connect

transform

share

inspire

Scan

inspiring dynamic future learning

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contents
Volume 35, Issue 1, 2016

from the editor

Welcome to the first issue of *Scan* for 2016.

I hope you had a refreshing break. Interested in unpacking the new Geography K–10 or refreshing your approach to teaching English K–10?

This issue of *Scan* is full of great teaching ideas and resources to inspire you as the year gets under way. Don't forget to share *Scan* with colleagues in your school. Sadly, this is my last issue of *Scan* as Editor. It has been wonderful working with you all. Best wishes for a safe and productive 2016.

Margaret McEwan
Editor

reflections

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Innovation and learning

According to John Bangs, Chair of Trade Union Advisory Committee's (TUAC) international group on Education, Training and Employment Policy:

Innovation and creativity are the lifeblood of learning.

John makes this comment in relation to the OECD's Innovative Learning Environments (ILE) project's recent publication, *Schooling redesigned: Towards innovative learning systems.* This work emphasises collaborative professionalism and the active engagement of all stakeholders including students. Its consideration of essential capabilities and skills supports a future learning approach and the ideas encapsulated in *Future learning and school libraries*. Related research and information for further reading is available on our new School libraries support site.

The emphasis on evidence based practice and new curriculum in this issue supports innovation for learning.

Evidence based practice

Crucial to a collaborative curriculum leadership role teacher librarians can play, is an evidence based practice approach, with an emphasis on future focused learning. The *Future Learning for school libraries: 2015 reading pack* offers a collection of articles and research on future learning and its importance for teacher librarians partnering their colleagues – all in one handy package. This, and more, is available on the School libraries support website.

Insight into evidence based approaches and practical ideas for classroom implementation are provided in *Showcasing evidence based practice*, *Collaboration and the power of team teaching* and *Oliver supporting learning at Thirroul Public School*. Take a moment to view these short videos:

- *Integrating guided inquiry and ICT* – an approach to evidence based practice

- *Oliver: A journey from computer to book to reading* – one school's journey supporting student learning outcomes.

Collaborative programming

Geography K–10: Creating active global citizens and *Finding the heart of English* offer vital information and ideas for implementing the English and Geography K–10 syllabuses.

The article in this edition related to English considers textual concepts and the continuum of learning. It offers insights to the ways teachers and teacher librarians could work together to select quality texts related to concepts and together enhance explicit teaching for specific outcomes.

In a similar way, the Geography K–10 article outlines key concepts and focuses with reference to *Outcomes* and *Key inquiry questions*. It helps teacher librarians to select geographical inquiry and outcomes related to classroom programs in order to enhance student learning through their related programming support, using an information process framework for enhanced learning across the curriculum and capability development.

Further ideas for teacher librarians working with teachers for explicit programming and teaching related to curriculum will be available shortly on *School libraries: Teaching ideas*. This will include information process strategies, and consideration of approaches such as problem based, inquiry based, peer and collaborative learning. The *Curriculum springboards* also offer ideas for making these sorts of connections.

Libraries for future learners 2016

After the success of the 2015 conference, a Libraries for future learners 2016 conference will be held on Monday 19 October 2016. More information coming!

Lastly, I would like to thank Margaret McEwan, for her outstanding work as Editor of *Scan*. Margaret has taken up another Department position and we will miss her. Margaret made a significant contribution to the ongoing development of *Scan*, and to support for the teacher librarian profession and their colleagues.

Scan

Exploring *Scan's* **online edition**

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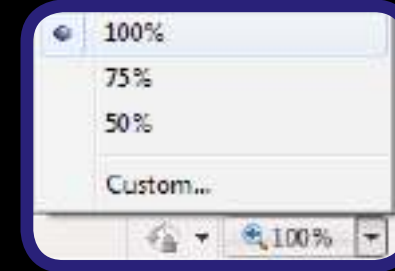
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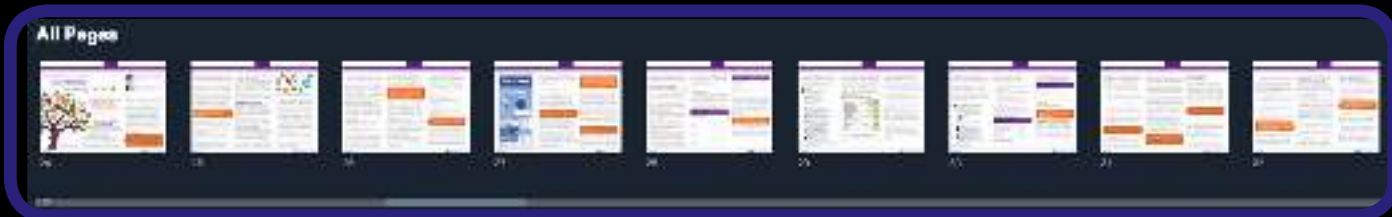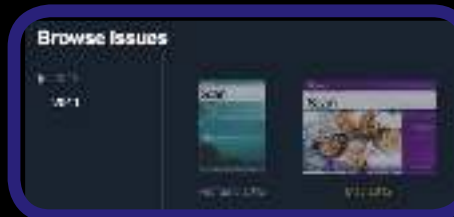
For more tips, **click here** to view *Scan's* video taster.

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building a school based professional learning network

Introduction: a case study in social networking

Social networking has the potential to provide educators with professional learning tools and resources that are timely, tailored and support the development and refinement of Web 2.0 knowledge and skills.

Participating in anytime and anywhere connections increases educator capacity to experience the impact of networked learning in personal, educational and, eventually, classroom contexts.

In a 21st century school, the teacher librarian can lead from the middle as a visionary leader of information (Winzenried, 2010), technology innovation (Johnson 2012), and involvement in professional learning communities (Kiefer 2008).

A case study on the leadership role of the teacher librarian by Underwood (2003) concluded that an effective teacher librarian can be the hub of the school ... [and] can lead from the middle through technology expertise (p. 8). This finding was supported by Long's (2007) study that found teacher librarians who have a preference for transformational leadership were performing as educational and technological leaders in their school through curriculum and instruction. Leadership is about collegiality, cooperation, partnering, respect for all, and mutual support (Bresle, 2005, p.8), and teacher librarians can work with teachers in this way to support technology innovation and integration, for both professional learning needs of teachers and digital literacy needs of students.

... teacher librarians who have a preference for transformational leadership were performing as educational and technological leaders ...

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Stage 2 students at Caddies Creek PS researching individual convicts

Jenny Scheffers, teacher librarian, and Najwa Joukhdar, Year 4 class teacher, at Caddies Creek Public School (CCPS), share an exciting project captured in ClassMovies, which focused on the integration of Guided Inquiry (GI) research and information and communication technologies (ICTs). Evidence based practice (EBP) data clearly demonstrated explicit learning outcomes for students.

Showcasing evidence based practice

Background to Guided Inquiry at CCPS

Caddies Creek Public School, located in north-western Sydney, has a student enrolment of approximately 1000 pupils; comprising thirty-seven mainstream classes and three support classes. The library's dynamic teaching and learning programs are based on Cooperative Planning and Teaching (CPT), a flexible teaching timetable, the Guided Inquiry (GI) research framework and the integration of a wide range of information and communication technologies including computers, iPads and online resources.

As reported in previous *Scan* articles, (*Scan* 32.1 and *Scan* 34.1) iPads have been successfully integrated across the school since 2012.

ClassMovies illustrating quality practice

In 2015, the Department of Education launched a partnership with _ClassMovies_ (intranet), an exciting online video project, aimed at promoting and sharing a wide range of exemplary teaching practices and initiatives. Schools across the state were invited to make a short documentary which addressed one or more of eight Departmental key initiatives and focus areas:

• beginning teacher support
• Connected Communities
• collaborative practice
• curriculum implementation
• Early Action for Success
• engaging with your school community
• Local Schools, Local Decisions
• technology for learning.

Would you like support to focus on technology and evidence of student learning through the library? Why not develop your own ClassMovie? Contact colleen.foley@det.nsw.edu.au for details.

ClassMovies provides us with opportunities to photograph, video and interview students throughout their learning journeys. The project requires schools to develop a story line and submit it with photographs and video footage on a USB to Filmpond. We tried to include input from as many students as possible. The company then compiles these files into a five minute video. The teachers involved work collaboratively with the _ClassMovies_ staff to edit and finalise the video, which is then uploaded to the _ClassMoviesTV_ site. Students and staff involved also receive a hard copy DVD of the completed video.

Integrating Guided Inquiry and ICT

In Term 2 2015, five Year 4 classes participated in a collaborative, library based GI webquest unit about the First Fleet convicts. This unit, led by the library, supported and extended the students' understanding and knowledge of British colonisation as part of the HSIE program. Class 4J was selected as the focus for a very exciting and rewarding _ClassMovies_ project, which highlighted students' GI research journeys and the integration of a wide range of ICTs. This particular class was chosen because of the class teacher's previous experience with using the online tools _Edmodo_ (as class library research blog) and also _Survey monkey_. This _ClassMovies_ project covered the Departmental key initiatives of collaborative practice, curriculum implementation and technology.

The given webquest research task, based on a NSW DoE Country Areas Program research module was:

You are the Governor of NSW in charge of the first colony and therefore able to pardon convicts. You decide to pardon one carefully selected convict to assist in the work of the new colony. Who will you pardon and why?

The convict you chose needs skills in helping to:
• improve building in the colony
• run Government House
• improve farms and gardens.

Preparing for student learning

In preparation for the unit, two planning meetings were held with the six staff to discuss and plan the webquest task, the teaching and learning activities, student scaffolds and the available library resources and online tools. Each class had ninety minutes in the library per week, over a ten week term. Two of these classes, including the focus class, also had the support of a teacher's aide.

Class teachers buddied students in pairs, or in groups of three academically, so that the more capable students could work independently and the less able students would be supported by teacher assistance. Each student group was allocated a particular library iPad which they used throughout the unit to record their research findings. Final conclusions were presented in an iBook.

This webquest unit was programmed using the eight design phases of Guided Inquiry, developed by Kuhlthau, Maniotes and Caspari (2012). These are:

• initiation
• selection
• exploration
• formulation
• collection
• presentation (create)
• presentation (share)
• assessment.

Here is an overview of the programmed teaching and learning activities.

Initiation [Open]

Students:

• brainstorm their existing knowledge about the First Fleet

• view *YouTube* clips about the arrival of the First Fleet and life as a convict

• reflect on the *YouTube* videos and record and complete:

  ○ We didn't know that …,

  ○ It's interesting that …,

  ○ We want to learn more about …

Video notetaking page from a student iBook

• set up initial pages in their research iBooks (including the iBook cover, Contents and Reference pages) using the Book creator app that was reviewed in *Scan*.

Selection [Immerse]

Students:

• build further knowledge by browsing the library's wide collection of nonfiction books

• design their own introductory questions about the First Fleet and its convicts

• record their introductory questions and keyword answers in their iBooks

• brainstorm the possible factors that need to be considered when selecting which convict to pardon

• create a mindmap of these factors using the *Popplet* app and import this into their iBooks
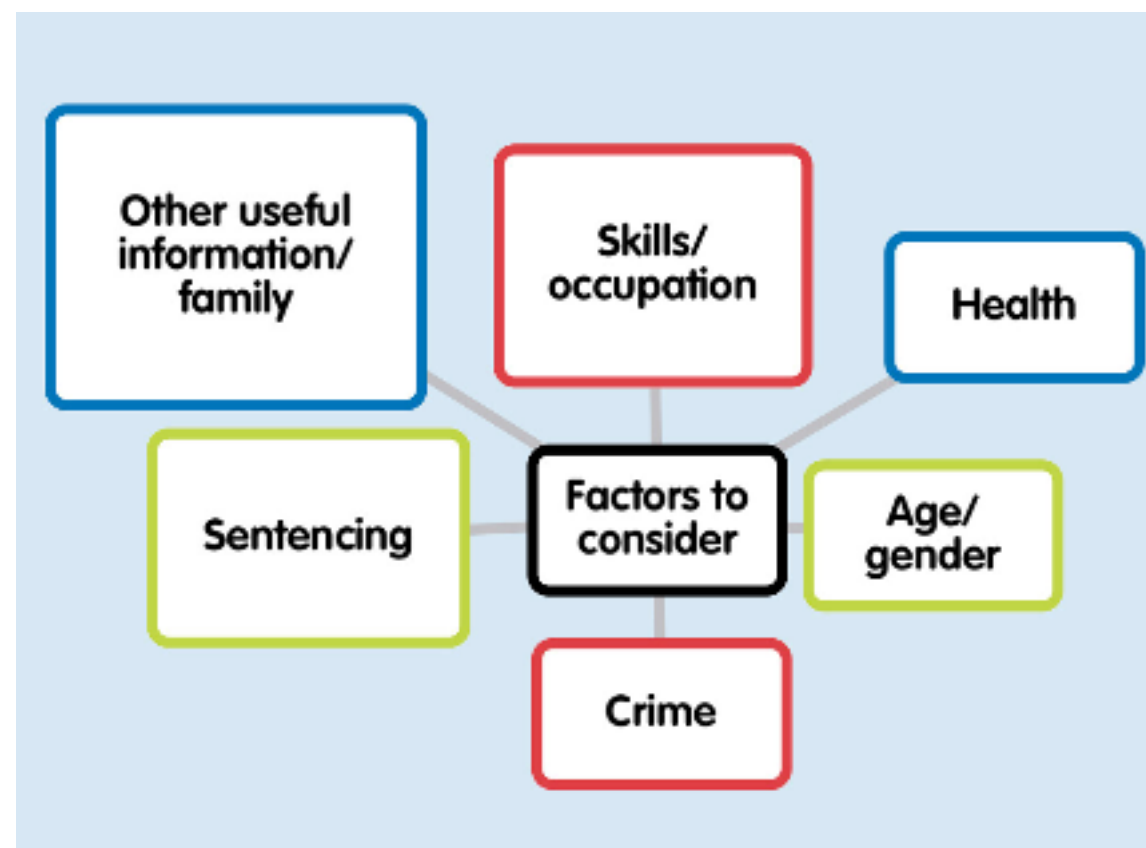
A student created mindmap of factors to consider when choosing convicts to pardon

• pairs of students complete first survey in *Survey monkey*.

Screenshot of Survey monkey results

Exploration [Explore]

Students:

• access the *Convicts records database* and select the eight to ten most valuable convict occupations that could assist with the setting up of the colony

• sort their chosen occupations according to the three given webquest criteria

• decide on their group's most important three convict occupations, and provide a brief written justification for their choice

• check the *First Fleet* database to ensure convicts with these chosen occupations did in fact sail and survive on the First Fleet. If not, choose another occupation.

Formulation [Identify]
Students:

• formulate their research focus question and contributing questions, based on their earlier *factors to consider* mindmap

• create a mindmap of these research questions using the *Popplet* app and import this into their iBooks.
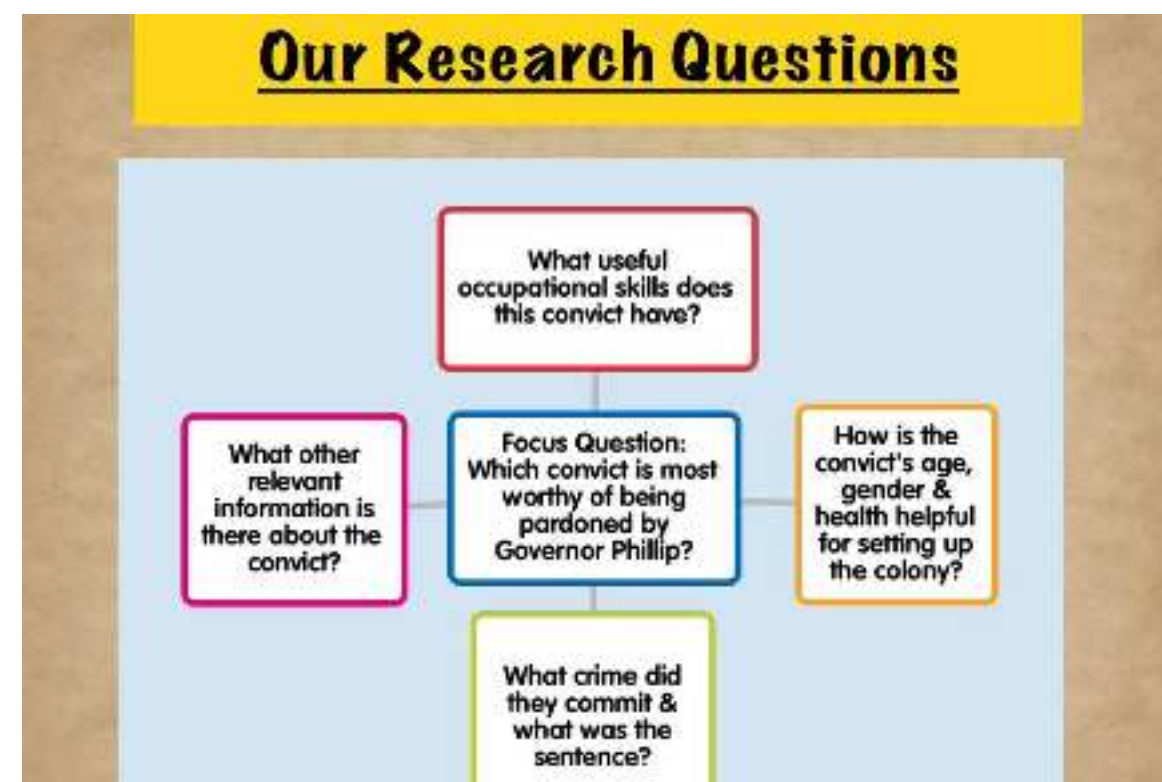
Research question mindmap created on *Popplet*

Collection [Gather]
Students:

• search a range of online databases including *First Fleet online* and nonfiction books to create a list of four to eight convicts with these occupational skills and who were possibly worthy of being pardoned

• record relevant keyword information about each of these convicts

• complete (in pairs) *Survey monkey 2*.

Working in pairs enabled children to collaboratively discuss, refine and extend their ideas, feelings and understandings, as well as to value each other's responses.

Presentation [Create]
Students:

• reflect on the positives and negatives of selecting each convict to reduce their list of possible convicts to two and then finally one

• decide whose perspective their final presentation will be designed from, including Governor Phillip, the chosen convict or a news reporter

• select which presentation iPad app is most appropriate for presenting their findings

• draft their final response (Exposition) to their focus question, justifying their convict choice

• design final presentation using their chosen iPad app(s) and import this presentation into their research iBook.

PowerPoint slide documenting positives and negatives of possible convicts for pardon

Presentation [Share Phase]
Students:

• use a written proforma to peer review three other group's iBook's and final presentations

• present orally their group's favourite iBook in a class sharing circle.

Assessment [Evaluate Phase]
Students:

• reflect about their term's research journeys by completing *Survey monkey 3*, which involves more in-depth questioning and self-reflection.

Evidence based practice (EBP): tracking learning outcomes

A wide range of assessment tools were used to provide EBP data of students' learning throughout the unit. These included teacher observation, formal interviews, the students' research iBooks, final presentations, peer review proformas as well as *Edmodo* and *Survey monkey* responses. These two online tools, in particular, provided invaluable insights into students' thoughts, feelings and understandings. Each week, the teacher librarian posted questions on the class's library research *Edmodo* blog for the students to respond to, including how they were feeling about their research and why.

At the conclusion of each lesson in the library, pairs of students posted their self-reflective responses. The teacher librarian responded to students' messages and also tracked students' comments, by copying and pasting them into a table. Similarly, pairs of students' *Survey monkey* responses were also collated. Updated student tracking records were shared and discussed with the class teacher. Students really enjoyed self-reflecting about their learning, composing their own postings, reading those of classmates and also teachers' replies to their messages. Several students shared the blog with their parents at home.

Conclusion

This collaborative, library led, unit was very successful, largely due to the seamless integration of ICTs and the Guided Inquiry Design framework. Students were highly engaged and motivated, as they were empowered by their ownership of the research. Students also demonstrated a great sense of responsibility in having the power to pardon

a real convict who actually once lived in the first settlement. The unit brought Australian history to life and was closely integrated with the class program; in particular with the class's study of Jackie French's novel *Nanberry: black brother white* (2011).

> … ClassMovies *Project created great excitement, enthusiasm and a strong sense of teamwork …*

The webquest unit clearly supported and extended the class program and enabled students to develop and refine their historical inquiry skills. Working in pairs allowed children to collaboratively discuss, refine and extend their ideas, feelings and understandings, as well as to value each other's responses. At times students had to negotiate to produce an end result.

Participation in the *ClassMovies* Project created great excitement, enthusiasm and a strong sense of teamwork, as the students and three staff involved all worked collaboratively to document this dynamic learning experience. Parents too were very keen and proud of their child's involvement. The *ClassMovies* Project provided a wonderful opportunity for our school to showcase and share an exemplary teaching model which may be adapted by other school libraries. The video was presented at several teacher librarian conferences during 2015, including the Department of Education school libraries conference *Libraries for future learners: inspire, connect, transform, share*. Professor Ross Todd and Lyn Hay also showcased this *ClassMovie* at an international teacher librarian conference in South Africa. Charles Sturt

University has now included this video on a reading list for trainee teacher librarians. The overwhelming success of the library's *ClassMovies* project inspired three other teachers at Caddies Creek Public School to undertake other ClassMovies projects themselves.

This most memorable CPT and *ClassMovies* venture will ensure the continual development and expansion of the library's collaborative programs and the further integration of information and communication technologies and evidence based practice.

Integrating Guided Inquiry and ICT at Caddies Creek PS

References and further reading

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Kuhlthau, C, Maniotes L, and Caspari, A 2007, *Guided inquiry learning in the 21st century*, Libraries Unlimited, Westport, Connecticut.

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Scheffers, J and Bryant, K 2013, 'A perfect match: Guided Inquiry and iPad technology', *Scan*, 32.1, pp. 9–13.

Scheffers, J and Alekna, G 2015, 'Scaffolding for success: support students' amazing journey with Guided Inquiry', *Scan*, 34.1, pp. 14–19.

State Library of Queensland 2016, *Convicts records database*, accessed 27 January 2016.

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Lizzie Chase, Instructional Leader at Blacktown West Public School, collaborates with the teacher librarian, the Learning and Support Teachers team and with teachers from Kindergarten, Year 1 and Year 2 to support literacy and numeracy outcomes in the Early Action for Success Initiative (EAfS).

Professional learning and collaboration = student learning

Authentic collaboration is revolutionising student learning and engagement at Blacktown West Public School. As we collaborate, we are also working towards goals we have set in our Professional Development Plans. These goals address Standards 3 and 6 from the *Australian Professional Standards for Teachers* (BOSTES NSW). Standard 3 requires us to *plan for and implement effective teaching and learning*, while Standard 6 asks us to *engage in professional learning*. This is the core business of teachers and directly impacts on student learning outcomes.

We believe that effective professional learning is embedded in our daily practice, in team teaching and in the conversations we have while planning and reflecting on students' learning outcomes and on the next step that each student needs to take. Collaboration becomes a process in which we involve the students,

Collaboration and the power of team teaching

through negotiating their personal learning goals, so that they understand and enjoy their own learning journeys. Personalising learning is a key part of the EAfS initiative and our team teaching has been strongly focused on bringing the students along with us, as we learn.

This article outlines a few of the ways that the teachers at Blacktown West Public School have been learning together, within the school and across schools. These involve sharing our classrooms, our expertise, our teaching processes and our exploration of new territories together. The sharing has been personal, through texts, through websites and across social media. Teachers are so busy that they need multiple ways to collaborate and learn from each other. Underpinning all our sharing has been a strong commitment to the learning and teaching cycle, to high expectations, to quality learning activities which challenge students, and to looking at student learning behaviours and work samples as vital data to be mined for the next step forward for each student.

Fundamentals for collaborating: trust is essential

Collaboration can involve two teachers teaching lessons together or swapping the lead teacher role each time. Alternatively, it can involve teachers planning the same lesson, teaching it separately and then sharing student work samples and where they will head to next. When teachers collaborate, it involves a strong degree of trust that all teachers involved will be respectful and supportive.

Collaboration works best when everyone has a go and feels comfortable to make mistakes as they learn. I have used an approach which I call, Next time I would … in which I explain to my collaborating teacher, after a lesson I have just taught, what I think worked well and what did not work for the students, so that next time I would do it differently.

Collaborate to open up classrooms: observe – photographs can help

It has been very informative to see each other's classrooms because we have gained ideas which have been used in our teaching the very next day. Teachers take an idea and improve on it straight away, so there is a synergy which comes from sharing ideas and seeing how they change as they travel. Teachers take photographs as they visit each other's rooms, with the permission of the class teacher, because these photographs act as visual prompts. Sharing ideas within and across schools is a powerful learning and teaching strategy. Here are some examples to share.

Nicole Phillips (Marayong Public School) uses Gretl Willett's idea of mathematics tool boxes for the four operations. As students use new strategies, these are added to each tool box.

Mathematics tool box for addition strategies

Liam Sharp (Marayong South Public School) has created visually appealing persuasive words lists.
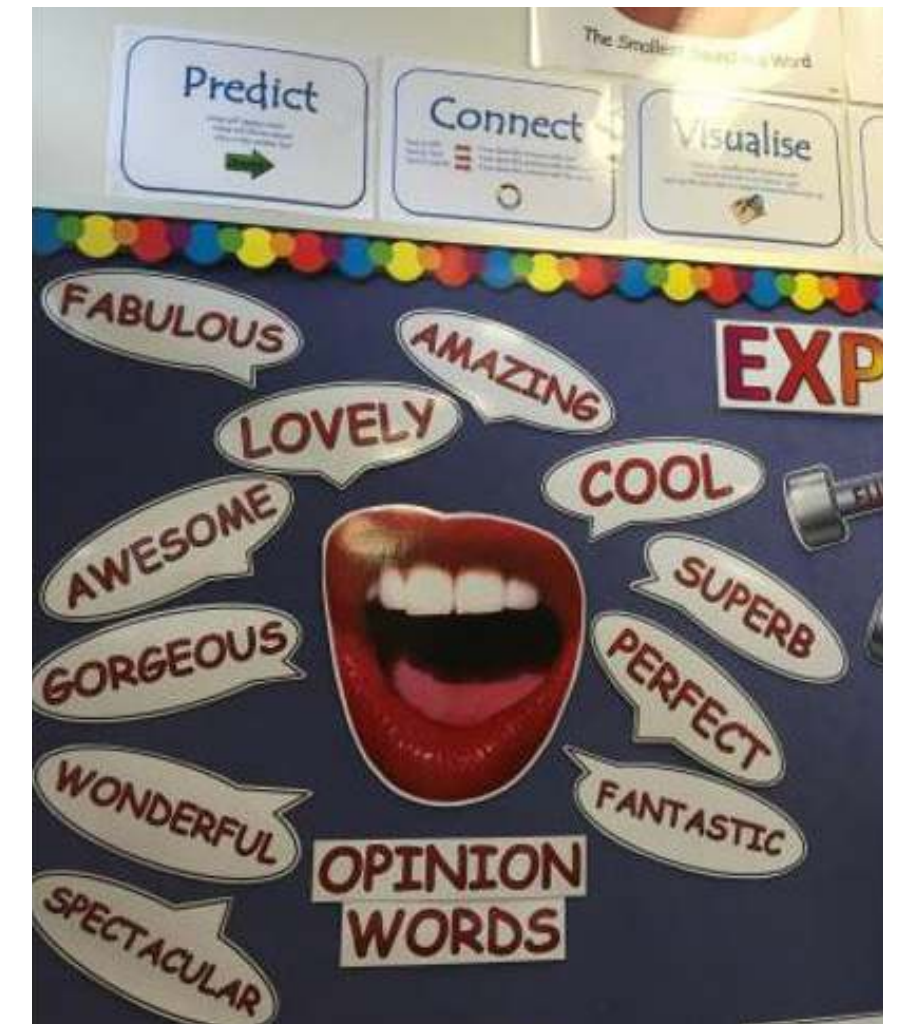
Persuasive words list for opinion words

Collaborate to share mentor texts: share success criteria with students

Stage 1 teachers at Blacktown West Public School wanted students to read and view informative texts which contain tables, graphs, maps and fact boxes, so that they could create these types of texts. The topic being studied was

the weather, so students conducted science experiments with rain gauges, graphed rainfall and photographed cloud formations. We asked students to tell us what the type of weather was and what was its causes, and to then explain how it benefits and harms us.

This process involved reading informative books to students and giving them research time with books and online resources. These were our mentor texts. We analysed their features so that students knew what we expected when they wrote. We called these our *Criteria for success*. We found a need for some extra mentor texts, so we created these ourselves, including *Rain*. Nic Blackshaw wrote the model texts, seen in the following images, and deconstructed the features of these formats with her Year 2 students, before they wrote their own information about rain.

Water cycle diagram
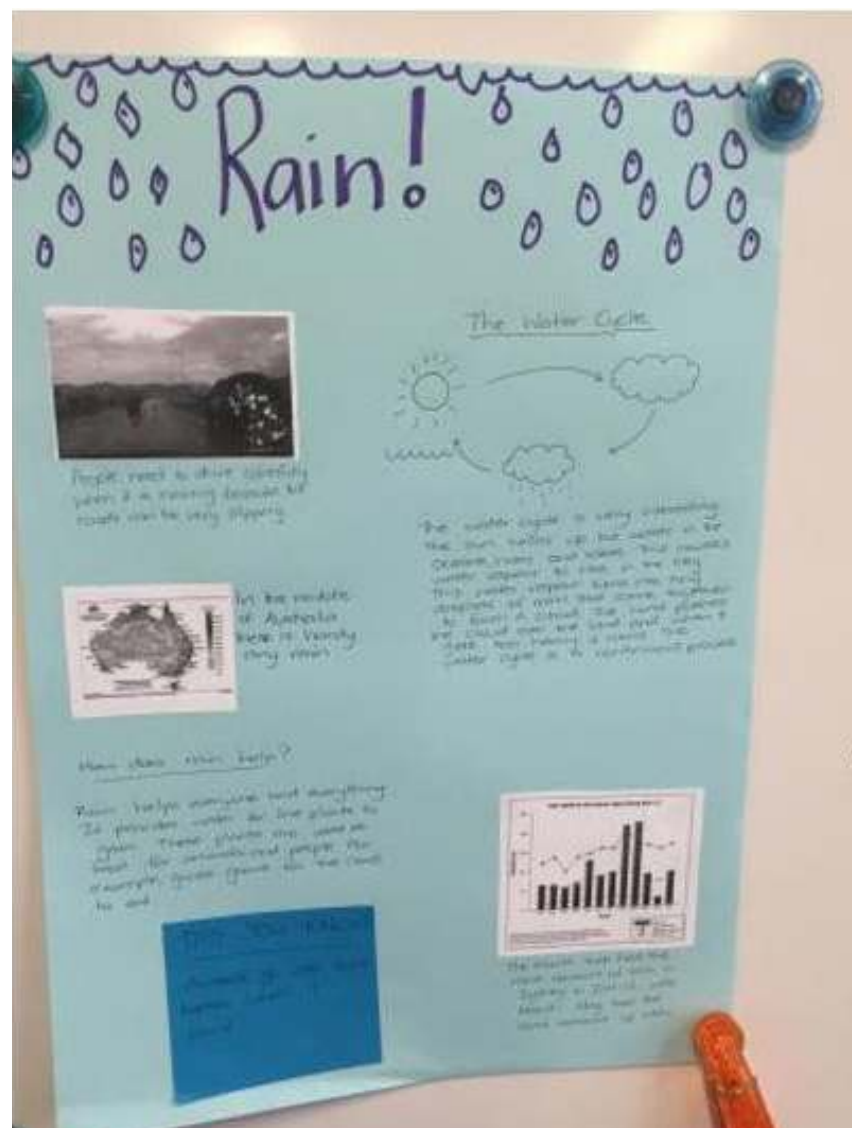
Deconstructing text: rain information in various formats

Collaborate to support research skills: explicit teaching

We found that students needed revision in previewing an informative page by:

• looking at the titles, subheadings and images before reading
• scanning for specific information.
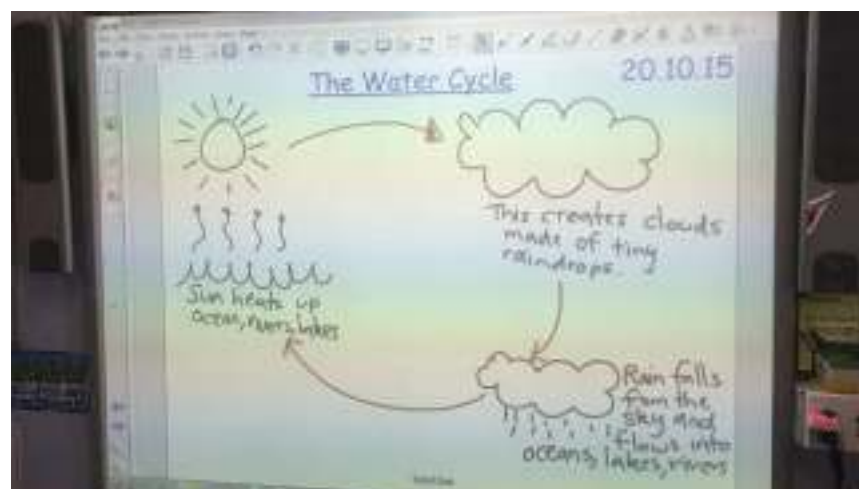
Analysing a website layout

We then explicitly taught students how to:

• turn written information into dot points and images
• write topic sentences that announced the topic but did not give specifics
• paraphrase information to understand it clearly.
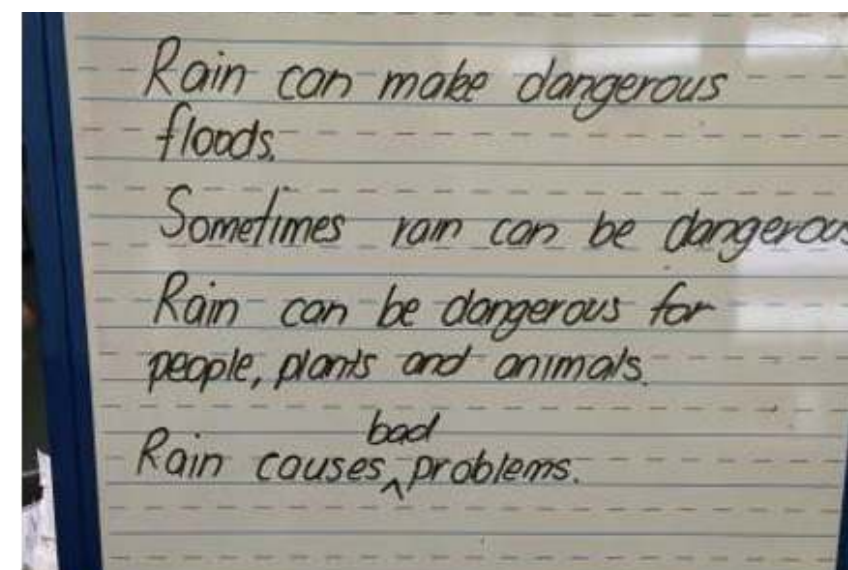
Topic sentences suggested by Year 1 students

The skills needed to paraphrase information to understand it clearly, to express it in their own words and to make it their own were already being taught by teacher librarian Kara West. We consolidated this process by teaching three tricks:

• use synonyms
• move sentence chunks
• change the order of words in a list.

Students reading and rewording

After learning these skills, students in Year 1 paraphrased information about clouds. Their work was published at *Clouds* for an intended audience of Stage 1 readers. Year 2 students

created big books about the weather, featuring graphs, tables and fact boxes that outlined the results of their science experiments. Each book was different, featuring individualised writing and images. Students enjoyed this writing and were pleased with their efforts.

Collaborate to explore in detail: create new learning experiences

In Stage 1, we wanted to unpack what the *Comprehension clusters* and their descriptors from the [NSW Literacy continuum K–10](#) look like in action in the classroom. Megan Garbutt, our Assistant Principal, came up with an approach that involves rich discussions when reading and viewing texts, question prompts, and thinking, drawing and writing activities. The teaching team collaboratively designed questions and learning tasks linked to high quality picture books to develop students' comprehension skills. These learning and teaching strategies can be viewed at [Comprehension clusters 4–8: K–2 activities](#).

Two simple strategies that have proven to be effective when students unpack information are:

• analysing the features of a website and a video
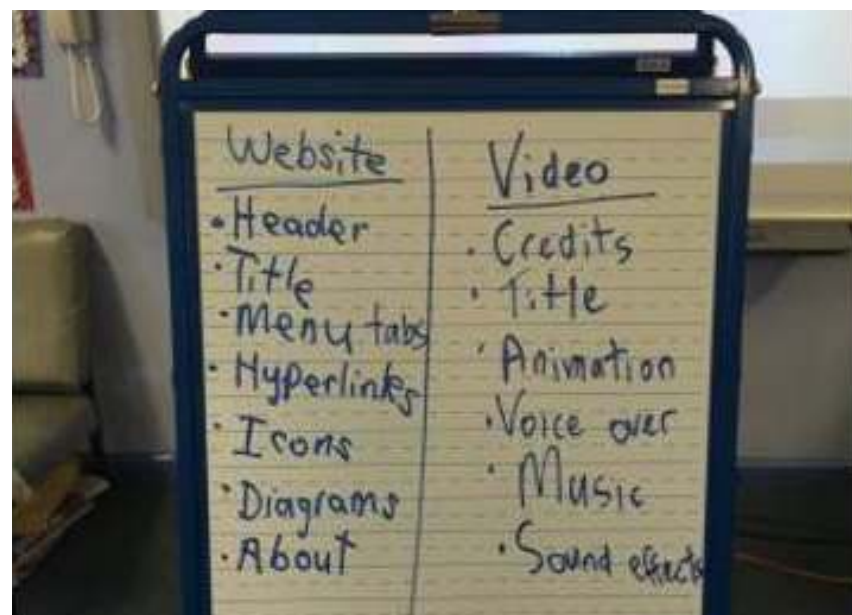
Analysing features of a website and video

• using visual prompts for a synthesised story retell.
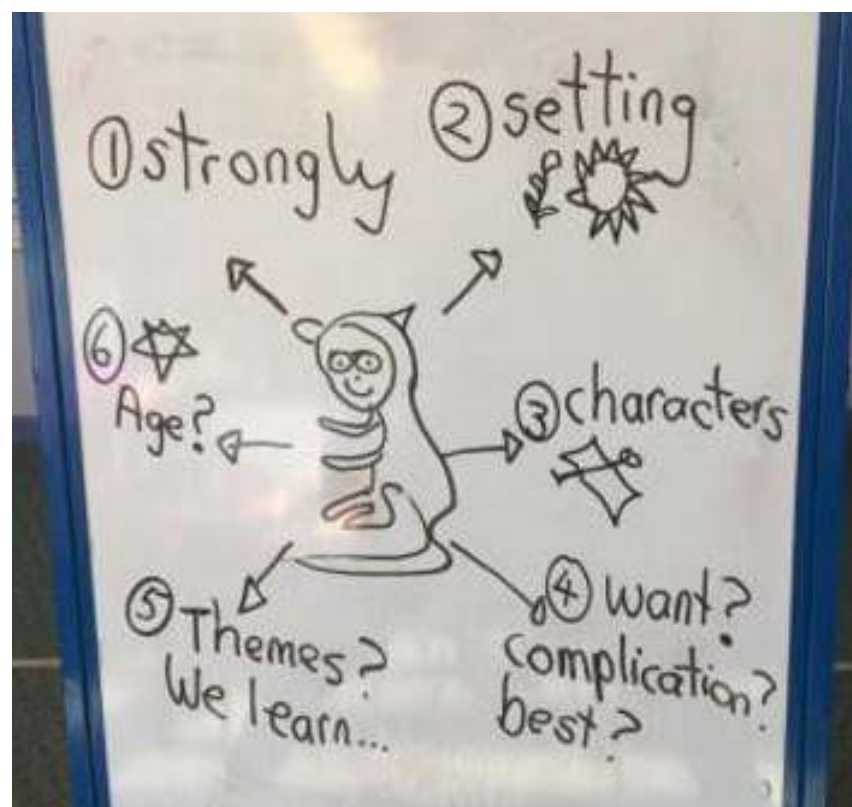
Visual prompts support a synthesised story retell

This collaboration to unpack the Literacy continuum's *Comprehension clusters* was highly enjoyable because we were working together in a targeted way to tackle gaps in our PLAN data. We felt we were able to achieve a high degree of specificity in our teaching which would not have happened without teacher collaboration when responding to data. Our Year 2 lessons trained reading groups in using the four roles in *Reciprocal teaching*:

• summariser

• questioner

• clarifier

• predictor.

This greatly increased students' independence, enjoyment and ownership of their reading experience.

Reciprocal teaching was modelled with one group first, using the whiteboard

Collaborate to unpack the syllabus: students as authors

We have collaborated to mark our own and each other's students' writing in order to establish consistency of teacher judgement. In our case, this has involved looking deeply at the NSW [English K–10 syllabus](#) to see what is expected of students. Collaborative marking has also led us to see the connection between the first reading or viewing of high quality mentor texts and later, asking students to write their own texts in response to what they have just enjoyed. Thus, the bridge between reading/viewing and writing/creating has been constantly reinforced. We have focused on explaining the writing process to students, so that they plan, draft, edit, publish and share their writing.

Arya in 1G creates a storyboard

When we have taught about a writer's techniques, *it is so that our students may use these themselves as authors*, in their own writing. Similarly, after reading superb picture books, we have taught students about elements of visual literacy, such as shot angles, so that they can plan their own picture books, to show a main character's point of view and to evoke a range of reactions in the reader.

click to enlarge

Exploring the link between actions, motives, point of view and themes

Collaborate to develop a common approach: stay close to data

Mel Benson, a Learning and Support Teacher at the school, expresses the value of collaboration very clearly:

> *Having sharing sessions with other support staff enables me to reflect and refine my own teaching practices and feel a member of a team. Analysing student data with the Learning Support Team and classroom teachers is valuable as we can prioritise student needs, bounce ideas and share resources. The success of the LaST programme is always enhanced when support staff and teachers collaborate to best meet the specific needs of targeted students. Students win and so do we!*

Collaboration is powerful because it sets up a common approach and establishes a shared language about effective teaching and learning. Collaboration is always most powerful when it stays close to data gained from students. It is least effective when teachers do not analyse the impact of their teaching on students' learning behaviours and work samples. We know that collaboration is working well when we see lots of sharing, changed practices and improved student results.

Collaborate to learn from colleagues: teachers have different strengths

Our colleagues have different strengths and collaboration allows us to learn from these strengths. What is ordinary to one teacher is unusual and fresh for another. By observing or team teaching with others, *we learn what we didn't know that we didn't know!* This is a delightful aspect of collaborating and brings surprises and fun as it extends our own repertoire of teaching strategies.

Ruth Flanagan encourages multimodal writing in 1F using applique characters and a felt board. These were photographed and published for students to read aloud and share.

click to enlarge

1F students create stories using felt and *Word*. These are photographed and published.

As a result of a collaboration between Susan Laidler, Lizzie Chase and Kindergarten students, the students wrote about their grandparents and we then published their work using *Mixbook*. The online book, accessed via login, was then shared for further pleasurable reading opportunities.

KL students' writing about grandparents is published online

Collaboration sparks creativity: lesson ideas develop across iterations

Collaboration allows teachers to play with an initial lesson idea. Two books from the *Big mob books for little fullas* series, *The Bunyip* (a Wiradjuri Dreaming story) and What am I?, were written by NSW primary school students. These books were the focus of lessons with Kindergarten students. After reading *What am I*? together, Susan Laidler asked her Kindergarten students to create animal riddles called, *What am I*?

KL students enjoying What am I? with Susan Laidler

Justine Goldrick took this idea in a different direction for the next lesson and asked students to create *Who am I?* riddles which were shared with parents as they collected their children.

After reading *The Bunyip*, a later series of lessons required students to describe and draw a bunyip of their own. KG and KL students read a description by a student from the other class and drew a matching picture. They met to share their drawings and these were later published at the Weebly site, *The Bunyip*, to share with parents and families.
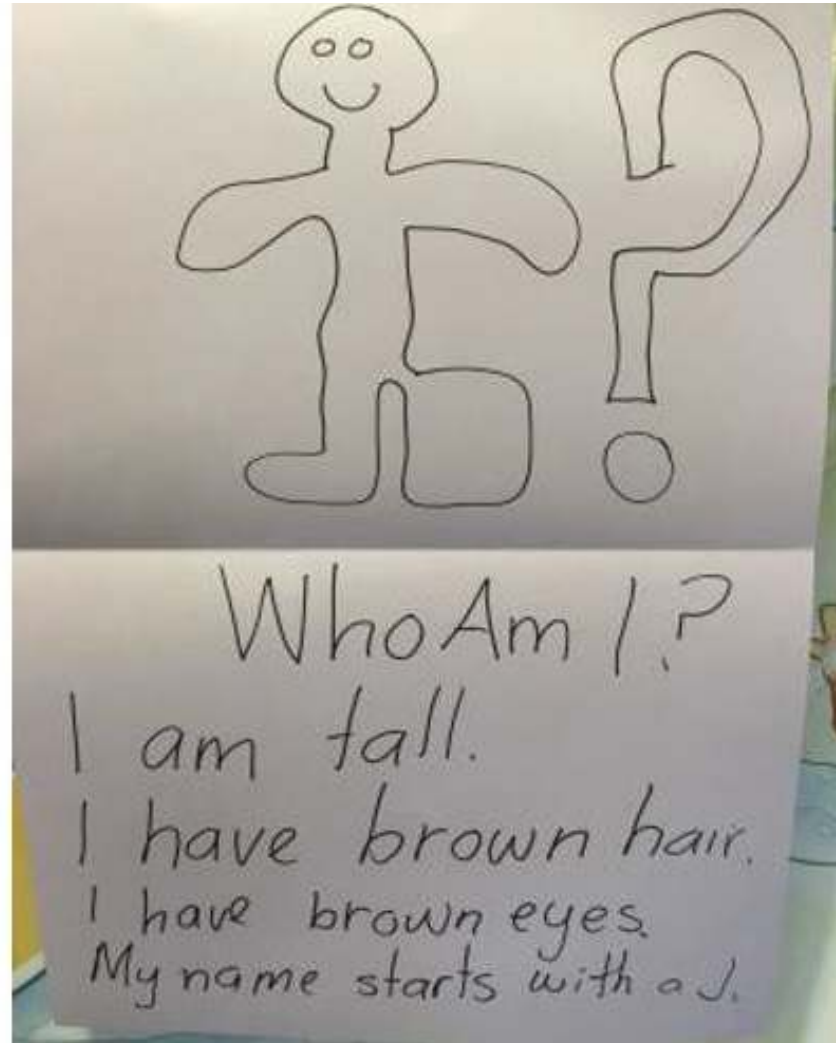
KG student's Who am I? riddle

ClassMovies: extending collaborations

In many Stage 1 lessons, we had been asking students to use the Super 6 thinking strategies while reading books, so that they would connect, predict, question, monitor, visualise and summarise to make sense of what they were reading. Alex Ayoub, a teacher on Stage 1, suggested that the hot seat activity integrates many of the skills used in the Super 6, because students question a main character about their experiences. Her creative idea for the Super 6 resulted in a *ClassMovies* video, *Super 6 hot seat at Blacktown West Public School*. This was a collaboration, involving Louise Smith, a Year 1 teacher, Kara West, the teacher librarian and Terri Musial, our Stage 2 Assistant Principal. We sent our raw footage and some still images to *Filmpond*, through an initial application process. The raw footage was then edited by *Filmpond* in an online collaboration with a media studies student named Sara Pinto. The students were thrilled with their video that is aimed at a teacher and Year 2 audience. The *Filmpond* collaboration was rapid and great fun to be part of.

Louise Smith discusses the Super 6

Collaboration: for teachers 24/7

Teachers are so busy that they use social media or texting to share and collaborate with colleagues. This collaboration is fast and targeted. It fits with adult learning principles: It is *just in time* and *just what I need*. Examples of platforms for collaboration include *Google Apps for Education*, *Office 365*, *Facebook*, *Twitter*, *Pinterest* and *Yammer*.
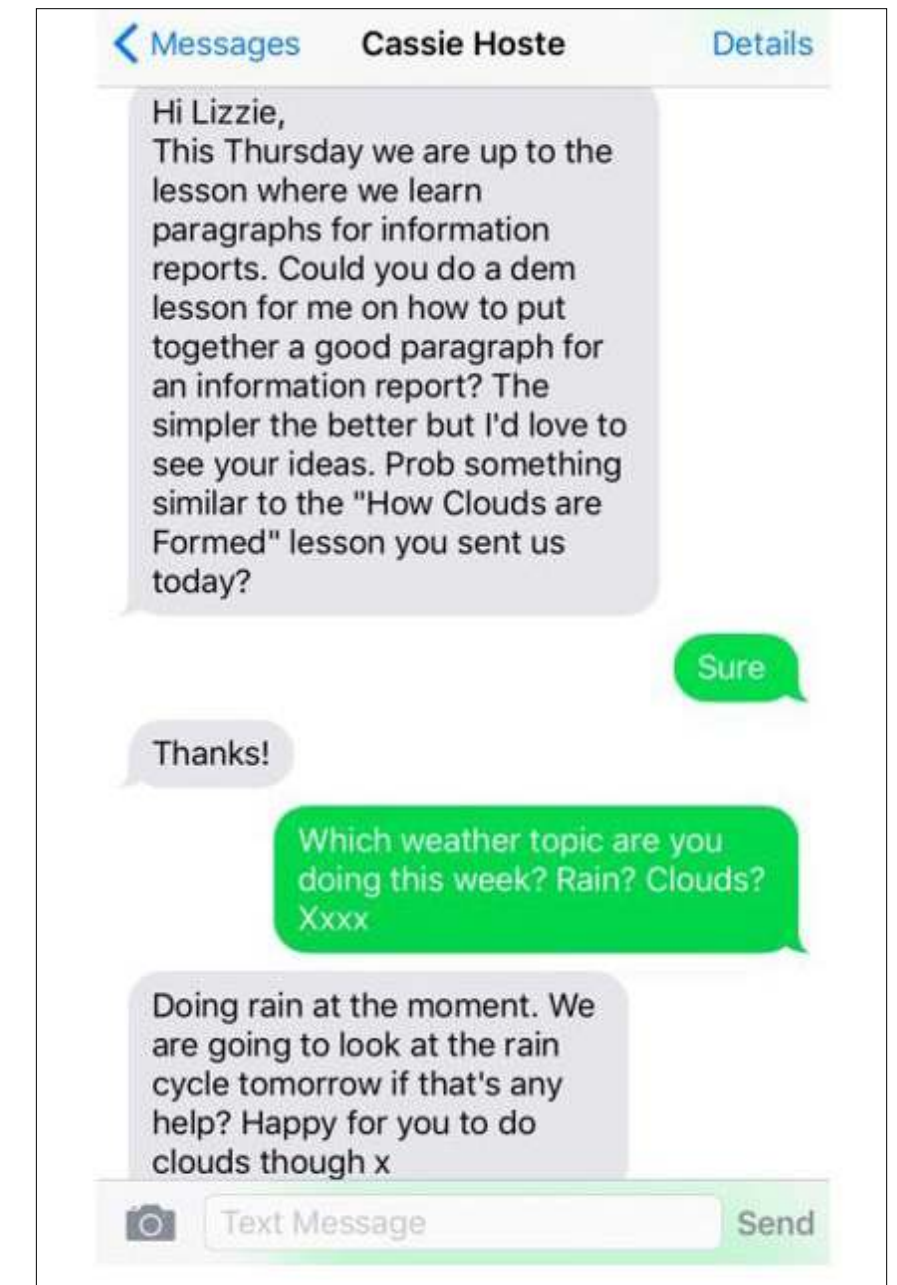
Text messaging is a quick method for collaborative planning

Teachers often go to favourite websites as well, which keep updating what they share. Two personal favourites are *On butterfly wings ~ English* by Steph Westwood for English ideas and *Learning.21stCentury.snapshot* by Shellie Tancred because these sites feature work by so many teachers, and because there is an understanding that this work can be adapted as long as the original author is acknowledged.

In conclusion

Whether they are face to face or online, collaboration and peer teaching are powerful tools to improve our teaching, and benefit student learning. We must stay close to student learning behaviours and data to inform us. In collaborating, we design and trial new learning experiences and we benefit from learning and making mistakes together. We watch each other teach and we teach together. Collaboration builds reflective communities of teachers and enables innovation. Collaboration encourages us to share our learning journey with our students, as we go.

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Oliver supporting learning at Thirroul Public School:
an *Oliver* lighthouse school

In this article, Sonya Engelen, teacher librarian, outlines some positive enhancements for learning and teaching as a result of moving to the new library system, *Oliver*. Extracts from the school's Lighthouse report are included.

Initial responses to the new library system

The migration to *Oliver* has resulted in increased interest from teachers and students, keen to learn how to use it. Library monitors enjoy using the intuitive, web based system. They like the interface and find that it is easy to use.

Enhancing collaboration and learning

A strong emphasis is placed on collaboration at Thirroul Public School. Based on our experiences and Lighthouse action research so far, we are

confident that *Oliver* will enhance the teacher librarian's ability to engage in effective collaboration with classroom teachers, and programming for quality learning and teaching.

Two key examples are:

• implementation of a scaffolded approach to students writing reviews to share by publishing them on *Oliver*

• collaborative support for a Stage 3 *Bush tucker* unit.

The reviews scaffold was the key focus in our school's Lighthouse action research.

Lighthouse action research

As a participating school in the *Oliver* lighthouse library project, Thirroul Public School undertook action research to illustrate the benefits and impact on student outcomes. Our school's action research question was:

How has Oliver enhanced student ability to communicate with fellow library users?

To explore this question, we took a scaffolded approach to Stage 2 and 3 students writing reviews, and sharing them by publishing the reviews in *Oliver*. This was an extension to our Book Week emphasis on literature.

As indicated in our [Lighthouse report](#) we aimed to support learning outcomes in the NSW *English K–10 syllabus* (Figure 1), and the Australian Curriculum *Information and Communications Technology (ICT) Capability* (Figure 2). These capabilities are reflected in the Learning across the curriculum component of the syllabus.

Learning Outcomes

Stage 1	Stage 2	Stage 3
EN1–1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN2–1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	EN3–1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
EN1–2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	EN2–2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	EN3–2A composes, edits and presents well-structured and coherent
EN1–3A composes texts using letters of consistent size and slope and uses digital technologies	EN2–3A uses effective handwriting and publishes texts using digital technologies	
EN1–7B identifies how language use in their own writing differs according to their purpose, audience and subject matter	EN2–7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts	
EN1–8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	EN2–8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	
EN1–9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts	EN2–9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	EN3–6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies
EN1–10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	EN2–10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	EN3–7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Figure 1 [English K–10 content and outcomes (BOSTES)](#) **relevant to Thirroul Public School's action research**

ICT Capability: Communicating with ICT

Level 1 (end of Foundation Year)	Level 2 (end Year 2)	Level 3 (end Year 4)
Use purposefully selected ICT tools safely to view information shared by trusted adults	Use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	Use appropriate ICT tools safely to share and exchange information with appropriate known audiences
Understand that messages are recorded, viewed or sent in computer mediated communications for others to receive	Understand that computer mediated communications may be received later by the receiver	Understand that computer mediated communications are directed to an audience for a purpose

Figure 2 ICT Capability: Communicating with ICT (from Australian Curriculum Learning continuum) relevant to Thirroul Public School's action research

The learning process snapshot

Stage 2 and Stage 3 students engaged in writing book reviews through:

• considering and selecting a book to review

• discussing appropriate language to express opinions

• using a book review scaffold

• participating in modelled activities using the IWB

• creating an age appropriate word bank

• navigating to *Oliver* from the student portal

• transferring their reviews to *Oliver*.

Reviews were approved by the teacher and teacher librarian and then saved to *Oliver*.

This approach provided a meaningful purpose for their writing and a ready audience. Students have been enthusiastically reading reviews that have been uploaded to *Oliver* by their fellow students (Figure 3). They are able to immediately see if the reviewed book is available to be borrowed. If not, students are able to place their own reservation, giving them more control over their reading choices and preferences.

Figure 3 A student reads reviews written by peers and saved onto *Oliver*

Writing reviews for all to see, plus being able to read reviews written by their peers, has caused a real buzz about some of the titles held in the library. During the one term in which *Oliver* was introduced, students have written a total of 182 reviews. This is an impressive amount, considering the student population is 440. Coupled with this is evidence of renewed interest in borrowing and reading demonstrated by the increase in reservations, particularly student placed. The waiting list for books has also grown.

Since the migration to *Oliver*, 135 reservations have been made by students, demonstrating a developing understanding of, and engagement in, reading and literature. It is exciting to see students eager for their reservation to be filled. The power students are able to exercise over their reading choices and sharing their opinions with others could be considered the greatest learning benefits of *Oliver*. As a result, the students are discussing and reserving literature with increasing independence, interest and confidence.

Lists supporting quality teaching

Oliver allows us to compile relevant learning resources in one location through the capacity to create digital and other collections (Lists). The List for a group of resources is named according to the concept or unit it supports. Lists can be used effectively to support the use of resources for quality learning and teaching. Some Lists, such as *Anzac and First World War Centenary P–6* and *Cultural Understandings: Aboriginal and Torres Strait Islander*, are centrally provided through *Oliver* to all Departmental schools. Figure 4 shows an example of the lists on *Oliver* currently available at Thirroul Public School.

Figure 4 Lists available at Thirroul Public School

The Bush tucker – Stage 3 resource collection was compiled for a research unit designed to support the establishment of a Bush Tucker Garden within the school. The school library already held current, relevant print materials, which were placed on the list.

Figure 5 A sample from the *Bush tucker* list for Stage 3

Digital resources were sourced and then added for teachers and students to use in their research (Figure 5).

Presenting the resources in this way helped engage students in self-directed learning using diverse resource formats. They were able to browse, decide on which plants to research, and select the best resources for the information needed for this task. Before *Oliver*, at our school, such lists of resources were located on the *Teacher librarian's Weebly* site, as one type of work around. Other schools used *OASIS Web Enquiry* to facilitate this. Now they are seamlessly available through *Oliver* without the need to go anywhere else.

The ability to import website catalogue records from Schools Catalogue Information Services (SCIS)

using Z-Cataloguing, and place them in a reading list alongside physical resources ensures that carefully selected, current information is available for students and teachers in an integrated way. High quality, relevant web content, used in conjunction with books helps engage students by catering for diverse learning styles, and reading and viewing experiences. Resource lists can be used to enhance student learning experiences, deepen student understandings, and support guiding them to become independent learners, thinkers, and constructors of knowledge. The added ability to automatically check catalogued website links regularly in *Oliver* ensures a viable catalogue of eresources, with the benefit of saving valuable library staff time.

Additionally, the borrower can immediately see if a resource in the list is available, or click straight through to a website or digital resource. This saves time for students and teachers, as users no longer need to type in titles one by one to see if they are available.

When lists are compiled in collaboration with the Stage leader and classroom teachers, student learning opportunities are maximised by the targeting of resources best suited to learning, and by ensuring students have the resources they need to achieve specified learning outcomes. Figure 6 shows an example of a collaboratively compiled list of English concepts resources that was created for and with the staff.

Figure 6 Key English concepts list

Creating lists supports school based units and priorities and assists teachers programming for student learning. When a teacher visits the library looking for books and other resources demonstrating *Cultural Identity* or *Emotions*, all relevant titles are assembled in one place. The teacher can see the list of titles, click on them, and establish which in the list will most suit their needs. *Oliver* allows a link to online teaching notes to be attached to a catalogued resource. For example, when borrowing *The lost thing* by Shaun Tan, the teacher can see that attached to

Figure 7 Related links for *The lost thing*

the *The lost thing* record is a link to online teaching notes, videos, other resources and teaching ideas, including those created by the Department (Figure 7).

Compiling resource lists also allows the teacher librarian to ascertain if a resource area needs attention and acquire additional curriculum materials as needed. New books and other resources can be easily added to relevant list as they are catalogued from SCIS. Teachers can see that the teacher librarian is a valuable team member and an expert in resourcing the curriculum. *Oliver* enables the provision of a more efficient, accurate service supporting the school's curriculum and units. A greater diversity of quality resources, physical and online, can be made readily available.

Resource lists can give students the base from which to begin their inquiry or research, by offering examples of quality websites and helping them to focus their inquiry based question. They can increase opportunities to develop digital literacy skills and engage students, by ensuring that students are presented with a range of information that is current, age appropriate and linked to student learning outcomes.

Agile users of technology

From a student's perspective, the migration to *Oliver* has been exciting because it has allowed them to share their opinions by reading and writing book reviews, look through reading lists and customise their *Orbit* page. It has also given them the power to independently search, reserve a book and check out their loan history from their student portal. Using *Pick and click* in the *Orbit* interface, they have been helped to search for titles on specific topics. *Pick and click* is a valuable tool for all students. It provides for differentiated learning by catering for varied student abilities or interests. Students experiment with different searches and locate the title on the shelf, which has resulted in them borrowing a book they would not usually have considered. *Oliver* has proven to be an effective tool for enabling students to become agile users of software and digital content.

Accessing *Oliver* from the student portal provides students with access to online learning material at home. Topic specific content, including links and reading lists within the *Oliver* catalogue and highlighted on the home page, increases student and teacher access to digital content, linking research and learning between the home and school.

What teachers think

For teachers, the migration to the *Oliver* library system has helped them to improve student learning outcomes by providing easy access to learning and teaching resources, such as curriculum linked reading lists. For the teacher librarian, *Oliver* has allowed for greater efficiency and accuracy when providing teaching resources to teachers, and a user

friendly digital environment that entices all users and impacts library operations to support the learning and teaching.

The impact of the teacher librarian and the school library on student learning

Developing students' digital literacy skills is an important focus for teacher librarians. Explicitly teaching information literacy and research skills empowers students to become engaged, lifelong learners and confident, efficient users of information technology. At Thirroul Public School, integrating *Oliver* into the planning of units by creating resource lists has given students a base from which to begin their research. Providing carefully selected, curriculum related physical and online resources assists students to focus on their learning. Developing their digital literacy skills through modelled, guided and independent activities, enables students to formulate inquiry questions and confidently locate and synthesise information to creatively answer them effectively.

It is important to explicitly teach students how to log on to the *Oliver* library system through their student portals and how to navigate and investigate its functions. Our action research illustrates that this is most effective when done in the context of a unit or learning need. With familiarity, student confidence grows and enables them to access the library's digital resources from home. Exploration time familiarises them with content and options for supporting their borrowing, learning and reading for leisure needs. Through student surveys and observation, it is clear that students are increasingly confident users of *Oliver*

and many are independently accessing its functions.

As mentioned, collaborative planning and teaching and a scaffolded learning and teaching approach has empowered students to become agile technology users to achieve learning outcomes. By writing and then sharing their book reviews, Stage 2 and Stage 3 students demonstrated the importance of providing meaningful learning experiences to attract and maintain their interest. Their enthusiasm and ongoing engagement with reviews written by their peers is a testament to the benefit of using *Oliver* to achieve the Communicating with ICT outcomes.

During 2016, there will be even more opportunities to use *Oliver* to enhance teacher librarian and teacher collaborations to plan and program quality learning and teaching experiences for students at Thirroul Public School.

Thirroul Public School is a lighthouse school for the Department's *School Library System* (SLS) (intranet) Project. *Oliver* Lighthouse schools (intranet) were selected through an Expression of Interest (EOI) process and migrated to *Oliver* during Terms 1 and 2, 2015. Through action research projects beginning in 2015, *Oliver* Lighthouse teacher librarians are providing leadership in collaborative, evidence based practice while exploring how *Oliver* can enhance learning outcomes. More information about evidence based practice and *Oliver* Lighthouse school projects is available on the Department's new *School libraries* support website.

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Prue Greene, Senior Curriculum Support Officer English, K–12 introduces the new _English textual concepts_ [intranet only] resource for teaching English. The resource reorganises _English K–10 syllabus_ content through textual concepts and processes to help teachers design learning for high intellectual quality and foster deep understanding of the conceptual basis of the subject

Istock/Dawid Andruszkiewicz

Finding the heart of English

What is English?

It has always been difficult for teachers and students to explain what the study of English is. The scope of English, the kinds of texts that students respond to and compose and the place of literacy in the subject makes a definition difficult to pin down. The syllabus states that:

> _knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students in NSW_ (BOSTES, 2013_)._

The _knowledge_ (key concepts) that this statement refers to in the syllabus aims,

outcomes and content points is difficult to readily identify because it is often implied rather than stated and threaded throughout every outcome. Therefore, teachers of English K–10 must know and remember their syllabus in its entirety. In order to teach effectively, they should also have an excellent knowledge of the Stage 6 syllabus; its treatment of concepts, and how to program for these so that younger students become familiar with the big ideas in the subject from the earliest years. It is quite a task. It is also quite a task for these understandings to be common to all teachers and faculties in both primary and secondary contexts.

English textual concepts

In a joint project with the English Teachers Association NSW, the *English textual concepts* resource for the teaching of English has been developed by the NSW Department of Education (NSW DoE). This ground breaking work, which has taken two years to complete, gives teachers of subject English a different approach to implementing the *NSW syllabus for the Australian curriculum: English K–10*. The resource reorganises syllabus content through textual concepts and processes to help teachers design learning for high intellectual quality and to foster deep understanding of the conceptual basis of the subject.

> *The resource reorganises syllabus content through textual concepts and processes to help teachers design learning for high intellectual quality and to foster deep understanding of the conceptual basis of the subject.*

Welcome to English textual concepts: a professional learning resource for teachers

Continuum of learning

The transition points between Stages 3 and 4 and 5 and 6 often highlight the different ways the English syllabus is interpreted and implemented because students' facility with the textual concepts of the subject differ widely, even though the syllabus outcomes provide a continuum of learning across stages. This continuum of learning is a welcome addition to the syllabus, but the content points that support the acquisition of the learning outcomes are not so elegantly arranged. For instance, the literary device, *Point of view*, is referred to or implied in 20 content points in Stages 4 and 5 and 78 times in Stages ES1, across a range of outcomes. Clearly, understanding and being able to use *Point of view* is an important part of subject English and this new resource identifies *Point of view* content, defines what the term means and clearly states why it is important to teach, based on a rigorous analysis of the syllabus.

Unpacking a concept: *Point of view*

What is *Point of view?*

Point of view in a text is the position from which the subject matter of a text is designed to be perceived. In defining a Point of view the writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text. Point of view may be expressed through a narrator or through a character (focaliser in a novel, persona in a poem) and because we are invited to adopt this Point of view we often align ourselves with the character or narrator. The Point of view constructed in a text cannot be assumed to be that of the composer.

Composers can privilege certain points of view by choosing a particular narrative stance including omniscient, limited, 1st, 2nd or 3rd person narrator. In visual, film and digital texts, Point of view is indicated through such devices as foregrounding in visual images, types of camera shots or guiding a pathway of navigation through a web site. In spoken and audio texts the tone and accompanying sounds convey a Point of view. Point of view therefore constructs an attitude towards the subject matter in a text which the reader, listener or viewer is invited to adopt (NSW DoE, 2015).

Why is it important?

Understanding Point of view is a critical reading practice because Point of view is often inferred rather than explicitly expressed and its exploration leads to an appreciation of the constructed nature of the text. It is a device which allows subject matter to be foregrounded or distanced and therefore it invites certain attitudes and feelings in response to the text. Experimenting with Point of view allows students to explore other ways of seeing the text (NSW DoE, 2015).

This definition has been made quite precise and constrained to avoid the confusion that arises with its colloquial use that makes it interchangeable with opinion i.e. to have a *Point of view on a particular issue* is normal usage in conversation but what is expressed is actually an opinion. In subject English *Point of view* is a language device and may be used to express an opinion or view of the world by characters created by the author for instance. This confusion is exacerbated

Stage	Progression of conceptual understanding– *Point of View*
Stage 5	Students understand that *Point of view* is the position from which the subject matter of a text is designed to be perceived. Students learn that • narrators may be omniscient, limited, deceptive, masking the ideology of the text • there may be multiple narrators offering different points of view • *Point of view* may be through a focaliser • a narrator may adopt a satirical tone • the *Point of view* can create an emotional response • *Point of view* controls the meaning of a text and may be resisted.
Stage 4	Students understand that choice of *Point of view* shapes the meanings, the values and the effect of the text. Students learn that • a narrator can tell a story, comment on a story or break out from the story to address the responder directly • *Point of view* is a device for persuading • *Point of view* directs the responder to the values in the text.
Stage 3	Students understand that the narrator is different from the author and that *Point of view* positions the reader to respond in a particular way. Students learn that • a narrator may be inside or outside the story, in fiction and non-fiction texts • *Point of view* can create a more personal or distant relationship with the responder, evoking degrees of empathy or indifference • the author chooses the way a story is told and chooses language appropriate to that purpose in the different modes and media.
Stage 2	Students learn that *Point of view* influences interpretation of texts. Students understand that • different points of view affect a story • different modes and media convey Point of view in different ways • meanings of stories may change when viewed through the eyes of different characters in the story or different responders to the story
Stage 1	Students know that stories may be narrated through a character's *Point of view*.
ES1	Students recognise that different voices are represented in texts.

Table 1 textual concept progressions – *Point of view*

by the Australian Curriculum content, which is included in the NSW English syllabus. For example, in Stage 3 (ACELT1609) present a **point of view** *about particular literary texts using appropriate metalanguage, and reflecting on the* **viewpoints** *of others.* Clearly, this point of view is actually opinion. The revised definition in the textual concepts resource clears up this confusion in syllabus content and provides a good rationale for explicitly teaching this important device.

Naturally, this definition is not designed for students but the development of this knowledge about *Point of view* has been charted through the stages as well as what students should know about it and learn to do in their own composing (see Table 1). The content points and outcomes that have produced these progressions are also available in the resource.

Programming and conversations about texts

The progressions provide and stipulate a very detailed and deep experience of these textual concepts that build in sophistication and logic from ES1 to Stage 5 and beyond. Syllabus content has been carefully analysed to arrive at these progressions, which are a very good basis for programming and the selection of texts. English learning and teaching programs need these progressions to focus the learning on the transferrable understandings of the subject which help students move from one unit of learning to another. After all, not only is *Point of view* a device used in fiction but its potential to persuade is put to good effect in a range of nonfiction texts such as advertisements and documentaries. Likewise character and narrative conceptual knowledge travels very well through units of learning that use novels, films, fiction and nonfiction, cultural heritage and issue based units of learning.

Adapting existing units of learning

The *English textual concepts* resource is also a very useful tool to examine and adapt existing units of learning. Units can be transformed easily by changing the focus to ensure that textual concepts are being explicitly taught through the full range of processes. A check of the textual concepts being programmed over a stage will also ensure that the depth and breadth of the syllabus is being addressed.

Conversations about texts can be deepened and enriched by drawing questions about the text from the concept progression for a students' Stage. It is important that students experience a broad range of texts in different modes and media to encourage them to apply their knowledge of the concept to its different manifestations. Students will make these connections if they experience a steady flow of quality texts and learn to look at them through a conceptual lens.

Choosing texts for study

This change of focus for the design of learning and teaching has implications for the way in which texts are chosen for study. Texts must work to teach the textual concepts if students are to deeply understand, use and transfer conceptual knowledge. They cannot be chosen simply because their content aligns to a topic, theme or text type that a unit of learning may be organised around. Certainly, an idea or a theme may frame a unit of learning but that idea or theme is not the transferrable enduring understanding students need to retain for later application to a range of texts. Texts are the vehicles through which the essential, transferrable learning of the subject is taught and must be chosen because they are good examples of the concept in use or illustrate the concept in a variety of modes. These selection criteria remain valid for all pedagogical approaches, including project-based learning where English outcomes are addressed, because understanding textual concepts is central to English outcomes.

Choosing texts is never easy but using a conceptual lens to choose texts has the power to invigorate the use of the old standbys and gives real purpose to the search for engaging texts for the classroom. The conceptual lens approach craves quality literature because it needs texts that are well crafted, artistic, multi-layered and diverse to achieve the depth of learning that students deserve and are capable of. Thin texts with shallow characterisation and simple language may serve other purposes but offer little to the conceptual approach. Students need rich texts that challenge and broaden their thinking even in the very early years. They need to discover the ways texts are created so that they can experiment with the textual concepts in their own composing.

> *Students need rich texts that challenge and broaden their thinking even in the very early years. They need to discover the ways texts are created so that they can experiment with the textual concepts in their own composing.*

What makes texts distinctive and valued over time can be revealed through a conceptual lens. A Shakespearean play or poem can be viewed through the lens of *Literary value, Code and convention,*

Narrative, Argument or other textual concepts depending on the focus that your students require at their Stage of learning or Stage scope and sequence. Rich texts can be used to examine multiple textual concepts.

Teachers who are familiar with the textual concept approach relate that they now choose texts differently and have become adept at evaluating which texts demonstrate a concept well.

Learning processes

Of course, not all English syllabus content is based on textual concepts. After all, English is a *doing* subject with its own processes for learning and reflection. The analysis of the content found that these processes could be organised into six groups and are the framework through which teaching and learning activities are devised to teach knowledge and facility with textual concepts. The processes have also been described and a developed through the stages of learning. They are not hierarchical and often blend into each other but represent the ways of thinking and composing that subject English requires. Opportunities for literacy learning, composing and responding and assessment can exist in all six learning processes, which are:

- understanding
- personal engagement
- connection
- critical engagement
- experimenting
- reflecting (see Figure 1).
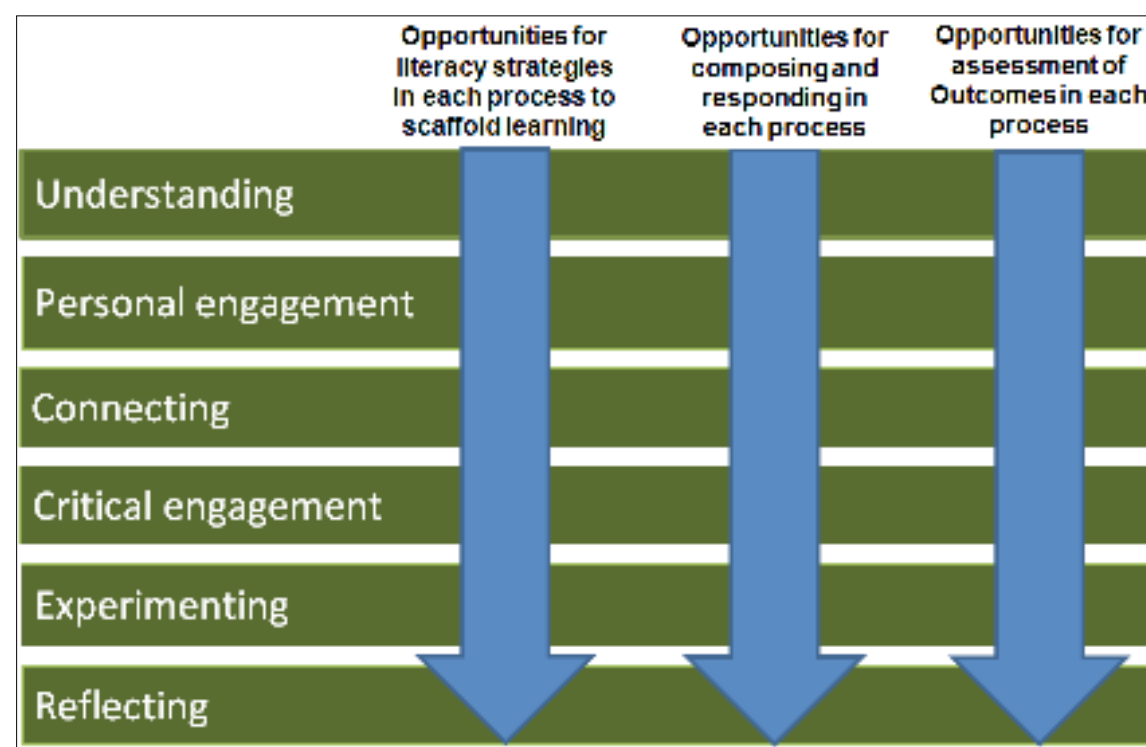
Figure 1 Learning processes in English

Unpacking a learning process: *Experimenting*

What is Experimenting?

Experimenting *is the process of applying knowledge and skills creatively and critically in order to develop deep understanding. Students manipulate language, form, mode and medium to express ideas, values and opinions in innovative and meaningful ways.*

Students need to experiment imaginatively with language in playful ways. Through the exploration of language and ideas they develop an appreciation for aesthetic qualities of texts and understand the power of language to transform and re-interpret experiences. Experimenting *enables students to stimulate and express their imagination and natural curiosity to make connections in their world* (NSW DoE, 2015).

Why is it important?

Imagination is used to predict, speculate and hypothesise to create new understandings about the wider world that is complex and changing. A sense of personal style and the confidence to create new texts will develop through the processes of experimenting. Students become the creators of meaning, not just the recipients of information (NSW DoE, 2015).

Extract of Process descriptors and summaries

Stage	Progression of learning process– *Experimenting*
Stage 5	Students compose critical and imaginative responses to texts. They adopt, combine and adapt conventions of genre and style to experiment with ideas and come to deeper understandings.
Stage 4	Students use, adapt or subvert particular textual conventions across modes and media to experiment with a range of meanings.
Stage 3	Students experiment with text structures and language features to adapt texts and ideas for different purposes and in a range of modes and media.
Stage 2	Students identify aspects of texts that engage an audience and use them to experiment with their own compositions using a range of devices in different modes
Stage 1	Students create and recreate texts imaginatively in a range of modes and media.
ES1	Students use their imagination to represent aspects of their experience, experimenting with different modes and media.

Table 2 English learning processes Stage progressions: *Experimenting*

The original aim of this project was to increase teacher's professional knowledge of subject English by providing a guide to textual concepts embedded in the outcomes and content of the NSW English syllabus for the Australian Curriculum K–10. The end product presents an alternate view of the syllabus and is, in one teacher's opinion, *one of the more useful documents I've come across in my career thus far …*

The *English textual concepts* (intranet) document is currently available free for all teachers in NSW government schools and members of the English Teachers' Association of NSW as a PDF download. In 2016, teachers' experiences with using English textual concepts is being observed and recorded and professional learning events and online learning will be available to support its use.

References and further reading

BOSTES 2013, *NSW syllabus for the Australian curriculum: English K–10*, accessed 2 February 2016.

NSW Department of Education 2015, *English textual concepts* [intranet only], accessed 2 February 2016.

NSW Department of Education 2015, *English textual concepts: process descriptors and summaries* [intranet only], accessed 2 February 2016.

Jennifer Curtis, Senior Curriculum Support Officer HSIE K–12 and Anne Southwell, Senior Curriculum Advisor, HSIE K–12, NSW Department of Education, unpack the new *NSW Geography K–10 syllabu*s and demonstrate how it may enhance the development of active global citizens.

GEOGRAPHY K–10:
CREATING ACTIVE GLOBAL CITIZENS

What is Geography and why is it important?

Defining Geography is complex and has been debated for many, many years. However, for teachers and students, the NSW *Geography K–10 syllabus* defines Geography succinctly as: …

the study of places and the relationships between people and their environments.

(Geography K–10 syllabus 2015, p.13*)*

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The Australian Curriculum, Assessment and Reporting Authority (ACARA) defined this discipline as:

... a structured way of exploring, analysing and understanding the characteristics of the places that make up our world.

(ACARA, Revised draft Foundation to Year 12 Australian Curriculum)

Richard Burton, a British explorer and diplomat, when asked by the Royal Geographical Society of Britain in the 19th century to explain the importance of geography exclaimed that:

... if geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world.

As a document, the *Geography K–10 syllabus* identifies knowledge, understanding, skills, values and attitudes students in NSW schools are expected to develop at each Stage, from Kindergarten to Year 10. The rationale states that Geography as a discipline:

... integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world to enable students to become active, responsible and informed citizens... able to evaluate the opinions of others and express their own ideas and arguments. This [understanding] forms the basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

(*Geography K–10 syllabus* 2015, p.13)

The new NSW syllabus

The new *Geography K–10 syllabus* will replace the *HSIE K–6 syllabus* and the *Geography Years 7–10 syllabus* in 2017, although primary teachers do have an option to introduce Geography K–10 into their school and classrooms in 2016.

What is similar?

Students will continue to:

- investigate the interactions between environments and communities on a variety of scales
- develop an understanding of being informed, responsible and active citizens.

What is different?

Key differences of the *Geography K–10 syllabus* include:

- a K–10 syllabus
- a two part Stage-based organisation – with physical and human geography focus areas represented in all Stages
- continuums for objectives and outcomes; geographical inquiry; geographical skills and geographical tools that support differentiated learning K–10
- defined geographical concepts which support geographical inquiry using skills and tools, scoped for each Stage
- a focus on in-depth geographical inquiry K–10
- key inquiry questions
- geographical fieldwork K–10
- embedded *Learning across the curriculum* (LAC) content.

Syllabus structure

The structure of the *Geography K–10 syllabus* for each Stage has two parts: content summary and content focus. This is illustrated in Figure 1.

Figure 1 Structure of the *Geography K–10 syllabus*

Geography K–10 content summary

The content summary at the beginning of each Stage describes the geographical concepts, skill and tools to be taught throughout each Stage. An example from Stage 2 showing a list of geographical concepts is seen in Figure 2.

click to enlarge

Figure 2 Geographical concepts to be taught to students in Stage 2

Geography K–10 content focus

The infographics in Figures 3 and 4 outline the content focus topics for Stages incorporated in Years K–10.

click to enlarge

Figure 3 Summary of content focus topics for Early Stage 1-Stage 3

click to enlarge

Figure 4 Summary of content focus topics for Stage 4-Stage 5

The new Geography syllabus includes agreed Australian curriculum content and other content that clarifies learning for Geography from Kindergarten to Year 10. This is seen through the content focus and content dot points. The dash points in the syllabus are examples of how the curriculum content can be taught, and explicitly linked to the outcomes of Geography K–10, as seen in Figure 5. Geography K–10 teachers have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students through these dash points.

click to enlarge

Figure 5 An example of the content focus information for the Stage 2 content focus guidelines for the topic *Places are Similar and Different*

Stage statements

Stage statements included in the *Geography K–10 syllabus* for Early Stage 1 to Stage 5 reflect on the intent of the Australian Curriculum achievement standards. They summarise the knowledge and understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each Stage of learning.

click to enlarge

Figure 6 Stage statements are useful for measuring and reporting student achievement across a Stage.

Stage statements, along with the syllabus outcomes, incorporate the Australian Curriculum achievement standards. The Stage statements are useful for gauging student progress throughout a Stage of learning, and may provide a reference for reporting student achievement.

Learning across the curriculum

Learning across the curriculum areas include three cross-curriculum priorities, ten general capabilities and other important learning for all students. These thirteen areas are incorporated in the content of the syllabus.

Geographical inquiry

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. For the first time, the *Geography K–10 syllabus* has a strong pedagogical emphasis on geographical inquiry

from Early Stage 1. Through geographical inquiry, students develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens. To support teachers in understanding this process, the flow chart in Figure 7, albeit in draft, is useful.

click to enlarge
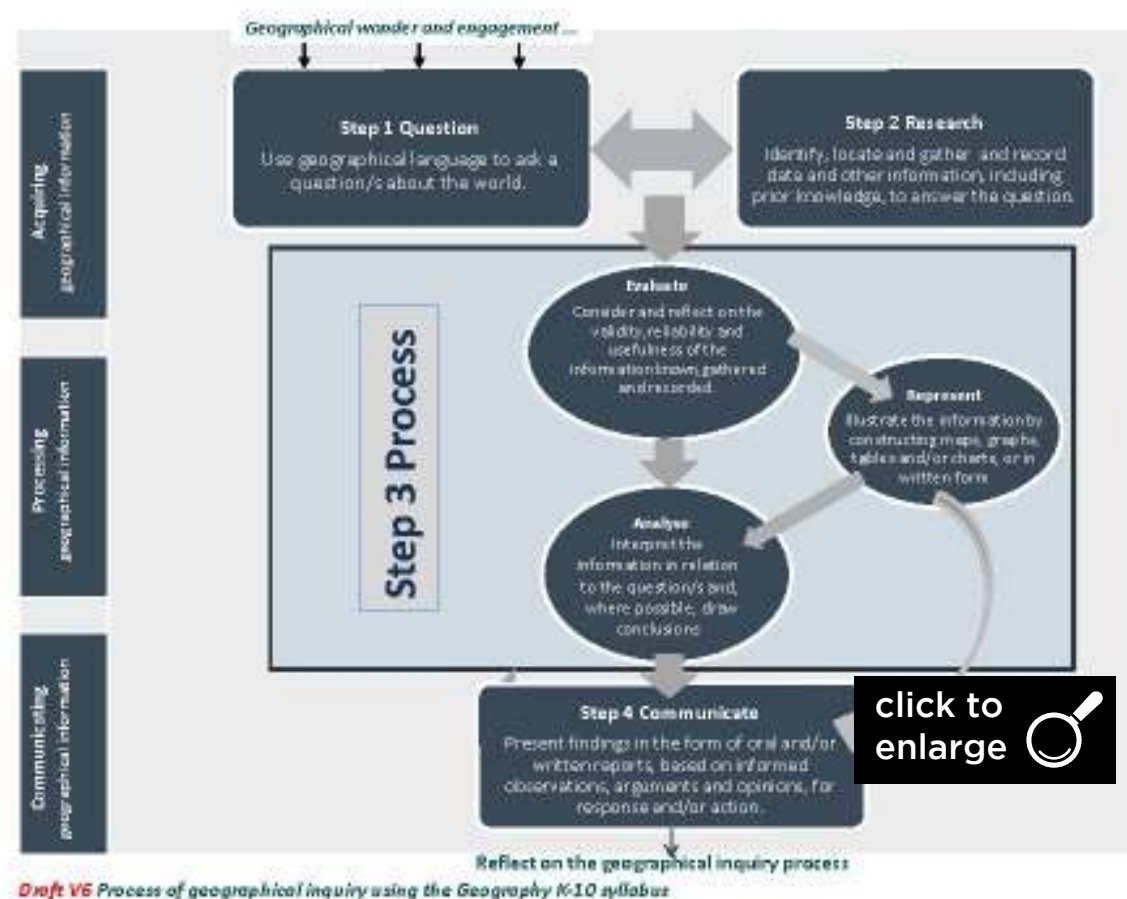
Figure 7 Process of geographical inquiry

Learning for life

Geography provides students with knowledge and understanding about the places where they live and supports their understanding and engagement with life experiences beyond school. Geography also prepares students for a wide range of career options as illustrated in Figure 8.

click to enlarge
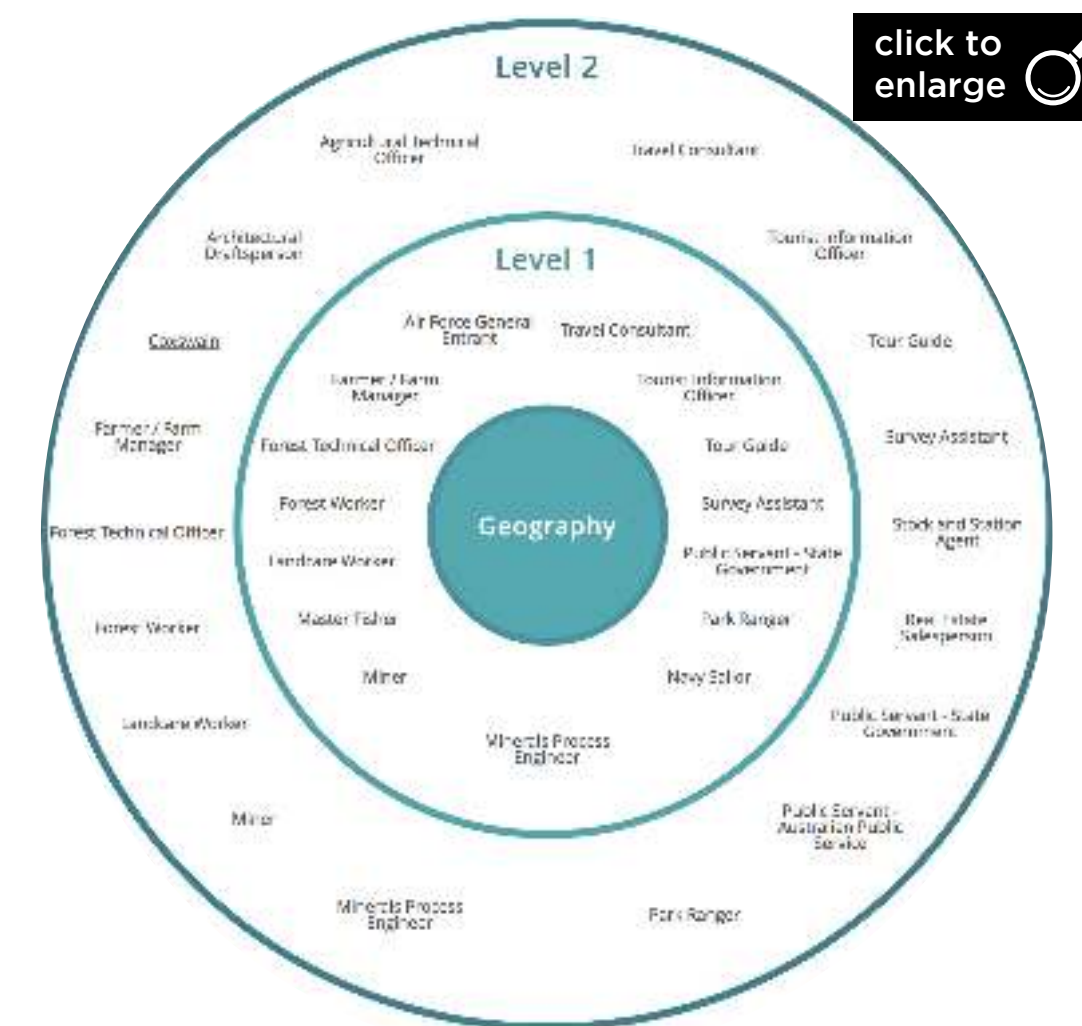
Figure 8 *myfuture* careers in Geography
(Click on image for full view)

Taking time to get to know new syllabuses is essential. While the impact and use of technology in the classroom changes how teachers work, the syllabus provides a constant of what students need to learn. Developing a deep understanding of the syllabus supports the development of dynamic and engaging approaches to student learning in Geography. This will enhance student achievement over time as students become geographers, learn to apply geographical inquiry to a variety of contexts within and beyond school, and engage in making a difference to their world.

The infographic in Figure 9 illustrates support for Department teachers seeking to engage with this approach through the new *Geography K–10 syllabus*. This model is supported by the work of a group of teachers who have developed a number of rich tasks as an adaptable starting point for classroom implementation.
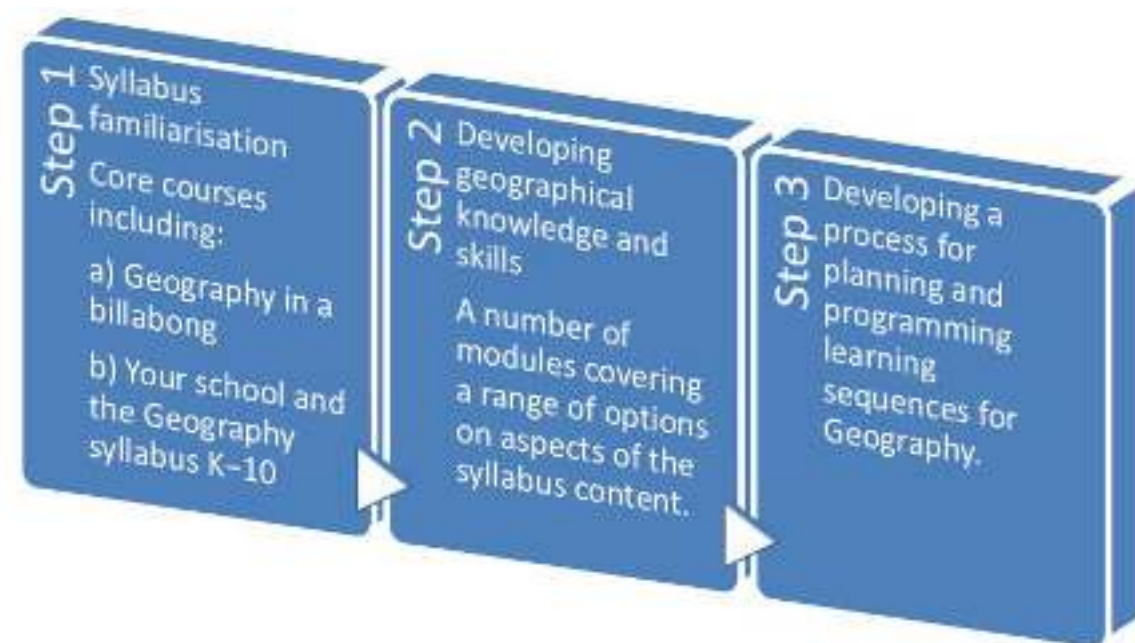
Figure 9 Steps to implementing the new Geography syllabus

Links to high quality teaching

How does the *Geography K–10 syllabus* link to quality teaching? In their recent report, *What works best: evidence based practices to help improve NSW student performance*, the Centre for Education Statistics and Evaluation (CESE) have identified seven themes of practice that have been shown to improve student performance. These are:

• high expectations

• explicit teaching

• effective feedback

Why, what, how	syllabus alignment
Why does the learning matter? (high expectations; explicit teaching)	It is outlined in the rationale, aim and syllabus objectives.
What do you want the students to learn? (high expectations; explicit teaching)	Knowledge and understanding of geography through the use of geographical concepts, skills and tools using the Key Inquiry Questions and content descriptions for each Stage.
What are you going to get the students to do or produce? (high expectations; explicit teaching; collaboration)	*Do* geographical inquiry to produce geographical responses and / or actions inclusive of *Learning across the curriculum* (LAC) aspects.
How are you going to do it? (high expectations; explicit teaching; effective feedback; collaboration; use of data)	Through the intended learning and an understanding of student learning needs
How well do you expect students to do it? (high expectations; explicit teaching; effective feedback)	Described by the syllabus outcomes and Stage statements.

Figure 10 Aspects of quality teaching in the new Geography syllabus

• use of data to inform practice

• classroom management

• wellbeing

• collaboration.

It is imperative that all teachers clearly understand the link between quality teaching and what is provided in the syllabus material. For Geography K–10, this is explained in Figure 10.

Enjoy teaching your students Geography and, in the words of Richard Burton, see it as an opportunity to help students look beyond their *small provincial selves to the whole complex and magnificent world.*

References and further reading

BOSTES 2015, *Geography K–10: NSW syllabus for the Australian curriculum*, accessed 6 January 2016.

Centre for Education Statistics and Evaluation (CESE) 2015, *What works best: evidence based practices to help improve NSW student performance*, accessed 6 January 2016.

Education Services Australia 2015, 'Bullseye-geography', *myfuture.edu.au*, accessed 6 January 2016.

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The NSW Department of Education recognises that student wellbeing has a significant impact on student's engagement and success in learning (NSW DEC, 2015) and *The wellbeing framework for schools* recommends that schools provide students with opportunities to develop the social and emotional skills they need to fulfil their learning potential. In their article, Joseph Ciarrochi, Professor, Institute of Positive Psychology and Education, Australian Catholic University, and Louise Hayes, PhD, Senior Fellow, Centre for Youth and Mental Health, The University of Melbourne, outline how developmentally appropriate mindfulness techniques might assist schools to develop an environment where students can thrive and succeed.

MINDFULNESS-BASED SOCIAL AND EMOTIONAL LEARNING:
a new approach to promoting positive development in young people

Social and emotional learning

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply skills to manage emotions, relationships and decision making (CASEL, 2015).

The evidence that SEL improves academic performance is especially encouraging for school staff who feel pressured to increase achievement scores and feel worried that SEL will take valuable time away from study. A meta-analysis of 213 American school based social and emotional learning programs suggests that SEL programs added an average 11-percentile gain in achievement (Durlak, Weissberg, Dynmicki, Taylor and Schellinger, 2011).

The meta-analysis focused on six student outcome variables:

- social and emotional skills
- attitudes towards the self and others
- positive social behaviours
- conduct problems
- emotional distress
- academic performance.

The analysis revealed that SEL programs led by teachers were effective in all six outcome categories. However, the programs were somewhat less effective when they were led by non-school personnel, producing only three significant outcomes (improved SEL skills and prosocial attitudes, and reduced conduct problems). This finding is consistent with *The wellbeing framework for schools*, which recommends that schools should consider the development of wellbeing as a parallel process to learning and teaching.

The wellbeing framework for schools

Implementing SAFE practice

The findings from the meta-analysis also suggested that all programs are not created equally. Specifically, programs that followed best practice procedures were associated with better outcomes than those that did not follow best practice (Durlak et al., 2011). Best practice programs follow the SAFE procedure (CASEL, 2015; Durlak et al., 2011):

- *Sequenced*: The program utilises a series of connected and coordinated activities to foster skills development.
- *Active*: The program utilises active, experiential forms of learning.
- *Focused*: The program is focused on developing social and emotional skills.
- *Explicit*: The program targets the core SEL skills identified by CASEL, which are self-awareness, self-management, social awareness and relationship skills, and responsible decision making.

The mindfulness revolution

Society is in the midst of a mindfulness revolution. Adapted from Buddhist meditation practices and popularised in the west by Jon Kabat-Zinn at the University of Massachussetts, through the Mindfulness-Based Stress Reduction (MSBR) program, mindfulness techniques are becoming increasing popular in western clinical psychology and psychiatry as an effective treatment for a range of psychological conditions in adults including chronic pain, anxiety and depression (Grossman, 2004).

The last two decades of research has shown that mindfulness is beneficial to nearly every aspect of human functioning. Mindfulness helps people to handle negative events, have self-control, build productive relationships, reduce chronic stress, improve mental performance, and overcome bad habits (Davis and Hayes, 2011; Keng, Smoski, and Robins, 2011).

What is mindfulness?

So, what is mindfulness exactly? It has been defined as paying attention, on purpose, in the present moment, while refraining from judgments and impulsive reactions (Kabit-Zinn and Hanh, 2009). Many interventions have focused on having people do structured meditation to achieve mindfulness. However, mindfulness does not refer to a single *thing* or single activity like meditation. Nor is it a special state of self-improvement that is achieved. Rather, it consists of a number of skills that help an individual learn to be compassionate with themselves and others (Sahdra, Ciarrochi, and Parker, in press). These skills include:

- *observing* – paying attention to sensations, such as wind in your hair

- *describing* – describing inner experience, such as emotions and sensations
- *acting with awareness* – focusing on what one is doing in the present moment
- *focused attention* – turning all attention to a task that requires concentration
- *accepting without judgment* – accepting negative experience without judging it as bad
- *non-reactivity to inner experience* – having inner experiences, such as impulses and self doubt, and not behaviourally reacting to them
- *non-attachment* – relating to experiences in a flexible, balanced way, without clinging or suppressing them (Sahdra, Ciarrochi, and Parker, in press).

Research, mostly undertaken with adults, has shown such convincing benefits of mindfulness that many educators are rushing to bring mindfulness interventions into schools. But is this rush justified? Evidence suggests that there are a couple of dangers to rushing in. First, the desire to implement the new, fashionable programs may lead us to throw out old social and emotional learning practices that have been empirically shown to work. Not all mindfulness practices are beneficial to everybody and might even be harmful to some if taught inappropriately. For example, some studies find that mindfulness practices have negative side effects for more than half of the people involved (Farias and Wiholm, 2015; Shapiro, 1992), which might include recalling of hidden memories and themes from the past such as incest, rejection, and abandonment (Kutz, Burysenko, and Benson, 1985; Kutz, Leserman, Dorrington, Morrison, and Borysenko, 1985), uncomfortable physical sensations, mild dissociation, feelings of guilt, anxiety, tension and panic (Craven,

1989; Shapiro, 1992). Mindfulness interventions are not magical pills that automatically create benefit for everybody. They need to be integrated carefully into school practice, in a way that is evidence based and age appropriate.

Why is mindfulness-based SEL important?

In their article, *How SEL and mindfulness can work together*, Lisa Lantieri, Senior program advisor for CASEL, and Vicki Zakrzewski, education director at the Greater Good Science Center, explains how mindfulness training can complement SEL skills programs by cultivating an individual's capacity for compassion, empathy, emotional self-regulation, cognitive flexibility and creativity, acting as a powerful fertiliser for SEL competencies (Lantieri and Zakrzewski, 2015).

This article presents one way of integrating mindfulness with best practice social and emotional learning (SEL) interventions. To minimise potential negative effects on students, mindfulness must be integrated with existing SAFE criteria. The DNA-V model seeks to integrate mindfulness into a social and emotional learning program, in a way that is intended to be SAFE, fun, and inspiring.

DNA-V: Integrating mindfulness practices into social and emotional learning

The DNA-V model is based on a combination of Acceptance and Commitment Therapy and Positive Psychology (Hayes and Ciarrochi, 2015). There has been increasing evidence for the use of both of these approaches with young people (Halliburton and Cooper, 2015; Livheim et al., 2014; Merry et al., 2011; Smith, 2015; Wicksell, Melin, Lekander, and Olsson, 2009). The DNA-V model is not an attempt to apply an adult model of young people; instead, it is grounded

in developmental research and seeks to describe the conditions that help children grow into strong and healthy young people. DNA-V follows the evidence based, SAFE practice, by:

- *Sequencing* training from basic to more advanced
- *Actively* engaging young people in the exercises through experiential practices
- *Focusing* on skills development
- *Explicitly* targeting the SEL skills of self-awareness, self-management, social awareness, relationship building, and responsible decision making (CASEL, 2015).

An illustration of the DNA-V model is presented in Figure 1. The letters DNA describe three functional classes of behaviour, which are described using the metaphorical names *discoverer* (D), *noticer* (N), and *advisor* (A). All three D, N, or A behaviours are used in the service of values. These behaviours are further influenced by context, which includes factors in the immediate and historical environment, an individual's learned view of themselves, and their attachments and relationships in their social world.
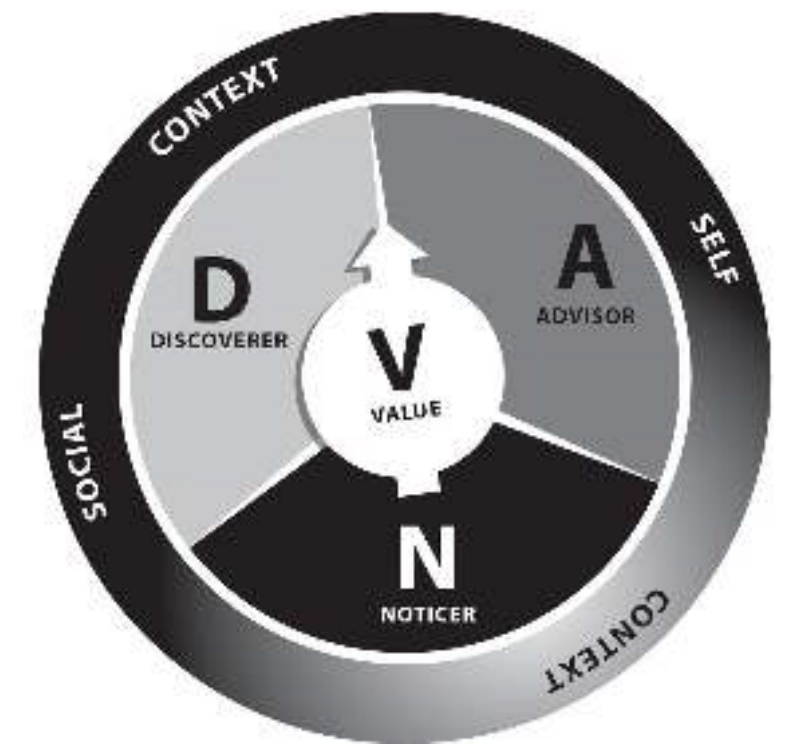
Figure 1 The DNA of value and vitality

The primary aim of the DNA-V model is to help young people learn these mindfulness skills and to use them to build psychological flexibility or, to use a term young people can relate to more readily, to help them develop flexible strength. Flexible strength is the ability to mindfully engage with the present moment and use our D, N, and A skills in a way that promotes learning and growth, while also being able to change behaviour or persist in order to build values and vitality. This movement is depicted using the pointer in Figure 1. In other words, flexible strength involves the ability to redirect energy into *advisor*, *noticer*, or *discoverer* space, in a way that feeds values and vitality. Young people who lack D, N, or A skills tend to be stuck using the same behaviour over and over and are unable to shift out of unhelpful ways of behaving, or they have a weakness in one or more of the *discoverer*, *noticer* and *advisor* skills.

Everything in the model is guided by values, which come from answering questions such as:

• What do I care about in this moment?
• What kind of person do I want to be?
• What do I want my life to stand for?

Common values involve connecting with others, giving to others, being active, embracing the moment, challenging oneself and learning, and caring for oneself (Ciarrochi, Bailey, and Harris, 2014). Vitality can be defined as the capacity to live, grow, and develop, physical or intellectual vigour, energy, and power to not just survive but thrive.

The *advisor* skill

The term *advisor* is a metaphor for how humans use their language and cognition skill to make sense of the world. In lay terms, it is how individuals use their inner voice or self-talk to make sense of the past, form beliefs, and predict the future. The *advisor* label is also used as a way of helping young people see that humans are always giving themselves advice, sometimes helpful advice, sometimes unhelpful.

You can think of the *advisor* like a Global Positioning System (GPS) in a car. A GPS is constantly directing the car, evaluating, predicting, and telling where to go. Our internal *advisor* does the same, trying to tell us what to do by evaluating, predicting, and using rules.

Thanks to this internal *advisor*, humans do not have to rely on experience and trial and error to figure everything out; they can simply use their history of learning to advise themselves quickly and efficiently. To continue the GPS metaphor, the GPS can tell the driver how to navigate through the city to a particular address, instead of relying on trial and error to find the address.

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Using the *advisor* skill to make a decision

The upside of the *advisor* skill is that it helps people to be efficient and avoid danger. It also has a downside because, at times, the *advisor* gives decidedly unhelpful advice. For example, a person sometimes tells themselves they are *not good enough* and then avoids things they want to do, like forming friendships or trying out for a sport. Everybody's *advisor* is unhelpful at times. Fortunately, with DNA-V young people can be taught that when the *advisor* is being unhelpful, they have the power to shift into another DNA-V skill. In other words, they learn to mindfully unhook from their *advisor* in order to find another way forward.

Table 1 highlights the skills targeted in the *advisor* component of the intervention. High skill involves helping young people to have workable beliefs, such as hope and self-esteem and to notice and unhook from unworkable beliefs, such as hopelessness. This ability to utilise workable beliefs and mindfully unhook from unworkable beliefs promotes the CASEL skill of self-management. Young people experience more positive academic and well-being outcomes if they are guided by useful beliefs such as the belief that they can accomplish their goals (authentic hope), that they have social worth (authentic self-esteem), and that problems are more of a challenge rather than an overwhelming threat (effective problem orientation) (Ciarrochi, Heaven, and Davies, 2007; Ciarrochi, Leeson, and Heaven, 2009; Ciarrochi, Parker, Kashdan, Heaven, and Barkus, in press; Leeson, Ciarrochi, and Heaven, 2008; Marshall, Parker, Ciarrochi, and Heaven, 2014). The word *authentic* is used here to suggest beliefs that are sensibly linked to action in the world, rather those beliefs that are unrealistic and excessively positive (e.g. narcissism). *Advisor*

DNA process	High skill example	Low skill example	CASEL skill*	Example character strength
Advisor	Workable beliefs guide action	Unworkable beliefs guide action	Self-management	Authentic Hope and Self-esteem Effective problem orientation
Noticer	Mindful of self, others, and life. Able to make space for difficult inner experience to come and go, without reacting to it	Mindless and unaware. Reacting to inner experience in a way that is often value inconsistent	Self-awareness Self-management	Mindfulness Inner balance Non-reactivity
Discoverer	Expanding, learning, creating, testing, finding new behaviour that promotes vitality and valued living Spotting and developing values and strengths	Impulsive exploration that provides short-term reinforcement but long-term negative consequences. Failure to try new behaviour when old behaviour is not working	Self-awareness Social awareness Self-management	Curiosity Love of learning Creativity Workability focus
DNA self-view	Follows useful self-concepts and disregards unhelpful self-concepts. Sees that self-concepts are not fixed things, merely words and thoughts Growth mindset: People believe they can grow and improve as a person	Dominated by unhelpful self-concepts Believes themselves to be their self-concepts (e.g., *I am broken is treated as true*) Fixed mindset: People believe themselves to be fixed due to history, and they cannot change	Self-management	Self-compassion Growth mindset Wisdom
DNA social-view	Recognises the value of social connection, is able to have empathy and compassion, cooperate, and build friendships and love Sees that their history with others influences present interactions, and believes they can change Sees personal agency, *I can choose*	Fails to recognise the value of social connection, lacks empathy and compassion, fails to build supportive relationships Does not see that their history with others influences present. Reacts without awareness. Blames others, *they made me like this*	Social awareness Relationship skills Responsible decision making	Social intelligence Leadership Capacity for friendship Teamwork Perspective taking

Table 1 Skills taught in the DNA model and how they map to social and emotional learning and Positive Psychology interventions
*core skills targeted by best practice social and emotional learning programs, as identified by the Collaborative for Social and Emotional Learning

interventions seek to help young people to develop helpful beliefs, whilst also becoming mindful and non-reactive to thoughts that indicate hopelessness, low self-esteem, and negative problem orientation.

It is worth mentioning how a DNA-V intervention approaches unhelpful thoughts. The common approach is to directly challenge these thoughts and seek to change them. For example, if young people think they cannot achieve their goals, an adult can directly challenge that thought by saying something like, *You've succeeded in the past. You have plenty of evidence you can succeed*. Evidence shows that this does not always work. Indeed, there is growing population of young people who are distressed and struggling with thoughts (McGorry, 2012; McGorry, Purcell, Goldstone, and Amminger, 2011). The mindfulness movement and DNA-V advocate a different way. Instead of challenging thoughts, the DNA-V approach encourages young people to become mindful and less reactive to the thought. Young people are encouraged to notice when thoughts like *I can't do it* show up, and to allow the thought to just be without reacting to it or trying to make it go away. In this way, young people learn to continue to engage in valued action even in the presence of difficult thoughts (Ciarrochi and Bailey,

2007). Thoughts are no longer the enemy, they are merely advice.

The *noticer* skill

The *noticer* allows an individual to connect with their feelings, their body, and the physical signals coming from the world around them. Humans all start life with the ability to notice the world without judgement or evaluation. During infancy, the world is what is seen, heard, touched, tasted, and smelled. However, as *advisor* skills are developed, it is easy to lose touch with the ability to notice and experience the world as a physical place.

Noticing has at least four important functions.

- First, the *noticer* is able to tune in to the body and use this powerful system. The world gives out signals, and they usually show up first in the body. The *noticer* is adept at recognising physical cues that reflect emotions, stressful events, joy, pain, danger, and so on. These cues provide essential information about the individual and how they are in the world. For example, anger tells someone that they believe an injustice has happened, and fear tells them that something undesirable might happen in the future.

- Second, the *noticer* is aware of the individual's actions. Without *noticer* skills, an individual cannot know how

their actions are affecting others.

- Third, the *noticer* tunes in to the external world and what it has to offer. This helps individuals connect with people, things, and places and detect the potential rewards that are available in the environment.

- Finally, for those who tend to get stuck in difficult thoughts or with a critical *advisor*, the *noticer* provides a way to reconnect with the physical realm and loosen an overly tight grip on the symbolic world. The *noticer* helps an individual to mindfully pause and observe their experience when they are uncertain whether their *advisor* is helpful.

Noticing is a central skill. No matter how confusing, difficult, or busy life gets, it is always possible to shift into a *noticer* space and find stability.

The *noticer* skill most clearly maps to the common idea of mindfulness narrowly defined, and to the CASEL skills of self-awareness and self-management (Table 1, column 2). *Noticer* training helps young people to identify and label their emotions, a skill they need in order to build supportive social relationships (Rowsell, Ciarrochi, Deane, and Heaven, 2015) and develop well-being (Ciarrochi, Heaven, and Supavadeeprasit, 2008; Ciarrochi, Kashdan, Leeson, Heaven, and Jordan, 2011). *Noticer* training also involves teaching young people that

they can have feelings, like fear or pride, and, that instead of trying to avoid or cling to them, they can allow them to arise and pass. They can feel afraid and still do what is important, and they can feel envy and still be humble and supportive of another. Research suggests that youth who are able to relate to their own experiences in a flexible, balanced way, without clinging or suppressing them, are better able to connect with their peers and behave towards them in a more kind, helpful and friendly manner (Sahdra, Ciarrochi, Parker, Marshall and Heaven, 2015).

Noticing involves a kind of being rather than doing. It is like being in neutral gear in a car. It is useful for taking a look around and not driving fast in the wrong direction; however, at some point, it is necessary to shift out of neutral gear if the individual wants to go somewhere. The *noticer* skill is like this; a place to pause, check around, experience the world, and then decide where to go. An individual can then shift into *advisor* space and follow the *advisor's* suggestions. Or they can shift into *discoverer* space.

The *discoverer* skill

The *discoverer* represents behaviours related to exploring and testing the world. Discovery is where new behaviours are tried in the attempt to broaden and build life experience.

Without discovery, individuals would just keep repeating the same old behaviours they have always done, getting similar results. Also, without discovery, an individual can be trapped into believing what others or society says about them. For example, imagine someone says that a young person is *too lazy to succeed at university*. If they believe this person's view, they can become stuck and may never get to find out if they can succeed at university. Learning to use the *discoverer* skill means an individual does not have to believe others, or even their own critical voice. Instead *discoverer* skills teach people how to explore the physical world through their own experiences.

Discoverers know how to track their behaviour and consider the consequences of their actions, and they learn to do this so they can identify what works in building a values-based life. Young people are drawn to risk, novelty, and sensation seeking behavioural patterns that are essential to positive development (Siegal, 2014). *Discoverer* skills allow them to use these tendencies to broaden and build and use these tendencies to test themselves in the world in order to grow. The DNA-V model guides young people in such a way that they can see when their risk taking is maladaptive, such as substance abuse or driving too fast.

The *discoverer* reminds an individual that it is not necessary to rely on their *advisor* (self-talk) for everything. People can learn to get out of their heads and into life to discover what is best for them. Discovery is both scary and exhilarating: scary because it is not clear what is going to happen when something new is tried and exhilarating because, by trying something new, it is possible to build a better life and connect more fully with the things of value.

Micha Rosenwirth/Shutterstock.com

***Discoverers* explore the physical world**

The *discoverer* maps closely to what has been described as broaden and build behaviour (Fredrickson, 2001). That is, the *discoverer* engages in actions that are novel, varied and exploratory. This behaviour has been shown to have many benefits, including increasing understanding of the environment, developing skills through play and engaging in challenges, and building social networks through relationship exploration (Cohn and Fredrickson, 2006; Garland et al., 2010; Waugh and Fredrickson, 2006).

Higher order skills: self-view and social view

The DNA skills are the foundations for higher order skills that involve building a young person's sense of self and their connection to their social world. The bottom two rows of Table 1 illustrate what some of these higher order skills look like.

Concerning self-view, young people utilise DNA

processes to develop self-compassion to overcome setbacks (Marshall et al., in press), and recognise that they are not fixed by their self concepts and that they can grow and improve (Yeager and Dweck, 2012). Concerning social view, young people learn to recognise the value of social connection and to take perspective, cooperate, and build friendship and love (Sahdra, Ciarrochi, Parker, Marshall, and Heaven, 2015).

Young people can also use DNA processes to develop *higher order* character strengths. For example, character strengths such as willpower, persistence, and grit require one to notice (N) impulses, boredom, fear and frustration, have a clear understanding of values (V), and unhook from discouraging *advisor* (A) statements such as *give up or you'll never be able to succeed*. These traits also involve the willingness to try something new (Discovery) when there are genuine barriers to success.

Conclusion

The education system can be brilliant at teaching academics, and still fail students. About 17% of Year 7 Australian students who are doing well in school and achieving above benchmark standards, fail to complete Year 12 or equivalent by age 19 (Lamb, Jackson, Walstab, and Huo, 2015). These students are more likely to be unemployed and to have psychological, social, and health problems (Hollands et al., 2013; Lamb et al., 2015; Waldfogel, Garfinkel, and Kelly, 2007). They have as high a risk of premature death as someone who smokes cigarettes (Krueger, Tran, Hummer, and Change, 2015).

The future of Australian young people does not need to be left to chance. Every school is justified

in implementing social and emotional learning practices and it is important that those SEL practices be evidence based. Mindfulness interventions are currently popular, but the many programs being tried are not necessarily integrated with the best practice SEL guidelines. The same can be said for Positive Psychology interventions. This article has provided one example of how mindfulness-interventions, Positive Psychology interventions, and traditional SEL interventions can be integrated in a way that is consistent with best practice and can assist young people to reach their full potential.

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The School Magazine celebrates 100 years!

In 2016 *The School Magazine* celebrates its centenary. As part of the celebrations, during Education Week, a unique literary event for children and their teachers will be held on Tuesday 2 August. Students can participate in workshops and talks by well-known authors and illustrators by attending the event or via a dedicated virtual classroom. Partnering this event are the Royal Botanic Garden, Sydney (celebrating 200 years) and Taronga Zoo Sydney (also celebrating their centenary). Visit *The School Magazine* for more information regarding celebratory events. View a teacher perspective on *The School Magazine*.

The Children's Book Council of Australia 12th National Conference

This conference is in Sydney 19-21 May 2016. For more information visit The Children's Book Council of Australia.

Australian Children's Laureate

Congratulations to Leigh Hobbs, the *Australian Children's Laureate* for 2016-217.

Once Upon a Time: a celebration of 50 years of IBBY Australia

Join Dr Mark MacLeod, Bronwyn Bancroft and Ursula Dubosarsky on Saturday 2 April 2016 at Santa Maria del Monte School, 59 The Boulevarde, Strathfield NSW.

Check IBBY Australia for details and booking information for this and other events.

National Simultaneous Storytime 2016

Join this national reading event on Wednesday 25 May 2016. Visit National Simultaneous Storytime 2016 for more information. *The Book Chook*, among others, suggests some possible activities.

resource reviews

Contents

supporting quality learning

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

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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	
VET	Vocational Education & Training
CEC	Content Endorsed Course

Abstract – indicates a resource is described rather than evaluated

Audience and purpose in informative and imaginative texts: *How the sun got to Coco's house*

Australian curriculum springboard

Review:

How the sun got to Coco's house

GRAHAM, Bob
Walker Books, UK, 2015
ISBN 9781406359008

Explaining scientific principles via a quality book is an effective teaching strategy. In this picture book, the concepts of Earth and sun, night and day, sunrise and sunset and the seasons are cleverly depicted as the sun finds its way across the world to Coco's house. Personifying the sun makes it seem very real and helps the reader to connect to it as it … *seemed to think twice* and … *waited patiently outside an old lady's window to be let in.* Bob Graham's stylistic features represent the architecture, dress and snapshots of life in the various countries that the sun passes over. In each illustration, the perspective and angles invite viewers to appreciate the rays of the sun as they shine above, through, around and between all they touch. Appearances by familiar characters from other books by this author link the stories and highlight ordinary life in a household and across a neighbourhood. Aspects of visual literacy and discussions about audience and purpose make this book an ideal resource for addressing outcomes in Objective B of the English K–10 syllabus. S. Rasaiah

USER LEVEL: Stage 1 Stage 2

KLA: English; Science

SYLLABUS: English K–10; Science K–10 (SciTech K–6)

SCIS 1723447 $19.99

Programming:

Audience and purpose

The purpose of a text is to persuade, inform or entertain (*PIE*) different audiences in different contexts (*English K–10 syllabus*, Vol. 1, p. 144). Students are reminded of the acronym *PIE* to determine the purpose of this text. What are the devices that Bob Graham has used to achieve the purpose of this text for its target audience? The illustrations are the key to the book's appeal as an entertaining yet informative story about a natural phenomenon. Language features such as personification, verb groups and idioms appeal to the audience and add realism to the narrative.

Science and English

Share background knowledge of what students already know about Earth's rotation around the sun, the seasons and the contribution of other cultures and times to scientific understanding of Earth and space. Describe how Aboriginal people used observation of the sun to inform their lives. Identify how this picture book presents scientific facts. The sun's trajectory is mapped throughout the story with an array of visual techniques including perspective, vectors and colour. Comparisons can be made with factual texts about this topic (*Night and day*).

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

Teaching and learning opportunities:

English K–10 syllabus

- Recognise a range of purposes and audiences for *PIE* texts EN1-8B – EN3-5B
- List devices used to convey understanding, e.g. figurative language, settings, characterisation, familiar scenes
- Explore visual literacy and the ways in which the visual text engages audiences.

Science K–10 (incorporating Science and technology K–6) syllabus

- Describe how people respond to familiar changes in their environment, e.g. day and night and seasonal changes *Natural Environment* STe-7NE
- Use a range of methods to describe observable, short-term changes in the sky, e.g. clouds, the appearance of the stars at night and the position of the sun during the day *Earth and Space* ST1-8ES
- Demonstrate that the rotation of the Earth on its axis is the cause of night and day
- Observe and record changes in the length and direction of a shadow during the day to show how the movement of the Earth around the sun can be used to measure time *Earth and Space* ST2-9ES.

Desert visions: topography of the psyche. Mapping a network of practice

Visual Arts
Stages 4–6
Years 7–12

Curriculum springboard

Review:

Russell Drysdale: defining the modern Australian landscape

HEATHCOTE, Christopher
Wakefield Press, SA, 2013
ISBN 9781743052396 [759.994]

Published alongside a recent exhibition of Drydales's work, this book surveys the artist's approach to landscape across painting, drawing and photography, examining 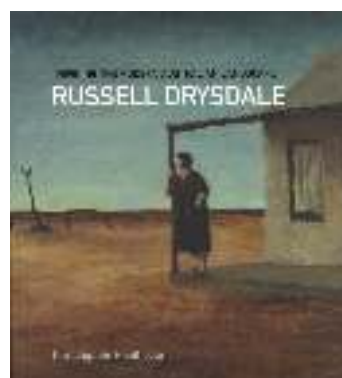his pivotal role in challenging perceptions of mid-twentieth century Australia. A forward by the artist's daughter offers fresh insight into his daily studio practice while comprehensive curatorial essays analyse the context within which Drysdale conceptualised his desert landscapes to develop a powerful symbolic language. Promoting critical and historical investigations, the publication traces significant events, artists and artworks shaping the evolution of the artist's practice, focusing on the material and conceptual shifts in his oeuvre and his intensive research process. Students and teachers can explore how Drysdale fused modernist influences with his personal response to the effects of drought, environmental degradation, World War II and fringe dwelling, to theatrically capture the landscape of outback Australia and the endurance of its inhabitants. Insightfully, the book highlights why Drysdale's imagery contributed to the national ethos and how contemporary Australian artists continue to reference and redefine his work. A chronological gallery of artwork plates presents preparatory studies and sketches alongside finished works, offering opportunities to examine how the artist used a range of media over time to explore the forms, light, colours and psychology of the Australian landscape. Potent parallels arise between Drysdale's vision of unknown terrains and dystopian scenarios, and universal issues of human survival in our contemporary and future worlds, providing rich conceptual links for essays and case studies. H. Yip

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA

Teaching and learning opportunities:

- Map the network of relationships underlying Drysdale's practice, examining his personal response towards significant historical events and cultural issues, such as drought, environmental degradation and World War II, and how these informed his conceptual intentions and material actions as an artist.
- Investigate Drysdale's artmaking process and studio practice, focusing on his intensive use of site research and documentation from his travels. Compare his preparatory studies and sketches, such as *Tree forms*, *Drought sketches* (c.1944) and *Dead tree* (1945), to his finished paintings, including *Tree form*, and *Walls of China* (1945). Observe how he translated the forms, light and colours of the Australian landscape into his works.
- Visit a natural landscape and document its features and atmosphere through photography and sketches using a variety of media such as ink, pencil and charcoal. Experiment with using twigs as brushes, as well as imprinting and frottage to achieve expressive effects of line and texture. Use these studies as the basis for a larger scale painting or layered, mixed media artwork.
- Observe how Drysdale fused ideas and stylistic approaches from modernist European and Australian art with his own distinctive style of representing figures and landscapes. Consider the influence of Surrealism and Expressionism as well as artists such as Henry Moore, John Piper, William Dobell, Amedeo Modigliani, Graham Sutherland and Paul Nash.
- Account for Drysdale's pivotal role in challenging perceptions of the Australian interior and his contribution to the national ethos within the context of the 1940s drought and war. Discuss how his imagery of remote landscapes and isolated figures defined the endurance of both the country and its inhabitants during a time of immense social change. Refer to Drysdale's illustrations published in *The Sydney Morning Herald* during December 1944.
- Analyse how Drysdale developed a symbolic visual language through his use of abstraction. Interpret how he anthropomorphised trees, distorted forms and blended figure and landscape to convey psychological states and powerful metaphors, referring to *Crucifixion*, 1946.
- Collect objects from a selected environment such as tree branches, rocks, vegetation, found objects or everyday items, and create surreal combinations and arrangements to suggest different emotions and associations. Develop a series of drawings, prints, photographs or sculptures by experimenting with different lighting, shadows and points of view.
- Explore the expressive potential of painting with a limited or monochromatic colour palette, referring to Drysdale's approach. Experiment with tone, dry brush, scumbling,

Professional resources:

- *Education kit: Australian identity*, Art Gallery of NSW
- *Ocean to outback – education Kit*, NGA
- *Resource reviews*
- *Spirit in the Land: education resource*, McClelland Gallery+Sculpture Park and NETS Victoria

Resources:

Books:
- *Drysdale: photographer* (1987) by Jennie Boddington
- *Ocean to Outback: Australian Landscape Painting 1850-1950* (2007) compiled by Ron Radford
- *Russell Drysdale 1912-81* (1997) by Geoffrey Smith

Films:
- *Painting people* (1965) by the Commonwealth Film Unit, published by NFSA Films

Desert visions: topography of the psyche. Mapping a network of practice

Curriculum springboard continued

Australian desert by Takopix

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

SCIS 1657058 $49.95

Outcomes:

A student:
- investigates the world as a source of ideas, concepts and subject matter in the visual arts (Representation 5.4)
  Visual Arts Years 7–10 syllabus
- identifies the frames as the basis of understanding expressive representation through the making of art (Frames P3)
- explores the roles and relationships between the concepts of artist, artwork, world and audience through critical and historical investigations of art (Conceptual Framework P8)
  Visual Arts Stage 6 syllabus

Other outcomes:
Visual Arts Years 7–10 syllabus: 4.3, 4.4, 4.8, 5.3, 5.4, 5.8
Visual Arts Stage 6 syllabus: P4
Photographic & Digital Media Years 7–10 syllabus: 5.3, 5.4, 5.8
Photography, Video & Digital Imaging CEC Stage 6 syllabus: M3, M4, CH2
Visual Design Years 7–10 syllabus: 5.3, 5.4, 5.8
Visual Design CEC Stage 6 Syllabus: DM3, DM4, CH2

Content:

- Investigating aspects of the world as subject matter for developing conceptual meaning
- Identifying how particular points of view can be expressed through different approaches to making art
- Exploring the roles and relationships between the artist, artwork, world and audience
- Examining the network of relationships informing the practice of an artist.

sgraffito and layering of colours to achieve texture, depth and modelling of forms.
- Examine the role of the artist as social commentator, referring to how Drysdale portrayed people living in remote areas, in everyday scenarios, as seen in *Man feeding his dogs* (1941) and *Man reading a newspaper* (1941). Discuss how Drysdale visually captured the strength of individuals surviving in harsh conditions.
- Document the inhabitants of a particular community or environment, considering examples of social documentary photography and photojournalism, including Drysdale's photographs. Focus on candidly capturing the relationships and interactions between people and the place they inhabit and identify with. Compare urban or natural landscapes, public or private spaces and isolated or populated areas. Record the environment changing over the course of a day, week or month and under different weather conditions.
- Discuss how Drysdale portrayed the connection of Indigenous Australians to their land through the fusion of figure and ground, referring to *Youth with Painted Basket, Melville* (1958) and *The Boresinker and his Daughter* (1964)
- Research the local history, memories and experiences of a selected landscape or site, identifying who the original custodians of the land are and how the place has been used over time. Develop an artwork in response to this, experimenting with historical and satellite maps, documentary photographs, collage, mark making, sound and video recordings, time-lapse or projections.
- Investigate how contemporary artists continue to reference elements of Drysdale's work and vision, including his cinematic, carefully-staged compositions and use of vernacular architecture, sharp depth of field, perspective and a sense of remoteness as seen in *Hill End* (1948) and *The cricketers* (1948). Explore connections in contemporary films such as *Mad Max: Fury Road* (2015) and *Rabbit Proof Fence* (2002) and the video works of Shaun Gladwell. Compare Tracey Moffatt's *Something more* (1989) and *Up in the sky #9* (1997) to Drysdale's *Back verandah* (1942) and *Basketball at Broome* (1958).
- Propose why certain images become iconic and significant to national identity and memory, considering the role of Drysdale's work in defining and redefining the modern Australian landscape.
- Debate whether the subject matter and environmental and social issues depicted in Drysdale's work remain relevant to contemporary Australian society, culture and audiences today. Referring to *Bush Fire* (1944) and *Desolation* (1945), question parallels between Drysdale's depiction of human survival, unknown terrains and dystopian scenarios, and present landscapes as well as future worlds.

- *Russell Drysdale: the artist* by Curator of Australian Art, Elena Taylor, NGV
- *Russell Drysdale exhibition opens in Sydney* (2012) by ABC News (Australia)

Websites:
- *Collection online: Russell Drysdale*, NGV
- *James Gleeson interviews: Sir Russell Drysdale*, NGA
- *Ocean to outback: Australian landscape painting 1850-1950*, NGA
- *Past exhibition: Russell Drysdale*, Tarrawarra Museum of Art
- *Russell Drysdale*, ABC and NGV
- *Works by Russell Drysdale*, Art Gallery of NSW

Point of view and narration, representation and imagery: *Sister heart*
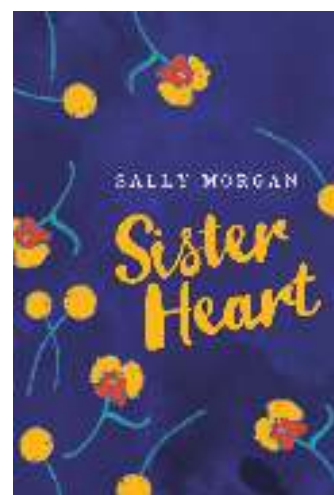
Australian curriculum springboard

Memorial to Stolen Generations... by Butupa

Review:

Sister heart
MORGAN, Sally
Freemantle Press, WA, 2015
ISBN 9781925163131

Aboriginal author Sally Morgan's verse novel about separation and the Stolen Generation is told through the eyes of a child, Annie, who is fiercely loyal to the memory of her family and kinship in the north of Australia. The verse novel has been broken into four sections, with each section marking a different phase in the character's journey and may be used in its entirety as a text for study or in part with other texts to teach point of view, connotation, imagery, code and convention, narrative or perspective. The verse form uses imagery and a range of other poetic devices to create a strong and distinctive narrative voice to tell an important story. *Sister Heart* is suitable for English students in Stages 4–6. The cross-curriculum priority, *Aboriginal and Torres Strait Islander histories and cultures*, can be addressed through the study of this novel, along with the *Intercultural understanding* and *Literacy* components of the general capabilities section of the *English K-10 syllabus*. Teaching notes are available. J. Duvall

USER LEVEL: Stage 4 Stage 5

KLA: English

SYLLABUS: English K–10

SCIS 1720813 $19.99

Programming:

Point of view and narration
The novel is written in first person. The reader is never made aware of the true identity of the narrator, as her official name has been concealed. Instead, the protagonist is given the new name of Annie with which to identify herself, which signifies the metaphorical death of the narrator as she is forced to leave behind all she is accustomed to ... *I have given you a new name ... Anne ... What about Annie, instead*? (p. 48, p. 58). The reader is privy to the intricacies of the narrator's thoughts as only the reader knows what Annie is thinking and feeling, owing to her chosen silence when interacting with other characters in the novel. Students should experiment with this style of narration which relies on the reader to interpret and infer on the character's behalf.

Representation
Particularly striking are the differences in the way the two cultures have been represented in the text. Annie's cultural identity is tied so closely to her family and is the lens through which she understands the world – her descriptions of the world are filtered through her cultural knowledge and experience. The reader experiences her interactions with Europeans as she would have; no explanation of their motivations or thoughts is provided. Their speech and actions are unintelligible to the child and her way of understanding and the reader experiences this effect too. By representing the teachers, the Boss and the policemen this way, Morgan recreates a system of values that means nothing to the victims of it and positions the reader to experience its brutality.

Imagery and language features
Morgan's use of imagery in the verse novel enlivens the text, giving immediacy and access to the feelings and circumstances that Annie experiences. Metaphors and similes emphasise the importance of nature as a meaning system central to Annie's character as she struggles to make sense of what happens to her. The use of minimal sentences/stanzas to convey Annie's thoughts and feelings also emphasises her limited understanding and vulnerability, but the use of alliteration, repetition and rhythm is put to good use, particularly to develop the sense of fun and friendship between the children.

Teaching and learning opportunities:

English K–10 syllabus
- Students choose a chapter and represent the perspective/s of the protagonist, presented in the verses, in the form of a diary entry or a letter to a friend/family member. EN4-5C, EN5-7D
- Students examine the imagery presented in the novel and use it as stimulus to create what would be a verse chapter of an event in their own life for their own novel. EN4-4B
- Students choose a different verse chapter to explore and analyse how Morgan has presented the event/s. A written discussion of the effect of Morgan's mode of delivering the event/s must be undertaken, as well as suggestions on how it could possibly be presented in other successful modes. EN4-6C

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

Professional resources:
- Aboriginal education K–12 resource guide
- Aboriginal education K–12 resource guide. Volume 2
- For more reviews, see also the Resource reviews database
- Raps and book raps, including the Identity: Sharing our stories rap

Who were the people who came to Australia and why did they come?

Australian curriculum springboard

Man carting mallee roots from mallee trees
from State Library NSW

Outcomes:

A student:
- describes and explains different experiences of people living in Australia over time HT3-2
- applies skills of historical inquiry and communication HT3-5 *History K–10 syllabus*

Content:

Stories of groups of people who migrated to Australia and the reasons they migrated, such as WW1 and Australian migration programs since the war. (ACHHK115)

Students:
- Use sources such as oral history to research stories of migration to Australia, including experiences of one Asian family, explaining reasons for migration.

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

Review:

Kerenza: a new Australian

HAWKE, Rosanne
Omnibus Books, SA, 2015
ISBN 9781742990606

Set in the untamed mallee country in the pioneering days of South Australia, young Kerenza and her family arrive from Cornwall to make a new life for themselves. Camped under canvas as they clear the scrub, cut tracks and build a dwelling, Kerenza's family's struggle to survive in their new land. We follow Kerenza's migration story as she finds time between her daily chores to explore the forbidding bushland that is now her home. Written through the perspective of Kerenza, readers will empathise with her and her family and understand the challenges 1900s migrants faced in outback Australia. Published in large font, the novel suits Stage 2 recreational reading. It also supports the Stage 3 History topic: *Australia as a Nation*, in particular the contribution of migrant groups to Australian society. Teachers' notes are available. G. Braiding

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: History K–10

SCIS 1705215 Paper $15.99

Teaching and learning opportunities:

- View and describe contemporary images of mallee country. Locate South Australian mallee towns on a map of Australia. Discuss the challenges of living in a remote area.
- Compare contemporary images of Cornwall, England to the landscape and environment of the mallee. Build empathetic understanding of Kerenza, her family and migrants leaving their home for Australia.
- Analyse historic images of Cornwall coal mines and historic images of ploughing and clearing the land in the mallee. Identify cause and effect in migration decisions, e.g. the closing of mines in Cornwall, pioneering in Australia.
- Use process drama strategies such as freeze frames and enactment to recreate scenes of pioneering everyday life. Build empathetic understanding through the process.
- Consider the perspectives of migrants and of the Indigenous people whose Land and lifestyle may have been disrupted through migration. Create causes and effects charts.
- Research a true migration story. Present it in the first person.
- Create an historical narrative from the perspective of a family member left behind.

Professional resources:

- *What impacts has immigration had on Australia?*, National Museum of Australia
- *Teachers' notes*, Migration Heritage Centre NSW
- *Teaching about refugees and migration*, Global Education Resources

Resources:

- *Migration stories*, Migration Heritage Centre NSW
- *Immigration stories*, National Maritime Museum
- *Immigrant stories*, Immigration Museum, Victoria
- *Immigration stories*, Immigrant Place

Composing:

- *AdobeVoice* free
- *BookCreator* $6.49
- *iMovie* $6.49
- *PicCollage* free

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 app for iPad/iPhone/iPod touch; app for Android

digital authoring tool; learning platform software

ebook; ejournal; online database

interactive; e.g. game; learning object

media presentation; e.g. podcast; slide show; digital story; video; audio

website

$ must be purchased

scan selected eresources into SCIS *Create orders* or check SCIS *Special order files*

Icons for eresources are from *Office clip art and media* and *Open Clip Art Library.*

Internet archive

The *Internet archive* is a non-profit virtual library which seeks to collate and save online content, in order to preserve these digital artefacts for researchers, historians and future generations. Collaborating with the Library of Congress and the Smithsonian, the collection includes 459 billion webpages (accessed via the *Wayback machine*, over eight million free *eBooks and texts*, *Images*, a *Moving image archive* and *TV news archive*, plus software and music. The vast assemblage of resources is comprehensive and includes materials from international libraries, NASA, the Metropolitan Museum of Art, and the New York Public Library. For example, the *Children's Library* contains over 2000 public domain ebooks, including digitised copies of children's classics, some hundreds of years old. The collection can be searched or browsed by cover, title, creator or topic. *NASA technical documents* houses over 26 000 resources which could support STEM inquiry projects, arranged into topics such as *Mathematical models*, *Computer programming*, *Simulation* and *Systems engineering*. F. Whalan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA; English; HSIE;

Languages; Mathematics; PDHPE; Science; TAS

PUBLISHER: Internet Archive, USA

REVIEW DATE: 14/01/2016 [025.04]

SCIS 1218879

Internet archive **by Deepseed media**

The School Magazine

ABSTRACT

Celebrating its centenary in 2016, *The School Magazine*, published by the NSW Department of Education, is the world's longest continually published children's literary magazine. Its *website* previews current print issues, highlights recent blog posts and tweets, and provides information about subscriptions. Entering an author's name or topic in the search box produces a list of links to articles and activities in published student magazines and teaching guides. The navigation bar appears on each page and links to the website's main sections. The first is *Teachers*, which offers a brief description of teaching guides that accompany every issue of *The School Magazine*. Each 16 page teaching guide includes curriculum-linked lesson plans and student worksheets. On this page, a side navigation bar links to *Bookshelf*, which is an archived list of book reviews; *eNewsletters*; and a preview of contents in the next issues. *Parents* describes the publications and invites parents to subscribe. *Kids* introduces the anthropomorphic editors of each magazine (*Countdown*, *Blast off*, *Orbit* and *Touchdown*), and publishes student letters. *Authors and artists* features past and current contributors to the magazines, interviews with featured artists, and *Guidelines for contributors*. Information about the history and publication of *The School Magazine* and details for subscribing to its 40 issues per year are found at *Blog*, *About* and *Subscribe*.

USER LEVEL: Stage 2 Stage 3 Stage 4 Community Professional

KLA: English

SYLLABUS: English K–10

PUBLISHER: NSW Department of Education, NSW

REVIEW DATE: 14/01/2016 [050]

SCIS 1745859

The School Magazine **by SchoolMag Staff**

CyberSense and nonsense: the second adventure of the three CyberPigs

A sequel to *Privacy playground*, this online game teaches nine to 12 year olds ethical online behaviour when engaging with social media. The module uses Flash Player to take students through scenarios with three skateboarding pigs, Mo, Lil and Les, who make choices as they chat online. Concepts of netiquette, bias, stereotypes, prejudice, discrimination and authenticating online information are specifically addressed. Students could engage with the activities individually or with a partner, though the resource would be most effective with the teacher guiding and discussing each section, especially since the cyberbullying scenarios could be confronting for some students. Accompanying *teaching notes* provide detailed lesson resources, including a useful student checklist for safe online behaviour. Information for parents is also provided on the website, including a *Parents' guide to cyberbullying*. Australian teachers may find that this resource offers some supplementary material, extending the wealth of free local resources available to promote digital citizenship, as outlined in the *Scan* article *Digital citizenship support for schools* by Leonie Wittman. D. Jameson

USER LEVEL: Stage 3 Community Professional

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

SYLLABUS: PDHPE K–6

PUBLISHER: Media Awareness Network, Canada

REVIEW DATE: 14/01/2016 [302.23]

SCIS 1746691

CyberSense and nonsense: the second adventure of the three CyberPigs

SBS learn

Recently launched by SBS, this website draws together the best of the broadcaster's free educational video content, accompanied by interactives, news articles, posters, classroom activities and teaching guides. Although there is no search facility for this specific section of the SBS site, content is easily browsed via the menu options: *Explore content* and *Topics*. *Quicktabs* filter information into themes of *Sustainability*, *Multicultural Australia*, *Refugees and asylum seekers* and *First Australians histories and cultures*. Material is linked to the Australian Curriculum and includes resources to support exploration of the interactive graphic novel, *The boat*, several series of *Go back to where you came from*, and the documentaries, *First contact* and *What's the catch*. The site is also intended as a platform for students to refine and showcase their creative skills. A collaboration with the Australian Centre for Photography provides opportunities to *learn photographic techniques* via *School selfie*, and upper secondary students are currently invited to *compose a dramedy screenplay* to win an iPad mini. Teachers can *subscribe* to the *SBS learn* newsletter to receive updates about new content. T. Kenny

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

KLA: CA; English; HSIE; Science

SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Biology Stage 6; English K–10; English Stage 6; Geography K–10; History K–10;

Photographic & Digital Media Years 7–10; Photography, Video & Digital Imaging CEC Stage 6; Science K–10 (SciTech K–6); Visual Arts 7–10

PUBLISHER: SBS, NSW

REVIEW DATE: 14/01/2016 [384.5]

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SCIS 1748247

School selfie: behind the scenes by SBS

||||||| Scan the SCIS barcodes to select eresources for your collection.

Kitchen gardens

ABSTRACT

Encouraging schools to start gardening, this teaching and learning site includes a practical toolkit of resources. Clear sections direct *Teachers* and *Students* to aspects of the curriculum as well as how to design, manage, harvest and prepare gardens. *Learning resources* lists other relevant sites such as *Courtyard blitz* and *Sustainable gardening Australia*. *Gardenate* is a planner that shows what to plant throughout the year in different climatic zones. All of the suggestions and advice on *Kitchen gardens* supports the *Environmental education policy for schools* and *Nutrition in schools policy*.

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4

KLA: Geography; Science

SYLLABUS: Geography K–10; Science K–10 (SciTech K–6)

PUBLISHER: NSW Curriculum and Learning Innovation Centre, NSW

REVIEW DATE: 14/01/16 [635.07]

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SCIS 1748743

Grow your own incredible edibles - Sustainable Gardening Australia Footprint flicks by SustainableGardeningAustralia

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EON Foundation

Adopted in 17 Aboriginal communities, this not-for-profit organisation distributes a healthy lifestyle, nutrition and disease prevention program in remote schools and communities in Western Australia. The complementary components, *EON Edible Gardens*, *EON Healthy Eating*, *EON Training* and *EON Healthy Homes*, deliver a long-term holistic approach to combat the diseases, unhealthy lifestyles and food insecurities that bedevil some Aboriginal and Torres Strait Islander people living in the Kimberley and Pilbara regions. *Gallery* contains delightful images of the programs and the sustainable gardening methods that provide positive outcomes for communities. The themes of this site underpin the *cross-curriculum priorities*

identified in the Australian Curriculum. *Education materials* demonstrates how to set up a sustainable, edible garden, explains the significance of pollination, and includes a comprehensive *recipe book*. School gardens allow students to develop hands-on skills in horticulture and this site proves the benefits of a *paddock to plate* program. Additional resources such as *Kitchen gardens* could support understanding about *The Earth's Environment* and *Living World*. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4

KLA: Geography; Science

SYLLABUS: Geography K–10; Science K–10 (SciTech K–6)

PUBLISHER: EON Foundation, WA

REVIEW DATE: 14/01/16 [635.0994]

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SCIS 1496430

EON Foundation video 2014 by Ross Milner

MetKids: made for, with, and by kids

ABSTRACT

The museum invites users to *Explore the map* and take the first step in an adventure through 5000 years of art. Engaging, interactive graphics are dotted with red and yellow pins that zoom into facilities within the museum and the amazing artefacts held in the collections. History students will appreciate the *time machine*, in which *Time periods*, locations or *Big ideas* allow filtering of searches from 8000 B.C. to the present. Delving more deeply into the results of a search reveals videos, further facts, *Imagine* and ideas for the creation of a representative artwork. The content of *Videos* explores the workings and functions of an art museum, demonstrating innovative ways to convey information. This site is an example of a resource that meets the needs of its target audience. The design has elements for teaching and collaborating. Teachers will appreciate the ongoing activities that could serve as an assessment of the depth of understanding and curiosity of students.

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4

KLA: CA; HSIE

SYLLABUS: Creative Arts K–6;

History K–10

PUBLISHER: Metropolitan Museum of Art, USA

REVIEW DATE: 14/01/2016 [708.13]

SCIS 1748305

MetKids-made for, with, and by Kids by The Metropolitan Museum of Art

Diamante poems

Diamante poems is a simple and appealing interactive tool for students to express viewpoints and explore the use of nouns, verbs and gerunds. It opens with a sparkly, purple page featuring a definition of a diamante poem in a diamond shape. *See examples* reveals a synonym poem that describes monsters, and an antonym poem that shows the differences between the topics night and day. These examples may be printed. *Get started* provides prompts which scaffold students' compositions. Users type their name and their chosen topic, and then click *Next* to compose their diamante in the provided shape, with each line offering clues to choosing words. *Back* enables editing and the final poem may be saved, printed and shared. Useful for achieving outcomes in English K–10 Objective D: *Expressing themselves*, this tool could also be used to express understandings of ideas in other KLAs, such as life cycles in Science and continuity and change in History. Learning and teaching ideas for using this tool are available on the *ReadWriteThink* website. C. Keane

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

KLA: English; HSIE; Science

SYLLABUS: English K–10; History K–10; Science K–10 (SciTech K–6)

PUBLISHER: International Reading Association, USA

REVIEW DATE: 14/01/2016 [808.1076]

SCIS 1745885

Diamante poems

Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DoE online environment. Stage 6 students also have access.

professional reading

Resources are listed in Dewey order.

23 mobile things: exploring the potential of mobile tools for delivering library services

A self-paced course presented on this site aims to explore ways that mobile technologies can deliver library services and enhance the skills and knowledge of library staff using these devices. The clickable list of mobile *things* includes themes such as curating, augmented reality and digital storytelling. The authors of the course advocate that, by setting aside one hour per week to explore one of these topics on a tablet or smartphone, the user will reap the rewards and be excited by the potential of these tools and apps. For each suggested topic, users are guided to *Discover*, *Explore* and consider some final *Thinking points*, thereby assisting them to consider the ways each tool may support libraries, learning and th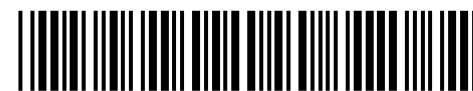e community. Teacher librarians are well placed to demonstrate the value of these *things* in teaching and learning to staff, students and parents. S. Rasaiah

USER LEVEL: Professional

PUBLISHER: WordPress, NSW

REVIEW DATE: 14/01/2016 [025]

SCIS 1746573

The flip-a-holic's ultimate guide to subscribing, curating and sharing using Flipboard

Aggregating content from social networks, news sources and other often used digital tools is possible using *Flipboard*, one of the resources analysed on *The Edublogger*. From The Edublogger site, Resources includes a Guide to Flipboard and lists guides to other valuable digital tools that could be incorporated into educational blogging. Users, keen to organise their sites into one versatile app, can follow the steps outlined in this link. Once the *Flipboard* app is downloaded and installed, content can be chosen and an account created that will allow *Flipboard* to be accessed on iPad, iPhone or android tablet. *Flipboard* magazines combine all subscriptions on the splash page as thumbnail images which change as content in each tile changes. Sharing or commenting on favourite articles or content is available via the social bar. The *Flipboard* magazine, *Education, technology & blogging tips*, provides an engaging model for teachers curating their own magazines. S. Rasaiah

USER LEVEL: Professional

PUBLISHER: Edublogs, USA

REVIEW DATE: 14/01/2016 [025]

SCIS 1746591
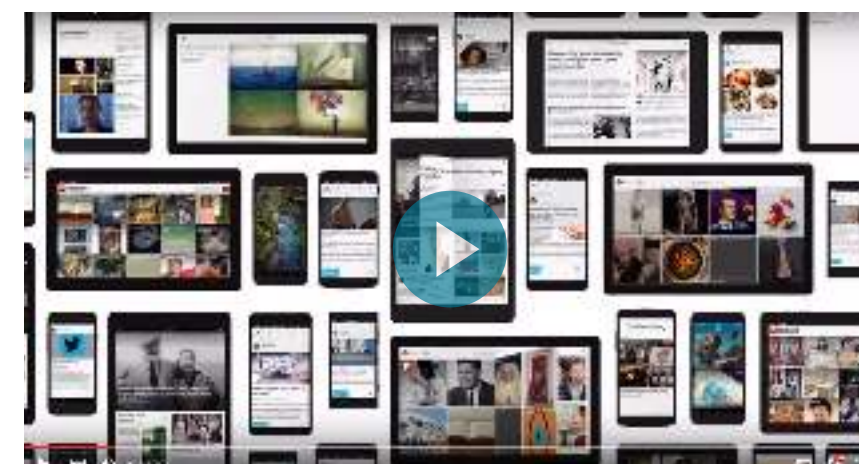
Introducing Flipboard for the web by **Flipboard**

School libraries

ABSTRACT
Part of the NSW Department of Education's Learning Systems, the School libraries website provides curriculum and policy advice for NSW public schools. *School libraries* offers innovative learning opportunities for teacher librarians and online support for school libraries. There are links to *Oliver* implementation updates and support, and examples of evidence based practice for *Oliver* Lighthouse schools. The website also includes links to *Scan*, the quarterly online journal for educators; curriculum-linked resource reviews; and the Schools Catalogue and Information Service (SCIS). *Policy support* contains the *Library Policy – Schools* document that outlines the requirements of school libraries, school staff and the integral role of teacher librarians in supporting teaching and learning and curriculum requirements. Information and support documents for *Oliver* and *OASIS* library systems, as well as library management, are also available in *Policy support*. Links to documents, including the *Handbook for school libraries*, *Information skills in the school* and copyright guidelines, appear on the right navigation pane. *Teaching ideas* has examples of best practice for integrating information literacies into learning. Resources contains links to a variety of online information sources. *Professional learning* features *Scan*, pedagogy and school libraries, and professional networks. *SCIS* describes the cataloguing service and features

comprehensive FAQs. Connect with School libraries via [Twitter](#), [Facebook](#) and the [Yammer](#) discussion group.

USER LEVEL: Professional

PUBLISHER: NSW Department of Education, NSW

REVIEW DATE: 14/01/2016 [027.8]

SCIS 1745852

[School libraries](#)

Future work skills 2020

The Institute for the Future's (IFTF) *Workable futures initiative* is a call to action to rethink the future of work through on the ground research, a reformulation of labour economics,

prototyping of positive platforms, and broad public engagement. IFTF is a comprehensive and highly interactive website, with embedded videos and podcasts on featured projects that cover contemporary issues related to the [Global landscape](#), [People and technology](#), future [Health and self](#) and embedded sustainability. The [Future work skills 2020 report](#) scrutinises the main forces which will change the nature of employment; suggests implications for educators, governments and businesses; and proposes 10 skills required in the next decade. These include *Sense-making*, *Social intelligence*, *Novel and adaptive thinking*, *Cross-cultural competency*, *Computational thinking*, *New-media literacy* and *Transdisciplinarity*. *Future work stills 2020* is also referenced in ASLA's key paper, [Future learning and school libraries](#), which supports discussion and a vision for collaborative future learning in schools. F. Whalan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: HSIE, Science

SYLLABUS: Geography 7–10; Science K–10

PUBLISHER: Institute for the Future, USA

REVIEW DATE: 14/01/2016 [331.11]

SCIS 1746562

Teaching and learning toolkit

ABSTRACT
Synthesising international and Australian research, this toolkit aims to estimate the average impact, cost and strength of a range of educational interventions, with particular reference to disadvantaged families. Launched with support from the Victorian Department of Education and Training and other organisations, this toolkit provides guidance for Principals and teachers on how to use resources effectively to improve student learning outcomes. Approaches included in the research analysis had to have some quantifiable evidence that could be used as a base for comparison. An examination of the research data within [Toolkit topics](#) reveals a high impact on student learning when [Feedback](#) and [Meta-cognition and self-regulation](#) are present, compared to the results of [Repeating a year](#) and [Setting or streaming](#). [Using the toolkit](#) advocates that evidence, context, implementation and evaluation are critical to the effectiveness of using this method to assess the value of a new approach to learning in schools.

USER LEVEL: Professional

PUBLISHER: Endowment Foundation, UK

REVIEW DATE: 14/01/2016 [370.72]

SCIS 1746564

Teaching Indigenous students: cultural awareness and classroom strategies for improving learning outcomes

PERSO, Thelma & HAYWARD Colleen
Allen & Unwin, NSW, 2015
ISBN 9781743316061 [371.829]
Sensitivity to students' Indigenous
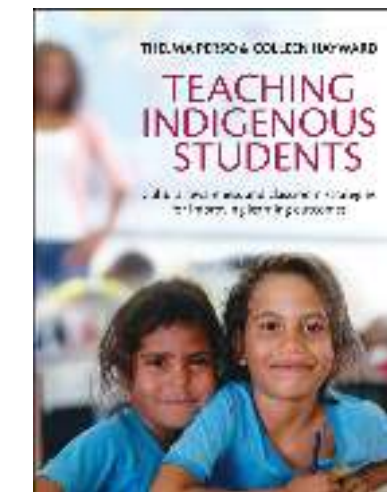
cultural backgrounds is embedded in the Australian Professional Standards for Teachers and is explicitly addressed in this professional resource. Appreciating cultural protocols and social language as well as familial ties and practices provides a focus for understanding who our Aboriginal students are, their histories and cultures. The authors highlight understanding the importance of

relationships between aspects of the curriculum and specific pedagogical approaches that make this curriculum accessible through in-depth application of the eight ways of learning. In addition, there are specific examples of culturally responsive pedagogies for differentiating and scaffolding literacy and mathematics learning in practical activities that connect with students' lived realities. The message that concludes this book reiterates that to become culturally responsive teachers is to know how to design learning experiences for all students with specific advice for our Aboriginal and Torres Strait Islander students. F. Whalan

USER LEVEL: Professional

SCIS 1725342   Paper $65

Being an early childhood educator: bringing theory and practice together

McARDLE, Felicity, GIBSON, Megan & ZOLLO, Lyn
Allen & Unwin, NSW, 2015
ISBN 9781760111182 [372.21]
Primarily designed as a text for early childhood students, the ideas and strategies take the reader through the stages of pre-service tertiary study, to *thinking like a teacher*, to seeking work
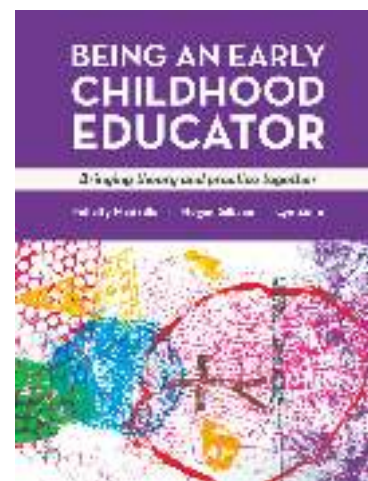
and employment in different settings for very young people. In addition to the theory that an early educator needs to grasp, the text includes a range of reflective activities, *think abouts* and research links to more advanced and extended information. As a practical guide, vignettes from actual practice pose challenges an early career childhood educator might encounter and dispel a range of myths that contextualise the early childhood education environment. The role of supervisor of a pre-service childhood educator is also addressed with a range of strategies to support and guide professional experiences in the workplace. F. Whalan

USER LEVEL: Professional

SCIS 1725348   Paper $45

Modern Australian usage: a practical guide for writers and editors

HUDSON, Nicholas
Allen & Unwin, NSW, 2015
ISBN 9781760111557 [427]
It takes an author of immense
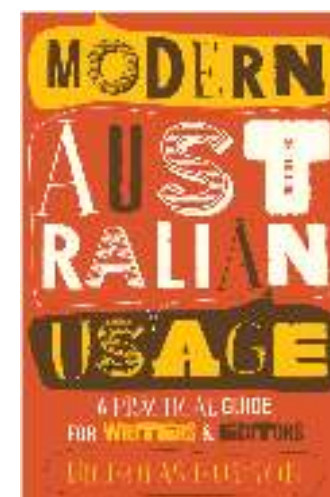
knowledge of modern Australian usage with a twist of humour to publish such a comprehensive and informative guide. This is the 3rd edition of this title and, as the author states, it is a book that captures Australian English in the way that Australians speak and write in communicating with others. It answers a range of common grammar and usage questions and, more broadly, it addresses issues of copyright and defamation. More than a dictionary, a range of topics are included that focus on the structure of writing conventions, with detailed information on grammatical techniques and formal grammar that recognises eight *parts of speech*. This practical guide is both a teaching resource and an entertaining insight into modern Australian cultures. F. Whalan

USER LEVEL: Professional

KLA: English

SYLLABUS: English K–10

SCIS 1716197   Paper $35

Touchdown: teaching guide

NSW Department of Education, NSW, 2016
ISSN 1441-7308 [428.407]
ABSTRACT
The *Touchdown: teaching guide* is published 10 times per year to accompany each of *The School Magazine* issues of *Touchdown* (reviewed separately in this issue). Each 16 page teaching guide booklet contains two lesson plans, based on articles appearing in the magazine, which follow the teaching and learning sequence of *Getting started*, *Exploring the text*, *Workshopping*, *Reflecting* and *Going further*. These are followed by curriculum-linked *Teaching ideas* to explore English grammar and concepts from other sections of the magazine and include student worksheets. Bonus resources, eNewsletters and PDFs of the four worksheets appearing in each issue are available to download from *The School Magazine* website. Teaching guides are also available for each of the ten issues of *Orbit, Blast off* and *Countdown*. They follow the same 16 page format as the *Touchdown: teaching guide* and are linked to Stage appropriate *English K–10 syllabus* outcomes and *Australian Curriculum English* outcomes.

USER LEVEL: Community Professional

KLA: English

SYLLABUS: English K–10

SCIS 945519 Paper $ by subscription

Similar titles in this series:

Blast off: teaching guide
SCIS 936024

Countdown: teaching guide
SCIS 935050

Orbit: teaching guide
SCIS 936025

picture books

Resources are arranged alphabetically by author.

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

Piranhas don't eat bananas

BLABEY, Aaron
Scholastic Australia, NSW, 2015
ISBN 9781743625781
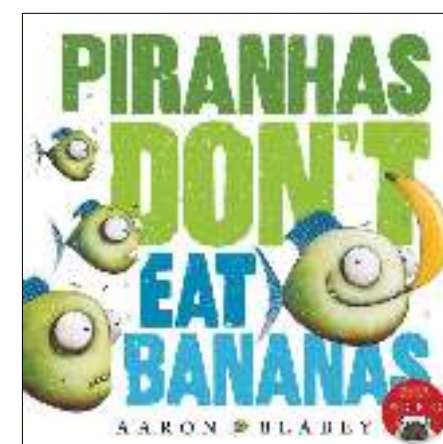
Minimal text and amusing graphics characterise this rhyming picture book about the crazy things that piranhas might eat. Friends of Brian the piranha try to correct his misguided diet, rejecting peas in favour of knees and bottoms instead of plums. The choice of language may provoke a giggle or two but ultimately diminishes the quality and value of this text as a shared resource in the classroom. Given the consistency in the pattern of dialogue, readers can easily predict the replies to each of Brian's fruit suggestions and may relish the ridiculous nature of the topic and comical illustrations. S. Rasaiah

USER LEVEL: Stage 1

SCIS 1729232 $16.99

Where's Jessie?

BRIAN, Janeen & SPUDVILAS, Anne
NLA Publishing, ACT, 2015
ISBN 9780642278753
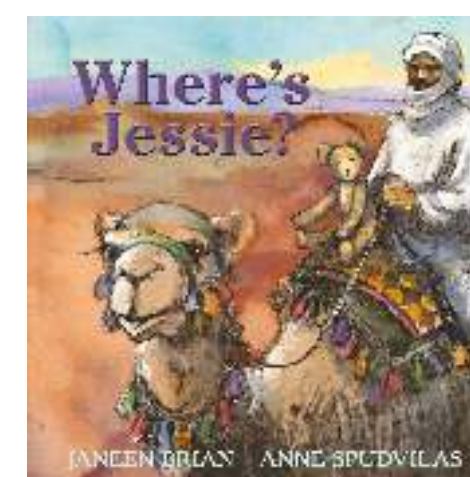
Striking, bold colours reflect the diversity of the Australian outback scenery in this comforting picture book. As the story unfolds, a clear picture of the harshness and reality of what life was like for people living in remote communities a century ago is relayed through the eyes of teddy bear, Bertie, lost on the way to his new home. Transported on the back of a camel, Bertie has to tackle dust storms, floods and unwanted predators before reaching his final destination and his beloved Jessie. This story is based on history, and the photographs and information about Afghan cameleers allow the reader to comprehend the life and ordeals faced when living in the outback at that time. It is a story of friendship and kindness between Bertie and Jessie and the cultural mix of people who shared the experience of the wild, yet beautiful country they called home. The text could provide opportunities for students to recognise different voices, the use of narration, and characters' point of view, as indicated in the *English K–10 syllabus*. A. Ellis

USER LEVEL: Stage 1

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1737137 $24.99

River riddle

DEWAR, Jim & TORTOP, Anil
Scholastic Australia, NSW, 2015
ISBN 9781760150518 [A821]
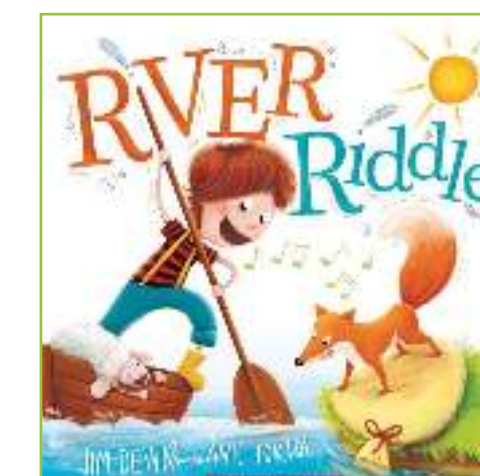
An adaptation of this longstanding river crossing puzzle is presented in this cheerful picture book. How can Jack transport Dolly the sheep, Frank the fox and a bag of hay across the river

to market? Through the use of rhyming couplets, readers are encouraged to provide a solution to the conundrum whereby the hay is not left on the bank with Dolly and Dolly is not left alone with Frank. A resolution is reached, but another problem is generated as time goes against the weary Jack. If a version of this brainteaser has been introduced to students as a problem solving exercise, teachers may wish to use the book to support *Working mathematically* outcomes. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
KLA:	Mathematics
SYLLABUS:	Mathematics K–10
SCIS 1727195	Paper $14.99

This & that

FOX, Mem & HORACEK, Judy
Scholastic Australia, NSW, 2015
ISBN 9781743622537 [A821]

Staying true to her maxim of writing short books that rhyme for children, Mem Fox has again teamed up with illustrator, Judy Horacek, to create this delightful picture book. Mother mouse is telling

baby mouse a bedtime story about this and that where two little mice have adventures with unlikely and eclectic characters. Following and finding the mice as they engage with each scene provides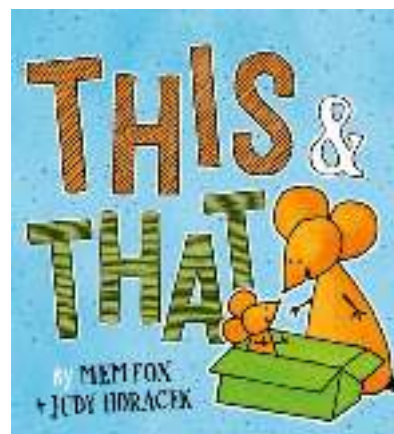 an additional cameo on each page for young readers to uncover and explore. Prediction of vocabulary and the consequences for the mice in the clear illustrations make this a perfect book for eliciting responses from students about imaginative and creative texts. S. Rasaiah

USER LEVEL:	Early Stage 1
KLA:	English
SYLLABUS:	English K–10
SCIS 1734149	$19.99

Sad, the dog

FUSSELL, Sandy & SUWANNAKIT, Tull
Walker Books Australia, NSW, 2015
ISBN 9781921529641
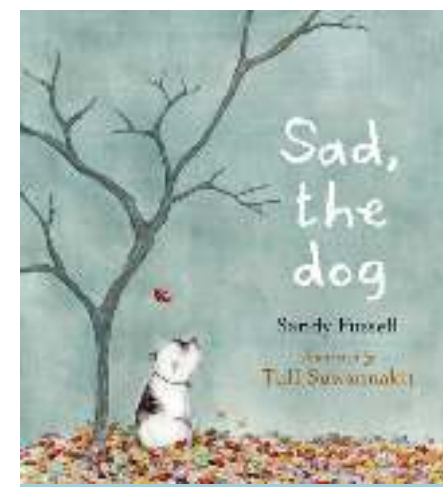
The cover is indeed a wonderful place to start when sharing this picture book. A thesaurus of adjectives describes the little dog who, readers discover, has named himself *Sad*. An unwanted present, his owners desert

him when they move. Can this story get any worse? The empathetic illustrations and text combine beautifully, positioning the reader to feel Sad's pain and rejection and ultimate joy when a new family move in and the house becomes a home. Messages about the need for love, friendship and belonging resonate. This resource will easily support a PDHPE study of people and their needs for achieving outcomes in the *Interpersonal relationships* strand. The key elements of the text provide opportunities in English to move students beyond the stated details to consider the implications of being responsible pet owners, friends and caring citizens. C. Keane

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; PDHPE
SYLLABUS:	English K–10; PDHPE K–6
SCIS 1729779	$24.95

How the sun got to Coco's house

GRAHAM, Bob
Walker Books, UK, 2015
ISBN 9781406359008

Explaining scientific principles via a quality book is an effective teaching strategy. In this picture book, the concepts of Earth and sun, night and day,

sunrise and sunset and the seasons are cleverly depicted as the sun finds its way across the world to Coco's house. Personifying the sun makes it seem very real and helps the reader to connect to it as it … *seemed to think twice* and … *waited patiently outside an old lady's window to be let in*. Bob Graham's stylistic features represent the architecture, dress and snapshots of life in the various countries that the sun passes over. In each illustration, the perspective and angles invite viewers to appreciate the rays of the sun as they shine above, through, around and between all they touch. Appearances by familiar characters from other books by this author link the stories and highlight ordinary life in a household and across a neighbourhood. Aspects of visual literacy and discussions about audience and purpose make this book an ideal resource for addressing outcomes in *Objective B* of the *English K–10 syllabus*. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; Science
SYLLABUS:	English K–10; Science K–10 (SciTech K–6)
SCIS 1723447	$19.99

Jim's letters

HARPER, Glyn & COOPER, Jenny
Penguin Group, NZ, 2014
ISBN 9780143505907 [940.1]
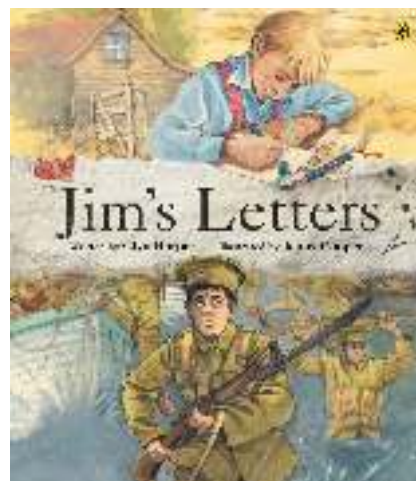
The story of two brothers is told through letters written between Jim, who has signed up in WWI, and Thomas, who is at home in New Zealand on the farm. The letters from Jim reveal his changing attitude towards fighting and the horrors that he faced at Gallipoli while Thomas chats about how life goes on in his peaceful rural setting. The illustrations in this multimodal picture book are bold and emotive and the addition of interactive envelopes containing the letters adds to the realism for the reader, although this may render the book inappropriate for a library collection. The powerful message of the tragic impact of war on families is shown in the expressions and demeanor of the characters. Factual information focuses on the plight of boy soldiers from New Zealand in the Gallipoli campaign. The photographs and Egyptian postage stamps on the endpapers make this hybrid book an authentic text to share with students. A. Ellis

USER LEVEL:	Stage 1 Stage 2
KLA:	English; HSIE
SYLLABUS:	English K–10; History K–10
SCIS 1657369	$19.99

Adelaide's secret world

HURST, Elise
Allen & Unwin, NSW, 2015
ISBN 9781743313350
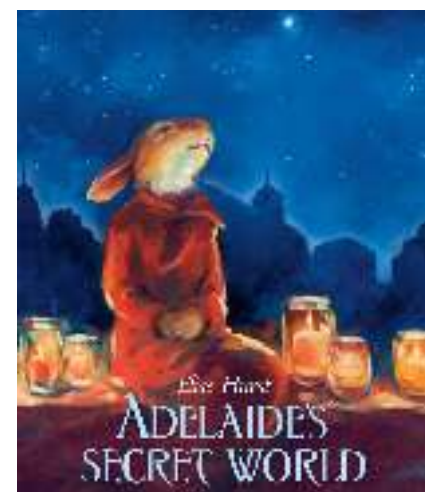
Adelaide, a shy rabbit in a red coat and trousers, is an artist who lives a lonely life behind an empty shop. The life that swirls around her during the day inspires her artwork at night. Fox, a fellow artist, becomes her soul mate and eventually they, and all the other lonely and silent characters, are connected by a magic thread. The illustrations are a visual feast with colours that contrast Adelaide's quiet stillness with her metamorphosis as her world … *tumbled and spun* and she regained her courage. English opportunities abound in this rich text. This picture book invites personal responses and interpretation. Students are sure to have questions about the author's purpose and the creativity inherent in the combination of form, figurative language and imagery. The embedded video preview could entice readers and assist exploration of how the reader is positioned to understand character and point of view. A. Soutter

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–10
SCIS 1727862	$24.99

Adelaide's secret world – sneak peek
by Elise Hurst Quick-draws

Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DoE online environment. Stage 6 students also have access.

Soon

KNAPMAN, Timothy & BENSON, Patrick
Walker Books, UK, 2015
ISBN 9781406351354
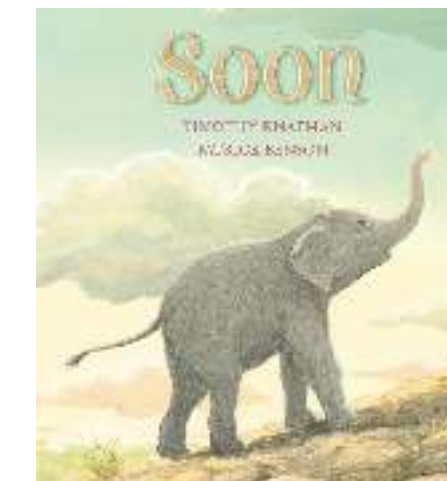
Raju, the baby elephant, and his mother go for a walk in a beautifully illustrated environment suggestive of India. The walk is an adventure, allowing Raju's mother to show Raju something beautiful and it takes a whole day, leaving him tired but eager to do it again. The structure of this picture book will be familiar to many young readers as the two characters interact with a series of other characters until they eventually return through the same scenes to their home. The language includes much supportive repetition including Raju's question and his mother's answer, *Soon*. The dreamlike illustrations support the underlying themes of love, protection and guidance between mother and child. The simple story with its engaging illustrations makes this a successful choice for shared reading with pre-school children. K. Rushton

USER LEVEL:	Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K–10

SCIS 1693897 $24.95

We all sleep

KWAYMULLINA, Ezekiel & MORGAN, Sally
Fremantle Press, WA, 2015
ISBN 9781925162684 [A821]
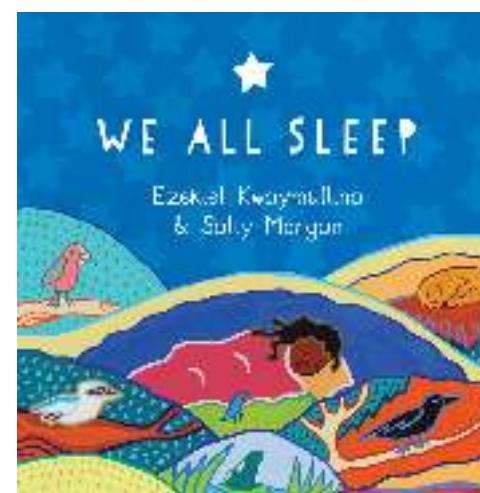
Brilliant colours and patterns characterise this picture book of Aboriginal poetry by Ezekiel Kwaymullina from the Palyku people of the Pilbara region in Western Australia. Five word sentences each follow a sequence of noun groups and prepositional phrases to indicate Australian native animals in their habitat. The verbs in each quick sentence describe the animals' movements and the glorious illustrations link the child with the creatures throughout a day, until everyone sleeps. Teachers seeking examples of grammar concepts will find this book and its lyrical language helpful, while students are sure to enjoy the visual qualities and gentle connection between people and animals. It will be a delightful addition to a collection of resources for the Australian cross-curriculum priority: *Aboriginal and Torres Strait Islander histories and cultures*. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K–10

SCIS 1727152 $24.99

Footpath flowers

LAWSON, JonArno & SMITH, Sydney
Walker Books, UK, 2015
ISBN 9781406362084
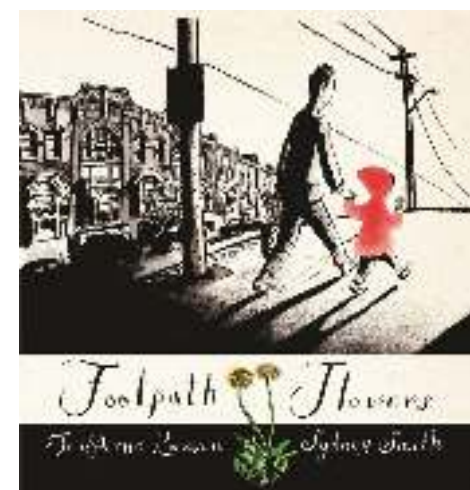
The opening pages of this charming, wordless picture book depict a bleak world in sepia tones; people are colourless, self-absorbed and almost soulless. The little girl's bright red, hooded coat provides a splash of colour and two yellow dandelions are the contrast needed to attract the attention of the girl and the viewer … and so the narrative begins. The girl picks the dandelions and accompanies her distracted father on a shopping trip. Full page illustrations and framed vignettes add shades of yellow. As the girl continues to pick footpath flowers, more and more colours appear. Observant and engaged with her surroundings, she offers the flowers to people and animals, thereby transforming each new page. Landscape views alternate with close ups from differing angles, focusing on the girl and what she sees and exemplifying her curiosity. Ideal for a Stage 3 exploration of narrative elements, this text is layered with inferential meaning. Visual techniques enable the girl's perspective to be realised through point of view, colour and symbols. This dual narrative will be enjoyed on many levels and begs the question: *Who is telling the story?* C. Keane

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

KLA: English

**SYLLABUS:**   English K–10

SCIS 1723629 $24.95

Footpath flowers by JonArno Lawson and Sydney Smith by Walker Books

I wanna be a great big dinosaur

McKENZIE, Heath
Scholastic Press, NSW, 2015
ISBN 9781743626009

One small boy has found a dinosaur to show him how he must learn to roar, stomp and eat in order to be a great big dinosaur. Then the dinosaur learns that there is a lot more to eat than just meat and a lot more to being a boy. Roles are reversed as the student becomes the teacher in the clever, unpredictable twist. Fonts and illustrations romp across each double page spread as a feast for the eye and the imagination. Young

readers will be amused as they imagine a tyrannosaurus rex eating with chopsticks and playing computer games, and will enjoy the opportunity for role play. This entertaining picture book is useful for enabling students to develop an understanding of narrative and helping them realise that a story can be real or imagined. A closer look at the end papers could promote discussion about this. The author may even be using humour to promote the message about accepting who you are. M. Sutera

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K–10

SCIS 1715225 $16.99

Do you remember?

O'GARA, Kelly & McNEIL, Anna
Wombat Books, QLD, 2014
ISBN 9781925139242

Addressing the hurt and confusion when a loving grandparent no longer recognises their grandchildren, this gentle

picture book may explain the onset and progression of dementia or Alzheimer's disease. The medium through which the story is told is via a young field mous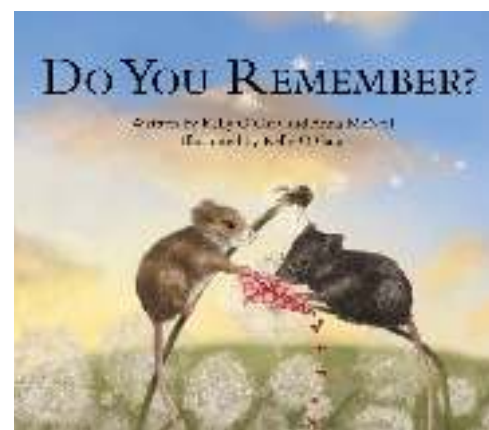e and an elderly grandmother who gradually requires nursing home care. The thread explains how, even when the old person no longer remembers the many stories shared over a lifetime, children still hold onto those stories and memories. The final pages explain dementia to young readers and provide helpful suggestions for conversations and activities designed for families visiting an affected older adult. There is also a note to parents and a link to *Alzheimer's Australia*. Teaching notes are available from the publisher's website. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3 Community

SCIS 1709275 $24.99

Perfect

PARKER, Danny & BLACKWOOD, Freya
Little Hare Books, VIC, 2015
ISBN 9781921894848 [A821]
The narrative arc of the story is defined by Freya Blackwood's soft pastel illustrations which nostalgically hint at a past in which children were able to wander freely. The three children in this story are depicted through a

day in a range of familiar activities in their home and the surrounding countryside, finishing with a bedtime story. There are many opportunities for emergent readers to make links between their own lives and the story. The written text on each page is mostly no more than one sentence and young readers are also supported by the descriptive rhyming text which reflects the illustration on each page. While many of the sentences function more like captions without a subject or verb, they also include more complex grammatical features like adjectival clauses and phrases. This is a wonderful picture book for exploring language and for reading and viewing in the early years. K. Rushton

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K–10

SCIS 1736141 $24.95

Our love grows

PIGNATARO, Anna
Scholastic Press, NSW, 2015
ISBN 9781743626269
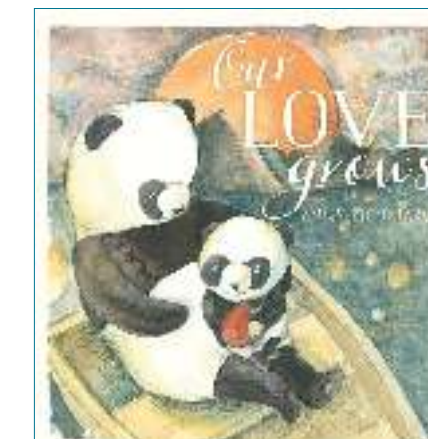
In the forest, Pip the baby panda asks his mother when he will be big. His mother explains to him how he will grow, just like the world around them.
Through rhyming phrases and delightful watercolour images, the author shows the passage of time and children will be reassured that they all grow, just like the trees and flowers. Their understanding of the passage of time and what happens to them will be enhanced and class discussions about life cycles can be developed. For PDHPE, this would be a useful supplementary resource to use in the *Growth and Development* strand. The class can look at how people grow and change and can discuss the physical changes and developmental milestones that have occurred since birth. As well, they can describe the characteristics that make them both similar to others and unique. In English, this picture book could be used to support the concept of theme, as students will understand that texts can convey a message. M. Sutera

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; PDHPE
SYLLABUS:	English K–10; PDHPE K–6
SCIS 1702818	$16.99

My name is Lizzie Flynn: the story of the Rajah quilt

SAXBY, Claire & NEWCOMB, Lizzy
Black Dog, NSW, 2015
ISBN 9781922179913

Well expressed and beautifully illustrated, this picture book is based on the true story of the Rajah quilt. The Rajah quilt is an exceptional work of art and a piece of Australian history. Refreshingly, this book illuminates one of the least written about sides of colonial Australia – convict women. The story follows the 1841 voyage of the ship *Rajah*, with its female cargo, to Van Dieman's Land. Lizzie owns nothing but her name, but she and the other convict women are all given a bag with fabric scraps, needles and thread to make a quilt together. Newcomb has painted stunning pictures of the quilt, along with images that provide an insight into the harshness of the women's journey across the seas. The quilt was presented to the Lieutenant-Governor's wife when the *Rajah* docked. Strangely, its whereabouts over the next 140 years are not known. It was rediscovered in 1987 and is now housed in the National Gallery of Australia. It is an amazing piece of history, lost and now found. Classroom ideas are available. L. Pfister

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English; HSIE
SYLLABUS:	English K–10; History K–10
SCIS 1714253	$24.95

Remarkable Rexy

SMITH, Craig
Allen & Unwin, NSW, 2015
ISBN 9781760113940

The end papers of this very funny picture book shriek feline adoration and self-obsession. Rex owns Serengeti Street and all who live in her. No other cat can command the same attention from the kids on their way to school, as Rex knows all the moves guaranteed to gain maximum admiration. Disaster strikes however, when Pretty Pamela, the Siamese, entrances the children with her pirouettes and star jumps. Can Towser the dog and the magpie family in the tree above bring Rex down from his lofty perch? Craig Smith has captured cat behaviour perfectly in the expressive close up images and the pictures that seem to float, dance and race across the page according to Rex's mood and predicaments. Exaggerated catlike emotions and pithy cat comments make this a delightful book to share with students. Reading the pictures and predicting Rex's inner thoughts add to the usefulness of this visual feast in the classroom. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K–10
SCIS 1725247	$24.99

Two birds on a wire

VASS, Coral & COOPER SMITH, Heidi
Koala Books, NSW, 2015
ISBN 9781742761619 [A821]

Two birds, one wire and an argument about being the only bird on that wire takes this picture book into the realm of rivalry and learning to share and co-exist happily. Rhyming text tells the story of Little Bird Blue and Little Bird Black who stubbornly refuse to give way to each other as they jostle for supremacy on the wire. Messages of sibling rivalry and conflict resolution can be drawn from the birds' stalemate and may be a useful adjunct to lessons about interpersonal relationships in the *Personal Development, Health and Physical Education K–6 syllabus*. The parallel story in the background, showing farmyard animals co-existing peacefully, reinforces the concepts of negotiation, self-control and effective communication. S. Rasaiah

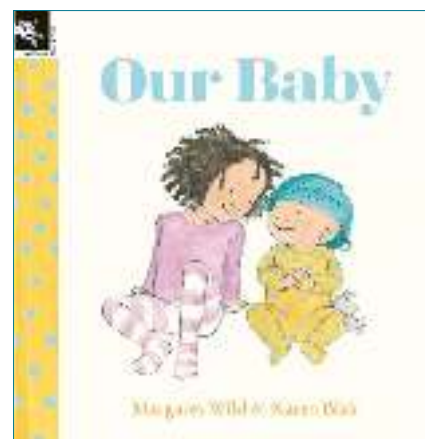|	
USER LEVEL:	Early Stage 1 Stage 1
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
SCIS 1729255	Paper $14.99

Our baby

WILD, Margaret & BLAIR, Karen
Working Title Press, SA, 2015
ISBN 9781921504785

This warm and funny picture book told through the eyes of an older sister looks at the richness and diversity of family life today, and celebrates the many different babies who are so special to their families. It is a useful resource to be read out loud, before opening a discussion with students about family origins, structures and events. Linked with *Personal and Family Histories* content in the *History K–10 syllabus*, students can share familiar family stories, discuss the different cultures within the class and talk about the ways families do things, such as family routines, rituals, likes and dislikes. In English, the book could be used to introduce rhythmic phrases and sentences. Cheerful illustrations focus on the characters, rather than the setting, and could prompt retelling and further discussion. Teaching notes can be found on the publisher's website. M. Sutera

USER LEVEL:	Early Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–10; History K–10
SCIS 1705888	$24.99

The cow tripped over the moon

WILSON, Tony & WOOD, Laura
Scholastic, NSW, 2015
ISBN 9781743623541 [A821]
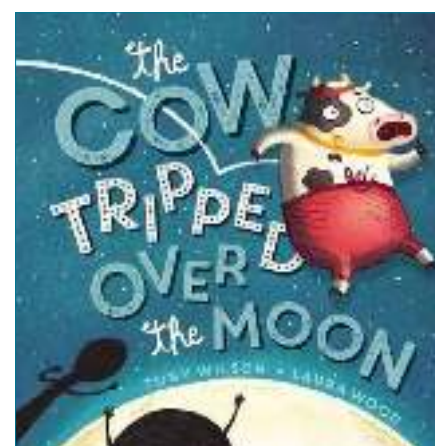
Told in flowing verse and in the tradition of fractured fairytales, this quirky story of perseverance and friendship will amuse. With the training schedule of an Olympic athlete and a team of ardent coaches, Cow's eight attempts to jump over the moon are humorously narrated in written text and colourfully detailed illustrations. Is this an allegorical, behind the scenes tale of astronauts preparing for and finally succeeding in reaching the moon or a wonderful romp with words and pictures to explain the traditional nursery rhyme? Discussions about the author's purpose in composing the text and the explicit intertextuality will enrich the reading experience. This entertaining picture book is ideal for reading aloud and will appeal to newly confident readers when revisiting the text. Teaching notes are available. C. Keane

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–10
SCIS 1734135	Paper $15.99

Tony Wilson & Jack reading 'The cow tripped over the moon' **by Speakola**

fiction for younger readers

Resources are arranged alphabetically by author. See also *eresources*.

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

At my door

FITZPATRICK, Deb
Fremantle Press, WA, 2015
ISBN 9781925162707

Families come in all shapes and sizes. Family circumstances are disparate and sometimes desperate. In this compact novel, Poppy Campbell's loving, happy family is thrust into a situation in which a mother has inexplicably abandoned her baby into the Campbell's care. Poppy finds it difficult to reconcile that a mother can leave her toddler on a stranger's doorstep

and not know what might happen to her. As the family embrace little Mei and grow to love her, the system takes over for everyone's benefit and the resolution, while wrenching, is pragmatic. The contrast between families that seem to have everything and others that struggle with health, financial or domestic issues is made clear in this story. This topic is sensitive and teachers should be aware that some students could be affected by the reality of the baby's situation. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

SCIS 1724598   Paper $14.99

Ten

FLINT, Shamini
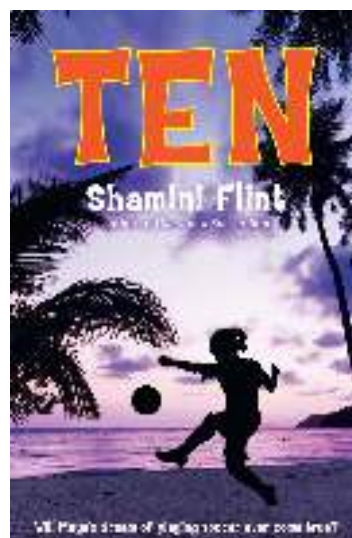Allen & Unwin, NSW, 2015
ISBN 9781760112264

Ten year old Maya dreams of becoming a professional soccer player and representing her country, Malaysia. The book's cover hints at Maya's obsession with soccer and will appeal to sports enthusiasts, yet the author has composed a narrative that explores issues that move beyond sport. The

author positions the reader to accept her point of view by using Maya as the narrator. Maya's observations on her family, school, friends and town give the reader an insight into life in Kuantan, Malaysia. With an English father and an Indian mother, she is caught between two cultures. The author explores family breakdown, changing relationships and dynamics, and the repercussions it has for Maya and her brother. Students will appreciate the constructed nature of the text and respond to the characters and ideas expressed according to their cultural backgrounds and life experiences. M. Sutera

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K–10

SCIS 1708802   Paper $12.99

A friend and a pet

GLEESON, Libby & BLACKWOOD, Freya
Allen & Unwin, NSW, 2015 (Cleo Stories)
ISBN 9781743315286
The first book of the Cleo stories series was a Childrens' Book Council of Australia award winner and this second book maintains the same high quality storytelling for younger readers. Libby Gleeson's down to earth, conversational

style and Freya Blackwood's gentle and beautiful illustrations draw the reader into two stories about Cleo's everyday life. In the first, it is a rainy day and Cleo is bored and missing her friend. In the second story, Cleo desperately wants a pet and she works out her own satisfying solution. Cleo is an endearing character, who experiences situations and emotions that younger readers can easily connect with. The hardcover book is attractive and the text is at a level that early readers could achieve independently. The stories model the use of creativity and imagination to solve problems and are an excellent springboard for discussions about resilience, initiative and problem solving. D. Jameson

USER LEVEL: Early Stage 1 Stage 1

KLA: English; PDHPE

SYLLABUS: English K–10; PDHPE K–6

SCIS 1735033 $16.99

Scream [series]

HEATH, Jack
Scholastic Australia, NSW, 2015

Scream is a high action horror series set in Axe Falls, a mysterious town where *bad things lurk*. Each book is packaged to clearly demonstrate its ghost story genre and the atmosphere is enhanced by the chapter titles' dripping font and dark, spooky visuals. Fast paced and action-packed, a local child is the main character in each story; Dale is threatened by a book's evil power in *The haunted book*, while *The squid slayer* features Sarah, whose curiosity enables her to overcome her near death experience to unravel a mystery. Suitable for students who need encouragement to read and for those who simply enjoy the suspense of spine chilling, scary stories, this series will provide many hours of satisfaction. M. Sutera

USER LEVEL: Stage 2 Stage 3
                    Paper $12.99 each

Reviewed titles in this series:

The haunted book
SCIS 1728095

The squid slayer
SCIS 1728096

Scream – a horror series for kids
byJack Heath

Harry's secret

HEISS, Anita
Scholastic, NSW, 2015
ISBN 9781760152024

Anita Heiss, a Wiradjuri woman from central NSW, introduces the reader to a group of friends who share experiences in a contemporary Australian setting, in the country town of Cowra. Heiss highlights gender stereotypes and this is the basis of Harry's secret. Harry has a talent for drawing but his friend Gav thinks art is for wusses. Unwilling to be teased, Harry's insecurity, even among good friends and family, is the reason he hides this talent. Fishing, skateboarding and other featured *cool* activities will be familiar to many readers, enabling them to respond personally, critically and interpretively to this text. This well written, *deadly* narrative is peppered with Aboriginal words, many of which will be unfamiliar to readers and can influence meaning through cultural context, and will springboard discussions about perspective to achieve English syllabus outcomes. A short glossary is included. Teaching notes offer ideas for exploring Aboriginal language, artworks, artists and the use of pseudonyms. The website, *First languages Australia*, features resources to support a study of Aboriginal and Torres Strait Islander languages. C. Keane

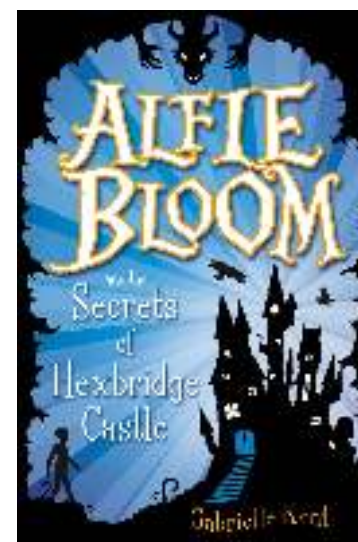|	
USER LEVEL:	Stage 2
KLA:	English; HSIE
SYLLABUS:	English K–10
SCIS 1734096	Paper $9.99

Alfie Bloom and the secrets of Hexbridge Castle

KENT, Gabrielle
Scholastic Children's Books, UK, 2015
(Alfie Bloom)
ISBN 9781407155791
The first book in a fantasy series, *Alfie Bloom* is about a boy who inherits a castle. Action-packed adventures abound with lots of suspense, surprise, mystery and magic. A useful resource for English, teachers can use the book to encourage students to think imaginatively, creatively and interpretively about information and ideas from the story. It could also be used to focus on genre and characterisation, especially in terms of Alfie and his friend Amy Siu, or the horrible headmistresses, Murkle and Snitch. Students could discuss how authors make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension. Undoubtedly, comparisons will be made to the style and ideas of JK Rowling and Roald Dahl, yet Kent has developed her own expressive and humorous style. Fans of fantasy adventure will look forward to further titles in the series. M. Sutera

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K– 10
SCIS 1727170	Paper $15.99

88 Lime Street: the way in

KIRBY, Denise
Omnibus Books, SA, 2015
ISBN 9781742991009

Ellen and her very ordinary family move into an extraordinary historic mansion complete with towers, turrets and an overgrown garden. Predictably, this mysterious setting holds the key to the ghostly events that present themselves to Ellen alone. As clues to a puzzle are uncovered and deciphered, Ellen meets five characters in the impenetrable tower, each from a different period in history. A contemporary story runs parallel to this mystical world as Ellen is being cyberbullied by schoolmates. The clever juxtaposition of the two stories adds originality and realism to the novel's many positive features. The characters, past and present, are believable and the plot arouses well-paced curiosity as the climax to Ellen's real world issue is reached and resolved. This book, a model of quality narrative writing, exemplifies how plot, setting and structure are designed to appeal to a pre-defined, target audience. S. Rasaiah
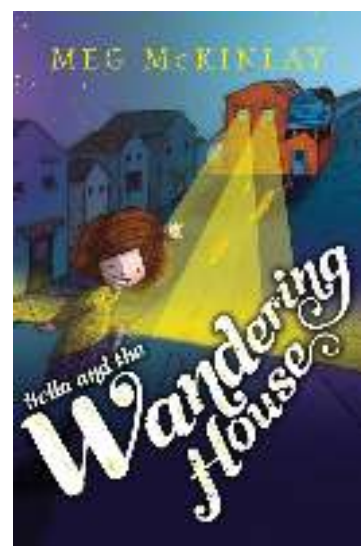
USER LEVEL: Stage 3 Stage 4

KLA: English

SYLLABUS: English K–10

SCIS 1712474   Paper $16.99

Bella and the wandering house

McKINLAY, Meg & SHAFER, Nicholas
Freemantle Press, WA, 2015
ISBN 9781925162301

Bella's parent are very busy people, who appear not to notice much of their surrounds in their daily mission to get to work. The family house is moving, actually moving, towards the place it will call home, as its frame is from a boat built by Bella's grandfather. This is a delightful chapter book that is underpinned by a sense of wonder and the strong intergenerational ties between Bella and her grandfather. Bella is a problem-solver, an observer and a star-gazer; her captivating personality is further reflected in Nicholas Shafer's quirky illustrations. This story is more about relationships than a moving house, but the physicality of the journey will be fun for readers, and will require
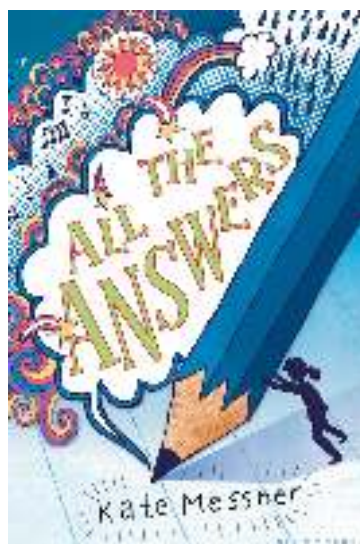
visualisation for aspects the illustrations leave out. S. Bremner

USER LEVEL: Stage 2 Stage 3

SCIS 1720818   Paper $12.99

All the answers

MESSNER, Kate
Scholastic Inc, USA, 2015
ISBN 9780545847469

All the answers tells the story of Ava, who discovers a magic pencil that provides answers to every factual question she asks. The book deals mostly with the thrill of discovery and the thirst for knowledge, as well as the ethical dilemma inherent in the gift, but it also addresses a grandparent's death and a parent's cancer diagnosis. Ava's a worrier, and the book deals with her imagining all the things that can go wrong. There are some heavy themes of loss, anxiety, and grief, along with provocative ideas that foster curiosity and very sweet intergenerational relationships. The story could be used in PDHPE to introduce skills for students to cope with changes in relationships. It could also be used to enhance their feelings of self-confidence

and self-acceptance, and strengthen their ability to act in the best interests of themselves and others by understanding the nature of life's changes. M. Sutera

USER LEVEL: Stage 2 Stage 3

KLA: PDHPE

SYLLABUS: PDHPE K–6

SCIS 1712507   Paper $24.99

An eagle in the snow

MORPURGO, Michael & FOREMAN, Michael
HarperCollins Children's Books, UK, 2015
ISBN 9780008134167

A story within a story is deftly handled by Michael Morpurgo as the strangers on a train scenario is played out. Set in wartime England, mother and son are leaving London after the Blitz for the relative safety of the Cornish countryside. A man sharing their carriage tells an incredible story as their train stops in a dark tunnel. Based on true events, readers' curiosity will be piqued to learn about the wartime events that inspired the story; historical fiction can galvanise an interest in history. An easy

read, the story conveys the individual humanity of events during extraordinary times. With the implementation of the new History syllabus, and its emphasis on perspectives, this resource could offer timely support. The illustrations add to the prose and capture the mood of the times portrayed. S. Bremner

USER LEVEL: Stage 2 Stage 3

KLA: English; HSIE

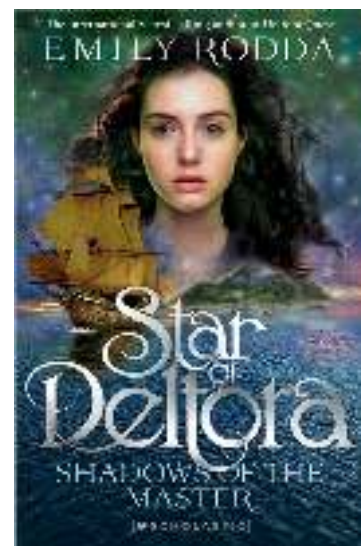**SYLLABUS:**   English K–10; History K–10

SCIS 1735025 $19.99

An eagle in the snow trailer **by HarperCollins Children's Books**

Star of Deltora [series]

RODDA, Emily
Omnibus Books, SA, 2015

Set in the same fantasy world as Rodda's previous series, *Rowan of Rin*, *The Three Doors* and *Deltora Quest*, those familiar with these works will enjoy a rich, intertextual reading experience, when embarking on this latest series, *Star of Deltora*. The first title, *Shadows of the master*, introduces Britta, the young, capable female protagonist who is on a quest to win an apprenticeship on the trader, *Star of Deltora*, and avenge her father's demise and the family's ruin. *Two moons* continues Britta's adventure and adds elements of rivalry, evil, magic and terror, all of which are usually present in the fantasy adventure genre and can lead to higher order thinking skills to identify themes. Rodda writes well, developing characters with seeming ease and detailing settings and events to include the reader in the story. These books would be useful for studying the concepts of intertextuality, genre, theme, character and narrative in the English classroom, and will undoubtedly capture a new reading audience, while satisfying longstanding Deltora fans. C. Keane

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K–10
Paper $9.99 each

Reviewed titles in this series:

Shadows of the master
SCIS 1723782

Two moons
SCIS 1734105

Star of Deltora: Shadows of the master by Emily Rodda **by ScholasticAustralia**

Sing a rebel song

RUSHBY, Pamela
Omnibus, SA, 2015
ISBN 9781742991344

In Barcaldine, Queensland, Maggie McAllister looks through her old notes from her diary. In there, her story unfolds. The daughter of a shearer and upcoming unionist, Maggie lives during the shearers strike, a time of rebellion against the pastoralists and the working conditions of shearers. Her friendships with Tom, Clara and James highlight significant issues for people just trying to live. She begins reporting on the issues but, as the strike gets heavier, will singing her rebel song help or hinder her? Easy to read and intertwining fact and fiction, this novel is filled with references to Australian culture and rich descriptions of the Australian land. There are insightful facts in the in the author's notes at the end of the book, and teaching notes are available on the publisher's website. L. Hasna

USER LEVEL: Stage 3 Stage 4

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1734274   Paper $16.99

Making bombs for Hitler

SKRYPUCH, Marsha Forchuk
Scholastic Australia, NSW, 2015
ISBN 9781760157234

Lida Ferezuk is eight years old when she is separated from her sister Larissa and is taken to work in a slave labour camp. *I will find you* are Lida's last words to her sister. At the camp, Lida quickly learns the ways of the system through her friendships. As the story unfolds, her strength and determination to survive are seen through the events that shape her world. Although slave raids for Germany were common in WWII, this topic has not been widely examined, especially in light of the struggle of the Ukrainians. This historical novel, a companion for *Stolen child* that tells Larissa's story, provides another perspective of the horrors of WWII through the eyes of a child. Skrypuch writes with dignity and care. Her detailed imagery, and easy to read

prose and conversations, allow readers of all ages to engage and build empathy for Lida. L. Hasna

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1724764 Paper $14.99

Silver Birch® 20th Anniversary – Marsha Forchuk Skrypuch **by OLA Live (by the Ontario Library Association)**

 Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DoE online environment. Stage 6 students also have access.

Stolen child

SKRYPUCH, Marsha Forchuk
Scholastic Australia, NSW, 2015
ISBN 9781760157241

 Nadia is a 12 year old girl, resettling in Brantford, Canada with her parents after WWII. However, something just does not seem right. Although she is able to make new friends, learn English and share her culture and vice versa with her best friend Linda, her memories keep persisting. It is only through memories that Nadia is able to work out who she really is. This historical novel showcases another horrific facet of WWII, the Lebensborn program, for which children that looked Aryan (blue eyed and blonde) were kidnapped and redistributed among German families to create the master race. Skrypuch provides a detailed overview at the end of the novel. Highly engaging, with gripping prose and vivid imagery, *Stolen child* is written with great compassion and understanding. It is a companion novel to *Making bombs for Hitler*. L. Hasna

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1724661 Paper $14.99

Fall

WILLIAMS, Sean
Allen & Unwin, NSW, 2015 (Twinmaker)
ISBN 9781743316481

 For Clair, it is in the digital world, the Yard, where she comes literally face to face with herself; there are two Clairs. Defining what is real and what appears to be real is a key theme in this novel. It permeates all of the events as Clair and her friends work out who has survived and if the new world is real or not. These very big ideas are presented in very short chapters, and are defined by a large amount of dialogue which will support those readers who prefer fast paced action. The plot has enough surprises and complications to keep any reader enthralled. Although this is science fiction, it is the relationships Clair has with the other characters, and herself as another character, which provide an interesting perspective on introspection and reflection. This is a world many readers will want to enter again. K. Rushton

USER LEVEL: Stage 3 Stage 4

KLA: English

SYLLABUS: English K–10

SCIS 1735021 Paper $18.99

fiction for older readers

Resources are arranged alphabetically by author. See also _eresources_.

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

Me and Earl and the dying girl

ANDREWS, Jesse
Allen & Unwin, NSW, 2015
ISBN 9781760290184

Andrews cleverly presents this novel to readers through the use of first person narration that draws heavily on the one-way conversational style that the protagonist, Greg Gaines, has with the reader. Extremely serious issues are dealt with, such as a young girl, Rachel, suffering from leukaemia and how this illness directly and indirectly affects those around her. Andrews maintains a level of innocence in this novel, through the characters of Greg and Earl, who are growing up and finding out about the world around them while coming to terms with the very real issue of a sick, dying friend. The two boys question what they want out of life in order to not take the simple things in life for granted. This novel will work well for Year 9 students studying teen fiction and exploring how novels are successfully adapted into films. It fits comfortably in the following general capabilities; _Critical and creative thinking_, _Ethical understanding_, _Literacy_ and _Personal and social capability_. J. Duvall

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English K–10
SCIS 1725202	Paper $19.99

Me and Earl and the dying girl: official HD trailer by FoxSearchlight

Red queen

AVEYARD, Victoria
Orion Books, UK, 2015
ISBN 9781409150725

The Kingdom of Norta is engulfed in wars, environmental pollution and the oppression of the impoverished Reds by a ruling elite aptly named Silvers. Long-lost Silver princess, Mare Barrow, finds that she has one of the special attributes that are supposedly only possessed by Silvers and it is this that changes her life. Not until the bitter conclusion of this story does she reveal who she can trust and who has betrayed her. The fast pace, well drawn characters and detailed descriptions of the Silver court and the Red slums provide the context in which the dark side of power is examined in this dystopian novel. Mare learns about power and how to use it but, as the plot of this gripping love story twists and turns, she also learns about loyalty, love and kindness. K. Rushton

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English K–10
SCIS 1722306	Paper $16.99

Red queen by Victoria Aveyard –official book trailer by Epic Reads

The boy at the top of the mountain

BOYNE, John
Corgi, UK, 2015
ISBN 9780552573542
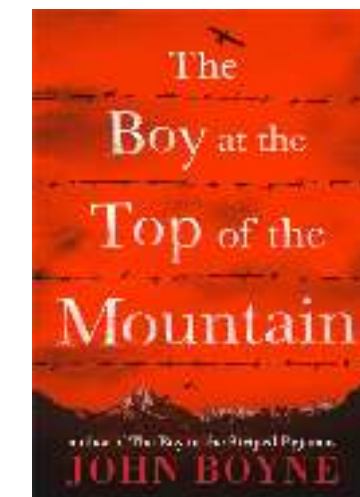
Not a sequel, certainly, but Boyne has again drawn on WWII for inspiration; although, in this novel he examines the ways in which a young heart and mind can be corrupted. The deaths of Pierrot's parents see him sent to live with his aunt, who is housekeeper to Hitler. In spite of the efforts of those around him, Pierrot

becomes drawn in to the secretive and dangerous world surrounding Hitler through a desperate need to belong. In using a teenager, dealing with loss and isolation, as his protagonist, Boyne offers readers an insight into the challenges of good decision making for young people left too much on their own. While lacking the emotional hook of *The boy in the striped pyjamas*, this story enables readers to make connections with their own world, a place where young people are making decisions which effect not only themselves but the world. S. Pollard

USER LEVEL: Stage 4 Stage 5

KLA: English

SYLLABUS: English K–10

SCIS 1734518   Paper $19.99

[John Boyne introduces The boy at the top of the mountain](#) by Random House Children's Publishers UK

Lair of dreams: a Diviners novel

BRAY, Libba
Allen and Unwin, NSW, 2015 (Diviners series)
ISBN 9781742375236

In this second Diviner novel, Bray operates with a huge cast of characters and multiple story lines, connected through music, the diviners arts and the sleeping sickness which is sweeping through New York City. Bray incorporates elements from radio, which was the most important medium of its day, music, through the Ziegfeld Follies and mysticism, which was undergoing yet another revival in the 1920s. However, underlying this engaging historical context, Bray brings a sense of serious, if fantastical, threat. In this world, people are threatened through their dreams; pulled into a sleep from which they cannot wake. As Henry and Ling use the dream world for their own excursions, people they care about are threatened and the real world becomes increasingly caught by fear. This is a gripping novel. S. Pollard

USER LEVEL: Stage 5 Stage 6

SCIS 1725480   Paper $24.99

Voicing the dead

CREW, Gary
Ford Street Publishing, VIC, 2015
ISBN 9781925272055
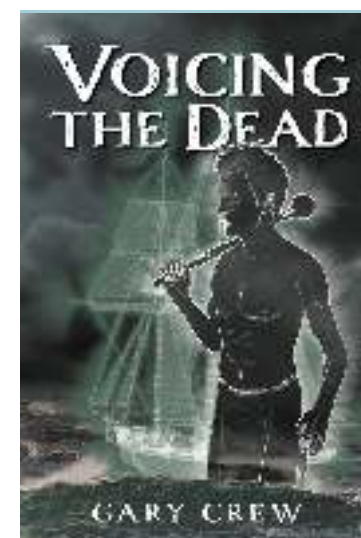
Based on the historical event of the shipwrecked *Charles Eaton* in 1834 in the Torres Straits, this interesting novel has been written using a new form of writing, called *fictocriticism*. Ironically, the survivors of the shipwreck are unknowingly forced to encounter the people of the Torres Strait who gruesomely massacre all but four of the passengers and crew members. John *Jack* Ireland, who struggles with the treatment he receives, constantly compares his English lifestyle to that of the local inhabitants, which only serves to highlight the extreme differences between the two cultures. Jack utilises an array of intertextual references, which he calls *Lit tripping*, to further demonstrate these differences. The reader witnesses Jack's slow metaphorical death as he loses touch with his native language. Useful for studying perceptions presented in literature through the use of different characters, this novel also addresses

the cross curriculum priority, *Aboriginal and Torres Strait Islander histories and cultures*, and the general capabilities, *Ethical understanding*, *Intercultural understanding* and *Literacy*. J. Duvall

USER LEVEL: Stage 5

KLA: English

SYLLABUS: English K–10

SCIS 1723789   Paper $19.95

Clancy of the undertow

CURRIE, Christopher
Text Publishing, VIC, 2016
ISBN 9781925240405

Serious issues deal with the way Clancy, the main character, sees herself and her family, and how she struggles to come to terms with her sexual orientation, all while living in a small Australian country town. Acceptance of Clancy's sexuality comes from one of the most unlikely characters in the novel, Angus, her older brother, and this serves to strengthen the family unit. Adding a multi-dimensional layer to Clancy's character, she also has to deal with the small town mentality

surrounding her father's supposed involvement in a major car accident that kills two well-known teenagers. This novel raises some current issues that teenagers face and would suit a Year 10 class studying the concepts of gender and sexuality. Teachers need to be mindful of the amount of language in this novel, used in context, as well as stereotypical name-calling and attitudes. J. Duvall

USER LEVEL: Stage 5

KLA: English

SYLLABUS: English K–10

SCIS 1741912 Paper $19.99

The cat at the wall

ELLIS, Deborah
Allen and Unwin, NSW, 2015
ISBN 9781760112448

The book opens with a rather strange premise – the protagonist has died (or is in a coma, but this is never resolved) and come back as a cat, living in Bethlehem (she was from Bethlehem in Pennsylvania), near the wall. There she ekes out a living among the rubbish, observing
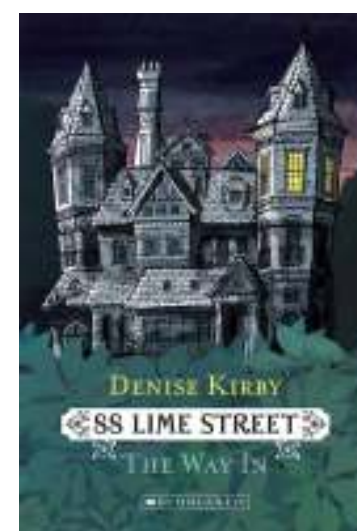
the people and animals while trying to stay alive. She finds herself caught in a house with two Israeli soldiers and a small Palestinian boy. Through her eyes, Ellis attempts to convey to readers the tension inherent in this situation, where people are dying every day. One of the soldiers is sympathetic, the other more aggressive. For younger readers, the implied threats will be familiar from the playground, but the danger is clear. The author's unusual approach will encourage debate and questions about a world far from our own. S. Pollard

USER LEVEL: Stage 3 Stage 4

SCIS 1725157 Paper $16.99

88 Lime Street: the way in

KIRBY, Denise
Omnibus Books, SA, 2015
ISBN 9781742991009

Ellen and her very ordinary family move into an extraordinary historic mansion complete with towers, turrets and an overgrown garden. Predictably, this mysterious setting holds the key to the ghostly events that present themselves to Ellen alone.

As clues to a puzzle are uncovered and deciphered, Ellen meets five characters in the impenetrable tower, each from a different period in history. A contemporary story runs parallel to this mystical world as Ellen is being cyberbullied by schoolmates. The clever juxtaposition of the two stories adds originality and realism to the novel's many positive features. The characters, past and present, are believable and the plot arouses well-paced curiosity as the climax to Ellen's real world issue is reached and resolved. This book, a model of quality narrative writing, exemplifies how plot, setting and structure are designed to appeal to a pre-defined, target audience. S. Rasaiah
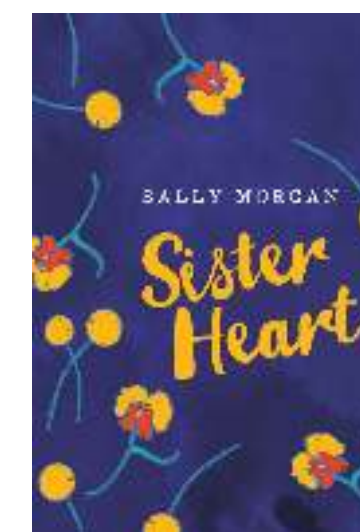
USER LEVEL: Stage 3 Stage 4

KLA: English

SYLLABUS: English K–10

SCIS 1712474 Paper $16.99

Sister heart

MORGAN, Sally
Freemantle Press, WA, 2015
ISBN 9781925163131
Aboriginal author Sally Morgan's verse novel about separation and the Stolen Generation is told through the eyes of a child, Annie, who is fiercely loyal to

the memory of her family and kinship in the north of Australia. The verse novel has been broken into four sections, with each section marking a different phase in the character's journey and may be used in its entirety as a text for study or in part with other texts to teach point of view, connotation, imagery, code and convention, narrative or perspective. The verse form uses imagery and a range of other poetic devices to create a strong and distinctive narrative voice to tell an important story. *Sister Heart* is suitable for English students in Stages 4–6. The cross-curriculum priority, *Aboriginal and Torres Strait Islander histories and cultures*, can be addressed through the study of this novel, along with the *Intercultural understanding* and *Literacy* components of the general capabilities section of the *English K-10 syllabus*. Teaching notes are available. J. Duvall
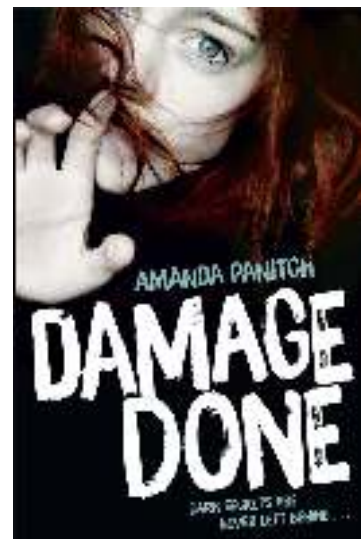
USER LEVEL: Stage 4 Stage 5

KLA: English

SYLLABUS: English K–10

SCIS 1720813 $19.99

Damage done

PANITCH, Amanda
Random House, NSW, 2015
ISBN 9780857987730

Julia has moved to a new school in a new state and found new friends, but she carries a secret, and it is not the one we are led to believe. From the beginning Julia seems brittle and inclined to snap but, as her twin brother committed a mass murder at her last school, her fragility is understandable. Panitch draws the reader into Julia's world but leaves clues which point towards a different conclusion. As crime fiction for young adult audiences, it does not get much better than this. As more is revealed, the reader remains convinced that Julia is under attack, either from her own demons or from others. While the ending is frustrating, the narrative drives forward at an unrelenting pace. S. Pollard

USER LEVEL: Stage 4 Stage 5

SCIS 1723779   Paper $19.99

Silence is goldfish

PITCHER, Annabel
Indigo, UK, 2015
ISBN 9781510100435
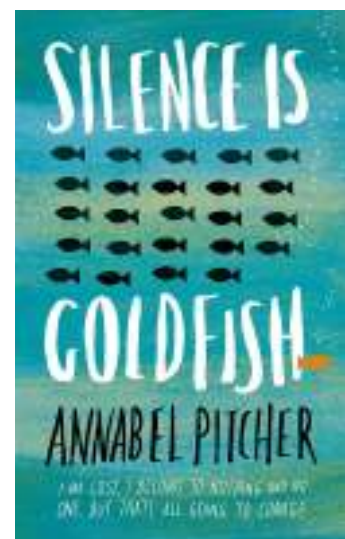
Pitcher has created an interesting coming of age novel, minus the cliché. Tess, the protagonist, is cruelly exposed to the harsh words on a computer screen of a man she has always known as her father. This sends Tess into a downward spiral of depression. The reader willingly empathises with Tess as the story is told in first person from Tess' point of view. The fragile state that Tess is in sees her choose to become a mute, clutch to a child's torch light in the shape of a goldfish for comfort and be manipulated by several people in her life. Tess' obsession with the goldfish demonstrates her complete withdrawal into herself as a form of escape, and her need to create her own reality in order to survive. This novel would be best studied with students who are engaging with teen issues or who are learning about characterisation. J. Duvall

USER LEVEL: Stage 5

KLA: English

SYLLABUS: English K–10

SCIS 1735038   Paper $19.99

Rich and rare: a collection of Australian stories, poetry and artwork

Edited by Paul Collins
Ford Street Publishing, VIC, 2015
ISBN 9781925272116

Rich and rare, indeed, is an apt description and title for this publication. An exciting collection of stories by Australian writers, this book proves, once again, the variety and excellence of our writing community. Each and every story delights in some way; and more than that, they are stories which can be read a number of times and by different audiences. There is material here for HSC students trying to understand the ways *Discovery* could be expressed, and for younger readers who enjoy the crisp focus of this form. Illustrations relieve the eye, and a handful of poems remind us all that this form too has its place. This rich resource is a delight to cherish now and for years to come. S. Pollard

USER LEVEL: Stage 4 Stage 5
Stage 6 Community
Professional

SCIS 1730554   Paper $24.95

Carry on: the rise and fall of Simon Snow

ROWELL, Rainbow
Macmillan, UK, 2015
ISBN 9781447299318
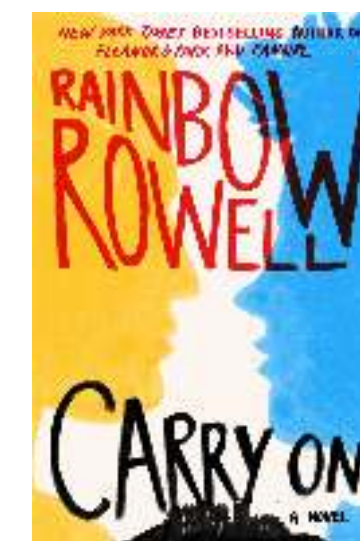
The Harry Potter influence might be the first thing that springs to mind when embarking on the tale of Simon Snow's last year at Watford School of Magicks, but Simon's adventures are uniquely his. The archetypes are all there – the mentor, the nemesis, the buddies – but so are a wide range of supernatural characters from differing fantasy sub-genres. Most characters have a role in moving the story along from their perspective, which might be something daring writers will want to emulate. The first-person narrative style, mostly told in the present tense, keeps readers involved, while effectively giving insights into characters' motivations. The colloquial swearing makes this unsuitable

for primary classrooms, but independent readers might enjoy this offering from the author of *Fangirl*. S. Bremner
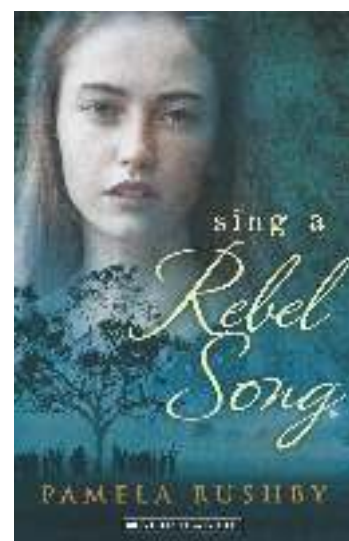
USER LEVEL: Stage 4

KLA: English

SYLLABUS: English K–10

SCIS 1737175 Paper $16.99

Sing a rebel song

RUSHBY, Pamela
Omnibus, SA, 2015
ISBN 9781742991344

In Barcaldine, Queensland, Maggie McAllister looks through her old notes from her diary. In there, her story unfolds. The daughter of a shearer and upcoming unionist, Maggie lives during the shearers strike, a time of rebellion against the pastoralists and the working conditions of shearers. Her friendships with Tom, Clara and James highlight significant issues for people just trying to live. She begins reporting on the issues but, as the strike gets heavier, will singing her rebel song help or hinder her? Easy to read and

intertwining fact and fiction, this novel is filled with references to Australian culture and rich descriptions of the Australian land. There are insightful facts in the author's notes at the end of the book, and teaching notes are available on the publisher's website. L. Hasna
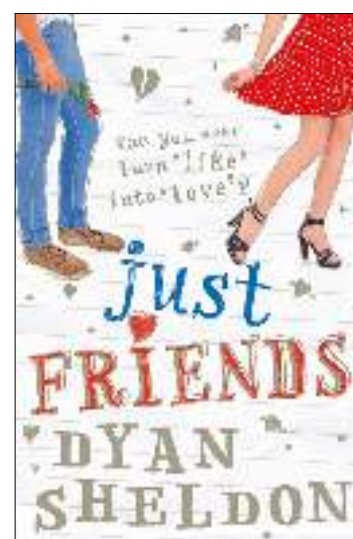
USER LEVEL: Stage 3 Stage 4

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1734274 Paper $16.99

Just friends

SHELDON, Dyan
Walker Books, UK, 2015
ISBN 9781406349115

Teenage social relationships are so complex and intense that students spend much of their time engrossed in stories about them in film or books. The hero of this romantic teen novel is Josh, a short vegetarian who plays chess and hangs out with a group of *Star Trek* devotees. Josh is
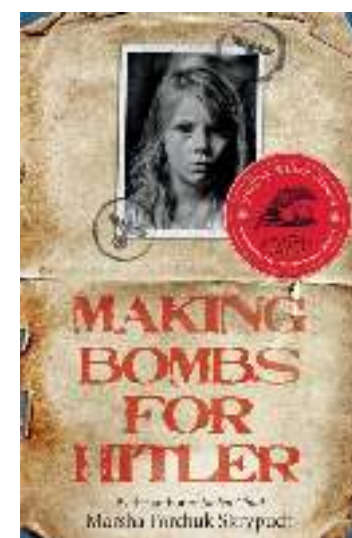
not your average hero as he is plagued by phobias and does not drink coffee or play any sport. Fortunately, he has a good friend in Ramona who is seen as odd because her mother is a hippy. Josh falls in love with a new girl, Jena, who is very popular and things do not go well. Through all this chaos there is some reflection exploring the grief Josh and Jena feel at the death of a parent. A. Soutter

USER LEVEL: Stage 5

SCIS 1729551 Paper $16.95

Making bombs for Hitler

SKRYPUCH, Marsha Forchuk
Scholastic Australia, NSW, 2015
ISBN 9781760157234

Lida Ferezuk is eight years old when she is separated from her sister Larissa and is taken to work in a slave labour camp. *I will find you* are Lida's last words to her sister. At the camp, Lida quickly learns the ways of the system through her friendships. As the story unfolds, her strength and determination to survive are seen through the events that shape her world. Although slave

raids for Germany were common in WWII, this topic has not been widely examined, especially in light of the struggle of the Ukrainians. This historical novel, a companion for *Stolen child* that tells Larissa's story, provides another perspective of the horrors of WWII through the eyes of a child. Skrypuch writes with dignity and care. Her detailed imagery, and easy to read prose and conversations, allow readers of all ages to engage and build empathy for Lida. L. Hasna

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1724764 Paper $14.99

Silver Birch® 20th Anniversary – Marsha Forchuk Skrypuch by OLA Live (by the Ontario Library Association)

Stolen child

SKRYPUCH, Marsha Forchuk
Scholastic Australia, NSW, 2015
ISBN 9781760157241

Nadia is a 12 year old girl, resettling in Brantford, Canada with her parents after WWII. However, something just does not seem right. Although she is able to make new friends, learn English and share her culture and vice versa with her best friend Linda, her memories keep persisting. It is only through memories that Nadia is able to work out who she really is. This historical novel showcases another horrific facet of WWII, the Lebensborn program, for which children that looked Aryan (blue eyed and blonde) were kidnapped and redistributed among German families to create the master race. Skrypuch provides a detailed overview at the end of the novel. Highly engaging, with gripping prose and vivid imagery, *Stolen child* is written with great compassion and understanding. It is a companion novel to *Making bombs for Hitler*. L. Hasna
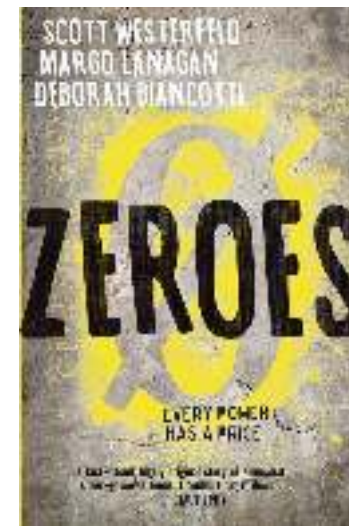
USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1724661 Paper $14.99

Zeroes

WESTERFELD, Scott, LANAGAN, Margo & BIANCOTTI, Deborah
Allen & Unwin, NSW, 2015
ISBN 9781925266955

The six teenagers at the centre of this story are different from others; they have unique superpowers. Flicker, for example, is blind but can see things through other people's eyes, Crash can destroy computers and phones at will, and Scam has another voice inside him, a confident, intuitive voice. These Zeroes (not heroes) have somehow found each other and together they are discovering and learning the secrets of their powers. Through a series of unfortunate events, they realise that their powers also have a darker side. The characters mature throughout the story as they try to save their friends and keep their powers a secret. Ultimately the story is about friendship, adulthood, and the various types of bonds between people. It is not exactly dystopian literature but has many similar elements that will be sure to attract a similar young adult readership. It has been uniquely written by three authors, which lends itself to a distinctive style. L. Pfister

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: English

SYLLABUS: English K–10

SCIS 1729857 Paper $19.99

Fall

WILLIAMS, Sean
Allen & Unwin, NSW, 2015 (Twinmaker)
ISBN 9781743316481

For Clair, it is in the digital world, the Yard, where she comes literally face to face with herself; there are two Clairs. Defining what is real and what appears to be real is a key theme in this novel. It permeates all of the events as Clair and her friends work out who has survived and if the new world is real or not. These very big ideas are presented in very short chapters, and are defined by a large amount of dialogue which will support those readers who prefer fast paced action. The plot has enough surprises and complications to keep any reader enthralled. Although this is science fiction, it is the relationships Clair has with the other characters, and herself as another character, which provide an interesting perspective on introspection and reflection. This is a world many readers will want to enter again. K. Rushton

USER LEVEL: Stage 3 Stage 4

KLA: English

SYLLABUS: English K–10

SCIS 1735021 Paper $18.99

Under the flame tree

WOOD, Karen
Allen & Unwin, NSW, 2015
ISBN 9781760112462

Kirra has finished school and is heading back home to work on the outback station Moorinja, mustering on her horse, breaking in horses, and working on the land where she feels she belongs. Daniel starts work at the station at the

same time. He is unfriendly, detached and has an attitude. Although there is another boy that likes Kirra, it is obvious from the beginning that she will end up with bad boy Daniel, despite warnings from family and friends. Kirra and Daniel's relationship overcomes an array of obstacles, and there are mysteries to solve along the way, like who really is Daniel's close friend, the beautiful Lisa? And why was Daniel in detention? Although this is an easy read teenage romance, it still has some depth, illustrating some maturation of the characters and demonstrating that there is always more to a person than what can be seen on the surface. L. Pfister

USER LEVEL: Stage 4 Stage 5

SCIS 1725127   Paper $15.99

information, poetry and drama

Resources are in Dewey order.

Touchdown

NSW Department of Education, NSW, 2016
ISSN 1440-4877 [050]
ABSTRACT
Touchdown is the highest reading level of *The School Magazine*. Ten issues are published each year with 36 pages of student reading that includes articles, short stories, comic serials, poems, plays, unusual facts, find-a-words and letters to the editor. Colourful illustrations and photographs accompany the text on each page, while a contents page and cumulative index assist navigation. A curriculum-linked *Teaching guide* (reviewed separately in this issue) is available for each issue. Information about previous issues of *Touchdown*, links and subscription options are available on *The School Magazine* website. Three

other magazine titles are available: *Orbit* (Stages 1–2); *Countdown* (Stage 2); and *Blast off* (Stage 3). Each follows a similar 36 page layout to *Touchdown*, with text and topics suitable for different reading levels, and has 10 issues per year. The 10 issues of each title of *The School Magazine* may be purchased by individual annual subscriptions or by class or school annual subscriptions.

USER LEVEL: Stage 3 Stage 4

KLA: English

SYLLABUS: English K–10

SCIS 1176724   Paper $ by subscription

Similar titles in this series:

Blast off
SCIS 1260838
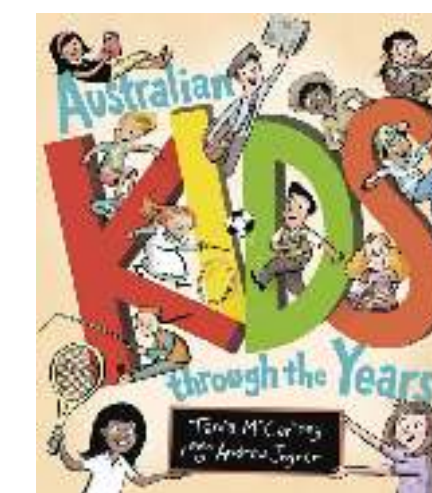
Countdown
SCIS 1260835

Orbit
SCIS 1260837

Australian kids through the years

McCARTNEY, Tania & JOYNER, Andrew
NLA Publishing, ACT, 2015
ISBN 9780642278593 [305.234]

Continuity and change in daily family lifestyles is presented in picture book format in this engaging resource which will easily support the History syllabus content areas, *Personal and Family Histories, Present and Past Family Life*, and *Community and Remembrance*. Beginning with Aboriginal children, Kiah and Mandu, representing Australia's first inhabitants, through to the chapter titled *2000–today*, featuring Isabella and Jackson, each chapter focuses on a boy and girl living in different decades in Australia. Homes, tools, clothing, hairstyles, food, toys and leisure activities are portrayed with colourful, cartoon style illustrations across busy double page spreads with labels and fact boxes. The final pages showcase photographs, arranged in decades, from the National Library archives. With so much detail, this resource will provide opportunities for readers to dip in many

times to discover more information and to discuss Australia's social history. Teaching notes offer a range of suggestions for using this resource to achieve syllabus outcomes. C. Keane
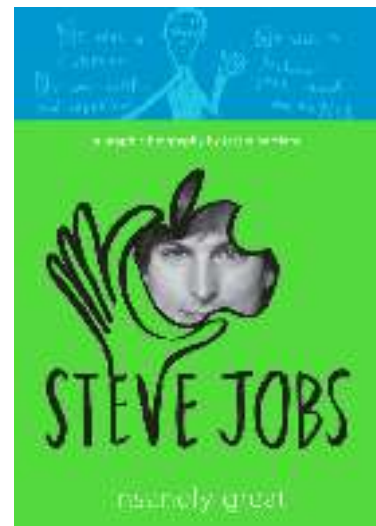
USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: HSIE

SYLLABUS: History K–10

SCIS 1731589 $24.99

Steve Jobs: insanely great

HARTLAND, Jessie
Random House Australia, NSW, 2015
ISBN 9780857988560 [338.7]

Steve Jobs: insanely great is an enjoyable graphic biography. The format suits the subject of the book well. Its comic-style look, hand-written text and a fast-moving narrative should inspire young readers to read a biography, while enlightening young Apple fans and other *techno nerds* as it tells the story of Jobs' incredible journey from being adopted, growing up into a very smart but very bored teenager,

to inventing some revolutionary technology. The only concern for younger readers is that it does mention Jobs taking LSD and smoking marijuana. It also reveals his sometimes overbearing and perfectionist nature, but does not focus on that as much as it does on his positive and innovative technological contributions to modern life. The book may surprise and delight readers who take all their technology for granted. This is an amusing take on Jobs' life and his creations, and an entertaining read. L. Pfister

USER LEVEL: Stage 3 Stage 4 Stage 5
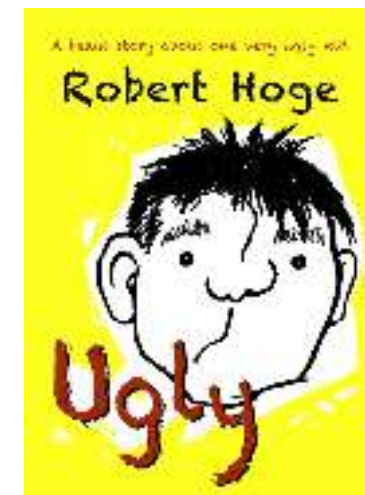
SCIS 1725841 $19.99

Steve Jobs presentation at Insanely Great (1980) by EverySteveJobsVideo

Ugly: a beaut story about one very ugly kid

HOGE, Robert
Lothian Children's Books, NSW, 2015
ISBN 9780733634338 [362.4092]

The author's autobiography is a balanced perspective about growing up and living with a grossly malformed face and multiple disabilities. Robert's life story revolves around the support from his family, the reactions and responses of his classmates and the dogged determination of doctors to improve his appearance and mobility. The messages about coping with adversity are revealed throughout this story with humorous anecdotes and brutal honesty. Instead of hiding him away from the world, Robert's parents thrust him into childhood activities and encouraged him to take risks and to try. Students, fearing that they may be different from others or unsure about their physical appearance, could gain strength and reassurance from Robert's experiences. This accessible, first person narrative could be a valuable adjunct in the study of autobiographical writing in English and supports understanding about

discrimination, belonging, persistence, control, acceptance and body image in a PDHPE program. A. Soutter

USER LEVEL: Stage 3 Stage 4

KLA: English; PDHPE

SYLLABUS: English K–10; PDHPE K–6

SCIS 1715797 Paper $16.99

*Own your face: Robert Hoge: TEDXSouthBank* by TEDX Talks

 Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DoE online environment. Stage 6 students also have access.

Malala: the girl who stood up for education and changed the world

YOUSAFZAI, Malala
Indigo, UK, 2014
ISBN 9781780622156 [371.822]
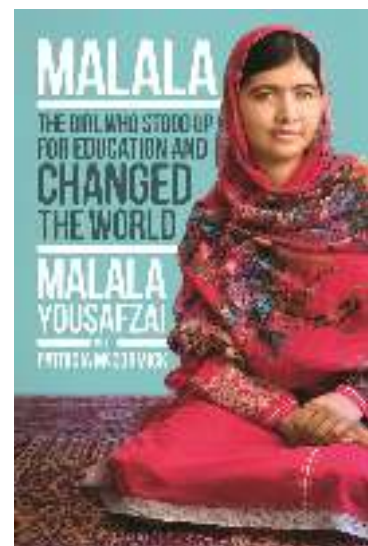
Malala Yousafzai is a Pakistani teenager who has fought for her right to have an education. Being educated became difficult when the Taliban took over her home in North-West Pakistan and issued an edict that girls were not to go to school. This resource, the young readers' edition, reads more like Malala's diary; her story in her own voice. It follows her story from when her father set up a school for girls, to the day in 2013 when she addressed the United Nations in New York. When two young men shot her in the face, Malala was not expected to live, and the world watched as she amazingly managed to survive the horrific attack. Malala has become the embodiment of peace protests and an inspirational champion for girls' education. One person can make a difference. Resources include Teaching notes, a video and a resource guide for educators. L. Pfister

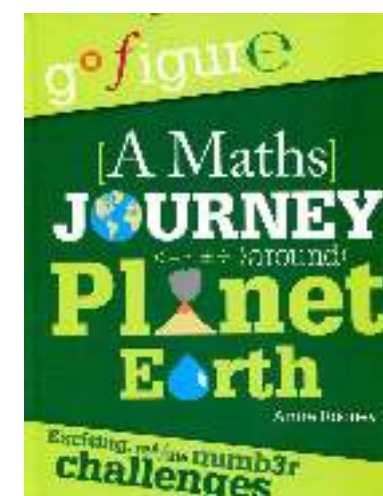| USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English; History
SYLLABUS:	English K–10; English Stage 6; History K–10
SCIS 1677867	Paper $19.99

A message from Malala by **TED talks**

A maths journey around planet Earth

ROONEY, Anne
Wayland, UK, 2015 (Go figure)
ISBN 9780750289177 [510.76]
By calling on their mathematical knowledge, users of this book are challenged to solve puzzles in regions affected by natural events, climate change or human intervention. An outline of mathematical principles provides the necessary techniques for each separate quiz. Roman numerals, positive and negative numbers, map drawing to scale and division are included in the principles. *Go figure!* answers are provided, together with a *Maths glossary* and associated websites to assist understanding. Bright colours, diagrams and illustrations make this book attractive and inviting. Used as a resource to supplement lessons and extend students who enjoy applying their skills to solve real world issues, this problem solving book has much to offer. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; Mathematics
	Geography K–10; Mathematics K–10
SCIS 1737958	Paper $17.99

How to be happy: a memoir of love, sex and teenage confusion

BURTON, David
Text Publishing, VIC, 2015
ISBN 9781925240344 [616.85]

A hard-hitting, honest reflection, this memoir does not shield the reader from David Burton's issues including depression, sexual identity, suicide, self-harm and family dysfunction in the author's turbulent adolescence and early 20s. It also tells the story of how David copes with twin brothers with Asperger's syndrome and parents who depend on anti-depressant medication. This is a brave story, told with humour and humility that may resonate with anyone struggling with anxiety and depression. Teachers, counsellors and parents could use the mental health messages from this book as a way to recognise the signs of severe depression in someone who outwardly tries to fit in and be happy but is inwardly fighting against the demons of sadness, hopelessness and lack of identity. Resources such as Youthbeyondblue may also be supportive. S. Rasaiah

USER LEVEL: Stage 6 Community Professional

SCIS 1725180   Paper $19.99

[David Burton on How to be happy](#) by Text Publishing

Ngintaka

Compiled by Diana James and Elizabeth Tregenza.
Wakefield Press, SA, 2014
ISBN 9781743052921 [704.03]

Celebrating Wati Ngintaka, the giant Perentie Lizard man and Creation Ancestor of the Anangu people, this book represents the vision of owners and descendants who wish to pass on his story to future generations and share it with the wider community. It highlights the role of art as a medium for communicating spiritual knowledge and experience, through vividly presenting contributions from artists from the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands who explore this ancient Songline through contemporary art practices. Students and teachers can critically investigate the collaborative artmaking processes of Anangu artists and their experimental approaches to using media and techniques, ranging from fibre and ceramic sculpture, acrylic paintings and weaving to animation, film and interactive projections. Published in a modern format with large, openly spaced visuals of Ngintaka artworks, documentary photographs and conceptual maps, the book itself serves as a useful teaching tool. Traditionally narrated stories and songs, accompanied by informative essays, archaeological research and biographical notes on artists, allow readers to examine the intimate relationship between Anangu and their land. Indigenous people are advised that names and images of deceased people appear in the publication. 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 1663123   Paper $59.95

The singing bones: inspired by Grimms' fairy tales

TAN, Shaun
Allen & Unwin, NSW, 2015
ISBN 9781760111038 [730]

It is not surprising that this book reminds the reader of a visit to an art gallery. Its format presents glossy, coloured photographs of 75 sculptures created by Tan, each with a description on the facing page. The small sculptures, created mainly with papier-mâché and clay, were exhibited in a Melbourne gallery. Inspired by characters from Grimm's fairytales, Cinderella, Rapunzel and others are familiar, yet many are less well known. As most of the sculptures were created to illustrate a collection of Grimm tales by Philip Pullman, the darkness of the original cautionary tales is evident. Tan's book includes a foreword by Philip Pullman, an introduction by Jack Zipes and Tan's author notes, which combine to position the reader. Tan responds to the Grimms and the reader responds to the Grimms through Tan. The text is persuasive and self-indulgent, and would be useful for exploring authorial perspective and point of view in English. Tan's description of his sculptural process appears in his blog, [The bird king](#), and will be of interest to Visual Arts students. C. Keane

USER LEVEL: Stage 4 Stage 5

KLA: CA; English

**SYLLABUS:**   Visual Arts 7–10; English K–10

SCIS 1729754 $35.00

Planning learning activities using YouTube videos embedded in Scan? Note that a teacher log in is required to view YouTube videos in the NSW DoE online environment. Stage 6 students also have access.

Behind the doors: an art history from Yuendumu

JONES, Philip with Warlukurlangu Artists
South Australian Museum, SA, 2014
ISBN 9781743052945 [759.994]
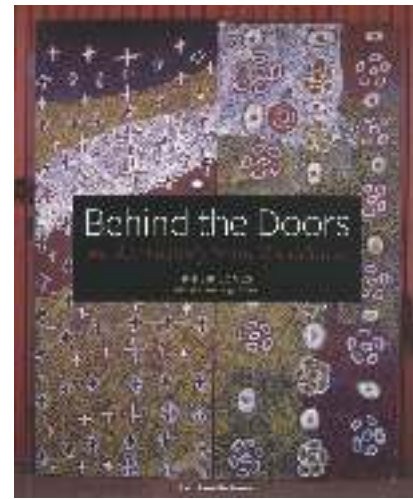
Offering a new contribution to Australian art history, this book documents the story and survival of the Yuendumu School Doors as a unique archive of Warlpiri country and Dreaming. It highlights their significance as one of the earliest examples of Indigenous Australian artists translating their ritual designs to modern mediums as part of a remote desert school community project. Presenting a revised history of the Doors, the publication reveals recent research, interviews and first hand accounts from the original Door artists and school staff. Valuable to classroom learning is the in-depth exploration of the ideas driving the Doors project and the collaborative artmaking process involved, with a focus on how Warlpiri elders designed the doors to act as visual signifiers within the school to pass their knowledge to students. Chapters on individual doors, including diagrams and photographs before and after conservation, enable investigation of the significance, design and history of each door. Artist biographies and notes on the long-term project of conserving the original artworks in balance with the reality of their exposure to the elements and schoolyard graffiti provide further insight for students and teachers. Opening these Doors signifies an irreplaceable part of Australia's cultural heritage. Indigenous people are advised that names and images of deceased people appear in the publication. H. Yip

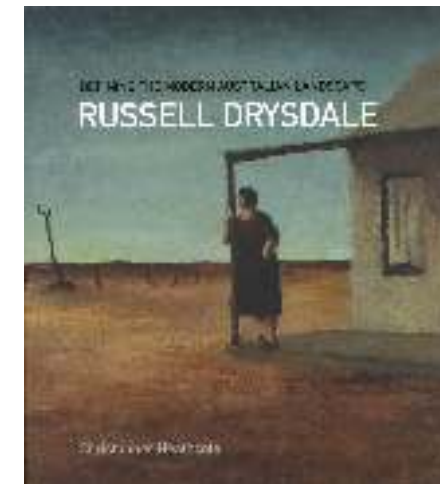**USER LEVEL:**   Stage 4 Stage 5 Stage 6 Professional

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 1651201   Paper $44.95

Russell Drysdale: defining the modern Australian landscape

HEATHCOTE, Christopher
Wakefield Press, SA, 2013
ISBN 9781743052396 [759.994]

Published alongside a recent exhibition of Drydales's work, this book surveys the artist's approach to landscape across painting, drawing and photography, examining his pivotal role in challenging perceptions of mid-twentieth century Australia. A forward by the artist's daughter offers fresh insight into his daily studio practice while comprehensive curatorial essays analyse the context within which Drysdale conceptualised his desert landscapes to develop a powerful symbolic language. Promoting critical and historical investigations, the publication traces significant events, artists and artworks shaping the evolution of the artist's practice, focusing on the material and conceptual shifts in his oeuvre and his intensive research process. Students and teachers can explore how Drysdale fused modernist influences with his personal response to the effects of drought, environmental degradation, World War II and fringe dwelling, to theatrically capture the landscape of outback Australia and the endurance of its inhabitants. Insightfully, the book highlights why Drysdale's imagery contributed to the national ethos and how contemporary Australian artists continue to reference and redefine his work. A chronological gallery of artwork plates presents preparatory studies and sketches alongside finished works, offering opportunities to examine how the artist utilised a range of mediums over time to explore the forms, light, colours and psychology of the Australian landscape. Potent parallels arise between Drysdale's vision of unknown terrains and dystopian scenarios, and universal issues of human survival in our contemporary and future worlds, providing rich conceptual links for essays and case studies. H. Yip
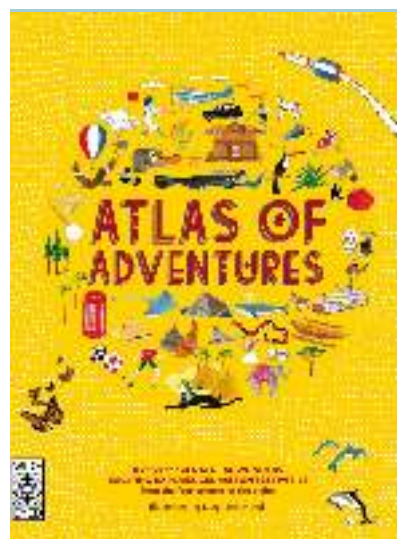
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA

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

SCIS 1657058 $49.95

Atlas of adventures

WILLIAMS, Rachel & LETHERLAND, Lucy
Wide Eyed Editions, UK, 2014
ISBN 9781847805850 [910]

An over-sized book with double page maps of the seven continents follows the travels of a boy and girl as they visit more than 30 destinations around the globe. Facts about countries and cities are sprinkled across pages which are liberally illustrated with the icons associated with that place. More than a travelogue, this book focuses on what adventures are possible within a country. Use the Contents and Index pages to locate escapades that include canoeing down the Zambezi River, snorkelling in the Great Barrier Reef and discovering a masterpiece on the Moscow Metro. This book may go some way towards supporting the inquiry question *How do places, people and cultures differ across the world?* in the new *Geography K–10 syllabus*. It may also promote discussion about the perception and … *effect of generalisations and stereotypes about places*. S. Rasaiah
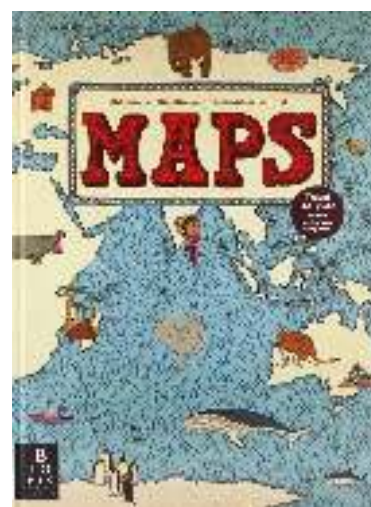
USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	Geography K–10
SCIS 1714042	$35.00

Atlas of adventures - a sneak peek
by QuartoPublishingUK

Maps

MIZIELINSKA, Aleksandra & MIZIELINSKI, Daniel
Five Mile Press, VIC, 2014
ISBN 9781760065416 [912]

Exploring the countries of the world could not be more fun than through this large format book. There are 52 wonderfully illustrated maps that show not only political boundaries and statistics, but places of interest that might not be known, famous people that come from that country, native flora and fauna, local indigenous groups, cultural events and many other cool facts about the nation. The fantastic drawings and easy to read font, make the reader want to discover more and could easily be used as a starting point to help students build their worldly knowledge. There are also flags of the world at the back for the reader to indulge in the countries that weren't as detailed on the maps.
L. Hasna

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History K–10
SCIS 1704111	$40

The white mouse: the story of Nancy Wake

GOULDTHORPE, Peter
Omnibus, SA, 2015
ISBN 9781742990910 [940.53]

The life of Australian Nancy Wake is one war-time experience story that needs to be told. Witnessing the horrors of Nazism in Germany, she vows to do anything in her power to bring them down. As the story unfolds, her personal life parallels the historical context of World War II in France. Her efforts during this time move from being a reporter, to a volunteer nurse, to then helping men escape persecution and then to joining and training in the Special Operations Executive (SOE). Her missions are discussed as the story progresses, each accompanied with vivid illustrations in sketch or colour. There are many occasions for discussion, especially on espionage, weaponry and the role and impact of women in war, when studying significant people for *Australia as a Nation*. Teaching notes are available. L. Hasna

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	History K–10
SCIS 1723931	$26.99

Pacific: the ocean of the future

WINCHESTER, Simon
William Collins, UK, 2015
ISBN 9780007550760 [990]
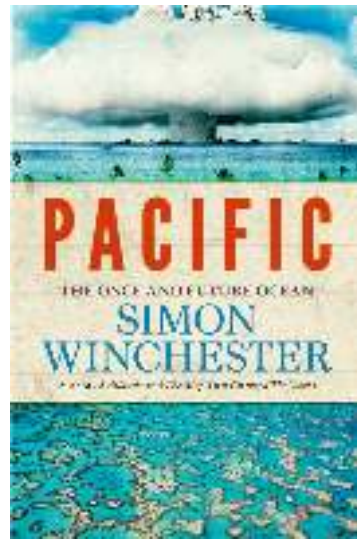
The author of this substantial book takes us on a fascinating journey through the past, present and uncertain future for this region of the world. His evocative writing spins a tale of how this ocean is the cornerstone for modern history and how the future of the world lays within its borders. To try and tell the story of the people and events that have shaped the world view of the Pacific Ocean, Winchester has focused on ten major political, economic and military events that have occurred since 1950. Including the trialing of nuclear weapons, surfing, the folly of the weather systems and its impact on the countries that border the ocean, this is a thought provoking book on the importance of this region and how the world needs to sit up and take notice as the future lays within its waters. A. Ellis

USER LEVEL: Stage 6 Professional

KLA: HSIE; Science

SYLLABUS: Geography Stage 6; Modern History Stage 6; Physics Stage 6

SCIS 1737930   Paper $32.99

Simon Winchester on the Pacific by Arts & Ideas at the JCCSF

looking for more reviews?

Search the comprehensive *Resource reviews database*

Who reviews?

Sue Bremner, Association of Independent Schools

Jennifer Duvall, Cabramatta HS

Alana Ellis, Belmore Boys HS

Deslie Jameson, Richmond PS

Cath Keane, teacher librarian

Therese Kenny, teacher librarian

Liane Pfister, Wollongong HS of the Performing Arts

Shauna Pollard, Rooty Hill HS

Sally Rasaiah, Cammeray PS

Kathy Rushton, consultant

Alison Soutter, Project Officer, FACS

Maria Sutera, Orange Grove PS

Frances Whalan, Association of Independent Schools

Helen Yip, Asquith Girls HS

MULTICULTURAL EDUCATION RESOURCES
VOLUME 3

Artishok/Shutterstock.com

The resources in this reviews supplement include both teacher professional learning and classroom resources in five key multicultural education program areas. They may support the implementation of multicultural education in Australian schools.

Areas of multicultural education

- Anti-racism education and community harmony
- Community engagement and communication
- Culturally inclusive curriculum and pedagogy
- English as an Additional Language/ Dialect education (EAL/D)
- Refugee student support programs.

Resources in the multicultural education resource reviews supplement are arranged using the same categories as *Scan* resource reviews.

Coloured icons, in the table above, are used to indicate the area of multicultural education the resource best supports. Sometimes a resource may have more than one icon.

Additionally, eresources are flagged with the icons seen in the table on the following page.

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	app for iPad/iPhone/iPod touch; app for Android
	digital authoring tool; learning platform software
	ebook; ejournal; online database
	interactive; e.g. game; learning object
	media presentation; e.g. podcast; slide show; digital story; video; audio
	website
$	must be purchased
	scan selected eresources into SCIS *Create orders* or check SCIS *Special order files*

Icons for eresources are from *Office clip art and media* and *Open Clip Art Library.*

professional reading

Resources are listed in Dewey order.

Life matters

Podcasts on this site traverse a range of subjects that reflect the intellectual and cultural life of Australia. *What is it like growing up as a Muslim teen in Australia today?* is an hour-long discussion between five Muslim teenagers. These teenagers reveal that they have experienced additional pressure from the wider society as a result of misinformation and myths perpetuated by the media about Islam. Subjects such as prayer, family expectations, and current events including radicalisation of young people are covered in great detail. The speakers eloquently express the dilemmas that they face as spokespeople for their faith and as young people finding their place in the world. This episode would be an ideal stimulus for discussions of identity, belonging, faith and challenges facing young Australians. Podcasts on this site can support *Outcome 1* in the *English K–10 syllabus* as students respond to and interpret the subjects and understand how spoken texts conveying information and meaning. M. Dawes

USER LEVEL: Professional

KLA: English

SYLLABUS: English K–10

PUBLISHER: ABC Radio National

REVIEW DATE: 14/01/2016 [302]

SCIS 749042

Between the devil and the deep blue sea [videorecording]

TAYLOR, Jessie & SCHMIDT, David Campfire Film Foundations, Vic, 2012 ISBN none [305.9]

This gritty and powerful, award winning documentary tells the story of Zainab, whose parents made the difficult decision to flee Afghanistan in search of safety and freedom. Zainab is an articulate nine year old and many students will relate to aspects of her day to day life and the aspirations that she has for herself and her family. The film makers travelled to Indonesia and learned the stories of other asylum seekers in Indonesian gaols, detention centres and hostels, asking why they made the dangerous decision to board boats to Australia. The interviews are raw, emotional and often heartbreaking, giving significant insight into the perspective of refugees. The experience of the film makers also clearly demonstrates the political and legal turmoil surrounding the world's refugee crisis. Some images are distressing and care should be taken. The film may also be distressing for refugee students with similar experiences to those interviewed. Overall, the first hand interviews provide a valuable, authentic teaching and learning resource that puts real faces, emotions and stories to the terms asylum seeker and refugee. S. Korman

USER LEVEL: Stage 5 Professional

KLA: English; HSIE

SYLLABUS: History K–10

SCIS 1608088 $20.00

Between the devil and the deep blue sea – trailer by DeepBlue SeaFilm

The globalising world: changing policies and Australian identity

Exploring the major global influences that have shaped Australian society during the twentieth century, including migration experiences from 1945 to the present day, this quality, comprehensive unit of work addresses _Depth study 5: The Globalising World_. Teachers will appreciate the detailed and comprehensive way in which the unit of work supports cross-curriculum capabilities and priorities, as well as incorporating key historical concepts. Divided into four stand alone sequences, the unit offers significant flexibility, allowing for all to be taught sequentially or for teachers to choose just one particular sequence. Each sequence is accompanied by all necessary primary and secondary resources needed to teach the unit, all of which are hyperlinked within the document. Each sequence has links to professional learning resources that support teaching about cultural differences. The unit, available as an ebook, suggests highly engaging, rigorous activities and assessment tasks for each sequence. S. Korman

USER LEVEL: Stage 5 Professional

KLA: HSIE

SYLLABUS: History K–10

PUBLISHER: Australian Human Rights Commission
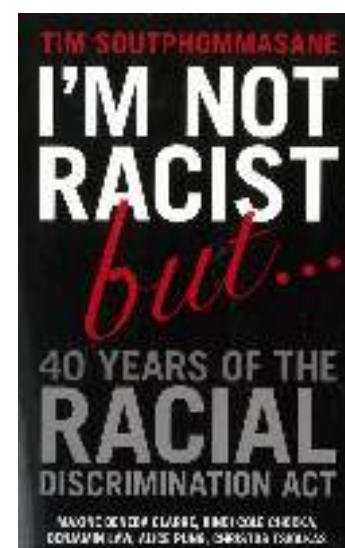
REVIEW DATE: 14/01/2016 [304.8]

SCIS 1712817

I'm not racist but …. 40 years of the Racial Discrimination Act

SOUTPHOMMASANE, Tim
NewSouth, NSW, 2015
ISBN 9781742234274 [305.8]

The question about whether Australians are racists is deliberated throughout this resource, as the author and his contributors break down different contributing factors that one might use to answer this vexing question. The book begins by laying a foundation of important legislation that Australians should know, from European settlement in 1788 to the Racial Discrimination Act (RDA) 1995-2005. From there, concepts such as bigotry, racism, multiculturalism, limits of free speech, empathy and patriotism are discussed through the first-hand experiences and perspectives provided from notable and culturally and linguistically diverse Australians. A timeline of how Australia has progressed in terms of race related issues and excerpts from the RDA can be found at the beginning and end of the text. As Australia's _Race Discrimination Commissioner_, the author has written a cohesive piece that exudes his passion for the elimination of racism. 2015 was the fortieth anniversary of the RDA (1975) and this book provides great insight to its impact on Australian society. L. Hasna

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: History 7–10; Legal Studies Stage 6; Society and Culture Stage 6

SCIS 1735238 Paper $30.00

Video 2:41 Is Australia a racist country?
by PrettyVideos

Once upon a time in Punchbowl [videorecording]

SAW, Andrew, MILNE, Marion & McDONALD, Malcolm
Northern Pictures, NSW, 2014
ISBN none [305.892]

This enlightening four part documentary tells the inside story of the challenges the Australian Lebanese community has faced in Australia and how it has overcome them. _Episode 1_ looks at the arrival before, during and after the Lebanese Civil War. The story begins in 1970 when many mainly Muslim Lebanese, arrived in Australia to build a better future. The Lebanese arrived and found a society with emerging women's rights, gay rights and where employment and accommodation were testing. Traumatised by decades of violence, they were outsiders fighting to survive. Schools in the 1970s and 1980s developed non belonging battles in school yards. Commentaries from Pauline Hanson, John Howard and Jeffrey Blayney are highlighted to explore the difficulties with multiculturalism in the 1980s and 1990s where multiculturalism

was abandoned as an ideology and Islamophobia emerged. *Episode 2* finds the community terrorised by a violent criminal minority enforcing the drug racket with extreme violence and handguns – an epidemic that stole many of the community's young people and alienated it from the wider Australian community. *Episode 3* discusses the *War on Terror* and the impact on the Australian Lebanese community of radicalization and emotional isolation. The role of the media is also examined, as are the Cronulla riots and feelings that the community's loyalty is unfairly questioned. *Episode 4* reviews the aftermath of the Cronulla riots, where angry Australian Lebanese participated in revenge attacks. In the aftermath, a new conversation about what it means to be Australian begins. This is a beautifully shot and, at times, haunting and disturbing documentary that shows the remarkable resilience and strength of the Australian Lebanese community in south west Sydney. J. Agzarian

USER LEVEL: Stage 5 Professional

KLA: HSIE

SYLLABUS: History K–10

SCIS 1692958 $23.99

Resources for schools: asylum seekers and refugees

Much of the *Edmund Rice Centre's (ERC)* published information has been transformed into curriculum support material on this site. Teachers can download the free resource: *Asylum seekers and refugees education resource: activities for students* from this section of the much larger ERC website. A promotional flyer about this resource is also available for download. The 35 cross curricular activities are engaging, creative and informative, focusing on real people and their stories. They suit all learners, can be used within the framework of the NSW syllabuses for the Australian curriculum, and can be adapted to all secondary Stages. Some activities can also be used with primary classes, students with special needs, and community groups. J. Agzarian

USER LEVEL: Professional

KLA: CA; English; HSIE

SYLLABUS: English K–10; History K–10; Music 7–10; Studies of Religion 7–10; Visual Arts 7–10

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

REVIEW DATE: 14/01/2016 [305.9]

SCIS 1681592

Working with communities: critical perspectives

RAWSTHORNE, Margot & HOWARD, Amanda
Common Ground, USA, 2011
ISBN 9781863359344 [307.1]

Providing background information and a process for an interrogation of practice, this resource seeks to explore the *why* of working with communities while developing a commitment to a relationship based on listening, learning and respect. The chapters outline the historic and current context, develop the metaphor of the *frame* (a tool to help unpack the decisions, ideas, policies and assumptions critical for working with communities in the 21st century), relations with governments, policy, how to make a difference and developing practice. Knowledge building, professional leadership and program evaluations are the three themes of the book that lead to the ultimate goal of working collectively with community. The preface by Professor Tony Vincent provides a succinct overview and each chapter concludes with a critical set of reflective questions. This resource offers valuable ideas for leaders who want to engage effectively and equitably with their community. J. Agzarian

USER LEVEL: Professional

SCIS 1566000   Paper $43.95

Equality: making it happen: a guide for schools to make sure everyone is safe, included and learning [kit]

Centre for Studies on Inclusive Education
Centre for Studies on Inclusive Education, UK, 2015
ISBN 9781872001784 [323.4207]

The contents of this kit for primary and secondary schools includes 18 cards, 4 pamphlets, 1 CD-ROM, a brochure and a pad of recording sheets for thoughts and actions that could form an audit

trail. The reference cards are practical and provide advice and activities for teachers about the characteristics of the different types of inequality and where to find further information. The CD-ROM contains material such as questionnaires for an audit, videos on raised issues and posters. Although published in the United Kingdom, this kit is a highly useful and practical resource for Australian schools needing guidance in achieving equality for students. L. Hasna

USER LEVEL: Professional

SCIS 1735246   Paper $75.00

Global education: teacher resources to encourage a global perspective across the curriculum

Assisting teachers to adopt a global perspective across the curriculum, this website includes information and teaching resources that emphasise unity, cultural diversity, human rights, sustainability and global peace. Specific global education *Professional learning* modules are available, following registration. Particularly useful is *Teaching strategies* which contains a table of some complex concepts and issues covered by a global perspective, such as *Bias*, *Controversial issues* and

Intercultural understanding. Each section is accompanied by a list of teaching strategies. *Country profiles* is a quality resource with reliable and easy to navigate information about the geography, people, economy and government of a substantial list of nations. Of particular value is *Links with Australia* which describes the relationship that each country has with Australia. *Case studies* presents positive stories which demonstrate how global cooperation at a government and grass roots level can make significant changes in the lives of people all over the world. Each case study is accompanied by excellent activities linked directly to the National Curriculum. S. Korman

USER LEVEL: Professional

KLA: HSIE

SYLLABUS: Geography K–10; History K–10

PUBLISHER: Education Services Australia

REVIEW DATE: 14/01/2016 [338.91]

SCIS 1117641

Perspectives on the Racial Discrimination Act: papers from the 40 years of the Racial Discrimination Act 1975 (CTH) Conference, Sydney,19-20 February 2015

ABSTRACT
Assessing the impact of the Racial Discrimination Act (RDA) of 1975 on Australia's social and cultural landscape, this collection of papers reflects major themes explored at a conference to mark the 40th anniversary of the Act. Dr Tim Soutphommasane, the NSW Racial Discrimination Commissioner, notes the RDA is … *about protecting people from prejudice*. Many contributors question whether the legislation can adequately protect individuals in our multicultural society and respond to the rapid technological and political changes of today. Australia's attitudes towards race have evolved significantly since the 1940s, yet the prevalence of discrimination in our community today suggests that there are still issues that need to be addressed. *Mere definition? Blurred lines? The intersection of race, religion and the Racial Discrimination Act* (Kate Eastman) and *Psychological dimensions of racial vilification and harassment* (W. Louis & M. Hornsey) argue that the
wording of and terminology used in the RDA is outdated and needs to be revised to reflect current academic research as well as changing social dynamics. *Hunting for the Snark and finding Boojum: community resilience against race hate cyber swarms* (Andrew Jakubowicz) proves that advances in technology have allowed racism to spread exponentially. With the alarming rise in mental health issues amongst young Australians, these issues are more relevant to schools and teachers than ever. Mariam Veiszadah's account of her experiences as a Muslim in Australia makes a compelling argument for recognition of the Islamic faith as an ethno-religion (as Judaism has been recognised in law). She asserts that if there is no flexibility or discussion about the multi-faceted nature of race, the RDA has failed to protect the rights of the individual and often leads to the disenfranchisement of groups within our community. These papers show the very real and damaging impact that complacency towards the RDA will have on the community and social fabric of the nation. In particular, this body of research provides a compelling argument for a meaningful discussion about the inconsistencies that the RDA presents for members of our community who may be targeted. These findings are particularly pertinent to educators as opinions and attitudes

towards identity are solidified in the formative years of school. M. Dawes

USER LEVEL: Professional

PUBLISHER: Australian Human Rights Commission, NSW, 2015

REVIEW DATE: 14/01/2016 [342.9408]

SCIS 1735258

Cultural pedagogies and human conduct

WATKINS, Megan; NOBEL, Greg and DRISCOLL, Catherine (editors) Routledge, Oxon, UK, 2015 ISBN 9781138014411 [371.102]

This collection of academic essays offers academic readings embedded in research for all teachers. This professional text focuses on a broader understanding of pedagogy by framing enquiry through questioning and across a series of settings and social sites. The theoretical underpinnings of each chapter are relevant to contemporary Australian settings through the lens of cultural studies. The most relevant readings for Australian educators are *Negotiating the pedagogicistation of everyday life; the art of learning, Educating for inequality-Indigenous schooling in Northern Australia* and *Cultural pedagogies in the museum: walking, listening and feeling*. Chapters such as *Habituation, affect and materialities* offer the viewpoint of the researcher as a learner. A. Young

USER LEVEL: Professional

SCIS 1720250 $200.00

Crossing borders: African refugees, teachers and schools

FERFOLJA,Tania, and others Common Ground Publishing, Vic, 2010 ISBN 9781875864690 [371.826]

Teaching students about the refugee experience and teaching students with a refugee background requires effective strategies and approaches to meet their diverse learning, social and emotional needs. This resource presents a significant professional learning opportunity for teachers. The text begins with an authoritative explanation of the policies and socio-political discourses that affect refugees, providing valuable Australian context for teachers developing an understanding of the experiences of their students. Margaret H. Vickers' chapter, *Teachers crossing borders* presents detailed case studies which include valuable, practical classroom strategies for supporting refugee students through issues such as trauma and successful educational transitions. The text also details the process of developing an evidence based refugee support network in schools, as well as successful literacy and language programs. Overall, this is a timely resource that presents evidence based practices and essential contextual detail for teachers supporting refugee students K–12. S. Korman

USER LEVEL: Professional

SCIS 1543716   Paper $45.00

CSIE: Centre for Studies on Inclusive Education

An independent registered charity that promotes the equality of education to all children in schools, The Centre for Studies on Inclusive Education (CSIE) does this through lobbying and campaigning, research, training, consultancy and networking. Each of these strategies can be viewed in detail in *About us*. *Resources* has free resources such as posters, leaflets and information regarding inclusive education for all educators. Despite being a UK initiative, the CSIE provides great vision for all educators to review their pedagogy and ensure there are measures in place to provide a safe learning environment, promoting equality for all. L. Hasna

USER LEVEL: Professional

PUBLISHER: Centre on Studies in Inclusive Education, UK

REVIEW DATE: 14/01/2016 [371.9]
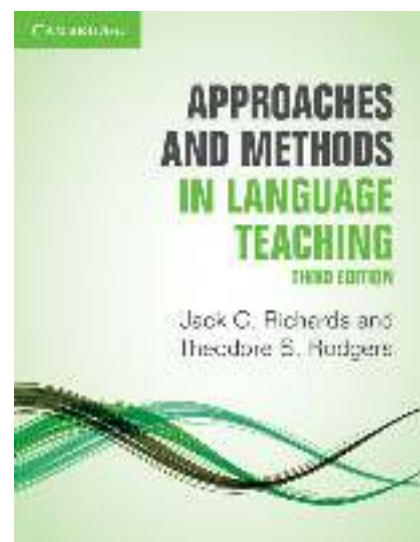
SCIS 1273623

Approaches and methods in language teaching

RICHARDS, Jack C. & RODGERS, Theodore S.
Cambridge University Press, UK, 2014
ISBN 9781107675964 [418.0071]

It is essential to review the way that content is taught through language in line with the requirements of the new NSW K–10 syllabuses for the Australian curriculum. In this third edition, the authors inform teachers of current approaches and methods in teaching language, provide alternatives and offer perspectives on the learner, teacher and environment. Ten approaches to teaching language are explored in the second chapter, with roles and activities, discussion questions and references for further reading. Alternative twentieth century methods including the Oral Approach and Situational Language Teaching offer interesting options to the development of language acquisition. L. Hasna

USER LEVEL: Professional

KLA: English

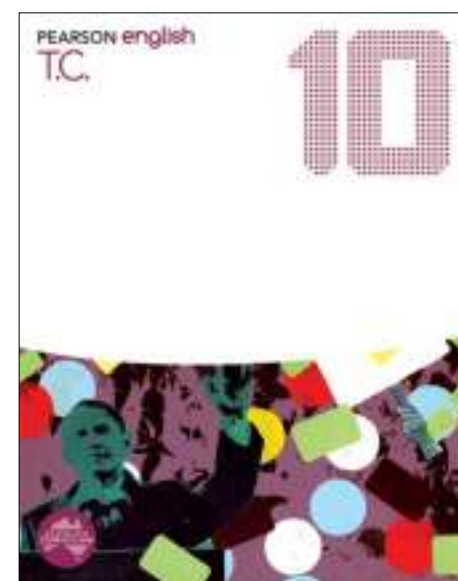**SYLLABUS:**   English K–10

SCIS 1735263   Paper $43.95

Pearson English. 10, T.C.

ARNOTT-SEXTON, Christine (and others)
Pearson Australia, Vic, 2012
9781442536821 [428.007]

A comprehensive and detailed teacher guide to the *Pearson student book English Year 10*, the companion suggests teaching strategies that differentiate, ideas for lesson activities and suggested answers page-by-page. The layout, with facsimile of every page of the student text and associated workbook, explicitly links to the Australian Curriculum English language, literature, and literacy strands, including extension assessment and EAL/D support. The companion references the wide range of texts from canon to contemporary including Australian texts that reflect the multicultural and diverse backgrounds of Australian students. Vocabulary building exercises and web links allow for further teacher and student investigation to support gifted and talented as well as EAL/D learners. A. Young

USER LEVEL: Professional

KLA: English

SYLLABUS: English K–10

SCIS 1566361   Paper $185.00

Australian Council of TESOL Associations

ACTA, the Australian Council of TESOL Associations, is the coordinating body for all other associations of Teachers of English to Speakers of Other Languages (TESOL). The objectives of ACTA are outlined in About on this comprehensive website. Advocacy lists Federal and State areas which the council is supporting and explains how this is being carried out. School EAL/D resources are an excellent starting point for teachers of students from a LBOTE background, with strategies and activities that can be integrated into classroom teaching. ACTA Conference and Other events would be useful for members and non-members in the Association. Keeping up to date with latest trends and updates is possible via Publications and News. L. Hasna

USER LEVEL: Professional

PUBLISHER: Australian Council of TESOL Associations

REVIEW DATE: 14/01/2016 [428.2]

SCIS 1262325

NALDIC: the national subject association for EAL

The UK's national association for English as an additional language (EAL) offers support for teachers across all Stages and Key Learning Areas to develop inclusive practices which support EAL/D students. While it is relevant to the UK experience, the associated research, readings and teaching and learning strategies do have much to offer teachers of EAL/D students in Australia, particularly teachers of students from refugee backgrounds. Academic articles based on research outline successful strategies to include students from a wide range of cultural backgrounds to value their diversity as English language learners at the same time as respecting cultural differences and first language. EAL research topics includes papers on subjects such as Literacy, EAL and SEN (Special Education Needs) and Teaching and curriculum. A. Young

USER LEVEL: Professional

PUBLISHER: NALDIC, UK

REVIEW DATE: 14/01/2016 [428.207]

SCIS 1749281

[NALDIC 21 Constant Leung](#) **by EAL-Bilingual NALDIC**

picture books

Resources are arranged alphabetically by author.

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

Juliane's story…: a real-life account of her journey from Zimbabwe

GLYNNE, Andy and HAMMOND, Karl
Wayland, UK, 2014 (Seeking refuge)
ISBN 9780750278898 [305.9]

This award winning children's picture book describes the real life journey of Juliane, a 12 year old refugee from Zimbabwe. She was separated from her mother at three years of age and raised in an orphanage. She reunites with her mother through a chance meeting and together they apply for political asylum. The story, originally produced as an animation for television but adapted to book form, is told in Juliane's own words. The illustrations are bleak but charming, clearly identifying the torment, hope and resolution of young refugees who are seeking asylum and adjusting to new life. J. Agzarian

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1698629 $24.99
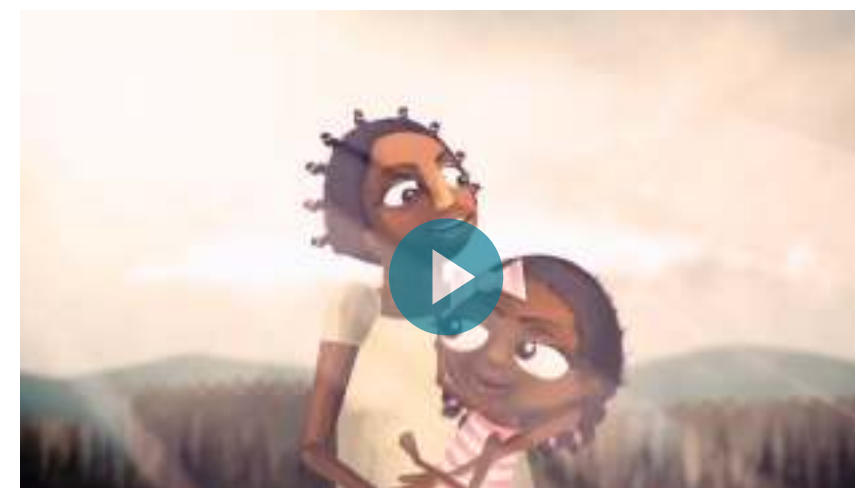
[Juliane's journey from Zimbabwe (animation)](#) **by BBC**

You Tube Planning learning activities using YouTube videos embedded in *Scan*? Note that a teacher log in is required to view YouTube videos in the NSW DoE online environment. Stage 6 students also have access.

Ali's story…: a real-life account of his journey from Afghanistan

MALDONADO, Salvador & GLYNNE, Andy
Wayland, UK, 2014 (Seeking refuge)
ISBN 9780750278874 [305.9]
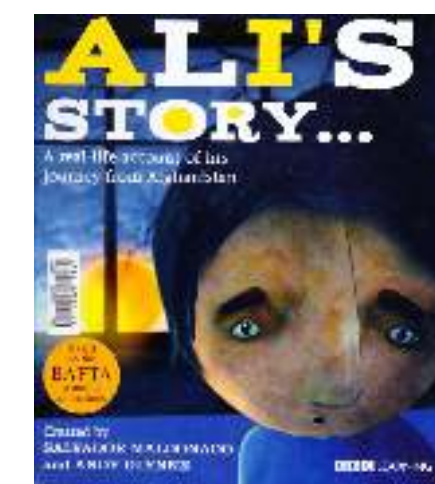
Ten year old Ali and his grandmother journeyed to Europe from Afghanistan seeking asylum. This evocative real life story tells of his fear as war approaches and he is separated from his parents. Ali faces many challenges as he adapts to a new life, all while he waits in distress for his parents to arrive. The personal impact of immigration, war, persecution and separation is palpable in this picture book. The emotive text is supported by award winning, contemporary BAFTA illustrations. This is an excellent resource for exploring the emotional experiences of young refugees. Many multicultural issues are highlighted including alienation, family structures and migration. J. Agzarian

USER LEVEL: Stage 1 Stage 2 Stage 3
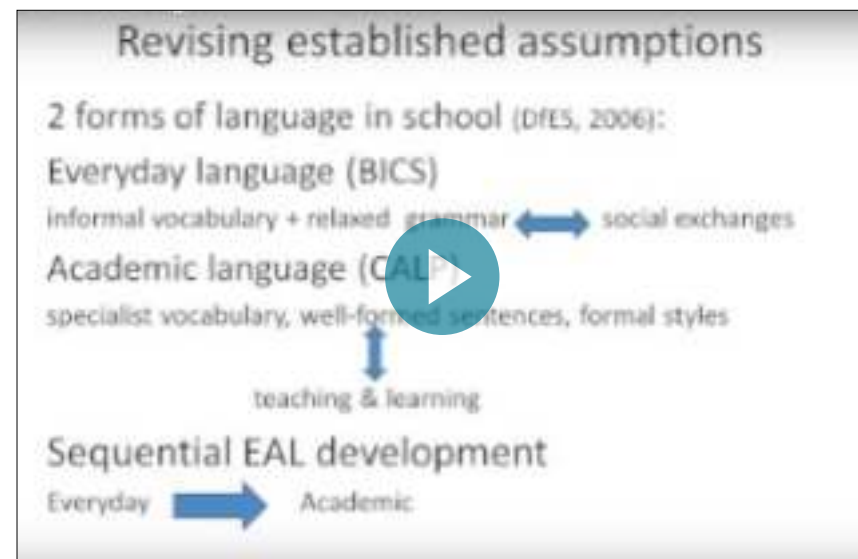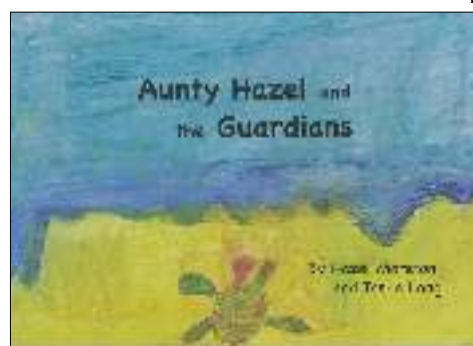
KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1692928 $24.99

Aunty Hazel and the guardians

MORETON, Hazel & LONG, Tashe
Narooma Schools, Community Centres Project, Department of Education and Communities, NSW, 2015 (Deadly Aunties)
ISBN 9780731387380 [305.89]

This book is set in a classroom as Aunty Hazel Moreton talks through the many achievements of Aboriginal people living in and caring for country. Aunty Hazel, an Aboriginal Elder who lives in Bodalla, talks to a group of upper primary Aboriginal students about the role of their people as guardians of country. The text also includes illustrations and stylised photographs of the students, showing how they aspire to protect country and lead their people. Sustainability is a focal point of Aunty Hazel's discussion of traditional Aboriginal practices in protecting the environment. This text provides an opportunity to listen to an Aboriginal Elder and to meaningfully address the cross-curriculum priority of *Aboriginal and Torres Strait Islander histories and cultures.* A focus on traditional Aboriginal knowledge can enrich all our lives in the present and Aunty Hazel's words provide students with a welcoming invitation to explore her culture. K. Rushton

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

KLA: HSIE; Science

SYLLABUS: History K–10; Science K–10 (SciTech K–6)

SCIS 1714067   Paper. $Free to Aboriginal families and NSW schools

The treasure box

WILD, Margaret & BLACKWOOD, Freya
Penguin, Vic, 2013
ISBN 9780670073658
Moving and poignant, this picture book

tells the story of Peter and his father who flee the bombing of their town carrying a precious book. The story is deceptively simple, presenting complex concepts and emotions that could be explored deeply by a range of ages. The book provides an ideal platform for discussing ideas such as the power of words, resilience and the importance of recorded history in understanding the present, past and future. The beautiful illustrations are a collage of torn, printed paper, overlaid with evocative watercolour images. For older students, the book would make a meaningful addition to the study of texts such as Markus Zusak's *The book thief*, Mark Baker's *The fiftieth gate* and the film, *Everything is illuminated*. For younger students, the text could be used to explore the significance of recording one's past and culture and the role stories play in understanding and reconstructing the past. S. Korman

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1589474 $24.99

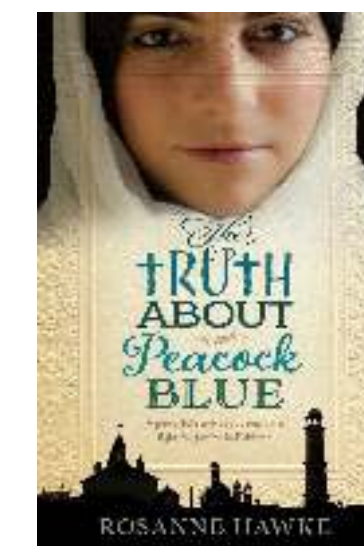*Everything is illuminated – trailer #1* by **Warner Bros**

fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper primary students.

The truth about peacock blue

HAWKE, Rosanne
Allen & Unwin, NSW, 2015
ISBN 9781743319949

Inspired by a devastating true story of social injustice and religious discrimination, this is the journey of Aster, whose family is part of a small Christian minority in Pakistan. Twelve year old Aster feels lucky to be allowed to attend high school instead of succumbing to an arranged marriage. One of the teachers

at the school is very prejudiced against Aster and eventually accuses her of blasphemy because of a spelling mistake in an exam. Aster is thrown into jail and is lucky not to be executed. Her Australian cousin starts an online campaign to free her. The book cleverly debates the issues through Facebook postings, exploring the power of social media in countries where human rights are suppressed. This exposé of the rights of women, children and minority groups can deepen understanding of *Core Study – Depth Study 4: Rights and Freedoms (1945-Present)*. A. Soutter

USER LEVEL: Stage 5

KLA: HSIE

SYLLABUS: History K–10

SCIS 1725168   Paper $15.99

The peony lantern

WATTS, Frances
HarperCollins Publishers Australia, NSW, 2015
ISBN 9780733332920
The reader is taken to 19th century Japan at a time when many changes were taking place. Kasumi is an illiterate village girl with a love of nature and art, and these will be her destiny. What her father sees as her faults, in
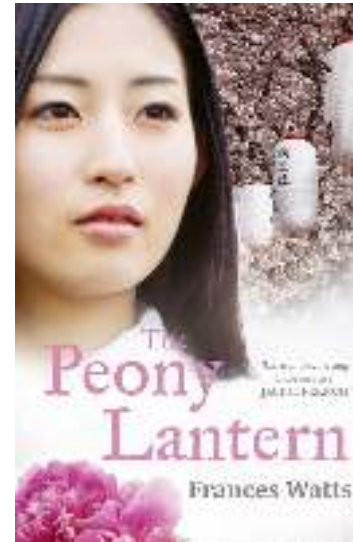
the end, become the characteristics which help her to change her life to become an artist. There is a love story, intrigue and a context based on historical fact but most readers will strongly connect with the familiar challenges in the relationships with family and friends. The characters are very well drawn, the plot is fast moving and not at all predictable, and the historical details of country and culture provide an extra level of interest, especially for those studying Topic 5B: *Japan under the Shoguns* for Stage 5 History. This is a coming of age story and will therefore directly appeal to mature young readers and also to all those who enjoy a well told story. Detailed teaching notes are available. Teachers need to be aware that a ritual Japanese suicide is mentioned in this story as an honorable way for a warrior to die. K. Rushton

USER LEVEL: Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K–10; History K–10

SCIS 1723788 $16.99

information, poetry and drama

Resources are in Dewey order.

Mirrors of privilege: making whiteness visible

[videorecording]

Directed by Shakti and Rick Butler. World Trust Educational Services, USA, 2006
ISBN none [305.8009]
Poignantly exploring the issue of racism and white privilege in America from the perspectives of 15 white Americans from many walks of life, this documentary begins with an exploration of the participants' personal experiences of racism. The text positions the viewer to see the damaging emotional implications of prejudice and discrimination within the wider community. Feelings of guilt, fear and anger reveal the depth of this issue which has affected our collective human history. The DVD explores the complexities of racism

from the perspective of white privilege, highlighting that perceptions of race are learned from our surroundings and that individuals must closely examine their own thoughts and values to avoid perpetuating prejudice. The confession by a participant that …*I sometimes forget my responsibility to be a fair person* is particularly distressing. The contents of this resource convey a hopeful message that social injustice and discrimination can be eradicated by meaningful dialogue and honest disclosure. Caution needs to be exercised if selecting parts of this resource for classroom use. M. Dawes

USER LEVEL: Professional

KLA: HSIE

SYLLABUS: Modern History Stage 6
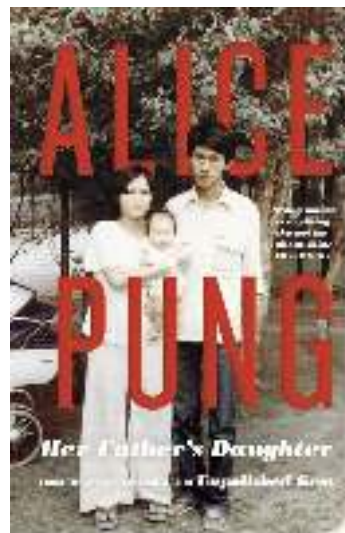
SCIS 1735630 $150.00

Mirrors of privilege: making whiteness visible
by WorldTrustTV

Her father's daughter

PUNG, Alice
Black Inc, Vic, 2012
ISBN 2111863955906 [306.874]

An intriguing autobiographical piece highlights cultural differences, family relationships and Asian history. Award winning writer, Alice Pung, dives into her life through the exploration of her relationship with her father, Kien. Discussed in the third person, Alice oscillates between the perspective of herself and her father to showcase their differing views on the same scenarios, whether it is cultural or personal. Significantly, to understand the ticks of her father, she then goes headstrong into the family history of her father, his early life, the changes to the political climate in Cambodia and the plight to migrate. Chapter 3, *Cambodia year zero*, is not for the faint-hearted as it details the brutal reign during the Khmer Rouge. This insightful novel is a valuable resource in discussing key concepts in English and History. Online teaching resources can be found on the author's website.
L. Hasna.

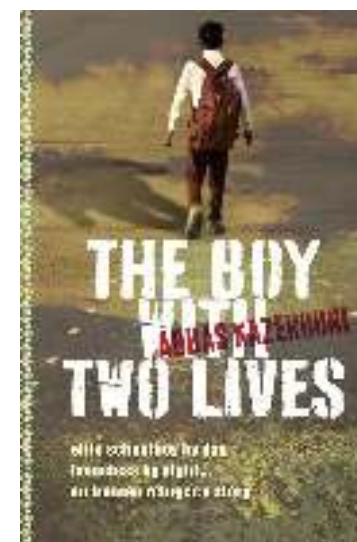|	
USER LEVEL:	Stage 5 Stage 6
KLA:	English; HSIE
SYLLABUS:	English K–10; English Stage 6; History K–10
SCIS 1661114	Paper $19.99

Alice Pung: Her father's daughter by The Monthly Video

The boy with two lives

KAZEROONI, Abbas
Allen & Unwin, NSW, 2015
ISBN 9781743314838 [325]

Abbas, a ten year old Iranian refugee, finds refuge in the English boarding school where he has been sent to escape conscription in the Iranian army. The saga of kindness and abuse is based on true events and continues on from the author's first memoir, *On two feet and wings*. Abbas is treated very kindly by his teachers and friends while being exploited cruelly by his own cousin. Abbas, plagued by tragedy and the misery of homelessness, is nonetheless dogged and determined to overcome adversity. This autobiographical resource highlights the effects of resilience and positivity and could be a powerful example of empathy and intercultural understanding towards refugees and displaced persons. Teachers should note that there is an attempted rape described in the story. A. Soutter

USER LEVEL:	Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–10; Geography K–10
SCIS 1725455	Paper $15.99

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