

ESCAL

- Technology and education
- Cooperative teaching
- Humour K-6



contents

viewpoints

- 2 Letters to the editor

currents

- 3 Janet Hansen reports
- 5 Minister launches Policy

features

- 6 The impact of technology on teaching and learning
Alan Pratt
- 12 Sharing books - reading aloud to children
Barbara Fienberg
- 15 The Bicentennial - how do I know what's going on?
Murray McLachlan
- 16 Promoting the Policy: South Coast implementation plan
Bryan Cowling

teaching learning

- 18 Cooperative program planning and teaching: what's all the fuss about?
Merran Dawson
- 20 CPPT at Mt Kuring-gai Public School: cooperating with a two day a week teacher-librarian
Margaret Eden
- 25 Curriculum priorities for 1988

search

- 28 The State Library: a new service for schools
- 28 ASCIS: curriculum information for all schools
- 29 Information Services Branch - support to teachers and schools

resources

- 30 Humour K-6: a selection of recent resources
- 36 Crackerjacks - the best of 1987
- 42 Professional reading
- 44 New from Resource Services
- 45 Secondary encyclopaedias

management

- 47 The one-day teacher-librarian
Jennifer Peasley
- 50 ASCIS: dial-up users
- 50 NCIN/ACIN microfiche
- 50 Leading questions

columns

- 51 Regional voices
- 51 Conference reports
- 52 Supply
- 52 Dates for your diary

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Dear Editor

Recently, I purchased a set of the Macmillan **Australia children's encyclopedia** (\$160) and the accompanying booklet of blackline masters (\$29.95).

I bought the encyclopaedia for the reasons included in the *Scan* assessment (86/5) even though the reservations expressed in this review were immediately obvious. However, I have since noted further 'problems' with it as well as what appear to be major failings with the blackline masters.

The blackline masters are supposedly 'designed to foster factual and inferential comprehension and research skills', and, prior to using them, and the encyclopaedia, with a Year 7 remedial group, I attempted the various worksheets.

All of them are most unsatisfactory, characterised by inaccuracies, flawed questioning techniques, and very poor editing. As for the encyclopaedia - the indexing errors and the questionable assumptions made about children's inferential skills are extremely frustrating.

Worksheet 1, for example, is based on volume 1, (first entry ABALONE, last entry, BILLABONG), and the very first question, 'Who wrote the ballet CORROBOREE?' cannot be answered as there is no entry under 'BALLET', and no index reference to either 'BALLET' or 'CORROBOREE'. Questions 5, 6, 12 and 16 are all similar in that users must know the 'answer' prior to being able to attempt the question. Question 11, which asks 'How many different species of birds are there in Australia?' expects one to have the insight to look under 'ANIMALS' to find out that there are '700 species' of birds. If, however, reference is made to the 'BIRDS' entry in volume 2, we find that there are '750 species'!

I have written to the publishers about these findings, and, in reply, they have apologised for the 'mistakes' in the blackline masters (only) and have offered me another Macmillan resource as compensation. However, while both publications remain freely available, teacher-librarians should be alerted to what really are two counterproductive library resources.

Yours faithfully

Maureen Nicol
Teacher-librarian, Dubbo High School

Dear Editor

re: 1988 Higher School Certificate English Course

I would like to correct a mistake in the **Prescribed texts, topics, projects and works** booklet for the Higher School Certificate 1988.

On page 37, under 2 Unit/3 Unit English, option 2b, the booklet states the Pan 1979 edition of **The big sleep** by Raymond Chandler is out of print. This is incorrect, stock is currently available in Australia and will continue to be available certainly for as long as it is required for educational purposes.

Yours sincerely

Margaret Seale
Product Manager, Pan Books

CONTRIBUTIONS TO *scan*

scan offers you an opportunity to share your opinions, ideas, experiences, position on major and minor issues.

We welcome your contribution typewritten, double-spaced, with your name, school and a contact number. There are approximately 1000 words per page of text and a suggested maximum size for articles is four pages. The Editors maintain the right to edit for space and style.

Please also express your opinions through the forum of this letters page, *Viewpoints*.

Address all correspondence and contributions to:

The Editor, *scan*
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PO Box 439
North Sydney 2060

Janet Hansen is the Principal Education Officer,
Library Services

Library Policy

On 1st December the Minister for Education Rodney Cavalier launched the policy at Head Office. The event marked the beginning of the implementation process in which principals, teachers and teacher-librarians will plan and develop library programs which reflect the central issues of the policy:

- . resource-based learning
- . cooperative planning between teachers and teacher-librarians
- . cooperative teaching between teachers and teacher-librarians

In future issues of *scan* there will be strategies for the implementation of the library policy. Staff development days and the Effective Schools Development Program are two methods for focusing teachers' attention on the school library and on how they can cooperatively plan and teach with the teacher-librarian. In 1987 a number of schools had very successful such staff development days.

Scan

The 'new look' *scan* aims to provide teachers and teacher-librarians with information about curriculum, how resources can be used in specific syllabuses and what resources are available. It will be a means of distributing a range of information to you including new sections of the **Handbook for School Libraries**, inservice modules and other materials.

Marjorie Lobban Allan Gill and Joan Cobb have worked hard to bring this first issue to you. I am very interested in your comments on this issue. There will be a regular letters column *Feedback* so please write a brief note and let us know.

Writing Syllabus

In November the new Writing syllabus K-6 was officially launched by the Premier. As with all syllabuses there is a phase of optional implementation for three years in which teachers have the opportunity to familiarise themselves with the syllabus and begin teaching it. *scan* will provide information and suggest resources in this period. I suggest you look at past copies of *scan* especially 87/2 for suggestions for resources.

A major focus of the syllabus is the interdependence of all elements of language and a recognition of the importance of talking, listening and reading to the development of an understanding of, and skill in, writing.

President of ASCIS Company

The Director-General, Mr Bob Winder was re-elected as President of the ASCIS Company at the Annual General Meeting in October. At the meeting the Director-General expressed satisfaction with the current development of ASCIS.

Memoranda to Principals

1. ASCIS Services 1988

In December a Memorandum to Principals on ASCIS Services in 1988 outlined the benefits of ASCIS. Attached to the Memorandum were order forms for purchasing the microfiche products and registering as an online user. It is not too late to place an order now. For a copy of the Memorandum ring Library Services senior clerk (02) 925-8142

2. Release from Face to Face Teaching

With the introduction of release from face to face teaching for all full-time classroom teachers, Departmental guidelines were re-issued to Principals in November 1987. The Memorandum, no. 87-281 (S.162), provides guidelines for planning and staffing the release time, in addition to suggesting ways in which the release can be used and evaluated.

People

Late in 1987 we had assistance from a number of teachers and teacher-librarians in the reviewing of resources for *Scan* and preparation of specific subject bibliographies. They included Andrew Barber (Wee Waa High School) and Pat Ward (primary teacher-librarian).

If you have an interest in reviewing materials please contact Joan Cobb (02) 925-8166. Subject to the approval of the Regional Director and the principal we aim to have a range of teachers and teacher-librarians involved.

Online Conference 1988

In January Martha Heeren presented an interesting paper on the use of electronic mail in schools. Further information about the conference will be provided in the next issue of *scan*. The proceedings of the 1987 conference are available from the

Library Association of Australia, 376 Jones Street, Ultimo (\$25 for members \$40 for non-members + \$3 postage) and summarise the use of CD-ROM and remote databases in schools. It is also available on loan from the Inservice Education Library, 35 Mitchell Street, North Sydney.

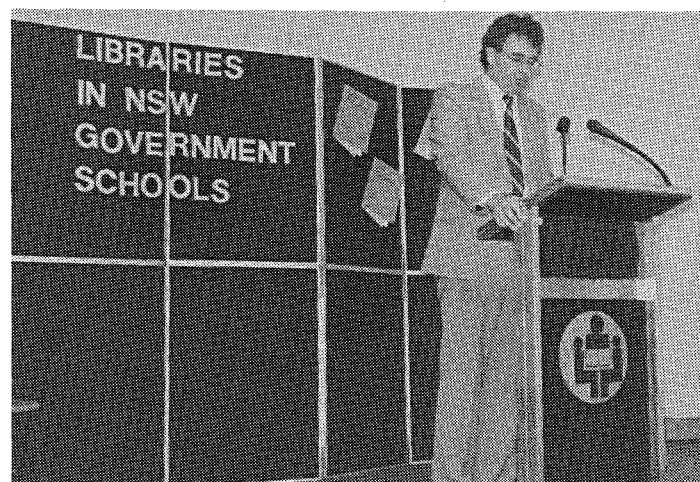
Kuring-gai CAE Course 1988

From the 210 applications for the course in teacher-librarianship thirty people were interviewed for the fifteen positions. As usual, selection was difficult. However the fifteen people chosen will, I'm sure make a positive contribution to teacher-librarianship. The successful applicants are, Primary: Debra Collard, Virginia Nursey, Harry Bruce, Michael Laing, Peter Davies, Kathy Tulich, Leesa Merrifield, Nancy Rae, Marilyn Arentz; Secondary: Ruth Buchanan, Russell Parkin, Clancy Benson, Margaret Ayoub, Carmel Walker, Kathleen Joyce.

Learning and information needs of schools (LINOS)

The Schools Commission project to investigate the information needs of teachers and students is well underway. A research team consisting of three lecturers from Kuring-gai CAE will visit all states within the next six months to discuss with administrators and teachers the perceived information needs for the next decade. Joyce Kirk, who was a member of Library Services staff, is one of the researchers.

The outcome for the project at the end of 1988 is a document which will forecast the information needs of schools for the next ten years and suggest



The Minister for Education, the Hon. Rodney Cavalier M.P. launches the Library Policy

strategies for satisfying these needs.

If you have comments or your local group or staff have ideas which they wish to input to the project please send them to:

LINOS Project
Library Services
35 Mitchell Street
NORTH SYDNEY. 2060

Australian Libraries Summit

Planning is underway for a national summit to examine a range of issues relevant to the information needs of Australians. The summit is similar to one held in the United States. The Director-General of the National Library of Australia, Warren Horton is convening the planning group.

A number of groups associated with school libraries are briefing Warren Horton on the needs and interests of school libraries in relation to the six broad themes identified for the summit:

Networking
Collection building
Cost recovery and charging
Effective access
National Information Policy
The public/private debate

Jim Dwyer, a former ASCIS chairman from South Australia is on the planning group. The summit is an exciting opportunity for debate about issues which affect all students and teachers.

MINISTER LAUNCHES POLICY

On 1st December, 1987 the Minister for Education the Hon. Rodney Cavalier, MP launched the Policy Statement **Libraries in New South Wales Government schools** at a function held at Head Office of the Department. Among the senior members of the Department present at the occasion were the Director-General, Mr Bob Winder, the Deputy Director-General Dr Fenton Sharpe, Assistant Director-General, Mr Ian Vacchini and Director Services, Mrs Joan Healy. Also present were staff from Library Services, Curriculum Inservice, Special Programs, Resource Services and Regional Directorates, as well as representatives from a number of library and tertiary institutions.

The Department was honoured to have the Minister launch the policy. Following are extracts from the Minister's speech.

Ladies and Gentlemen,

It is a pleasure for me to be here today for the launch of this document **Libraries in New South Wales Government schools**.

I have always regarded the library of a school as its most important component. By a library I do not necessarily mean a magnificent building of significant architectural merit but simply a good collection of books and materials, a collectionwhich provides the essential backup for classroom teaching, a collection which extends and builds upon what happens in the classroom....I believe the library of any school plays a central role in achieving the school's educational aims. It is the focal point for many school activities. It is a place where our students can learn to explore for themselves the world around them. For the children of the poor, the dispossessed and the isolated, who do not have books at home or access to a council library, the school library is of utmost importance.



Ian Vacchini, Bob Winder and Janet Hansen

The skills of research our students learn in the library will assist them for the rest of their lives. Knowing how to read is the first step; knowing how to read critically, how to search for information, how to analyse information are the next important steps.

In a world where information is to a large extent the currency of the day these skills are invaluable....The elements of the English language are interdependent. To be good writers students need to be attentive listeners and articulate speakers. They also need to be good readers. None of these skills can be separated. That is why the work of the library and the teacher-librarian is as important as that of the classroom teacher....

I want to thank all those people involved in the preparation of the document **Libraries in New South Wales Government schools**. It provides a basis for schools to develop clear guidelines and objectives for the work of their libraries. As well, it provides the framework for schools to develop the information services to meet the needs of students in the next decade.

It is a pleasure to launch officially the Department of Education's statement **Libraries in NSW Government schools**.

Library Services gratefully acknowledges the Minister's permission to publish these extracts

THE IMPACT OF TECHNOLOGY ON TEACHING AND LEARNING

Alan Pratt trained as a Primary Teacher at Sydney Teachers College from which he was awarded the Jones Medal in 1963. He taught in a variety of city and rural schools holding the positions of Teacher-in-Charge, Deputy Principal and Principal of Central Schools until he joined the Inspectorate as District Inspector of Schools, Temora. After a period as the Executive Officer to the Higher Education Board he was appointed Staff Inspector of the Department's Policy and Research Unit before taking up duties as Assistant Director, Services Directorate in October 1987. As the recipient of a Teaching Services Fellowship in 1987 Alan explored 'Technology and the Curriculum' issues in each state and territory of the Commonwealth.



This article identifies the issue with which that study was concerned and signals future articles which will explore quite specifically the impact of technology on both curriculum, and teaching and learning strategies.

At the recent presentation of the awards associated with the television series *Beyond 2000* the presenters introduced proceedings with a description of the complexity of a world affected by technology and technological change, and the impact of such change on the lives of the students associated with the program.

With the increasing proliferation of enquiries and publications concerned with the relationship of technology, technological change and the role of the school, one could be excused for thinking that this was a concern of recent identification. As education systems redefine their purposes and aims through formal statements, observations are made about the nexus in such terms as:

- 'The emergence of new technologies, the desire for students to stay at school longer and the call for education to be more in touch with the needs of the future have resulted in fundamental reconsiderations of the role of the school system.' (Western Australian Ministry of Education, 1987).
- 'Changes in technology are affecting the economy and society in an unprecedented fashion ... Already these technologies are affecting employment and production, social and political institutions, relations between the sexes, reproduction of the species, and moral and ethical views. In all of these matters the electronic media - themselves a product of the new technology - are playing a major role in shaping people's lives values and culture. Secondary education must take account of these factors.' (Tasmanian Department of Education, 1987).

The New South Wales Primary Curriculum statement of 1952 had been prefaced with the thoughts that:

'We are living in an age of rapid technological development and social change. The nuclear age, the welfare state, new forms of mass communications and transport, and the explorations of outer space all present challenges to accepted patterns of living and behaviour. To meet these changes, education must be sufficiently flexible and dynamic to serve a constantly changing, complex and interdependent world, and yet retain the values which have survived the test of changing social orders.' (Curriculum for Primary Schools, 1952).

The document went on to identify the Aims, Objectives, Content and Methodology of a curriculum that was best suited to meet the challenge of a 'Changing World.'

More than a quarter of a century later, the New South Wales Department of Education through its *A Statement of Corporate Purpose and Goals* confirmed that the Department was dedicated to 'provide for

all students a curriculum which is relevant and challenging and which promotes their intellectual, aesthetic, moral, social, emotional and physical development.' (p. 11).

While there appears to be universal acceptance of the fact that the school is to play a significant role in preparing young people to be successful participants in the world of their adulthood, there is substantial debate as to the nature of the curriculum that is *best suited* to achieve this objective.

In consideration of this issue, two other associated questions emerge, the answers to which affect the answer to the first:

'In what ways does technology provide an opportunity for the enhancement and extension of educational opportunities', and;

'To what extent is the school, as a technology itself, able to provide and resource the curriculum that is identified as relevant?'

It appears logical to begin with the premise that society has certain expectations of the school. As one of the prime educational agencies in the community, it has been established to address a set of aims, and through its curriculum, to contribute to the maintenance and growth of the host community. In defining the curriculum, the school draws on the heritage of the community, takes advantage of the opportunities of the present and anticipates the future. While curriculum has no difficulty demonstrating an appreciation of the past and while offered in the context of the present, it is the attempt to articulate the nature of 'the future' which seems to excite most interest.

In developing a curriculum a community is influenced by:

- * *the context of the society*, which to many is characterised by turbulence, as attitudes and values are tested, as skills become redundant, as anxiety is evident and as the speed of change confuses;
- * *political and historical antecedents* which have fashioned society's expectations of schools, and have determined school structures and technologies;
- * *the nature of the delivery of the curriculum* in both conventional and extended circumstances, and
- * the degree to which *education is seen as an investment* in both the individual and the corporate capital of the host community.

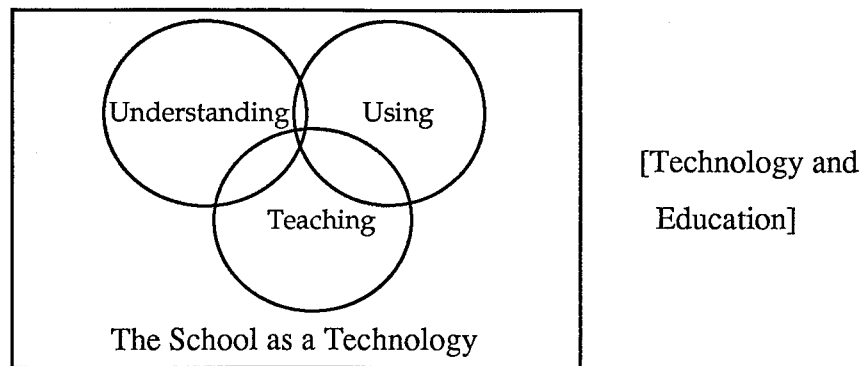
The relationship between what is to be taught and how it is to be taught is one that needs to be re-examined through a consideration of the technologies that are now readily available to schools, teachers and learners.

So much is being written and explored that it is no surprise that in the final chapter of their study commissioned by UNESCO, *The interface between education and technology in the context of alternative futures*, Drs. Birch, Lally and Punch are critical of the 'structure' brought to bear on the debate in which they see:

- 'the same issues (are) raised over and over in different forms and different contexts, but there seems little move towards ordering and integrating them;' (p. 63)
- 'there does not exist a common perspective or framework for viewing the education-technology interface, and its many interrelated issues'; (p. 64) and,
- 'the number and variety of general specific issues ... emphasises the need for a common conceptual framework, or model, through which to view the matter. Once such a need is recognized, ways of meeting that need can be organized.' (p. 65).

For the past year I have been researching national and international initiatives and concerns in the area of technology and education and have been struck by the problem enunciated by Birch et al. In an attempt to order the issues, I have developed a tri-partite classification which attempts to place each

issue under one of three classifications. The diagrammatic representation of the issues illustrates the fact that the three primary concerns are interrelated, but that it is possible to think of an issue in terms of a main focus.



The issues listed can be classified in terms of their focus:

- (i) **Understanding** the nature of technology and technological change on the purpose of education, the role of the school, processes of teaching and learning and the curriculum that supports these processes;
- (ii) **Using** technology to extend and enhance educational provision;
- (iii) **Teaching** about the impact of technology on society, and teaching technology-related skills.

An examination of these issues, and the manner in which they interrelate, suggests a need for a reconsideration of the technology of the school as the most appropriate means of providing learning experiences for students.

The issues that are currently claiming the attention of schools' systems are summarised below. The list is offered as a taxonomy of issues for all concerned with assessing the potential of appropriate technologies for the teaching-learning process:

- (i) **Understanding the impact of technologies, and technological change on the role of the school/through a consideration of:**
 - a. technological change and its impact on society, present and future:
 - the benefits and tensions that have accompanied such change, and must be addressed.
 - b. the potential of specific technologies, e.g.:
 - computers;
 - videodiscs;
 - broadcasting.
 - c. the convergence of technologies.
 - d. the role of the school traditionally:
 - in reflecting and continuing to impart the values of a community;
 - to anticipate skills, knowledge and values that will be needed in the student's adult life.
 - in meeting the life-long needs of children, adolescents and adults.

- a. using technology to enrich the teaching/learning process:
 - developing courseware;
 - developing software;
 - using specific hardware;
 - using technology to 'manage'.
- b. using technology to extend the teaching/learning process:
 - to more students, distant and isolated;
 - to students with special needs, disadvantage or disabled, talented or multicultural;
 - to new client groups, e.g. adult learners of secondary curriculum concerns;
 - to promote continuing and lifelong education;
 - technology and 'artificial' intelligence;
 - to address curriculum equity concerns.
- c. using technology to make more efficient and effective the administrative structures:
 - communication within the system;
 - communication between the system and its clients;
 - communication and its impact on decision-making,
 - speed and inter-activity.
- d. using technology to enhance the system's public relations objectives:
 - dissemination of positive images, regularly through the most effective media.
- e. using technology for inter-sectoral liaison:
 - sharing development costs;
 - sharing courseware/courses;
 - sharing delivery and retrieval technologies.
- f. using technology for staff development purposes:
 - using hardware/software on site;
 - using communications media to service distant/remote officers, (radio, video, tape, disc);
 - upgrading qualifications;
 - liaison with tertiary institutions for development activities.
- g. using technology to change the nature of the teaching process:
 - computer assisted/managed learning;
 - learning resources - access to data bases and services;
 - classroom structures, e.g. grouping;
 - as alternatives to print;
 - offering access to resources remote from the school site.
- h. using technology to manage the learning process.
- i. using technology to change the nature of knowledge through access.
- j. using technology to ensure effectiveness of resources at a time of declining budgets.
- k. using technology to discover more about the nature of children's thinking.
- l. using trial and pilot results carefully to assess wider application.

- e. the role of the school in the 1980s:
- is it any different to that before 1980s, or are the processes and range of concerns greater?
 - need purposes and tasks be articulated more clearly?
 - are resources appropriate?
 - what accountability mechanisms apply?
 - in articulation with technical and higher education institutions.
- f. curriculum processes:
- identification of areas of concern;
 - liaison with external agents including industry and commerce.
- g. curriculum emphases:
- evaluation of the relevance of curriculum areas;
 - additional general and specific concerns.
- h. implications for professional pre-service development of teachers and administrators.
- i. liaison with industry:
- to develop hardware and software tailored to the educational context;
 - to advise education systems of manpower needs;
 - to jointly develop/adjust curriculum;
 - to develop flexible staff/sharing arrangements.
- j. liaison with commerce:
- to arrange cost-effective supplies of hardware/software;
 - to promote an entrepreneurial liaison should the educational system/agency develop a marketable produce/process.
- k. workforce implications:
- within the education system; changing roles;
 - for those graduating from the system.
- l. management skills needed to exploit technology.
- m. administrative structures in managing technology - policy and implementation stages.
- n. the management of trials of technologies that might be employed in education.
- o. the relationship between pedagogical theory and technology.
- p. the suggestion that the educational base of a community managing technology must be enhanced - the status quo, really means regression.
- q. the suggestion that education in technology is a cultural necessity and a national and state resource.
- r. the obligation of education systems and communities to trial new approaches to teaching and learning, and in the process, to take risks.

(ii) Using technology to extend and enhance educational provision, through:

(iii) Teaching attitudes, skills and knowledge about technology and technological skills and processes for teachers, learners and educational administrators, by teaching:

- a. about technology and its characteristics:
- an historical perspective - how technology affects societal processes;
 - towards a model for understanding technology and change.
- b. about technological change and its management:
- using technology to develop skills in its use in an educational context;
 - management/leadership skills in a system managing technological change.
- c. about technology's impact on society - attitudes, values, practices:
- expectations, communal and individual rights;
 - sex roles;
 - nature of work;
 - equity and access.
- d. computing science and practices:
- formal school-level curriculum areas;
 - access to formal adult education opportunities, technology centres for unstructured community access.
- e. word processing:
- its place in the formal school curriculum;
 - skill development for administrative staff;
 - use made by field-officers.
- f. skills required for data transfer:
- its place in the formal school curriculum;
 - skill development for administrative staff;
 - its place in library services.
- g. specific technological skills, e.g. computer aided design:
- identification of current and emerging curriculum areas needing revision/extension because of advancements in their application in society;
 - redefining technical skills that are enduring.
- h. social skills that are needed in coping in a world influenced by technology, e.g. grief counselling, preparing for marriage, parenthood, death.
- i. less traditional groups through technology.

(iv) Examining the present structure and process of the school as a technology to ensure the effectiveness of the teaching/learning process, through such characteristics as:

- a. a clear statement of school aims and objectives tied to appropriate teaching/learning strategies;
- b. a structure and organization that places the needs of the learner as the priority concern;

- c. an appreciation of the most appropriate resources to support the curriculum; and,
- d. sufficient equipment, space and time to make greatest use of information and other resource material available to the learner;
- e. use of teaching/learning technologies that require different school organizational features and relationships between teachers and learners.

Readers will readily identify issues from these lists with which they are immediately concerned. Perhaps it is the *uses* dimension that excites greatest interest in the readership of this bulletin?

The NSW Department of Education is actively involved in investigating the potential of technology to service the remote teacher, student and parent, to support library processes through technology, to explore the potential of broadcasting technology as a dissemination medium for professional development activities, to name but a few current concerns, and to explore the nature of the learning process.

Through the pages of *scan* I hope it will be possible in 1988 to develop the implications of some of these initiatives with you and to offer further guidance concerning the adoption of technology in the teaching/learning process. I am pleased to have been associated with the first edition of the 'new look' *scan* and wish its editors and readers every success for 1988 and beyond.

SHARING LITERATURE: READING ALOUD TO CHILDREN



Barbara Fienberg was a teacher-librarian in Metropolitan North region for twenty years and continues to take a great interest in children's literature.

One afternoon after school several years ago, I was in the library processing a new book - *The turbulent term of Tyke Tiler*. As I re-read the paragraph where Tyke's gender is revealed, and happily anticipated the book's sure success, a most disgruntled teacher stomped into the library. She had come over to bemoan her perfectly foul day, and to see if we could devise some effective strategies for dealing with her very difficult fifth grade.

Of all the brilliant decisions we made that day, the one for her to read aloud a 'sure-fire-success novel' for ten to twenty minutes before bell-time each afternoon was the one which had the happiest and most long-term results. Apart from the wonderful bribe/blackmail effects of this ploy

('Oh dear, 5M, if we don't get this work done, we won't have time for our story') she said that the morale of the class lifted immeasurably. No matter what minor crises or disasters had occurred for some during the day, for the last little while they all relaxed and enjoyed the experience of this book reading together; laughed and shared the jokes and got to know the characters. Certain phrases passed into the class vocabulary, and after a while came her greatest reward - a general groan at the sound of the home bell!

Of course, some teachers have always read to their classes, but this was the beginning in our school of a systematic program of teacher reading. Ms M. became a great proselytising ally, and before long the entire staff were reading at some time of the day to their classes. Teachers who hadn't read many children's books since they themselves were children were amazed at the range and quality now available, and the depth and sensitivity with which children's problems of living and growing up are treated. They discovered the joys of sharing a sonorous or lyrical or succinct and witty passage of prose. (I loved to watch third graders after a few readings of *Satchkin Patchkin*. They would often walk about the library intoning the lines, 'He was a *lean* man, a *mean* man, a man without a smile', and rocking their bodies to the rhythm). Sharing a book aloud makes it possible for large numbers of children to simultaneously become familiar with characters and expressions. 'O Best Beloved' became a well recognised form of greeting for fifth

grade one year. I have never met a fourth grade who did not want to hear every word of *Ramona the pest*, and she - and Stig, Pippi Longstocking, Muddle-Headed Wombat - were all drawn in posters or mentioned in reviews and quizzes each year in Book Week, and instantly recognised by the entire school.

We found children spontaneously came close, and sat around the teacher as readings started, and became quite hostile at the inevitable interruptions for Stewart House, sports messages, etc. In fact, some teachers, who had read their novels beforehand and knew dramatic passages were coming up, used to put notices - **READING IN PROGRESS - DO NOT DISTURB** - on their doors.

The teacher-librarian is uniquely fitted to help in the distribution of books for reading aloud. S/he knows both staff and children. If some teachers only really enjoy reading action/adventure novels themselves, it would not be a good idea to start them off with a subtle story of relationships or character development. Whereas others would prefer to concentrate on books like *Harriet the spy* or *Bridge to Terabithia* and get involved in the discussions about family relationships, integrity and life values that books like these provoke. And classes themselves also vary. The teacher-librarian who knows them will realise that while one sixth class will hang on every word of *The dark is rising*, for another a Roald Dahl may be much more suitable.

At morning tea and lunchtime, teachers began to recount how they and their classes were responding to different books, and if they hadn't read it first, as strenuously advised, would want to know what happened next. After listening to accounts of enthusiastic listener responses, some teachers began to expand their rather rigid requirements, and children from different classes would hear of each other's books and ask their teachers to read them. I have never met a teacher or class who didn't enjoy comedy however. Funny books like *The worst kids in the world*, *The 18th emergency* or *Dinner at Alberta's* are constants - to be enjoyed year after year.

As our program gathered momentum, I found keeping track of what I had given to whom was beginning to be a problem. Next to the titles in my own program for the term, I now began to record recommendations to teachers - and also recorded the success, or otherwise, of each of the class books. For instance, in the latter years of the program, I would be able to warn a sixth class teacher who wanted to read *Stig of the dump*, that half her class had had that book read to them in fourth

grade - and that they had loved it. It became quite apparent as time went on that there was an improvement in both the length of the story the children could enjoy, and the complexity of the text they could assimilate.

Handing over some books to teachers for classroom reading requires great powers of self sacrifice and nobility on the part of the teacher-librarian. I used to think I read-and-told some books rather well - readings from *The Iron Man*, *I am David*, *The ice palace*, *Satchkin Patchkin*, *Tom Sawyer*, etc. were precious. I loved it. There are few headier experiences than finding a book that fires or touches the imagination, and then, on reading it again to a group of children, seeing those words sink in. There is a certain quality of silence ... However, having handed on these jewels, there are other satisfactions to be gained. Books can then be read in full. No teacher-librarian could read every word of *Goodnight Mr Tom*, and even some short novels can sometimes be spoilt by the children having to wait a whole week for the next episode. Occasionally particularly pleasant staff members would allow me to introduce and read the first episode of a book, which they then finished. But for the most part, the teacher-librarian's literary pleasures are increasingly lying in the direction of vicarious satisfaction from the sight of large numbers of teachers and children enjoying books they would not otherwise have encountered. Teacher-librarians can always talk about the books the children have finished with their teacher, and relive 'the best bits' together. Having said this, I must honestly admit to reserving the pleasure of reading some favourites - the Charles Keeping edition of *The highwayman*, *Fair's fair*, *Stan Bolovan*, and excerpts from *Ramona the pest*, *Dorp dead*, *Which witch?* among others. Also author talks and collections of books on themes can give the teacher-librarian endless opportunities to rehandle old friends, apart from the continuing pleasure of introducing new purchases.

There is almost an embarrassment of riches in the picture book section. Even after generous bibliographies were made up on the resource file to cater for the needs of K-3 units on 'What is a family?' or 'How do I grow and change?', etc, it was sometimes hard to decide which book to read first. Some of my happiest memories are of marching around the library behind the grand old Duke of York (aged seven) with half the class being chased out of the barn by a hen and the others lying gurgling in the river. As soon as it was over, they would cry 'Again. Again, can't we do it again!' We did indeed do it again: and what about that other great romp of a book, John Burningham's *Would you rather?*, and books that really touch

the children's experience, like *Goodnight Ben*, which speaks to every child who remembers that first night of staying away from home; and books that appeal to the wonder in us, like *The bunyip of Berkeley's Creek*, and the fun of repetition in *The judge* (and those wonderful quiet moments when the words stop, but the pages keep turning and, gulp, there is the Horrible Thing!) And the big eyes for the scary books, like *Mr Miacca* and *Tailypo*. What riches we can all pass on. On the last lesson of each term, when I asked my junior classes which one of the books we had read together during the term they would like to hear again, they often chose one that both their class teacher and I had read them - and many would want to take it home for another read!

The staff were now used to sending to the library for a book to read to their classes. When I announced my retirement and my replacement was still unknown (they needn't have worried), they asked for a list of good books to go on with. These are books chosen for a number of reasons. Some, like *Kid Rotten's book of stories for rotten kids* are just for fun, to fill a spare five minutes and snare a reader; others deal with problems or situations such as parental separations, bullying, jealousy, fear of growing up, which many children are undergoing. Others still supply a need for children's sense of adventure, magic and fantasy. All, I hope, would give children a greater insight into their own natures and the world around them, while at the same time provide them with experience in the richness and breadth of our language.

Some of the titles here, such as *Grinny* and *The ghosts* have sexist sentences. If I thought the book was worthwhile in other respects, I included it, and would discuss these comments after the readings. In fact, I think partisan points of view can be valuable. Children, like anyone else, need to be able to form their opinions and standards by having some controversial statements put before them. This is another important advantage of teachers reading to the whole class.

Occasionally, really good books have intimidating beginnings. When I found no-one had managed to overcome the barrier of the first ten pages of *Dogsbody*, for instance, I typed a short precis of them and inserted it behind the title page.

A copy of *Come sing Jimmy Jo* has just come my way, and I feel that old familiar tingling - Oh to be in the library, now that Katherine Paterson's new book is here. But no, there is a lovely feeling of continuity to be gained by reading *scan* and by meeting teacher-librarians and teachers now and

again, and hearing of their experiences in passing on to children one of life's most precious gifts - the ability to enjoy a good read.

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THE BICENTENNIAL - HOW DO I KNOW WHAT'S GOING ON?

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The celebration of Australia's Bicentenary will be occurring at national, state and local levels. The NSW Department of Education has been involved in the organisation of activities at both national and state levels, and individual schools are being encouraged to work closely with the local community in their organisation of school-based activities.

The year is seen as being one of celebration for, by and with all Australians. As such it will allow schools to develop programs which reflect the Department's policies on Aboriginal Studies and Perspectives, Multicultural Education and Non-Sexist Education.

Teachers and teacher-librarians may well be feeling overwhelmed by the massive flow of information related to the Bicentenary which has already reached schools, and indeed by the prospect of the year itself.

A number of publications have been produced which are designed to explain what will be happening during the year and to provide information on resources to support Bicentennial-related activities in schools.

The Department's *Education Gazette No. 16* (15 October 1987) provides a Register of Approved Bicentennial Activities, detailing those activities approved by the Department which have Australian Bicentennial Authority and NSW Bicentennial Council endorsement. These activities are deemed to be of interest to teachers and students, are considered appropriate for school participation by being in line with Departmental policies and are being held during school time. The Register provides information on events, exhibitions, venues, published materials, projects and conferences.

Education 88 (ASCIS 392863) distributed to schools during 1987, outlines the elements of the Bicentennial National Education Program (organised by the Australian Bicentennial

Exhibition), endorsed education activities and conferences, as well as general information on the Authority itself. The information sheets refer to some projects and activities which are already operating, but still provide useful details such as contact points.

Three Bicentennial teachers' manuals have been distributed to all schools in NSW. They have as their general aim the provision of information to schools related to the Bicentennial.

Identify Australia: Bicentennial projects (ASCIS 398680) provides a selection of projects and events which have significance for school communities, including information about projects such as *Tall Ships Australia*. The volume is divided into six major categories which provide thematic grouping for events and projects related to environment, heritage, transport, science and industry, sports, and leisure and arts.

Focus Australia: Bicentennial ideas for teachers (ASCIS 398685) is designed to allow the planning of curricular and extra-curricular activities. The activities detailed recognise and extend educational aspects of national and local programs of the Bicentenary so that schools can reap the benefits of all those initiatives' (p. vii). Thus suggestions are made as to how students can benefit from events and places such as *World Expo 88*, *Droving Australia 88*, the *Bicentennial Arts Program* and the new national *Parliament House*.

Australia close-up: Bicentennial projects New South Wales (ASCIS 401308) provides New South Wales schools with a range of practical curriculum ideas and activities. These will assist schools in integrating into their programs the NSW State Bicentennial Events Program and relevant projects and activities of the Government's Departmental Program for the Bicentenary, the Department of Education's Bicentennial Programs and relevant Regional Projects, and to link into selected projects and activities supported by the Bicentennial Community Committees.

A joint project of the Curriculum Development Centre and the Australian Bicentennial Authority titled **Bicentennial Australian Studies Schools Project** has resulted in a series of bulletins which report on the present state of Australian studies in schools. The project examined existing curriculum guidelines, the extent to which all Australian students have access to and participate in Australian studies, existing textbooks and other resources used in schools, and reviewed current practice regarding Australian studies in sample schools. The items provide useful reading for teachers and teacher-librarians involved in the processes of curriculum development.

Numerous newsletters and information sheets have been produced by the Australian Bicentennial Authority, including **Bicentenary 88**, **Bush Telegraph**, **Bicentennial Briefing** and **NATSIP** (the newsletter of the Bicentennial National Aboriginal and Torres Strait Islander Program). Distribution of such items to schools will continue throughout 1988.

The Department of Education will continue to provide current information and ideas on

PROMOTING THE POLICY: South Coast Implementation Plan

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The foundations for the present strategy were laid in August 1985 when a Regional Library Forum was convened to review the role of the library in schools. The Forum was attended by principals, teachers, teacher-librarians, consultants and inspectors, and identified a number of issues which warranted attention but nominated the role of the library in curriculum development as the most urgent.

As a result of the Forum a small Regional Library Task Force comprising primary and secondary teachers and teacher-librarians, a couple of consultants and an inspector, met to produce a pamphlet and to develop inservice courses on the role of the library in curriculum development. A pamphlet was eventually produced and inservice courses were held in 1985/1986 in various parts of the region. Each school was requested to send its principal, teacher-librarian and one teacher to these courses, and many did.

An augmented Task Force comprising additional teachers, teacher-librarians and principals was convened in November, 1986 to produce discussion starter pamphlets to promote cooperative

Bicentennial activities through the 'Update 88' column in *Perspectives*.

The Australian Bicentennial Authority will operate a service throughout the year which will provide regularly updated information on Bicentennial-related activities. The contact number is (02) 1 1988. The NSW Bicentennial Council has established the State Government Information Centre in the Goodsell Building, Chifley Square Sydney, which can deal with general enquiries and provide brochures and merchandise. Its contact number is (02) 233 8888.

Many teachers and teacher-librarians will be looking for resources to support student research and investigation. It is best not to contact governmental agencies such as the Australian Bicentennial Authority as the provision of the Australian Bicentennial Authority as the provision of such information is outside their brief. However many commercial projects have been released and will continue to appear throughout 1988. Part of the challenge of the year for us all will be to exercise professional judgement as to the value and worth of this material.

planning, team teaching, the systematic development of information skills and the clarification of the role of the teacher-librarian.

The Region was strongly represented at the Haycock *Strengthening the Foundations* course in August 1986 and has been represented by various teacher-librarians at LAA courses on information skills. As a result cooperative planning and teaching is well underway in a number of schools. The issues that are dealt with in the new Library Policy were being discussed at meetings of teacher-librarians, particularly in the Bowral and Wollongong areas, well before the Policy was released.

Regional Strategy

In August 1987 the Director wrote to each principal to commend the Library Policy. A copy of the pamphlet entitled *The role of the school library in curriculum development* was enclosed. At the same time a more detailed letter was sent to each teacher-librarian by the Inspector of Schools responsible for school libraries in the region. Principals and teacher-librarians were advised in

these letters that during the next six months each of them would have an opportunity to meet with their colleagues to discuss the implications of the Policy and strategies for implementation.

Meetings of primary principals and primary teacher-librarians are being held on a district basis whilst the secondary ones are being held more on a geographic basis. As far as possible, the meetings of principals precede the meetings of teacher-librarians. At the former, the Policy is distributed and examined and strategies for implementation are explored. At the meetings of teacher-librarians, additional copies of the Policy are distributed and the participants spend most of the day working on ways of introducing cooperative planning, developing information skills and promoting a clarification of the role of the teacher-librarian. Multiple copies of the six Discussion Starter pamphlets produced by the Library Task Force are distributed and discussed.

The Region believes in 'moving with the movers' and has agreed to provide follow-up support for schools which decide to move in the direction of a more systematic approach to the development of

information skills and/or introduce cooperative planning. The nature of this support will vary from school to school but may involve releasing a principal, teacher or teacher-librarian in one school to work with groups of teachers in nearby schools. All members of the curriculum and staff development consultancy team in the South Coast have been 'inserviced' in respect to the new Policy and are incorporating its basic emphasis within their ongoing programs of support to schools.

Providing principals and teacher-librarians with information, explanations, arguments and suggestions is but the beginning of what many of us believe will be a long-term process. It would be folly on our part to think that this round of meetings and barrage of written material will guarantee desirable change. On the other hand we are gratified when we learn that our message has been received and action plans are being put in place. Of course in some schools a lot more has happened than that. But if all that we achieve at this stage in some schools is to get the issues contained in the Policy onto the informal (conversational) agenda of the school, that will be a significant achievement.

WHAT ARE YOU DOING TO IMPLEMENT THE POLICY?

The Policy has been formulated to provide guidance to principals, teachers and teacher-librarians on the role of the library in the school and on the provision of school library programs and services which meet the particular needs of the students of the school. Principal, teachers and teacher-librarian will all play an important role in developing each school's library policy and in cooperatively developing and teaching educational programs to support that policy.

Some questions for you to consider to begin the implementation process in your school.

- * Have you read the Policy?
- * Do you already have a school library committee?
- * Do you already have a school library policy?
- * Has the Policy been discussed at an executive/staff/faculty/year meeting/staff development day?
- * What resources (human and material) are available to help you in the process?
- * What support exists in the school/local cluster group of schools/the zone/the region?

Please let us know: Library Services is interested in receiving and publishing reports on the implementation of the Policy by schools

teaching learning

COOPERATIVE PROGRAM PLANNING AND TEACHING: WHAT'S ALL THE FUSS ABOUT?

Merran Dawson is a Senior Education Officer II at Library Services.

It's the buzz word in teacher-librarian circles, and rapidly becoming a buzz word in the wider circles of classroom teaching. In fact, cooperative program planning and teaching (known as CPPT) is really all about the overlap between those two circles: the combining of the special expertise of the teacher-librarian with the content knowledge and classroom practice of the classroom teacher.

WHAT IS IT?

The basic concept, a specialist working with a classroom teacher, isn't new. You can probably think of instances in your current or previous school where this has happened. Resource and ESL teachers have been cooperating for years with classroom teachers to devise and teach programs. Some teachers and teacher-librarians were following suit long before that mouthful of a term, cooperative planning and teaching, was invented.

So, why not call it team teaching? In some cases CPPT probably does come under the umbrella of team teaching, as the teacher-librarian forms one of a number of personnel working on a class program. The team could include other specialists, such as the ESL teacher, resource teacher, counsellor and careers adviser, and other grade or faculty teachers. However, the term cooperative program planning and teaching was deliberately coined to signal some important fundamental concepts:

- * **cooperation:** rather than operating in a serving relationship (in which the teacher-librarian is seen in a serving or assistant role to the teacher) an *equal* partnership between the teacher-librarian and teacher is established
- * **planning:** the equality and cooperative nature of the teaching partnership cannot develop if the teacher-librarian is brought into the picture 'after the fact'. The teacher-librarian should contribute to the process of curriculum planning from the program level to the lesson development phase
- * **program:** implies a consideration, at all levels of planning, of:
 - appropriate resources and resource-based strategies required for learning experiences
 - the use and teaching of information skills
 - the integration of literature into relevant areas of the curriculum.
 These are areas in which the teacher-librarian can provide expertise
- * **teaching:** the teacher-librarian, as a qualified teacher, is a teaching partner in the carrying out of the program. The teacher-librarian teaches classes, groups and individual students in the library and the classroom when resource-based learning, information skills and literature are the focus of learning activities. Whole lessons or parts of lessons can be taught by the teacher-librarian according to plans made with the classroom teacher.

WHY SHOULD TEACHERS AND TEACHER-LIBRARIANS DO IT?

1. Why should the teacher-librarian adopt CPPT approaches?

The classic piece of information that has been ignored in library circles for years is that knowledge and skills taught in isolation frequently don't stick.

For example, take the products of our education system that we know best, the teachers that we work with. Most teachers have a very sketchy knowledge of card catalogues, and/or are loath to go near them. All of them have come into contact with card catalogues either at school or in a tertiary institution. It can

be guaranteed that a majority of them have had plenty of lessons from librarians about how to use catalogues. Why don't they remember?

I suspect that they, like me, switch off when made the subject of long explanations of procedures that do not interest them. I also suspect that, like me, they develop an overwhelming need to know about such procedures only when they are involved in researching a meaningful information task that requires such a skill. The need to know, in my opinion, is the key to being motivated to learn and use new skills, no matter who - teacher or student or a person in the street is involved.

Such a need to know will extend to much more than skills of using the catalogue. That's only step one in finding the information and using it. So many other skills are involved for a given person to progress from step 1: *being given or identifying an information need or task,*

to
step 50: (or less, or more, depending on the task, resources available and skills of the person) *presenting the information in its final form*

to
step 51 and beyond: *evaluating the strength and impact of the presentation.*

We must recognise that the sorts of information skills required to carry out all those steps have to be actively taught and reinforced, and that location skills are only a small part of that process.

From this recognition, we must progress to the realisation that most of the human experience is about the location, manipulation and use of information, and that we are going to miss out on the most relevant avenues for teaching about information if we see information skills as being mainly the province of the library and the library lesson.

2. Why should the classroom teacher adopt CPPT approaches?

Two thinking, planning and teaching heads have got to be better than one!

The teacher-librarian can make a big difference to the degree of success of a program or lesson or strategy. S/he can provide:

- * a knowledge of resources available
There's little use in asking a question if students are going to be frustrated in attempting to find the answer, either because it cannot be physically be found in the time and avenues given, or because the answer is located in an unsuitable resource (the language level of the resource may be too high, there may be no access to the answer in the resource through an index, the answer given may be out of date and so on ...)
- * ideas on how students can best gain access to information at their level:
 - by helping with the framing of the information task and teaching strategies to assist them with the task
 - by making arrangements regarding access to a wide range of resources that suit the task eg in some cases providing bulk loans or special reserves or additional resources from other libraries, databases
- * input on the need for and teaching of the information skills that will be required for the task, bearing in mind the developmental stage of individuals and groups within the class
- * the possibilities for using literature, and teaching strategies, if appropriate
- * a variety of ways to present the answer
- * ways of evaluating the answer in terms of content and in terms of reinforcing the development of information skills (perhaps progressively, as in the discussing and marking of rough notes or first drafts)
- * a contribution to the assessment of the answer ie marking
- * ideas on follow-up learning experiences

WHAT ARE THE IMPLICATIONS?

For the teacher-librarian CPPT means a new direction in the library program, with the ultimate goal of making the library program an integral part of the whole school program. It also means that library

management ie selecting, listing, labelling, housing and lending resources has to be streamlined to allow more time for working with teachers. Setting priorities is essential, preferably in consultation with the principal and school staff. The probable result of such priority setting is that the CPPT role is placed in the top band of priorities and management tasks graded into lower priorities. Identifying cut-off points then becomes easier as the CPPT program grows and time and task management becomes imperative.

For the classroom teacher CPPT means the avenues for teaching students how to manage subject-specific information are broadened, and the chances to develop and teach more relevant programs in conjunction with another professional are created.

CPPT does not mean that there will be a teaching companion in your classroom for ever but it does imply an ongoing partnership which can be temporarily suspended when the participation of the teacher-librarian is not required for the successful implementation of parts of the program.

For both the teacher-librarian and classroom teacher CPPT requires a commitment to the concept, including the notion that planning time together is a worthwhile investment for the current and future teaching program. And, like all partnerships, CPPT requires a foundation in some sort of contract, even if it is only an informal one, which specifies how the relationship will operate, be documented, be evaluated etc.

So, for those of you who thought that CPPT was some sort of express train, in some ways you might be right. It's an exciting way to travel into the realm of information skills across the curriculum, and in the best of company.

COOPERATIVE PROGRAM PLANNING AND TEACHING AT MT KURING-GAI PUBLIC SCHOOL



Margaret Eden is a primary teacher-librarian.

I was appointed teacher-librarian for two days per week at Mt Kuring-gai Public School in May, 1986. We are a small school of 170 students, a teaching staff of six and a non-teaching principal. The library clerical assistant works one day per week and a volunteer mother helps out on the other day. As a staff we began to talk about cooperative program planning and teaching at the end of 1986 and implemented the system, as fully as our time and resources allowed, at the beginning of 1987. Whilst a student at the Professional Development Course for primary and central school teacher-librarians in 1987 another student and I devised an outline for how we would approach introduction of cooperative planning and teaching in our schools and this is now the introductory statement to my library program.

At Mt Kuring-gai Public School I aim to plan and teach a unit cooperatively with at least two staff members each term on a rotating basis. Each of the staff members is informally canvassed, a class topic sheet is filled in and library sessions are planned and taught cooperatively with the class teacher. The class topic forms the basis of such sessions with information skills as the focus. The school has a School Library Resource Centre Policy, written by the staff, which supports cooperative program planning and teaching.

Negotiation between teacher and teacher-librarian

The unit which is to be programmed and taught must first be clarified in the minds of the teacher and the teacher-librarian. The topic is proposed by the classroom teacher, conferenced with the teacher-librarian, and all suitable resources examined. We have found two interviews to be sufficient, about one and a half hours in total. Meetings take place before school and at lunchtime.

When negotiating with the teacher, I have found it helpful to use the following outline of phases which the teacher and teacher-librarian may work through when planning the unit. These give some direction to the planning.

Phases

PHASE A: PLANNING

- topic to be introduced
- outline of topic

PHASE B: PLANNING

- decide on a search plan
- decide on resources

PHASE C: SELECTION

- locating specific data in source material
- seeking alternative information modes, retrieval techniques, outside sources

PHASE D: ORGANISATION AND DECISION MAKING

- organisation of class - what will be done by whole class, in groups, by individuals
- skills to be introduced/practised
- specific tasks to be completed using these skills
- incorporating skills
- delineate responsibilities of students
- delineate responsibilities of all adults involved
- decide on acceptable standards of behaviour for students

PHASE E: IMPLEMENTATION

- class carries out tasks as stated in unit plan

PHASE F: CULMINATION AND PRESENTATION

- final product is presented as group achievement

PHASE G: EVALUATION

- rating of unit by teachers and students
- recommendations made for future implementation of unit
- bibliography recorded for future reference.

This outline was used in planning the following unit for a Year 2 class. It is also represented diagrammatically at the end of the unit.

Sample Unit

UNIT: WHY ARE SOME ANIMALS MORE STRANGE/BIZARRE/WEIRD THAN OTHERS?
ADAPTATION FOR SURVIVAL
GRADE LEVEL: YEAR 2

TEACHING ORGANISATION FOR UNIT

It was decided to divide the Year 2 class into three groups for each library session. Work was to take place in the library although, as the resources had been collected into portable boxes, the classroom could also have been used. For the duration of the unit of work, these resources were not available to the rest of the school. Because of this, it is important that the whole school be aware of the units that all teachers are planning. Staff meetings, lunchtimes, bulletin boards or written records (a unit timetable or topic sheet) can be used for this.

A volunteer mother came in to take one group in each session. This help is invaluable when working with younger children. She was specifically instructed in the tasks to follow with her group, and proved most capable and effective. We then had three units - classroom teacher, teacher-librarian and volunteer mother, each with a group of six children.

OUTLINE OF UNIT

PHASE A: PLANNING

- Animals sloth, giraffe, platypus, elephant, echidna, rhinoceros, crowned crane, stonefish, butterfly cod, seahorse
- Headings size, colour, habitat, food, reproduction (eggs or born alive, class eg reptile, mammal)

PHASE B: PLANNING

- decide on search plan for students
- sources of information: encyclopedias, dictionaries, picture file, charts, books (from school, home and local library), realia, photographs, pamphlets, magazines, poetry, song, drama

PHASE C: SELECTION

- locating specific data in chosen source material
- selecting parent, community member or children to relate personal experiences
- selecting time and place for speakers

PHASE D: ORGANISATION AND DECISION MAKING

- class of eighteen Year 2 students, divided into three groups of six
- one group each with class teacher, teacher-librarian, volunteer mother
- each group to select and research information for two animals from given list
- all other animals to be treated in classroom as a whole class activity
- groups to be guided by adult group leader in compiling information using chart and scribe method
- specific skills to be learnt/practised in this unit:
 - . visual discrimination
 - . key words from pictures, charts, photographs
 - . oral description
 - . relation to personal experiences
 - . sequencing
 - . caption writing

PHASE E: IMPLEMENTATION

- whole class
 - . introduction (discussion; pictures; slides; film; music; poetry; drama)
 - . follow up discussion
 - . select relevant animals
 - . enumerate headings for information
- student groups work through tasks as stated in Phase D

Teaching strategies used within Phase E:

1. Each group selected two animals for examination and study. Those animals not selected were to be treated in the classroom on a whole class basis
2. The first session was picture study with oral work only
3. For the second session a range of resources which might contain relevant information were spread out in the library. The students, under their group leader's guidance, studied the pictures and the captions to draw conclusions
 - . which were useful?
 - . which should be discarded?
 Resources were exchanged between groups until the optimum was found
4. The adult in each group directed the final resource choice. Round the

group, each child read or related information, gleaned from pictures and captions. The adults acted as scribes and wrote the interpreted information on large sheets of butchers or chart paper. These were simple points only, to cover the headings: size, colour, habitat, food, grouping and reproduction

5. The students drew their own crayon or texta illustrations for specific headings. Some chose tearing and gluing for their illustration. The drawings were mounted on a second sheet and attached behind the note page
6. Each group determined its own conclusion as to how specific animals have adapted to the environment for survival. The conclusions were written on a third sheet.

PHASE F: CULMINATION AND PRESENTATION

- creation of large poster books
- presentation to rest of class, grade or whole school at assembly
- books displayed in library for free reading
- location of world animal distribution on globe
- excursion

Teaching strategies used within Phase F:

1. A large title page was made for each set of three charts, decorated by the group and the pages bound together to create three large-format books
2. In a full class presentation, each child read out his/her own information and introduced his/her own illustration. Thus each child and each group received peer encouragement
3. The large books were placed on an open library rack to be enjoyed by the rest of the school in quiet reading
4. The final activity in class was to show the world distribution of all the animals studied by using cardboard stickers on a globe
5. The final activity was a whole class visit to Taronga Park Zoo to see the animals studied

PHASE G: EVALUATION

- positive points of success
- group improvement recommendation
- bibliography box
- school praise and recognition

Programming

This has been summarised diagrammatically on a Unit Outline pro forma and is reproduced on the next page.

References

1. **Partners in action - The Haycock plan** Canadian Dept of Education
2. **Handbook for school libraries** NSW Dept of Education
3. **Cooperative planning and teaching** Metropolitan North Region
4. **Guidelines for more effective school library service** NSW Dept of Education

Part II of Margaret Eden's article will appear in the next issue of Scan.

CURRICULUM DEVELOPMENT PRIORITIES 1988

The process of curriculum development in NSW attempts to keep to a ten year cycle the phases of which are: evaluation, development, optional implementation, full implementation, and then evaluation again. Development of new curriculum is at present in the hands of Curriculum Project Teams (CPT) which may work for several years on the final documents. Implementation is helped by a curriculum Implementation Coordination Group (CICG) who work closely with consultants in regions.

The ten year cycle was instituted in an attempt to regulate the number of new documents reaching the schools in any year. Priority is given to subjects about to receive a new curriculum or which are designated for optional implementation, so that even when resources such as expertise and time are in short supply, these areas are assisted first.

Each year the NSW Department of Education publishes a document called **Curriculum development priorities**. This provides an overview of the curriculum development process and in particular, Section 1 has information of immediate relevance to teachers. The 1988 document has been catalogued on NCIN and is available in all schools. Section 1 is reprinted below:

CURRICULUM ACTIVITIES WHICH AFFECT SCHOOLS

Schools in general are only involved in the implementation phases of the development of curriculum documents. During the other phases of the cycle schools continue to implement the existing Syllabuses, Curriculum Statements and/or Support Documents.

Schools must be aware, however, of Syllabuses, Curriculum Statements and Support Documents which are in optional or pre-implementation phases for 1988 and of those which enter full implementation for the first time in 1988. The responsibilities of the School, in association with the Region, during optional implementation, pre-implementation and implementation are set out in Section 7 of this document.

Years K-6 Primary Syllabuses	
First Year of Full Implementation in 1988	Syllabuses in Optional Implementation in 1988
Music K-6	Spelling K-6 Visual Arts K-6 Writing K-6

Schools continue to implement all other existing K-6 syllabuses.

Years K-6 and K-12 Curriculum Statements
Curriculum Statements in Optional Implementation in 1988
Information Skills Learning Difficulties Severe Intellectual Disability

Schools continue to implement all other existing Curriculum Statements.

UNIT OUTLINE

FOCUS QUESTION: WHY ARE SOME ANIMALS MORE STRANGE/BIZARRE/WEIRD THAN OTHERS?

CLASS: 2

TIME SCALE: 3/4 WEEKS

SCOPE OF UNIT	PRIOR KNOWLEDGE	SKILLS REQUIRED	CONTENT	METHODS
Animals: size, colour, habitat, food, grouping eg. reptiles, mammals Curriculum integration Craft, Drama Poetry (Animals) (Mrs Carragher) Process Writing	Very little! Obvious differences e.g. warm and cold blood, fur scales and skin, land and water dwellers	*Identify non-fiction section *find titles *recognise relevant animal resources *read contents *numerical order *caption writing *sequencing *collation	*sloth *giraffe *platypus *elephant *echidna *rhinoceros *African crowned crane *flying foxes *stone fish *butterfly cod *sea horse	*guide sheets *discussion *sub headings *groups *visit to zoo 31st March

RESOURCES	LOCATION OF RESOURCES	RESPONSIBILITIES	DESIRED OUTCOMES	EVALUATION
*Books *Pictures *Encyclopaedias *Film National Geographic	*School - Library *Home *Taronga Park Zoo - excursion	<u>Maureen</u> - Guide sheets OHP minor skills <u>Margaret</u> - Resource use major skills	*Stimulus to investigation *To observe and learn use the library effectively *To gain knowledge of bizarre animals *To produce illustrated poster-size books *Beginning familiarity with reference skills	<u>Culmination:</u> Visit to Taronga Park Zoo <u>Presentation:</u> Class books and posters. Group responses. Liked or not. Why?

- DISCIPLINE GUIDELINES**
- *Orderly, individual responses to questions
 - *Courtesy - let's take turns
 - *Listening to others
 - *Critical but not hurtful comments

RECORDS

1. Teacher's evaluation book and program
2. T/L program
3. Charts displayed

Years K-6 and K-12 Support Documents	
First Year of Full Implementation in 1988	Support Documents in Optional Implementation in 1988
Music K-6 AIDS	Preschool Education Social Studies: Australian Perspectives Writing in the Secondary School

Years 7-10 Board of Secondary Education Syllabuses		
First Year of Full Implementation in 1988	Final Year of Optional Implementation in 1988	First Year of Optional Implementation in 1988
Life & Career Studies Mathematics 7-8 Modern Greek Science Studies in Society	Chinese Drama Dutch Turkish	Arabic Computing Studies Dance French Hebrew Home Science Indonesian Industrial Arts Italian Japanese Latin Technical Drawing Textiles & Design Turkish Visual Arts

Schools continue to implement the other existing 7-10 syllabuses.

Years 11 & 12 Board of Secondary Education	
First Year of Full Implementation in 1988	Year of Pre-Implementation in 1988
Geography 2/3 Unit Visual Arts 2/3 Unit	Computer Studies 2 Unit Dutch 2 Unit Economics 2/3 Unit English: Language for Learning 1 Unit French 2 Unit Z Home Science 2/3 Unit Indonesian 2/3 Unit Latin 2/3 Unit; 2 Unit Z Legal Studies 2 Unit Music Course 2 2/3 Unit Society and Culture 3 Unit Spanish 2/3 Unit Vietnamese 2 Unit

Schools continue to implement the other existing 11-12 syllabuses.

CURRENT CURRICULUM DOCUMENTS: CLASSIFICATION AND DATE OF PUBLICATION

POLICIES

Characteristics

- . mandatory
- . values position
- . for all schools
- . deals with matters in addition to/other than curriculum

SYLLABUSES

Characteristics

- . mandatory for all primary schools
- . mandatory for secondary schools where 'subject' required (core) or offered (elective)
- . knowledge, skills,
- . educational experiences
- . specific subject

CURRICULUM STATEMENTS

Characteristics

- . part mandatory, part optional
- . knowledge, skills attitudes
- . educational experiences
- . across the curriculum
- . for all schools or for specific populations where offered

SUPPORT DOCUMENTS

Characteristics

- . optional
- . strong advice on educational experiences and content
- . for all schools where offered

Policies

- Aboriginal Education (1982)
- Computers in Schools (1983)
- Education of Children with Special Talents (1983)
- Education of Students with Learning Difficulties (1987)
- Library (1987)
- Mass Media in Education (1981)
- Multicultural Education (1983)
- Non-Sexist Education (1983)
- Personal Development (1981)
- Sport (1986)
- Student Welfare (1986)

Syllabuses for all Primary Schools

- Craft (1972)
- English (1967)
 - Drama
 - Literature
- General Religious and Moral Education (1964)
- Health and Physical Education (1965)
- Language (1974)
 - Listening
 - Talking
- Reading (1979)
- Writing (in Writing K-12 1987)
- Language Education (1983)
 - Handwriting
 - Spelling
- Mathematics (1980)
- Music (1984)
- Science (1980)
- Social Studies (1982)
- Visual Arts (1974)
- Syllabuses for all Secondary Schools where offered or Required

Curriculum Statements for all schools

- Guidelines for teaching Aboriginal Studies (1982)
- Multicultural Perspectives (1983)
- Intercultural Education (1983)
- Curriculum Statements for all Schools with specific populations
- English as a Second Language Education (1983)
- Community Language Education (1983)
- Severe Intellectual Disability (1987)

Support Documents

- Aboriginal Perspectives/Studies (various 1982)
- Dance in Education (1982)
- Ethnic Studies (1983)
- Music (incorp. with Syllabus 1984)
- Social Studies (various 1982)
 - Australian Perspectives (1985)
 - Talented Children (1983)
- Science (various 1980)
- Writing in the Secondary School (in Writing K-12 1987)
- Pre-School Education (1987)
- Child Protection (1987)
- AIDS/STD (1987)

All SSB and BSSS Syllabuses

THE STATE LIBRARY: A NEW SERVICE FOR SCHOOLS

1988 heralds the introduction of a new education service for schools at the State Library of New South Wales. The Library is expanding into a new building in Macquarie Street, Sydney, between the present Library and Parliament House, and this new section houses an education activities room for the use of school groups.

The aim of the education service is to broaden schools' understanding of the resources and services of the State Library, and to provide access to these resources and services. In 1988, the education service will be able to offer individually prepared class visits, designed with the class teacher to ensure that the visit is an integral part of the class programs, curriculum-related exhibitions and kits, and general introductions to the Library, its resources and services.

During 1988, the education service is coordinating school tours of the Library's Bicentennial exhibition *The coming of the strangers: life in Australia 1788-1822*, which focuses on the enormous changes which European colonisation of Australia brought for the Aboriginal people, the environment, and for the newcomers themselves. The exhibition examines the period 1788-1822 and concentrates on five key interactions: Aboriginal people and Europeans; the environment and its shapers; Governors and governed; women and men; and the old world and the new. A teachers' package will be available to support the exhibition.

The education service is also producing curriculum-related resource kits based on State Library resources - an opportunity for schools to use material to which access is normally limited. The first kit is planned for release in Term 1, 1988 and will be available for purchase.

To find out more about this exciting new service, and facilities available for schools, contact Jenny Peasley, Education Officer (Schools) at the State Library of New South Wales, Macquarie Street Sydney 2000, (02) 230-1517.

ASCIS: CURRICULUM INFORMATION FOR ALL SCHOOLS

ASCIS is now well known to teacher-librarians but with the addition of reviews and abstracts (what ASCIS calls 'value-added data') it is becoming increasingly important for school executives and classroom teachers to be aware of what ASCIS has to offer.

ASCIS provides access to several different subsets of information which will be of great interest to teachers. These include:

* Curriculum Information

NCIN is a database of curriculum documents produced by regions and head office as well as programs produced by individual schools. ACIN provides information about curriculum developments in schools across Australia.

NCIN/ACIN is a must for anyone looking for ideas and strategies for developing and implementing new programs in schools.

* Review Information

Library Services assesses curriculum resources (fiction, non-fiction and audiovisual materials). These reviews have appeared in *scan*. Now those reviews are being entered retrospectively onto the database along with all currently reviewed materials. This provides your school with immediate and up-to-date access to current assessment information. The subject access made possible by the database is a real plus.

* Computer Software Evaluation

NSCU (National Software Coordination Unit) provides descriptions and evaluations of computer software being used in schools. Reference to this database will be a must for anyone selecting software to use with students.

* Australian Studies

The CDC (Curriculum Development Centre) Australian Bicentennial Authority project provides information about resources to support the teaching of Australian Studies.

* How Does a School Join?

Schools can access this information through either one of two ways:

Dial-up Service

Registered dial-up users have access to all the information in the ASCIS database for \$11.50 per hour plus telephone costs

Microfiche Service

1988 subscriptions to the ASCIS microfiche products are now being taken for NCIN/ACIN, NSCU and the Australian Studies database.

Microfiche subscriptions forms were sent to all schools in *Notes and miscellany* (November 1987 pp. 8-9). Additional subscription forms, dial-up registration forms and further information is available from Library Services.

Read all About it

The latest issue of *Curriculum Development in Australian Schools* (issue 5, October 1987) has several feature articles on ASCIS and curriculum database developments.

Three copies of this journal were sent to every primary and secondary school. Excellent reading for all teachers and a must for circulating to all staff rooms.

INFORMATION SERVICES BRANCH - SUPPORT TO TEACHERS AND SCHOOLS

The Information Services Branch comprises the operations of the Film and Video Library, the Small Schools Library and the Inservice Library. The Branch provides direct support to teachers, teacher-librarians and schools by providing a free lending service of multi-media resources.

The Film and Video Library lends resources to State Schools exclusively. A list of all video titles held in VHS format is available on request from the library, as indeed are other lists of film and video resources available to support the following curriculum areas: Computer Education; HSC History; HSC English; Bicentennial Studies; Agriculture; Health; Physical Education and Personal Development. Contact the library staff for any enquiries and further details on (02) 747-2299.

The Small Schools Library provides fiction and non-fiction children's books to Class 3 and 4 Primary Schools. The resource boxes are issued

regularly to efficiently distribute recent materials to isolated children and schools in the community. Each box contains approximately 60 books as well as filmstrips, story and music cassettes. All enquiries should be directed to the Officer in Charge, Small Schools Library, 35 Mitchell Street, North Sydney 2060 Telephone (02) 925-8111.

The Inservice Library supports the professional development and teaching skills of all teachers in New South Wales, by providing an integrated collection of resource materials. The Library's collection includes books; journals; films and videos (including some of those ever popular John Cleese titles); kits; music scores and music records, cassettes and compact discs; curriculum support documents, both local and overseas; educational research and development reports on microfiche (ERIC documents); the collection of the Non-Sexist Education Unit; and the resource collection supporting the HSC English texts.

The Inservice Library is located on Level One, 35 Mitchell Street, North Sydney 2060 and is open from 9.00 a.m. to 5.30 p.m. Monday to Thursday, and from 9.00 a.m. to 6.00 p.m. on Friday. General enquiries should be directed to (02) 925-8111. Requests for reference services and literature searches may be directed to (02) 925-8251 and (02) 925-8252. All enquiries for film and video loans, HSC English and the Interlibrary Loan Service may be directed to (02) 925-8253. Requests for information and services may be forwarded to the library via the Keylink system and facsimile machine if convenient for schools: Keylink 'address': Owens . . . Ro; Fax No. 925-3557.

GUIDE TO REVIEW ENTRIES

The presentation of entries in the *resources* section has been modified to reflect the format of the ASCIS database.

* Cost and acquisitions information appears under **AVAIL**:

* Resources relevant to parents and teachers have this noted under **AUD**:

* The reading/interest level is now no longer expressed as a range of school years. Appearing under **LEV**: are statements ranging from Preschool to Upper secondary.

All entries still provide basic selection and acquisition information and are not meant to provide copy cataloguing details.

HUMOUR K-6

While this select list of humorous resources has been drawn up with a particular emphasis on K-6, there is an applicability for secondary years in some of the material. The books are all recent publications or recent reprints received for assessment by Library Services. Division of the resources into subgroups has been based on the singular senses of humour of the compilers, Penny Hall and Kevin Channells.

THE ARTS

EDWARDS, Hazel **Snails on stage : picture book plays.** Snowball Educational, 1987 (Copypack)
ISBN 0-7316-0505-5 [792]

Five of the author's picture books are rewritten as plays in reproducible format and designed for a maximum cast of 30. Suggestions for production techniques and approximate running times are included.
AUD: Professional
LEV: Middle primary Upper primary
AVAIL: Paper \$27.95 ASCIS 39765

FATCHEN, Max **A paddock of poems.** Omnibus Books, 1987 (An Omnibus/Puffin book)
ISBN 0-14-032476-3 [A821]

There is a generous sprinkling of nonsense poetry in this selection. Subjects range from life on a farm, dragons, dinosaurs, cricket and the space age.
LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$6.95 ASCIS 392051

LEAR, Edward **Edward Lear's Gromboolian poems.** Macmillan Children's Books [1983] 1987 (Picturemac)
ISBN 0-333-43925-2 [821]

Highly Recommended

The illustrations by Jenny Thorne feature in this exciting presentation of 7 of Lear's nonsense poems. The verses are represented literally and some features of the exotic environment are cleverly defined.

LEV: Lower primary Middle primary
Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 383482

LOBEL, Arnold **The book of pigericks : pig limericks.** Macmillan Children's Books [1985] 1987 (Picturemac)
ISBN 0-333-44525-2 [811]

Pigericks ranging from the whimsical to the slapstick are illustrated with plump, pink pigs in Victorian-style raiment in this commentary on the absurdity of much of the human condition.
LEV: Lower primary Middle primary
Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 390388

READING, Bryan **Drawing cartoons & caricatures.** Fontana Paperbacks, 1987 (An Armada original)
ISBN 0-00-692754-9 [741.5]

The author uses his own drawings and a minimum of text to describe how to draw people - faces, features and movement - and to offer a range of techniques for adding impact to a drawing.
LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$4.95 ASCIS 394886

ROSEN, Michael **Hairy tales and nursery crimes.** Collins [1985] 1987 (Fontana young Lions)
ISBN 0-00-672675-5 [827]

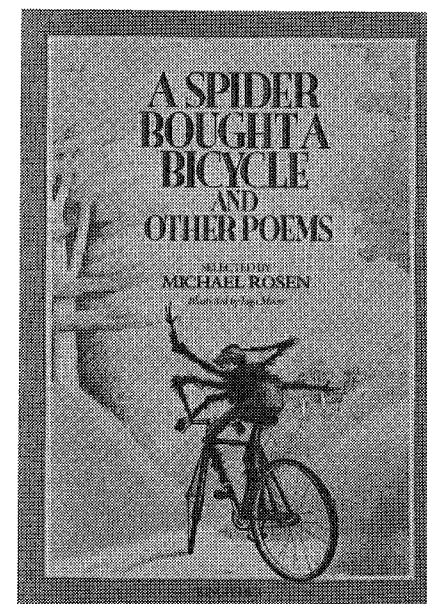
A clever devastation of rhymes and tales with detailed and original black-and-white illustrations for those who delight

in verbal and visual absurdities.

LEV: Upper primary Lower secondary
AVAIL: Paper \$12.95 ASCIS 386904

ROSEN, Michael **A spider bought a bicycle and other poems.** Kingfisher Books, 1987
ISBN 0-86272-286-1 [821.008]

A superb selection of poems from Europe, Australia, Asia and America. As well as having a broad chronological and geographical span a wide range of feelings and emotions emerges. The illustrations by Australian-born Inga Moore capture the era and mood of each poem. Author and first line indexes are included.
LEV: Lower primary Middle primary
Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 398713



WILSON, Bob **Stanley Bagshaw and the Mafeking Square cheese robbery.** Penguin, [1985] 1987 (Picture Puffins)
ISBN 0-14-050581-4 [F]

The adventures of Stanley who, while running an errand, tangles with Big Sid and Specs, are presented in cartoon strip format. The text is in verse and is excellent read-aloud material.
LEV: Middle primary Upper primary
AVAIL: Paper \$5.95 ASCIS 384957

OFF-BEAT

BIRD, Malcolm **The witch's handbook.** Angus and Robertson [1984] 1987
ISBN 0-207-15607-7 [398]

The definitive guide, with a comprehensive index, for would-be witches: spells, cooking, gardening, choosing a home, staying beautiful.
LEV: Middle primary Upper primary
Lower secondary Upper secondary
AVAIL: Paper \$12.95 ASCIS 396762

DANN, Max **Horrible humans : a field guide.** Methuen Australia, 1987
ISBN 0-454-01299-3 [A828]

Read Before You Buy

The types of people one is likely to encounter at school, at home or in the neighbourhood are graphically described and illustrated. The intention is obviously humorous but many of the jokes rest on tired stereotypes and while the caricatures may appeal to students there is little wit or warmth in the book.
LEV: Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 396014

HAWKINS, Colin **The granny book.** Fontana [1984] 1987 (Fontana picture Lions)
ISBN 0-00-662845-1 [821]

Some of the appealing things about grandmothers - their pets, the games they play, their fond memories, how nice it is when they come to stay - are treated in this cheerful set of poems and matched by the crazy humour of the coloured illustrations.
LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$6.95 ASCIS 392325

HAWKINS, Colin **Pirates.** Collins, 1987
ISBN 0-00-195683-3 [F]

A madcap portrayal of the lifestyle, customs and battle ploys of the pirate. The reader is given sound advice on pirate spotting, and the sprinkling of pirate songs, expressions and yarns add

to the fun as do the full-colour illustrations.

LEV: Middle primary Upper primary
AVAIL: \$14.95 ASCIS 392409

KLEIN, Robin **Christmas.** Methuen
Australia, 1987
ISBN 0-454-01206-3 [A828]

Carols to sing, presents to buy, decorations to make are only some of the things featured in this tongue-in-cheek guide to Christmas survival. There is an element of cynical humour in the book which could detract from the warmth and magic of Christmas for some children.

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$14.95 ASCIS 396013

WATSON, John **Shh! It's the Secret Club!**
Macmillan Children's Books, 1987
ISBN 0-333-43969-4 [F]

A catalogue of the activities of the Secret Club members - shapeless, overcoated men and assorted unlikely beasties- who are responsible for, among other things, making the world go round and that involves a lot of pushing.
LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$14.95 ASCIS 391395

PICTURE BOOKS

ALLEN, Pamela **Mr McGee.** Nelson
Australia, 1987
ISBN 0-17-006908-7 [A821]

After he eats the skin of an apple, Mr McGee expands enormously and is able to fly. Special features of the book are the double-page illustrations.
LEV: Lower primary
AVAIL: \$12.95 ASCIS 385337

ARNOLD, Tedd **No jumping on the bed!**
Bodley Head, 1987
ISBN 0-370-31099-3 [F]

Dire predictions by his father about jumping on beds seem to come true when Walter has just one more jump.

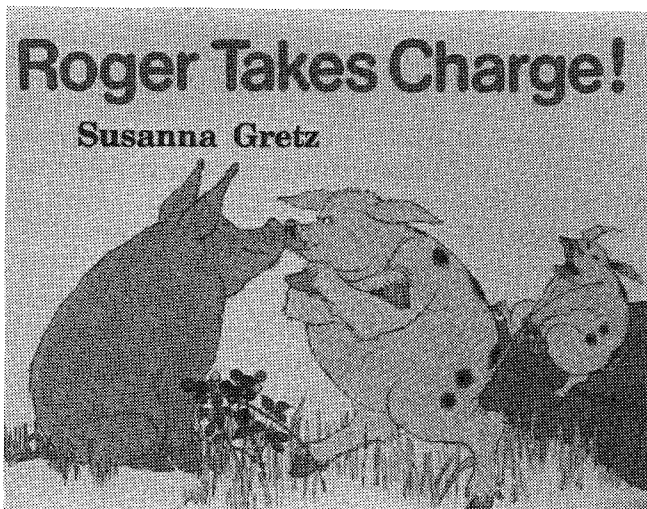
The full-page illustrations successfully convey the increasingly cluttered nature of Walter's comic escapade.
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 395724

BLACKWOOD, Mary **Derek the dinosaur.**
Omnibus Books, 1987
ISBN 0-949641-74-X [A821]

Derek is different from the other dinosaurs - his favourite pastime is knitting and his best friend is a mouse called Montmorency. Sometimes he wishes he were more fearsome, like his brothers Fearless and Fang, but he follows his nature and remains at home knitting. This tale of individualism is told in clever rhyming verse and illustrated by Kerry Argent.
LEV: Lower primary
AVAIL: \$14.95 ASCIS 392090

DODD, Lynley **Hairy Maclary's caterwaul caper.** Keystone Picture Books, 1987
ISBN 0-908507-63-1 [821]

Scarface Claw, the local tomcat, attracts the attention of Hairy Maclary and friends before being rescued from up a tree. The story is told in verse, is colourfully illustrated and lends itself to reading aloud.
LEV: Lower primary
AVAIL: \$12.95 ASCIS 391219



GRETZ, Susanna **Roger takes charge!**
Bodley Head, 1987
ISBN 0-370-30788-7 [F]

Highly Recommended

Roger is left to mind his little brother when his mother goes shopping. Flo, an intensely competitive young neighbour is also left with them and a power struggle between the young pigs ensues. Coloured illustrations of characters and environs add to the vitality and humour.
LEV: Lower primary
AVAIL: \$13.95 ASCIS 386379

SITCOM

BATES, Dianne **Grandma Cadbury's trucking tales.** Angus and Robertson, 1987
ISBN 0-207-15353-1 [F]

Cadbury's grandmother refuses to yield to ageist and sexist stereotypes in this episodic Australian book which lends itself to being read in serial form.
LEV: Middle primary Upper primary
AVAIL: \$9.95 ASCIS 383373

BYARS, Betsy **The Blossoms and the Green Phantom.** Bodley Head, 1987
ISBN 0-370-31041-1 [F]

Highly Recommended

Because Junior is desperately unhappy the Blossom family unites so that his giant UFO, the Green Phantom, will fly.
LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$14.95 ASCIS 388548

DANN, Max **Clark.** Viking Kestrel, 1987
ISBN 0-670-81232-3 [F]

Clark's life is ruined by the new school regime under Mr Grimwraith and made even more tense when Mr Grimwraith moves in 2 doors down. The illustrations, black-and-white reproductions of watercolour washes, are a special feature.
LEV: Lower primary Middle primary
AVAIL: \$13.95 ASCIS 388690

GRAHAM, Bob **Crusher is coming!**
Lothian, 1987
ISBN 0-85091-272-5 [F]

Highly Recommended

Peter clears his room of stuffed animals, wants his baby sister out of his hair and doesn't want his mother to kiss him because he has to be tough when Crusher comes around.
LEV: Lower primary Middle primary
AVAIL: \$12.95 ASCIS 392233

HUGHES, Shirley **Chips and Jessie.**
Fontana Paperbacks, [1985] 1987 (Fontana young Lions)
ISBN 0-00-672532-5 [F]

Chips and Jessie are 2 typical Hughes children who claim their friend has specially written and illustrated this book for and about them and their families and friends.
LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$5.95 ASCIS 386732

PATTERSON, Margaret **Gully kids.**
Hodder and Stoughton, 1987
ISBN 0-340-39718-7 [F]

Highly Recommended

Episodes peopled with larger-than-life characters and their memorable animals from 5 years of Kenny's childhood in the 1930s in rural Australia.
LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$12.95 ASCIS 391286

SLAPSTICK

BARRY, Margaret Stuart **The witch V.I.P.**
Collins, 1987
ISBN 0-00-184955-7 [F]

The witch always finds her own antics vastly entertaining but the mere mortals around her don't always find her behaviour so amusing.
LEV: Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 391438

BIRO, Val **The donkey that sneezed.**
Oxford University Press, 1986 (Umbrella
books)
ISBN 0-19-278211-8 [398.20942]

A very free adaptation of an old English
folktale with minimal text and plenty of
action on the part of the larger-than-
life characters.

LEV: Lower primary Middle primary
AVAIL: \$13.50 ASCIS 240557

FREEMAN, Maggie **The spaceball.** Black,
1986 (Comets)
ISBN 0-7136-2863-4 [F]

Three children find themselves in an
alien spaceship and manage to destroy
the fearsome Ugrobyl and save the
Belatites' crystal city.

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$13.95 ASCIS 383141

HOWE, James **The day the teacher went
bananas.** Penguin [1985] 1987 (Picture
Puffins)
ISBN 0-14-050576-8 [F]

The new teacher is, in fact, a gorilla and
the class has an hilariously happy, though
not exactly orthodox day at school.

LEV: Lower primary
AVAIL: Paper \$5.95 ASCIS 388075

STRONG, Jeremy **The karate princess.**
Black, 1986 (The Crackers series)
ISBN 0-7136-2866-9 [F]

Princess Belinda enthusiastically karate
chops her way to her heart's desire
while Simone Abel's cartoon-style
drawings add to the fun.

LEV: Middle primary Upper primary
AVAIL: \$13.95 ASCIS 378486

TRADITIONAL

AHLBERG, Janet **The old joke book.**
Penguin [1976] 1987 (Picture Puffins)
ISBN 0-14-050596-2 [828]

A book of zany, cartoon-style jokes with
much of the humour to be found in
poring over the wealth of detail in the

illustrations which match the mood of the
jokes to perfection.

LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$5.95 ASCIS 395244

HARVEY, Roland **Roland Harvey's Only
joking take-away fun book!** Ashton
Scholastic, 1987
ISBN 0-86896-330-5 [A828]

Original material successfully presented in
traditional formats. Most of the jokes,
puzzles, riddles and limericks are
illustrated in black-and-white cartoon
format.

LEV: Middle primary Upper primary
AVAIL: Paper \$4.95 ASCIS 400082

McKISSACK, Patricia **Flossie and the fox.**
Viking Kestrel, 1986
ISBN 0-670-81477-6 [398.20973]

Highly Recommended

A story from the author's childhood in
rural Tennessee with dialogue in the
cadence of the place and period. Rachel
Isadora's illustrations of the discomfited
fox and the confident little black girl
could be stand-alone artworks, but, in
fact, they work with the text to form a
warm and witty version of a traditional
story.

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$16.95 ASCIS 387828

ROSENBLOOM, Joseph **World's toughest
tongue twisters.** Sterling, 1987
ISBN 0-8069-6596-7 [817]

A collection of over 500 tongue twisters
in alphabetical order and including a
subject index. There are plenty of
black-and-white illustrations to underline
the comic nature of most of the twisters.

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$6.95 ASCIS 400654

ROSS, Tony **Lazy Jack.** Penguin [1985]
1987 (Picture Puffins)
ISBN 0-14-050612-8 [398.20942]

It was time lazy Jack went to work, but
his literal interpretation of his mother's
admonitions on how he should manage
his payments in money or in kind
always end in the ridiculous.

LEV: Lower primary Middle primary
AVAIL: Paper \$5.95 ASCIS 396477

WALLACE, Jeanne **Really ridiculous
rabbit riddles.** Scholastic, 1986
ISBN 0-590-72367-7 [793.73]

Rabbits, like elephants, are great subjects
on which to hang classic riddles, which
is exactly what has been done in this
small-format collection, illustrated with
appropriately absurd drawings by Dave
Ross.

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$3.50 ASCIS 395401

WIT

BLAKE, Quentin **The story of the
dancing frog.** Collins, [1984] 1986
(Picture Lions)
ISBN 0-00-662592-4 [F]

Just as Great Aunt Gertrude Godbin is
about to end her life she discovers a
talented frog in the river. Witty,
colourful illustrations add to the droll
fun.

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$5.95 ASCIS 379501

FERRIER, Susanne **Ned : a leg end : a
thoroughly misleading account of his life
and times.** Collins, [1984] 1987 (Fontana
picture Lions)
ISBN 0-00-662332-8 [F]

Puns and historical allusions abound in
this spurious version of Ned Kelly's life
in comic strip format.

LEV: Middle primary Upper primary
Lower secondary Middle secondary Upper
secondary
AVAIL: Paper \$5.95 ASCIS 386757

KING-SMITH, Dick **Tumbleweed.**
Gollancz, 1987
ISBN 0-575-03975-2 [F]

Highly Recommended

Sir Tumbleweed is not knightly material
but he longs to rescue a beautiful
damsel in distress. Ian Newsham's
beautifully executed pencil drawings add
the finishing touches to a gentle parody.

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$14.95 ASCIS 391426

MAHY, Margaret **17 kings and 42
elephants.** Dent, 1987
ISBN 0-460-06254-9 [821]

Highly Recommended

Illustrations reproduced from batik
paintings on silk accompany a simple
poem of engaging humour, emphasising
alliteration and rhythm.

LEV: Lower primary Middle primary
Upper primary Lower secondary Middle
secondary
AVAIL: \$16.95 ASCIS 396366

OAKLEY, Graham **Henry's quest.**
Macmillan, 1986
ISBN 0-333-40841-1 [F]

Highly Recommended

Henry sets off on a quest - for Petrol
to run the King's heirlooms. The story is
tongue-in-cheek but illustrations detail
the ingenious adaptations of the decayed
trappings of western society.

LEV: Middle primary Upper primary
Lower secondary Middle secondary
AVAIL: \$14.95 ASCIS 246324

STEVENSON, James **The great big
especially beautiful Easter egg.** Pan,
[1984] 1987 (Piccolo picture books)
ISBN 0-330-29898-4 [F]

Grandpa describes the exotic adventures
of his own Easter egg hunting days.

LEV: Lower primary Middle primary
AVAIL: Paper \$5.95 ASCIS 390436

CRACKERJACKS

This is a selection from some of the outstanding titles appearing in *scan* during 1987. The major award winners were not included. Prices were current and the availability of items was checked in October 1987.

NON-FICTION

TRELEASE, Jim *The read-aloud handbook.*

87/1:336 [028.5]
The author believes that all children should be read to regularly, and supports his thesis with reference to both research and personal experience. The second part of the book is a list of 300 titles, many annotated, which are proven read-aloud titles.

AUD: Parents Professional
AVAIL: Paper \$9.95

BARLOW, Alex *The land and the Dreaming.*

87/2:445 [298]
Using large coloured illustrations and simple bold text, the authors in this series present a variety of historical and contemporary issues.

LEV: Middle primary Upper primary
Lower secondary Middle secondary
AVAIL: \$9.95

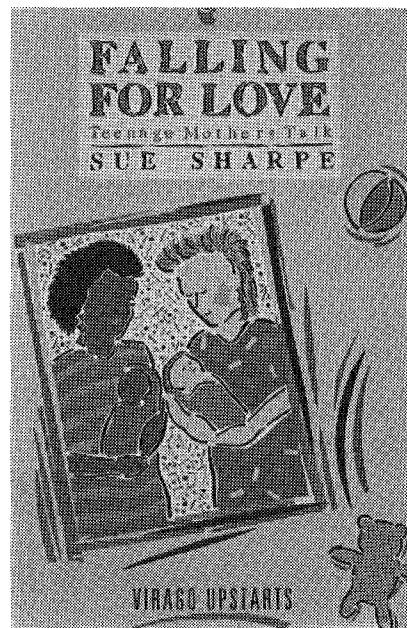
In the same series:

Children today 87/2:447 Families
87/2:448 Meeting people 87/2:449
Ventures 87/2:451 Artists, performers
and writers 87/2:555 The craft of the
stone 87/2:628 Heroes of the Aboriginal
struggle 87/2:629

SHARPE, Sue *Falling for love.*

87/4:1347 [305.2]
Lengthy interviews with teenage mothers from across England, from varying social and racial backgrounds, form the substance of this engrossing book. Presented in themes such as love, marriage, boyfriends etc, each section is prefaced by the author.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95



CHALIAND, Gerard *Strategic atlas.*

87/4:1353 [327.101]
A collection of maps related to politics, culture, history, economics, geography and security perceptions of the world's major power blocs. The maps are well presented and are from a range of perspectives, eg. the world as seen by the Soviets and by the Chinese.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95

MAY, Eva *Tell me my story.*

87/1:45 [362.7]
This short, simple and moving story is of an adopted girl in a loving family. The sharing of this book by adults and children should contribute to better communication and understanding.

AUD: Parents Professional
LEV: Middle primary Upper primary
Lower secondary Middle secondary
AVAIL: Paper \$5.95

AESOP *The goose that laid the golden egg.*

87/4:1376 [398.2]
Geoffrey Patterson's retelling has a freshness and cohesion. Pen and ink

illustrations on brown paper are highlighted by areas of bright pastels with the chalkwhite of the goose and shiny gold of the eggs standing out.

LEV: Preschool Lower primary Middle primary
AVAIL: \$14.95

O'BRIEN, Edna *Tales for telling.*

87/3:929 [398.209415]
To a splendid collection of 12 tales steeped in the classic Celtic tradition, O'Brien has brought her narrative skills and the rapport with her native rural Ireland. Michael Foreman's artwork is full of magic, drama and humour.

LEV: Upper primary Lower secondary
AVAIL: \$19.95

WILKS, Mike *The ultimate alphabet.*

87/4:1394 [428.1]
The author has produced illustrations outstanding for their clarity and composition, incredibly detailed and brilliantly coloured. Each letter has a double page devoted to it - the artwork fills one page while the opposite page gives a short introduction listing clues to words beginning with that letter.

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$24.95

TERTINI, Judy *Mathematics for the very young.*

87/4:1695 [510.7]
This is an excellent collection of activities for early mathematic learning focusing on the broad areas of measurement, number and geometry. The text is practical and stimulating and there are plenty of illustrations to clarify ideas or provide examples.

AUD: Professional
AVAIL: Paper \$14.50

ANNO, Mitsumasa *Anno's 3 little pigs.*

87/1:71 [511]
Anno and Tuyosi Mori have combined their redoubtable respective talents to produce a picture book explaining mathematical concepts with clarity and humour.

LEV: Middle primary Upper primary
Lower secondary Middle secondary
AVAIL: \$16.95

ANNO, Mitsumasa *The earth is a sundial.*
87/3:946 [529]

This historical, geographical, mathematical and scientific treatment of time encourages the reader to observe, construct and experiment. The use of 3-dimensional models, the wealth of teaching ideas and relevance to the curriculum make this an exciting and useful picture book.

AUD: Professional
LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$25.95

JENNINGS, Terry *Deserts.*

87/2:500 [551.4]
In simple, direct language the physical and human geography of deserts are clearly presented. The excellence of the content is reinforced by high quality photographs, diagrams and illustrations.

LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$8.50

In the same series:

Mountains 87/2:501 Rivers 87/2:504
Temperate forests 87/2:542 Tropical
forests 87/2:543



OPPENHEIM, Joanne *Have you seen birds?*

87/3:961 [598]
Birds in all seasons and environments are presented in an exciting 3-dimensional artform by Barbara Reid. The relief work using plasticine, in wonderful

colours, captures the sense of movement and flight.

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$4.95

COZZOLINO, Mimmo **Symbols of Australia.**

87/4:1431 [602.0994]
By tracing the development of Australian trademarks the author clearly provides an insight into how Australian attitudes and lifestyles have changed. Invitingly presented are trademarks that contain Australian symbolism, have become part of our heritage, or are simply humorous.

AUD: Professional
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$19.95

WOODWARD, Penny **An Australian herbal.**

87/2:54 [635]
A comprehensive work that covers all aspects of herb classification, propagation, growth, preservation, and uses. It is well illustrated by sketches and coloured plates and provides details of suppliers and specialist nurseries and has both general and botanical indexes.

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$29.95

ALIKI **Welcome, little baby.**

87/4:1462 [649]
This is a visual and verbal celebration by a mother of her child: it is composed of delicate illustrations of the mother feeding, bathing, caring for her baby and a brief text foretelling the wonders the infant will experience with growth.

LEV: Preschool Lower secondary
AVAIL: \$12.95

ROWE, Gaelene **Guiding young artists.**

87/4:1704 [707]
The underlying principle here is that children learn visual arts by experimenting with materials and techniques where the process is emphasised rather than the product. A

wealth of ideas for use with primary students. Areas covered are painting, clay modelling, print-making, textiles and construction.

AUD: Professional
AVAIL: Paper \$11.95

MOSS, A. Elaine **Part of the pattern.**

87/1:348 [809]
The author is both erudite and practical, entertaining and thought-provoking in this collection of reviews, essays and addresses which reflect her views on writing for children, children's responses to literature, using literature with children and changing academic consideration of the genre.

AVAIL: Parents Professional
LEV: \$29.95

TENNYSON, Alfred **The Lady of Shallot.**

87/2:595 [821]
The lyric beauty of this well-known poem is reflected in Keeping's detailed pictures of a medieval world. Whilst mirroring the words, the sombre illustrations also capture and deepen the mystery.

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$12.95

Read me a poem.

87/2:597 [821.008]
A wide variety of English and American verses have been chosen for their read-aloud suitability. The illustrator, while adopting a traditional style for A.A. Milne's poems, adds new dimensions to many others.

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$17.95

DAHL, Roald **Going solo.**

87/2:599 [823]
Interspersed with black-and-white photographs and with extracts from letters home, *Going solo* continues Dahl's autobiography from where *Boy* ended. Dahl recreates his naivety, enthusiasm

and total involvement with each moment.

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$19.95

The nights belong to the novelist.

[videorecording] [A823]
87/4:1499
This entertaining and well-crafted film details the life and work of Elizabeth Jolley using interviews, filming her teaching and working and by dramatising sections of her stories.

LEV: Upper secondary
AVAIL: VHS \$88

The story makers.

87/4:1500 [A823]
The editor has selected 77 well-known contemporary Australian and New Zealand authors and illustrators and gives them each a page and a framework of questions in which to talk about themselves and their work. The result is a book equally appealing to adults and children, interesting and entertaining.

AUD: Professional
LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$15.95

HUYNH QUANG, Nhung **The land I lost : adventures of a boy in Vietnam.**

87/4:1524 [959.704092]
A rural childhood in a Vietnamese hamlet is recollected by the author as an adult living in America. Each chapter is almost self-contained, wonderful for reading aloud, and the prose, while simple, is exuberant and evocative of the exotic setting.

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$5.95

COE, Mary **Windradyne - a Wiradjuri Koorie.**

87/1:222 [994.402]
This Aboriginal author relates, in a very readable style, the Aboriginal struggle for land rights, in particular the war waged by Windradyne and his people during the early nineteenth century. Numerous photographs, illustrations, artwork and

maps make this a well-presented resource.

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$10.95

FICTION

AIKEN, Joan **Past eight o'clock.**

87/3:1119
These original fairytales offer a rich feast of imagination touched with light-hearted wit. Ian Pienkowski's silhouette illustrations are totally in harmony with the mood of the tales.

LEV: Lower primary Middle primary
AVAIL: \$21.95

ALLEN, Pamela **Herbert and Harry.**

87/1:238
Allen's pared-to-the-bone text and strong illustrations tell the parable of the 2 brothers who fall out over a great treasure. A fresh and very powerful treatment of an old theme that can be turned to again and again.

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$12.95

ANDERSON, Rachel **Renard the fox.**

87/2:480
These 12 stories bubble with vigour and humour and are accompanied by outstanding illustrations by Bob Dewar that add to the wit and mood.

LEV: Upper primary Lower secondary
AVAIL: \$26.95

BODSWORTH, Nan **Hello kangaroo!**

87/2:661
Dorothy and her auntie go to the zoo; auntie, obsessed with hygiene, forbids Dorothy to touch the animals. The artwork is a delight: detailed, realistic drawings of animals interspersed with Dorothy's flights of fancy in their multicoloured glory.

LEV: Lower primary Middle primary
AVAIL: \$12.95

BOLLIGER, Max *The magic bird.*

87/4:1564

Jan Lenica's strongly coloured illustrations add a wonderful dimension to this fable of reconciliation that is told in dignified flowing language and reads well aloud.

LEV: Lower primary Middle primary

AVAIL: \$17.95

BROWNE, Anthony *Piggybook.*

87/3:1126

You are pigs! Mrs Piggot says of her family. This metaphor is explored to its fullest as the pig motif is introduced into the illustrations by way of a profusion of cleverly concealed pig likenesses. The feminist message is overt and its delivery is a visual delight.

LEV: Lower primary Middle primary

Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$15.95

CARTER, Peter *Bury the dead.*

87/3:1131

The Nordern family lives in East Berlin. Into their lives comes Uncle Karl, cultivating the Norderns only to assist him unwittingly to smuggle out papers which incriminate him as a Nazi war criminal. A fine novel, politically and morally complex, a totally gripping and memorable story.

LEV: Lower secondary Middle secondary

Upper secondary

AVAIL: \$29.95

COLLINS, Meghan *The willow maiden.*

87/1:249

A traditional style story of 2 people from different backgrounds who grow to understand each other's needs and find happiness together. Lazlo Gal uses soft glowing watercolours and gouache to illuminate the text.

LEV: Middle primary Upper primary

Lower secondary

AVAIL: \$19.95

FOX, Paula *The moonlight man.*

87/3:1143

Fifteen-year-old Catherine spends 4 weeks alone with her father. She is in turn charmed by his attention and wit, revolted by his drunkenness, angry at his

egoism and pitying of his ageing loneliness. A rich, subtle, at times brutal story, told in fluent, glowing prose.

LEV: Upper secondary

AVAIL: \$27.95

GOWANS, Elizabeth *Sleeping warrior.*

87/4:1587

When their shepherd father is injured the 5 Blair children and their mother are determined to manage the farm high in the Scottish hills. The language is as the Scots are reputed to be - plain and pared - but full of twists and rhythms that delight the ear.

LEV: Upper primary Lower secondary

Middle secondary

AVAIL: \$18.95

HADITHI, Mwenye *Hot hippo.*

87/3:1149

A hot hippo asks Ngai, the god of Everything and Everywhere, if he can live in the river and streams as well as eat grass. The stylish illustrations by Adrienne Kennaway of the animals and countryside of Africa are superb - lushly coloured and showing a fine sense of design.

LEV: Lower primary Middle primary

AVAIL: \$14.95

HARRIS, Ruth Elwin *The silent shore.*

87/1:272

Four young sisters, parentless but resourceful, are determined to stay together in their family home after their mother's death. The lives of these 4 very different young women are followed through the eventful years 1910 to 1920. A family saga that makes for compulsive reading.

LEV: Lower secondary Middle secondary

Upper secondary

AVAIL: \$20.95

HOWKER, Janni *Isaac Champion.*

87/3:1157

In the second year of the twentieth century Isaac Champion's brother Dan is killed in a freak accident and Isaac is left to take his place in his father's stables but never in his heart. His boyhood is recalled by Isaac at 96, and

told with immediacy, humour and compassion.

LEV: Upper primary Lower secondary

Middle secondary Upper secondary

AVAIL: \$15.95

HURLE, Garry *The saddler's*

granddaughter.

87/3:1158

These 3 short stories set in the 1920's, overflow with the warmth of the relationship between 10-year-old Fran and her grandfather, Pa. There is plenty of action, both exciting and gently humorous.

LEV: Middle primary Upper primary

AVAIL: Paper \$4.95

KEMP, Anthea *Mr Percy's magic*

greenhouse.

87/3:1165

Mr Percy has a secret in his garden - a greenhouse that becomes a jungle when magic words are spoken. A simple yet rich story with strong coloured, exuberant and striking illustrations.

LEV: Lower primary Middle primary

AVAIL: \$12.95

LAWRENCE, Louise *The warriors of Taan.*

87/2:708

The Sisterhood held sway in Taan for centuries, practising their doctrine of peace. However the coming of the Outworlders to colonise and exploit Taan destroys the balance. A powerful science fantasy and a splendid adventure.

LEV: Lower secondary Middle secondary

Upper secondary

AVAIL: Paper \$11.95

LEVOY, Myron *Pictures of Adam.*

87/4:1614

As their friendship grows into romance Lisa realises she can no longer ignore the outward manifestation of Adam's disturbance - that he is an alien from another planet - and she finally succeeds in breaking through his fantasy. The loving relationship which develops between the 2 lonely adolescents is sensitively presented.

LEV: Lower secondary Middle secondary

AVAIL: Paper \$12.95

MAHY, Margaret *Mahy magic.*

87/1:293

A collection of tales of magic and fantasy, written with humour and word-flair and a warm appreciation of humankind. Shirley Hughes has matched Mahy's verbal skill with her inimitable black-and-white illustrations.

LEV: Lower primary Middle primary

Upper primary

AVAIL: \$16.95

MAYNE, William *Gideon ahoy!*

87/4:1622

Gideon is deaf to everything but the sounds in his head. Mayne's writing demands interpretation and involvement, but for the reader who responds to his distinctive, quirky style this is an absorbing and exciting story.

LEV: Upper primary Lower secondary

Middle secondary

AVAIL: \$19.95

MOORE, Inga *The truffle hunter.*

87/1:296

Martine, a plump white pig, is a failure as a truffle hunter until, deep in the forests of the Dordogne, Raoul, a wild boar, shows her what to do. The story has its own particular charm but the coloured illustrations of the medieval town and the mysterious forest are truly striking.

LEV: Lower primary Middle primary

AVAIL: \$16.95

ONEAL, Zibby *In summer light.*

87/2:722

Kate realises her father is self-centred, domineering, his artistic genius overshadowing all other talent in the household. During the summer she also comes to recognise his painful fear of decline, his advancing age and his love for her. A beautifully realised novel, rich and understated, capturing Kate's rite of passage to adulthood with precision and delicacy.

LEV: Middle secondary Upper secondary

AVAIL: \$22.95

PHIPSON, Joan **Hit and run.**
87/1:303

Sixteen-year-old spoilt rich boy Roland Fleming is involved in a hit and run accident. He is relentlessly pursued by a young policeman who, when lead by Roland into a rugged gully, becomes badly injured. The shifts of power and the complex relationship which develops between them make for a compelling, credible story.

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$14.95

PRATCHETT, Terry **Equal rites.**
87/4:1645

Drum Billett, the wizard, placed his staff into the fist of new-born Esk - Esk was female and only men have ever been wizards. This is a funny and clever book, with memorable characters and a plot laced with throw-away lines.

LEV: Lower secondary Middle secondary
AVAIL: \$29.95

PROFESSIONAL READING

Fiction 6 to 9 / edited by Nancy Chambers. Thimble Press, 1987 (A Signal bookguide)
ISBN 0-903355-21-3 [011]

Eight enthusiastic and experienced people have contributed to this list which contains 119 annotated entries supplemented by a further 100 listed unannotated titles. The books are organised into 11 themes such as: Folktales and fairy stories, All in the family, Living together, Real animals. The presentation is attractive, and the annotations, besides encapsulating the subject and usefulness of each book, are also elegant and stimulating pieces of writing. M. Lobban

AVAIL: Paper \$5.50 ASCIS 390871

Feelings [videorecording] Environment
Audio Visuals, 1987 1 cassette (VHS)
(27 min.) teacher notes [152.4]

A series of 7 short dramatic sketches have been produced to encourage discussion on issues of relevance to secondary students. Designed to be used

STEIG, William **Rotten Island.**
87/4:1657

Steig's imagination runs riot in both words and pictures as he creates the rotten creatures of Rotten Island. The book offers a feast of words matched by wonderfully inventive drawings.

LEV: Lower primary Middle primary
Upper primary Lower secondary
AVAIL: \$16.95

TURNER, Gwenda **Snow play.**
87/1:320

Fabulous watercolour illustrations show, in exquisite detail, 2 children playing in the snow, ice-skating and skiing. The verse is brief, in the present tense and in large type.

LEV: Lower primary
AVAIL: \$12.95

separately, each sketch finishes with a series of questions to the viewer. The issues covered include peer pressure, boy/girl relationships, self-esteem, death and hero worship. None of the performances could be considered award winning, however the scenes are short and to the point and could prove useful as introductions or to stimulate discussion or writing. Summaries, discussion topics and activities are detailed in the brief teachers' notes. A. Gill

AVAIL: Environment Audio Visuals PO
Box 311 Castlemaine Vic 3450 \$59.95
ASCIS 387506

GAY, Kathlyn **Crisis in education : will the United States be ready for the year 2000?** Watts, 1986
ISBN 0-531-10248-3 [370.1]

Schools are a major concern in many countries, not least in the United States. Why are teachers and students so often frustrated and disappointed in schools? Are the right subjects being taught? Are discipline and teaching methods appropriate to modern society? Kathlyn

Gay's book is a short, readable introduction to the subject that may help teachers, parents and students understand better the challenges facing schools and educationalists. P. Ward

AVAIL: \$16.95 ASCIS 395463

JELLEN, Hans G. **Handbook for differential education of the gifted : a taxonomy of 32 key concepts** / Hans G. Jellen, John R. Verduin. Southern Illinois Univ. Press, 1986
ISBN 0-8093-1278-6 [370.95]

In this scholarly work the authors have developed a taxonomy of differential education for the gifted (DEG). The authors isolate 32 generic terms which serve as a theoretical foundation for DEG. These concepts are considered under 4 major headings: the nature of the gifted learner, concepts include intelligence, empathy; the role of the DEG educationist, concepts such as acceleration, enrichment; the demands of knowledge, concepts such as ethics, synoptics; the needs of society, concepts such as democracy, responsibility. This is not a practical handbook of strategies or programs for the gifted, but a coherently presented basis for their successful development. M. Lobban

AVAIL: \$28.54 ASCIS 247879

Percy Trezise and Dick Roughsey
[videorecording] : **a journey to Quinkin country.** Film Australia, 1987
(Storymakers) 1 cassette (VHS)
(18 min.) [741.64]

The picture books of Percy Trezise and Dick Roughsey are the subject of this lively and stimulating video. Much of the video is set in Quinkin country near Cairns in northern Queensland where the Aboriginal cave paintings which influenced Trezise and Roughsey in their work are located. The viewer gains a fascinating insight into the traditions behind the picture books. Trezise explains the process of transcribing stories of the Dreamtime from oral tradition, and the collaboration which took place to produce the illustrations. Excerpts from the picture books are vividly presented using clever photography and animation.

Teachers' notes accompany the video. J. Peasley

LEV: Lower primary Middle primary
Lower secondary
AVAIL: Film Australia PO Box 46
Lindfield 2070. VHS \$44.99 Beta \$44.99
U-Matic \$207.50 ASCIS 395423

Mirror, Mirror- [videorecording] - girls, self esteem and physical activity / written and produced by Gabrielle Kelly. Educational Media Unit, Adelaide College of TAFE [1987?] 1 cassette (VHS) (30 min.) 1 booklet [796]

This well-presented, lively video is divided into 2 parts, allowing for an interval for audience discussion for which the accompanying booklet provides focus questions. Part 1 is directed to the problem of teenagers dropping out of sport and physical activity and society's stereotyped and discriminatory attitudes towards female participation and ability. Part 2 suggests strategies for change in school programming, advocating a broader range of sporting and physical activities for girls in primary and secondary grades. Emphasised is the importance of encouraging a positive attitude and the consequent benefits in higher self-esteem and increased well-being. The Inservice Education Library has VHS and U-Matic copies of this video for loan and copyright-free copying. P. Ward

ASCIS 397249

WILKE, Kurt **Coaching the young swimmer** / Kurt Wilke and Orjan Madsen. Pelham Books, 1986
ISBN 0-7207-1676-4 [797.2]

The theoretical basis of this book is that lessons learned by a child in training for competitive swimming are not exclusive of school and other interests, but also enable that child to deal with conflicting time demands and stress in any area. The coaching program covers both physical and mental development and sets clear goals for each year's training. Diagrams add to the clarity of the text and the book has a glossary and an index. R. Graham

AVAIL: \$35.00 ASCIS 380795

Robin Klein [videorecording] /Film
Australia, 1987 (Storymakers) 1 cassette
(VHS) (28 min.) teachers'
notes [A823]

This is the first in the Storymakers series about Australian writers and illustrators of children's books. The author, Robin Klein, and her writing are viewed from many perspectives: collecting ideas for writing, talking to school children, working on drafts of books. The highlight of the video is a dramatisation of excerpts from *Penny Pollard's diary*, interspersed with scenes in which Klein discusses the plot and characters with the actors. The resource gives an excellent insight into the creative process of writing, and in particular the effect of the author's background and experience on her writing. The teachers' notes which accompany the video contain suggested activities to further explore the writing process. J. Peasley

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Film Australia PO Box 46
Lindfield 2070 VHS \$44.99 Beta \$44.99
U-Matic \$207.00 ASCIS 395390

RESOURCE SERVICES : NEW MATERIALS

Learning together [videorecording] early
childhood education. 1987 1 cassette
(VHS) (11 min.) 8 sets of teaching notes
ISBN 0-7240-5450-2 [371.3]

There are 8 staff development modules in this package which focus on areas of: catering for individual differences - starting; classroom organisation and management; assessment; questioning skills; grouping; a home reading scheme; and responding to children's work. The aim of the modules is to assist in designing and implementing staff development programs in individual schools. The video highlights some important aspects of early childhood education. Its role may be as a discussion starter, as a stimulus for considering one or more of the modules or as a resource for teacher/parent discussion.

AUD: Professional
AVAIL: \$28.00

ASCIS 403250

CLANCY, Brendon Click clack [sound
recording] : songs and music activities for
children. Collins Dove, 1987 1 cassette
(70 min.) 1 book
ISBN 0-85924-465-2 [780.7]

Consider before buying

Though presentation is appealing, the content of this package falls short of meeting its intended aims. It is yet another resource aimed at specialist and non-specialist teachers which does not recognise the different needs of these groups. It does not supply sequential skills and knowledge necessary to implement this resource as part of a total music program. The selection of songs presented on the cassette is not appropriate to the stage of the development at which it is aimed; melody lines are not distinct, and there is a basic technical error in the introduction. While the intention is good, the resource does not provide enough guidance for, quote, teachers with little confidence in their musicality. C. Sweeney

ASCIS 385173

Stepping into role [videorecording] drama
K-12. 1987 1 cassette (VHS) (24 min.)
ISBN 0-7240-5453-7 [792.07]

Drama statement of principles K-12 is surveyed in this video. The principles are applied to general classroom practice through readers' theatre, movement skills, hot seating, improvisation, theatre in education activities, puppetry and across-the-curriculum activities. A teacher voice-over comments on motivation, organisation and development of ideas within the lesson. The content has applications for many curriculum areas such as Mass media, Social science, English, Visual arts, Personal development and language.

AUD: Professional
AVAIL: VHS \$14, U-matic \$20

ASCIS 402102

SECONDARY ENCYCLOPAEDIAS

The new book of popular science. Grolier, 1987
ISBN 0-7172-1214-9 [500]

CONTENT AND SCOPE: Twelve major fields of science are covered in this classified encyclopaedia. They are: astronomy and space science; computers and mathematics; earth sciences; energy; environmental sciences; physical sciences; biology; plant life; animal life; mammals; human sciences; and technology.

AUTHORITY: Most of the articles are signed by authors whose credentials are listed in volume 1. Contributors appear to be predominantly American with some British specialists included.

ARRANGEMENT: Six volumes; each volume containing a series of articles which introduces the major aspects of a particular area of science. These are arranged so that they may be read in a developmental sequence, or on their own. Volume 6 contains an appendix of scientific facts and figures, and an index which is also published separately.

WRITER STYLE: Articles vary in reading difficulty. Some are quite technical and assume prior knowledge. Others provide an accessible introduction to a topic.

OBJECTIVITY: The ethics of scientific developments are discussed only in a few instances, such as the problems of waste in nuclear energy production.

GRAPHICS: Diagrams are generally clear and well labelled. The quality and relevance of some photographs is questionable.

BIBLIOGRAPHIES: A short annotated list of selected readings for each of the major topics covered is provided at the end of each volume.

REVISION AND RECENCY: Events up to early 1986 are included.

GENERAL ASSESSMENT: Although the essay style of the articles makes this set less of a ready reference, and there is a preponderance of American examples and illustrations, it is a valuable source for senior science students researching depth studies. Wendy Fleming and Hazel Vickers

LEV: Upper secondary

AVAIL: \$190

ASCIS 379215

War in peace : the Marshall Cavendish illustrated encyclopedia of postwar conflict.
Marshall Cavendish, 1987

ISBN 0-86307-293-3 [909.82]

CONTENT AND SCOPE: *War in Peace* covers post World War II conflicts from guerilla action to international clashes. Equipment, politics, personalities, tactics and techniques are described in articles which cover a wide range of subjects from Street fighting to Mao and revolution.

AUTHORITY: Articles are signed by contributors, mainly military experts and historians, whose credentials are listed in the index volume.

ARRANGEMENT: Each of the 13 volumes contains its own index. Volumes are in chronological order with a supplementary volume containing information about world developments up to 1986. The index volume is a general and a classified index in which broad subjects are further subdivided. Bold type indicates main entries.

WRITER STYLE: Use of military terms requires some specialist knowledge but otherwise articles are accessible to the average reader.

OBJECTIVITY: A western viewpoint predominates. Some contributors exhibit a colonial mentality when describing independence struggles of third world countries. Articles such as the one on atomic warfare contain blatant American propaganda.

GRAPHICS: The volumes are generously illustrated with maps and photographs, many in colour.

BIBLIOGRAPHIES: In the index volume are comprehensive background and classified bibliographies.

RECENCY: The one-volume supplement covers events of 1986.

GENERAL ASSESSMENT: Much of the material in this encyclopaedia is peripheral to the curriculum. Specific incidents are described in detail not required by students and the information provided in general articles could probably be found elsewhere. Wendy Fleming and Hazel Vickers

LEV: Upper secondary

AVAIL: \$470

ASCIS 397731

The Marshall Cavendish illustrated encyclopedia of World War I. Marshall Cavendish, 1986

ISBN 0-86307-181-3

[940.3]

CONTENT AND SCOPE: Described are events and situations and the social, economic and political ramifications of the war in Europe, for the protagonists and their allies, colonies and territories. Some articles are reprinted from reports, and there are poems and letters from people involved in the events. Feature articles discuss a wide range of topics including military decorations and songs of the day.

AUTHORITY: Over 200 contributors and their credentials are listed in volume 12. Most are historians, academics and military personnel. Each entry is signed and short biographical details of authors are often included.

ARRANGEMENT: Volumes 1-11 contain articles arranged in chronological order. Volume 12 contains a general and a classified index, a glossary, a resume of the war by A.J.P. Taylor and charts showing costs of the war.

WRITER STYLE: The articles require a sophisticated reading level as they provide comprehensive accounts of the period.

OBJECTIVITY: Documents and letters of participants on both sides of the conflict give a wide variety of viewpoints.

GRAPHICS: Contemporary cartoons and photographs enhance the articles. Charts and diagrams graphically convey information about equipment, tactics, etc. and coloured illustrations show the uniforms and weaponry used.

BIBLIOGRAPHIES: A short bibliography compiled by the author appears at the end of most articles. An extensive bibliography in volume 12 is arranged thematically.

GENERAL ASSESSMENT: Senior history students will find this encyclopaedia an excellent resource. The information is very well presented and carefully indexed. Teachers of junior history will find the work useful for background information. Wendy Fleming and Hazel Vickers

AUD: Professional

LEV: Upper secondary

AVAIL: \$460

ASCIS 397715

THE ONE-DAY TEACHER-LIBRARIAN



Whilst on deployment at Library Services Jennifer Peasley presented this paper at the 'Libraries Alone' Conference held on 21-23 July, 1987 at the Riverina-Murray Institute of Higher Education, Wagga.

- * they may work in one school but may fulfil other roles as well as that of teacher-librarian (craft teacher, for example)
- * they may be a casual supply teacher-librarian, working only a certain number of days per week.

The role of the part-time teacher-librarian can be difficult yet it is one to which many primary teacher-librarians must adapt. The position of the one-day teacher-librarian can be rewarding, despite the constraints, if the role of the one-day or part-time teacher-librarian is clearly defined, and priorities are recognised.

It is appropriate that a session dealing with the one-day teacher-librarian is included in a conference which has as its theme libraries in isolation. Teacher-librarians are, by the nature of their job, isolated: physically isolated in the case of teacher-librarians in rural areas; and also professionally isolated, for in most schools only one teacher-librarian is appointed. For teacher-librarians appointed one day per week, this problem of isolation is accentuated. Not only do they have professional and perhaps physical isolation to contend with, but they may also feel isolated from the staff and the school community, simply because their position in the school is part time.

Since 1984, the number of teacher-librarians in New South Wales schools has increased. In that year, teacher-librarians were appointed to Class 4 primary schools (schools with an enrolment of 29 students or less) and Class 3 primary schools (schools with 29-159 students). Teacher-librarians in Class 4 schools are appointed for two hours per week; those in Class 3 schools are appointed for four hours per week. The appointment of teacher-librarians to these small schools means that every school in New South Wales has a teacher-librarian.

Teacher-librarians in New South Wales primary schools are appointed according to enrolment figures. As a primary school must have an enrolment greater than 525 to qualify for a full-time teacher-librarian, the majority of primary schools in the state have part-time teacher-librarians. These teacher-librarians may be employed in several ways:

- * they may work in more than one school

'The teacher-librarian is a member of the school's total teaching staff and as such must be actively involved in teaching/learning processes. Teaching is an integral part of the work of the teacher-librarian ... Additionally, the teacher-librarian is involved in the provision of the information-related resources integral to the planning, implementation and evaluation of the curriculum of the school.'¹

Thus two major components of the teacher-librarian's role are identified:

- * involvement in planning and implementation of a program based on information skills in cooperation with the classroom teacher
- * involvement in total school curriculum development (planning, implementation and evaluation) with reference to resource availability and resource management.²

The teaching role of the teacher-librarian is clearly delineated in a statement from the New South Wales Department of Education entitled **Classification of teaching roles in the primary school**.³ This statement classifies the teacher-librarian as a specialist teacher who will 'present learning programs which are an integral part of the school's curriculum'.

Management is the 'librarian' aspect of the teacher-librarian's role. Significant developments which are of great benefit to the teacher-librarian in minimising the time and energy spent managing resources are ASCIS (Australian Schools Catalogue and Information Service), and ACIN (the Australian Curriculum Information Network) and its New South Wales component, NCIN. While

ACIN and NCIN aid the teacher-librarian in resource management, they are also important in curriculum development by providing access to curriculum documents.

When defining the role of the teacher-librarian all these aspects of the role must be considered, but so must the constraints of the position. The one-day teacher-librarian will not be able to provide the range of services that a full-time teacher-librarian can offer. However s/he can negotiate with the staff to provide services that directly relate to school needs; s/he can develop an effective teaching program with classroom teachers and can play an active role in curriculum development in the school. The one-day teacher-librarian must ensure that optimum use is made of their time and the library facilities. The emphasis should be on quality rather than quantity.

To achieve quality in their programs, one-day teacher-librarians need to consider aspects of their role in the school:

- * the priorities of the role
- * the support that can be gained through networks
- * effective communication with staff and the school community
- * curriculum development
- * management
- * teaching

(Following this presentation, these aspects of the one-day teacher-librarian's role were discussed by workshop groups; the recommendations made by those groups, and the strategies they have identified, follow.)

RECOGNISING PRIORITIES

The group recommended that the entire staff should decide on the priorities.

However they suggested that the teacher-librarian's priorities should be: to teach the students, following a program planned in conjunction with the classroom teacher; to contribute to curriculum development in the school; resource management.

The group felt that the status of the teacher-librarian must be clarified with teachers, students and parents before priorities will be accepted. Emphasis needs to be given to the importance of the library in the school program and the value of the library in providing resources for the teaching of information skills. It should be emphasised that

the library is not a place to send students simply to provide relief/release for the classroom teacher.

Time should be set aside for the teacher-librarian to work with teachers in planning and implementing units of work and promoting the library in joint projects such as Book Week. Two important outcomes of this liaison between teacher-librarian and classroom teacher were seen to be the students' development of information skills and the promotion of reading and literature.

The group felt that time spent by the teacher-librarian on library management could be lessened if volunteers were delegated tasks to be done on the days that the teacher-librarian was not present in the school.

NETWORK SUPPORT

The group recommended that network support be at many levels: at state level within the Department of Education; at regional level; and at district level. It was recommended that regional office have regular contact with principals, alerting them to new developments in teacher-librarianship; it was felt that the thrust for these new developments should come through the principal. At the district level, teacher-librarians should meet at least once per term, and should ensure contact with other schools, perhaps in the form of discussions or visits to see other school libraries in action. At the district and school levels it would be possible to have a network of volunteers, and a list of the skills or areas in which they are interested; for example, parents who may be interested in storytelling, or experienced in book covering. These networks were seen essentially as human networks.

As well, structure and support are provided by service networks which include ASCIS, resource-sharing networks and support provided by public libraries.

COMMUNICATION, LIAISON, PROMOTION WITH STAFF

The group felt that the level of communication and liaison varies considerably from school to school. Lack of time often results in poor communication.

Communication could be both written and verbal. Suggestions were: a column written by the teacher-librarian in the school newsletter; formal and informal contributions to staff meetings; a current awareness service of new and useful materials for teachers; meetings with the executive; inservice

for teachers on aspects of the library and the teacher-librarian's role.

It is important that two-way communication is developed between the staff and the teacher-librarian so that the teacher-librarian receives feedback on classroom activities.

CURRICULUM ROLE

It was felt that formal and informal contributions can be made to curriculum development within a small school. Informal meetings could be held with the staff as the opportunity and the need arose. Where possible, meetings dealing with curriculum development should be scheduled on the day the teacher-librarian is in the school so that s/he can contribute. The teacher-librarian must have a sound knowledge of the school's curriculum and should keep teachers aware of new resources and developments in curriculum areas.

MANAGEMENT ROLE

Management was seen to fall into three areas: resource management, time management and people management. The group brainstormed strategies for efficient management.

Resource management

- * Use ASCIS to relieve the teacher-librarian of cataloguing tasks
- * Establish simple circulation systems which can be understood and used independently by teachers and students. Also establish responsibility for their operation when the teacher-librarian is absent
- * Use volunteer help where possible
- * Set priorities for collection building; enlist the support of staff to lobby for money
- * Network! Share resources between schools
- * Keep the collection current; discard outdated materials

Time management

- * Establish priorities; stick to them
- * Utilise the clerical assistant whenever possible
- * Use volunteers: parents, staff, children
- * Planning and teaching with classroom teachers

is a more effective use of the teacher-librarian's time than library lessons in isolation from the class program

People management

- * Gain support of principal. Having his/her support can facilitate the management of other people
- * Communicate with staff and parents and create an awareness of the teacher-librarian's role in the school. Demonstrate the importance of the library in the school
- * Ensure clerical assistant and volunteers have a clear understanding of their roles and tasks.

The group decided that successful management of people facilitates time and resource management.

TEACHING ROLE

The teaching role of the teacher-librarian is of prime importance; it should be clarified with principal and staff. Teachers should be involved in planning and teaching lessons with the teacher-librarian, therefore the teacher-librarian needs to meet often with teachers to plan, discuss, and share resources. Time should be available during the teacher-librarian's one day to do this. Where possible, activities such as book exchanges should be carried out on days when the teacher-librarian is not in the school to allow as much time as possible for teaching and liaison with staff.

CONCLUSION

The job of a one-day teacher-librarian is a challenge - a challenge which can be successfully met if the teacher-librarian, the executive and the staff work together to define roles and decide priorities.

The one-day teacher-librarian needs to develop effective ways of communicating with staff with whom s/he will have contact for only one day per week. Promoting the library and the role of the teacher-librarian is important to ensure that both are fully utilised. Using services such as ASCIS to reduce the resource management load of the teacher-librarian is essential. For the one-day teacher-librarian, the support of networks is important for their own professional development and particularly for contact with other professionals in the same field.

Certainly the job has its constraints. Yet despite these constraints, the one-day teacher-librarian

can accomplish a great deal by contributing to quality educational programs and services which benefit the staff and students of the school.

1. New South Wales Department of Education. **Libraries in New South Wales Government schools.** Sydney, 1987
2. HANSEN, Janet 'The role of the teacher-librarian in curriculum development' in **Supporting the curriculum: policies, perspectives and programs.** Sydney, Library Association of Australia, 1986. p.11
3. New South Wales Department of Education. Clarification of teaching roles in the primary school. Sydney, 1985. Memorandum 85-156 (S.372).

ASCIS DIAL-UP USERS MEETINGS TO CONTINUE IN 1988

Following the success of the meetings held during 1987, Library Services will continue to host meetings for all personnel (whether teacher-librarians, teachers or school executive) interested in learning more about dial-up access to the ASCIS database.

Whether you are contemplating becoming a user, or would like the opportunity to meet and exchange ideas with novices and enthusiasts alike!

Meetings will be held on the first Wednesday of each month (except during school holidays) from 4-6 p.m. at Library Services, 35 Mitchell Street, North Sydney. The dates are 2 March, 4 May, 1 June, 3 August, 7 September, 2 November and 7 December.

If you would like to attend any of these meetings, please contact Murray McLachlan on (02) 925-8136.

NCIN/ACIN IMPROVED MICROFICHE SERVICE

At the recent meeting of state ACIN coordinators, held in Melbourne 11 November 1987, two recommendations were made concerning improvements to the NCIN/ACIN microfiche service:

* That series titles be included as access points on the title index. (This means that we will be able to look up series such as **Curriculum ideas for primary schools**).

* That cross references be included on the microfiche subject index. This means that users will not need to refer to the print copy of the **ASCIS subject headings** to select correct terms, but will be directed to those terms on the fiche itself - a definite plus for anyone wanting to search quickly, and particularly for small schools which do not have print copies of the subject headings.

These recommendations are being put to ASCIS and the ACIN management group for costing and approval. If the cost of the required programming, and time, permits, the March 1988 issue should be a much improved product.

Until then, look up title proper only on the title index and keep referring to the print copy of the ASCIS subject headings for the correct terms on the subject index.

LEADING QUESTIONS

Q I have transferred to another school this year. Please could you publish a checklist of the tools which should be in my new library?

A If you've transferred to an established school you will find a checklist of tools in **Notes and miscellany**, February 1987, p.6. If you're in a newly opened school, Library Services will supply the tools you need.

Q Some of the books I've bought have several ISBNs - North South Books are a prime example. Which one should I use?

A The ASCIS cataloguers, at their first conference held in Melbourne in November, 1987, discussed this problem and here is the decision for the order of choice:

1. The Australian ISBN (It will be linked to an Australian Mpublisher or distributor)
2. If there is no Australian ISBN, the first number given.

Obviously, items catalogued onto the database before November, 1987 will not necessarily follow this pattern; there should be no exceptions in the future!

columns III

REGIONAL VOICES

Two issues which have been addressed in nearly all reports received from local group meetings of teacher-librarians have been plans for special Christmas meetings and planning for 1988.

Forward planning and consideration of significant issues such as Curriculum Priorities of the NSW Department of Education are crucial for the continued support by Regional Directors and Inspectors for local group meetings:

It is not surprising that discussions about the Library Policy, information skills and cooperative program planning and teaching have been common to all regions in the state. These discussions have recognised that clarification of the role of the teacher-librarian, timetabling and support services such as ASCIS and NCIN are relevant to the broader issues.

However, it is pleasing to note that children's literature and reading for pleasure and leisure continue to be important. For example, Newcastle Area Teacher Librarians' Association, in their Term 4 issue of *Natla Prattler* has published, along with a bibliography on cooperative program planning and teaching, two other reading lists - **Books to read aloud** and **Books to make you laugh**. The Stanton Area group included in their second semester program Reading across the curriculum K-12 and new fiction for secondary and primary students.

Library Services looks forward to hearing about professional development activities you have planned for 1988.

CONFERENCE REPORTS

Mary Jane Stannus was a delegate at the Tenth National Conference of the Australian School Library Association, and presented the paper ACIN: a curriculum information service for Australian schools.

Mary Jane's report of the conference is published below.

1. **Report**
Major strands presented at the conference included:

- i Computers (and implications for student

learning and information retrieval in schools)

ii Library management

iii Children's literature

- 1.1 Highlights of each of these strands are reported below.

2. **Computers**

Key note paper by Joyce Kirk, Senior Lecturer, Kuring-gai CAE looked at features of our information society, discussed the implications for education and particularly for information skills curriculum. A solid educational rationale for the use of information technology in learning programs in schools was given, and features of an effective information skills program were discussed. Of particular interest was the explanation of the 'needs driven' nature of information skills development and the way in which information exists not as a cold entity but is coloured by the perspectives and experiences we bring to it. School curricula which aim to enable students to effectively access and evaluate information, need to keep these characteristics in focus.

3. **Library Management**

A key session in the Library management strand was presented as an interactive workshop which looked at role definition, negotiation and appraisal for teacher-librarians. Presenter, Wes Young, Senior Consultant, Catholic Education Officer, ACT, led participants through a series of processes for a teacher-librarian taking into consideration the different perspectives of principals, classroom teachers, parents and teacher-librarians. Strategies and processes were worked through in order to assist groups with differing perceptions to negotiate an agreed upon role for the teacher-librarian.

The tools and processes presented in this session could form the basis of some very useful workshops for teacher-librarians and principals.

4. **Children's Literature**

Susan Cooper and Jan Needle were the major speakers in the children's literature strand. The extremely different nature of their work - Susan Cooper is best known for fantasy, Jan Needle for realism - provided provoking contrasts in their

writing style and readers' responses to it. Common to both was the importance placed on stimulating young peoples' imaginations through story and reading.

SUPPLY

ERRATA

scan 87/4:1389 *My first Macquarie dictionary* The price should read:
Paper \$8.95

scan 87/4:1465 *Sir Bannister Fletcher's a history of architecture* 19th ed. The special school price of \$100 should have specified a time limit. The price at November 1987 is \$125.

MICROFICHE READERS

About 30 second-hand microfiche readers will become available for purchase in January at approximately \$150 each. Enquiries should be directed to:

Terry Stone
TV Video Projector Vision
PO Box 395
Milson's Point 2061
(02) 88 3356 or 411 6216

DATES FOR YOUR DIARY

Sydney Storytellers Guild invites you to an evening with storytellers of excellence, telling and talking about their favourite stories. Note the following dates:

7 March	Zoe Withers 'Touching the heart'
4 April	Pamela Lloyd 'Celtic stories'
2 May	Jan Murphy 'Family album'
6 June	Ffranses Ingram 'Scenes from village life'

Meetings will be held at:

Friends Meeting Hall
119 Devonshire Street
SURRY HILLS

at 7.30 pm
\$3 (\$2 concession)
Season tickets: \$8 (\$6 concession)

For bookings or further information 'phone Bette Glass (02) 798-6219.

Note: Due to copyright restrictions, no tape recording is permitted.

LIBRARY ASSOCIATION OF AUSTRALIA

School Libraries Section - NSW Group

17 February

Annual General Meeting
6.00 pm for 6.30

The Library, St Vincent's Primary School, Bland St, Ashfield.

Guest Speakers: John Trevillian and Mary Mitchell: NSW Bicentennial Council

Contact: Di Simpson, (02) 957-3943 by 12 February

19 March: Archives and the Conservation of Library Materials

Details of programs, locations and contact people will be sent to teacher-librarians.

IFLA and LAA

27 August - Joint conference of the International Federation of Library Associations and the Library Association of Australia.

Watch this column for details.

ACKNOWLEDGEMENTS

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