UK Literacy Association Awards, this excellent book about families, resilience and coping with grief is narrated by George, an 11 year old boy who loves facts. Every chapter

begins with a fact such as, *dogs can smell each other around corners*. It is a very sad story about two small boys, George and Theo, losing their mother, yet it is equally full of humour because George's world is so well drawn. He does not realise how ill his mother is for some time and, when he does, he tries to cheer her up. This is a wonderfully observed story dealing with issues around emotional wellbeing and coming to terms with the loss of a parent. There are [discussion starters](#) for teachers on the author's website. A. Soutter

USER LEVEL: Stage 3 Stage 4

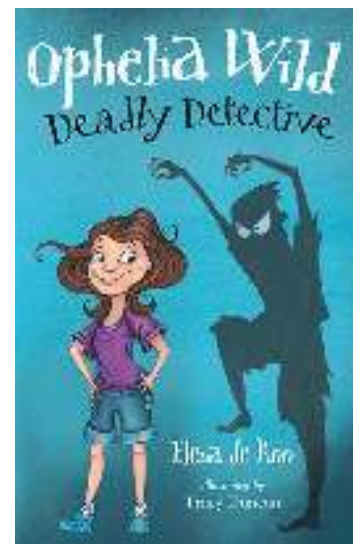
SCIS 1649029 Paper \$14.99



Heather Butler reads Fact number 7 from Us minus Mum by dbTV

Ophelia Wild, deadly detective

de ROO, Elena & DUNCAN, Tracy
Walker Books Australia, NSW, 2014
ISBN 9781922077639 [NZ821]



As students learn to recognise language patterns, they begin to realise that this is a precursor to composing their own texts using appropriate language that best fits its audience, purpose and subject matter.

In this verse novel, the rhyming language assists with predicting and comprehending, and encourages fluency in oral reading. Divided into three short stories, this book combines comical

sketches with ghostly tales, camp stories and monster removal. The way that the characters, dialogue and narration work together to tell each story makes this an ideal text to perform as readers' theatre. S. Rasaiah

USER LEVEL: Stage 2

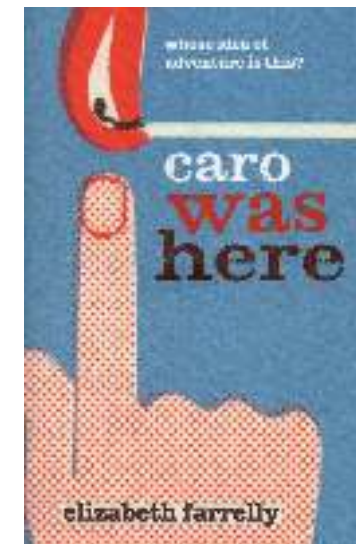
KLA: AC; English

SYLLABUS: English K-10

SCIS 1671896 Paper \$14.95

Caro was here

FARRELLY, Elizabeth
Walker Books Australia, NSW, 2014
ISBN 9781922244833



After losing the captain's election to Ellen Aurelia Dufresne, 12 year old extrovert Caro leads a group of her peers into the city in an act of pre-teen rebellion. On their way, they make enemies, track an infamous squatter and discover that sometimes everyone feels like a loser. Sadly, the author's background in Sydney architecture does not inform her descriptions of place. Rather than using the looming physical stature of Sydney's CBD to set the mood of the story, the third-

person narration focalises only the conversations of the characters. The dialogue is realistic and the writing is at its best when it is used to craft tension between Caro and the insufferable Ellen. Segments of the book would work well for examining the concept of characterisation – most notably the two candidates' speeches beginning in the second chapter. The uncomplicated plot and simplicity of meaning make this novel appropriate for wide reading in Stage 3. J. Henzler

USER LEVEL: Stage 3

SCIS 1672441 Paper \$16.95

My dog doesn't like me

FENSHAM, Elizabeth
UQP, Qld, 2014
ISBN 9780702250170



Having a pet is something most children want and pester for. Finally, on his eighth birthday, Eric is allowed to choose a puppy from the dog shelter. Ugly lives up to all of Eric's expectations for a little while but this puppy is growing rapidly and becoming difficult to control. Eric tries bribery

in the form of dog treats, and walks, which end in disaster as Ugly is now so big that Eric cannot restrain him when he spies the next door cat. Eric, with Grandad's help, comes to realise where the real problem lies and that Ugly is not the only one needing to learn new lessons. Eric writes a book about his attempts to reclaim Ugly's affections. It includes survey questions and a guide for future junior pet trainers, where he makes much use of idioms learnt from one of his teachers, all of which may assist in discussion of figurative language in outcomes [EN2-8B](#) and [EN3-5B](#) of the *NSW English K-10 syllabus*. [Teaching notes](#) are available from the publisher's website. S. Morton

USER LEVEL: Stage 2 Stage 3
KLA: AC; English
SYLLABUS: English K-10
SCIS 1666673 Paper \$14.95

Alice-Miranda at camp

HARVEY, Jacqueline
 Random House, NSW, 2014 (Alice-Miranda)
 ISBN 9781742757612
 Alice-Miranda is both school girl and detective in this novel which is set in a school and on a school camp. These



settings provide many opportunities for young readers to participate with the characters, however, there is also an intriguing mystery to be solved. The interactions between the schoolgirls will resonate with young female readers but the tone and choice of language in the opening chapter, and in some of the following descriptions of adult characters, is quite different. Some of the characters and aspects of the mystery plot are reminiscent of adult mystery fiction, providing intertextual references that may intrigue young readers, even if they are not fully understood. The chapters are short but the text is quite long. Good readers will be engaged and challenged by the plot and extensive cast of characters. K. Rushton

USER LEVEL: Stage 3
SCIS 1674862 Paper \$15.99

Malini

HILLMAN, Robert
 Allen & Unwin, NSW, 2014 (Through my eyes)
 ISBN 9781743312551



Set in Sri Lanka in 2008 at the height of the civil war, 14 year old Malini and her family are forced from their home by Tamil Tiger troops. Malini's father realises that they are being sent to the coast to act as human shields for the soldiers and, as they are passing through a forest, he gives Malini a mobile phone and charger. He tells her to take her sister Banni, hide in the forest, and then go to their grandfather's house, a long distance inland. Malini is now forced to draw upon all her resources to keep herself and her sister alive and avoid capture. Following is a story of courage, trust, love and hope. Texts such as this, which are told through the eyes of children experiencing war or conflict, are examples of how fiction can engender empathetic understanding in students. The book includes background information to the situation in Sri Lanka, a timeline, glossary and links to websites for further research. [Teaching notes](#) are available from the publisher's website. H. Myers

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: AC, English

SYLLABUS: English K-10
SCIS 1675368 Paper \$15.99



[Malini: through my eyes by Robert Hillman trailer](#) by Allen & Unwin

1914

MASSON, Sophie
 Scholastic Australia, NSW, 2014
 (Australia's great war)
 ISBN 9781743622476



The first in an historical fiction series commemorating the centenary of the First World War, *1914* introduces us to the brothers, Thomas and Louis Julian, who are sons of a diplomat and are enjoying a summer holiday in Europe. Their subsequent involvement in the hostilities provides a compelling account of the outbreak and early battles of WWI.

Louis becomes a war correspondent, and his voice and experiences resonate. Letters and newspaper reports are scattered throughout, adding a personal insight into experiences of war. Pitched at upper primary, *1914* is suited to achieving [Stage 3 outcomes](#) in the English K-10 syllabus, [Australia as a Nation](#) in the History K-10 syllabus and [Values and Attitudes](#) in the [HSIE K-6 syllabus](#). Helpful notes and a map appear in the final pages of *1914*, and several online resources support the text. Future volumes in this series, titled *1915*, *1916*, *1917* and *1918* will be published in subsequent years to commemorate the respective centenaries. J. White

USER LEVEL: Stage 3 Stage 4

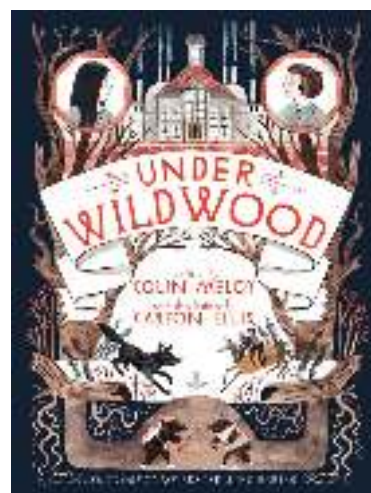
KLA: AC; English; HSIE

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

SCIS 1670995 Paper \$16.99

Wildwood chronicles [series]

MELOY, Colin & ELLIS, Carson
Penguin Books Australia, Vic, 2012-2014
Twelve-year-old Prue McKeel leads a fairly conventional life, going to school and looking after her baby brother, until one Saturday a murder of crows swoops, taking her brother far away into the Impassable Wilderness, also known as Wildwood, at the edge of



town. Legend has it that anyone going in to this dense, impenetrable forest never returns. Prue and her friend Curtis undertake to rescue Mac and discover bandits, talking animals and a fearsome, all-powerful Dowager Governess. The very existence of the Wildwood communities, with divisions, religion and politics, threaten to destroy the harmony Prue's initial presence brought, and rebellion is close at hand. Readers may recognise aspects of *Narnia* and *Lemony Snicket* which combine in this fast-paced trilogy, alternating between a rich fantasy world and a not so exciting reality, with themes of family, friendships, trust and loyalty. [Videos](#) about the trilogy can be found on the series website. S. Morton

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K-10
Paper \$17.99 each

Reviewed titles in this series:

[Under Wildwood](#)

SCIS 1644210

[Wildwood](#)

SCIS 1529302

[Wildwood imperium](#)

SCIS 1654019



[Wildwood animated video](#) by Colin Meloy and Carson Ellis

One rule for Jack

MORGAN, Sally & KWAYMULLINA, Ezekiel
Omnibus Books, SA, 2014
ISBN 9781742990330



The extended family depicted in this text by its Aboriginal authors will be familiar to children from many backgrounds. Jack outlines his rule for avoiding unwanted chores but it does not really work for him.

Each of the short chapters deals with another of Jack's failures, despite his clever plans, and this format will keep readers wanting more. His persistent but unsuccessful attempts to avoid

his chores will engage young readers, especially boys, who will respond to Jack's rule and his inevitably funny failures. Readers attempting to transition from picture books to chapter books will be supported by the use of familiar spoken-like language and the large text which is accompanied by black and white illustrations. View the Australian curriculum springboard, [Purpose, audience and language exploration: One rule for Jack](#), in this issue for further teaching and learning ideas. K. Rushton

USER LEVEL: Stage 1 Stage 2

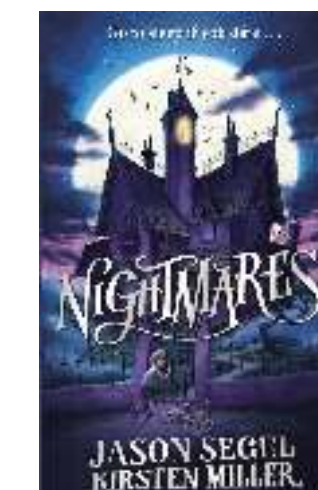
KLA: AC; English

SYLLABUS: English K-10

SCIS 1670987 Paper \$9.99

Nightmares

SEGEL, Jason & MILLER, Kirsten
Corgi, UK, 2015



ISBN 9780552571920
Charlie, the hero in this horror story for younger readers, is a boy overwhelmed by circumstances that he does not fully understand. Following his mother's death, his father remarries and moves him and his brother to a new

home. As Charlie becomes increasingly consumed by the nightmares which dominate his life, the lines between his waking and sleeping worlds blur. Charlie must face his worst fears in order to move on with his life and, in representing those fears in a very real nightmare world, the authors offer readers a chance to recognise that we can be the architects of our own demons. With the help of friends, and the love of family, Charlie defeats his fears and accepts the past. The pertinent message of this dramatic fantasy story is well told and should find an appreciative audience amongst fans of this genre. S. Pollard

USER LEVEL: Stage 3 Stage 4

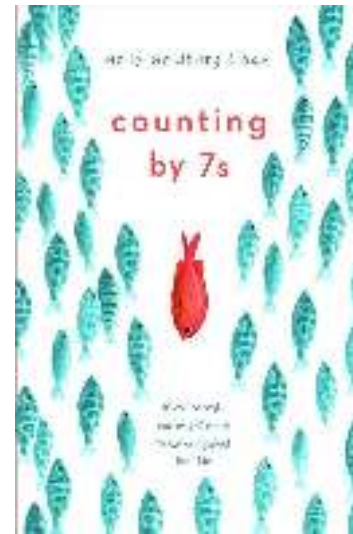
SCIS 1678007 Paper \$16.99



***Nightmares* by Jason Segel and Kirsten Miller: holiday book trailer**
by Random House Kids

Counting by 7s

SLOAN, Holly Goldberg
Scholastic, NSW, 2014
ISBN 9781743626535



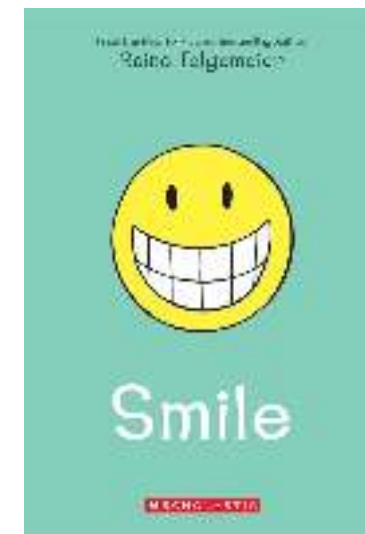
The first person narrator in this novel is Willow, a gifted 12 year old. Willow's sudden orphan status takes her on a search for a sense of belonging by people who would not automatically accept her quirkiness, as her loving adopted parents did. The characters surrounding Willow are a curious mix, many who seem to be representing a stereotype rather than genuine personalities, giving the story an allegorical feel. The simplicity of the language, the short sentences and the steady pace of observations and commentary give the storytelling a rhythm that could appeal to reluctant readers. The story is worthy of interrogation for its messages about belonging, compromise, holding back and deceit. Authorial decisions, particularly about the ending, would be a welcome addition to a Stage 4 English lesson. S. Bremner

USER LEVEL: Stage 3 Stage 4

KLA: AC; English
SYLLABUS: English K-10
SCIS 1666648 Paper \$14.99

Smile

TELGEMEIER, Raina
Graphix, USA, 2010
ISBN 9780606140829



Delightfully engaging, this graphic novel follows the author as she stumbles through her adolescence. As well as dealing with the onset of puberty, confusing peer relationships and bullying, Raina has the added pain and frustration of five years of dental surgery and orthodontics following an accident where she fell, severely injuring her two front teeth. Cleverly drawn, the simple cartoons in this novel add lightness to Raina's meaningful journey. This coming of age story may resonate with teenagers as they embark upon their own journeys towards self-acceptance. This text would complement personal development units of work where themes such as resilience, self-acceptance and bullying are addressed. Additional information is

available on the [publisher's website](#).
J. Lobsey

USER LEVEL: Stage 3 Stage 4

KLA: AC; English; PDHPE

SYLLABUS: English K-10, PDHPE
K-6; PDHPE 7-10

SCIS 1632789 Paper \$14.95



***Smile* by Raina Telgemeier** by This is Teen

Spud & Charli

WHEELER, Samantha
UQP, Qld, 2014
ISBN 9780702250187

Several threads are woven through this novel. The premise is a story about a girl learning how to ride and care for horses at riding camp. As the protagonist's character is developed, more serious aspects are revealed. These include: differences between the girls at camp, Charli's imagination running wild, the



medical consequences of smoking, and the devastating effects of bat eradication and the Hendra virus in horses and humans. Facts regarding bats in the environment and the safe handling of sick, injured or dead bats are provided at the

conclusion of the novel. Teachers may wish to engage students in a discussion about the way that the writing style and use of figurative language have influenced their responses to the text. Teachers may find the [Teaching notes](#) helpful. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

KLA: AC; English

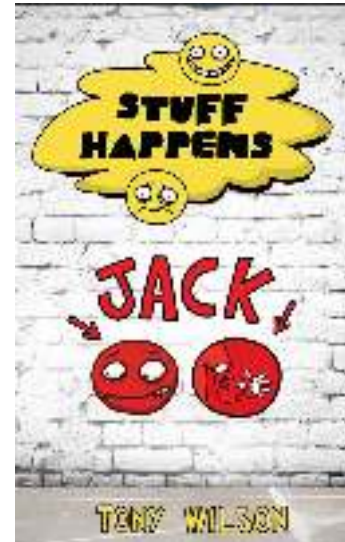
SYLLABUS: English K-10

SCIS 1671941 Paper \$14.95

Stuff happens [series]

Puffin, Vic, 2014

As there are few appealing books for primary school boys about feelings, this series is a boon. The four books in this series are set in Grade 5 at Monvale Primary School. The stories are about real-life challenges. For example, Jack's story is about a recess game that goes wrong, Sean's story is about starting



a new school, Ned finds out after the holidays that his class has Miss Lucas, the dragon teacher, and Michael, the swimming champion, loses a race. Each book has a set of emoticons at the end of each chapter with an arrow

pointing to how the hero is feeling. There are no other illustrations. Each of the books is well written by established writers such as Andrew Daddo and Tony Wilson. A. Soutter

USER LEVEL: Stage 2 Stage 3
Paper \$9.99 each

Reviewed titles in this series:

Jack

SCIS 1671166

Michael

SCIS 1674429

Ned

SCIS 1674363

Sean

SCIS 1673796

fiction for older readers

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

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

The Great War: stories inspired by objects from the First World War, 1914-1918

ALMOND, David et al.
Walker Books, UK, 2014
ISBN 9781406353778



A collection of 11 contemporary short stories in this work of historical fiction has a common focus on the effect of war and loss on the family members of those who fought. With predominantly child narrators and main characters, readers are granted the truthful light of naivety

and confronted with the generational implications of war and humanity's horrific potential. The artefacts of war such as a medal, compass and butter dish appear with brief explanations in the back of the book, providing information about the time in which the stories are set. These have an inherent symbolism that, in stories such as *Little wars*, delivers gravity to the simple narrative. The book will serve as an effective model for the creative writing exercise of growing narratives from smaller stimulæ, particularly as students draw connections between the objects' histories, photographs and the stories. Beautifully layered monochrome illustrations separate each story, presenting silhouettes and scratchings of battlefields and artillery. Celebrated writers such as Tracy Chevalier, John Boyne and Ursula Dubosarsky make this a conceptually strong publication with a variety of applications in English and History classrooms. The text has particular relevance during the commemoration of the centenary of the First World War and an Australian curriculum [springboard](#) is available in this issue. J. Henzler

USER LEVEL: Stage 4 Stage 5

KLA: AC; English; HSIE

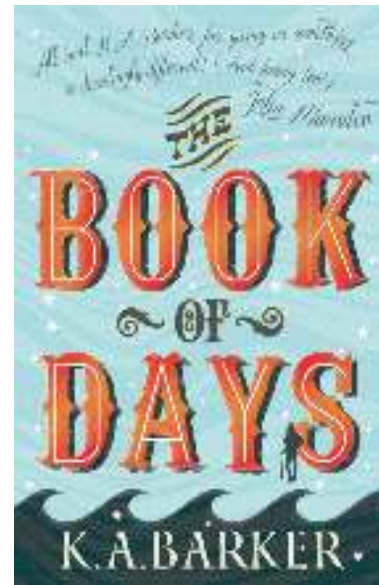
SYLLABUS: English K-10; History K-10

SCIS 1679654 \$27.95

The book of days

BARKER, K. A.

Pan Macmillan Australia, NSW, 2014
ISBN 9781742614175



This multifaceted fantasy tale will lure and mesmerise with its aspects of adventure, discovery, survival and friendship. Craftily created characters, each exhibiting strong qualities, smoothly reflect the fantastical nature

of this novel. Starting in the Unreality House, the protagonist, Tuesday, is woken from her 10 year slumber, not knowing anything about her previous life. She is introduced to a mysterious figure, Quintalion, who removes her from the Unreality House and becomes her closest companion and adviser. The journey they embark on traces a physical and emotional path of identity and self-revelation. The reader is introduced to several individuals' perception of the sequence of events in the novel and the use of magic to obtain the powerful *Book of days*. The language is sophisticated and the text could consequently support language enrichment and vocabulary building

through the reading experience. J. Duvall

USER LEVEL: Stage 5 Stage 6

SCIS 1675366 Paper \$18.99

The iron trial

BLACK, Holly & CLARE, Cassandra
Doubleday, UK, 2014 (Magisterium)
ISBN 9780857532503



New student, Callum, is reluctant to enter the Magisterium Academy as he has been raised by a father obsessed with keeping his son out of the hands of magic. Different in character, appearance and attitude, Callum

seeks only an opportunity to fail and leave the highly sought-after institution. The story demonstrates that, with companionship and trust, even someone as apparently removed from a community as Callum is, can discover strength and spirit. The book closes with a range of unanswered questions that lead onto the next book in the series, drawing the reader into this fantasy world. S. Pollard

USER LEVEL: Stage 3 Stage 4

SCIS 1677077 Paper \$22.99



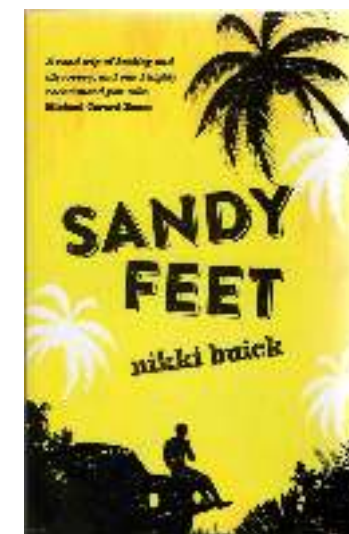
[Magisterium: The iron trial trailer by Holly Black and Cassandra Clare](#)
by Random House Books AU

Sandy feet

BUICK, Nikki

UQP, Qld, 2014

ISBN 9780702253157



This is no ordinary family road trip diary. The narrator is teenager Hunter who has been coerced to participate in a family bonding exercise involving his younger sister, their stepfather and a new baby brother.

Mum, who suffered a breakdown and attempted suicide, is determined the family will benefit from a North Queensland back-to-nature holiday.

Hunter's way of dealing with his life, the dissolution of his parents' marriage, a try-hard stepfather, a sister with Down syndrome and a new half-brother, enables readers to see Hunter as much more than an awkward young adult. His unresolved grief about his father feels raw and uncontrived. Hunter's voice is controlled and believable, and the storyline is engaging. Intertextual references are modern day Australian, with themes commensurate with traversing adolescence. S. Bremner

USER LEVEL: Stage 5

SCIS 1676284 Paper \$19.95

Us minus Mum

BUTLER, Heather

Little, Brown Young Readers, UK, 2014
ISBN 97803439124070



Nominated for the 2015 Carnegie Medal and 2015 UK Literacy Association Awards, this excellent book about families, resilience and coping with grief is narrated by George, an 11 year old boy who loves facts. Every chapter

begins with a fact such as, *dogs can smell each other around corners*. It

is a very sad story about two small boys, George and Theo, losing their mother, yet it is equally full of humour because George's world is so well drawn. He does not realise how ill his mother is for some time and, when he does, he tries to cheer her up. This is a wonderfully observed story dealing with issues around emotional wellbeing and coming to terms with the loss of a parent. There are [discussion starters](#) for teachers on the author's website. A. Soutter

USER LEVEL: Stage 3 Stage 4

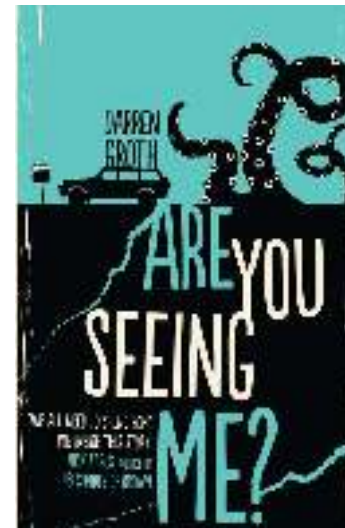
SCIS 1649029 Paper \$14.99



[Heather Butler reads Fact number 7 from *Us minus Mum* by dbTV](#)

Are you seeing me?

GROTH, Darren
Woolshed Press, NSW, 2014
ISBN 9780857984739



This is a road novel narrated by 19 year old twins, Perry, who is on the autism spectrum, and his sister, Justine, who has been caring for him for a year since their father died. They are going to find their mother who left the family when

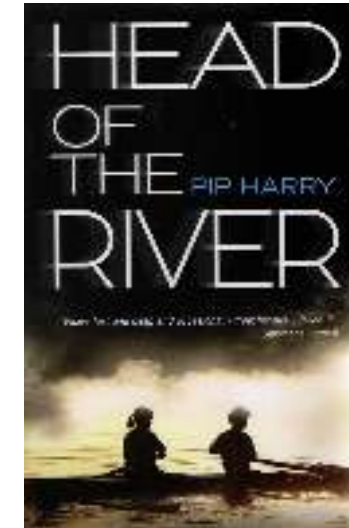
they were very young. Perry wants to show Justine that he can live on his own and Justine wants to find out who she really is. The author, who has a son with autism, excels in giving Perry an authentic voice, showing that nobody can be solely defined by their disability. Perry has a big heart and a strong voice. He is different but he is also the same as everyone else. The humour in the novel will appeal to many students. Useful [teaching notes](#) are available online. A. Soutter

USER LEVEL: Stage 4 Stage 5

SCIS 1671959 Paper \$18.99

Head of the river

HARRY, Pip
UQP, Qld, 2014
ISBN 9780702253263



This heart-stopping novel forces readers to focus on the controversial issue of performance enhancing drug use in Australian sporting school students. Writing from a brother and sisters' point of view, the author

divulges the immense pressure felt by certain students with an academic and sporting scholarship. The different types of relationships, including romantic, family and team mates, and their expectations, are explored. The issues raised throughout the scenarios are quite confronting at times. This novel would work well with Year 10 English students studying the different styles of narrative writing and a vast array of character interactions seen through the eyes of others in the novel. The concepts raised may align this story with the [Ethical understanding](#) capability of the Australian Curriculum. [Teachers' notes](#) are available to assist with programming. J. Duvall

USER LEVEL: Stage 5

KLA: AC; English; PDHPE

SYLLABUS: English K-10;
PDHPE 7-10

SCIS 1665395 Paper \$19.950

Zenna Dare

HAWKE, Rosanne
Rhiza Press, Qld, 2014
ISBN 9781925139037



An enthralling mystery spans two countries and weaves two time periods together in this detective-style novel. The main character, Jenefer, moves with her family to the Australian country town of Kapunda, and

embarks on the unravelling of a family genealogical secret buried deep in the vaults of time. Her new and emerging relationship with Caleb, an Indigenous student at the local high school, assists Jenefer in understanding the importance of ancestral connections and how they inform an individual's identity. Consultation with the local community would ensure that references to the Stolen Generations and Reconciliation have been appropriately depicted by the non-Aboriginal author. Hawke's

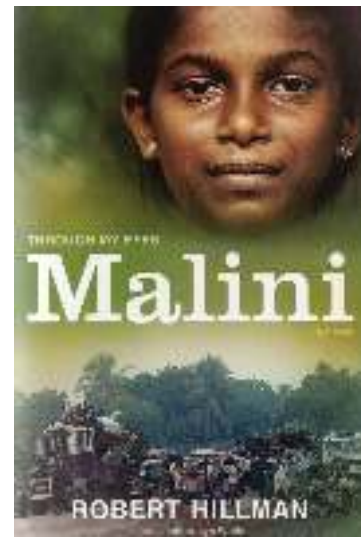
novel is suitable for students studying the conventions of a narrative, with an effective demonstration of the use of flashback for emphasis. J. Duvall

USER LEVEL: Stage 5 Stage 6

SCIS 1668609 Paper \$16.99

Malini

HILLMAN, Robert
Allen & Unwin, NSW, 2014 (Through my eyes)
ISBN 9781743312551



Set in Sri Lanka in 2008 at the height of the civil war, 14 year old Malini and her family are forced from their home by Tamil Tiger troops. Malini's father realises that they are being sent to the coast to act as human

shields for the soldiers and, as they are passing through a forest, he gives Malini a mobile phone and charger. He tells her to take her sister Banni, hide in the forest, and then go to their grandfather's house, a long distance inland. Malini is now forced to draw upon all her resources to keep herself and her sister alive and avoid capture. Following is a story of courage, trust,

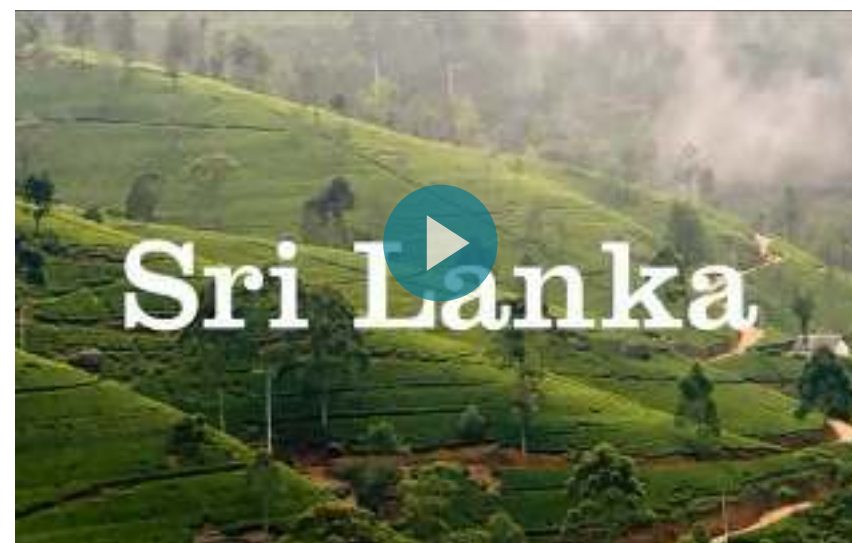
love and hope. Texts such as this, which are told through the eyes of children experiencing war or conflict, are examples of how fiction can engender empathetic understanding in students. The book includes background information to the situation in Sri Lanka, a timeline, glossary and links to websites for further research. [Teaching notes](#) are available from the publisher's website. H. Myers

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: AC, English

SYLLABUS: English K-10

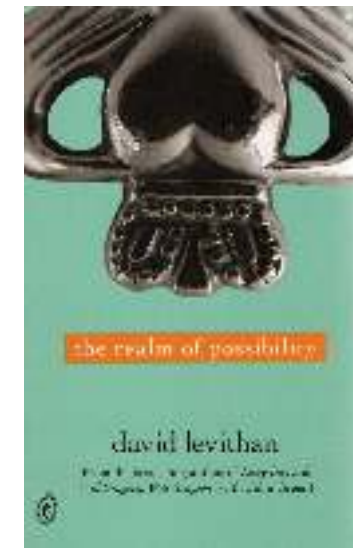
SCIS 1675368 Paper \$15.99



[Malini: through my eyes by Robert Hillman trailer](#) by Allen & Unwin

The realm of possibility

LEVITHAN, David
Text Publishing, Vic, 2014
ISBN 9781922182357 [811]



The relationships between students in one high school are told from 20 distinct perspectives in this unique verse novel. Some of these relationships are sexual, many are not, some are transient, but all are intertwined.

The novel is divided into five chapters, each showcasing the voice of four characters. The complexities of the interrelationships are given an additional layer of challenge for the reader by virtue of the verse novel medium. It does not have a beginning, middle and end, but rather is more a snapshot of people's thoughts at a given moment. There are moments of humour, sadness, longing and heartache, with each character integral to the storyline. The nature of some of the subject matter could make this book unsuitable for younger readers. Mature readers may find the sensitivity and sincerity of the characters a positive affirmation of many of their own thoughts and feelings in their

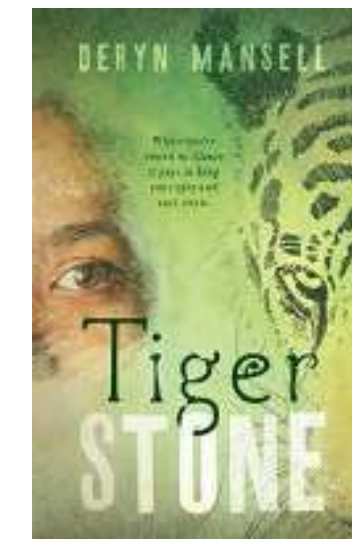
search for identity. H. Myers

USER LEVEL: Stage 6

SCIS 1673328 Paper \$19.99

Tiger stone

MANSELL, Deryn
Black Dog Books, NSW, 2014
ISBN 9781742032399



As Aryani is preparing to leave her village to go to high school in Yogyakarta, her dying grandmother gives her a tiger stone necklace with a history going back to the kingdom wars of 14th century Java. Aryani's grandmother had

nicknamed her Kancil, *the clever mouse deer that outwits the bigger, stronger animals by being better with words*. This fast paced adventure mystery is the story of the original Kancil and Kitchen Boy. Kancil and her mother have been driven out of their coastal village. They are now living in a mountain village with her mother's family who are distrustful of them. To hide her coastal origins, Kancil must not speak. Whilst working as a servant in her uncle's house, Kancil befriends Kitchen Boy, who also appears to have mysterious origins. They

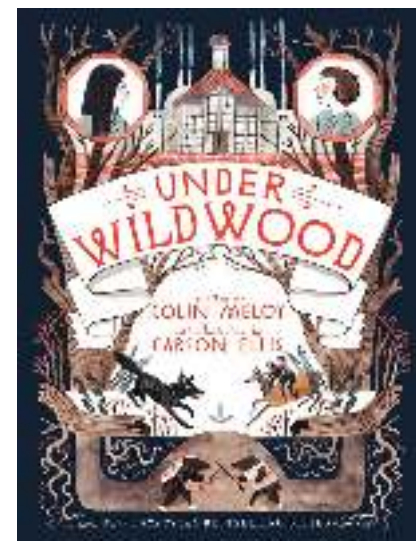
uncover a plot to destroy the village, but as Kancil cannot speak and Kitchen Boy suddenly disappears, how can the village be saved? H. Myers

USER LEVEL: Stage 4 Stage 5

SCIS 1671955 Paper \$16.95

Wildwood chronicles [series]

MELOY, Colin & ELLIS, Carson
Penguin Books (Australia), 2012–2014



Twelve-year-old Prue McKeel leads a fairly conventional life, going to school and looking after her baby brother, until one Saturday a murder of crows swoops, taking her brother far away into the Impassable

Wilderness, also known as Wildwood, at the edge of town. Legend has it that anyone going in to this dense, impenetrable forest never returns. Prue and her friend Curtis undertake to rescue Mac and discover bandits, talking animals and a fearsome, all-powerful Dowager Governess. The very existence of the Wildwood communities, with divisions, religion and politics, threaten to destroy the harmony Prue's initial presence brought, and rebellion is

close at hand. Readers may recognise aspects of *Narnia* and *Lemony Snicket* which combine in this fast-paced trilogy, alternating between a rich fantasy world and a not so exciting reality, with themes of family, friendships, trust and loyalty. [Videos](#) about the trilogy can be found on the series' website. S. Morton

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K–10
Paper \$17.99 each

Reviewed titles in this series:

[Under Wildwood](#)
SCIS 1644210

[Wildwood](#)
SCIS 1529302

[Wildwood imperium](#)
SCIS 1654019



[Wildwood animated video](#) by Colin Meloy and Carson Ellis

One minute's silence

METZENTHEN, David & CAMILLERI, Michael
Allen & Unwin, NSW, 2014
ISBN 98781743316245



Deeply moving with rich language and striking black and white illustrations, this strong visual text provides a timely history and visual literacy resource for the centenary of the Gallipoli campaign. Reflecting on Remembrance Day, the text cleverly positions the reader with both the Anzacs and the Turkish troops in the battle on the Gallipoli Peninsula, enabling both perspectives to be considered and empathy to be built. The highly detailed, cross-hatched illustrations support the descriptive, emotive language, creating an immersive experience that touches the soul. As confronting images do not shield the reader from the realities of warfare, teachers need to treat this text with sensitivity and caution. Although the historical perspectives in this picture book support the Stage 5 [Core Study – Depth Study 3: Australians at War: World](#)

[Wars I and II \(1914–1918, 1939–1945\)](#), and the idea of developing compassion for both sides of this dreadful combat is a powerful strategy, this sombre picture book is recommended for mature readers only and is best scaffolded by informed teachers. [Teaching notes](#) are available. G. Braiding

USER LEVEL: Stage 5 Professional

KLA: AC; HSIE

SYLLABUS: History K–10

SCIS 1668846 \$29.99

Twell and the army of powers

O'LEARY, Kate
Fire & Ice, USA, 2014 (The Como chronicles)
ISBN 9781612358925



Como is a world where the governing Body decides a person's future and conformity is the norm. Twell Anar is beginning her last year of high school and is fearful of what her future holds and who she will be genetically partnered with by her next birthday. She is one of seven students from her school who have been chosen to

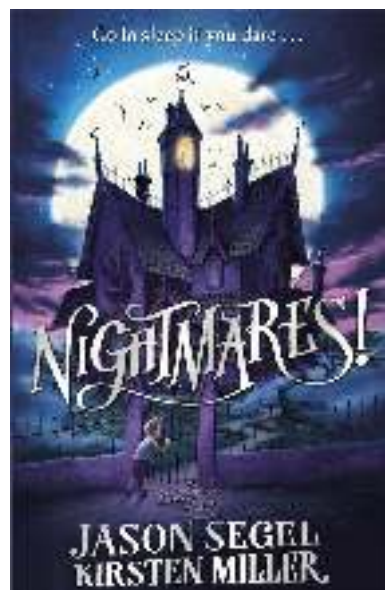
undertake training to develop their unique abilities, in order to defend their world against outside attack. When the attack comes, Twell is thrown into situations that she could never have anticipated, forcing her to grow up fast, make decisions to protect those she loves and to question what is important in life. Universal themes of free will, patriotism, trust and love are presented in this dystopian novel with a strong female protagonist and believable minor characters. H. Myers

USER LEVEL: Stage 4 Stage 5
Stage 6

SCIS 1677475 Paper \$37.99

Nightmares

SEGEL, Jason & MILLER, Kirsten
Corgi, UK, 2015
ISBN 9780552571920



Charlie, the hero in this horror story for younger readers, is a boy overwhelmed by circumstances that he does not fully understand. Following his mother's death, his father remarries and moves him and his brother to a new

home. As Charlie becomes increasingly consumed by the nightmares which dominate his life, the lines between his waking and sleeping worlds blur. Charlie must face his worst fears in order to move on with his life and, in representing those fears in a very real nightmare world, the authors offer readers a chance to recognise that we can be the architects of our own demons. With the help of friends, and the love of family, Charlie defeats his fears and accepts the past. The pertinent message of this dramatic fantasy story is well told and should find an appreciative audience amongst fans of this genre. S. Pollard

USER LEVEL: Stage 3 Stage 4

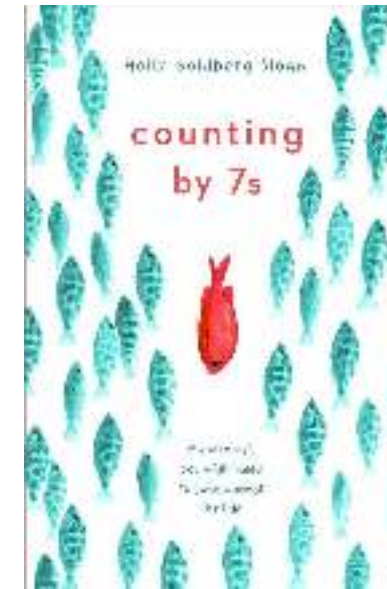
SCIS 1678007 Paper \$16.99



Nightmares by Jason Segel and Kirsten Miller: holiday book trailer
by Random House Kids

Counting by 7s

SLOAN, Holly Goldberg
Scholastic, NSW, 2014
ISBN 9781743626535



The first person narrator in this novel is Willow, a gifted 12 year old. Willow's sudden orphan status takes her on a search for a sense of belonging by people who would not automatically accept her quirkiness, as her loving adopted

parents did. The characters surrounding Willow are a curious mix, many who seem to be representing a stereotype rather than genuine personalities, giving the story an allegorical feel. The simplicity of the language, the short sentences and the steady pace of observations and commentary give the storytelling a rhythm that could appeal to reluctant readers. The story is worthy of interrogation for its messages about belonging, compromise, holding back and deceit. Authorial decisions, particularly about the ending, would be a welcome addition to a Stage 4 English lesson. S. Bremner

USER LEVEL: Stage 3 Stage 4

KLA: AC; English

SYLLABUS: English K-10

SCIS 1666648 Paper \$14.99

Smile

TELGEMEIER, Raina
Graphix, USA, 2010
ISBN 9780606140829



Delightfully engaging, this graphic novel follows the author as she stumbles through her adolescence. As well as dealing with the onset of puberty, confusing peer relationships and bullying, Raina

has the added pain and frustration of five years of dental surgery and orthodontics following an accident where she fell, severely injuring her two front teeth. Cleverly drawn, the simple cartoons in this novel add lightness to Raina's meaningful journey. This coming of age story may resonate with teenagers as they embark upon their own journeys towards self-acceptance. This text would complement personal development units of work where themes such as resilience, self-acceptance and bullying are addressed.

Additional information is available on the [publisher's website](#). J. Lobsey

USER LEVEL: Stage 3 Stage 4

KLA: AC; English; PDHPE

SYLLABUS: English K-10, PDHPE K-6; PDHPE 7-10

SCIS 1632789 Paper \$14.95



Smile by Raina Telgemeier by This is Teen

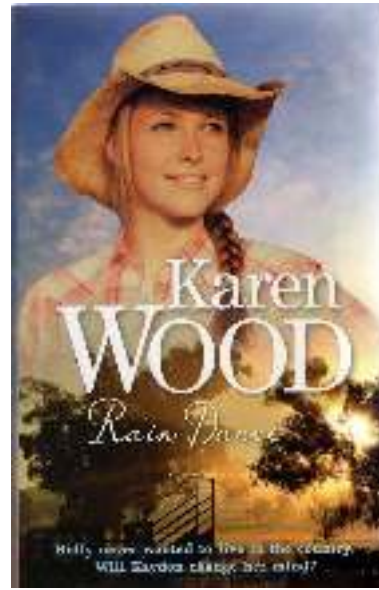
Rain dance

WOOD, Karen

Allen & Unwin, NSW, 2014

ISBN 9781743316405

Forced from a beachside suburb to a drought-stricken cattle property an hour from Gunnedah is not 15 year old Holly Harvey's idea of fun. The family home has been repossessed and Holly's father has been forced to take on a temporary building contract, relocating his wife and four children. The property owner's son, Kaydon Armstrong, has just come



home from boarding school for the Easter break to find his father in talks with an investor trying to convince him to expand the farm - a strange suggestion during a severe drought. The conflict between vegetarian Holly and cattle

farming Kaydon is predictable, as is their inevitable romance following an incident at the fundraising ball. The interweaving of social and personal themes, including financial ruin, mining, illness and identity, make the novel topical and the relationship that develops between the teenagers adds an interesting dimension to the predictable plot. H. Myers

USER LEVEL: Stage 4 Stage 5

SCIS 1676060 Paper \$15.99

information, poetry and drama

Resources are in Dewey order.

Domestic violence

HAMMER, Cathy

Legal Information Access Centre, NSW, 2013 (Hot Topics 87)

ISBN none [345.994]



The first thing a domestic violence book needs is a good list of places students and their families can turn to if they are experiencing the problem. The last three pages of this book are filled with assistance for such

a diverse range of people that almost everyone in need has somewhere to start seeking help. An overview of domestic violence is written clearly, with definitions and an excellent case

study involving two Year 11 students. There is comprehensive information on Apprehended Violence Orders (AVOs), which includes the court process and the use of AVOs in other states. The Victims Rights and Support Act 2013 is explained, as are family law and other related legal issues. This resource is also available to [download as a free PDF](#). A. Soutter

USER LEVEL: Stage 6 Professional

KLA: HSIE

SYLLABUS: Legal Studies Stage 6

SCIS 1674084 Paper \$22

StigmaWatch: tackling stigma against mental illness and suicide in the Australian media

HOCKING, Barbara

SANE Australia, Vic, 2013 (SANE Report)

ISBN 9781921837135 [362.2]



Helping those affected by mental illness, including preventing suicide, is the focus of the [SANE Australia](#) charity, and reducing stigma through its StigmaWatch project is an integral part of SANE's work.

StigmaWatch monitors and responds to inaccurate or inappropriate stigmatising media comments about mental illness or suicide. This report explains the history of the initiative and gives examples of successful campaigns to show why it is necessary. It shows that the way in which mental illness is represented affects the way people feel about themselves and their willingness to seek help. There is a very good discussion on the role of the media and its power in forming attitudes. The report shows the importance of responsible reporting in reducing the number of deaths by suicide. The final chapter on changes in the media could be used for a classroom discussion on how StigmaWatch can monitor social media and blogs to reduce the impact of stigma on mental illness. [Free access to this report](#) is also available online, with the publication accessible as a downloadable PDF or browser-based ebook. This resource will complement the *MindMatters* program in many schools. A. Soutter

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: PDHPE

SYLLABUS: PDHPE 7-10; PDHPE
Stage 6

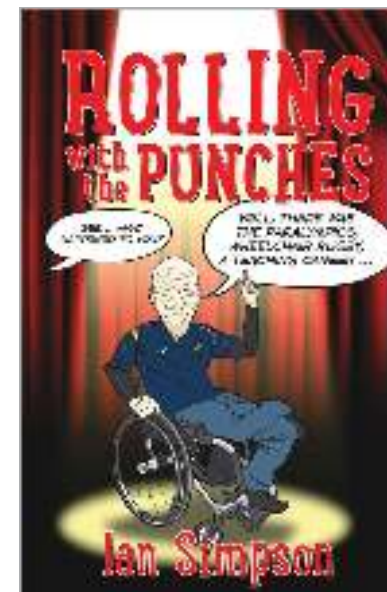
SCIS 1674441 Paper \$free



[Stigma and the media](#) by SANE Australia

[Rolling with the punches](#)

SIMPSON, Ian
Short Stop Press, NSW, 2014
ISBN 9780992552138 [362.43092]



This inspiring memoir by former Paralympian and wheelchair rugby champion, Ian Simpson, is about resilience, positivity, living life, and not taking oneself too seriously. Simpson's engaging sense of humour is evident on every page, as he describes life in a wheelchair from the age of three. His tale includes happy childhood memories, considerable sporting achievements, a rewarding career, and finding true love. The second half of the

book deals primarily with his battles with cancer. The darker moments are honestly and beautifully described, allowing the reader to be part of the journey. Delivering an uplifting message about living a rich and fulfilling life after a spinal injury, this insightful, well-written and entertaining read will offer inspiration to young people with wheelchairs, and their families. The text may also provide valuable insights for able bodied people about the realities of life in a wheelchair. In addition, it highlights the disregard many, such as the author, have about language which focuses primarily on disability and its potential limitations, such as the concept of being *confined* to a wheelchair. E. Melville

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: PDHPE

SYLLABUS: CAFS Stage 6

SCIS 1692763 Paper \$24.99

[Aunty Recheal becomes a train driver](#)

DALEY, Recheal, VAN DYKE, Phoenix & THURTELL, Bethany
Narooma Schools, Community Centres Project, Department of Education and

Communities, NSW, 2013
ISBN 9780731387311 [385.0994]



Aunty Recheal's story will inspire any young girl or boy who has a dream. Aunty Recheal's dream was to become a train driver like her dad and she achieves it while showing that women and girls can do things that are often thought of as just for men or boys. This is based on a true story about Aunty Recheal, who was the first Aboriginal female train driver, so it will be especially significant for members of her community as well as other Aboriginal communities. At the end of the story the reader is introduced to the real Aunty Recheal and her family, as well as to the writer and illustrator. This provides opportunities to talk with young readers about fact and fiction and how books are made. K. Rushton

USER LEVEL: Stage 1 Stage 2

KLA: AC; English

SYLLABUS: English K-10

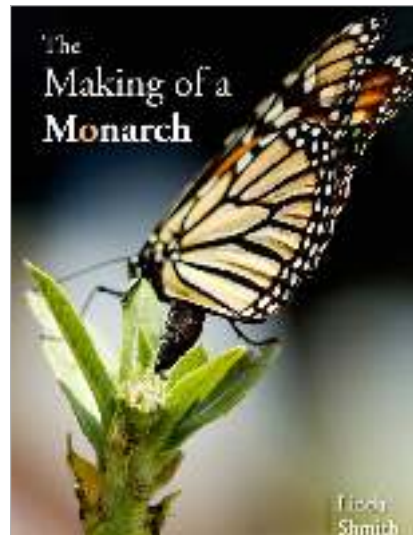
SCIS 1626943 Paper \$free in NSW schools

The making of a monarch butterfly: photographs and text

SHMITH, Linda

Linda Shmith, SA, 2013

ISBN 9780646594415 [595.78]



Featuring amazing close-up photographs of the life stages of the monarch butterfly, the exquisite detail in this book shows the small changes of each stage in this invertebrate's life. The photographs

follow the transformation from an egg, to a caterpillar, a chrysalis, and finally, a butterfly. Presented in the style of a photo journal, the concise, pertinent text brings the photographs to life and highlights the life within each stage of growth. Included is a life cycle diagram and visual glossary which enhance understanding. The book strongly supports the Science and Technology strand, [Living World](#). [Teaching ideas](#) and [resources](#) are available from the author's website. View the Australian curriculum springboard, [How do insects grow and change? The making of a monarch butterfly](#), for further inspiration.

G. Braiding

USER LEVEL: Stage 1 Stage 2

KLA: AC; Science
SYLLABUS: Science K-10 (SciTech K-6)
SCIS 1612043 Paper \$24.99



[Amazing life cycle of a monarch butterfly](#)
by discottprod

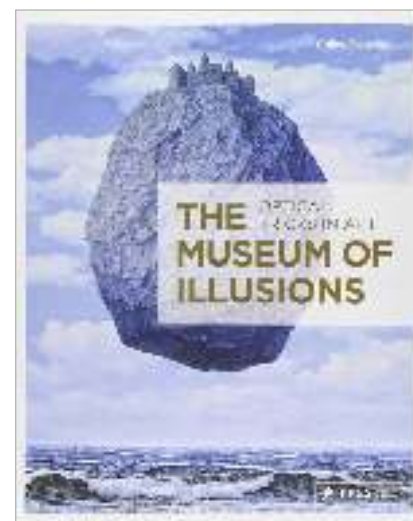
The museum of illusions: optical tricks in art

DELAVAUX, Celine

Translated by Fabia Claris.

Prestel, Germany, 2013

ISBN 9783791347776 [701]



As material reflections of how artists interpret their world, artworks possess the power to conjure illusions and alternate perceptions of reality. Dissecting

the enigmatic concept of illusionism, this publication reveals the limitless potential of *trompe l'oeil* and other optical tricks exploited by artists throughout art history, from classical frescoes to street art. Informed by concise critiques that contextualise the practice of an array of historical and contemporary artists in respect to their individual beliefs and broader cultural sphere, students and teachers can investigate how the visible and invisible can be blurred to represent, invent or question a particular way of seeing the world. Approaches such as realism, surrealism, hyperrealism and anthropomorphism are discussed across painting, drawing, printmaking, photography, video, sculpture, installation, architecture, performance and body art, alongside high quality plates of key works by each artist. Significantly, the author examines how artists dissolve boundaries between the artwork and its audience; appearance and disappearance; solid and void; and the everyday and fantastical, providing opportunities for students to investigate challenging paradoxes and playfully experiment with a range of both thought and vision-provoking scenarios. 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
7-10; Visual Arts
Stage 6

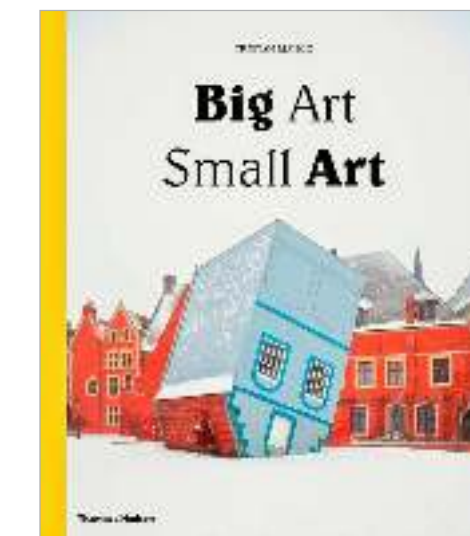
SCIS 1631587 \$49.99

Big art, small art

MANCO, Tristan

Thames & Hudson, UK, 2014

ISBN 9780500239223 [709.05]



In the words of Robert Smithson, *size determines an object, but scale determines art*. Underscoring this pivotal notion of perception, this publication examines the creative

use of scale in contemporary art, ranging from painting, photography, sculpture and installation to alternative architecture, street art and collaborative interventions. Inspirational examples from a diversity of artists and localities are presented within the context of globalisation, prompting students and teachers to consider how the digital realm is affecting the way we use and interact with space, whether virtual or physical, immersive or intimate.

Informative essays introduce the concepts of big and small art and, combined with profiles highlighting each artist's distinctive voice and intentions, signal engaging artmaking and critical investigations that focus on the practice of artists and their innovative use of materials. Image plates are separated from artist profiles, creating a useful platform to stimulate active discussion, comparisons and interpretations, whilst page number cues enable quick cross-referencing. From playful public spaces to the fascinating minutiae of everyday ephemera and the microscopic, this publication will spark student interest in the psychological ties between artworks and audiences, inviting them to think big, no matter what the size. A [springboard](#) is available in this issue. H. Yip

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

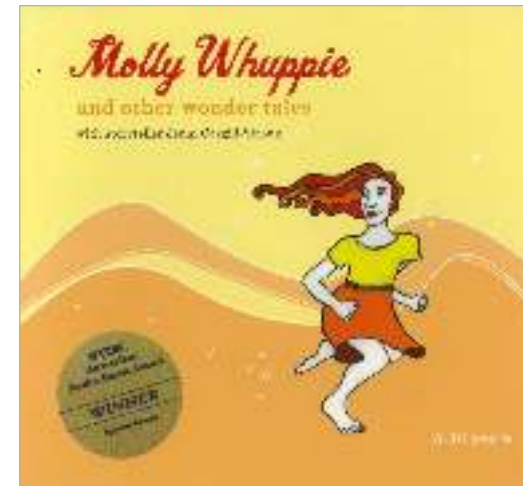
KLA: CA

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

SCIS 1679996 \$60.00

Molly Whuppie: and other wonder tales [sound recording]

CARGILL-STRONG, Jenni
StoryTree Company, NSW, 2013
ISBN 9780980320022 [782.42]



An Aboriginal story and a Scottish song feature on this CD, which has eight stories and songs from a variety of sources around the

world. Listening to stories and singing along, at home or in the classroom, can help to develop Standard Australian English (SAE), especially when the music and the storyteller's voice are so engaging. Listening and singing along are engaging, rather than confronting, for students with low levels of literacy. However, it is this interaction with story and the repeated listening and engagement with songs that will develop pronunciation, intonation and appropriate stress in oral language while supporting students to engage with stories, the beginning of engagement with reading. Available for purchase [online](#), this is a great resource for the home or classroom. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Community

KLA: AC; English

SYLLABUS: English K-10

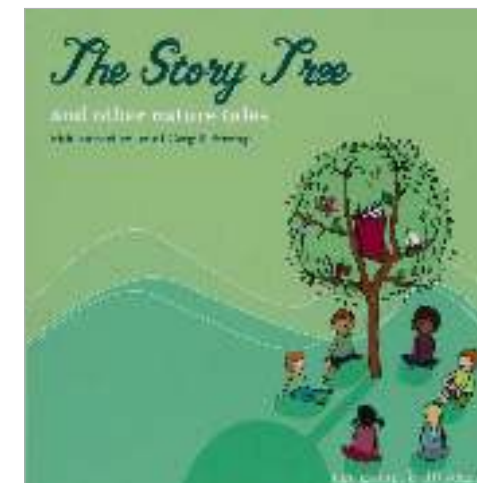
SCIS 1673267 \$20



Goldenheart by Jenni Cargill-Strong

The story tree and other nature tales [sound recording]

CARGILL-STRONG, Jenni
StoryTree Company, NSW, 2009
ISBN 9780980320046 [782.42]



The natural world is the focus of the music and stories on this CD. The sources are varied: one story is by Rudyard Kipling and

another is a Raminjeri and Kuarna

Aboriginal story, and all are told in the clear, strong voice of the storyteller. This resource would benefit teachers and parents as a starting point for discussion of the natural world, to support the development of talking and listening about stories and also to engage students in reading. Asking older students to listen and comment on these stories provides support for families interested in supporting their children's homework. The storyteller's voice is clear and engaging and she has an Australian accent, all of which are very helpful in making the transition to Standard Australian English (SAE). K. Rushton

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Community

KLA: AC; English

SYLLABUS: English K-10

SCIS 1673261 \$20



History and definition of storytelling - Storytelling ENG00355 by UniSCU

To this day: for the bullied and beautiful

KOYCZAN, Shane
Walker Books, NSW, 2014
ISBN 97819250821510 [811]



Illustrated by 30 artists from around the world, this extraordinary hard copy of a spoken word poem against bullying is very powerful. The book expands the context of the [To this day video](#) and [TED-Ed lessons](#)

site. Even though most school libraries already have bullying resources, this book is important as an original and heartfelt illustration of the power of the individual to survive daily harassment horrors. It can be used to begin the conversation about bullying at a much deeper level in the school community. Share this resource and the video at a teacher development day or staff meeting. Teachers may also wish to introduce students to the freely available, complementary [To this day](#) app, performed by Koyczan, and encourage them to record their own versions of this anti-bullying poem. A. Soutter

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: AC; English; PDHPE

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

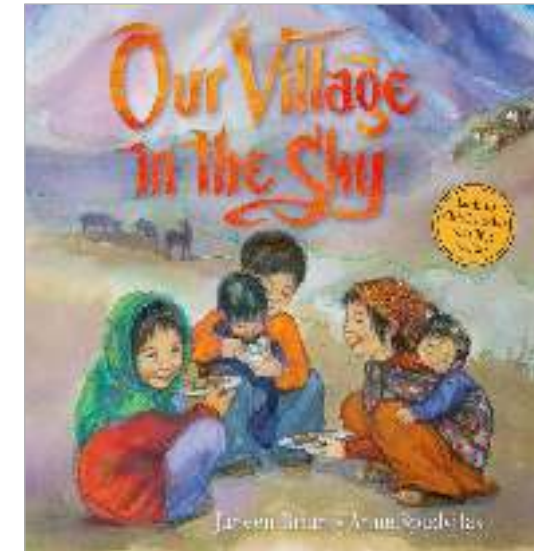
SCIS 1674931 \$19.95



[To This Day Project - Shane Koyczan](#) by Shane Koyczan

Our village in the sky

BRIAN, Janeen & SPUDVILAS, Anne
Allen & Unwin, NSW, 2014
ISBN 9781743318140 [A821]
Life in a remote Himalayan village provides the backdrop and content of these free verse poems. Through gentle verses and joyful artwork, the reader learns of the lifestyle of the children as they transform work into play. The voice of a village girl introduces Washer Boy, Herd Boy, Rock Breaker and Eldest



girl as they wash clothes, collect dung, carry babies and fetch water throughout a summer day. The children undertake their chores cheerfully

and find many opportunities for play as they make reference to the hardships of winter in their region. The free [audio](#) version of this lyrical text enhances the author's descriptive language choices. Students may find many examples where culture has been represented in the words and illustrations. [Teaching notes](#) may support the appreciation of this versatile resource. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

KLA: AC; English

SYLLABUS: English K-10

SCIS 1674005 \$24.99

Jump for Jordan

ABELA, Donna
Currency Press, NSW, 2014
ISBN 9781925005059 [A822]

Jump for Jordan is a play that explores



the issues of identity and love which crop up in the mid to late teens. It is about a girl called Sophie, living in Western Sydney, and her relationships with her Jordanian mother and her Aunty Azza who is visiting for a family

wedding. Like so many second-generation Australians, Sophie is caught between two cultures, with the added complication that she is in a same sex relationship with Sam. Sam and Sophie are both archaeologists which gives rise to the central metaphor of the play. The construction of identity is like the development of a picture of an ancient people by putting together broken pieces. You do not really know who you are completely as you only have fragments of memory and stories to go on. A. Soutter

USER LEVEL: Stage 5 Stage 6

KLA: AC; English

SYLLABUS: English 7-10; English Stage 6

SCIS 1676613 Paper \$19.95

Highway of lost hearts

BUTLER, Mary Anne
Currency Press, NSW, 2014
ISBN 9781925005080 [A822]



As its emotive title suggests, this play is about a journey of loss and hope. Middle-aged Mot recounts the unexpected and often untoward events of her travels down the highway after a series of disillusioning life

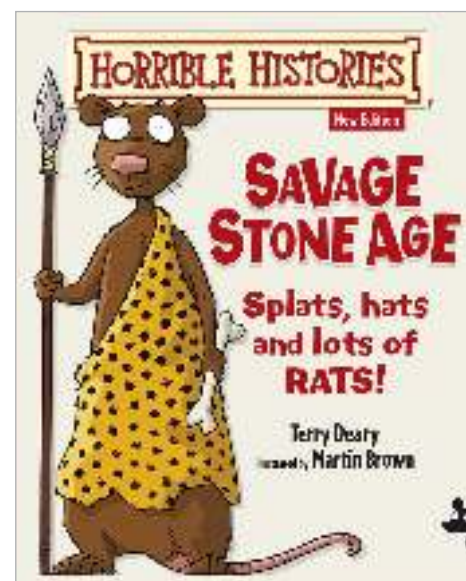
events. The extended monologue medium provides for the largely introspective content of the piece and this is reflected in Mot's accessible poetic narration. This is a bleak but moving narrative about the decisions we make and the seeking of self-consolation. The play has some sexually explicit content and coarse language that makes it unsuitable for whole-class reading and teachers will need to be selective. Portions of the text, including the killing of a mother kangaroo, would make for interesting excerpts in the HSC English Area of Study: *Discovery*. Its singular narrator and her renditions of various characters would also make this a strong related text for the [Distinctive](#)

[Voices](#) elective in the Standard English course. Large passages could be useful for Drama teachers and students looking for powerful female monologues. J. Henzler

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
SCIS 1676515 Paper \$19.95

Savage Stone Age

DEARY, Terry & BROWN, Martin
Scholastic, UK, 2014 (Horrible histories)
ISBN 9781407139227 [930.1]



Packed with fascinating information about the origins of today's humans, this book uses a humorous style to explain what archaeological evidence tells us and what questions it raises. Its core message is that history is not definitive, as historical discoveries, interpretations and theories continue to evolve. A whole chapter is dedicated to the past and current knowledge, theories and mysteries surrounding the Stonehenge

archaeological site. Written with wit and accompanied by humorous cartoons, this book contains interactive elements of quizzes and comical quips that cleverly relate life in the Stone Age period to the lives of children today. The format, entertaining style and amusing illustrations make it an enjoyable book to read for pleasure. G. Braiding

USER LEVEL: Stage 2 Stage 3
SCIS 1659919 Paper \$14.99

50 things you should know about the First World War

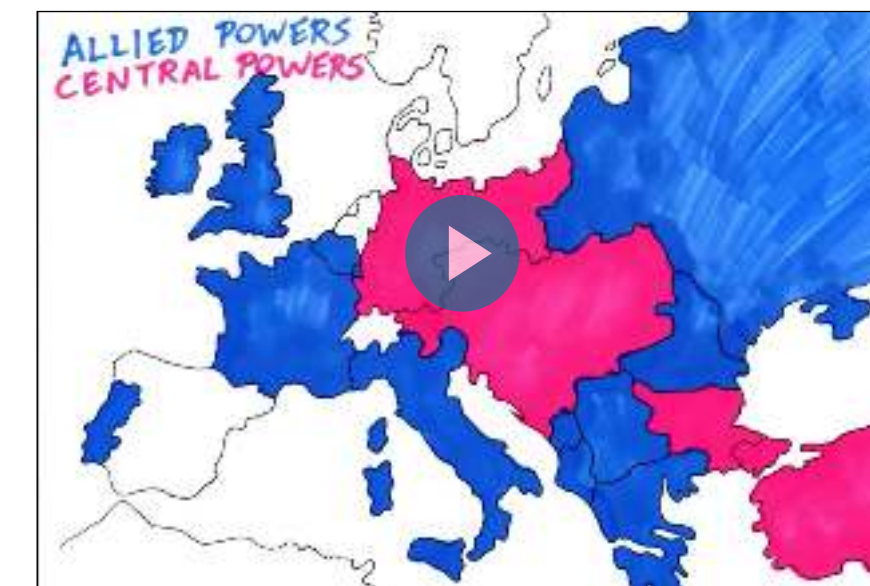
ELDRIDGE, Jim
QED Publishing, UK, 2014
ISBN 9781781717516 [940.3]



A concise and comprehensive overview of World War I is provided in this contribution to the centenary commemorations. *50 things you should know about the First World War* has a generally Anglo-centric approach. However, this is balanced by the comprehensive treatment

of technological and political developments on both sides. Of particular interest is the *Who's who?* section, which shows captioned portraits of major players from the allies and the central powers. Full colour maps at various stages of the war, infographics and fast facts breakout boxes, make this a highly engaging resource for Stage 5 History students researching the [Core Study - Depth Study 3: Australians at War: World Wars I and II \(1914-1918, 1939-1945\)](#). J. White

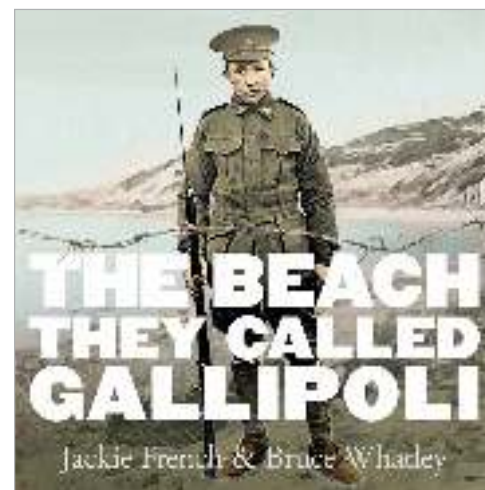
USER LEVEL: Stage 5
KLA: AC; HSIE
SYLLABUS: History 7-10
SCIS 1664325 Paper \$19.99



[World War 1 in 6 Minutes](#) by RudtheSpud

The beach they called Gallipoli

FRENCH, Jackie & WHATLEY, Bruce
Angus & Robertson, NSW, 2014
ISBN 9780732292263 [940.4]



The setting on 23rd April, 2015 was a calm, tranquil cove where fishermen cast their nets and seagulls swooped. Two days later, the transformation

was dramatic and terrible and remained that way until December when orders came to retreat from the beach they called Gallipoli. Through poetic text and innovative collage effects, this picture diary traces the campaign fought by Australians and New Zealanders on that Turkish beach. The historic photographs, flags, maps and documents, juxtaposed against Bruce Whatley's own drawings, add graphic realism to Jackie French's emotive words. Although this powerful book would be an adjunct to the History syllabus and the commemoration of the centenary of Anzac, teachers should exercise discretion when sharing the book with students. Images of fallen soldiers and descriptions of the aftermath of battles while realistic, are nonetheless confronting. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Stage 5 Professional

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1687764 \$24.99



Behind the News meets Anzac
by Behind the News

Memorial box 1, Australia in the First World War [kit]

Australian War Memorial, ACT, 2014
ISBN none [940.4]



Containing over 25 objects from ANZACs serving in the First World War, this sturdy box will be an engaging inclusion for a study of this period. Memorial boxes are freely

available for loan; teachers can order these resources from the [Australian War Memorial](#) website. Students will be interested in the uniforms and artefacts, including a slouch hat, a helmet, a nurse's cape, a mess tin, and a variety of medals and buttons, used by service people. Students will also recognise the different materials used in manufacturing in those days. Photographs and letters may provide an emotive connection with the people involved, and several booklets about their lives will add to this understanding of what life was like during the war. The [website](#) content complements interaction with the memorial box, enabling students to access information about each of the objects, including PDFs of the resource booklets and [case studies](#). The website also includes a [resource book](#) and [teaching ideas](#), which may be useful for pre and post lesson activities and research. Although the memorial box will have wide interest, it is best suited for students in Stages 3 and Stage 5. For teaching ideas on using this and other resources for Stage appropriate commemorative activities in schools, read the article [Centenary of the Commemoration of the First World War: Bringing communities together](#) (Scan 33.1). C. Keane

USER LEVEL: Stage 3 Stage 5

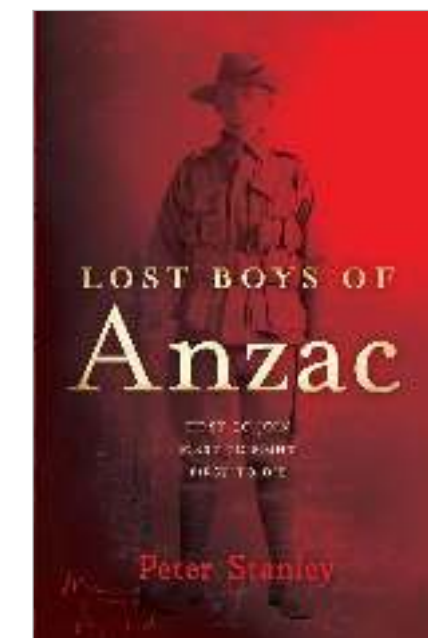
KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1692989 \$ Postage and
[website] handling fee

Lost boys of Anzac

STANLEY, Peter
NewSouth, NSW, 2014
ISBN 9781742233970 [940.4]



In the cluttered genre of Gallipoli tomes, Peter Stanley continues to find niche topics that are worthy of examination. The author defines the *lost boys* as the Australian troops who were killed on 25 April, 1914. The book illustrates the

great diversity of men who volunteered for service — from white-collar professionals to labourers and farm workers, many of whom walked great distances to join — as well as the reasons they enlisted. Readers are given graphic and primary accounts of the nature of the first day of the Gallipoli campaign from the soldiers who would see just a few hours of action. The latter part of *Lost boys of Anzac* looks at the effects of the loss of loved ones for their family

members at home, both in an emotional and practical sense. A [blog post](#) by Peter Stanley provides students with an excellent model for the historical inquiry process. I. Simpson

USER LEVEL: Stage 5

KLA: AC; History

SYLLABUS: History 7-10

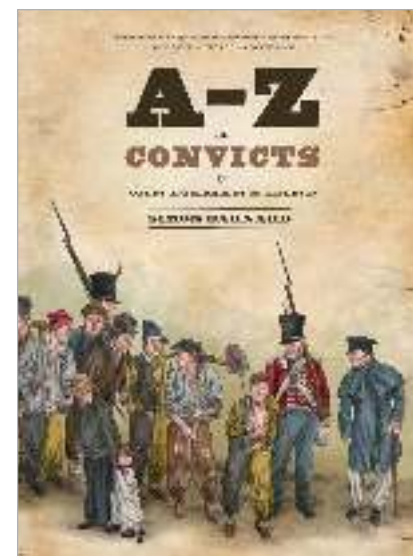
SCIS 1659277 Paper \$29.95

A-Z of convicts in Van Diemen's Land

BARNARD, Simon

Text Publishing, Vic, 2014

ISBN 9781922079343 [994.6]



Meticulously researched and illustrated from authentic source materials, this over-sized book provides a comprehensive account of the lives of the 73 000 convicts transported to the

penal settlement of Van Diemen's Land. During the first half of the 19th century, this penal colony was considered a *living hell* for many of the convicts. This is revealed in the text through

graphic illustrations and unremitting descriptions of the harsh everyday lives, living conditions, punishments and labours of the unfortunate detainees. Labelled, three dimensional cutaways of building interiors enable specific details to be exposed. The book strongly supports History Stage 3: [The Australian Colonies](#). [Teaching notes](#) are available. G. Braiding

USER LEVEL: Stage 3

KLA: AC; HSIE

SYLLABUS: History K-10

SCIS 1676106 \$45.00

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