

SCAN

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- The DSE web site, *Network for Education*
- CPPT: still the way to go?
- Teacher-librarians and the State Literacy Strategy
- A framework for school based PD in information literacy
- Research columns: Transformational leadership



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SCAN

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This issue of *Scan* focuses on the role of the teacher-librarian, and support for that role. In times of reduced funding for professional development, *Scan* can help bridge the gap. This issue contains articles clarifying the role of the teacher-librarian, as it is evolving. Some articles focus on **leadership**. Clare Tuohy's review of the literature on the role of the teacher-librarian points to leadership as fundamental. In *Research Columns*, Sandra Ryan focuses on **transformational leadership**. Another article, in the *Best Practice* series, looks at **Cooperative Planning and Teaching in the 90s**; another looks at the impact of the State Literacy Strategy on the role of the teacher-librarian which demonstrates that our **literacy support role** is taking on a fresh lease of life. A most useful package supporting our role in the **professional development of teachers** is Frances Plummer's school-based framework for an inservice for teachers on information literacy—this can be used directly for that purpose. Finally, as far the role is concerned, there is an article highlighting the findings of Quality Assurance reviews about secondary teacher-librarians and their libraries. The findings on primary teacher-librarians will be in the next issue.

In terms of support for the teacher and teacher-librarian, it can be argued that every article in *Scan* provides professional development and support for the role. In particular, this issue carries articles on the DSE site, which, apart from all of its other very useful content, now has a version of *Scan* on it, highlighting *Research Columns* in full text, and abstracts of *Hot Topics*, currently articles on information technology. It also contains information about *Scan*, and a feedback facility. The *Scan* page will be updated quarterly, and is not intended to replace the print version. There are also many reviews of Internet sites and regular resources, such as CD-ROMS, books and videos on the site, which have been coordinated by the SCIS Review Coordinator, Colleen Foley. There's an article about professional development sites for teacher-librarians; another about the Queanbeyan teacher-librarians' support network; and two about the implications of change in the curriculum and timetable of the school for teacher-librarians.

On a personal note, this will be my last issue of *Scan* as its editor. I have decided that the time has come to not just read, write and edit articles about this very exciting and challenging period for teacher-librarians. I want to get out there and do it, too! And so, I have accepted an appointment as a teacher-librarian at Trinity Grammar School. I am very excited about this.

I am sad, too, about leaving the people I work with at SCIS and *Scan*. People who have patiently supported me while I learnt the job include Beth McLaren, Alison Glasscock and Nicholle Hicks-Usher; and the present team of Michelle Ellis, Colleen Foley, Anne Dowling, Deirdre Zachert, Sue Baillie, Anya Smeaton, Wendy Elliott and Usha Lata are a delight to work with, and I will be very lucky to find such a friendly place to work in again. It is a very close-knit team, and we've been through a lot together, including the death last year of one of our number—Ann Webber—which was a potent example of life's unfairness. And to Cairo Jim, Geoffrey McSkimming, of *School Magazine*, Christine Lopez and Anne Dowling, who have made me laugh my way through all kinds of crises, including impossible deadlines—well, what will I do without you?!

To all the teacher-librarians out there, thank you for your contributions to *Scan* while I've been its editor. It never ceases to amaze me how the articles keep coming in...not just the fact of people finding the time to write them, but the inspirational practice that is their subject. I don't think there's any other teaching position where the role changes so much and so regularly. I think the teacher-librarians of New South Wales are awe-inspiring, and it has been a privilege working for you at *Scan*.

Lee FitzGerald
Editor

Michelle Ellis is Senior Curriculum Adviser—Library and Information Literacy.



As we progress through the year, *Scan* will reflect the Departmental priorities for 1997. The priorities of improved literacy levels, greater use of technology to enhance student learning, opportunities for a leadership role in the use of technology, development of support materials for technology enhanced learning, and improved classroom teaching, among others, are all directions that will be highlighted throughout the year in *Scan*.

Literacy

School Education News, 26 March 1997 carried *A position paper on the teaching of literacy*—a publication designed to support the explicit and systematic teaching of literacy in NSW government schools. It is essential reading for all teachers and particularly for teacher-librarians. It affirms that literacy improvement is a whole school focus and therefore a major focus for teacher-librarians and the school library. The position paper clearly shows a number of areas where teacher-librarians and the school library can be involved in the process. The paper refers to areas of involvement ranging from the provision of, and teaching opportunities with, "texts for instructional, guided and independent reading appropriate to each student" to "frequent exposure to, and experience with, quality literature in all its forms". The paper further discusses students' reading and responding to factual texts and responding to the texts with their own information reports (SEN, v. 7, no. 4, 26th. March, 1997 p 16).

The clear relationship between literacy and the information skills process provides an opportunity for teacher-librarians to be closely involved in collaborating with classroom teachers to improve student literacy. A number of articles in this issue show some of the ways in which teacher-librarians can be involved in the process. The article by Liz Maxwell in *Scan*, v. 16 no. 1, "Extended uses for curriculum mapping" looks at the way in which curriculum mapping can be modified to keep track of text types as well as the information skills process. The tracking of the teaching and learning of text types and information skills will assist in "the teaching of literacy skills in an explicit and systematic way" (SEN, v. 7 no. 4, 26th. March, 1997 p 14).

Leadership

A number of articles in this issue look at the question of leadership and the teacher-librarian. The rhetoric has been that teacher-librarians are at the forefront in a number of fields including new technologies. The article by Clare Tuohy focuses on this area, and seeks to provide current theory on leadership and how it applies to the teacher-librarian. Research columns highlights research by Sandra Ryan which shows the relationship between leadership and the effective provision of information services in schools.

SCIS and subject headings

There has been discussion in recent months on the issue of SCIS and subject headings. Some teacher-librarians equate exhaustive subject analysis with improved access to resources. This does not automatically follow, it may in fact hinder retrieval. A thorough understanding of subject classification will not lead to the addition of multiple subject headings, rather the opposite. *Scan* v. 12, no. 3 July 1993 has an excellent article, by Beth McLaren, on this topic, "Subject references in OASIS—how important are they?"

The advice from the Library and Information literacy team is not to catalogue, buy cataloguing records from SCIS. The supplementary advice has always been that teacher-librarians do need to understand cataloguing both in terms of Dewey and subject analysis. This understanding will inform their management of OASIS library and more importantly help them to create learning situations in which students locate and select information.

One of the principal goals for the NSW SCIS agency is excellence in cataloguing, so that the needs of teachers and students in schools are met. A strategic plan for SCIS is currently being prepared and it is important that the plan be developed in the light of the needs of the users in schools. Many teacher-librarians do contact us with queries and suggestions for the SCIS database. These queries and suggestions are welcomed. Anne Dowling, Divisional Librarian, SCIS, can be contacted on fax number: 02 9886 7413. The email address for contact is scis@magna.com.au.

Scan Editor

It was with enormous regret that I accepted the resignation of Lee Fitzgerald as the Editor of *Scan*. Lee has been the editor since 1993. In this time *Scan* has made significant strides and is justifiably regarded, by many, as the pre-eminent journal for teacher-librarians, school libraries and information literacy in Australia. Lee has always sought to have *Scan* supply a vision for teacher-librarians and school libraries, anticipating new trends and developments. At the same time, she has commissioned articles from practising teacher-librarians who can share their expertise in order to make the implementation of the vision achievable. The current issue of *Scan* is a reflection of the vision, energy and expertise that Lee has brought to the journal. We wish Lee every success in her new position. ■

In your school,
do your Principal and other staff
also enjoy *Scan*?

NSW DSE Internet Site—Network for Education

Glen Dudley is Senior Curriculum Adviser—Computers and Technology.

The NSW Government decision to connect all schools to the Internet reflects its recognition of the increasingly important role the Internet will play as an information and communication resource within New South Wales schools.

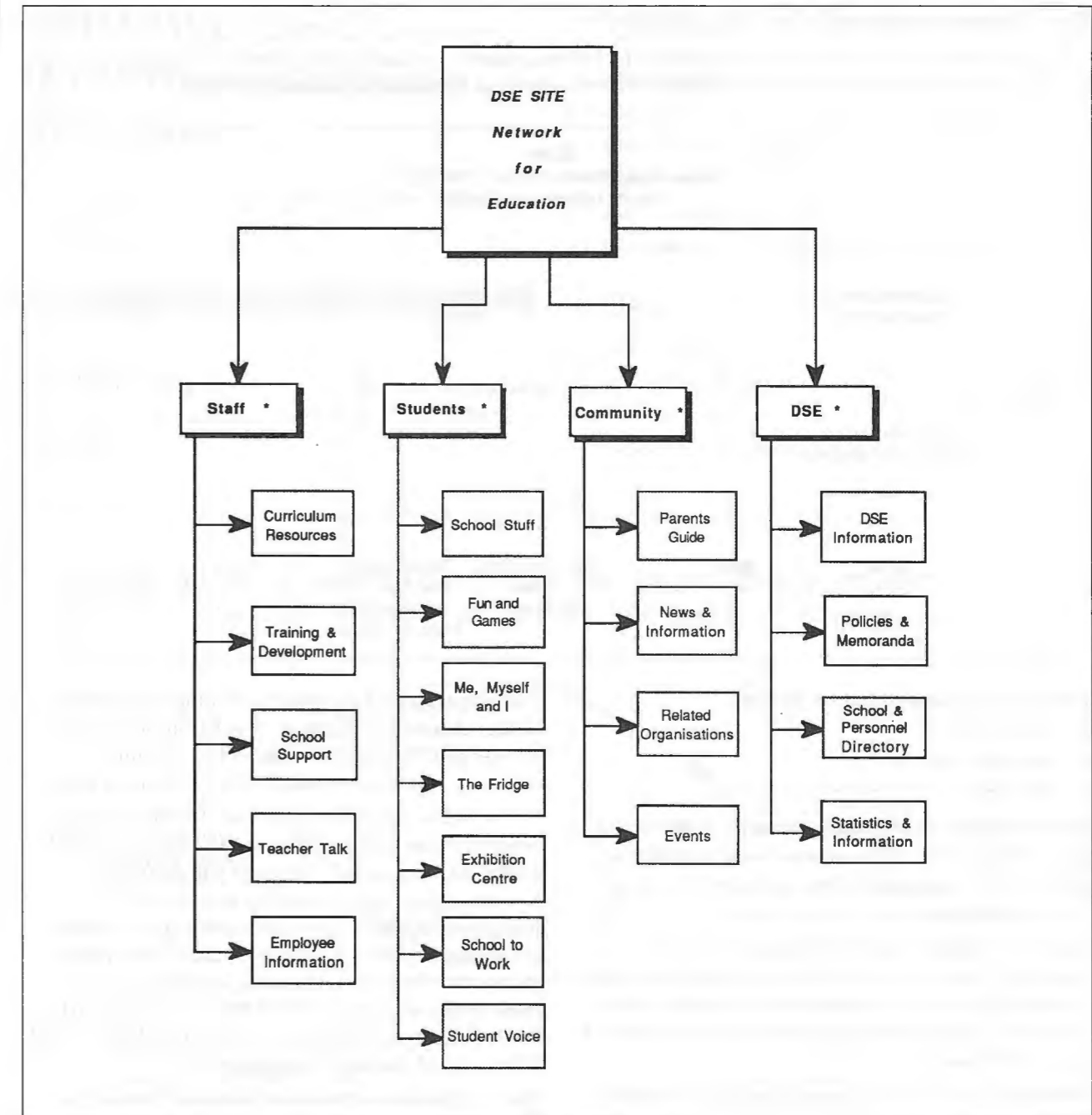
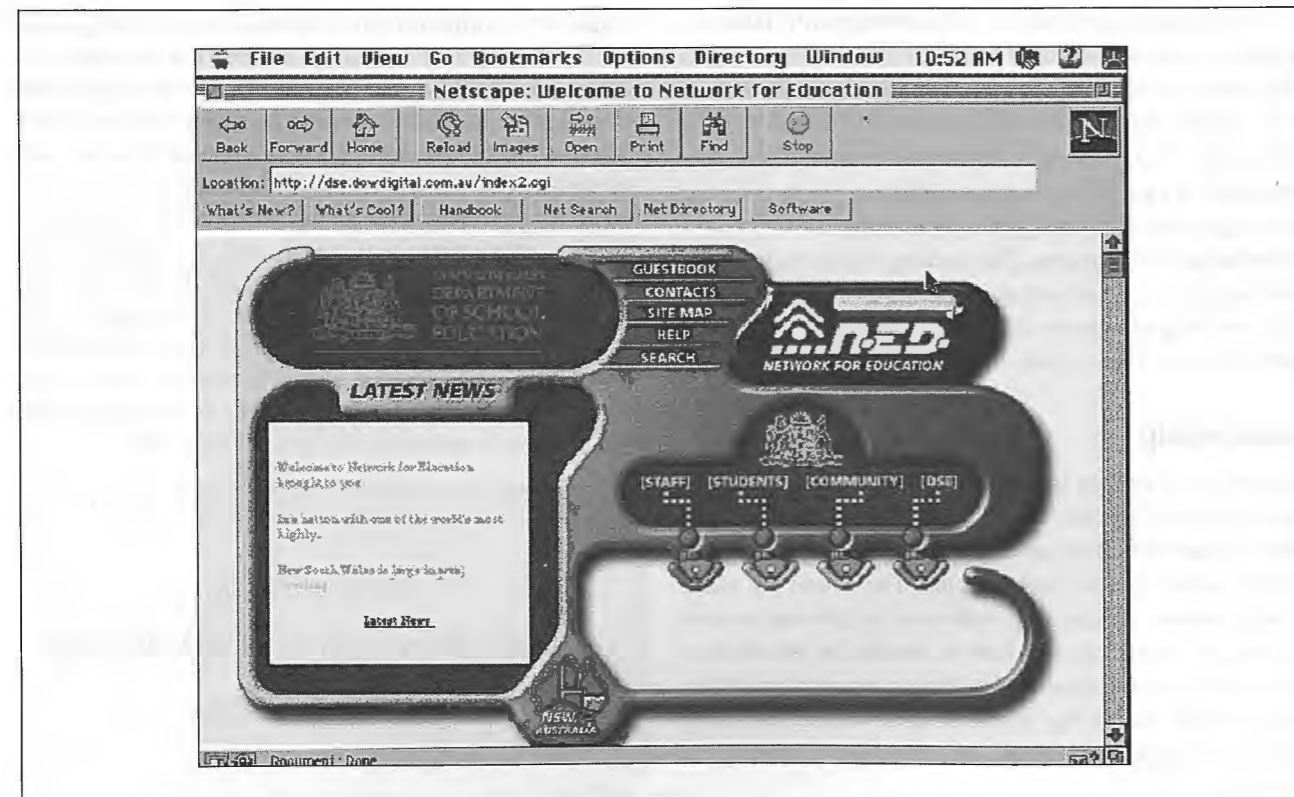
In 1995 the NSW Department of School Education undertook an Internet pilot with 66 schools across NSW and established a trial Internet site. The pilot informed decisions about the provision of Internet hardware, software and services to all NSW Government schools.

The development of the Department's Internet site, *Network for Education*, recognises that a quality, focused, safe, secure, cost effective and equitable educational World Wide Web site can contribute to improved student learning outcomes and the effective operation of the Department.

Network for Education aims to:

- encourage the use of the Internet in teaching and learning by providing relevant, educationally-focused content, technical excellence and an easy-to-use gateway to the Internet
- enhance access and equity to information and communication for NSW Government school communities by reducing disadvantage created by geographical isolation, disability or socio-economic background
- provide an enhanced mechanism for timely, accurate and cost effective communication between school communities, district offices and directorates of the Department
- showcase student achievement and promote Departmental achievement to a global audience.

The diagram below shows the structure and hierarchy of the *Network for Education* site.



The address for *Network for Education* is:
<http://www.dse.nsw.edu.au>

Find RESOURCE REVIEWS by this route:
Home→Staff→Curriculum Resources→Resource Reviews
Resource reviews on *Network for Education*

An exciting aspect of the rebuilt DSE site is the presence of a diverse range of reviews of resources to support learning and teaching across all KLAs. These reviews are supplied by a team of reviewers coordinated by the SCIS Review Coordinator.

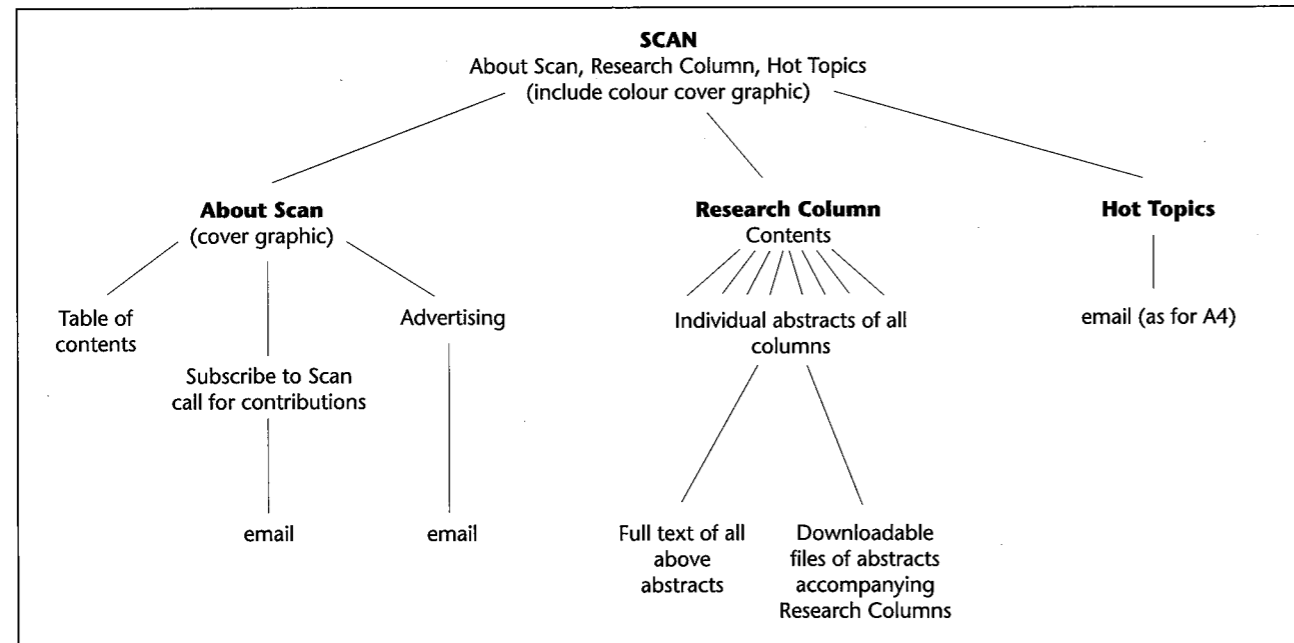
Some 233 Internet site reviews are available, including those offering assistance professionally on technological and related curriculum issues, and a number specifically linked to HSC syllabuses. Each KLA has a page of "hot"

site links which includes a brief description of each site listed and a link to the site. Reviews are available for the sites listed. These KLA "hot links" will be updated regularly (perhaps every two months). The site reviews can be accessed through subject and KLA searches. Further site reviews will be added on a regular basis.

Additionally, some 590 reviews of resources such as CD-ROMs, books and videos, including curriculum abstracts, are included. Currently these are mainly those that have been published in *Scan*, though shortly, along with regular additions of reviews, other reviews not published in *Scan* will also be added.

Scan is on Network for Education

Don't forget to look for *Scan* when you are visiting the DSE site, recently launched. What follows is a diagram of *Scan* on the Internet. Find SCAN by this route: Home→Staff→Curriculum Resources→Publications→Scan



There are three areas of *Scan* on the site:

- About *Scan*
- Research Columns
- Hot Topics

About Scan provides the table of contents of the coming issue of *Scan*, subscription and advertising information, and a call for contributors. There is an email link back to *Scan* from this area.

Research Columns takes you to abstracts of all the Research Columns in *Scan* to date; and from there to full text of these Research Columns and to a downloadable file of the abstracts which accompany the print version of Research Columns.

Hot Topics takes you to a list and abstracts of articles in *Scan* on a particular topic. We begin with articles on information technology. There is a feedback facility at this point, also.

The three areas will be updated quarterly. We hope you enjoy the Internet version of *Scan*—which definitely does not replace the print version!

The NSW HSC On-Line Project: an update

Owen Davies is Chief Education Officer and coordinator of the NSW HSC On-Line Project.

The NSW HSC On-Line Project is nearing completion of the first phase of development. It was launched by the Minister and the Vice Chancellor of Charles Sturt University, following the launch of the DSE site in April.

The six nodes, Agriculture, Computer Studies, English, Geography, Japanese and Mathematics, will be accessible at <http://hsc.csu.edu.au/>. The nodes will continue to develop, offering access to quality articles and sites throughout the world. They will enable communication and interaction between teachers, students and academics interested in teaching and learning in the subject areas. There will be access on the NSW HSC On-Line site to the DSE site, the Board of Studies site and to the Joint Council of Professional Teachers' Association site.

Your contributions to the site are welcomed. Follow the diagram attached or contact your subject node coordinator, as follows:

(Relevant DSE Subject Node Coordinator)
 (Position)
 Curriculum Directorate,
 Department of School Education,
 3a Smalls Road, Ryde NSW 2112
 Fax: (02) 9886 7 (relevant fax no)

for further information. Please fax Priscilla Wood for details. Fax: (02) 9886 7571.

From March, when all schools are on-line, the Internet can be a powerful teaching and learning tool. The NSW HSC On-Line site is the beginning of a resource that will increasingly be used to access information and provide speedy communication across the educational milieu of the future.

NSW HSC On-Line—How to contribute material

(taken from the 'about' area from the homepage of the NSW HSC on-line site)

FILE FORMATS

Documents

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If you prefer to contribute documents in HTML, please use the HTML

Design Guidelines as applied to the design specifications for NSW HSC on-line.

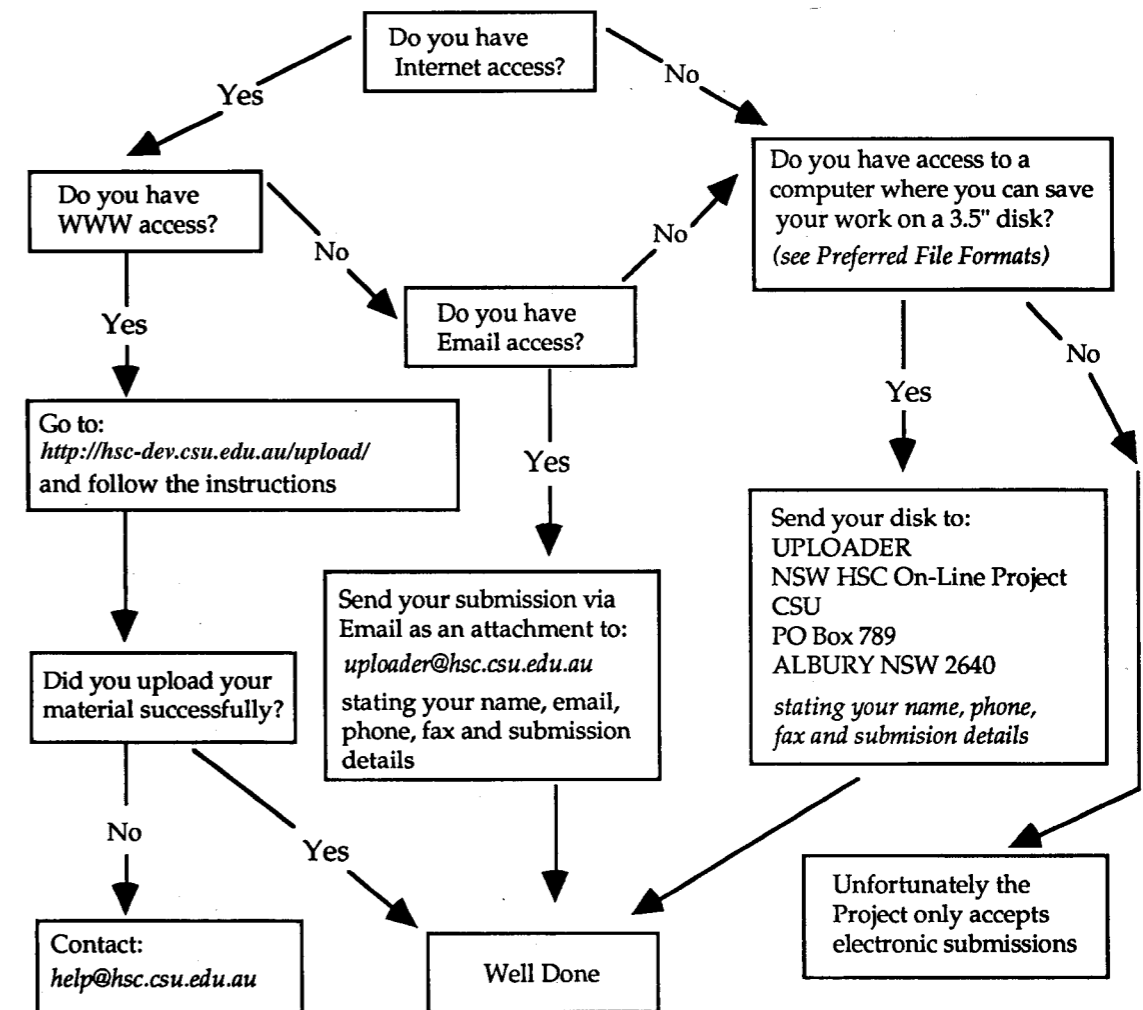
- Microsoft Word (Preferred)
- ASCII Text (Accepted)
- Rich Text Format (Accepted)
- WordPerfect (Accepted)
- Lotus Word Pro (Accepted)
- Most file formats MS Word recognises (Accepted)

Graphics

- GIF (Preferred)
- JPG (Preferred)
- PNG (Preferred)
- All other major types accepted ■

NSW HSC On-Line—How to contribute material

(taken from the 'about' area from the homepage of the NSW HSC on-line site)



Copyright issues in the electronic age

Philip Griffith is Associate Professor of Law at the University of Technology Sydney. He provides here an overview of the development of copyright and the issues that confront copyright law in the electronic age. The Copyright Amendment Bill is to be enacted soon and will include new provisions for copyright on the Internet. A major issue to be addressed by the new legislation is to what extent the fair use principle will apply in the electronic environment.

Current situation of the 1995 Copyright Amendment Bill

The 1995 Bill was introduced in Parliament towards the very end of the Keating Government's term of office with an exposure draft. With the calling of the writs for the general election, it fell into legislative limbo. Had the Keating Government been returned to office it is likely that the Bill would have enacted as drafted. With a change of government the Howard Government reconsidered the Bill. The Government has now announced that it will shortly enact some amendments to the Copyright Act based on parts of the earlier Bill. The amendments will include the introduction of a system of moral rights; reworking of the section on ownership of works created by employees of newspaper and magazine publishers; [publishers will have a right to restrain photocopying of more than 15% of a newspaper,] improved payment procedures for government use of copyright material; and some changes to provisions concerned with educational use of copyright materials and use by the disabled. Significantly the government has decided not to introduce the new transmission right at this stage, but has announced that there will be further amendments in the future to deal with the Internet and communication networks.

Copyright history: the development of a great lie

Copyright is a legal notion which was created to respond to the development of the print and book industry in the 18th century. Prior to this, under the Guild system, the Stationers' Company had a monopoly in printing, publishing and disseminating books, pamphlets and written material. They acquired this monopoly hand in hand with the censorship system. Then, for various reasons, including the great struggle between James I and the parliament about revenue, monopolies were abolished and the printing industry, like all monopolists who lose control, were interested in finding another mechanism to get it back. What they did was to promulgate a great lie—that authors and publishers would be given the exclusive right

in their works. But the authors who wished to publish had to go back to the people who had the means of production—the stationers' company and the printing industry who bought the rights and re-acquired the monopoly bit by bit. So, that's what copyright was for—to re-ensure the commercial interests of a particular trade or industry group and this was done by rhetoric about individual and personal rights.

Copyright for books: what are the rights?

The rights which were granted under copyright initially are rights that are connected to books. They are as follows:

- **reproduction**—the right to make copies. A copyright owner can stop any person from making a copy of their work.
- **publication**—the right to make copies available to the public, either through sale or lending or otherwise.
- **performance right**, which developed as a response to the practice for authors in the 18th and 19th centuries of doing readings and performances of their literary works.
- **adaptation.**

These four rights are still the core copyright rights. They are not monopolies but restrictive trade practices: they simply give people competitive advantages in certain kinds of markets.

The term of copyright

The term of copyright originally was seven years or multiples of seven years because of the apprenticeship system in which people were apprenticed to a master for a period of seven years. Now, copyright in a published work is the life of the author plus fifty years. For other things like films and sound recordings, copyright dates from publication plus fifty years.

Fair use

Another feature of early copyright, which still remains, was a requirement for balance between commercial interests and societal goals such as the distribution of ideas, discussion, scholarship, research, and access to what was

already known so that something new could be created. The fair user approach provided access to material provided the access was 'fair' in terms of the above purposes. In copyright, fairness largely has to do with the impact that you will have by your use on the commercial rights and markets of the copyright owner. Provided the use is for a worthwhile purpose and it is limited enough not to have a major impact on the commercial interests of the copyright owner, it may well fall within fair use.

Copyright today: in flux

Rights, terms and fair use established in 1709 are still aspects of the system today and they are all in flux. Copyright has always been in flux and the Internet and electronic publishing is yet another aspect of its flux and change. **Changes have occurred in subject matters, in forms of rights, in terms, and in mechanisms to try and effect that balance between the commercial interests of copyright owners and broad cultural societal educational goals.**

New subject matters for copyright

Very early on, copyright moved from simply books, to include musical works, dramatic works, and all forms of artistic activity. From the beginning of this century, cinematographic films, sound recordings, radio and television broadcasts all became subject matters of copyright.

For every new subject matter, new rights are developed that are appropriate to that subject matter, such as the right to broadcast, the right to make satellite broadcasts, the right to make particular forms of copy, so that there are new ways in which the copyright owner has a right to control other people's access. However, the shift that we are currently moving through—this new electronic age that we are all so fascinated and horrified by—has made the traditional copyright structure rather unstable.

New subject matters in the electronic environment

The electronic age first of all meant that we had to recognise **computer software** as a form of copyright subject matter. In 1984 this was done and all computer software became a literary work under copyright law. Another new form of subject matter are **multimedia works**. The multimedia work is a new creation and copyright lawyers have not worked out how to respond to it yet. There are two possibilities:

- Create a completely new subject matter and create new rights for it, or
- Recognise a multiplicity of copyrights in the same thing, as has been done with film. Films have a multi-layered set of copyrights, with multi-layered owners with multi-layered rights, such as the film itself, the literary work on which it is based, sound recordings and television broadcasts. That may be the way in which multimedia will go. Traditionally what has happened with these multi-layered approaches is that they eventually evolve a new right and a new subject matter. But multimedia is a challenge and it will be interesting to see what emerges.

New rights in the electronic environment

- **A rental right** has been introduced so that, if a person sets up a music library and rents out CDs, then the copyright owner has the right to control the process of rental, and must be paid for every rental. This right has emerged because of Australia's obligations under what is called the TRIPS Agreement (Trade Related Aspects of Industrial Property), which is an aspect of the Uruguay Round of the GAT Agreement and the World Trade Organisation. Australia has introduced a rental right in relation to sound recordings but **not in relation to film**. The people who own the film industry in Australia and who own the distribution of films and the rights in relation to films actually own the two major video rental outlets in Australia and so that they felt there was no real need. They have the control which they desire in this. If that changes, and if there is evidence of abuse of rental of films in Australia, you can expect reconsideration of rental rights in film.
- **Moral rights** have been suggested by the Copyright convergence group and the Copyright Law Review committee. Moral rights are a peculiarly European idea that creative works emerge as an aspect of the personality of the creator and as such they are personal, inalienable and non-commercial. They have to do with the integrity of the work itself, the right to be acknowledged as the creator of the work, the right to preserve the work from being placed in improper contexts. There has been a proposal in the Copyright Amendment Bill of 1995, which has not yet been passed, to introduce moral rights legislation in Australia. If that is done, the integrity of the work will be protected, which means protecting it against derogatory treatment. That will have considerable impact upon works on the Internet, because of the great malleability of material which you can access on a computer. It can be downloaded, re-edited, reshaped, changed, patched into other things, all of which is technically possible. If moral rights are brought into copyright law, authors will have rights to bring actions to restrain these improper dealings with their works.
- **Transmission rights** are proposed in which copyright owners will have the right to control any transmission to the public regardless of the form of technology. So, that includes, obviously, broadcasts, radio, television but it also includes fax machines, telephone systems and the computer network. If this right is introduced, copyright owners would then have the right to control all forms of transmission of their work, not merely material productions of them. What does this mean for a librarian? Copyright owners can now expect to be paid for each and every transmission of their work and they will have the right to prevent such transmission if they are not paid. This will have an enormous impact upon things like the concept of the national distributed collection in which a number of specialist libraries collect intensively and deeply in a particular field and is then prepared to share that resource with other libraries to avoid duplication. Copyright owners will be looking for a major economic stake in such a system. One can understand why they want to do that but it does pose difficulties for the library system.

A shift in balance: from controlling copying to payment for use

The base right of copyright is control of reproduction. Controlling copying works extremely well if, through the legal mechanisms, you can get hold of and bring actions against people who are making copies. The reproduction right is still tremendously important as a means of controlling industrial commercial pirates on a large scale. However, in our daily lives, we have equipment such as audio cassette recorders, FM radio, compact disc players, fax machines, and photocopiers. With such equipment, the making of copies of everything you can think of is incredibly easy. It is no longer practical to control the way in which the public copies copyright owner's works. So the reproduction right has broken down, or is under immense stress, and with it the fundamental of traditional copyright. It is still essential to protect the commercial interests of copyright owners or they won't be able to afford to create new works. So a shift has occurred in Australian copyright from the notion of controlling reproduction to recognising access while ensuring there is equitable remuneration for the copyright owner.

Copyright Agency Limited (CAL)

A series of statutory licences in the Copyright Act have been created by which people access material quite legally and then are required to pay for it, such as in the system that exists in the education system. The Copyright Act requires that we pay, but it does not tell us how much we should pay or to whom. So, the copyright owners have collectivised, and set up a collecting society called CAL. CAL represents copyright owners by sampling the system, setting up contracts with the school systems, with the university systems, and currently there is an exchange from the education system to copyright owners of between twelve and fifteen million dollars a year for simple copying. The rise of collecting societies and compulsory licences is a major shift in the culture and economics of copyright in Australia. The Internet and computer technology is another step in this shift. It affects the subject matters, it affects the rights, it affects fair use and it affects remuneration.

The Internet and copyright: more questions

- **Is scanning material into a computer something which should be covered in the copyright system?** I would suggest to you it almost certainly is. Once you put something into a computer you can bring it back again. You can call it up on screen or you can print out the work which you put in and variants upon it. That is reproduction.
- **Is storage in a computer a form of reproduction?** Any dealing with anything in storage—reproduction, printing it out, displaying it on screen—is dealing with something which is a copyright work. You may be astonished to learn that Copyright Agency Limited maintains that the mere access of screen display is a copyright activity for which copyright owners should be remunerated. What they are asking for is a price of \$500 for the initial scan and \$2 for every access. The Australian Vice Chancellors Committee, maintains that it is within the existing copyright regime that copyright owners should be paid only for the first scan at the rate of two cents a page and that every screen use is free. It either comes within fair dealing or it is not within the copyright rights. They have disagreed with us and so we are about to go to the copyright tribunal and the federal court to have the price set. It is something that is going to have to be resolved and there are clearly genuine and proper interests of copyright owners which must be protected. The major thing for the education sector is that we have the unrestricted access. Obviously we want that at the cheapest possible price but in a sense price is less important than our right to access to the material and our right to be able to work with it in these new electronic ways.
- **What about fair dealing in the electronic environment?** Copyright owners are very concerned with putting in place technological blocks, technological monitoring, accounting mechanisms and so forth. They are arguing that every access, every use must be paid for. Some concept of fair use might be recognised, but all it should do would be to reduce the cost, and not eliminate it. Fair use is an area in which the battle lines of that discussion of balance between commercial, societal, cultural and educational are going to be drawn. ■

Role of the teacher-librarian

Two articles follow on the role of the teacher-librarian, emerging from *Choosing a revolution: the role of the information service professional into the 21st century*, by Suzette Boyd of MLC in Melbourne, which appeared in *Scan* Vol.16, No. 1. The first is a concise and thought-provoking comment on perspectives of leadership, challenging teacher-librarians to reflect on and evaluate their leadership role in schools. Clare Tuohy has worked as a teacher-librarian in Melbourne since 1981, and is presently Head of Library at the Wheelers Hill Campus of Caulfield Grammar School. She has recently completed a Master of Library and Information Studies at the University of Melbourne, and this analysis of the literature emerged out of a focus study undertaken as part of her course.



Clare Tuohy.

The second article presents a New Zealand perspective on the role, from Liz Probert, teacher-librarian at Pakuranga College, Auckland.

Teacher-librarians as educational leaders and agents of change

More than ever before, teacher-librarians and leadership need to be synonymous. Mal Lee (1995: 22), in his support for the role of Director of Information Services, has emphasised how well prepared teacher-librarians are to take on leadership roles. He claims that teacher-librarians have the ability to view the school community not as the old industrial age configuration of senior staff with its subdivision of learning, but as a community that emphasises the holistic nature of learning. Essential to taking schools positively into the 21st century and the information age are qualities such as enthusiasm, optimism and persistence. Underpinning these qualities, however, is the quality of leadership. Lee emphasises that teacher-librarians need to be key leaders in a visionary team to bring about some real educational change to help position the school to thrive on the dynamics of rapid change. In a similar vein, Crowley (1995: 8) warns teacher-librarians that their role and efficacy will be questioned as never before, and highlights the importance of teacher-librarians acting as visible change agents in the process of improving education. The message is clear: **we must accept the challenge and opportunities available to us, and take on educational leadership in our schools.**

Caldwell & Spinks (1992: 22) identify four facets of the role of the **transformational leader**. These facets are: **cultural leadership, strategic leadership, responsive leadership and educational leadership**. These facets provide a useful means for teacher-librarians to identify and evaluate their leadership roles, and a logical starting point for them to become effective educational leaders and agents of change.

Cultural leadership

According to Caldwell & Spinks (1992), the way that day-to-day activities of a school are carried out defines and describes the culture of a school. These activities are driven

by values and beliefs about what should be happening in schools. The values that determine excellent outcomes are quality, effectiveness and equity whilst efficiency and empowerment are the values related to the means used to achieve these ends (Caldwell & Spinks, 1992: 71). Teacher-librarians can make an important contribution to changing the school's cultural leadership through initiating a co-operative, integrated research and information skills program. In doing so, they are initiating change in the culture of the school, in its important artefacts and regular activities, in the role its members play, and in the norms and values that shape the behaviour of its members. The implementation of such a program requires major changes in the way classroom teachers traditionally have organised and thought about their work in the school. When teacher-librarians work together with classroom teachers to develop learning activities for their students, they are likely to be negotiating a change in cultural norms of their school, from privacy and self reliance to collegiality and experimentation. Oberg (1990: 14) asserts that this cultural leadership role should not only be accepted by teacher-librarians, it should be their highest priority. Developing goal consensus requires teacher collaboration, negotiating shared goals, and principal support.

Strategic leadership

Caldwell & Spinks distinguish strategic leadership from ongoing, routine, day-to-day leadership on the basis of three dimensions—time, scale of issue and scope of action. Strategic leadership focuses on the longer term as opposed to shorter term. Issues tend to be national and international in scale and the scope of action is school wide rather than program focused (Caldwell & Spinks, 1995: 13). Strategic leadership demands a clear perception of role and a sense of vision in that role. Crowley (1995) writes of role ambiguity within the profession of teacher-librarianship. He sees the profession at a critical juncture, a crisis of identity

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and purpose. Teacher-librarians need to ask "what is the purpose of our role?". Crowley suggests that finding the answer to this question is through an intensive strategic planning process. He claims that since times of crisis are usually days of opportunity, the teacher-librarian can become an integral part of the future by helping invent the school systems of tomorrow. It is imperative that teacher-librarians be involved in this long-term and visionary planning in schools, particularly bringing a strong understanding of the information world, and its information literacy and information technology implications.

Responsive leadership

A responsive leader is committed to the idea that schools are established to serve the interests of both society and students, and thus one who is responsive and accountable to the needs of students, the local community and society at large (Caldwell & Spinks, 1992: 139). Nimon (1996: 9) urges teacher-librarians to be responsive in their long term improvement. She argues that teacher-librarians must consolidate what has been learned from the past and move on. The effective implementation of co-operative program planning and teaching has enabled us to incorporate teaching and learning strategies into our library philosophy, goals and professional documentation. Nimon encourages teacher-librarians to look to the special needs of today, develop new strategies to add to our repertoire and new terms to describe them. Butterworth (1992) similarly supports the notion of responding to the needs of users and encourages teacher-librarians to continually display a proactive desire for improvement, particularly with taking on the notion of the virtual collection. Teacher-librarians owe it to their school colleagues and to their students to demonstrate the realities of information as a commodity in the modern world.

Evaluation is a critical aspect of the role of the responsive leader. Epler (1991) argues that the library must be evaluated systematically in order to review overall goals and objectives in relation to user and instructional needs, to assess the efficiency and effectiveness of specific activities. This evaluation provides the basis for decisions regarding the development, continuation, modification or elimination of policies and procedures, activities and services, and begins anew the planning process.

Educational leadership

In considering educational leadership, Caldwell & Spinks refer to the school as a community of communities: the community of teachers, the community of parents, and the community of students (1992: 115). It is obvious to the leader that the key to achieving educational benefits is to secure an interactive synergy of these communities—

ensuring that the effect of the whole is greater than the effects of each group considered separately.

In the community of teachers, the expanding range of information technologies is challenging the concepts of teaching and learning. Teacher-librarians have real opportunities here to take leadership responsibility for continuing professional development in schools to address this challenge.

The active and strong participation of the community of parents adds to the educational outcomes of all stakeholders. Caldwell & Spinks suggest various roles for parents within the school, roles that can easily be translated into a library setting. Suggested participation include matters of library charter, mission, goals, policy, priorities, strategic planning and ongoing evaluation of programs.

The community of students is the very real focus of the educational leader. The focus is learners, not library. Much has been written on the educational leadership role of the teacher-librarian, and it is firmly acknowledged that this educational role must have the development of information literacy as its heart. Todd (1995: 46) supports this notion of information literacy but takes it a step further and says it is critical that teacher-librarians themselves are proficient in the use of technology within the curriculum context. This must occur before teacher-librarians are able to help students master the higher order thinking skills involved in designing, conducting and interpreting research involving information technology.

The message is clear: we must accept the challenge and opportunities available to us, and take on educational leadership in our schools.

Conclusion

Gardner (in Starratt, 1993: 6) postulates some characteristics of leaders which distinguish them from the general run of administrators and managers. Following are some of these characteristics:

- Leaders think long term and look beyond immediate problems.
- They look beyond the unit which they are leading to grasp its relationship to larger realities of the organisation as well as the external environment.
- They reach and influence people beyond their own jurisdiction.
- They have political skills to cope with conflicting requirements of multiple constituencies.
- They never accept the status quo, rather, they always think in terms of renewal.

This model of leadership takes teacher-librarians to a leadership that is in touch with and influences the external social environment. Teacher-librarians must continue to prove that their educational programs are essential services. Today's challenge for teacher-librarians is to become effective and dynamic educational leaders, real change agents through active involvement in various school organisations and developmental projects, and the total planning and evaluation process.

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Making the most of a changing world: the role of the information professional in New Zealand

Elizabeth Probert is teacher-librarian at Pakuranga College in Auckland, New Zealand. She is presently chair of the Auckland School Library Association, a member of the council of the Internet Society of New Zealand (ISOCNZ) and a KidsConnect volunteer. (KidsConnect is an Internet-based question-answering and referral service provided by the American Association of School Librarians in collaboration with AskERIC.)



Liz Probert.

Change in New Zealand education system: opportunities for teacher-librarians

New Zealand, like many other countries, is undergoing major changes in the education system. Every school here now operates as a separate entity with an elected Board of Trustees. Principals are responsible for employing all teaching staff and can therefore create positions if they see the need for them. This has big implications for the

role of the teacher-librarian in New Zealand.

Curriculum changes began in earnest with *The New Zealand curriculum framework*, published in 1993, which outlines the seven Essential Learning Areas and Eight Essential Skills Areas. Teachers developing information skills will find they are actually covering 76% of all of the Essential Skills Area. Emphasis on information skills in the curriculum framework has led to such exciting initiatives as the many courses held by Auckland College of Education's Department of Information Studies. One of the most popular, *Infolink*, is an 8 week, school-based, hands-on course in information skills taken by many teachers from many schools all over New Zealand. Another initiative is the *National Library School Library development programme*, in which, over the course of a year, schools are assisted in developing five year plans for their libraries and curriculum implementation.

Both these initiatives are leading to much change in attitudes to the role of the teacher-librarian and the importance of information literacy coming from the ground up, rather than being imposed from the top down, and coming from the whole school not just the teachers in charge of libraries.

I see this time of change therefore as providing wonderful opportunities for the teacher with library responsibility (TLR) because there are so many exciting ways we can now actually make a difference—we can help set the future direction of all teaching and learning in our schools.

Development of my role as teacher-librarian at Pakuranga College

Background

Pakuranga College is a large state co-educational high school with almost 1800 students (ages 13 to 18). There are 43 different nationalities represented among our students, 800 of whom were not born in New Zealand. The school library is 30 years old and is far too small. We do as much as we can within these limitations but happily there are plans to build a brand new school library in the near future.

When I first became TLR, I inherited a library which was seen as the domain of the English department and which had a very odd layout.

During my second year in the job, I embarked on the 3 year Diploma of Teacher Librarianship and quickly began to see that there was no way I could start to introduce school wide, across the curriculum information skills development on limited hours a week. My supportive Principal agreed to my proposal for more hours for library activities after seeing a detailed account of exactly how my time had been spent.

Examples of recent goals, present goals and their outcomes at Pakuranga College

I have two excellent library staff members, Barbara McDonald and Diane Vautier and together we look at past long and short term goals and decide on goals for the coming year. Some examples follow:

- **To work with teachers in more curriculum areas:**

I refined the English department's research assignments. Each year level carries out research, the requirements of which build on the skills developed the previous year. English staff need a lot of help with the 6 step process. It takes a lot of experience, for example, to know what constitutes a good question and why. I need to work with more subject areas. I have asked to attend other departmental staff meetings to discuss the advantages of co-operative planning and teaching. I plan to book in early enough to have as many staff as possible take *Infolink*, the school-based course mentioned above.

- **To evaluate the development of information skills more closely**

I would like to demonstrate that the development of these skills does not occur spontaneously but needs to be consciously planned and carried out. I plan to concentrate on *notetaking skills* using my Form 4 English class. They will learn several methods such as dot-jot and trash 'n treasure. I will get their Social Studies and Science teachers to do the same. At the end of the year, I hope to show that this class has better skills at notetaking than other Form 4 classes which have not had this planned skill development.

- **To widen staff and student use of the Internet.**

We introduced telecommunications some years ago by establishing a school bulletin board in the library. In 1994 we graduated to dial up Internet access and by the end of 1995, in a joint venture with the Community Education Department and with some funding from Telecom, we set up part of the library with 16 Pentium PCs, a Sun Netra Internet server and an ISDN line. We run *Internet in the Curriculum* courses for teachers such as *Social Studies and the Internet*, *Getting started in the classroom* and *Using the Internet in English classes*. We also held, in partnership with the National Library an extremely popular course *The Internet, Libraries and Learning* for TLRs. This consists of four modules:

- Introduction to the Internet
- Information resources on the Internet
- Planning and management issues
- Policy development.

The course is offered to primary and secondary teacher-librarians or TLRs. Principals are invited to attend the final unit free of charge. The course focuses on the potential of the Internet to support learning, in particular. TelecomNZ has given the college funding to hold community education Internet courses, and we have held courses for parents, public courses and business courses. We are also the meeting place for a newly formed SeniorNet group.

We drew up an Approved Use Policy which all students using the Internet must sign (see our library web site), launched a proper school website and won an award for our library web pages. Also planned is more involvement with students around the world. We are part of the British Council schools project, *'Interlink'* which pairs 12 schools in UK with 12 schools here. Classes carry out certain projects and communicate by email. We are also part of the 14 country *Global Vision* project, and we have entered a web page in the Cyberfair97 competition.

- **To improve our PR.**

I tried to make sure I gave frequent if brief updates, notes of interest and so on at morning staff meetings. I managed to get out a newsletter last year, but not until Term 4. Getting it out earlier is a priority this year.

Maximising the role: in summary:

- Have a clear vision of how you want your library to operate.
- Set goals and check how you are progressing at regular intervals. Prioritise.
- Tackle one small goal, accomplish it successfully then tell your principal and SHOW the results pointing out HOW they relate to the curriculum.
- When proposing more flexibility in order to carry out your teacher-librarian role, show WHY you need this and HOW you have already improved learning in the school. Get the Principal to see how much more you could accomplish with more time.
- Keep harking back to the curriculum - *everything* you do in your library should be based on that.
- Keep as high a profile as possible among other staff.
- Carry out a survey among staff and students to see how library services and library staff are perceived. Be prepared for some criticism but take it positively, as a basis for change.
- Try and put out a regular newsletter of library activities, new books, services offered etc. (once a term if possible).
- Revisit your job descriptions—change if necessary and make sure you have included outcomes.
- Visit as many other school libraries as you can. With almost every visit you will find you learn at least one useful thing—even if it is to confirm to yourself that your way of doing something is better.
- Don't despair—you can't do everything. Look back at your goals because you will always find some you have achieved.

Visit our school at: <http://pakuranga.school.nz>
email: liz@pakuranga.school.nz ■

Best practice: Is Collaborative Planning and Teaching (CPPT) still the way to go?

PRIMARY PERSPECTIVES

Article 1: Collaborative Planning and Teaching of information literacy at Wyong Primary School

An important outcome of the library program restructure at Wyong Primary School, described in previous articles (Scan Vol.15, Nos. 3 & 4), is that the library is freed up three days a week for the cooperative teaching of information literacy with the classroom teachers. Each classroom teacher has a bank of 5 hours per term to use with Beverley Sampford, the teacher-librarian, in the library to integrate an information skills approach into some aspect of their curriculum. In this article, Beverley describes some of the activities undertaken, the division of roles and the integration of technology into teaching and learning experiences.

The emphasis in designing joint programs with classroom teachers was initially on three aspects:

- skills development within the context of the information problem solving process
- changing some strategies within existing units of work (I consider it vital that information/ technological literacy is not taught as an EXTRA!)
- appropriate new skills development for teachers and students as required by the task and in a way that matched the individual teachers' own preferred teaching practices.

Initially, most teachers chose a fairly structured piece of research on a set topic for their whole class with a large amount of direction from me. The way I approached this is described in this article. Obviously, not all of the skills were covered in any one program. Proformas and display materials showing the *six big steps to success* (define, locate, select, organise, present, assess—the information skills process) were developed at a variety of levels. Amazingly quickly, as teachers embraced what they were learning, new ideas, demands and ways of using the library resources (both print and technology based) have emerged.

Defining

Generally, the initial session starts with constructing a mind-map of the chosen topic, then simplifying it to show a limited number of subheadings under which we can collect information. This is often followed by a brainstorm-

ing session to collect keywords and to check their spelling. We discuss the difficulty computers have recognising mis-spelled words. Students make copies of the mind-maps and keywords. [Teachers quickly recognised the value of this activity, many already used it as a quadrant one activity in 4mat programs. Constructing a mind-map is now rarely done in the library—teachers complete this step in class.]

Locating

In the second session, students use checklists to select at least three possible sources of information after we discuss the importance of comparing information from a variety of



Beverley Sampford and students.

appropriate resources. **'The moons of Jupiter'** is a good example since it is easy to find a variety of sources which give answers ranging from Galileo's 4 to NASA's 16+ and we discuss why this happens. I also use the Microsoft *Dinosaur* CD-ROM and the *Australia; the multimedia experience* CD-ROM to compare the amount of information about T-Rex and Muttaborrasaurus (an Aussie dinosaur). This is also the session where we use OASIS to find and record the shelf locations of useful non-fiction resources, introduce logging onto the Internet, using CD-ROMS or other location skills as appropriate. By the end of the session, each student should have recorded the location of at least three available sources of information.

Accessing: using Boolean operators and Info Tree search techniques

The third session usually begins by teaching (or refreshing) Boolean and Info Tree search techniques [and this was initially the session that teachers found most interesting and enlightening]. Good Boolean search techniques are essential for constructive and efficient use of the Internet, but I prefer to introduce them using the *World Book Encyclopedia* CD-ROM as the results are more predictable and the concepts easier to understand.

One example I have found useful, is to ask students to find the longest river in Africa. Topic searches of either **'rivers'** or **'Africa'** will lead to the answer but the amount of text to wade through is daunting. Introducing the Boolean operator **'and'**, and word searching for **'longest and river and Africa'** very satisfyingly takes students straight to a sentence containing the answer with the keywords highlighted in red. Even Year 2 students have been able to use this technique to find answers. Moreover, in the river example, examining the other 7 resources found in the search clearly illustrates the way the program works and children are generally amused to find *'the dumb old computer'* doesn't distinguish between longest, second longest, third longest, longest in South Africa, etc. Seeing the keywords highlighted each time reinforces what is happening.

To introduce the second operator **'or'**, a useful example is to word search for the **'biggest and dinosaur'**. This time there are no hits as no sentence in *World Book* contains both those words. We then construct a word search for the **'biggest or tallest or largest or heaviest and dinosaur'** to find a range of interesting articles. I find that even young children enjoy learning how to construct searches in this way especially since it reduces the reading task often associated with research. Most of the teachers are fascinated too. **'Mouse not animal not computer'** is a fun way to find Mickey and introduce the third operator—**'not'**.

Once students confidently construct Boolean searches on CD-ROMS, the skill has easily transferred to search engines on the Internet [sometimes using '+' instead of **'and'**, or checking **'Boolean'**]. Once the concept was clear, few users have had any trouble experimenting within the different search engines. Boolean searching also strongly reinforces the importance of well chosen and correctly spelled keywords.

The other main search technique is the **Info Tree** approach and I often use the **Contents** screen in *Australia: the multimedia experience* CD ROM (Websters) to illustrate this. The **'sport'** section works well. Students and teachers alike generally find this search technique more difficult and less satisfying. On the World Wide Web, search engines, like *Yahoo*, which use this approach to lead users through categories seem to be less popular at this school.

Organising

At this stage, I generally do a big song and dance number about copyright and the illegality of copying other people's work. (There is usually some discussion of pirated videos too.) This introduces the alternative strategy to photocopying—notetaking. I use a **READ—COVER—REMEMBER—WRITE** model on the basis that if students don't remember something it is either because they don't understand it or because it was utterly boring to them. In either case, it does not belong in their finished work. This is also a good stage to introduce cut and paste to notebook techniques if the software supports the strategy. Students are directed to collect notes under the original sub-headings in their simplified mind-map and to record all sources as they go. [I tend to use the word *'sources'* rather than *'bibliography'* as it seems more appropriate when including human, electronic, multimedia and print resources.]

Students are then divided into groups and rotate around the library using their chosen sources during three sessions. Because the analysis required for successful notetaking is such a difficult and high order skill, we have found it useful to have a fairly structured session after this where we share our notes to create a *'model'* set of notes (and a list of sources) on the blackboard so that all students can achieve this stage. Teachers have reported using an increased variety of notetaking activities in the classroom to build this important skill.

Presenting

The all important synthesis stage of the process is an excellent place to introduce the use of word processors (and has led us to a view that standardising applications throughout the school is an important next step), desktop publishers, using e-mail and, more recently, web page designers to create a variety of alternative ways of communicating information.

Creating a newspaper using the World Wide Web

In one of the activities last year, two teachers combined their library time to extend their unit of work on communications. Initially students researched information by using the *Sydney Morning Herald*, the *CNN* and the *Reuters* web sites to find news. Then they learnt to use e-mail and sent messages to schools all over the world asking for information about their school. The replies were fascinating. [Our favourite was from a school in Brazil.] Connecting up with an exchange teacher from Canada who had been at our school the previous year was pretty

cool too. Finally, the information gathered was used to prepare a class newspaper. Students prepared information in individual text files saved to floppy disks (to maximise access) and then used *Microsoft Publisher* to put their work together.

Creating a student web site on Australian Geography

Year three students used a unit of work on Australian Geography to create a web site using *Microsoft FrontPage—Australia all over*—complete with scanned maps, sound files of them talking about places they had been, family photographs of holiday destinations, illustrations, research on important places and a search button so that other students could find information in their site.

This was an amazingly valuable exercise in that it allowed students to construct a linked information source, at their own reading level, with personal meaning and to develop real insights into the way other people organise information. It certainly went some way in overcoming what I have heard Ross Todd describe as the *'kid-speak—adultspeak'* dichotomy.

The school has since purchased a digicamera to assist in this process and it is our intention this year to use this technique to build personalised dictionary web sites for both kindergarten and LOTE use. It is not our intention to launch all these sites on the Internet, although Year Six students last year used the same application to create the Wyong Primary School home page and launched it on the web with much ceremony and fanfare. We do hope to publish these web sites for student use on CD-ROM later this year.

Evaluating

With increasing competition for library and classroom resources, evaluation stresses working efficiently and effectively. Students use an evaluation checklist. Being proud of your work and developing the group work skills necessary for the production of well designed and well linked multimedia web sites are emphasised. Technology has been responsible for developing new and less isolated or linear approaches to research-based learning, to more interest in and awareness of the information skills process, and for developing methods of presentation which compel students' interest in their own and other people's work. We are seeing a very different kind of learning as students are forced, by technology, to make real links between prior and new learning and between their own work and the work of others. The results are exciting.

Benefits of collaboration

This model of developing information literacy has been flexible enough for teachers to develop skills at their own pace but without the need for time consuming in-service. The uptake by teachers has been tremendous. As teacher confidence in the process and the supportive technologies develops, new directions and ideas for implementing technology and information literacy strategies in the

classroom are constantly emerging. My role is changing and the demands teachers are placing on the available resources are harder and harder to meet. But, the fact that we are working (arguing???) together means that coping with the inevitable changes is easier to manage and certainly more satisfying for me.

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Technology has been responsible for developing new and less isolated or linear approaches to research-based learning, to more interest in and awareness of the information skills process, and for developing methods of presentation which compel students' interest in their own and other people's work. We are seeing a very different kind of learning as students are forced, by technology, to make real links between prior and new learning and between their own work and the work of others. The results are exciting.

Article 2: Integrated programs, cooperatively planned and taught, with flexibility—still the best way to go!

Maggie Roche is teacher-librarian at Burwood Primary School.

Laying the best foundation for CPPT: a flexible or semi-flexible time table

When I came to Burwood Primary School as teacher-librarian in 1991, the library operated on a fixed weekly timetable. However, the school had a very strong cooperative history; the teachers were used to working with the teacher-librarian during the scheduled library time, and many were designing resource-based learning experiences within their units.

I was curious. What would it be like—a cooperatively planned and taught, integrated session, scheduled once a week? Was this the answer to the difficulties some schools were having? I was interested in some action research. So, I didn't try to change anything, but just pulled out the package of tools I had been using since the Haycock training in '86, began a brand new unit folder, and watched.

Working with teachers

As usual, working with teachers on their HSIE, Science & Tech, and English units was awe-inspiring. They all had different styles, so while I worked on increasing the integration of skill development at the different stages of the information process, I learnt a lot from the teachers themselves and continued to develop my own skills and repertoire. Most of these hourly sessions were very well used. Teachers valued them highly, wanted to incorporate resource-based learning into their units, wanted their students to develop skills in context, and wanted to use a balance of literary and factual texts to develop literacy. Some use of the time was supplementary, with teachers making decisions about how to use the TIME, resulting in activities RELATING to learning programs. Sometimes, however, the time coincided with current needs, and then the library experiences were INTEGRAL to learning programs.

Working with the timetable: constraints

What happened next was that teachers who were wanting their students to develop skills, and to participate in investigative learning needed more time in the library at the point of need, while scheduled classes continued to roll up for their hour, blocking access for others who had a need at that time. A stop gap solution was to offer my administration and RFF time (since weekly lessons left no other time for any open access) for which I would be 'paid back' later on when there was no need for 'lessons'.

The teacher would enjoy recreational use of the library, and release me to catch up on administration tasks and service provision, or not come at all. Even so, all my available time and energy was going into maintaining the timetable, the weekly rotation, with nothing left for working with classes more deeply and fruitfully

Time for a change?

I started gently popping the words 'flexible scheduling' into the vocabulary—informally, just to let them know there was a preferred alternative. I also started doing written library evaluations, making it very clear that there were some serious disadvantages to lack of access, and ineffective use of teacher-librarian time. I made sure that any written documentation that went to the executive stated the benefits of the library policy clearly. Remember! Page three of the library policy states—*Services provided by the library must be flexible.*

A problem was the complexity of the school timetable, which leaves very few bands of time when any given class can avail themselves of the opportunity of full flexible scheduling. My quest was to find a happy, workable, middle path for a school which is not yet able to have full flexible scheduling. The Principal read my draft plan for semi-flexible scheduling, which is about as flexible as you can get without taking away the security net of weekly standby times, and Ken Haycock's research findings that programs with mixed schedules were closer to those with flexible than fixed schedules in their impact on student learning and achievement. She proposed to the executive that we move towards flexible scheduling, and it was put to the staff.

Creative solution: semi-flexible scheduling

Burwood's current compromise is that Years 2-6 are given 1/2 hour each of library time as a safety net. If all else fails, they have it to fall back on, with the understanding, of course, that use of it will pertain to needs that arise from their classroom programs. Also, most importantly, if they don't need the time for anything in particular, they either don't come, leaving the library free for a class which does need to visit, or they may use it for reading time, releasing the teacher-librarian to work with another class or a small group, or carry out provision of services. If they wish, they can also elect to conduct their own weekly book exchange or reading session in the teacher-librarian's admin or RFF time, or when no teacher-librarian is employed. Sometimes two classes of the same year share a block with open access to be shared between them, since they are already likely to be collaborating closely. Anyone else may use that time, and a question mark is placed next to classes on booking schedules to remind everyone that those times may be freed up.

After laying the foundation, how do you get CPPT going? Just do it.

People still ask, even after all the professional development that went on in the late 80's, how they can get CPPT

started. I have only one piece of advice. Just do it. Stop teaching isolated 'lessons' and ask teachers (or students if need be) what they are 'talking about' at the moment. As soon as a teacher and teacher-librarian look at a unit together, the scope of the unit unfolds. The teacher can only be pleased if the teacher-librarian offers resource support, ideas for additional learning experiences, and assistance with building skill development into the unit. Once the learning experiences are in place, the information skills process started, instruction and practices begun, it becomes obvious that time is needed to carry it out.

The CPPT cocktail:

This cocktail of Haycock strategies and DSE policies can be effective regardless of whether fixed, mixed or flexible scheduling is used:

- a curriculum overview

At the beginning of each term, I ask teachers what they are doing. Responses are all recorded on one sheet and copied for everyone. These overviews are kept as a useful record of the school's actual curriculum, with the units that integrate resource-based learning and use the library highlighted.

- planning

I have planning meetings with the teacher, during class time at the beginning of each new unit while students read independently. Using units published by the DSE and Board of Studies, the investigating tasks can be extracted and typed up (see Appendix 1). Sometimes the whole unit is photocopied, allowing highlighting of the parts which involve resource-based learning, require use of the library, or simply have the potential for enquiry learning experiences to be developed further. Teachers often have their own ideas for investigating in addition to the original units. So much happens in the classroom now that the teacher-librarian can only be involved in part of it with many classes. However, there's only one way to be truly supportive of teachers, and that's to get right 'into' their units with them, boots an' all.

- information skills continuum

Teacher-librarians used to be responsible for coordinating skill development from K-6, ensuring a spiral of development with students each year. Expectations for each part of the information skills process were established by teachers. Since new syllabus documents now integrate information skills, and assign outcomes to stages, our job is easier. As many schools have done, we have extracted the syllabus information skills outcomes and related them to *Information skills in the school*. Reflecting the information skills process, they are condensed onto A4 pages so teachers can put them easily into their programs. Today's curriculum writers believe that information skills differ somewhat according to subject, so the source of each outcome, experience or pointer is made evident, even when units integrate subject areas. Fresh copies are used in planning sessions, so teachers can decide which skills will be developed, and sometimes the relevant skills are highlighted, and the sheet attached to the unit.

As teachers are now directed in the actual syllabus to take more responsibility for development of information skills,

there is more scope now to support what teachers are doing in the classroom, without taking the prime responsibility for it. One of the things we're getting ready to trial at Burwood is packaging up samples of texts, and varieties of practice activities with models of outcomes, related to investigating tasks in core units. These will be available for teachers to use in developing skills such as selection, recording and organising relevant information. These structured practices will have to be more part of literacy programs now, and less the teacher-librarian's responsibility. However, as the degree of teacher-initiated development of information literacy increases, there is a danger of disregarding the initiatives they are taking—so that our role requires a new tact and astuteness, and sometimes a more subtle intervention.

- Learning journals

Learning journals are still very useful to have all students from Years 2-6. Sometimes teachers keep them in the classroom (the ultimate aim), sometimes they rest in the library waiting for research sessions. These journals make it easier to integrate development of information skills into learning activities, by just being there. Primarily used for notetaking, they can be set up to provide frameworks for each stage of the information skills process, eg. pages for concept webs, OASIS enquiry results, new words for spelling and meaning, resources and sources used, reflection, assessment—How did I do?, question banks—What else would I like to learn about? and so on. They seem to give students a concrete opportunity to focus on their learning process.

Having just read Ross Todd's review of Joy McGregor's research in *Scan* 16/1, p51, I can see even more scope.

'The primary gain is students who are accustomed to valuing their own thinking and learning, and who take responsibility for monitoring their thinking and learning.'

- Recording units

Sometimes, I give teachers library components to add to units in their programs: a description of the investigating tasks if I had a large part to play in their design, and the learning experiences and skill development at each stage of the information process—clear, easy to read, useable, and adaptable the next time the unit is run. Work samples are also collected.

End of recipe: The CPPT cocktail is ready to be quaffed!

However, there's only one way to be truly supportive of teachers, and that's to get right 'into' their units with them, boots an' all.

Appendix 1

Extracts from *Our Australia—unique plants, animals, and people*Stage 2, p102, *Science and Technology K-6*

Information outcomes

- know and understand that people use different technologies to organise and communicate information
- demonstrate that investigation can take many forms
- explain that technology can be used to help people learn
- show that technology can enable people to gain access to, organise, and use information
- describe accurate observations, or record as diagrams, tables of data and graphs
- use... computerised databases to refine observations
- appreciate the scientific and technological contribution made by Australians
- develop skills in accessing factual information, formulating questions, writing report... (English)

Information tasks

- Design, make and use a database of Australian flora and fauna
- Investigate how traditional Aboriginal lifestyles were adapted to their environments and provided for all their social, cultural and material needs
 - identify plants and other resources
 - research their uses - food, medicine, fibres, implements, clothing, decoration, art
 - explore methods of catching fish, birds and other animals for food
 - research how Aboriginal peoples used natural forces, eg. fire and floods, to guarantee their

food supply, compare and contrast with methods employed today

- identify other ways the environment is important in Aboriginal culture, eg. dance, stories art
- Identify specific Australian environments, including flora, fauna and geographical features
 - observe a variety of environments ...watch videos, slides, research books, pamphlets
 - record particular features in drawings, photos
 - identify the features of particular environments
 - identify the characteristics of the animals and plants that occur in particular environments
 - adopt an Australian plant or animal
 - discover as much as possible about habitat, characteristics
 - use a variety of resources to gather information
 - research the role of zoos, national parks and botanic gardens
- Investigate the contributions made by Australian scientists and technologists to our country
 - discuss resources which can be used to research information about Australian scientists and technologists
 - research, using a variety of resources, scientific and technological advances that have been made in Australia
 - prepare a class talk about an Australian scientist or technologist, their discoveries/inventions... ■

Teacher-librarians & the State Literacy Strategy 1997



Judith Smith.

There are two parts to this article: the first from Judith Smith provides an overview of the implications of the State Literacy Strategy for teacher-librarians. Judith Smith is Literacy Consultant, Northern Beaches District Office, where she is responsible for supporting district teachers and schools in implementing DSE literacy policies, priorities and programs. She has also worked as an English K-6 Facilitator, and has been a teacher-librarian at Curl Curl North Primary School, Mannering Park Primary School and Wyong Grove Primary School. The second articles from Anne

Forbes, Assistant Principal, DSP/Technology Coordinator at Blacktown West Primary School. Her article illustrates how one primary school is focusing on literacy, particularly in a technology framework.

"Help them learn; get them into the books"

is the concluding message for teachers and schools from the *State Literacy Strategy 1997*, introductory speech.

This has many implications for, and re-affirms the vital role of, the teacher-librarian in schools.

Firstly, the **teaching of literacy skills** in an explicit and systematic way is a key element of the Department of School Education's Literacy Strategy 1997.

Teaching information skills is an integral part of teaching the features and workings of language explicitly and systematically. Through teaching the information skills process, the teacher-librarian, with the classroom teacher, is ensuring that literacy is accessible to every student.

Secondly, the **teaching of reading** is a major focus for primary schools in the State literacy strategy. The emphasis on explicit and systematic teaching in a language enriched environment requires students to have frequent exposure and experience with quality literature and a variety of text types.

This, of course, is at the core of the teacher-librarian's role. Teacher-librarians promote quality literature to students and teachers on a daily basis. Also, the teacher-librarian, together with the classroom teacher, provides opportunities for students to develop information skills through a range of text types found in books, computers, CD-ROMs, audio tapes and videos (media text). This supports students not only to learn to read but to learn through reading.

To develop as effective readers, students need to be code-breakers, text-participants, text-users and text-analysts. Readers are being text analysts when they are involved in *Selecting* information. *Selecting* is step 3 of the Information skills process as outlined in *The Information Process: Summary* on page 253 of the English K-6 syllabus.

"What information do I really need to use?"

"What information can I leave out?"

"How relevant is the information I have found?"

"How credible is the information I have found?"

This is all about teaching students the skills of critical literacy, that is, being a text analyst.

For secondary schools literacy across all key learning areas is a major focus.

This focus has been supported by the introduction in 1996 of a training program available to all secondary school teachers through their district literacy consultant.

This program builds on from *English K-6* which is underpinned by the functional view of language. It encourages teachers to use appropriate text types and literacy strategies in their particular KLA. Thus, the way language is described in primary school is further developed in secondary school. This continuum helps bridge the gap for students in the critical transition point from primary to secondary schooling.

Here, once again the teacher-librarian plays a central role.

By being aware of the various text types and their structural organisation, the teacher-librarian can work with the class teacher to support students in organising and presenting information appropriately, depending on the text's purpose. Modelling the particular text types and providing scaffolds are ways of assisting students here.

The teacher-librarian, as always, plays a vital role also in assisting teachers and students in the selection of quality resources.

With the increased emphasis on technology, it is easy for teacher-librarians to feel over burdened at times.

However, the core of the teacher-librarian's role remains the same, and is further enhanced, by the State Literacy Strategy 1997.

Literacy through technology project at Blacktown West Public School: incorporating information literacy and text types.

Anne Forbes, Assistant Principal, DSP/Technology Coordinator at Blacktown West Primary School is keen to see teachers and students using technology to enhance the curriculum. In this article, she reports on the early stages of a DSP project that she is working on with the teacher-librarian—John Horne. The article illustrates how one school has taken up the literacy priority of the DSE, and the sort of involvement the teacher-librarian can have in the literacy strategy of the school.

Background

Blacktown West is a DSP school in Western Sydney. The school is fortunate to have a library that supports both academic and social programs and is seen as a centre for both literacy and technology. After careful consideration of *Agenda '97* and the *Computers in schools* policy, it was decided that, in 1997, school programs would focus on **literacy, technology and welfare**.

Taking on technology

Before 1996, use of technology was limited to Apple II's with a small range of software applications, used in an add-on style, rather than as an integrated part of programs. The library had an information skills program that utilised some PC's for research, mainly from CD-ROMs such as *Encarta* and a range of video programs.

In 1996, computing in the school became more integrated with the formation of a school based committee across all KLA's. Some Training and Development courses were run and staff were keen to learn. Increasing confidence by staff in using computers; the connection of the Internet prior to the Department's connection and introductory courses in its use; new CD players for each block in the school; and cable TV were seen to be the start of a new adventure. However, all new adventures need planning and funding. So we began....Our first fundraiser didn't raise a lot but the school community enjoyed being served by the Principal and staff behind the counter at the local McDonalds store. The seeds had been sown for something more adventurous in 1997!

The project begins

Late 1996, the groundwork was laid for the project in the school management plan and funding for the project was promised. Meetings were held and the following considerations were seen as essential

General:

- Technology should be an integral part of all curriculum units.
- A wide range of technologies and applications should be utilised.
- Technologies and applications should be interactive where possible.
- All students need to have increased access to computers and other forms of technology.
- Classrooms as well as the library need to become centres of technology.
- Classroom/library roles and organisation need to change.
- Learning activities need to promote collaboration between students and support the teaching of information research skills.
- Students need to become information managers.
- Teachers need to be facilitators of learning.
- Teachers and students should learn together.
- Training for teachers is crucial to the project's success.

Specific:

- Priority should be given to integrating literacy and technology.
- Text types will be investigated on the Internet and in other medias and students required to utilise a variety of text types in their presentations
- Outcomes are to include both information and communication skills
- Critical literacy skills must be developed and an Acceptable Use Policy put in place.

Term 1, 1997

Term 1 has been a busy term. The project has started in small ways as we are waiting for our new computers to arrive and funding to be approved. There has been a major change in the way our library is timetabled. Teachers can now book their classes in for research sessions using avail-

able technologies. Students can go to the library in small groups and ask John Horne, the teacher-librarian, for help when the need arises. Access has already improved and learning has become more engaging.

Some snippets to illustrate our progress

Year four's insects

My Year four class has been researching insects. Initially we borrowed books from the Library, shared big books and looked at posters. Students were shown how to access a CD-ROM on insects on the classroom computer. Students chose an insect to research as an individual or in a small group. Questions to be researched were negotiated. In research times, groups left the classroom when they had a need and were able to research their "bug" on the WWW, look up a book or find more information in a video. Students even used their lunchtimes to continue their research. Some accessed the web at home and brought information to the classroom to share. Projects are being submitted in a variety of forms, including on disk. We hope to publish our research in the form of a Hypercard stack and on our school web site when it is developed later in the year.

Japan

The local CWA runs a contest each year in which students have to research a country, this year being Japan. We have set up a keypals project with a school in Japan and students are now keenly exchanging information. We have found more information about Japan on the WWW, including a site that has a children's dictionary that pronounces the Japanese word when clicking on the graphic. We have viewed videos on Japan and listened to Japanese music on our CD player. We have taken photos of a guest speaker's presentation on Japan and enlarged pictures of our students playing with Japanese toys and dressed in traditional Japanese clothes.

Other 1997 initiatives

We now eagerly await the arrival of our new computers. Our P&C has committed to purchasing a server so that we can network the computers and increase the number of students accessing the Internet at one time. Training and Development sessions for staff have been planned for Term 2 and for parents later in the year; two teachers are attending TILT courses; and confident computer users are acting as mentors for other staff members. The old computers have been upgraded and will move to classrooms for student use. We hope more classes will become involved in a variety of online projects as access to computers increases and John has agreed to be our "postman" for email / keypal projects. We have planned to buy a TV/video unit for each block in the school. We are setting up a system to utilise educational programs on the cable Learning Channel and further investigating TV as a tool for learning. We are constantly modifying our plan and searching sites on the Web for new ideas on how to do it all better! ■

A framework for school based professional development

Information literacy



Frances Plummer.

Frances Plummer is a project officer with the Training and Development Directorate.

The challenge for teachers and teacher-librarians who are directly involved in the planning and organising of school based professional development is to analyse and identify

- the focus for the professional development activity
- individual staff development needs
- student outcome data
- System priorities.

"The purpose of training and development in the Department of School Education is to contribute to enhanced learning outcomes for all students by improving the quality of teaching practices and school leadership and management." (Agenda '97, NSW Department of School Education, Training and Development Directorate, p3)

A focus on information literacy

In designing a professional development program, the task is to develop a well planned module that focuses on outcomes that meet the identified needs in knowledge, skills and understandings for participants about information literacy. Clearly, there will be a range of expertise and prior knowledge held by the participants and the program should be flexible enough to model sound principles of adult learning.

"To be effective, school training and development initiatives and strategies should be an integral element of the school's planning processes and plan." (Agenda '97, NSW Department of School Education, Training and Development Directorate, p3)

Working towards information literacy as a focus for professional development

Information literacy may become a focus for whole school development when the school as a community of learners has made well planned decisions which address identified school and individual needs. These decisions will be integral to the school's management plan and its reflection of

the system priorities and may result from ongoing professional development focusing on

- initiatives for improving literacy across the key learning areas
- restructuring teaching practice for student centred and independent learning
- systematic planning based on the individual needs of students
- developing strategies for assessing, planning, monitoring and evaluating students' learning
- investigating and planning for flexible timetabling to increase learning effectiveness
- restructuring the timetable for release from face to face teaching to create more effective blocks of learning /teaching time
- valuing information technology in teaching and learning, leading to improved learning outcomes in using technology
- creating a learning centre as part of the school's development plan.

Whatever the motivator, the professional development program should support teachers in planning explicit learning opportunities for students to acquire and practice information literacy skills. The program should reflect and encourage ongoing commitment and support for school improvement strategies which promote improved learning outcomes for all students.

A sample framework for an information literacy program

The sample professional development framework below is designed to support teachers in school focused training and development. Options for multimedia presentations as slides (developed as a powerpoint presentation) and activities to encourage professional conversations and reflection have been included. The program outline is designed to support teachers and teacher-librarians with

responsibilities and interest in their own and others' professional development. The outline forms the skeleton from which individual programs can be modelled and added to as relevant to each school's needs.

Planning considerations

- The Principal is encouraged to be actively involved in the planning and delivery as the leading learner (Schools as Learning Communities)
- It is vital to include session time which provides participants with an opportunity to transfer the individual learning gained to their teaching practice. Ideally opportunities should be provided for collaborative planning.
- Build in **reflective** activities that provide opportunities for teachers to describe, inform, confront and reconstruct their teaching. (Fogarty, 1994)

Sample framework for professional development in information literacy

Engaging learners in information literacy

Agenda '97 priorities

Getting the foundation right

literacy strategies developed through the teaching of information skills

Excellence in teaching and learning

training programs on effective classroom practice

Suggested outcomes: Informed by and developed from an ongoing needs analysis for staff professional development.

By participating in this professional development session, you should be able to:

- identify the steps in the information skills process
- understand the connection between the information skills process and student outcomes in information literacy
- collaboratively plan to integrate information skills into programming units of work which cater to a variety of learning styles and thinking processes
- develop teaching and learning practices which enhance student learning outcomes.

Session 1

1. Introduction by the Principal (slide 1)
2. Program outcomes (slide 2)
3. Literacy and how explicit teaching of the information skills process enhances the development of students' information literacy skills
 - Defining literacy (slide 3)
 - Literacy involves (slide 4)
 - Literacy for all Australians (slide 5)
 - Explicit teaching of literacy (slide 6)
4. Reflection on your teaching programs for the explicit and systematic teaching of literacy
Workshop activity: SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) pair and share.

Session 2

1. The information problem (slide 7)
2. The information skills process (slide 8)

- Information literacy (slide 9)
 - Defining information literacy (slide 10)
3. Strategies for explicit teaching of the skills to engage learners in information literacy
 - Defining:** People search for validating "What do I already know?" (Bellanca & Fogarty 1994 p291)
 - Locating:** Peer tutoring to demonstrate information technologies (*Scan*, Vol 16, No 1, 1997 p22-25)
 - Selecting:** Categorising against a specified criteria, recording on a graphic organiser, Bellanca & Fogarty, 1994, p107)
 - Organising:** Constructing own questions to analyse the information using structured thinking processes
 - Presenting:** Synthesising information to prepare a multimedia presentation (Bellanca & Fogarty, 1994, p89)
 - Assessing:** Student self evaluation using reflective questions (Fogarty, 1994, p212)

Session 3

1. Outcomes for programming research units (slide 11)
2. Tools for integrating information skills into units of work
3. Collaborative planning to produce a unit of work

Evaluation of the professional development program

The following questions may be a focus for ongoing evaluation of the workplace learning about information skills:

- What challenges face teachers in designing learning strategies to bring about improved information literacy skills for students?
- How will further training and development needs be identified and supported?
- How will you know that the professional development session has led to increased learning outcomes for all students?

Where to from here?

Classroom based research which takes place in the workplace is highly regarded as a means of ongoing professional development aimed at

- improvement of practices
- involvement of practitioners who are actually engaged in the practices (Grundy 1995)

"...teachers' workplace learning is viewed as an essential component of the overall professional development of teachers. It occurs largely in school settings and involves the transformation of knowledge, values and beliefs into classroom practice. It includes both informal and planned learning, often involves input from others such as academics or consultants and has the intention of improving the quality of teaching." (Retallick, 1996)

Classroom based research can be recorded as

- teacher stories
- documented case studies
- articles for publishing in *Scan*
- network sharing
- round table discussions

Much has been written on promoting teacher's professional growth through reflection on classroom based research. Ultimately, the process results in an improved sense of professionalism and increases the likelihood that teachers will become change agents by increasing their role in school-wide decision making.

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Outcomes

- ♦ identify the steps in the information skills process
- ♦ understand the connection between the information skills process and student outcomes in information literacy
- ♦ collaboratively plan to integrate information skills into programmed units
- ♦ develop teaching and learning practices which enhance student learning outcomes

Slide 2

Defining literacy

- ♦ Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society ...

Australia's Language and Literacy Policy 1991

Slide 3

Literacy involves

- ♦ the integration of speaking, listening and critical thinking
- ♦ with reading and writing
- ♦ effective literacy is intrinsically purposeful
- ♦ flexible and dynamic
- ♦ continues to develop through an individual's lifetime

Australia's Language and Literacy Policy 1991

Slide 4

Literacy for all

- ♦ All Australians need to have effective literacy English
- ♦ not only for their personal benefit and welfare
- ♦ but also for Australia to reach its social and economic goals

Australia's Language and Literacy Policy 1991

MODEL PUBLIC SCHOOL

Engaging learners in information literacy

Slide 1

Literacy for all

- ♦ All Australians need to have effective literacy English
- ♦ not only for their personal benefit and welfare
- ♦ but also for Australia to reach its social and economic goals

Slide 5

Explicit teaching of literacy

- ◆ clear presentation of new literacy
- ◆ modelling of elements
- ◆ a series of meaningful tasks
- ◆ monitoring progress
- ◆ correction of errors
- ◆ celebration of accomplishment, connections made to previous and later learning
- ◆ opportunities to repeat the whole cycle


Slide 6

Information literacy is ...

- ◆ literacy plus
- ◆ information skills
- ◆ equals
- ◆ information literacy

Slide 9

I don't know a great deal, but would like to know more about ...



- ◆ 3 questions you might ask
- ◆ 3 people you might talk to
- ◆ 3 fun ways to find out

Slide 7

Defining information literacy

- ◆ Competencies in the collection, analysis and transformation of information by applying a system of thinking and metacognitive skills.

Slide 10

Information skills process

- ◆ defining
- ◆ locating
- ◆ selecting
- ◆ organising
- ◆ presenting
- ◆ assessing

Slide 8

Outcomes are

- ◆ statements about desired student achievement
- ◆ a focus for learning
- ◆ clearly stated
- ◆ demonstrable, achievable and measurable

Slide 11

Are you a good writer who'd like an enjoyable opportunity for professional development?
Apply to join the SCIS Review Panel.

Further details: Colleen Foley
SCIS Review Coordinator
Ph: (02) 9886 7478

New curriculum—brains at work!

Jackie C. Hawkes is teacher-librarian at St. Clair High School. She writes here about the introduction of a Unitised Vertical Curriculum (UVC) in Years 7–10 at the school during 1996. UVC is based on the Sanderson Model from the Northern Territory and has been adopted by about ten schools in the wider Sydney area. At St. Clair High School, UVC is having a significant positive impact on learning for teachers and students, and a significant positive impact on the library and its services.

In our school, UVC is characterised by

- multi-age groupings of classes in Years 7 to 10
- staff and parent involvement throughout the planning and implementation phase of the program
- an increasingly stronger pastoral care network to support students personally and academically.



Jackie Hawkes,
teacher-librarian at
St. Clair High School.

bibliographies to suit and influence the slant of topics covered in new courses. These were used particularly for HSIE, Science and English courses. Videos had been organised with fairly specific (non-SCIS) headings beforehand. Although OASIS does not offer an effective format for program information, printouts of all video programs are available in each faculty. Student borrowing of videos increased, with special borrowing rights now extended to key junior classes for their seminar preparations. Having all these resources accessible through OASIS was a huge benefit for both students and teachers in planning courses and study.

Student choice as basis of UVC

The curriculum is driven by student choice. Every ten weeks students choose seven new courses according to their interests and abilities while still meeting the requirements of the School Certificate. Each unit has a different teacher, class members and reports. Every course in the junior school has been completely rewritten over the past year, allowing for specific remediation and extension courses and topics. There are currently over 400 courses offered throughout the year. Although the senior curriculum has remained unchanged, there is the potential to fast-track junior students into senior level courses as part of UVC. The main impact on the senior school is the inclusion of SILP (Supervised Independent Learning Program) where students focus on and are supported in individualised learning projects as set by their course teachers.

Impact of UVC on library services

A solid organisational base of resources, procedures and services has enabled the library to provide a strong supportive role as the new curriculum was introduced. This base did make the significant increase in demand for services and resources a bit less of a shock. UVC certainly gave us the CHALLENGE of refining and expanding services in a number of areas.

The biggest plus was already having all the books, kits, videos, computer programs, and department resources entered on OASIS. Thus, it was quite easy to customise

Impact on library use

Library bookings have averaged over 70% capacity, not including before school or lunch times, partial opening at recess, use by seniors on study periods, groups and individuals from classes and the after school study centre. We basically have a full house from 8:00am onwards. I work formally and informally with most groups that use the library. A number of courses now focus on the presentation of student seminars, specific group work and individualised topics similar to that used in senior courses. Library facilities have been adapted to more effectively meet UVC learning needs. The physical layout of the library has been changed to allow for greater flexibility in class, group and individual work and noise zones. The atmosphere of the library has become more in tune with student interests with those in the cartoon/animation courses helping create a mural of game and fiction characters in the fiction area. Geography classes helped create but not quite finish landscape murals.

Resource use and borrowing have increased as students are expected to use a greater variety of resources. Use and analysis of current events materials including magazines, specific news topic scrapbooks, *Current social issues* and *Current environmental issues*, the SMH *Issues* CD-ROM have been used heavily by all, including junior classes. Greater attention is now paid by borrowers to dates and currency of video programs. Borrowing rights to such special resources as videos was extended to some junior students to help them meet the requirements of their courses.

Meeting new fiction demands

Fiction bibliographies have ensured that most English courses include library based wide reading. A lot of liaison has gone on between library and English staff about class novels and new purchases for wide reading. While the fiction collection in our library is reasonably diverse (and will never have enough quantity to keep up with demand), it has provided a useful base on which the English staff could preview and build up multiple copies of a wider variety of titles for use with classes.

It was interesting to note that courses dealing with similar topics were presented and focused on quite different approaches. For example, Science Fiction courses in both Science and English have been extremely popular. To an extent, the English course tends to focus on the imaginative application of science fact, while the science version tends to focus on factual bases in the fiction. Both courses have relied upon wide reading of science fiction as a strong component.

Updating research guides

Research guides of specialist subject resources had been prepared for a number of major curriculum topics several years ago to support senior studies. These include listings of specific reference books, video headings, major magazine titles, pamphlet headings, specific news clip scrap-books, special collections or files and key call numbers relevant to these topics. For UVC course planning, these were updated and provided concise guides of what was available and where to start looking for information.

Library involvement in curriculum planning and organisation

Curriculum involvement and planning for the library has been a lot easier to organise with UVC. A detailed binder of course descriptions and outcomes is given to each student to assist them in making their course choices. This provides a concise record of course topics and approaches, which assists me in producing relevant bibliographies, identifying topics for my budget, purchasing resources, filtering junkmail, recording video programs and helping contact outside sources of information.

Many staff have been particularly willing to try new learning approaches and activities as part of trialing their new courses. There was a free and frequent exchange and update of ideas for resources and activities throughout the year particularly at the staff photocopier in the library. Students for the most part were interested in being the guinea pigs to try different activities as each new course was run. The library has had input into a number of courses, a few of which are described below.

Independent learning

Some examples follow of the independent learning approach, which is characteristic of UVC. The role of the teacher and teacher-librarian is that of guide.

- Two of the geography courses had a regular activity session once a week in the library. Students were

given a range of activities and research they were to complete during the term. These activities were based on the 7 multiple intelligences, the exact activity and when it was due for each student to be negotiated between teacher and student. The library activity period was set aside for students to work on these tasks or to contribute to a full class project in which they developed a mural of the habitat they were studying. Each person was expected to contribute some visual and some factual information to this whole class project. Students soon became adept at setting up their own work areas with paints, paper, research materials, etc. and getting on with the aspect of course work they decided to work on that particular day. The class teacher used the time to check with individuals about their classwork while I worked with whichever groups needed help with creating their mural, researching or other activities. Giving them the freedom to run the show made them entirely responsible, and this carried over into classroom lessons and resulted in truly productive learning.

- Scope for individualised learning was evident for two gifted history students in Year nine who have reduced face to face teaching in order to carry out independent research on history topics they had negotiated with their teacher. Their progress was consistent and detailed, and resulted in quality work being produced.
- In genetics, the class teacher and I developed assignments that built upon the knowledge and skills of previous parts of the assignment and supplementary class work. We started by having students develop a glossary of terms related to work they had carried out in the lab. This was followed by research on basic concepts of Mendel. Students then had to use the terms within the context of what they had learned about Mendel. Parents from the EPISLL course had input into the requirements of this assignment. The unit rounded out with groups reading, summarising and presenting findings from a current article about the applications of genetics. The library and class-work strands provided what should be a strong basis for students to succeed with biology and genetics in senior school.
- The Children's Literature course focused strongly on the use of picture books. The class teachers and I



Budding authors at St Clair High School Library 1997.

spent a great deal of time with students on the "story rug" reading and focusing on a range of picture books; developing thinking skills to encourage creative efforts in students' own picture books; singing *Waltzing Matilda* (not really in tune!) from a big book as a means of learning how to analyse components of story and picture to heighten the overall impact of story; literally building stories from collections of junk; developing shared oral reading and a range of other quite spontaneous activities. Other groups in the library would often "fringe" around our group, wondering what we would do next. We hosted book launches complete with a "toast" to future writing success and junk food for the student authors when their own picture books were finished. Adaptation and extension of many of these activities also worked as the base for the child development units on chil-

dren, language and learning. These were clearly the most enjoyable courses I have ever shared.

Overall impact of UVC

UVC has revitalised and energised learning of students and teachers alike. Students have commented that "I have to think all the time, and it's good!" There has been a stronger focus on incorporating thinking skills, multiple intelligences and aspects of literacy into more demanding and directed learning. My teaching role has ranged from informal suggestions to thoroughly planned and taught units. There is a massive amount of on-going work for all. Library staffing has been stretched beyond the limit. As long as the chocolate, vitamins and support holds out, UVC has certainly reinforced the idea that the library is a good place to make learning happen for all. ■

A new section of Columns in this issue is
teacher-librarian successes.

If you would like to send information in about colleagues whose work deserves publicising and acknowledging in a special way, we would be really pleased to receive it.

Contact: The editor,
Fax: (02) 9886 7413

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REVIEWS OF INTERNET SITES

Our series of Internet reviews continues with sites for English. Most sites will have relevance across a range of KLAs. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed. Internet site reviews appear on the DSE site (www.dse.nsw.edu.au).

Alpha Ralpa Boulevard.

<http://WWW.Catch22.COM/SF/ARB/>

While not completely comprehensive, this site does give access to information about classic authors of the science fiction genre. Navigation is easy with 280 authors and eighteen artists represented. For each author, a bibliography is given (some detailed, some with sketchy citations), as well as reviews and links where available. Major authors also have biographies. Exclusively fantasy authors seem to be excluded, but the definition, like the genre itself, is blurred (no Tolkien or Fiest but there is Lloyd Alexander and Richard Adams). Links are provided to authors' home and fan pages, and the link to the excellent *Catch22* science fiction site connects to science fiction in film and television. Time to locate and investigate sites for relevance is required when exploring the links. A. Glasscock

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English
KEYWORDS: Science fiction
PUBLISHER: 22 Solutions, USA
AUTHOR: SHERIFF, Espana N.
REVIEW DATE: 9/1/97

Australian film and television: an overview.

<http://www.afc.gov.au/www/overview.html>

A range of suitable links to information for students and teachers of film and drama are available, including **An introduction to Australian film**. Here one can explore a number of suitable topics giving detailed information on the development of the Australian film industry from its beginnings in the late 1800s to the present day. **The film crew** and **Film and tv training schools** also have a particular relevance to career education, while **Bibliography** offers the researcher a large resource list for further study. B. Smith

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; VOC ED
SYLLABUS: Drama; English
SCIS SUBJECTS: Motion pictures and television
KEYWORDS: Australian; film; television
PUBLISHER: Australian Film Commission
REVIEW DATE: 6/6/96

The Australian online: home page.

<http://www.australian.aust.com/index.htm>

The folks at *The Australian* are eager to encourage teachers and students to use their publication. This site should become increasingly valuable as it develops. In **Schools** is the **Cyber classroom**, which is a series of pages covering various aspects of journalism and newspaper production. The information is in short, understandable bites—ideal for students. This section could form the basis of a media studies unit. **Computers** reprints regular columns from the paper; these are not dated. **Classifieds** links you to an impressive search page, where there are over 53,000 ads available nationally, and updated daily. The sport section gives one action photograph and a short article. G. Donaldson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; TAS
SYLLABUS: Computing Studies; English; Media Studies
SCIS SUBJECTS: Australian newspapers; Newspapers; Mass media
KEYWORDS: Australian; newspapers; online
PUBLISHER: The Australian
REVIEW DATE: 1/6/96

Children's literature Web guide.

<http://www.ucalgary.ca/~dkbrown/index.html>

Teachers of English will find this an excellent starting point in seeking information on a range of aspects of children's literature. Teaching ideas and printable copies from a variety of literature types are available. Some sections invite input from readers. There is extensive information on publishers, booksellers, Internet discussion groups, and links to author backgrounds and biographies. Searching the site for **Readers theatre** provides scripts, and guides to staging. The listings are detailed by genre, culture, theme and reading age, and provide a good mix across those areas. The material ranges from classics to contemporary. There is also a very large page of links on **Resources for teachers**. Time is required to locate specific information. G. Donaldson

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: Drama; English
SCIS SUBJECTS: Children's literature
KEYWORDS: Children's literature; poetry; readers; theatre

PUBLISHER: University of Calgary, Canada
AUTHOR: BROWN, David K.
REVIEW DATE: 10/12/96

Jane Austen.

<http://nyquist.ee.ualberta.ca/~dawe/austen.html>

While this site concerns all of Jane Austen's works, valuable and recent information, including graphics, about the latest *Emma* film can be found. There is a connection to a Canadian advertisement for the film and the *Chicago Sun-Times* for a **Review**. Information on **Clueless** (a modern film version) and *Emma* is given. Useful connections to the following are available: Jane Austen Society of North America; **Jane Austen Society information page**; Jane Austen bibliographies; map of places in other texts; Jane Austen's life; and **White soup** (mentioned in *Pride and Prejudice*), can be easily made using the recipe here. K. Underhill

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 1997 HSC 2/3 Unit Related - Fiction: (a) Pre-Twentieth Century
SCIS SUBJECTS: Austen, Jane; English literature - Study and teaching
KEYWORDS: Jane Austen
PUBLISHER: University of Alberta
AUTHOR: DAWE, James
REVIEW DATE: 30/11/96

Jane Eyre: an overview.

<http://www.stg.brown.edu/projects/hypertext/lando/w/victorian/cbronte/bronteov2.html>

A site on the extensive Victorian Web developed by the professor of English at Brown University, G.P. Landow, this offers text and graphics information. It is a valuable source for studying the 3 Unit English elective **The novel of awakening**, as it provides useful contextual information about **Victorianism**, the **Political and social context**, biographical details, and Bronte's **Literary relations**. Specific analysis of the novel is easily accessed from the menu with hypertext links to: **Themes**; **Setting**; **Symbolism**; **Characterisation**; **Narration**; and **Genre**. Each section has short, but excellent articles, ideal for class discussion or independent research eg. "*Jane Eyre* and *Through the looking glass* as coming of age stories". Links to a wide range of other Victorian literature are available. R. Heasleywood-Ross

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 1997 HSC 3 Unit option (g): The novel of awakening
SCIS SUBJECTS: Jane Eyre
KEYWORDS: Jane Eyre
PUBLISHER: Brown University
AUTHOR: LANDOW, G. P.
REVIEW DATE: 4/12/96

John Keats (1795-1821). An exhibition in association with The Wordsworth Trust.

<http://portico.bl.uk/exhibitions/keats/overview.html>

A useful and brief biography of the poet is given on this site. Links to a portrait of Keats, one of his letters, and his house in Rome are also available. Of particular interest to teachers and students is the connection to **Ode to a nightingale** which has an illustrative text, critical information, and a recording of a nightingale from *British bird*

sounds on CD. The recording does require considerable downloading time. Another feature is a very short piece about Keats's literary reputation, with a recording of his romantic sonnet, 'When I have fears that I may cease to be'. K. Underhill

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 1997 HSC 2/3 Unit (Related) (i)Poetry
SCIS SUBJECTS: English poetry
KEYWORDS: Keats; Wordsworth Trust
PUBLISHER: British Library Online Information Server
REVIEW DATE: 1/11/96

KidNews home page.

<http://www.vsa.cape.com/~powens/Kidnews.html>

A free news and writing service for students and teachers is offered at this site. It looks to post writing that helps children from around the globe understand and appreciate children's lives. The site encourages writing with the purpose of getting others to make sense of your contribution. Posted writings are sorted into different indexes but remain voluminous. A snail mail permission slip is required from a parent to use e-mail addresses, and most postings did not include this. G. Krestensen
USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English
SCIS SUBJECTS: Children as authors
KEYWORDS: Book reviews; Pen pals; Story writing
PUBLISHER: Dr. Peter Owens, University of Massachusetts
REVIEW DATE: 23/01/97

KidPub WWW publishing.

<http://www.kidpub.org/kidpub/>

Essentially created by children twelve years and younger, this is a storehouse of 10,000 plus stories written by children across the world. Directions are given on how to publish stories on the Web, and stories are included on the same day as they are submitted. There are extras to further motivate the children, such as: a small author biography; and a record of the number of times each story has been read. Schools are encouraged to join *Kidpub*. Photographs and information about the school or class involved are published. Publishing creative stories on this site could be an excellent alternative to the traditional class book of stories. This is a very motivating site for young writers, and a useful and creative site for teaching. P. Williamson

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English
SCIS SUBJECTS: Authors; Children as authors; Writing (Authorship)
KEYWORDS: Creative writing; publishing
PUBLISHER: KidPub, USA
REVIEW DATE: 6/6/96

Literature links. (English teachers' links)

<http://www.mlckew.edu.au/english/litlinks.htm>

Attached to the Methodist Ladies College, Kew, site, these links present a varied and comprehensive collection of literature related Web pages for both staff and students at the secondary level. Sources dealing with the classics from Old English to the nineteenth century predominate. However,

there are new links to American, British and Australian literature that are well worth visiting. Projects encouraging authors and children's Web guides are there, as is an archival page on the variations of the *Cinderella* fairytale, and another on Greek mythology—handy for all those units on myths and legends! Time is required to locate desired information. E. Maxwell

USER LEVEL: Professional
KLA: English
SYLLABUS: English literature
SCIS SUBJECTS: English literature
KEYWORDS: English; literature; teacher
PUBLISHER: University of Melbourne
REVIEW DATE: 27/11/96

Morris Gleitzman.

<http://www.ozemail.com.au/~andrewf/morris.html>
 Gleitzman fans will enjoy this attractive and easily navigated site, linked from *Pandemonium* (see separate review). Pick a book, a display of his book covers, leads to story outlines, reviews and extracts from his novels. Unfortunately, his two latest novels are illustrated, but information about them was unavailable at the time of reviewing. A user's guide gives a biography of this author, 47 facts about him, and a description of the trials and tribulations of writing. This site would be a stimulus to young readers looking for a new author to try, and gives clearly presented and interesting information for an author study. The opportunity to send a message to Gleitzman is offered. Links to other authors and children's literature sites are provided but time to locate appropriate sites is required when exploring these. S. Leslie

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English
SCIS SUBJECTS: Authors, Australian; Children's literature; Gleitzman, Morris
KEYWORDS: Australian children's authors
PUBLISHER: Pan Macmillan, Australia
AUTHOR: FARRELL, Andrew
REVIEW DATE: 4/3/97

The page at Pooh Corner.

<http://www.public.iastate.edu/~jmilne/pooh.html>
 Need a map of the 'real' Hundred Acre Wood; a photograph of A. A. Milne's son, Christopher Robin, at the London Zoo with the Canadian bear whose name was Winnie; or the whereabouts of the original toys used in the stories? For those wishing to find background information on A. A. Milne's works regarding *Winnie the Pooh*, this site is essential. The author has constructed a fascinating, well researched and informative site. Wandering from page to page the reader is immersed in details related to: A. A. Milne; E. H. Shephard; Christopher Robin Milne; the characters and background to the original stories; and details on the Disney adaptations. This is a charming resource for literature and author studies, and a site that students will enjoy visiting. N. Paull

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English
SCIS SUBJECTS: Milne, A. A.
KEYWORDS: Milne; Pooh
PUBLISHER: Iowa State University Public Homepage Server
REVIEW DATE: 19/12/96

Pandemonium.

<http://www.ozemail.com.au/~andrewf/pandemon.html>

A new "cyberhome", this is dedicated to outstanding Australian children's authors. Authors included are: **Morris Gleitzman; John Marsden; and Tim Winton.** John Marsden offers a "Webridged" version of one of his works, and a range of other attractive information. Sections for the other authors follow a similar format. The site promises further development but presently includes graphics and text from the works of each author, together with notes and newsletters from the authors. This is a potentially useful, creative and user-friendly site which could enhance Australian author studies in upper primary and lower secondary English units. Links to other sites and information, such as Children's Book Awards, are available, though time is required when investigating the links. P. Williamson

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English
SCIS SUBJECTS: Authors, Australian; Marsden, John; Gleitzman, Morris; Winton, Tim
KEYWORDS: Australian authors
PUBLISHER: Pan Macmillan, Australia
REVIEW DATE: 6/6/96

The paw page.

<http://www.gil.com.au/~dragon/pawmain.html>
 Specifically related to the writing of Natalie Jane Prior and illustrations of Terry Denton, the title of the site emanates from their series of books. Biographical information on both Prior and Denton is available, and bibliographic reference with brief annotations is made to their other works. Information is limited and simply presented. This site is easy to navigate, and would support author studies or units of work involving Prior and Denton. Some sections of the site are not yet complete. P. Williamson

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English
SCIS SUBJECTS: Authors, Australian; Prior, Natalie Jane; Denton, Terry
KEYWORDS: Authors; Paw; Natalie Prior; Terry Denton
PUBLISHER: Ipswich City Council Information Service (QLD)
REVIEW DATE: 6/6/96

The Roald Dahl index.

<http://www.tridel.com.ph/user/bula/dahl/index.htm>
 Although this colourful site is not a detailed study of Dahl and his works, students will be keen to access it. Mainly published in a register style, the site lists Dahl's books with the publisher's 'teasers', and links movies based on his works to movie reviews. Students may be interested to know that those accessing the pages are free to submit their own reviews of particular books for possible inclusion. There is some basic background biographical detail on Dahl, and a recipe for Stink Bugs' Eggs. The site's lack of depth will not inhibit the target audience—indeed, students often seek the type of data included in the lists and links when they are studying authors. N. Paull

USER LEVEL: Stage 2 Stage 3
KLA: English

SYLLABUS: English
SCIS SUBJECTS: Dahl, Roald
KEYWORDS: Dahl
PUBLISHER: Lia Bulaong, USA
REVIEW DATE: 19/12/96

Roget's thesaurus of English words and phrases.

<http://home.thesaurus.com/thesaurus/>
 There are quite a few sites offering to search *Roget's thesaurus* using the 1911 text from Project Gutenberg. Most do a similar job, but this one does offer hyperlinks to associated terms merely mentioned at other sites. A search word is entered which finds terms with relevant meaning, content or context. Selecting a result gives the full entry, with related terms, definitions and synonyms. An alphabetical index is also offered. This is one print resource which is easier to use in electronic form. Perhaps a writer who was word processing would stop the creative flow to make the connection. A. Glasscock

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: English
SCIS SUBJECTS: English language - Synonyms and antonyms
KEYWORDS: Thesaurus
PUBLISHER: Webmaster
REVIEW DATE: 6/1/97

Study guide to Margaret Atwood: The handmaid's tale (1986).

http://www.wsu.edu:8000/~brians/science_fiction/handmaid.html

An introduction into a study of *The handmaid's tale* is available on this text site. It includes explanations and questions for each chapter, and a general philosophical discussion at the beginning on the nature of science fiction and on dystopias. A valuable feature is the connection to a *Web bible* for the numerous biblical references in the text. There is a discussion about the historical references included. Each chapter can be accessed directly or the whole guide can be scrolled quickly for relevant sections. K. Underhill

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 1997 HSC 3 Unit option (c): Utopias and Anti-Utopias
SCIS SUBJECTS: Atwood, Margaret. Handmaid's tale
KEYWORDS: Margaret Atwood
PUBLISHER: Washington State University
AUTHOR: BRIANS, Paul
REVIEW DATE: 30/11/96

The Sydney Morning Herald.

<http://www.smh.com.au/index.html>
 Access to an electronic version of the newspaper is provided here. The **Computers** and **Metro** sections can be searched retrospectively. News items are updated throughout the day, but are not cumulative. Only the day's news is presented on the homepage. The site is constantly being improved and developed. The latest addition is a site list, which allows visitors to search SMH nominated sites from art and literature, to science and sport, but time and selectivity would be required when exploring such links. This

site downloads quickly and is easy to navigate. It is a valuable information source that could be used to support learning in a number of curriculum areas. L. Bruce

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE; TAS
SYLLABUS: Computer Studies; English; Geography; History

SCIS SUBJECTS: Australian newspapers; Newspapers; News services
KEYWORDS: Media; Newspapers
PUBLISHER: Sydney Morning Herald
REVIEW DATE: 1/6/96
EVAL: Highly recommended

Vintage Books reading group guides.

<http://www.randomhouse.com/knopf/read/>
 It is more interesting to arrive at this text site via the Knopf Publishing Group's home page for general information on publications (whilst ignoring the in-house advertising). The reading groups provide a brief synopsis of the plot of several acclaimed literary works, and then provide a comprehensive list of generally fifteen to twenty quite challenging questions responding to the texts on a range of levels and approaches. Whilst most texts to date have an American bias, the treatment given Malouf's *Remembering Babylon* could generate good discussions with capable senior students. A separate site is being developed incorporating teacher's guides, and this may be well worth revisiting from time to time. E. Maxwell

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English literature
SCIS SUBJECTS: American literature; Australian literature; David Malouf
PUBLISHER: Random House, USA
REVIEW DATE: 27/11/96

Walk round Shakespeare's Globe Theatre.

<http://www.delphi.co.uk/delphi/interactive/16.Globe/w3.html>

Students really respond to this site! Much use has been made of still shots taken from various locations in the rebuilt Globe Theatre. In moving around the theatre, students become acutely aware of the fine detail needed in staging a Shakespearean play—the positioning of columns, angles of natural lighting and just where the audience is located. Views from and towards the stage from all over the theatre highlight the virtual experience of seeing this famous national icon. These all add an extra dimension to drama applications in the classroom. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama; English
SCIS SUBJECTS: Globe Theatre; Theatre
KEYWORDS: Globe Theatre; Shakespeare; Theatre
PUBLISHER: Delphi Internet Ltd, UK
REVIEW DATE: 1/6/96

Welcome to Goosebumps on the Web!

<http://place.scholastic.com/goosebumps/index.htm>
 With a regular readership of books in this series in primary schools, this site will be popular with students. It contains short descriptions for current and forthcoming

INFORMATION TECHNOLOGY

Goosebumps titles. Excerpts from the books can be read. The author, R. L. Stine, was interviewed online by Scholastic, and the transcript and a short biography can be found here. Students are invited to write to Mr Stine care of Scholastic. Although the television section contains details of an American program, it has many interesting graphics, as does **Photos**. These may be useful to encourage reluctant readers. A. Forbes

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: English

SYLLABUS: English

SCIS SUBJECTS: Children's literature

KEYWORDS: Goosebumps

PUBLISHER: Scholastic, USA

REVIEW DATE: 10/6/96

Welcome to the IMDb. (Internet movie database)

<http://uk.imdb.com/>

Searching for information for film as text is simple and productive on this database. Depending on the recency of the film, reviews, critical appraisal, technical information, videos, goof, quotes and other aspects of individual films are examinable. Full lists of casts and technical personnel may be accessed, with hyperlinks to biographical information, with films of similar genres or themes possible on some pages. This was particularly useful for some of the less publicised films, and may well apply to studies outlined in the draft HSC English as well as those in the junior school. There is scope for interaction, with contributions to opinion polls welcomed. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: English

SYLLABUS: Drama; English

SCIS SUBJECTS: Motion pictures

PUBLISHER: Internet Movie Database Ltd

REVIEW DATE: 17/6/96

Word play.

<http://homepage.interaccess.com/~wolinsky/word.htm>

Users are presented with a feast of regularly updated hypertext links to sites providing topics such as: homonyms; anagrams; rules of grammar; acronyms; collective nouns; haiku; foreign languages; limericks; and puns. A brief summary of each page is provided under the hypertext link. This page is full of enjoyable sites that will keep students and teachers amused for hours while using the English language. It is a great starting point for those who are used to surfing the Net and prefer a list of sites that has been put together for educators. It is a link site only and time is required to locate desired information. K. Bennett.

USER LEVEL: Professional

KLA: English

SYLLABUS: English

SCIS SUBJECTS: English language

KEYWORDS: English; homonyms; words

PUBLISHER: Judi Wolinsky

REVIEW DATE: 1/12/96

Internet reviewers for this issue were:

Kerrie Bennett, Bulli High

Lorraine Bruce, Cherrybrook Technology High

Greg Donaldson, Westport Technology High

Anne Forbes, Blacktown West Primary

Alison Glasscock, Turrumurra High

Richard Heaslewood-Ross, Gloucester High

Geoff Krestensen, Sandy Beach Primary

Suzanne Leslie, Lindfield Primary

Elizabeth Maxwell, Cherrybrook Technology High

Nigel Paull, Grafton South Primary

Birgit Smith, Mudgee High

Kerry Underhill, Mackellar Girls' High

Phyl Williamson, Marayong Primary ■

Look for Scan on the Internet!


Scan is on the Department of School Education's web site, Network for Education (URL: <http://www.dse.nsw.edu.au>).

Follow this route from the home page:

- Staff
- Curriculum resources
- Publications
- Scan


You will find information about Scan, full text of **Research Columns** and an annotated list of **Hot Topics**. The Scan page will be updated regularly, and is not intended as a replacement for the print version.

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INFORMATION TECHNOLOGY

Professional development web sites for teacher-librarians



Mushrooming on the Internet at present are web sites of direct value for professional development of teacher-librarians. The Scan editor went searching and came up with the following sites, which are described as they were in the middle of March. It will be interesting for readers to look at the sites and how they may have been updated (or not!) in the intervening two months. If you know of other sites which may be of interest for teacher-librarians in their professional development, please contact Scan (The Editor: Fax: 98867 413). Each site is accompanied by its URL (Uniform Resource Locator).

The sites:

Big Six web

<http://ericir.syr.edu/big6/>

This has an associated listserv, **Big Six**.

International Association of School Librarianship (IASL)

<http://www.rhi.hi.is/~anne/iasl.html>

The IASL-LINK listserv is associated with this site.

Australian Library and Information Association: ALIANet

<http://www.alia.org.au/>

ASLA NSW (Australian School Library Association New South Wales Inc.)

<http://lorenz.mur.csu.edu.au/pta/asla/>

John Lee's web page (mainly for teacher-librarians)

<http://www.ozemail.com.au/~jhlee/>

RIVPAT (Riverina Professional Association of Teacher-Librarians)

<http://sweep.riv.csu.edu.au/RIVPAT/rivpat.html>

Big Six web

The Big Six web site emanates from the School of Information Studies, Syracuse University, and focuses on the work of Michael Eisenberg and Robert Berkowitz on the Big Six skills, an information problem-solving approach to library and information skills instruction. Big Six is comparable to our information skills process, and the material available on this site is of direct use to practising teacher-librarians in the information literacy area. The Big Six skills are as follows:

- task definition
- information seeking strategies
- location and access

- information use
- synthesis
- evaluation

The home page of *Big Six web* gives users the following options:

- **Big Six in action**

This takes you to sample lesson plans and units for K-12 implemented by users of the Big Six approach; Big Six curricula from around the world; a directory of schools implementing Big Six world wide; and tools to help with teaching Big Six.

- **Big Six communications**

This takes you to information on joining the Big Six listserv or browsing its archives. *Scan* Volume 15 No 2 provided details on joining this listserv and the sort of material to be found on it.

- **Big Six resources**

This provides you with a bibliography of Big Six publications print and electronic; templates for creating a Big Six curriculum; and access to books, posters and videos to help with Big Six instruction.

- **Big Six training**

This allows you to download materials for use in Big Six training, to help you 'sell' the Big Six approach, and provides access to the Big Six calendar, which tells you which online courses are available. Currently available are the following courses:

- Information seeking strategies
- Integrating the Internet into the K-12 classroom
- Practical ideas from A to Z for Internet in the Classroom.

These courses are run entirely by listserv, and Australian teacher-librarians may be interested in participating.

• **Big Six connections.**

This part of the site is still under construction.

There are no Australian web sites as yet which offer such practical, hands-on, help with information skills instruction as *Big Six web*.

International Association of School Librarianship (IASL)

This site was developed for IASL by Dr. Anne Clyde of the School of Information Studies, University of Iceland. IASL aims to provide an international forum for people interested in promoting effective school library media programs as viable instruments in the educational process.

The home page of the site provides links to information about the association; the newsletter; the annual conferences; the committees and special interest groups; to the journal of the association, *School libraries worldwide*; to IASL publications, such as *Sustaining the vision*, which formed the focus of the Research Columns in the first *Scan* of this year; and to information about the awards program. Of great interest are the links to IASL-Link, the listserv of the association; to school library resources on the Internet; and, currently, to information about the 1997 IASL conference.

IASL-Link

Those wishing to subscribe to *IASL-Link*, the listserv of IASL, can do so by:

- sending an email message to: **majordomo@rhi.hi.is**
- leaving the subject line blank
- typing in the body of the message: **subscribe iasl-link your email address**

Sending subsequent mail to the listserv is at this address: **iasl-link@rhi.hi.is**

I have belonged to *IASL-link* for some months now, and find it useful for an international perspective on teacher-librarianship, and it does not generate anywhere near the unmanageable amount of mail that some other listservs do.

Links to school library resources on the Internet provided through this site are its greatest strength, including hyperlinks to

- library associations, such as the International Federation of Library Associations and Institutions; and the library associations of America, Canada, Australia, Hong Kong and UK;
- school library associations, such as ASLA
- school libraries and school librarians on the Internet, including Australian school libraries
- Resources for school librarians, such as *The Internet public library*; *The AskERIC virtual library*; and Australian sites, such as *EdNA*.
- Links to information skills resources include *Big Six web* and the *Wanniassa Hills information skills project*, in the Australian Capital Territory.
- Links to children's literature resources include: *The children's literature web guide*; an international chil-

dren's book awards page; *Children's Book Council (CBC)*; *OzKidz literature*; and *YABBA* (Young Australians' Best Book Award)

1997 IASL conference: Bridging the gap

Information is available on this web site for the above conference to be held in Vancouver from July 7th-11th. Speakers will include: Paul Lupton, James Henri, Ross Todd, Suzette Boyd, Elizabeth Probert, Judy O'Connell, Barbara Yates, and Anne Clyde—to name the Australian presenters only! Vancouver in high summer could be very pleasant indeed!

Australian Library and Information Association: ALIANet

This is the web page of The Australian Library and Information Association (ALIA). ALIA is the professional organisation for Australian librarians, and includes librarians from all sections and all states. *ALIANet* provides: membership information; links to branch, section and special interest pages; information about publications, events, conferences, press releases, submissions to government; job vacancies; and Board of Education news, amongst other things. ALIA Schools Section (NSW Group) has just placed information about its committee, professional development, lobbying activities and the full text of its newsletter *AliaS* on *ALIANet*.

(ASLA NSW) Australian School Library Association

The web page of ASLA, under the direction of John Lee, presents its information under the following headings:

- About ASLA NSW; What we are;**
- How to join us; Hot spots; Who we are;**
- What's new; and Contact us.**

This is an impressive site, with concise information about the activities of ASLA in organising professional development, lobbying, publishing and awarding outstanding practice. An interesting interactive feature is in the *Have your say* area—the first question calling for response being whether there should be a new award offered for Young Adult books by the Children's Book Council. The calendar of events for the months of February and March is also very impressive. Some of the areas are still under development; and the greatest strengths lie in the links provided with ASLA nationally, and with other educational organisations; and with useful links for teacher-librarians such as *NSW HSC On-Line*, *The National Library of Australia*; *School Libraries on the web: a directory*; and with the ASLA national conference in Darwin.

John Lee's web page: mainly for teacher-librarians

John Lee has designed this useful page for teacher-librarians, which is sponsored by the Diocese of Broken Bay for the Catholic Education Office. John Lee is teacher-librarian at the Muldoon Information & Resource Centre, to

which he returned this year after four years as Technology Resource Adviser and Training Coordinator in the Diocese of Broken Bay. The page contains:

- helpful OASIS hints, on such topics as phantom loans, OASIS stocktake and beginning/end of year procedures, and correcting blank authors
- **Have you tried this?** a series of practical hints for teacher-librarians, including promoting literature.
- **About me** (John Lee)
- **The best of the past**—synopses of publications of use to teacher-librarians.
- **Did you read?** synopses of recently published articles of interest to teacher-librarians such as "Life sucks, Timmy"—a controversial article which appeared in *The Australian* magazine in early March. These make interesting reading, but it is necessary to switch off the images as they take an extremely long time to download.
- **The issue is....**the first issue addressed here is SCIS and its usefulness, with John being very much in favour of using SCIS services. This area has a feedback facility.
- Contact details for John and an email facility, and a disclaimer complete this useful page.

RIVPAT (Riverina Professional Association of Teacher-Librarians)

This dynamic and developing site contains information on the activities of RIVPAT; names and contact details for members of the RIVPAT executive; professional development plans; a call for contributions to RIVPATTER, the newsletter of the association; and links to other sites, in particular, Australian author sites and sites for teacher-librarians, such as ALIA and ASLA, the State Library of New South Wales, John Lee's page, and IASL. There is a section for information skills, at present containing a wonderful scope and sequence chart, submitted by Shirley Sinclair, teacher-librarian of Forest Hill Public School, which applies the stages of the information skills process to specific outcomes for Years 2 to 6. The aim of the web site is to disseminate information, facilitate communication between Riverina teacher-librarians, inform members of professional development, help teacher-librarians to become more comfortable and familiar with the Internet, and to locate Web sites of particular interest to teacher-librarians. ■

MANAGEMENT

School technology support

This technology support update has been prepared by School Technology Support Unit staff, and is a regular feature of Scan.

Issues

- **Rebuilding OASIS Library**

In the last issue of *Scan*, the paragraph headed 'Rebuilding OASIS Library' stated that a "K1 data backup that is <L>ater (or a timed backup) includes a rebuild of library data automatically". This needs clarification. While a timed backup does rebuild the system, it does not do the same job as a B4 N1 library rebuild. Therefore, it would be advisable for library sites using timed backups to run a B4 N1 rebuild prior to setting the system for <L>ater backup. The same principle would apply to AdLib sites using timed backup.

Hints

- **Simplifying borrower limits for students**

In setting up Circulation, some schools have not been able to customise loan limits to suit local practice. That is, prior to using OASIS Library they may have allowed a total loan limit without differentiating between fiction and non-fiction. For example, Year 4 children may have been able to borrow any four items. OASIS Library can be set up in the same way.

1. In **B1 C1**, in the <C>irculation parameter, change the field "Borrowing Limit Category Description" from

"Fiction" to the new value e.g. "Reference". [NB: The new value must be a resource loan category that has been created in the library system i.e. in **B2 D1 Resource Loan Categories**.]

2. In **B2 D1**, the column should now have the new **Resource Loan Category** as its heading e.g. "Reference". Make the appropriate changes to the "Yes" and "No" values.
3. Check **B2 A1 Borrower Details**. The field "Number of Items allowed" should now read as the new value. (i.e. "Reference" per this example to replace "Fiction"). However, the figures for each borrower may well be incorrect as a consequence of this change.
4. To change these figures, select **B2 I2 "Set Borrowing Limits"**. Select **Stu<d>ent** and nominate the first scholastic year to be changed. Enter the new numbers for each of the values. Repeat this process for each scholastic year.
5. In **B2 A1**, now the screen will resemble the following:

Number of items allowed:
 - Reference: 0
 - Other: 4

The effect of this change with these numbers would enable a borrower in a particular scholastic year to have no rights to borrow materials that have a **Reference Loan Category**. However, the borrower would be able to borrow a total of 4 items that have any loan category apart from "Reference". The four items in this example may be both fiction or non-fiction.

Contact School Technology Support on 132348 if further assistance is required.

News

ISBN Updates from SCIS

When selecting to update the ISBN files, use the notes sent by SCIS labelled "Instructions for New South Wales Government Schools using OASIS Library". Other notes included apply to schools that are using the Softlink version of OASIS Library, or another automated library package. These notes should be ignored.

Frequently asked questions

School Technology Support has identified some questions that are often asked by users of OASIS Library. This column will regularly report on the questions asked most frequently and the answers provided.

1. Why do we get an "unauthorised loan" message when attempting to loan out library items on B2 E1?

This message can occur for several reasons. The most likely is that a borrower is trying to loan an item that is not available for loan e.g. a student trying to borrow a Teacher Reference resource.

At other times, the "Unauthorised loan" message will relate to a specific borrower and loan category, e.g. "Unauthorised loan TG". This example would mean that the Borrower category "T" does not have a link to the Loan Category "G" for "General". This can be corrected in B2 D2. Arrow down to the Borrower Category "T" for "Teacher". At this point, select <L>oans from the option

bar. This will list all the Loan Categories available to this particular type of borrower. Select <E>dit to fix the problem. Nominate the number of days you want the loan to be available for and the system will automatically determine the due date.

2. What can I do when both the barcode reader and the keyboard seem to be jammed?

When the work station appears to be hung and neither the barcode reader or keyboard will operate: First check and unplug and replug all reader and keyboard connections. If this doesn't allow operation, get other workstations back to the main menu or log them out. Then hit the reset button on the work station that appears to be hung. Log back in and select I1 System Check. If returned to main menu, continue working. Otherwise follow the prompts to complete an Automatic Recovery.

3. The barcode reader is not scanning correctly. What can I do to fix it?

Select Function 08 from the keypad of the reader. It will prompt to restore default factory settings. Respond by selecting the "Yes" key. The reader should now be able to scan ISBN and OASIS barcodes correctly.

4. The barcode reader memory is full. It will not scan more barcodes. How do I fix it?

- Disconnect the reader from the Home Base.
- Select Function 19
- Select "Yes" to erase memory
- To check that memory is clear, select Function 23
- It should report that the current number of scans in memory is zero
- Connect reader back to home base and continue normal operation. ■

Quality assurance reviews: Term 1 1994 to Term 4 1995

Some findings on secondary libraries

This article has been collated from Quality Assurance Review data by Owen Davies, Chief Education Officer, and Project Coordinator for the HSC On-Line Project, and Lee FitzGerald, Scan editor. A search of the data related to the library, collected in secondary schools during two years of Quality Assurance reviews from Term 1 1994 to Term 4 1995, has highlighted the following common suggestions for improvement:

- Extended access
 - The use of the library as a study or learning centre
 - The development of independent learning skills and information skills programs
 - The application of technology in learning, increased access to technology
 - Increased support for literacy across the curriculum
 - A whole school strategic approach to the use of the library.
- Many of the findings and recommendations cover more than one of these areas.

The following excerpts were taken from findings and recommendations in a series of QA review reports and reveal trends for future directions.

• Extended access

Findings related to access included:

Many students do not have access to study areas at home or are involved in doing a great deal of housework in their homes.

The school leadership is aware of senior students' requests for extended access to the school library and will investigate its feasibility.

Students expressed concern about the quality of library resources and problems associated with access to the library.

The library, with the school community, should develop a rationale and priorities for access so that students may take better advantage of this resource.

Recommendations included:

It is recommended that the school develops and implements strategies to expand students access to, and use of, the library to promote their independent learning skills.

It is recommended that the school restructures the library's operation so that it may become more accessible for student use as a learning resource.

• The use of the library as a study or learning centre

Findings which focused on the need for the better use of study and learning centres included:

The library is effectively and creatively used by many teachers, some faculties and some students. A large number of staff see the need for the library to be further developed as a centre for independent learning and systematically used by all students, staff and faculties.

The school should investigate ways of promoting the library as a busy learning and information centre.

Staff, students and parents recognise that the future directions of the school will involve the continued development of the library as a learning centre which students use in increasingly flexible ways.

Teachers spoke of the desirability of establishing a learning centre, increasing access to all forms of technology across the curriculum, and improving the library's capacity to offer sophisticated research and information opportunities

Students are raising their desire for the library to be used as a learning centre in which they can learn independently and in small groups.

Recommendations included:

It is recommended that the school implement strategies to ensure that the library, through its provision of resources and staff support, is accessible to students and staff and supportive of the school's learning environment.

It is recommended that the library be further developed as an independent learning centre.

• The development of independent learning skills and information skills programs

Findings which focused on the need for the development of independent learning and information skills included:

There is considerable scope for the further development of students' information skills so that they can identify, access and use information from a variety of sources. This approach should involve a strengthening of the role of the library in developing information skills and greater student independence in learning.

The library's contribution to student learning will be further developed by:

- giving greater whole school priority to developing student information skills, including the use of technology
- ensuring that library assignment work encourages the practice of appropriate research skills
- ensuring higher levels of staff engagement with their students in the effective use of the library as a learning resource and
- exploring ways of providing increased access.

The library was observed as offering excellent learning opportunities for students when used by cooperatively planning and teaching staff.

There is scope for enhancing the role of the library in further building information skills from Years 7 to 10 and in providing for independent and cooperative learning through information technology.

Recommendations included:

It is recommended that consideration be given to:

- developing the library and implementing the Information Skills Policy as key elements in the senior curriculum

It is recommended that the school develop and implement an information skills program across all subjects, commencing in Year 7, which will support:

- students and staff in more effectively utilising available resource, and
- students in developing skills for cooperative and independent learning.

• The application of technology in learning, increased access to technology

Some of the information collected pointed to the need for increased application of technology in learning and increased access to technology.

Findings included:

Provision should be made, in the amalgamation of library services, so that the library becomes in reality the information centre of the school, incorporating and exploring current technology.

The library has focused on students being comfortable with, and able to gain access to information technologies. The concept of the library being a central support for

learning has been fostered with emphasis on learning how to learn, and the concept of 'the library without walls'.

There is scope for enhancing the role of the library in further building information skills from Years 7 to 10 and providing for independent and cooperative learning through information technology.

The library is providing leadership in the application of technology in support of learning. The school's technology plan should support the library's leadership in the field and aim to improve access for students and staff.

The school needs to give greater priority to the implementation of an information skills program for all years. Students would like;

- increased opportunities for group and independent research;
- to make greater use of the library; and
- technology to be used across all the Key Learning Areas as a key aspect of the learning process.

Recommendations included:

It is recommended that the school devise and implement ways to realise the full potential of the library as a whole-school resource for teaching and learning.

It is recommended that the technology and other resources of the school library be revised and upgraded to support its development as the centre of the school's learning community.

• Increased support for literacy across the curriculum

Some of the information collected pointed to the need for increased support from the library for literacy across the curriculum.

Findings included:

The role of the library in promoting and supporting literacy across the curriculum was consistently raised by some parents, staff and students. These respondents believe the library should provide a focus for literacy learning across the curriculum by supporting recreational reading, providing updated appropriate resources and serving as a cooperatively planned multi-media centre. An analysis of collected school policies conducted by the review team indicated that while the collection contained a set of procedures for the use of the school library, no school library policy was included.

Recommendations included:

It is recommended that a school library policy be developed collaboratively, through the Literacy and Learning Task Force, incorporating the role and function of the library in the literacy across the curriculum initiatives.

• A whole school strategic approach to the use of the library

Much of the information gathered from QA reviews indicated that future directions should ensure that the library was used strategically in a whole school way to encompass teaching and

learning in all faculties utilising the total resources of the school.

Findings provided the following data:

A more holistic view of the library will incorporate student and staff, study facilities, and computer rooms will become integral to student and staff access to the information superhighway. Library and information skills policies will describe liberal access in user-friendly and welcoming environments and the library will be the hub of learning through technology rather than a repository of print material alone.

Strategic planning should take into account:

- the purpose and role of the library
- the ways in which the library and other learning resources can be most effectively integrated into faculty programs
- coordination among faculty programs to ensure consistency in developing information skills and greater student independence in learning
- staff training and development
- the assessment and reporting of information skills, and
- the evaluation of practice in terms of improved learning outcomes.

Greater interaction between faculties on purposes, resources and use of the library needs to take place. This should then lead to more purposeful use of the library across the school.

Staff recognise the need to more systematically plan for the use of the library and for the school to give it higher priority in resourcing to facilitate improved student learning outcomes.

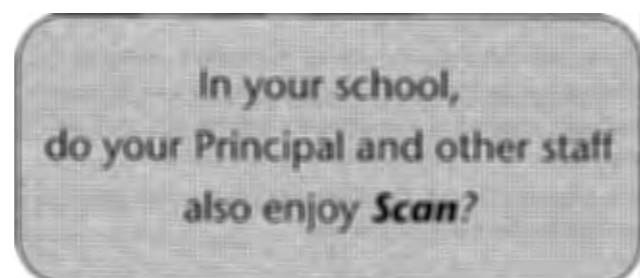
Students and teachers identified the library as a key school resource for improving student literacy. Parents and students identified the enjoyment to be gained from reading as a key factor in encouraging students to read.

Recommendations included:

It is recommended that the school implement and monitor a strategic library plan to ensure that student information skills are enhanced and that the needs and interests of students are addressed.

It is recommended that the school develop with increased technological resources a whole school focus on the library as a learning resource so that:

- students will have access to, and opportunities to work with, a whole range of resources
- students will develop effective information skills
- students will utilise the resources of the library across all Key Learning Areas, and
- students will develop lifelong learning skills. ■



The implications of the longer period day for teacher-librarians and the library program

Bronwen Mitchell is teacher-librarian at Cromer High School. Following a school development day in June, 1995, staff at Cromer High endorsed a longer period day as one of several initiatives collectively labelled "flexible structures". The establishment of a Learning Centre at Cromer High was another venture arising from the same stimulating day (Scan Vol.15, No. 2 1996).



Bronwen Mitchell.

The old timetable

The school day was organised in seven periods of forty three minutes, with doubles. The average day also included daily roll group time, immediately followed by a Drop Everything and Read (D.E.A.R. session).

The process of change

Change of the magnitude of a complete reorganisation of the timetable is a painstaking process which requires thoughtful management. As a working party, we were committed to investigating the advantages and disadvantages of any proposed change before making recommendations for whole staff consideration. Initial discussion of the working party, membership of which was open to any staff member who wanted to be involved, resulted in preliminary visits and information gathering at schools which had structures different from ours. Reports we made included formal evaluation of changes implemented at other schools, anecdotal accounts, visits and interviews. Faculties were asked to use their own networks to provide feedback regarding the implications for particular subject areas.

The working party examined three options:

- 4 x 75 min. periods
- 5 x 60 min. periods
- 7 x 43 min. periods—this was the status quo option.

The outcome of this stage of discussion was a recommendation that the school should change to a four period day with 75 min. periods and no doubles, on a trial basis for 1996, and then be evaluated.

The consultative process which followed involved staff, school council, P & C., wider parent community and the

students, for whose benefit the whole process was investigated. The motivation was to maximise student learning.

The recommendation was adopted and 1996 saw the introduction of the longer period day at Cromer High.

Advantages of the longer period day

For me, as teacher-librarian, advantages were immediately obvious.

- Students arrived more promptly for sessions in the library. Each of the four periods follows a break, so the time traditionally lost moving from class to class was restored to constructive learning/teaching time.
- If research was planned for the 75 minute period, it was possible to proceed beyond the first couple of steps in the information skills process before a bell rang. Not only could the topic be defined and resources located, most students moved into what they see as the "real work" and could make substantial inroads regarding the content part of their assignments. This saved time in subsequent library visits as the ground-work didn't need to be reviewed as was frequently required under the old organisation.
- A major advantage has been the availability of the Learning Centre on the upper level of the library. A class can be booked into the library and the Learning Centre for the one session. It is common to have the Learning Centre co-ordinator, the class teacher and the teacher-librarian all working with the one class during the same period. This allows for better opportunities to interact with students, to meet their learning needs and to develop learning skills with more individual attention. The collaborative nature of this teamwork is a positive professional aspect which I have found most satisfying.

- Another benefit, which many of my secondary colleagues will welcome, is that, where possible, senior students' private study periods are timetabled either in period one or four. Seniors may sign in, or out, accordingly. Private study in the library is still an option to those who want to use the library during a first or fourth period, and it is mandatory for those students whose private study periods are scheduled during periods two or three. This has resulted in fewer periods of "minding" senior students who weren't interested in using the library but were forced to be there anyway.
- Class teachers use the library in a wider variety of ways under the longer period structure. Partial bookings allow for flexibility of lesson structure. English classes visit for 10-30 minutes for book talks, wide reading, book selection, presentation by students to whole class, or author studies. Other classes may spend time in the classroom for up to half the period before visiting the library to complete aspects of their work requiring access to library resources. As a result of collaborative planning, the class teacher and I may share the class between library and classroom and I've found this more likely to occur under the current organisation than the shorter periods.

As far as the whole school is concerned, the advantages are also obvious.

- The school itself is quieter, with less movement between classes.
- Fractional truancy has been reduced. It is not as easy to miss a 75 minute period, compared to a 43 minute one.
- The longer time also caters for a greater variety of activities in lessons.
- An advantage of the longer period day is the one voiced first by the students. They have fewer books to carry. The implication, library-wise, is that students are better organised. It is easier to practise time management and organisational skills if fewer "chunks" are to be catered for.

I don't want to give the impression that the longer periods enjoy unconditional, wholehearted support by all—that degree of consensus would be unlikely. As far as I am concerned, I have found the new structure to be a positive move as far as the library is concerned. The library program has been expanded, the learning environment seems to have improved and general atmosphere, ambience and staff satisfaction appears to have reached higher levels.

The majority of staff approved the longer periods to be continued for 1997 and I look forward to exploring the options to further enhance the library's role within the school. ■

LEN Libraries Education Network:

The Queanbeyan teacher-librarian professional network

Anne Cleary is teacher-librarian at Crookwell High School and co-ordinator of the Queanbeyan District reference group for the *Libraries Education Network*.



Anne Cleary.

Where to start?

When first approached by the editor of *Scan* to submit an article on the development, organisation and plans of the Queanbeyan teacher-librarian professional network, my gut reaction was to turn her down. Instead, I heard myself saying "Fine, not a problem!"—partly out of a sense of guilt, but mostly because I believe in networking. I had just been asked to write about LEN—a Queanbeyan District of Schools initiative. Now, LEN stands for **Libraries Education Network**. But before launching into a missive, it seems timely to give a little background.

At the very beginning...

This concept of networking on a Community of Schools basis, known as District Networks, emanated from the Queanbeyan District Office towards Term 2 of last year and is based on a State model for networking. The networks were to be extensive, both in support offered and the number of schools covered. For example, the Queanbeyan District covers five Communities of Schools—Goulburn, Monaro, Yass/Boorowa, Queanbeyan and Crookwell. To head each network, District Reference Groups were set up, made up of contact people represent-

ing each of the Communities of Schools and the areas of interest they represented.

Where were we?

Talking about LEN—which happens to be one of these support networks. Our District Reference Group is made up of contact people representing each of the Communities of Schools and whose areas of interest/responsibility in schools is libraries. Our first get-together was via a teleconference. I don't know how you feel about teleconferencing, but I have to confess to a morbid fear. We had pregnant pauses, followed by a gabble of ten voices. In my endeavours to picture who might be saying what, I got caught having to give a comment when I didn't listen to the question!...Our second get-together was a meeting.

So what's new??

You may be wondering what's so novel about networking and school libraries? If anyone has mastered the art of networking, it is the teacher-librarian. We have been doing it for years, initially as a means of survival to overcome an often overwhelming feeling of isolation. Of recent years, it's because we have a lot of knowledge to pass around. By our natures, we are very helpful people. But even more than that, we believe in ourselves and in the worth of our profession. We know that we play a pivotal role in setting up and maintaining successful teaching and learning environments in today's information rich world. Using a network is one of the tools of our trade.

Networks have been operating in our area for many years. STELA (**Southern Tablelands Educational Libraries Association**) has a twenty year history! It continues to be an active organisation not only for teacher-librarians in government and non-government schools, but also for our colleagues in public and specialist libraries.

Several years ago when schools in our District began using OASIS Library, user groups sprang up all over the place. Our focus was on receiving ongoing training and development in the use of OASIS. Meanwhile, there were issues to do with management, technology and curriculum, emerging.

The carrot!

So, when the idea was put to us to set up a libraries network under the guidance of the District Office, we went with it. Not because we lacked a network but because we would have the backing of the NSW Department of School Education—Queanbeyan District, to give our existing setups some weight and punch!

Since the establishment of LEN, we have the mechanism now to broaden our focus and consolidate the OASIS user groups in our District under the one umbrella. We also have the means for providing ongoing professional development in an active and collegial way with the full support of the District Office. We can look towards addressing curriculum needs, information literacy, training in technology and lots more!

And along came the Principals...

One of the first things we did was to survey our teacher-librarians. As a result, a one day conference (held on April 18, 1997 in Canberra) entitled "*Leaders, learning and libraries—our future*", was put together for teacher-librarians and their Principals. The overall thrust of the day was to enhance the professional relationship between the Principal and the teacher-librarian. So many of our schools are small primary schools, often staffed by one-day teacher-librarians who need the full support of their Principals to ensure their effectiveness. Plans are also underway to have input into small schools conference days. It is hoped that, by doing this, we can promote a more effective partnership between the teacher-librarian and Principal—a partnership that is vital to producing an information literate school community.

But wait, there's more!

We are creating a database of personnel involved in our school libraries and we are publishing a newsletter each term. We are also enticing Principals to join our District Reference Group so that we can work collaboratively to ensure better communication and thus strengthen the educational partnership.

What's left?

Like all good things, we will have to work at maintaining the momentum and I suppose that's the challenge that stays with us. At least teleconferencing is not so daunting now! The "*tyranny of distance*" is still a problem. But the collegiality is great. The ideas keep flowing and there's plenty on the agenda. It is early days yet for this Queanbeyan District Libraries Education Network. But really, the only thing new is the name. Networking has been around our way for a long, long time! ■

SCIS Standards Review

The New South Wales Agency is coordinating the review of the SCIS Standards for Cataloguing and Data Entry. The review will consider all aspects of SCIS cataloguing but will focus in particular on:

- subject access, including addition of genre headings for fiction (e.g. Fantasy) table of contents information and headings for text types
- classification numbers, in particular the use of the different editions of Dewey and the length of the numbers
- reviews and abstracts

We would like your suggestions. If you have comments on any of the focus areas or would like to make any suggestions for revision please email Anne Dowling on scis@magna.com.au or Fax 02 9886 7413. The review is to be completed by 30 August 1997. Responses will need to reach me by 31 July, 1997.

Student access to the Internet

Glen Dudley is Senior Curriculum Adviser—Computers and Technology.

As school communities develop their use of the Internet, key issues need to be addressed in order to facilitate the management of the Internet as an educational resource.

Crucial to the introduction of the Internet is the development of skills and knowledge both about how to use the Internet, and how best to utilise the information gained from it. Time, training and practical opportunities to access Internet equipment are essential for both teachers and students.

There has been much public discussion of the merits and drawbacks of using the Internet with students. Community members and parent organisations are likely to seek information and opportunities for involvement in the development of approaches to the use of the Internet as a teaching resource.

Establishing an Internet code of behaviour

Effective use of the Internet in classroom activities will rely on the establishment of an agreed Internet code of behaviour which should address:

- monitoring of student use of the Internet
- ways of responding to complaints from users about inappropriate behaviour
- issues of equity of access for all students.

The code of behaviour should be consistent with the principles of the student welfare, school discipline, child protection, anti-racism and anti-discrimination, multicultural, ethnic affairs and aboriginal education policies. It should also relate to/address a range of issues which students and teachers should take into account. This may include:

- accessing controversial or pornographic material
- using the network for any illegal activity, including violation of copyright
- invasion of privacy
- using other people's Internet accounts
- plagiarising information
- posting anonymous, abusive, obscene or harassing messages
- using the school system for commercial purposes
- disclosing personal identifying information that could present a risk to personal safety.

In particular schools will need to examine the following issues:

- The effective use of student time

Discussions need to be focused on the importance of using Internet access time purposefully and effectively. Indiscriminate "browsing" can be both expensive and time wasting and may result in student access to inappropriate material.

Students need to understand and use the information skills process of defining, locating, selecting, organising, presenting and assessing material.

- **Issues relating to quality control, authentication, plagiarism and copyright**

Students need to be trained in evaluating material found on the Internet, just as they would with printed resources or film. The authenticity of the material, whether current copyright is held, the method of citing sources and attributing credit for work all need to be considered.

- **Acceptable behaviour or netiquette**

Clear ground rules will need to be established in a code of behaviour. Teachers and students will need to review these codes of behaviour and understand explicitly what they mean in classroom practice. Students will need to be taught to be thoughtful and courteous while using the Internet.

Strategies for addressing Internet access issues

Students should use the Departmental Internet service safely, effectively and responsibly. Schools need to consider a variety of strategies to address access by students to inappropriate material or people and to ensure that appropriate student behaviour is maintained. These strategies fall into the following categories:

- technical
- supervisory
- student learning.

Technical

The Director-General's memorandum *Student access to the Internet* details the centralised technical barriers which the Department's Internet service provides to restrict access to certain inappropriate materials. The use of the school allocated User IDs allow each school to specify who has access to the Department's Internet service and the level of Internet access.

Additionally, *CyberPatrol* software has been installed on the school's Internet computer system to assist schools' access to Internet content that is appropriate to student needs. The use of this school-based software to limit access is the responsibility of each school.

Material found on the Internet that schools consider to be entirely inappropriate for students should be reported to the School Technology Support Centre on local call number 132 348.

Supervisory

Appropriate levels of supervision by teachers should be provided whenever students gain access to the Internet. Where possible teachers should verify the appropriateness of sites before students use them. Site reviews are provided by the Department of School Education and are published in *Scan* or can be accessed through the Department's Internet web site.

Communication through the e-mail function of the Internet should be treated as another form of publishing. Teachers should ensure that the work has been proofread and edited before it is published to ensure it is appropriate for transmission. Equally, transmissions received by the student should be monitored.

Other factors relating to supervision include the location of the computer and classroom management strategies.

Student learning

The Internet can provide immediate and dynamic access to a range of current, worldwide information and communication resources. The challenge for all teachers is to assist students to develop the knowledge, skills and attitudes necessary to locate, select and discriminately use information from the Internet for curriculum-specific purposes. Students need to be able to evaluate, organise and synthesise this information in order to present their findings and to communicate effectively with others.

Students should be aware of the implications of using the Internet. They need to know what actions should be taken when inappropriate materials are accessed, new features are encountered or contact is made with other users. Students need a clear understanding of why and how to use the Internet correctly.

Moral and ethical issues, appropriate to their level of understanding, should be discussed with students. Students should be made aware of Internet etiquette, in that they need to be respectful and tolerant of others' opinions and viewpoints while they are on-line.

Further information

The NSW Department of School Education, Curriculum Directorate, has developed a support module entitled *Student access to the Internet* which provides schools with

guidelines for developing a student access policy. The module includes:

- an overview of the Internet including the educational benefits to be gained
- a process for developing a school policy
- issues for consideration by schools in formulating their policy
- scenarios providing "what if" type situations
- sample policies and codes of behaviour
- a sample survey to gain feedback or information from the school community

Curriculum Directorate is also currently developing *connect.edu: Internet in the classroom*. This document provides teachers with an overview of what the Internet involves and how to effectively incorporate it into classroom activities. It provides some general information on student access to the Internet.

For further information contact:

Sally Blackwell, Project Manager, Computers in Schools Policy, Curriculum Directorate. Phone: (02) 9886 7541 ■

The challenge for all teachers is to assist students to develop the knowledge, skills and attitudes necessary to locate, select and discriminately use information from the Internet for curriculum-specific purposes.

RESEARCH COLUMN

2, 1997

Transformational leadership

The theme of this Research column is leadership. In the column, Sandra Ryan reports on her research exploring transformational leadership in schools, and its impact on the provision of school library services. Sandra is Assistant Deputy Principal and Director of the Learning Centre at Sacré Coeur, a Catholic independent school for girls from Years 3-12 in Melbourne. The article is based on a focus study that Sandra submitted in partial fulfillment of course requirements for the Master of Library and Information Studies at the University of Melbourne.

Sandra's research provides timely challenges for school Principals and teacher-librarians to provide the kind of leadership that transforms student learning, as well as some practical strategies for teacher-librarians to demonstrate transformational leadership.



Sandra Ryan

The impact of transformational leadership on primary school libraries: three case studies.

Introduction and aims of study

In this climate of rapid educational change, transformational leadership is essential. Leithwood (1992) points

transformational leadership as moving beyond managerial and instructional leadership to providing schools with strategies necessary to cope with change. A significant body of literature documents the importance of transformational leadership in this climate of change (Bennis & Nanus, 1985; Fullan, 1991; Leithwood, 1992), as well as its role in the successful implementation of self-managing schools (Caldwell & Spinks, 1992; Leithwood, 1994). School libraries are an integral part of this change process, and it is essential that the leadership style and the role of teacher-librarians respond to these changes to maximise educational outcomes for students.

This research examines the effects of transformational leadership on primary school libraries. It has twofold purposes:

- to establish evidence of the presence of the characteristics of transformational leadership as epitomised by self-managing primary schools in the Victorian Catholic sector; and
- to determine the nature of the relationship between the style of leadership evident and the priorities given to primary school libraries.

Review of the literature

Outstanding leaders nurture communities which can be characterised as learning, serving, achieving, changing, and managing conflict. De Pree (1989) asserts that leaders provide "momentum that will ensure the achievement of recognizable goals" (1989: 12). This view of leadership goes beyond the idea that leadership and management are synonymous to a concept of leadership that is dynamic and visionary, which effects change, and which is defined in terms of service, obligation and an ability to nurture future leaders.

Characteristics of transformational leadership

Burns (1978) distinguishes between transactional and transformational leadership. Transactional leadership involves a transaction, an exchange, and while this is a necessary component, it "may not ensure that the organisation achieves at a level of excellence or, if a change in direction or new levels of achievement are desired, that these will ensue" (Caldwell & Spinks, 1992: 48). Burns asserts that central to transformational leadership is the capacity to inspire and work with others to gain commitment to excellence and high levels of achievement. In support of Burns, Bennis & Nanus (1985: 61) have identified four fundamental strategies employed by transforming leaders. These are focusing on a shared vision, and ensuring commitment to the vision through constant communication, trust and deployment of self. Leithwood (1994) suggests that the development of vision can occur in two ways, firstly through Principals who begin with a clear vision for their schools and empower staff to adopt this, and secondly, through a highly participative process with the Principal's energies largely devoted to the vision building process. Sergiovanni (1992) explains that where both vision and covenant are present, the performance of teachers and students "is well beyond the ordinary" (1992: 73).

Beare, Caldwell & Millikan (1989: 110-115) and Caldwell & Spinks (1992: 50-55) identify important qualities of leadership in schools where excellence is valued. These include: emphasis on transforming rather than transacting; developing and communicating a vision that builds commitment; identifying values—"what ought to be"—underpinned by a strong educational philosophy; emphasising school-based management and collaborative decision-making; acknowledging many kinds of leadership in the school; keeping abreast of trends and issues, threats and opportunities in the school environment and in society at large; and recognising that both "masculine" and "feminine" stereotype qualities are important regardless of the gender of the leader. These qualities are reflected in the four facets of transformational leadership identified by Caldwell and Spinks (1992) namely, cultural leadership, strategic leadership, educational leadership and responsive leadership. These facets have been elaborated by Clare Tuohy in her article in the Features section of this issue of *Scan*. These facets highlight the importance of understanding the values that drive the day-by-day activities and determine excellent outcomes for the school. In self-managing schools, this involves empowerment as an end and a process; trust that others can contribute to achievement and acceptance that sometimes errors will be made; synergy "that a group working together can achieve more than individuals working separately" and acceptance of responsibility (Caldwell & Spinks, 1992: 75).

Collaboration: the central component of transformational leadership

Central to transformational leadership is collaboration that involves teachers, parents and students. Leithwood, Begley & Cousins (1992: 138-144) identify a wide range of specific transforming actions that build a collaborative school culture. These include: clarifying and prioritising goals, reducing staff isolation and stimulating teacher commitment, fostering staff development; developing a supportive collegial environment and staff commitment; engaging in frequent communication about cultural norms, values and beliefs; and celebrating, recognising and appreciating the work of staff and students. Consistent with the collaborative model, transformational leaders delineate a clearly defined process leading to the formulation of the community's plan. This process also assists with the clarification of short term goals and the identification of the school's priorities. Collaboration also implies responsiveness and accountability. The responsive leader is "at one with the notion that all those whose interests are served are entitled to have information to enable judgments to be made about the extent to which the school is addressing and achieving expectations as set out in the school charter" (Caldwell & Spinks, 1992: 156). Responsive leadership is the way in which the transformational leader demonstrates a desire for improvement.

Successful library service needs transformational leadership

It is reasonable to expect that a successful library service is directly linked to transformational leadership. It is

acknowledged that the leadership role of the teacher-librarian is one of the most important elements in the success of the library program. Shantz (1994: 25) points that credibility and visibility are essential for teacher-librarians "to become influential leaders in their school and schools systems", and suggests that frequent liaison with Principals is one way that teacher-librarians can increase visibility. Brown (1990) asserts that "for the teacher-librarian being a change agent means being an instructional leader" (1990: 24), and links success with the need to see ourselves as transformational leaders. Oberg (1990) argues that teacher-librarians as change agents must be school oriented rather than library oriented; they must "continue to play advocacy and leadership roles in the improvement of their schools" (1990: 14).

Rationale for the research

Given the paucity of literature on the effect of transformational leadership on school library services, this study seeks to build our understanding of the impact of transformational leadership on the provision of quality school library services.

Methodology

Context

The context of this study was self-managing Victorian parish primary schools. These schools show great variations in the resourcing and staffing levels of their school libraries. It can be argued that a well stocked, well staffed library would be better placed to provide the school community with quality services than a library without these features. This study builds on exploratory investigations undertaken by Ryan (1992) to account for these disparities and to develop strategies appropriate to overcoming them. These preliminary investigations suggested that the presence of transformational leadership could impact on school library staffing and resourcing levels.

Research design and sample

A mixture of case studies and surveys was chosen to gather the data. The case study approach provides a snapshot of what is happening in a particular context. A blend of qualitative and quantitative data ensured that rich and comprehensive information was available for analysis. Qualitative data provide well-grounded, rich descriptions and explanations of local processes and enable appropriate explanations to be derived. Ten schools were initially approached to undertake the case studies. These schools were chosen which were identified by peer recommendation as being effective schools. To ensure a wide perspective, the chosen school settings differed in terms of size and socio-economic profiles.

Data collection and analysis

A pre-designed instrument in the form of open-ended interview questions was used to collect data. The questions and their analysis were based on the characteristics of transformational leadership as delineated by Caldwell

& Spinks (1992). The Principal and teacher-librarian of each school were interviewed. Note taking was used to record the interviews which took place in first term, 1995. The data provided an in-depth description of the leadership styles evident in the three schools. To establish the importance of the particular leadership style emerging from the case studies, the interview data were compared with quantitative data about the state of library services generally to draw conclusions about the effect of the leadership style. Survey data on staffing and resourcing levels in Victorian parish primary schools were used, derived from annual data collected by the Catholic Education Commission as well as Schools Commission benchmarks (1979).

Findings

Case studies

This section focuses on the analysis of the interviews with the Principals and the teacher-librarian held during the case studies. The schools are described as A, B and C to ensure anonymity. The findings are grouped according to the six fundamentals of transformational leadership (Caldwell & Spinks, 1992).

1. Leaders in the self-managing school have the capacity to work with others in the school community to formulate a vision for the school.

In all schools a written vision statement had been developed collaboratively with staff. Both Principals and teacher-librarians had formed a clear and shared vision for their schools. While each school had its own emphasis, common to all were the insistence on excellence and quality programs, currency, collaborative process and their written nature. Teacher-librarians' perceptions of the Principals' aspirations were a useful indicator of the extent to which the vision was articulated in the school. In all cases there was a great empathy between the views expressed by both parties.

2. Leaders in a self-managing school have a coherent personal "educational platform" which shapes their actions.

"Educational platform", as "the set of assumptions, beliefs, opinions, and attitudes ... which guide the leader" (Caldwell & Spinks, 1992: 51-52) can be expressed as aims of education, expectations of children, importance of curriculum, significance of schooling, and images of teachers and learners. To gain some insights into each school's educational platform, the interviewees were asked to indicate the learning characteristics that they saw as desirable, that is, to describe their "ideal learner." It was apparent that this platform, described uniquely by each Principal and supported by the teacher-librarian, was strongly linked to and in harmony with each school's vision. For school A, the development of a stimulating environment was an important feature. At school B, building a learning community was central to the vision, and at school C, the person's wholeness was a feature of the vision.

3. Vision is communicated in a way which ensures commitment among staff, students, parents and others in the community.

Caldwell & Spinks (1992: 52) consider the importance of social capital: "an indication of the strength of mutually supporting relationships among Principals, teachers, students, parents and others in the school community." The presence of social capital is indicated in the commitment of the community to the vision. This commitment is likely to be high where all have been involved in formulating the vision. The six interviewees indicated that they were highly committed to the vision for their school. There was also strong evidence of commitment from both staff and parents. The nature of the school community would appear to effect the ease with which parents are involved, with school C showing more highly developed parental involvement.

Communicating the vision

The way in which vision is communicated is crucial to its acceptance and implementation. Given the high levels of commitment, it would appear that each school had been successful. A variety of strategies were identified:

- The Principal of school A used modelling, staff meeting agendas, written display of values, support, affirmation, and ensuring that key positions were staffed by the right people. The teacher-librarian paralleled the Principal's comments by delineating staff meetings, dedication, the positioning and selection of staff and general leadership in terms of the broad picture.
- In school B, the Principal's vision was communicated by being displayed in both the staff room and the foyer, through newsletters, during staff reflections and at parent meetings. The teacher-librarian reiterated these strategies and added the model of working with the parish.
- In school C, assemblies provided an opportunity to be inclusive and to "acknowledge what the children do". The school had a promotional video and a written parent handbook, both of which focused on the vision. The teacher-librarian referred to the Principal's high expectations as helping "to create an atmosphere which conveys the vision."

This analysis revealed that the communication of vision was a significant and conscious activity in the schools. What stood out was that the teacher-librarians had a very clear understanding of the strategies employed by the Principals. The communication of vision was obviously a very well articulated process with a clearly understood rationale. Each of the school Principals devoted considerable thought and energy to this task.

4. There are many facets to the leadership role: technical, human, educational, symbolic and cultural, with the higher order symbolic and cultural facets especially important in the self-managing school.

Interviewees were asked to pinpoint the distinctive characteristics of their schools to elicit impressions of the presence of a school culture. These responses appeared to be disparate. When the case studies were reviewed with a focus on values and beliefs, some common trends emerged. All schools valued collaborative decision making, building a sense of community, affirmation as a conscious strategy, the quality of relationships among the different groups, and assemblies as a vehicle for the promo-

tion of culture. In schools A and C the choice and positioning of key staff was important for the reinforcement of culture. It is noteworthy that the Principal and teacher-librarian at each school had complementary views about the distinctive characteristics of the school culture. The case studies showed a strong link between vision, educational platform and culture.

5. Leaders in self-managing schools keep abreast of trends and issues, threats and opportunities in the school environment and in society at large, nationally and internationally; they discern the mega-trends and anticipate their impact on education and in the school.

All the Principals demonstrated an understanding of current educational issues, threats and opportunities. Networks, conferences and professional associations provided them with links to the broader educational community. They approached the interview reflectively, with each being able to extrapolate from the particular to the general.

6. Leadership which empowers others is central to success in a self-managing school, especially in respect to decision making.

The decision making processes operating in each of the schools could be described as collaborative and participative. Structures ensured that staff were involved in a significant and meaningful way and that leadership was dispersed. Common to goal setting in all schools was the collaborative formulation of the school development plan which was evaluated annually and modified to accommodate curriculum initiatives. As with the vision statements, these plans were current, with the mission statement and learning beliefs forming the basis for core curriculum goals. Professional development was highly valued and encouraged, with priorities for attendance set in accordance with the school development plan. There were also strong indicators that the staff were empowered, as shown in the flat management structure, shared decision making and collaborative goal setting.

Because each school showed evidence in varying degrees of the six characteristics of transformational leadership as developed by Caldwell & Spinks (1992), it was concluded that the style of leadership common to the schools in the study was transformational.

Analysis of qualitative data

Given the purpose of this research paper was to explore the impact of transformational leadership on library services, it was considered appropriate to examine the quantitative library and schools data from Catholic Education Commission of Victoria in relation to these schools.

The survey of library staff in primary schools: February 1994. A report (1994: 25) indicated that schools A, B and C had student populations of 657, 386 and 390 respectively. The data established that the three schools had better library staffing levels in comparison with other schools in the same population range. As staff are deployed at the local level, this suggests that library staffing is seen as a priority, a factor confirmed in the discussion with the Principals.

Resource levels were also analysed. Basic and targeted resource levels in school population ranges, as benchmarked in *Books and beyond* (1979) were compared with data from the *Survey of primary school library resources: February 1993* (1993: 6). A per capita formula was used to establish sizes for basic and target. Schools A, B, and C were amongst the 40.8% of schools which had collections below the suggested basic size. It could be concluded that schools A, B and C had inadequate collections which would limit the level of service provision. However, this is inappropriate, given developments in each school. Recently schools A, B, and C have been extensively extended and refurbished. The Library Multimedia Centre at school A was opened in October 1994. At school B, the new library was occupied in first term 1995 and was incomplete at the time of the interview. The Library Resource Centre at school C was officially opened in early 1994. Automation commenced at school A in late 1992, at school B in 1994, and in school C since late 1993. Prior to automation, each school embarked on a vigorous weeding program, indicating a commitment to a quality collection despite the financial constraints. This was particularly apparent at school A. Central resource management has been adopted by all three libraries and all are making steady progress in that direction.

Collection growth rates strongly highlight each school's commitment to improving collection sizes. Growth rates of 85.0%, 72.5% and 97.4% respectively were identified between 1990 and 1995, with central resource management and automation contributing to this. There continues to be a concerted effort to purchase resources and build the collections to a level which will enable improved services to be offered.

Although the 1993 survey showed that the schools were in the 40.8% of schools which had collections below the suggested basic size, the refurbishment programs and the rates of growth of their collections illustrate strong commitment to improving library facilities. The allocation of school resources to achieve this goal has been substantial. The plans for refurbishment, collection development and automation commenced early in their current Principalships (since 1991) and were central to the implementation of their educational platforms and visions. The development of the library was a priority for each Principal, and an important part of their transformational strategies for their schools.

Conclusions to be deduced from the quantitative data

It was established that transformational leadership is the style of leadership common at the three schools studied. When quantitative data about library staffing levels were considered, schools A, B and C were "better" staffed by comparison, and the rate of growth of the collections were moving rapidly to the suggested collection size. These measures, along with information about refurbishment, central resource management and automation have indicated that the provision of quality library services is important at the three schools. In nurturing a culture of excellence, the transformational leaders at the schools

have ensured that library services are a valued focal point of curriculum development and implementation.

Transformational leadership has appeared to positively affect the commitment that the school communities have given to the provision of library services. Equally significant is the fact that in the schools studied, priorities have been determined by collaboration.

Implications and recommendations for practice

This study is important because transformational leadership is associated with "better" staffed libraries in parish primary schools. In addition, this style of leadership is also associated with a commitment to develop library facilities and to build the collection towards the suggested basic collection size. In these schools, transformational leadership has positively affected the priority given to libraries. Teacher-librarians can develop the skills of transformational leaders by using the following strategies identified from the case studies and based on the four facets of transformational leadership (Caldwell & Spinks, 1992):

Cultural leadership

- Insist on excellence and quality programs for the school community generally and the library particularly
- Actively contribute to the development of a written school vision and to its regular review.
- Ensure that this vision is the yardstick for considering the appropriateness of library-based initiatives.
- Communicate proactively with Principal and staff about how the library implements the vision.
- Contribute to collaborative school decision making, building a sense of community, affirmation and the quality of relationships.

Strategic leadership

- Participate in goal setting and ensure that these goals are compatible with the vision.
- Encourage staff to contribute to the establishment of goals for the library and check that these support the vision.
- Communicate a sense of purpose for the library.
- Contribute to solving problems associated with adequate staffing, physical facilities and money for library services
- Demonstrate the importance of the library to curriculum implementation.

Educational leadership

- Establish links to the wider teacher-librarianship and educational communities.
- Participate in professional development programs, especially those which support and enhance the school's vision.
- Communicate your expertise to the school and broader community.
- Apply for additional responsibilities.

- Plan, develop and implement the curriculum with the staff.

Responsive leadership

- Contribute to school reviews.
- Communicate achievements related to school library services.
- Anticipate the need for accountability.
- Support the existing accountability structures

These strategies will not only enhance the quality of education and promote the culture of excellence which was so apparent in the case studies, but they ensure the teacher-librarian is perceived as a key member of a team of transformational leaders.

This study has shown that transformational leadership has exerted positive influences on library service provision. Therefore, a possible strategy to address the issue of equity of access to library resources and facilities in self-managing schools would be to encourage transformational leadership. This could be achieved in a number of ways:

- Encourage transformational leadership through professional development programs for Principals, teachers and teacher-librarians
- Encourage Principals to advocate transformational leadership among their peers.
- Raise awareness among teacher-librarians of active participation in a dispersed model of leadership.
- Encourage teacher-librarians to actively promote a culture of excellence in the school by ensuring that appropriate professional development materials are available to the staff.

Conclusion

This paper has established that, in the schools studied, transformational leadership has had a positive impact on the provision of library services. The culture of excellence created by the transformational leaders has ensured that the provision of library services has a high priority and that appropriate levels of resources are channelled to the library. These resources are both human and physical: human in terms of the staffing allocation which is "better" by comparison, and physical, in terms of the facilities and the collection development. Each of the libraries has been recently extended and refurbished and the collections are growing at a rate which is far greater than the Victorian growth rate. Refurbishment and collection development both require long term planning and the commitment of appropriate funds. These features are present at the three schools and it can be concluded that the style of leadership has contributed to the provision of library services because it has engendered collaborative goal setting and decision making in the context of the provision of quality education. Access to library services is seen as central to the provision of quality learning opportunities for the students.

In the schools studied, transformational leadership has had a positive impact on the provision of library services. The culture of excellence created by the transformational leaders has ensured that the provision of library services has a high priority and that appropriate levels of resources are channelled to the library. These resources are both human and physical: human in terms of the staffing allocation which is "better" by comparison, and physical, in terms of the facilities and the collection development.

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Resource reviews on the DSE Web site!

Looking for helpful resources to support teaching and learning? The SCIS reviews are on the Department of School Education's web site, *Network for Education* (URL: <http://www.dse.nsw.edu.au>).

Follow this route from the home page:

- **Staff**
- **Curriculum resources**
- **Resource reviews**
 - **CD-ROM resources**
 - **Books and videos**
 - **Online resources.** (*Internet site reviews & links*)

NCIN (NSW Curriculum Information Network) Abstracts can also be located from Curriculum resources by selecting:

- **Cross curricular**
- **Cross curricular database (for search)**

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non-fiction material is the 12th Abridged Dewey although when ordering SCIS cataloguing records, the 12th or 20th may be specified. Many more reviews than we publish in *Scan* go onto the DSE Web site (<http://www.dse.nsw.edu.au>).

Review of the Australian encyclopaedia. 6th ed.

The Australian encyclopaedia. 6th ed.

Australian Geographic, 1996

ISBN 1862760144

[994.003]

Content and scope

A comprehensive and scholarly encyclopaedia, this resource covers a broad range of subjects including history, geography, politics, social issues, culture, science, arts, and literature. Entries have been expanded and updated in this revision. There are many distinguished and authoritative contributing authors. Discussion of contemporary issues is balanced, with no evident political bias.

Some entries lack a strong specific Australian connection, for example those on Esperanto, genetic engineering, and drug abuse. There are entries of varying length on other countries. The encyclopedia in this case attempts to be both a reference on Australia and a source of general reference material.

Biographies of political and historical figures are numerous. There are some omissions in the field of contemporary arts and literature, for example Peter Goldsworthy, Baz Luhrman and Bryce Courtney. The historical contribution of women to Australian history is acknowledged. The achievements of many contemporary women are listed, although there are some exceptions, which include Eva Cox and Janet Holmes a Court.

Organisation

This is an attractively presented 8 volume set. The index has been substantially revised. It no longer uses the unique system of paragraph references of earlier editions, which was obscure and difficult for student use. Page references are now clearly stated and indicated on the spine of each volume.

The useful appendices of the previous editions have been expanded. The newly included chronology of Australia is an interesting selection of historical events, with an increasing emphasis on social and political history during recent years.

Layout

Text is arranged in three column format. Pages are print dense but clear, assisted by white paper stock and easily read font.

There are many illustrations, half of them in colour. Maps depicting the journeys of most explorers are included, which is an improvement on earlier editions. Clear maps of Australia and neighbouring nations make good use of the endpapers of each volume.

Navigability

Information retrieval from longer articles would be enhanced by the provision of clear outlines of sections and subheadings. For example, the summary for the extensive entry on Aboriginal people is embedded within the early pages and not clearly labelled. Information on Antarctica is in numbered sections, although heading structure is not clear.

See also references are sometimes distributed throughout sections of the text of longer articles, which could lead to useful references being missed.

Users would benefit from following the advice given in the introduction to use the comprehensive index as a first point of entry.

Overall

This is an essential source for Australian schools. It provides authoritative reference material for a wide range of Australian topics. Highly recommended. A. Glasscock, J. Buckley

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

AVAIL: \$595 (less for subscribers to *Australian Geographic*)

KLA: HSIE

EVAL: Highly recommended SCIS 888027

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

BASE, Graeme

The discovery of dragons.

Viking, 1996

ISBN 0670871567

Assuming the fictitious persona of the enigmatic Rowland W. Greasebeam B.Sc., Graeme Base, creator of *The Eleventh Hour*, takes us into yet another magical world where his sense of whimsy and attention to detail threaten to overwhelm in the most delightful way. We learn that there are (or were) three different groupings of dragons: European; Asiatic; and Tropical; all with their own subspecies. Greasebeam's amazing thesis and historical accounts are disputed by other experts in serpentology. Stained parchment documentation and intricate illustrations, borders and diagrams would seem to support Greasebeam's outlandish claims. Young readers will enjoy coming back to this stimulating picture book over the years. Highly recommended. I. McLean

USER LEVEL: Stage 3 Stage 4

AVAIL: \$24.95

EVAL: Highly recommended SCIS 885916

CARLE, Eric

Today is Monday.

Penguin, 1996 (Picture Puffins)

ISBN 014055310X

[782.42083]

From the talented creator of *The very hungry caterpillar*, this is another triumph. The minimal, yet humorous, song lyrics and some gorgeous, colourful collages (in the familiar Carle style), combine to create a most satisfying picture book. Monday is the night for runner beans to be served—and the porcupine has them stuck on his quills, and so on. The large format, and the inclusion of several popular classroom themes (animals, days of the week and food), will make this book a useful resource for use with young children. The illustrations may also inspire some visual arts lessons. Sheet music for the song is included in the back. Highly recommended. I. McLean

USER LEVEL: Stage 1

AVAIL: Paper \$9.95

KLA: CA

EVAL: Highly recommended SCIS 871437

CARR, Roger Vaughan & James, Ann

The butterfly.

Random House, 1996

ISBN 009183032X

From just a gentle fluttering of its wings, the force unleashed by a fragile butterfly is overwhelming and affects the whole world: appearances can be deceiving. This thought provoking picture book asks children to think about the strength of the butterfly and the sensitivity of the elephant. It shows developmental cause and makes a good consequence study. It is an entertaining work with great impact and would be useful to introduce a lesson on lateral thinking, or just to enjoy. The fragility of watercolour, combined with powerful brush strokes gives vent to the impressionistic, expressive imagination of the illustrator. R. Bodlay

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$22.95

KLA: CPA; English; HSIE; ST SCIS 876718



CRABTREE, Judith

A strange and powerful magic.

Hodder Children's, 1996

ISBN 0733600646

Love is the strange and powerful magic which makes things happen in this picture book. Selina, fastest and most spirited mermaid, is tricked by her jealous sisters and so is unable to break through the water's surface. The Great Wizard, an octopus, comes to love Selina, and his selfless love eventually breaks the spell which sets her free. Judith Crabtree's illustrations are strongly composed and beautifully detailed. They create an interesting watery kingdom, where jealousy and emotion exist in very human form. Text and illustration work together well in this picture book to produce a cohesive and involving fantasy. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: \$24.95

SCIS 891584



CREBBIN, June

Danny's duck.

Walker, 1996

ISBN 0744543711

Only Danny sees the duck land in the playground, and only Danny is aware of the nest-building and the nine eggs which eventually lie therein. He later needs the help of his teacher however to locate the duck and her hatchlings. Stories for young children don't come much simpler than this. Its reliance on everyday occurrences, coupled with Clara Villiamy's illustrations, executed with such colour clarity and uncomplicated detail, will ensure this picture book's appeal for a young audience. F. Gardiner

USER LEVEL: Early Stage 1 Stage 1

AVAIL: Paper \$9.95

SCIS 865100

HEINRICH, Sally

What sort of day?

Walter McVitty, 1996

ISBN 1876139048

An unusual picture book, this work effectively explores the different emotions which colours can create within us. Molly

has trouble deciding what to wear, as it all depends on what kind of day it is: spotty, stripy, blue, green or purple? As Molly tries on different colours, the pages around her become filled with objects in that colour. The pages are crammed full of illustrations which young children are sure to delight in exploring. Whether it is simply enjoyed as an interesting picture book or used as the basis for writing about colours and feelings, this is sure to be a popular book. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: \$17.95

KLA: English

SCIS 885954

HEST, Amy & SAMTON, Sheila White

Jamaica Louise James.

Walker, 1996

ISBN 0744540038

Jamaica lives with her mother and grandmother in busy, cosmopolitan New York, where Grammy works as a token seller at a grimy subway station. A budding young artist, Jamaica is encouraged in her endeavours, but the sensitive girl worries about the cost of her equipment, not to mention her grandmother's safety and working conditions. Jamaica sets up a makeshift art gallery to brighten her grandmother's day, and succeeds in improving everyone else's morale as well. This is a delightful picture book, beautifully illustrated, which makes some positive statements about African-American families, single parents, extended families, employment, and the recognition of special talents. I. McLean

USER LEVEL: Stage 1 Stage 2

AVAIL: \$19.95

SCIS 885796

HORNIMAN, Joanne & ROENNFELDT, Robert

Billygoat goes wild.

Omnibus, 1996

ISBN 1862912939

Billygoat is, surprisingly, a hen, but one with a difference. Her night out in the wild is an adventure with a happy conclusion. In this satisfying story, these animals are not anthropomorphised. Their realistic behaviour provides the story's impact. The relationship between the hen and her human owner—a balance of love and responsibility—is delicately depicted. Roennfeldt's expressive colour illustrations on well composed double page spreads create the hens' world with great style. Warm, carefully described, realistic and involving, this picture book is a successful integration of a fairly lengthy but absorbing text with strong, beautiful images. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$19.95

SCIS 891206

HURLOCK, Fiona & KINCAID, Eric

Gorf's pond.

Koala, 1996

ISBN 1875846913

Gorf is lonely. His pond is lacking company and excitement, as he is informed by visiting birds and a butterfly. His problem is that a visit to another pond is an impossible task for a fish. Gorf's self pity is further heightened when his tail falls off. Eric Kincaid's expressive comic illustrations tell the tale long before Gorf realises that he is a frog. Gorf's facial expressions are wonderfully depicted—he is a tadpole with personality. The illustrations provide the humorous impact in this simple picture book, which would be a useful resource for classes studying amphibians. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: Paper \$8.95

SCIS 881845

JOYCE, William

The Leaf Men and the brave good bugs.

HarperCollins, 1996

ISBN 0060272376

The Long-Lost Toy calls on the garden creatures to summon the Leaf Men to save the old woman's garden, so the doodle bugs volunteer for this dangerous quest. Following a great battle, waged with the Spider Queen, the Leaf Men return with the bugs and indeed save the garden, but it is only the Long-Lost Toy who can revive the old woman. More imaginative children will probably relish this picture book: the story with its elements of high fantasy adventure—magical creatures, unlikely heroes embarking on dangerous quest, fight between good and evil, love, loyalty and memory triumphant and the rather surreal illustrations executed in glowing gem-like colours. But others could find it somewhat strange and far fetched. B. Richardson

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$19.95

SCIS 888988

KING, Colin & KING, Valerie

In comes the tide.

Ladybird, 1996 (Picture ladybird)

ISBN 0721496520

[821]

The perpetual in/out, in/out rhythm of the ocean tide is reflected in this stimulating picture book, which manages to introduce a plethora of seaside vocabulary for use in the classroom. The use of rhyming words aids predictability for children learning to read independently. Rollicking pirates, sea creatures, King Neptune, smugglers and sailors abound, and there are numerous sight gags (such as the seagull eggs laid in the brim of the admiral's hat or the octopus tentacle hanging from the lighthouse window) hidden in the illustrations for keen-eyed readers. I. McLean

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$7.95

KLA: English

SCIS 876768

LONDON, Jonathan & BENSON, Patrick

Let the lynx come in.

Walker, 1996

ISBN 0744540380

In a far northern hemisphere wilderness, a little boy drops into a reverie while his father sleeps by the fire. In his dream, he resolves the fears he has had about the wild animals roaming about outside the cabin. Though not in its class in any way, this picture book recalls the Wild/Barbalet collaboration *The wolf* with its theme of admitting a wild animal. In this case, there is no suggestion of a deeper psychological subtext. London's text is simple but poetic; Benson's illustrations are plain and uncluttered. F. Gardiner

USER LEVEL: Stage 1 Stage 2

AVAIL: \$19.95

SCIS 885105

MCBRATNEY, Sam & BATES, Ivan

The dark at the top of the stairs.

Walker, 1996

ISBN 0744537460

Parental wisdom brings rewards in this picture book. Not content with the corn field or the acorn tree, the young mice want to journey to the dark at the top of the stairs. And so they undertake this risky and exciting adventure. After a thrilling climax the young mice see some attractions in the acorn tree and corn field. The pleasing circularity of the story is enhanced by powerful colour illustrations by Ivan Bates. They give a mouse size perspective to the staircase which

dominates the adventure. A high standard of page design contributes to the timeless appeal of this work. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: \$19.95

SCIS 870552

MOROZUMI, Atsuko

Mummy is that you?

Koala, 1996

ISBN 1875846522

A perennial topic for the very young, the separation of mother and her babies, is explored in this picture book. Four ducklings must find their mother—quizzing the animals they meet and coping with their increasing disappointment. A happy ending, of course, sets everything right. The story provides a good balance between the anxious search and the safe conclusion. The text is the essence of simplicity, the colour illustrations beautifully composed. They employ large, strong shapes and gentle colours. Text and illustrations work together well to make this an enjoyable picture book to share. J. Buckley

USER LEVEL: Early Stage 1 Stage 1

AVAIL: Paper \$8.95

SCIS 873151

MORPURGO, Michael

Sam's duck.

Collins, 1996

ISBN 0001981048

A visit to a working farm is a crucial experience for Sam, who enjoys caring for the animals. It is the trip to the markets which he finds distressing, and he reacts by buying a duck to save it from its fate. Sam is helped by the farm gardener to keep his secret, which is to be a birthday present for his grandfather. Relationships between young and old are conveyed with great depth and delicacy in this moving picture book, which can be appreciated on many levels. Beautiful artwork by Keith Bowen adds to the impact of this assured, understated work. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: \$19.95

SCIS 892006

RIPPIN, Sally

Fang Fang's Chinese New Year.

Omnibus, 1996

ISBN 1862912912

In this companion volume to *Speak Chinese, Fang Fang*, this young Chinese-Australian is again at loggerheads with her mother, who insists that Fang Fang ask her friend Lisa to the Chinese New Year celebrations. Lisa of course loves every part of the ritual while Fang Fang squirms with embarrassment. All the emotions are portrayed in a simple text supported by vivid close-up illustrations depicting the food, dragons and the people involved. This resource offers strong support for multicultural approaches, and issues facing NESB students. F. Gardiner

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$9.95

SCIS 877690

RIPPIN, Sally

Speak Chinese, Fang Fang!

Omnibus, 1996

ISBN 1862912904

Fang Fang has the problem common to so many children in Australia over the past 50 years: parents, Mum in particular, who cannot speak English, who constantly urges her daughter speak Chinese and who wants her daughter to realise the dreams she left behind in her homeland. Fang Fang sees herself as Australian with her own aspirations and wants

her mother to do likewise. The very orderly design of the book with its neatly boxed text is counterbalanced by big bold pen and wash illustrations which evoke the varying moods of the book splendidly. A companion volume, *Fang Fang's Chinese New Year* is also available. F. Gardiner

USER LEVEL: Stage 2

AVAIL: Paper \$9.95

SCIS 877692

ROWE, Jeannette

Hidden treasures.

Random Australia, 1996

ISBN 0091830001

Loosely based on the adventures of several women during the 19th century, this is a fictional diary of Miss Lilian Wild and her travels through Asia, Australia, Hawaii, South America and Africa in a search for exotic insect specimens. During the course of her journeys she sees much more than insects, recorded by Rowe with what one hopes is scientific integrity so that budding ornithologists and zoologists, and adventurers, may find this picture book exactly what its title suggests. The quite difficult text is supported by simulated maps and postcards, as well as standard illustrations. F. Gardiner

USER LEVEL: Stage 3

AVAIL: \$22.95

SCIS 883146

STROUD, Jonathan & GALE, Cathy

The lost treasure of Captain Blood.

Walker, 1996

ISBN 0744536111

If the craze for 'find the ?' books continues, this pirate puzzle adventure will be popular. The introduction of the main characters, including the heroine narrator, intrepid Mam Spammie, on the title page is followed by a treasure map and a simulated page from a newspaper which sets the scene. A variety of text presentations—comic strips, speech bubbles, posters, boxed text—both adds to the busyness of the page and reduces some of its confusion. The pirate theme should engender interest and reluctant readers may be lured into the world of more challenging books by this picture book. F. Gardiner

USER LEVEL: Stage 2 Stage 3

AVAIL: \$19.95

SCIS 885792

THOMPSON, Colin & OTTLEY, Matt

Sailing home.

Hodder Children's, 1996

ISBN 07336033793

Rain and more rain! But what would happen if the rain floated your house out to the ocean? This stylish picture book provides some charming answers. Peter's family drift through storms, swim with whales, and explore the tropics before returning home. Home remains reassuringly the same, simply afloat. Parental responses are contrasted with Granny's zesty delight at each aspect of the adventure. The interesting tensions in this fantasy are carefully developed in Matt Ottley's beautiful colour illustrations, which create a wonderful watery world. Good page design and striking use of blue enhance this most attractive work. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$24.95

SCIS 891793



TIBO, Gilles

Simon and his boxes = Simon va nhung cai hop.

Pan, 1996

ISBN 1572270357

Simon loves using boxes, constructing wonderful houses, and other imaginative creations. He is disappointed, however, when the forest animals don't enjoy their cardboard homes. In the process of working out this problem, Simon learns more about the nature of animals, and an appropriate use for the boxes. The illustrations in this picture book are charming, without being overly cute. The environmental message is not too heavily presented, as the story is resolved with warmth and charm. This is a bilingual English/Vietnamese text where both languages are well placed on the page. It would be an appropriate resource for background speakers of Vietnamese and for use in LOTE classes. J. Buckley

USER LEVEL: Stage 1 Stage 2

AVAIL: \$19.95

KLA: LOTE

SCIS 880203

WEST, Colin

Buzz, buzz, buzz went bumblebee.

Walker, 1996

ISBN 0744537657

Bumblebee is rejected by donkey, rabbit, cow, crow, and fox before landing on butterfly, who welcomes his presence and invites him to buzz around with her. Minimal and repetitive text, printed in a way which encourages the eye to travel left to right, and brilliantly coloured, delightfully naive illustrations make this a useful and appealing picture book for young children who are on the threshold of learning how text works. It also invites extension of the text, post reading. F. Gardiner

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$15.95

SCIS 866915

WICK, Walter & Marzollo, Jean

I spy: spooky night.

Scholastic, 1996 (Cartwheel books)

ISBN 0590481371

[793.73]

Check out your eye for detail and your ability to unravel riddles in this delightful addition to the series of *I spy* books. Clear, cunningly contrived photographs contain lots of ingeniously conceived images on a spooky theme. The clues are in catchy rhythmic verse, and encourage searching the pages for the objects, animals, words and even a rebus or a palindrome! This is an entertaining yet educational picture riddle book. It also has a section detailing how the book was created and clues about writing your own story to go with the pictures as a story unfolds through the book. Highly recommended. R. Bodlay

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4

AVAIL: \$16.95

KLA: CA; English; LOTE

EVAL: Highly recommended SCIS 888518

ZIEFERT, Harriet & TABACK, Simms

Two little witches: a counting story.

Walker, 1996

ISBN 074454954X

A clever variation to the familiar counting book format, this picture book has a Halloween theme and a twist ending, which may not be noticed by every reader. Two little witches, appropriately dressed for Halloween night, encounter each other while playing 'trick or treat' around the neighbourhood. Soon they have collected an entourage of assorted, costumed

children. The illustrations have a cheery, cartoon quality, but also give plenty of ideas for simply created party costumes from everyday objects. This is a very useful picture book to have on hand for such occasions, and for reinforcing elementary numeration facts. I. McLean

USER LEVEL: Stage 1
AVAIL: \$19.95
KLA: Mathematics SCIS 885804

Fiction for younger readers

Resources are arranged alphabetically by author. Some of these books are also suitable for lower secondary students.

AHLBERG, Allan
Happy families. [series]
Viking, 1996

Perfect fare for beginning readers, these attractive, hand-sized books featuring child centred, humorous stories are written simply but with flair and imagination. They are complemented and extended with delightful illustrations by well known artists. The tales not only appeal to the very young, but also raise chuckles from older children (and adults), thus making them popular with reluctant readers. *Miss Dirt the dustman's daughter* tells of young Daisy's whirl of a life as she moves between parents whose fortunes and lifestyles are in stark contrast. *Mrs Vole the vet* is an hilarious story of an overworked, unattached vet whose children decide she needs a boyfriend. These make commendable reading. B. Richardson

USER LEVEL: Stage 1
AVAIL: Paper \$7.95 each
Recent titles in this series include:
Miss Dirt the dustman's daughter SCIS 888473
Mrs Vole the vet SCIS 888490

APPLEGATE, K. A.
The invasion.
Scholastic, 1996 (Animorphs/An Apple paperback)
ISBN 0590629778

First in a new series of science fiction novels, this one has been touted as an alternative to *Goosebumps*. It is a solid debut: from the appealing die-cut cover and internal font style, to the gripping storyline and likeable characters. The premise involves five friends who have been granted the ability to transform (or 'morph') into any animal to defeat the slug-like, alien parasites known as Yeerks. The bittersweet ending is just the beginning, as sequels will prove. A cute addition is the flip the pages animation on each page: see a human morph into a lizard! I. McLean

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$8.95 SCIS 876654

BALL, Duncan
Selby spacedog.
Angus & Robertson, 1996
ISBN 0207189250

Selby's at it again, applying his extraordinary powers to the varied life of his owner family. Lovers of the excruciating pun will again be in seventh heaven. Life in Bogusville provides many a situation for Selby to grace, all for the entertainment of his fans. Amongst the highlights of the collection are the stories *Selby dyes*, *Selby's solo* and the glorious *Daggers of death*, where Ralpho the Magnificent reappears to involve the intrepid Selby in his magic show. Teacher-librarians will

closely identify with *Books, bombs and book week*. Selby is again good fun for readers young and old. M. Steinberger.

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 873837

BROOME, Errol
Splashback a great greasy journey.
Allen & Unwin, 1996
ISBN 1863739467

A thoroughly entertaining, beautifully crafted story, this is a time-slip novel from the author of *Rockhopper*. Non-achiever Ned falls overboard in Sydney Harbour, surfacing, but heavily concussed, in 1836. What follows is a coming of age story in which Ned crosses the world and back in a whaling ship. He is befriended by another boy, Christie, and his family, who will come to mean more to Ned than he could ever have imagined. A wonderfully entertaining and imaginative read, the book is suitable as a support for a unit of work or for the pure joy of an enthralling read. Highly recommended. R. Dobson

USER LEVEL: Stage 3
AVAIL: Paper \$9.95
KLA: HSIE
EVAL: Highly recommended SCIS 864967

CADDY, David
Whammy!
Fremantle Arts Centre Press, 1996.
ISBN 1863681639

Mates, tricks, school fights and bullies getting their come uppance make for fun in this fast moving, accessible, action packed story. In an isolated town in northern Australia Davy and his mates have as many adventures as school kids can manage. An episode with roo poo, a poisonous snake in the outside toilet, and brilliant plans involving a nasty stray cat and some spit fire caterpillars all help the underdogs of the class make it to the top. Behind the humour is the reality of a family not coping with the isolation. The humour and action of this story make it appealing to a wide readership. L. Bowring



USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 887187

DONKIN, Andrew & HARVEY, Amanda
Night skies.
Macdonald Young Books, 1996 (Shivery storybooks)
ISBN 0750021764

Aliens, spies, a deserted house in the country, a letter from a dead man—ingredients which should add up to an exciting and spooky mystery. The unnamed narrator (boy or girl?: the text gives no clues and the sketchy, amateurish illustrations are deliberately ambiguous) attempts to find the mysterious creature left by his/her recently-deceased ex-spy great uncle. In this novel for newly-independent readers, short sentences, limited vocabulary, large print and short chapters indicate its intended readership. However, character and motivation are poorly realised, the setting is cliched, and gaps and non-sequiturs in the present-tense narrative will make reading and understanding difficult for these children. W. Smith



USER LEVEL: Stage 2
AVAIL: Paper \$10.95 SCIS 895323

DUNMORE, Helen
Go fox.
Young Corgi, 1996 (A young Corgi original paperback)
ISBN 055252963X

Go Fox is the hero of Danny's new computer game, a valiant little fox who chases and struggles against obstacles. Suddenly Go Fox escapes from the screen, and Danny has the pleasure, pain and responsibility of a tiny talking fox. This is a well written, short fantasy which gives a contemporary twist to the familiar theme of a child with a small, secret friend. Go Fox is brought to life by Colin Mier's line drawings, which contribute a great deal to the fun of this short novel. Large type and numerous well placed illustrations will assist newly independent readers. J. Buckley

USER LEVEL: Stage 2
AVAIL: Paper \$6.95 SCIS 866926

ENGLE, Marty M.
Toy trouble.
Penguin, 1996 (Strange matter)
ISBN 014038457X

Karen and her friends collect unusual toys. On their latest shopping spree they purchase some that will be more than unusual—they will have deadly intent because they have been inhabited by a child hating poltergeist. The drama begins when one doll comes to life, and escalates to a warehouseful of malevolent toys, animals and dolls. The children are plunged into a race against time for their survival as the action builds to an enthralling climax. The theme is nothing new, and the conclusion is predictable, but by employing simple text and constant action this easy to read work will have a role engaging reluctant readers. L. Monticone

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$6.95 SCIS 885885

FIENBERG, Anna & JAMES, Ann
Dead sailors don't bite.
Allen & Unwin, 1996
ISBN 1864480882

The pirates have moved in, and life at home is far from normal for friends Wiggy and Boa in this funny sequel to *Pirate trouble for Wiggy and Boa*. Fine food and order have replaced the usual disorder in Wiggy's house, while Boa contends with fracas in the supermarket, and piratical passions unleashed on competitions and neighbouring spinsters. It is a series of lunchtime detentions which send the pirates over the edge. This is an accessible, rollicking, adventure story packed with situations which greatly appeal to younger readers. Comic black and white illustrations by Ann James complement this enjoyable book. L. Bowring.

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 886311

FRENCH, Jackie
Summerland.
Angus & Robertson, 1996 (Bluegum)
ISBN 0207190100

The writer's power to grip the reader and take them into another world—a perfect, magical world where life has warmth, harmony and safety—is evident here. Compelling, sensitive imagery draws the reader in, and into strongly identifying with the main character in facing and dealing

with the fears that have forced her escape, and which must be addressed for her to be real. Characterisation is varied, real, and integral to the plot and themes. The book offers positive and creative understanding of and support for those in difficult home situations. It has potential as a resource for protective behaviours for issues such as seeking out supportive adults. Highly recommended. C. Foley

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 873142

GLEITZMAN, Morris
Belly flop.
Pan Macmillan, 1996
ISBN 0330356844

Droughts can have far reaching ramifications, and when your bank manager father is an unwilling participant, but a participant nonetheless in foreclosing on the local population, life can be very unpleasant. Mitch's plan to solve the problem needs a bit of help from Old Huey but eventually of course he wins through. Fans of Gleitzman will enjoy the humour, mostly one-liners, and couched in language that recently independent and reluctant readers can manage with ease. A sequel is also available. F. Gardiner

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$8.95 SCIS 877628

HILL, Susan
The glass angels.
Walker, 1996
ISBN 0744536731

A delightful Christmas story, this tale is told with warmth and occasional touches of pathos. Although times are hard, Tilly is confident that they will have a wonderful Christmas. Her widowed mother has a big order sewing wedding clothes. This is progressing well when disaster strikes. Tilly must work out how to solve the problems, and in doing so inherits some beautiful glass angels from her friend old Mrs McBride. These provide hope and inspiration. The text is simple and expressive. Muted, richly coloured illustrations complement the mood. This is a well crafted and satisfying story in elegant larger paperback format accessible to newly competent readers. J. Anderson

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95 SCIS 885868

JOBLING, Brenda
Pirate the seal.
Scholastic Children's, 1996 (Hippo animal stories)
ISBN 0590135015

Ryan lives a lonely life on an island, his best and only friend a playful seal, with which he has formed a close bond. His father, the lighthouse keeper, still grieving the loss of his wife, has become distant and withdrawn so Ryan is left to his own devices. Only when Ryan risks his life to save the seal does his father face reality and recognise the damaging effects of his grief on the relationship between himself and his son. The story is fast paced, written in an easy, straightforward style without undue sentimentality. Information on seals, their characteristics and habits is integrated well. It is a thought provoking story suitable for individual or shared reading. B. Richardson

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$7.95 SCIS 888478

KING-SMITH, Dick

The terrible trins. [sound recording].

/ read by June Whitfield. Chivers Children's Audio, 1995 (1 hr., 38 min.)

ISBN 0745125123

The terrible trins, mouse triplets Thomas, Richard and Henry Gray, have been trained by their mother as freedom fighters in the cause of the mice who live on several levels of Farmer Budge's farmhouse. In the process of waging war against the farm cats, (revenge for the terrible fate met by their father), mouse social barriers are broken down, the trins' mother gets a new husband, and the farmer develops a change in attitude. June Whitfield does a superb job of reading this delightful story, injecting life and individuality into each of the characters, and faithfully interpreting and conveying every nuance, humorous, sad and/or dramatic, of the narrative. It is a most entertaining, enjoyable listening experience for the young and young at heart. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: \$39.95

SCIS 873339

KLEIN, Robin & LESTER, Alison

Thinglets. [series]

Hodder Children's, 1996

The delightful Thing is back. The popular baby stegosaurus of *Thing* and *Thingnapped!* fame returns in a series of small, sturdy hardcovers for a younger audience. Emily's pet dinosaur gets into predictable mischief with potato printing (just before his surprise birthday party), at his owner's ballet class (imagine Thing wearing a pink tutu!) and while searching for a job. He even befriends an Australian shingleback lizard after suffering a bout of loneliness. This series should tempt readers to try the original books as their reading becomes more independent. Alison Lester's illustrations recapture the appeal of the original books and provide plenty of her characteristic attention to detail. I. McLean



USER LEVEL: Stage 1

AVAIL: \$9.95

Titles in this series:

<i>Thing's birthday</i>	SCIS 882961
<i>Thing's concert</i>	SCIS 882962
<i>Thingitis</i>	SCIS 882955
<i>Thing finds a job</i>	SCIS 882964

MCFARLANE, Peter

Bruce the goose.

Angus & Robertson, 1996

ISBN 0207189269

The perennial topic of bullying is freshly explored in this short novel. Bruce is bullied in his new school, saved by friends, and goes on to learn how to bodyboard. His success in the surf is the means for respect, new friends and a better relationship with his parents. Lively writing and acute observation make this a refreshing story. Everything works out well—in fact it all seems a little too easy, as a combination of sporting status and intelligent compassion outwit the bullies. Drawings by Stephen Axelson are a fine complement to the text, although the constant decorative border seems superfluous. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$8.95

SCIS 877420

MCGOUGH, Michael

Stinkers ahoy!

Viking, 1996

ISBN 0140371060

The Stinkers are truly ghastly in appearance, behaviour and attitude. This adventure involves mayhem at the fair. The irrepressible group are able to steal a fire engine and burst an inflatable bouncing castle, but don't quite manage to commandeer the pirate ship. The tale is told with many a joke and humorous aside. The illustrations by Tony Blundell play an essential role in delivering some of the intricacies of the plot. For readers at the stage of enjoying anything disgusting, Billy Bogie, King Pong, Mrs Wobblebottom, Old Sourpuss and Nick O'Teen are perfect. Their over-the-top humour and gross behaviour are a winning combination. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$8.95

SCIS 888452

Magic bean. [series]

Era, 1996

Such is their reputation that new titles in this popular series are usually snapped up by eager teachers for classroom use, where they seldom fail to appeal to their targeted beginning reader audience. This latest trio, with their focus on mischievous behaviour (*Ants with apple pie*), music in harmony with nature (*The first magician*), and the fascinating life cycle of the dragonfly (*The masked hunter*), should not disappoint. The subjects are relevant and child centred, and the language of the text, while kept simple, is employed innovatively. Presentation is excellent: attractive covers; good internal design; clear, well sized print; and colourful, appropriate illustrations. Each title is available in handsized and big book format. B. Richardson

USER LEVEL: Stage 1

AVAIL: \$5.95

KLA: English; Mathematics; ST

Recent titles in this series include:

<i>Ants with apple pie</i>	SCIS 880310
<i>The first magician</i>	SCIS 880312
<i>The masked hunter</i>	SCIS 880314

MAHY, Margaret

Tingleberries, tuckertubs and telephones: a tale of love and ice-cream.

Large print ed. Chivers, 1996 (Galaxy children's large print)

ISBN 0745147372

A refreshing, fun filled, over-the-top adventure, this tells of the transformation of quiet, shy Saracen Hobday from 'a limp lettuce leaf' to a confident 'crisp cucumber in the great salad of life'. Along the way the reader discovers the delights of tingleberries, gets to know Saracen's dear, but rather bossy, Granny (and former famous detective inspector), the villainous pirate Grudge-Gallows and his crew, and Rosalindella of the golden voice. In true Mahy tradition there is plenty of action and tongue-in-cheek humour, the whole spiced with delicious language and inventive imagery. It is marvellous for reading aloud. This edition features clear large print and is liberally illustrated by Robert Staermose. Highly recommended. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: \$25.95

EVAL: Highly recommended SCIS 885908

NILSSON Eleanor

Pearl's pantry.

Penguin, 1996 (Puffin)

ISBN 0140374450

Meg misses her father very much. He had promised her a kitten, but he doesn't live at home any more, and her mother says that they don't want or need a cat. So Meg decides to provide a reason—a small rodent in Mum's pantry. She soon discovers, however, that a mouse can be 'oddly comforting and companionable', and would make an ideal pet. This child centred, short chapter story contains two story strands interwoven and narrated with perception and sensitivity; the author evidencing a genuine understanding of family relationships, the effects of marriage break-down, child needs and insecurities. Black and white complementing illustrations by Bettina Ogden are gently appealing. It is highly recommended for sharing and for individual reading. Highly recommended. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$8.95

KLA: PDHPE

EVAL: Highly recommended SCIS 883050

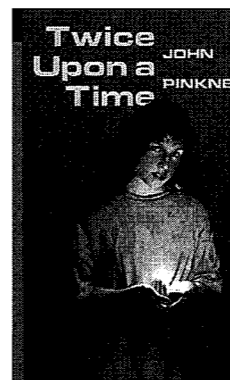
PINKNEY, John

Twice upon a time.

Lothian, VIC, 1996 (Takeaways)

ISBN 0850917204

In a somnambulant state, Sara makes a strange discovery. She journeys somewhere beyond the familiar confines of St Ann's boarding school, where she and her young sister Ella, are compelled to stay. This enigmatic tale has twists and turns like the labyrinth of mysterious cellars beneath the college that lure Sara towards their secrets. An easy-to-read style of writing is enhanced by a drive to find out the meaning behind a young girl's inexplicable encounters. It is an enthralling story for readers who are keen on the supernatural and are looking for something a little different. C. Sly



USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$12.95

SCIS 883576

RODDA, Emily

Rowan and the Keeper of the Crystal.

Omnibus, 1996

ISBN 1862912610

A book to be revisited, this is powerful and gripping, utilising magic, a suspenseful, adventurous quest, and a child hero to explore deeply human truths. Will Rowan succeed in saving his mother? Who can he trust or believe in? What motivates those who wish to be chosen as Keeper, and who must help him in his quest? Characterisation is perceptive and strong; the plot engrossing; and there are a myriad of themes to challenge and explore in relation to timeless human interactions. With powerful use of image and colour, it engenders a sense of pursuing what you believe in your own way. Highly recommended. C. Foley

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$8.95

EVAL: Highly recommended SCIS 890897

ROSS, David

Why we got chucked out of the inter-schools football competition.

Penguin, 1996 (A Young Puffin)

ISBN 0140374213

Different viewpoints on the action build the story of a disastrous football game for Skimpole Street school. Misadventure, inexperience and exuberance dominate. While the results are unimpressive, the final comment sums it all up—it was still good fun! While firmly based in an English football context, the responses of the players, coach, referee and enthusiastic parents are universal. Short chapters in large type are very well supported by line drawings by Jacqui Thomas. These underscore the humour very effectively. The multiple perspectives of this short novel provide interest and challenge for young independent readers. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$8.95

SCIS 886347

THIELE, Colin

High Valley.

McVitty, 1996

ISBN 0949183989

Water and life are the basis of this thought-provoking story. Without consultation or warning, every local householder receives a letter announcing imminent construction of a dam which will flood High Valley. The indignant community struggle for survival proves fruitless. In a sense the feelings of people and animals uprooted by this situation are those of the post-war migrant whose homeplace has disappeared. That loss is communicated sympathetically through Jamie, a fourth generation farm child who has known continuity broken only by temporary and superficial changes, and whose life will now change totally and permanently. Masterly creation of atmosphere marks this book for distinction. Highly recommended. H. Gordon

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$9.95

EVAL: Highly recommended SCIS 866650

THOMPSON, Colin

Venus the caterpillar and further wild stories.

Hodder Children's, 1996

ISBN 0340619961

For all of those who love to sit in their backyard and enjoy the different seasons and the creatures who dwell there, this collection of stories is a must. Although the setting is English, most of the creatures are also to be found in an Australian backyard. The book begins with a simple map of the house and its yard. The stories themselves are varied and sometimes humorous, thoughtful and poignant. All of the stories are well related to the theme of the changing seasons. A most enjoyable book, not only for its value as fiction, but also as an adjunct for the study of animal behaviour. J. Eade



USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: Paper \$8.95

KLA: ST SCIS 874258

TREASE, Geoffrey
Page to Jane Seymour.

Macdonald Young, 1996 (Historical storybooks)
ISBN 0750021136

Classified as fiction, this is an excellent way of introducing historical events in an enjoyable story form. The story traces the time period just after Henry VIII has had his second wife, Anne Boleyn, beheaded and ends with the death of Jane Seymour after having just given birth to baby Edward. This book is written through the eyes of young Frances Morland, who is chosen as a page to Jane Seymour. In this position, Frances is able to witness events as they unfold first-hand and to consider Henry's behaviour from different perspectives. This is a worthwhile book for an HSIE unit on the subject or for general interest. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: Paper \$10.95

KLA: HSIE SCIS 889285

WELLS, Rosemary
Edward the unready. [series]

Walker, 1996

Focussing as they do on child readiness, the small books in this series will be valuable to parents and carers wishing to share stories that will stimulate discussion on situations many young children find threatening. In each story in the series, Edward's parents and friends demonstrate acceptance and understanding of Edward's feelings and attitudes. There are no quick solutions but a sympathetic recognition and acceptance that Edward has not yet reached a stage of appropriate readiness to participate in a particular activity. The simple texts are complemented by charming, brightly coloured illustrations depicting a most appealing, anthropomorphised bear family. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 Community

AVAIL: \$15.95 each

KLA: PDHPE

Titles in this series include:

Edward's first day at school SCIS 878613

Edward's first night away SCIS 880320

Edward's first swimming party SCIS 880317

Fiction for older readers

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

CHANDRA, Vikram
Red earth and pouring rain.

Faber, 1996

ISBN 0571174566

Here is a novel which is weighty in actuality and in theme, and compulsively involving for the reader. Chandra draws the reader in to his world of 19th century India, interwoven with a contemporary quest tale. Hundreds of disparate elements are woven, strand by strand, into a grand tapestry of power, magic, loyalty, love and colonial conflict. Strongly influenced by the narrative tradition of the magic realists, Chandra is a master of the grand art of storytelling. The good reader with a love of story, imagination and, above all, language, will be richly rewarded throughout this undeniably long reading experience. M. Steinberger

USER LEVEL: Stage 6

AVAIL: Paper \$17.95

SCIS 864093

CREW, Gary & DE HAAS, Hans
The figures of Julian Ashcroft.

University of Queensland Press, 1996.

ISBN 0702229393

Julian is a loner, and his family are short of money. Into his possession come a series of small figurines which depict himself at different stages of life. There is a feeling of foreboding almost immediately, which is reinforced both by the surrealistic, absorbing illustrations with their images of death, and by the strong page design. This is the tale of Julian's life, which reaches an intense and rapid conclusion.

The reader is left unsatisfied, however, as if something has been omitted in the story—a missing link that perhaps the brevity of the picture book format has imposed. This is a thought provoking work for older readers. L. Bowring.

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$14.95

SCIS 878396

DABBS, Jennifer

Wilde and buske.

Angus & Robertson, 1996 (Bluegum)

ISBN 0207186863

Despite its rather insipid cover illustration, this is a satisfying novel—long enough to provide plot and character development that is believable and interesting. The book has a strong sense of place, conveying a recognisable feel of contemporary inner-city Australian life. Seventeen year old Anthea moves to Sydney, disturbed by the ramshackle life of her mother. Staying with her grandmother, she discovers a new family amongst her grandmother's diverse assortment of friends and boarders. Dealing with them, family, first boyfriend and a job gives her a challenge and consolidates her maturity. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$12.95

SCIS 856315

DOHERTY, Berlie

The snake-stone. [sound recording]

/ read by Dermot Crowley. Chivers Children's Audio, 1996 (3 hr. 25 min.)

ISBN 0745125204

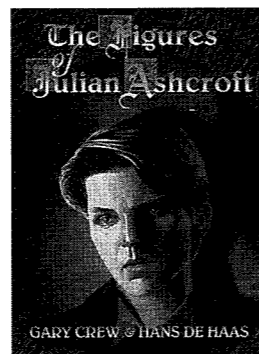
A journey of self-discovery for teenaged James, this story investigates adoption, family relations and self awareness. The tale is told from two points of view—that of James and also of his birth mother, as she tries to justify and understand what has happened. Wonderful background descriptions enable precise mental images of both the English countryside and city or suburban life. A deep understanding of inter-personal relationships is displayed by the author. This is a story told so well that the listener just has to know what happens. It is extremely well read, with well modulated and appropriate voicing. Highly recommended. R. Bodlay

USER LEVEL: Stage 4 Stage 5

KLA: English; PDHPE

AVAIL: \$39.95

EVAL: Highly recommended SCIS 873328



Dream weavers.

/ edited by Paul Collins. Penguin, 1996

ISBN 0140262083

Heroic fantasy describes this collection of thirteen stories. Many elements of high fantasy are present—quests, spells, prophecy, swords and sorcery. Purity, integrity and wisdom are rewarded; foolishness and greed are punished. The settings are often exotic, but all describe worlds where magic is commonplace. Many of the protagonists are adolescents, with some strong women characters, along with thieves and rogues, demons, psychic nuns, and a vampire wizard. Most of these well-structured stories are complete in themselves—tidy and satisfying—there's enough range in style and tone to please any fantasy fan. W. Muskin

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$16.95

SCIS 878407

DUNNETT, Dorothy

To lie with lions.

Michael Joseph, 1996 (The House of Niccolo)

ISBN 0718140850

The sixth novel in an engrossing series, this is another deeply satisfying read. It is not for the casual or flighty reader. It makes demands on time and memory—demands that are amply rewarded. Dunnett's characters are beautifully realised, and relationships finely drawn, in particular, the central ones of Nicholas de Fleury and his wife. Each is a complex chameleon-like character, presenting any one of a series of selves to the other as they engage in a delicate, prolonged, and dangerous power play. The world of 15th century Europe is alive and grimly exciting in Dunnett's hands. M. Steinberger

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$22.95

SCIS 876873

When I was your age original stories about growing up.

/ edited by Amy Ehrlich. Candlewick, 1996

ISBN 1564023060

An unusual but successful concept, in this resource ten authors write about their childhood. Written frankly, each short story is entertaining, and likely to encourage contemplation. The incidents the authors choose to write about are often those which triggered self-realisation or an understanding of others. The common thread is simple stories dealing with complex emotions. Accompanying their story, the authors provide a brief comment about their childhood. Additionally, there is a childhood photograph and a biographical sketch of each. Interesting, entertaining, and thought provoking, this is a delightful read. L. Monticone

LEV: Stage 3 Stage 4 Stage 5 Stage 6

AVAIL: \$18.95

SCIS 878610

FAIRWEATHER, Eileen

French leave.

Livewire, 1996

ISBN 0704349167

Told by a series of letters from Maxine Harrison to her best friend, now hundreds of kilometres away, this novel is a lively and involving sequel to *French letters*. Fairweather shuns the easy path of two-way correspondence and tells her story from Maxine's perspective alone. She neatly avoids the pitfalls of stilted revelation of the contents of the answering letters and single line of characterisation posed by this approach. As Maxine copes with leaving home, long-distance friendships, boyfriends and jobs, the reader is treated to many a mood-swing, becomes adept at second-guessing

the twists in the plot and gradually notices signs of change and maturity in Max and her friends. M. Steinberger

USER LEVEL: Stage 5 Stage 6

AVAIL: \$9.95

SCIS 881228

FINE, Ann

Step by wicked step. [sound recording]

/ read by Richard Mitchley. Chivers Children's

Audio, 1995 (3 hr. 34 min.)

ISBN 0745125174

Cunningly, Ann Fine leads into this story of step-families through a school excursion to a haunted house. Five students arrive ahead of their classmates. They discover a diary written by a boy who felt ill-treated by his step-father. It encourages each child to tell their own story of family readjustment, finding what they have in common. Different viewpoints are discovered. The story, compelling as a mystery, is superbly read by Richard Mitchley. It will comfort readers in similar situations, and is good discussion material for personal development classes. The recordings would also be useful for developing reading, listening and writing skills, since the descriptive language and dialogue are so vivid. Highly recommended. M. Hamlyn.

USER LEVEL: Stage 3 Stage 4

AVAIL: \$39.95

KLA: English; PDHPE

EVAL: Highly recommended SCIS 873299

FONTANA, Christine

Stick figure

Hill of Content, 1996

ISBN 0855722576

Through this very personal document, Christine Fontana allows the reader to share the horrors of anorexia and bulimia. Told partly in diary style, the story conveys a strong sense of immediacy. Students will find it easy to read because of the combination of diary entries, reflection, reported speech, and short grabs of information. Fontana is particularly successful in communicating the ups and downs, the conflicting emotions and attitudes of the anorexic, and the obsessive nature of this affliction. Interspersed with the personal accounts are substantial amounts of straight medical information, which give variety and balance to the work. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$24.95

KLA: PDHPE

SCIS 868235

HATHORN, Libby

The climb.

Viking, 1996

ISBN 0670870781

Peter's attempt to scale an old building to reach a friend in hiding is the central leitmotif of this compelling and intriguing story. Set in an indeterminate time and place, Hathorn imbues her society with a lurking sense of foreboding—a cold society of militarism, ghettos, adoration of physical perfection, and ethnic purity. The narrative is driven by the momentum of Peter's climb—a symbol of his courage, both physical and moral. Set against a background of gritty realism (including an unnecessary, uncomfortable sexual encounter between two young cousins) and strong characters, this is a remarkable story of hope. W. Muskin

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$14.95

SCIS 885906

HOUBEIN, Lolo
Lily makes a living.
 Hodder Headline, 1996
 ISBN 0733602754



Lily is an Australian teenager, finishing Year 11 with good grades, but no interest in further education and no job prospects. What to do, when one wants to work? Lily applies all her creative talents to setting up her own business, starting with no experience, a few backyard chooks and a willingness to listen to suggestions. She gradually diversifies and builds a successful business. It may sound like the improving novels of the 1940s and 50s, but it isn't. The quality of Houbein's writing lifts the novel well above that level. It is easy to read, and Lily is an engaging and resourceful person—her dilemma a very common one, her responses very believable. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$9.95 SCIS 878371

ISHIGURO, Kazuo
The unconsolated.
 Faber, 1996
 ISBN 0571177549

That Kazuo Ishiguro's firmly established literary reputation is based on so few novels is a tribute to the extraordinary power and complexity of his writing. He demonstrates a remarkable ability to probe beneath the surface of ordinary lives with a delicate blend of objectivity and empathy. A world-renowned musician is booked to play in a Central European city and arrives at his hotel. From there he is propelled on a journey into his past, or what others assume to be his past. Questions of memory and meaning, control and change, individuality and social responsibility abound, and resolution seems unlikely. This is one for the experienced reader who enjoys the different and the original. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$14.95 SCIS 882375

JOHNSTON, Julie
Hero of lesser causes.
 Orchard, 1996
 ISBN 1860392040

Keely sees herself as heroic, but is bewildered and challenged when her brother Patrick contracts polio. Narrated from Keely's perspective, this novel explores the process of adjustment undergone by all members of the family. The setting is a Canadian town in post war 1946, and family relationships embody the values of the time. Characterisation is deft, with the engaging Keely carrying the story along. The care and concern of family and a small community eventually assist Patrick in his rehabilitation. This is a delicately written, gently humorous novel. However, its uninspiring cover, period setting and leisurely beginning may deter some readers. J. Buckley

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$11.95 SCIS 869765

KELLEHER, Victor
Fire dancer.
 Viking, 1996
 ISBN 0670871117

A fascinating exploration of individuality, gender roles and self-fulfilment follows when 21st century Ivan and Josie are

marooned in palaeolithic times. Despite being outsiders, they are accepted into a Neanderthal clan and so survive, but will their actions alter the future? The nature of time, and questions of humanity, join Kelleher's common concerns of the environment, animals and spirituality in a novel of strong characterisation, mature dialogue, and exciting plot. Will Ivan and Josie return to their time? Do they make realistic choices? Kelleher's many fans will not be disappointed by the intriguing twist at the end of an immensely enjoyable book. Highly recommended. W. Muskin

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$17.95
EVAL: Highly recommended SCIS 885878

LARKIN, John
Growing payne.
 Random House, 1996 (A Mark Mcleod book)
 ISBN 0091830044

In this thoroughly silly and totally engrossing novel, fourteen year old Phil is literally catapulted into the news reports when he and friend Larry have a Christmas Day test flight in their trike 'aircraft'. Phil's fall has near fatal consequences, and he is in a coma for ten years. Coming to, he transfers all the anxieties of adolescence to the adult world and returns to find his erstwhile friends. Saving the world from its inhabitants had always been Phil's mission and little has changed in the intervening years. Simple and fun to read, the novel yet has the hallmarks of complexity of planning and consistency of vision, and is an engaging read. M. Steinberger



USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$12.95 SCIS 867296

LAWRENCE, Louise
The shadow of Modrican.
 Collins, 1996
 ISBN 0001856480

Louise Lawrence continues her Llandor series with this third volume of fantasy. Lawrence's story proceeds with pace and style, as the well-realised fantasy world she creates becomes more and more complex. The enchanted lands prove to be tantalisingly elusive, powers granted may be limited and ambiguous, relationships deceptive or unreliable. The author has a masterly touch with conversation, and establishes characters who are believable and engage the readers' sympathies. Many readers will find the hardback format and large print a definite bonus. M. Steinberger

USER LEVEL: Stage 4 Stage 5
AVAIL: \$19.95 SCIS 882041

McCANN, Daryl & FORBES, Debbie
Wavelength.
 Omnibus, 1996 (Shorts)
 ISBN 1862913048

An uncompromising, high interest series, this does not patronise the busy or reluctant reader. It goes for them with concentrated appeal in both language and ideas. This title's central character, Jude, has occasionally wondered whether his father's short-lived career as a rock musician could add to his own low personal impact, and discounted the idea. When his father deserts the family to resume his "career", Jude's anger engenders a new forcefulness (which fixes the impact problem), and a new perspective which sorts out his loyalties.

Compelling, direct language, and a very close focus on Jude's personal interactions, result in a self-awareness probe for teenagers, and a certain one-session read for all but the most reluctant. H. Gordon

USER LEVEL: Stage 5
AVAIL: Paper \$9.95 SCIS 888409

MALOUF, David
The conversations at Curlow Creek.
 Chatto & Windus, 1996
 ISBN 0701165715

The very essence of humanism struggles from desolate depths in this intricately woven story. Set in colonial Australia of the early 1800s, it relates the tale of a bushranger's final night in a remote hut shared with the officer who has been sent to oversee the dawn hanging of the outlaw. Within snippets of conversation, recollections, and dreams, the psyches of these two Irishmen are explored, and in this sombre atmosphere a bond is forged. Camped nearby, troopers await the inevitability of the dawn. Vivid and emotionally charged, this novel is highly qualitative and is strongly recommended for mature readers. Highly recommended. C. Sly

USER LEVEL: Stage 6
AVAIL: \$29.95
KLA: English; HSIE
EVAL: Highly recommended SCIS 885192

MARSDEN, John
The third day, the frost.
 Pan Macmillan, 1996
 ISBN 0330356682

The third in Marsden's popular saga about the survival and courage of a group of teenagers when an imaginary invasion of Australia occurs, this appeals to adolescent readers who want an action-packed, quality, and challenging read. Suspense is well maintained and characters continue to develop. Issues related to the impact of war on a range of people, dealing with loss and difference, and the meaning of courage are explored. It allows the reader the experiences of heroism and the closeness of human relations. The author's trust in the ability of the readership to respond to demanding reading is evident. C. Foley

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 864441

MASON, David
Little Brother
 Bloomsbury, 1996
 ISBN 0747520143

Has the age of the spy thriller passed with the opening up of Eastern Europe? This example of the genre builds on the premise that these espionage organisations are still operating with full vigour. The story turns on the idea of a weapons system which is based on a sophisticated computer program that can recognise and eliminate individuals, and thus provide no danger to the operators. It is a race against time, and a chase halfway across the world to identify the proposed victim and the place and time and to move to head off the attack. Lovers of the genre will not be disappointed by this thriller. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: \$29.95 SCIS 870437

MASSON Sophie
Carabas.
 Hodder Headline, 1996. (Hodder SF/fantasy book)
 ISBN 0733603807

Catou, condemned by the village people as a witch, is rescued by the miller's son, Frederic. Together the two outcasts take to the road, eventually finding themselves at the court of the great Sun King. In their new life, Catou's mysterious powers help Frederic to find love and fortune. This clever innovation on Perrault's famous *Puss in Boots* is told in comfortably paced, easy, storytelling style; aspects of French myth, culture and history integrated skilfully into the fantasy. It is to be hoped that unfamiliarity with the original fairy tale will not impede the making of connections which enhance reader participation, involvement and appreciation of the story. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$11.95 SCIS 886276

MATTINGLEY, Christobel
Escape from Sarajevo.
 Puffin, 1996
 ISBN 0140375252

The many readers who were gripped by *No Gun for Asmir* and *Asmir in Vienna* will find this novel equally compelling. Rounding out the true story of one family's escape from war-ravaged Yugoslavia, this book focuses on Muris, Asmir's father, left behind in Sarajevo, city of siege and destruction. Muris' personal struggle for survival mirrors that of his city. He is torn between desire for reunion with his family and his sense of loss and guilt in leaving. Mattingley movingly convey the way priorities are reassessed and redefined by war. While the book does not read as documentary history, it will nevertheless teach the reader much about the significance of war. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$11.95 SCIS 864058

MIDLAM, Amanda
The genie from down under.
 Penguin, 1996
 ISBN 0140381392

When Aussie father and son genies, Bruce and Baz, are released from their opal home by the distinctly British upper class Penelope Townes, wishing takes on a whole new dimension. Bruce and Baz want to get back to Australia and be released, but to accomplish this they need to trap two others in their opal cave. Complications stem from Penelope's abhorrence of Australia and things antipodean, and romance for Bruce. Told with great humour and accessible style, this is a satisfying story with continuous action and unexpected turns of the plot. This is a most enjoyable, innovative story, which has also been made into a television series. L. Bowring.

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$9.95 SCIS 874559

PRATCHETT, Terry
Johnny and the bomb.
 Doubleday, 1996
 ISBN 0385406703

Terry Pratchett rarely disappoints, and this novel is no exception. Johnny Maxwell is this time discovering things about the past and future, never quite sure that he's in the present. He and his friends reluctantly rescue a baglady they encounter. This reject of society may have much to teach the supercool Johnny. He finds himself lurching from one world

to another, located often in the London of the Blitz days, finding difficulty in relating the values and expectations of these eras. Can the past be changed and how does this affect the present? Pratchett creates a world that is at once consistent and believable, funny and poignant. M. Steinberger

USER LEVEL: Stage 4 Stage 5
AVAIL: \$19.95 SCIS 872537

PRINCE Maggie
Pulling the plug on the universe.
Orion Children's, 1996 (A Dolphin paperback)
ISBN 1858812704

Imagine the universe enslaved by an invisible computer with initiative, one that can think for itself, and govern the way others think. The United Council of Planets have developed such a force field, and have hidden it on Earth. It is up to Dominic and other surviving alien members of the Black Star Gang, to pull the plug. The reader could be somewhat disadvantaged if unfamiliar with the prequel, *Memoirs of a dangerous alien*, as there are many references to previously established characters, places and incidents. This accepted, the story can be read in isolation, and provides an exciting, fast paced read. B. Richardson

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$8.95. SCIS 876375

PRYOR, Michael
The mask of Caliban.
Hodder Headline, 1996 (A Hodder SF/fantasy book)
ISBN 0733602908

The title is not the only literary reference in this deliciously ironic novel of future worlds, future Australia. The well-read will have fun spotting the abundance of literary connections and puns. The story is set firmly in that respected literary genre, the journey and the quest. Caliban, the petty criminal, is a pawn in the powerplays of those at the top. The fragility of power and the shifting nature of relationships at all levels are in question in this novel. It sets a cracking pace and demands that the reader follows at speed. The quality of the writing will ensure that readers willingly do so. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$12.95 SCIS 882958

RUSSELL, Bruce L.
Jacob's air.
Fremantle Arts Centre Press, 1996
ISBN 1863861523

Older students, especially the street-wise, or those with aspirations to be so, will enjoy this novel. It's a steely story which sees young people doing it tough. Set in Sydney, the story is redolent of inner-city life. Delmarie shares a house with two brothers, at first enjoying this stability, as she has fought her way free of addictions and family problems. The calm stability, however, is revealed to be a facade which strains at the seams and gradually bursts. Dark and complex, the story works on a number of levels and conveys a strong sense of personal growth, as situations are worked through and changes are made. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$16.95 SCIS 871352



SCHOLES, Katherine
Make me an idol.
Macmillan, 1996
ISBN 0732908671

The author appears to have immediately found her fictional voice in this assured, confident first novel, from a writer experienced in other fields. Weaving back and forth in time and place, it is a story of journeys, both inner and external ones. After her father's shock death, Zelda leaves her secure small Australian community to search for her mother, long believed dead. Her ballerina mother has escaped the pressures of superstardom and public adulation and travelled on her own searching journey. The trip towards the eventual convergence of mother and daughter makes for an engrossing read. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$19.95 SCIS 878508

TREVOR, Penelope
Listening for small sounds.
Allen & Unwin, 1996
ISBN 1864481455

Virtually motion picture on paper, this Australian novel of family violence, perceived through a child's eyes, is written with enviable restraint and pathos. Joss is only nine, but mature in the skills which enable children to view the sordid and barbaric as normal. Routinely humouring her drunken and unpredictably violent father, she achieves harmonious moments which mimic family love. And against the backdrop of childish days busy with love for the local derelict, jealousy of her schoolfriend's affection, and wary protection of her mother, is the silhouette of the relationship which keeps on hopefully banging its head against a brick wall. Under plain cover, this has the brilliance one searches bookshops for. Highly recommended. H. Gordon

USER LEVEL: Stage 6
AVAIL: Paper \$14.95
EVAIL: Highly recommended SCIS 874675

Information, poetry and drama

Resources are in Dewey order. The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the age level, should only be used as a guide as many resources transcend age and subject barriers.

CD-ROM reviews are now interfiled in this section. They can be easily pinpointed as they tend to be a little longer than other reviews, and "CD-ROM" appears bolded in the first sentence of the review. In the title index to reviews, the descriptor [computer software] will appear, as per required standards.

Poetry and drama has now been interfiled in this section in Dewey order so that both fiction and non fiction works on poetry and drama are no longer being split across two resource sections.

The following symbols indicate the Key Learning Areas used by the NSW Board of Studies:

CA Creative Arts (primary & secondary);
English English (primary & secondary);
HSIE Human Society & its Environment;

LOTE Languages other than English;
Mathematics Mathematics (primary & secondary);
PDHPE Personal Development/Health/Physical Education;
Science Science (secondary);
ST Science and Technology (primary);
TAS Technology and Applied Studies (secondary).

VOC ED Vocational Education

BRODY, Neville
Multi-media graphics.
Thames & Hudson, 1996
ISBN 0500017166 [006.6]

The initial impact of this resource is stunning. In keeping with its ethos of presenting what is new, challenging and creative in the field of multi-media presentations, the large format of the book itself (it needs to be rotated ninety degrees in order to be read), encourages group appraisal and discussions. Examples present in art and culture, education, family, magazines and promotional material are covered as are instructions for constructing graphics for one's own compact disc. The scope of this resource is tremendous. Technical details would be of value to the student using computer assisted design, whilst the illustrations would interest visual arts students. E. Maxwell

USER LEVEL: Stage 5 Stage 6
AVAIL: \$75.00
KLA: CA; TAS SCIS 878753

CRABTREE-MORTON, Jonathan
Training your memory.
Penguin, 1996
ISBN 0140260250 [153.1]

The goal of this pocket sized book is not merely to entertain, but rather to retrain those of us whose memories have become lazy and need to be reactivated to perform better. Instead of resorting to numerous lists and reminder notes we need to develop techniques that facilitate the ability to recall facts, names and figures. Beginning with several quizzes that establish one's strengths and weaknesses, the chapters present techniques and exercises in an easily readable and familiar context. This resource attempts to present as more than just another guide to self-improvement, however, the language and small format do detract from the intended serious tone. E. Maxwell

USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: Paper \$6.95
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS SCIS 886342

SHEPHERD, Greg
Euthanasia. [videorecording]
Appleseed, 1995 (32 min.) [179]
ISBN none

A short video, of ideal length and level for class discussion, this resource features interviews with many prominent Australians. Their views represent all aspects of the euthanasia debate. A vox pop style is also employed, which allows many ordinary people to share their views. A comprehensive range of issues is presented, including the opinions of medical practitioners, the withholding of treatment, the possibility of abuse, safeguards, the right to choose, and the possible devaluation of life. Interesting contrasts are given in

the interpolation of four advertisements on the subject. The accompanying teachers' notes and suggestions for discussion enhance the value of the resource. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: \$70.00
KLA: PDHPE SCIS 870795

Aboriginal spirituality: past, present, future.
/ edited by Anne Pattel-Gray. Harper Collins, 1996
ISBN 1863715959 [261.2]

In this collection of thirteen conference papers and related papers, two uniting themes emerge: the universality and strength of traditional Aboriginal spiritual beliefs; and the generosity of Aboriginal people in accepting and interpreting Christian beliefs through their traditional framework. Galarrwuy Yunupingu's revelation of the integral relationship between the land and the spiritual life of his people typifies the first theme; while a range of attitudes towards Christianity appear in the writing of Kevin Gilbert, Charles Harris, George Rosendale, and others. The book provides understanding of beliefs, social value systems and cultural patterns, and, as such, is important reading for teachers of Aboriginal Studies and senior English, and senior students. H. Gordon

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$19.95
KLA: English; HSIE SCIS 887030

Martung upah: black and white Australians seeking partnership.
/ edited by Anne Pattel-Gray. HarperCollins, 1996
ISBN 186371684X [261.8]

A valuable contribution to the literature of reconciliation and understanding of all Australians is provided by this collection of essays. Arising from a 1993 conference sponsored by the Australian Council of Churches, the papers discuss a range of issues relating to indigenous and white Australians. Writers include Gough Whitlam, Henry Reynolds, Mick Dodson, Paul Behrendt and Frank Brennan. Topics encompass history and land rights, religious history and education, the justice system and deaths in custody, racism and the Mabo judgement. The essays present solid researched judgement and sobering historical fact. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$29.95
KLA: HSIE SCIS 887025

McLEOD, Pauline
Nallawilli: sit down and listen Dreamtime stories. [sound recording]
ABC, 1996 (An ABC audio tape) (60 min.) [298]
ISBN 0642178445

The aim of this resource is to develop an understanding and appreciation of Aboriginal Dreaming stories. These stories are retold by Pauline McLeod, an Aboriginal artist performing live with the group *Koories in Theatre*. Pauline McLeod's story telling technique is exciting and she is able to captivate her young audience throughout the performance. She has the permission from Aboriginal elders throughout NSW to retell these Dreaming stories. As an adjunct to Aboriginal Studies, this would be of great value when doing comparative studies with other cultures. This is an excellent resource for teachers and easily integrated into classroom activities. Highly recommended. T. Carr

USER LEVEL: Early Stage 1 Stage 2 Stage 3
AVAIL: \$16.95
KLA: CA; English; HSIE; PDHPE; Science
EVAIL: Highly recommended SCIS 864819

Appropriate technology: a course support program for primary students. [videorecording]

Community Aid Abroad, 1996

ISBN 1875870202 [303.48]

Consisting of a video and a comprehensive teachers' guide, this is a very impressive integrated unit. The video includes developments in New Guinea, production of biogas in India, Aboriginal desert technology, and the threatened mangrove ecosystem in Thailand. The teachers' guide provides focus and contributing questions, unit preparation, suggested resources and proformas for use with each video section. The activities allow for achievement of outcomes at different levels. This resource could be the basis of an effective and worthwhile unit. J. Eade

USER LEVEL: Stage 3 Professional**AVAIL:** \$55.00**KLA:** HSIE; ST SCIS 883437

ROBERTS, Jan

Voices from a lost world: Australian women and children in Papua New Guinea before the Japanese invasion.

Millennium, 1996

ISBN 1864290714 [305.42]

Here is a fine example of the way oral history can be fashioned into coherent, readable history. Roberts herself grew up with stories of life in pre-World War II Papua New Guinea, as both parents had lived there and were skilled storytellers. Drawing heavily on the memories of around forty people, she has woven a fascinating account of colonial life and attitudes. Missionary zeal, pecuniary interest, paternalistic spirit, marriage and family attitudes are all dealt with. Issues of racial division and harmony, danger and loneliness, conformity to "English" values and rebellion are all given full consideration. M. Steinberger

USER LEVEL: Stage 5 Stage 6**AVAIL:** Paper \$24.95**KLA:** HSIE SCIS 888115

ANDERSON, Warrigal

Warrigal's way.

University of Queensland Press, 1996

ISBN 0702229091 [305.8]

As an Aboriginal kid on the run to avoid institutionalisation, Warrigal survives through his own resourcefulness and the kindness of others. A fugitive—not even a legal person in his own country for most of his life – his search for family, lasting relationships and full identity remain unsatisfied at the end of this engrossing autobiography. Warrigal's life is another lived in the shadow of the stolen generations, understanding of which is essential to any Aboriginal studies program. The writing wonderfully captures the sound and sense of bush and Aboriginal English and the great oral storytelling tradition. G. Spindler

USER LEVEL: Stage 5 Stage 6**AVAIL:** Paper \$16.95**KLA:** English; HSIE SCIS 883268

LOOS, Noel & MABO, Eddie

Edward Koiki Mabo: his life and struggle for land rights.

University of Queensland Press, 1996

ISBN 0702229059 [305.8]

"Mabo" may be one of the best known words in Australian English, but the man himself is little known. This biography tells his story in a rather fragmented way and offers a limited account of the native title land claim. A committed and increasingly effective activist, Mabo was regarded with ambivalence on his native Murray Island. His early death, followed soon after by the successful High Court decision raises some danger of a sort of deification. In truth, his achievement is more remarkable because it came through someone not regarded in his lifetime as one of the giants striding the landscape. We still await the full interpretation of the man and his achievement. G. Spindler

USER LEVEL: Stage 6**AVAIL:** Paper \$19.95**KLA:** HSIE SCIS 885927

KUROSAWA, Susan

Teenspeak: a survival guide for the verbally challenged parent.

HarperCollins, 1996

ISBN 0732258960 [306.874]

Exasperated or despondent parents and adolescents should be directed to this light hearted account of teenage mores and parental foibles. It explores many aspects of adolescent lifestyles which adults find mystifying, such as their language, acronyms, and the tribes to which they belong. Beneath the surface hilarity there is a sensitive, warm-hearted study of teenage and parental behaviour which makes reading by both groups recommended. Parents do not escape unscathed, as their contrary behaviour when they suffer empty nest syndrome is examined. A cleverly written and successful work which will entertain a wide range of readers. L. Monticone

USER LEVEL: Stage 4 Stage 5 Stage 6 Community**AVAIL:** Paper \$12.95 SCIS 888164**Australian biography.** [series]

/ produced by Frank Hiemans. Film Australia, 1995

An eclectic array of great Australians is presented in this collection. Each quite disparate in his or her field of recognition, the subjects come from a range of backgrounds that reflect the diversity and magnitude of cultural, ethnic and physical Australia. For example, Shirley Strickland-de la Hunty, perhaps the best known to students, reflects on her sporting, environmental and personal achievements. The programs, via their unobtrusive interview technique, allow a quasi-monologue to divulge the legendary qualities of the individuals. These achievers continue to be influential in their fields. The videos are good viewing for myths and legends, Australian society or crossing boundaries units. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6**AVAIL:** \$35 primary \$65 secondary**KLA:** English; HSIE

Titles in this series include:

Graeme Bell SCIS 871496**Freda Brown** SCIS 871527**Helen Hughes** SCIS 871522**Rosalie Kunoth-Monks** SCIS 871587**James McClelland** SCIS 871502**Shirley Strickland-de la Hunty** SCIS 871577**Lily Ah Toy** SCIS 871585

TAYLOR, Neville

What job suits you: a step-by-step guide to choosing the right occupation.

New Hobsons, 1996

ISBN 1876196025 [331.7]

A systematic approach to choosing potential occupations advocated by this resource begins with self-assessment. Broad categories of job types are established, and a 600 job-list follows, organised into skill/knowledge levels. Realistic questions, ideas, examples, processes and checklists constantly encourage attitude checks, information gathering and decision-making. There are brief references to such matters as marketplace realities, sex stereotyping and the changing nature of work. Information is kept in small grabs and language is accessible for most, though layout seems a little cramped. Those students prepared to invest time in this process should find it helpful. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional**AVAIL:** Paper \$14.95**KLA:** HSIE; VOC ED SCIS 884630

HEARN, Mark, & KNOWLES, Harry

One big union: a history of the Australian Workers Union 1886 - 1994.

Cambridge University Press, 1996

ISBN 0521558972 [331.880994]

In addition to being an academic text chronicling the development of the Australian Workers Union, this treatise offers more. The precise footnotes, table of contents, list of illustrations, and detailed index are all indicative of the high quality of the text. However, it is equally appealing because of the authors' outstanding style. It is a stirring and impassioned account of a torrid time in Australia's labour history. Written in an epic style, the drama and personalities of the time have been captured for readers to enjoy. Consequently, the book's readership should be wider than academia and should extend to anyone interested in Australian history who enjoys quality writing. L. Monticone

USER LEVEL: Stage 6 Community Professional**AVAIL:** Paper \$29.95**KLA:** HSIE SCIS 870661

GIBSON, Graeme & BISHOP, Meg

For a common cause: case studies in communities and environmental change.

AGPS, 1996

ISBN 0644455705 [333.7]

How can communities positively impact on their environment? The 22 case studies reported briefly in this source booklet range widely across diverse forms of community action—active citizenship with environmental purpose. The bodies from across Australia which report here include citizen action groups, community cooperatives and associations, 'green' companies, local government activities, government sponsored programs, and school programs. Their concerns cover preserving natural areas, water and wetland management, community health, landcare and regeneration, ecologically sound development and resource use, flora and fauna watches, and more. In the process many models are presented, and change and community action processes considered. G. Spindler

USER LEVEL: Stage 6**AVAIL:** Paper \$16.95**KLA:** HSIE; PDHPE SCIS 883583

DAVIES, John & GOODIER, Alan

Resistant materials.

Cambridge University Press, 1966

ISBN 0521498732 [338]

Combining a set of case studies with a concise theory of materials, this text provides a succinct insight into the various industries using resistant materials. Although produced to meet the needs of schools in Great Britain, with the basis of much of the design and technology course in NSW coming from similar roots, the case studies are particularly relevant to students seeking to have a pro-forma for their own comparative case study. The case studies also give students and teachers an insight into the real world of design, and cover the majority of the topics to be found in the related study section of the syllabus. D. Low

USER LEVEL: Stage 6 Professional**AVAIL:** Paper \$22.95**KLA:** TAS SCIS 880774

GARD, Stephen

Monarchy or republic: which way now? A resource book for teachers.

Macmillan, 1996

ISBN 0732930553 [342.94]

A resource for teaching civics, this contains historical and background material, classroom activities and appropriate teaching/learning ideas. Despite minor irritating inaccuracies, some inconsistency in language levels, and some issues or concepts being overlooked or confusingly defined, the book is valuable. It provides substantial background material on Australia's development, concepts of law, and government, together with comparative accounts of contemporary republics. Debating the republican issue is left to three pages of point and counterpoint from the Australian Republican Movement and Australians for Constitutional Monarchy. However, the range of viewpoints and the attempt to raise the debate beyond trivia such as flags and anthems is laudable. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

Professional

AVAIL: Paper \$12.95**KLA:** HSIE SCIS 865119

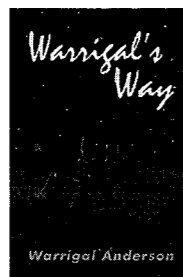
WAUGH, John

The rules: an introduction to the Australian constitutions.

Melbourne University Press, 1996

ISBN 0522847269 [342.94]

A timely, readable and commonsense overview, this resource presents Australian constitutional arrangements in their correct federal context. The constitutions and constitutional histories of the states are considered along with those of the Commonwealth. They are explained in the context of the overall system of government including the heads of state, the parliaments, executive government, the courts and the role of convention. Discussions of implications, including Constitutional change (and not merely republicanism), are simple and balanced and leave many issues as the open questions they are. It is an invaluable civics resource, comprehensive yet brief and written without deadening legalise. The Australian Constitution is included as a useful appendix. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional**AVAIL:** Paper \$9.95**KLA:** HSIE SCIS 885967

COLEMAN, Verna

Adela Pankhurst: the wayward suffragette 1885-1961.

Melbourne University Press, 1996
ISBN 0522847285

[344.94]

Adela Pankhurst is probably the least well-known of her famous family. Arriving in Australia in 1914, almost in exile because of differences with her family, she became almost a notorious public figure, often an asset to the causes she espoused, sometimes a liability. This work traces the life of this gifted woman, who gave herself to a variety of causes, many of them quite contradictory in philosophy, and eventually alienated representatives of most political and welfare groups in Australia. Her very long life and passionate political interests allowed her to be involved in the key events of twentieth century life in Australia. M. Steinberger

USER LEVEL: Stage 6

AVAIL: Paper \$19.95

KLA: HSIE

SCIS 880338

MACDONALD, Rowena

Between two worlds: the Commonwealth government and the removal of Aboriginal children of part descent in the Northern Territory.

IAD, 1995

ISBN 0949659878

[362.7]

Commonwealth government policy of removing "half-caste" Aboriginal children from their families and institutionalising them is well-illustrated and documented in this publication. Useful for history, Aboriginal studies, and general studies, the succinct text presents individual accounts within a broad historical overview. While the main focus is two government homes operated in the Northern Territory between 1913 and WWII, we also see how the pattern was paralleled in government and mission stations across Australia. Only now is the impact of this policy becoming recognised and understood. These sensitive but factual accounts can contribute to the reconciliation process between indigenous and other Australians. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$14.95

KLA: HSIE

SCIS 870515

LENNOX, Gina

Struck by lightning: the inspiring story of Garry Lynch.

Allen & Unwin, 1996

ISBN 1864480793

[362.88092]

By the age of 68, Garry Lynch's life had already been extraordinary: Depression kid; WWII aircraft fitter salvaging wrecks; Sydney artist; itinerant Northern Territory worker; public servant—and father. And, just when life should have calmed down, his eldest daughter was brutally murdered. He was propelled into a new journey of anguish, shattering publicity and—amazingly—leadership, community service and spiritual growth. Lennox offers a few cautious perspectives on crime and justice but generally lets Lynch tell it in his own angerless, dry way. This is a story more about the unlimited human potential for growth than its potential for evil. G. Spindler

USER LEVEL: Stage 6

AVAIL: Paper \$16.95

KLA: English; HSIE; PDHPE

SCIS 873391

BRYANT-MOLE, Karen

In the street.

Wayland, 1996 (History from objects)

ISBN 0750218967

[381]

A fascinating presentation, this resource provides younger students with an historical perspective on how everyday objects have changed. It provides an overview of a range of shops and services. Brief descriptions of each different time period highlight the changes. The text is accessible to the targeted group and extensive use is made of black and white and coloured photographs to illustrate the concepts discussed. Notes for parents and teachers examine different ways the book can be used. Although British in orientation, this in no way detracts from its usefulness as a valuable teaching resource. It would be great for motivating discussion with younger students. J. Anderson



USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$16.95

KLA: HSIE

SCIS 877731

The way we dress: the meaning of fashion.

[videorecording]

Learning Seed, 1996 (28 min.)

ISBN none

[391]

Asserting that to study fashion is to study society and communication, this videorecording argues the importance of its subject. Combining archival footage and expert opinion, it presents a convincing argument with variety and pace. The history of fashion is traced. The concepts of gender messages conveyed by clothing and fashion as social statement or rebellion are discussed. The growth of leisure time in our century with consequent changes in fashion and the idea of casual clothing as a recent phenomenon are the subjects of a very strong segment in the program. The video is well suited to presentation as a lead-in to class discussion. M. Steinberger

USER LEVEL: Stage 5 Stage 6

AVAIL: \$159.95

KLA: TAS

SCIS 876924

HAGUE, Maureen

SpellingWorks: a workbook of spelling strategies.

Heinemann, 1996

ISBN 0858599406

[428]

Spelling as a process and tool for writing is actively promoted in this text, which contains comprehensive and informative strategies and tasks designed to improve proofreading and spelling skills. Tasks reflect the *English K-6 Syllabus* spelling outcomes and the strategies included in the *Dictionary of classroom practice*. Older students, especially, would enjoy this visually interesting text, but younger students may need assistance. Teachers would find it very useful as an information source, and/or workbook for individual students experiencing difficulty with spelling and proofreading. It is a practical resource for young students, teenagers and adults—full of ideas and strategies for mastering spelling and proofreading skills. J. Stratford

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

AVAIL: Paper \$12.95

KLA: English

SCIS 892114

BHATHAL, Ragbir

Australian astronomers: achievements at the frontiers of astronomy.

National Library of Australia, 1996.

ISBN 0642106665

[520]

Interviews with 18 astronomers, prominent both internationally and in Australia, have been collected and presented in this volume, along with commentaries on their discoveries in radio physics. The book explains theories and information not well known outside scientific circles, but responsible for Australia's high place in the field of radio astronomy. An example is the construction of the Australia radio telescope by Robert Frater. There is also a useful time line which begins with the Dreamtime and goes to 1993, and glossary of specialist terms. The information is detailed but written in clear English. M. Hamlyn

USER LEVEL: Stage 6 Professional

AVAIL: Paper \$24.95

KLA: Science

SCIS 869361

Science and our future. [series]

Cambridge University Press, 1996

A series of books in plain English, these are aimed at secondary students and teachers, exploring areas of science which are seen to be likely to have a major impact on our future. They are comprehensive, detailed, well illustrated and the information is very current. The publisher, in collaboration with the CSIRO, has chosen writers who have both subject expertise and teaching experience so the books are topical and authoritative as well as inspirational. M. Hamlyn

USER LEVEL: Stage 6 Professional

AVAIL: Paper \$22.95 - \$26.95

KLA: HSIE; Science; TAS

Titles in this series include:

Astronomy for the Southern Hemisphere SCIS 879886

Food for a hungry world

SCIS 880458

Eyewitness encyclopedia of space and the universe. [computer software]

Dorling Kindersley, 1996

ISBN 0751315370

[523.1]

As with previous CD-ROMs produced by Dorling Kindersley, this is also of high quality. The main menu screen is both attractive and functional, providing easy access to any of the many topics covered. Practically anything you ever wanted to know about space can be found on the program, from the universe to the history of astronomy; and the space race, space hardware, cosmology and a who's who of astronomers and astronauts. Special features include an activities section, 3D models, Internet addresses, a quiz and a variable star dome. Information is clear and easy to read and is brilliantly enhanced with impressive animation and video. See also references are used to effectively cross-reference information and an index is readily available. An option menu allows the narration to be turned off, if needed, and also the ability to print any screen. Overall, this program would be invaluable for use with any space unit in primary or secondary schools. J. Eade



Minimum requirements

Macintosh 68LC040: System 7; 8MB RAM; 25 MHz; 256 colours

Windows '95/Windows 3.1: 486; 8 MB RAM; 33 MHz; 256 colours

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

AVAIL: \$89.95 Roadshow

KLA: Science; ST

SCIS 891409

Stars and galaxies. [computer software]

Educational Media International, VIC, 1995

ISBN 0909178151

[523.8]

Brilliant colour images of star clusters, nebulae and galaxies are offered on this CD-ROM. It brings a CD player interface to the screen, where the user can choose full length (33 minute) medium (15 minute) or short (7 minute) presentations and audio. This format delivers 72 high quality images without losing clarity on larger monitors. Images can be held on the screen for long periods of time, to encourage discussion. The narrative presentation matching the scripted text is frank, with clear definitions, and supported by music and sound effects. It provides a very good introduction to astronomy with its mixture of photographs and graphic images, and will reward the serious astronomer as a jumping-off point for deeper research in a tiered-learning style classroom. Teachers can select their own presentation by accessing a segment sorted by subject or an image-only folder. Sixty-two additional images and diagrams with text frames make up the history of astronomy, with good coverage of Australian observatories, and astronomy diagrams. G. Krestensen

Minimum requirements

Macintosh: System 6.05; 2MB RAM; 1MB free disk; QuickDraw software; CD-ROM/XA double-speed or greater; 8 bit colour card

Windows 3.0: 386; 4MB RAM; 4MB free hard disk; 256 colours; DOS 3.3; double speed CD-ROM/XA drive

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

AVAIL: \$58.50 Educational Media

KLA: HSIE; Science; ST

SCIS 887033

MORRIS, Neil

The wonders of our world. [series]

Crabtree, 1996

The earth's natural landforms are investigated in this series of well set out information books. Chapters discuss how the landforms were created, the effects of erosion and pollution, and the significance of mountains, caves and volcanoes to the ecosystem's plants and animals. Also given coverage is how various landforms are used by humans to change their environment and as a source of recreation. Measurements are in both imperial and metric system terms. The text for each book is also supported by colour photographs, diagrams and information boxes. Rather than shy away from using accurate technical terms, a generous glossary accompanies each title. I. McLean

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$12.95 each

KLA: HSIE

Titles in this series:

Caves SCIS 868169

Mountains SCIS 868143

Oceans SCIS 868176

Volcanoes SCIS 868075

Seas and oceans. [series]

Wayland, 1996

An enlightening series dedicated to a topic of growing interest, these are quality resources covering physical, cultural,

economic and environmental aspects of seas and oceans. Each sea or ocean and its surroundings are examined in clearly set out sections, each subdivided into a few double page spreads. Format is consistent throughout the series, although in an acknowledgment of the uniqueness of each water body studied, the chapter topics vary. Each double page spread contains succinct text and interest is added by relevant supportive illustrations, photographs or maps with helpful captions. An important resource for all libraries, this series has applications in geography, general studies, science and history. L. Monticone



USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: HSIE

Titles in this series include:

- The Atlantic Ocean* SCIS 878504
- The Mediterranean Sea* SCIS 887008
- The North Sea and the Baltic Sea* SCIS 878534
- The Polar Seas* SCIS 887010

Dinosaur hunter. [computer software]

Dorling Kindersley, 1996 (Eyewitness virtual reality)
 ISBN 0751315362 [567.9]

Users are taken on an exploration of an underground cavern, following a time line into the past in this CD-ROM. Dinosaurs of each era are revealed, with charts of key facts and more detailed information and interactive models. A comprehensive index allows searching, results including activities and games. A connection with the **Dino on-line** Web site provides: information on recent dinosaur discoveries; design competitions; displays of children's art work; and interactive activities. Learning to use the available options is initially difficult as there is no clear introduction as to what is available and how the information can be manipulated. The tool bar, for example, revolves by clicking on a ball at the top to reveal choices, such as the index. Once this has been ascertained, navigation becomes easier. Although the colours are dull and this program lacks much of the excitement and interest of other Dorling Kindersley products, it contains a vast amount of clearly presented information. S. Leslie



Minimum requirements

Macintosh 68LC040: 25 MHz; 16 MB free hard disk; 8 MB RAM; 256 colours

Windows 3.1: 486DX; 33 MHz; 10 MB free hard disk; 8 MB RAM; 256 colours

USER LEVEL: Stage 2 Stage 3
AVAIL: \$89.95 Roadshow
KLA: HSIE; ST SCIS 893227

LESSEM, Don & PETERS, David
Raptors! the nastiest dinosaurs.

Little, Brown, 1996
 ISBN 0316879290 [567.9]

Don't judge a book by its cover! Perhaps because the author is the founder of a dinosaur magazine for children in the US, this book looks like a cheap magazine inside of which there will be many stickers and little information. How wrong. The information is presented not only clearly and simply but with a very well informed knowledge of what children like and how they need their information served to make it useful. Peters' illustrations include elementary maps of sites and labelled diagrams of skeletons. Also included are photographs of scientists in context with their discoveries, adding interest and authenticity. F. Gardiner

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95
KLA: ST SCIS 884119

LYE, Keith
The World's climates. [series]

Wayland, 1996
 The aim of this series is to introduce children to the unique environment that is associated with a specific climatic zone. The series provides an overview of the diversity of animal and plant life, as well as human usage of each land area. It is satisfactorily achieved through providing a simple explanation of the significant climatic factors which identify each climatic region and the changing nature of these environments. The well organised text is complemented by labelled maps, diagrams and plentiful colour photographs. However the examples of animals and plants are few and brief, and the explanations of human groups are stereotyped and cursory. L. Bowring

USER LEVEL: Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: HISE; ST

Titles in this series are:

- Dry climates* SCIS 887005
- Temperate climates* SCIS 887006

DONNELLY, Jane
Of the wild. [series]

Penguin, 1996
 In this lavishly photographed series, the focus is on some of the unusual members of the animal kingdom. The text is accessible to younger readers and provides snippets rather than depth of information. The clear explanations are supported by stunning cut-out photographs which often spread across both pages. Specific columns highlight interesting and amazing facts about each animal presented. Scale illustrations depicting the size of each animal are featured. Beautifully presented with stunning artwork and clear simple information, the series will provide a lively and fascinating introduction for first learners. J. Anderson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95 each
KLA: HSIE; ST

Titles in this series:

- Mighty giants of the wild* SCIS 888511
- Fearsome hunters of the wild* SCIS 888513

O'BRIEN, Teresa
Creatures of the Great Barrier Reef.

Koala, 1996 (First flaps, first facts)
 ISBN 1875846662 [591.52]

Flap books are always of interest to younger children and this book is not only well-designed, but also very informative. The large, bold text is written in a "who am I?" format and gives a few clues to the identity of the creature behind the flap. Part of the creature is also visible and most of them are very easy to guess. The full-page illustrations are bright and colourful and the extra information given when the flap is lifted usually consists of a description and some interesting facts. This is an appealing book which would be a valuable resource. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
AVAIL: Paper \$6.95
KLA: HSIE; ST SCIS 867585

Bright sparks. [series]

Walker, 1996
 It is so good to see authors, illustrators and publishers recognising the information needs of young students: small chunks of text referencing lots of well drawn illustrations, all presented in an eye catching but orderly way. The information in this series is not always particularly orderly but the problem is solved by numbering each chunk of text (which uses simulated printing rather than conventional type). Also attractive to young students is the subject matter: animals, plants and insects which are scarily ferocious, endearingly vulnerable or which exhibit some notable feats of existence. F. Gardiner

USER LEVEL: Stage 2 Stage 3
AVAIL: \$17.95 each
KLA: ST

Titles in this series are:

- Wings, stings and wriggly things* SCIS 885112
- Disguises and surprises* SCIS 885108

HORNE, Paul & CRAWFORD, Denis
Backyard insects.

Melbourne University Press, 1996 (Miegunyah Press series)
 ISBN 0522847374 [595.7]

A most comprehensive and easy to use reference book, this is sure to be useful for those students requiring information about insects. The book combines clear, colourful photographs on one page with practical, easy to read text on the other. The insects chosen are some of the more interesting and commonly found species, representing eighteen orders such as silverfish, cockroaches, termites, beetles, fleas and flies. For each insect described and illustrated, information covers its common and scientific names, which order it belongs to, size and diet. Information on collecting and photographing insects is included in the appendices. This is an excellent resource for any unit on insects. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
AVAIL: Paper \$24.95
KLA: Science; ST SCIS 888493

PENNER, Lucille Recht
Monster bugs.

Random, 1996
 ISBN 0679869743 [595.7]

Moths as big as a books, tarantula spiders which kick off a cloud of itchy hairs, waterbugs which suck blood like vampires! Such charming characters are the heroes and heroines

of this publication. Intended as a high impact, interesting reader, this book would provide grisly details and plenty of enticing information for young students. It gives a good blend of facts and accessible text, yet with the odd difficult and interesting word to challenge the reader and colour illustrations help the process along. L. Williamson

USER LEVEL: Stage 2
AVAIL: Paper \$7.95
KLA: ST SCIS 873226

CHESTER, Jonathan
Penguins: birds of distinction.

Penguin, 1996 [598.4]
 ISBN 0140259686

The enigmatic penguin, a flightless bird which 'flies' through the waters of the southern coasts and Antarctica, is examined in minute detail in this engaging, fully illustrated book. Over fifteen species of penguin are featured. Of particular interest are the chapters about penguins' adaptations to life in the sea and the use of penguins by indigenous peoples. The dire effects of modern humankind on the penguin, such as oil spills, overfishing and tourism are also covered. While the type size of the captions under each graphic is very small, the numerous photographs assist to make the work accessible to young readers. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$24.95
KLA: HSIE; ST SCIS 885914

DWYER, Christina
Cassowary: Australia's endangered rainforest inhabitant.

Broad East, 1996 [598.5]
 ISBN 0646266446

A fascinating look at one of Australia's most unusual and endangered species, this book is an overview of the unique features of the cassowary. It examines its habitat, close relatives, food and breeding as well as the threats to cassowaries and the efforts being made to conserve them. Wonderful colour photography highlights the information presented, and together with the glossy paper makes the presentation visually quite stunning. Also included are the names of places where cassowaries are known to exist and some simple rules for observing them. This is a welcome addition to resources on Australia's endangered animals. J. Anderson

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$14.95
KLA: HSIE; Science; ST SCIS 880211

Big books. [series]

Bramley Books, 1996
 Things we commonly see, use and take for granted are examined and explained in this series. Sample topics include cameras, cars and the human body. Each book is clearly set out with a pictorial contents page, index, timeline, great coloured illustrations and well-sized and concise script. Such appropriate setting out of each topic make this series a good resource for the teaching and application of information skills; for example, finding key words, reading and recording, tabulating notes and fact finding. These are also great books for perusal and soon have children captivated. R. Bodlay

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$12.95
KLA: HSIE; PDHPE; Science; ST
EVAL: Highly recommended

Titles in this series are:

- How your body works* SCIS 876760

How things work SCIS 876751
How things are made SCIS 876762

The way things work 2.0. [computer software]
 Dorling Kindersley, 1996
 ISBN 0751315214 [600]

Information about machines and how they work, their inventors and the scientific principles of their operation is presented in an interesting and entertaining way on this CD-ROM. The information can be accessed through: time lines from 7000BC to the present; an alphabetical listing; a warehouse; and See also references. Hypertext throughout the program defines many terms. A clear introduction and a tool bar, always on display at the side of the screen, ensures that navigability is simple. An easy connection to an Internet site may be made using passwords provided with the CD-ROM. The site contains activities such as games and competitions, and a facility for questions. Other interactive activities, for example, movies, screen savers and sounds, further contribute to a useful program that would support information skills activities. S. Leslie



Minimum requirements

Macintosh 68LC040: 25 MHz; 8 MB RAM; 256 colours
 Windows '95/Windows 3.1: 486DX; 33 MHz; 8 MB RAM; 256 colours
USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$59.95 Roadshow
KLA: HSIE; ST SCIS 893234

Inventors and inventions. [videorecording]
 National Geographic Society, 1995 (24 min.)
 ISBN none [608]

Science and technology are seen in a positive light in this colourful and well-produced resource. The process of invention is detailed—from the drawing board to manufacture, including a brief explanation of patents. Individual inventors, both male and female, and some quite young, are interviewed. The importance of problem solving and creative thinking is emphasised. An accompanying, well compiled teacher's guide includes a synopsis, objectives, vocabulary, and suggested activities. Fast-paced, with simple explanations, this is an appealing video with a message—technology will continue to enrich our lives, leading to a hopeful future. W. Muskin

USER LEVEL: Stage 3 Stage 4
AVAIL: \$55.00
KLA: ST; TAS SCIS 885082

BURNS, Peggy
Famous lives. [series]
 Wayland, 1996

Introducing history to younger readers in the form of simply worded, user friendly, 32 page volumes, these resources give the reader a glimpse of six famous people in each category of achievement. Each famous person has their deeds highlighted over four pages, ably supported by various black and white and full colour illustrations. Important dates are highlighted. Each volume is sup-



ported by an illustrated time-line. The text is limited in scope but more than adequate for the intended readers. As an introduction to historical figures and the related research skills this series would prove a worthwhile addition to any resource centre. R. Dobson

USER LEVEL: Stage 1
AVAIL: \$26.95 each
KLA: HSIE
Titles in this series are
Explorers SCIS 889299
Inventors SCIS 889301

BIESTY, Stephen & PLATT, Richard
Stephen Biesty's incredible explosions.
 Viking, 1996
 ISBN 0670860247 [620]

Each double page spread of this very big, busy book examines some chosen aspect of human endeavour, but don't look for a link between topics. The pictures have indeed been exploded, more to the point disassembled, to give the reader a mass of information in both visual and textual form. At first glance they seem too busy, but when time is taken the work is thoroughly entertaining. A particular feature is the stunning four page fold out of a city through twelve periods in time, culminating in a modern city. There is a vast array of teaching points flowing from this work. R. Dobson

USER LEVEL: Stage 3 Stage 4
AVAIL: \$26.95
KLA: HSIE; Science; ST SCIS 887407

HARVEY, Ian
Look inside cross-sections. [series]
 Penguin, 1996

An imaginative and colourful series, these lavishly illustrated information books highlight the development of a range of different vehicles. Designed for competent readers, the series presents a unique style of detailed cut-away illustrations which examine the interiors of the vehicles. Although the text is minimal, the drawings have detailed labels which ensure that a surprising amount of information is conveyed in a deceptively easy style. Double page spreads together with a glossary and index contribute to the clarity of the layout. This is a fascinating series. J. Anderson

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$12.95 each
KLA: HSIE; ST

Titles in this series are:
Tanks SCIS 885990
Jets SCIS 885985

GWYNN-JONES, Terry
Wild blue yonder: flying stories of amazement and wonder.
 University of Queensland Press, 1996
 ISBN 070222751X [629.1309]

Tall tales but true, the history of flight in easy-read format is here presented with delight and wonder through the stories of many long-forgotten heroes of early aviation. For geniuses and fools alike, the airways posed a challenge to be met headlong. Fascinating short stories of these pioneers are complemented by a number of photographic plates, the earliest from 1871 when balloons were used to break a siege during the Franco Prussian War. Thoroughly researched, each story reveals the author's passion for his subject. The lively language in each piece recreates the danger, excitement and passion of the times. J. Watts

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$19.95
KLA: HSIE; Science; ST SCIS 882020

ATKINSON, Mary & MOSELEY, Keith
Pop out and drive away. [series]
 Harper Collins, 1996 (A Dorling Kindersley book)

Information about types of vehicles is well conveyed for a very young audience in this series. Large, high quality colour photographs are combined with short captions. Page design is good, text large and the language level simple. Four model character appear in the photographs, as drivers or passengers, adding scale and meaning to the photographs. Each book contain a pop out cardboard model. Clever paper engineering minimises some assembly and storage problems, but these models are unnecessary additions to the books. They are not referred to on any subsequent page, are much less sturdy than the book and detract from an otherwise useful resource. J. Buckley

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$16.95 each
KLA: HSIE

Titles in this series are:
Diggers and dumpers SCIS 891966
Racers and roadsters SCIS 891962

ALGER, Elizabeth
Bertie at the horse show.
 Penguin, 1996 (Puffin)
 ISBN 0140556516 [636.1]

Bertie the pony is a real delight, a child's dream. In this true story, the reader joins Bertie and Liz as they prepare for and participate at the show. When Bertie fails to earn a ribbon, however, he plays up and finds himself in disgrace. Fortunately, he manages to redeem himself and regain his self esteem by achieving well in the show jumping event. The text is simple in style and language, ideal for the beginning reader, and the illustrations of Bertie frolicking in the paddocks or spruced up for the show are bound to appeal, particularly to keen horse fans The book should prove a useful addition to primary school topic collections. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$8.95
KLA: HSIE SCIS 885890

History of. [series]
 Wayland, 1996 [*641.3009]

Covering time periods such as Roman times, the middle ages, Victorian times, and the twentieth century, this is an attractive, well presented series. Each chapter is written in clear, easily read text, while photographs, illustrations and reproductions of paintings are used quite extensively. Words which may need further explanations are in bold print and explained in the glossary. The *Food and cooking* book contains fact boxes with interesting snippets of information about food, while in *Toys and games* many familiar toys can be found. A colourful, easy-to-read timeline is featured at the end of each book, making this a very useful series for any school library. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: HSIE; Science; ST

Titles in this series include:
Food and cooking SCIS 874835
Toys and games SCIS 874830

FRERE, Jane
Sticky little fingers.
 Macdonald Young, 1996
 ISBN 0750018879 [641.5]

Recipe books for young cooks need a careful balance between appeal and ease of achievement, and this one lacks that balance. It emphasises presentation, featuring such delights as stegosaurus shaped meatloaf and space creature hard boiled eggs. Fortunately some simpler recipes are also included. However, the miniature marzipan food, ornately decorated jellies and beautifully iced biscuits are for adults with spare time rather than enthusiastic young cooks. Recipes are presented in numbered steps, although print is small and instructions somewhat cramped on the page to allow for paper collage illustrations. This is a book to admire more than one to use with ease. J. Buckley



USER LEVEL: Stage 2 Stage 3
AVAIL: \$26.95
KLA: CA SCIS 889294

VAN DER WAGEN, Lynn
Professional hospitality: an introduction.
 Hospitality Press, 1996
 ISBN 1862504652 [647]

Aiming to provide a comprehensive overview of the fast-growing hospitality industry, this book will be of value to senior classes and give background to those contemplating related careers. There is a good mix of exposition, tabular presentation, activities, discussion starters and case studies. Topics include legal issues, occupational safety, security, industrial relations and interpersonal skills. The various hospitality sectors are outlined, from clubs and casinos to hotels and restaurants. Up-to-date Australian examples are used to support the text and a generous proportion of illustrative material adds to the readability of the book. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$29.95
KLA: VOC ED SCIS 884695

HINDLEY, Judy & CHAMBERLAIN, Margaret
A piece of string is a wonderful thing.
 Walker, 1996
 ISBN 0744536375 [677]

A fact filled, fun book this resource offers far more than the average reference title. The author explores the development of string and its relations throughout mankind's history. As nobody actually knows who invented or when string came into being, an amount of literary licence has been employed to explore the possibilities. The prose is entertaining and supported by factual italicised anecdotes and busy, cartoon style, full colour illustrations that add useful insights of their own. This is a very different, highly entertaining approach to factual texts that works well in group or individual situations. R. Dobson

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$9.95
KLA: HSIE; ST SCIS 878616

SAYERS, Andrew
Aboriginal artists of the nineteenth century.
 Oxford University Press, 1996
 ISBN 0195539958 [704]

Andrew Sayers, currently a curator at the Australian National Gallery, provides this most authoritative work on 19th century Aboriginal artists. An overview is provided, with an astonishing array of artists represented. The central focus, however, is on the three most prolific artists of the time, Barak, Tommy McRae and Mickey of Ulladulla. The variety of subjects depicted in the work of all these artists will confound stereotyped ideas of the Aboriginal art of the period. The blend of scholarship and general interest and the wealth of pictorial material provided by the book should ensure its wide acceptance in library collections. Highly recommended. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$45.00
EVAL: Highly recommended SCIS 882979

In art. [series]

Cherrytree, 1996

A well presented series, these resources explore animals, conflict, feelings, imagination, journeys, people, places and stories in art. Each book looks at art through history, using oil painting, sculpture or woodblocks, or other mediums. Quality pieces of work are examined. Each chapter includes either an activity panel, an information panel or an observation panel, which provides further activities on certain topics. There is also a section of biographical information for the artists in each book. This is an excellent series carefully and considerably set out in appealing form. Highly recommended. R. Bodlay

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
AVAIL: \$29.95 each
KLA: CA; English; HSIE
EVAL: Highly recommended

Titles in this series include:

- Animals in art* SCIS 885803
- Imagination in art* SCIS 888031
- Journeys in art* SCIS 888036

The 20th-century art book.

Phaidon, 1996
 ISBN 0714835420 [709.04]

Each of 500 international artists is represented by a full page colour plate, arranged alphabetically by the artist's name, in this interesting attempt to summarise the art of the 20th century. A succinct paragraph outlines the essentials of the artist's work and lists names to refer to works with similar ideology. The selection is unusual. As a sampling it provides rich visual stimulus material and cross-referenced examples of the major artistic movements of the century for art students. Although only three Australians are represented, it is a rich, well produced, resource book for art students and teachers. M. Hamlyn

USER LEVEL: Stage 5 Stage 6
AVAIL: \$49.95
KLA: CA SCIS 887402

MAYER, Wolf
Images in stone: a guide to the building stones of Parliament House.

AGPS, 1996.
 ISBN 0644357258 [725]
 A brief but detailed book, this work discusses the new Par-

liament House building in Canberra, in particular, the use of 35 different types of stone in its construction. The rocks are discussed from both a visual aesthetic point of view and a constructional one. There are descriptions, with some colour photos and diagrams, of the effects as well as background information about rock formation and quarrying. The book would be useful for both visual arts and industrial technology students and for science if discussing applications of rocks. M. Hamlyn

USER LEVEL: Stage 6
AVAIL: Paper \$12.95
KLA: CA; TAS SCIS 878163

MASON, Lesley
Crafty little fingers.

Macdonald Young, 1996
 ISBN 0750018852 [745.5]

An imaginative and original collection, these craft ideas for home and school are designed for younger students. Made from everyday objects and safe materials, the projects are simple to make and encourage creativity. Bright, colourful illustrations accompany the clear step by step instructions. Each topic, for example the glittering space monsters, or dotty dinosaurs, has a double page spread and is organised under the headings **You will need** and **What to do**. Coloured photographs of finished projects complete this unusual collection of varied and stimulating activities with strong appeal for the targeted group. J. Anderson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$26.95
KLA: CA SCIS 889295

SHORT, Patsy

Exploring the elements of music and style.

Heinemann, 1996
 ISBN 0858598701 [781.076]

Geared to the Australian secondary school music syllabi, this fine text will be valuable wherever music is taught. It presents a blend of factual information, practical examples and opportunities for creative extension activities. All the required elements are presented in sections of manageable size. Clear explanations and examples are given. The major periods in western classical music are used, but equal attention is given to world music. There is a strong emphasis on improvisation and composition activities. Pieces for class performance range through opera, contemporary jazz, Japanese folk, the Beatles and medieval music. This is a most impressive addition to the available literature, balanced and comprehensive. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$22.95
KLA: CA SCIS 886313

MITCHELL, Euan

Songwriting. [series]

AUSMUSIC, 1994 [782.421]

Part of the highly practical Basic Music Industry Skills course material, this kit is the first of the five songwriting modules. The teacher's manual and student workbook provide the basic building blocks for songwriting, before the other volumes move on to getting the music out into the marketplace. There is a good balance of information and practical experiences, with discussion, activity and collaboration given high priority. Students will learn about vocal hooks, the importance of a title, beat, lyric, bridges, song structure and chord charts. No pre-knowledge is assumed and the modules aim to be equally useful for the adult and the adolescent. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Student workbook \$10.00 Teacher manual \$20.00

Titles in this series include:

- Songwriting methods Teacher manual* SCIS 878424
- Songwriting methods. Student workbook* SCIS 878422

Gamebook. Skill levels 1, 2, 3. [series]

Walker, 1996

Ranging in presentation, text style, and skill level, these books present a number of interesting adventures in picture book format. The illustrations are generally as interesting and involving as the text. *The magic globe* is certainly educational, though not as thrilling as the others, offering less choice in reader interaction. *One green island* makes counting fun, and there's much pictorial content to enjoy. Some offer considerable challenge visually and in text. *Castle of fear* and *Planet of terror* allow readers to choose their way and include tense action. They were winners with the young people they were shared with. Reluctant older readers would also find them intriguing. C. Foley

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95 each

Titles in this series include:

- The castle of fear* SCIS 885808
- The great escape* SCIS 885110
- One green island* SCIS 877641
- The island of horror* SCIS 884469
- The magic globe* SCIS 877642
- The pirates of doom* SCIS 877643
- The planet of terror* SCIS 877640

SNAPE, Charles & SCOTT, Heather
Puzzles, mazes and numbers.

Cambridge University Press, 1995
 ISBN 0521465001 [793.74]

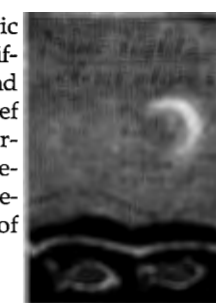
In spite of the rather uninspiring cover, this book is a valuable and challenging resource for older students. Containing problems, investigations and games linked to the historical development of mathematics, it provides an overview of the number systems of some ancient civilisations, and the origins of mathematics. It is a fascinating collection of mathematical concepts and problem solving which bridges the gaps of time and culture. It would be excellent for enrichment activities for gifted students. It requires good reading competency, is clearly set out with double page spreads and strong graphic design with great variety in presentation. Highly recommended. J. Anderson

USER LEVEL: Stage 3 Stage 4
 Professional
AVAIL: \$29.95
KLA: Mathematics
EVAL: Highly recommended SCIS 866412

Blue light, clear atoms: poetry for senior students.

/ compiled by Peter McFarlane & Lisa Temple.
 Macmillan, 1996
 ISBN 0732931274 [808.81]

Many traditional and contemporary poems from around the world feature in this extensive anthology. Aimed at senior students, the book offers a depth study on each of fifteen poets including: Dickinson; Frost; Gray; Harwood; Murray; Mtshali; Plath; Slessor; Yeats; and Yevtushenko. A vast array



of other works grouped under thematic headings are also included. Poems of different eras, cultures and styles are bound by the universality of their issues. Brief biographies are also contained for further reference, making this book a useful text for encouraging a broader awareness and more mature appreciation of poetry. C. Sly

USER LEVEL: Stage 6
AVAIL: Paper \$ 28.95
KLA: English SCIS 875978

HAMANAKA, Sheila

All the colours of the earth = Kooloo alwaanie alarrdh.

Mantra, 1994
 ISBN 1852693258 [811]

The universal theme of this book—that children and love come in all colours—makes it especially valuable as a dual language work, in this case Arabic/English. It is also available in English: /Bengali; /Chinese; /Somali; /Turkish; /Urdu; and /Vietnamese. Both texts, Arabic above the English, follow wavy lines, which help draw attention to the texts and to the correspondent forms. The illustrations depict children from a variety of race/ethnic backgrounds. This would be a suitable resource for background and non background speakers of. F. Gardiner

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$28.95
KLA: LOTE SCIS 880228

CARROLL, Lewis & BASE, Graeme

Lewis Carroll's Jabberwocky: a book of brillig dioramas.

Warne, 1977
 ISBN 0670869023 [821]

The remarkable talents of illustrator Graeme Base are well suited to Carroll's classic poem. This version contains seven dioramas, each one complete and wonderful, and all opening around the spine to spectacular effect. The skilful use of paper engineering creates perspective and adds layers of detail, yet is sturdy enough for frequent use. Base creates an interesting fantasy, an awesome Jabberwock, and a slightly elusive ending to this quest. He does justice to these famous words, which truly demand to be read aloud. This is a lively work which will bring the poem to the attention of a wide readership. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$24.95
KLA: English SCIS 890150

WALTERS, Celeste

Who's who at the zoo.

Penguin, 1996 (Puffin books)
 ISBN 01403833182 [821]

A delightful collection of clever and witty poems, this includes an enormous line up of animals, large and small, wild and placid, common and rare, and all found in zoos around the globe. Musings describe these animals in human terms as the poet has observed them. Clever word plays twist and turn around names of the wildlife, distinctive appearances or traits, or even people's perceptions of the animals. Spelling is given poetic licence as well, in Spike Milligan style. Amusing black line illustrations by Patricia Mullins are engaging, and figure largely on the

page, complementing or highlighting where relevant. Pieces are fresh, lively and entertaining. J. Watts

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$9.95 SCIS 874599

ROSEN, Michael
Michael Rosen's book of very silly poems.

Puffin, 1996
ISBN 0140371370 [821.008]

A collection of humorous verse, these poems come from a variety of sources. The collection is divided into nine different sections, the headings of which give an indication of the sense of fun which permeates the collection: **Festering food; Clothes for clots; and Riotous relatives**, to name a few. The range includes original and traditional verse, song and tongue twisters and often has satirical overtones. Black and white drawings add to the wit and unexpectedness of the verse, which encompasses wide variety in form and rhythm. This resource will appeal to a wide audience. J. Anderson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$6.95
KLA: English SCIS 886086

William Golding's Lord of the flies.

/ adapted by Nigel Williams. Acting ed. Faber, 1996
ISBN 0571160565 [822]

The essence of William Golding's novel is captured in this dramatic adaptation. Set on a deserted island, a group of British schoolboys struggle to survive. Tension rises as the ideologically opposed Ralph and Jack vie for leadership. Terrifying images and rituals lend themselves to dramatisation. This version is an astute condensation of the well known allegory. An excellent script, it is particularly recommended for encouraging boys' enjoyment and appreciation of literature and drama. Fast paced, and simply written, it is more readily accessible than the novel, but is still able to elicit discussion related to its challenging themes. C. Sly

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$16.95
KLA: CA; English SCIS 874578

Autographs: contemporary Australian autobiography.

/ edited by Gillian Whitlock. University of Queensland Press, 1996 (UQP Australian authors)
ISBN 070227285 [A820.8]

Forty two fascinating glimpses into the private lives of Australian identities, these essays may satisfy our voyeuristic tendencies. Tales of childhood, driven by long-held hurts, passions or mere nostalgia, paint vivid pictures of Australia's social history and the breeding grounds of future activists and creative artists. In justifying her selection and divisions, the editor writes a ponderous treatise on the place of autobiography. Diverse subjects range from Drusilla Modjeska's touching portrait of her mother to Merv Lilley's chilling recollections of a tyrannical and sinister grandfather. An equally diverse range of writing styles covers purple prose, fine literature, narrative documentary to idiomatic and colloquial conversation. J. Watts

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$19.95
KLA: English; HSIE SCIS 883263

BELLEAR, Lisa
Dreaming in urban areas.

University of Queensland Press, 1996 (UQP Black Australian writers)
ISBN 0702228567 [A821]

In this contemporary anthology, Belleair's first published collection, she writes as a human rights activist, an Aborigine, a woman and an individual. She writes passionately of the struggles of people around the world (Australia, South Africa, the Baltic). Whilst some of the language is forthright, she utilises a subtle but evocative sense of humour "... damned if I'm going to feel guilty, for wanting something/better for me, for women in general, not just white/middle class Volvo driving...". The concise nature of the imagery will appeal to many and will provide valid supplements to a range of units in the secondary curricula. E. Maxwell

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$18.95
KLA: English; HSIE SCIS 883227

GILBERT, Kevin & WILLIAMS, Eleanor
Me and Mary Kangaroo.

Puffin, 1996
ISBN 0140323147 [A821]

Lyrical writing and delicately appropriate photographs combine to produce this book, to be reread and cherished. Poet, playwright and visual artist Gilbert's story of childhood is finely crafted and will delight readers with its ability to recapture the emotions and obsessions of those years. It is a story of a rare attachment, and the learning experience of deeply felt love for another creature, and coping with inevitable loss. Eleanor William's photographs are well integrated and help convey the sense of limpid beauty inherent in the story. Gilbert's story is well served by the publishers, as great attention has been given to design values. Highly recommended. M. Steinberger

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 874582

GOULD, Alan
Mermaid.

Heinemann, 1996 (Wiliam Heinemann Australian poetry)
ISBN 0855616725 [A821]

Serious and introspective, this collection is finely crafted poetry. Subjects range from a whimsical if thought-provoking description of a teacher who abandons his class, through a conversation with a friend on marriages, to the beautiful and fluid poem of the title, **Mermaid**, and an illustrated sequence called **Calm**, stimulated by sailing ships. The preciseness of poetic technique does not entirely remove the poet from the many personal experiences and feelings described with such an exactness and a reverence for words. Taking on a presence of their own, descriptive verses twist and fly, taking the reader into the poet's own experience. J. Watts

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$16.95
KLA: English SCIS 864608



PRETTY, Ron
Halfway to Eden.

Hale & Iremonger, 1996 (Contemporary Australian poets)
ISBN 0868065951 [A821]

A collage of ambivalent experiences, Pretty's title illustrates the anthology's focus on life's emotions reflected in its global landscapes. The settings are varied: anglers; miners; road accidents; sexual awakenings; and destinations on the Hay Plain, in the Territory, or elsewhere. There are emotions with which we can all identify, contemplate and question. One experiences the present amidst anxiety for failures or wrongs, past and future. The images and language are powerful. The overall impact of the collection is enjoyable and most impressive. It is a valuable resource for contemporary Australian poetry units and mature literature students. E. Maxwell

USER LEVEL: Stage 6
AVAIL: Paper \$12.95
KLA: English SCIS 863974

WINER, Yvonne
Spiders spin webs.

Margaret Hamilton, 1996
ISBN 0947241817 [A821]

A most attractive book, this is a series of five line poems about spiders spinning webs, all beginning and ending with the same lines. Each poem is about a different spider and a different type of web with a picture of the spider appearing on the page with the text whilst the opposite page consists of a full colour picture of the spider and its web. The illustrations are beautifully done and give the book a very realistic feel. A spider identification guide gives detailed information about each of the spiders featured in the book and makes it an even more worthwhile resource. There is much information in both text and illustrations, the simplicity of text making it very accessible. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$19.95
KLA: English; ST SCIS 891707

The Oxford book of modern Australian verse.
/ edited by Peter Porter. Oxford University Press, VIC, 1996

ISBN 0195533763 [A821.008]
An acknowledgment of the artistry of modern Australian poets, this volume contains works from around 130 writers. Contemporary pieces written during the past 50 years display the talents ensuing from such literary circles. Well known and lesser known poets capture a uniquely Australian flavour through a wide range of styles and points of focus. This anthology provides a pleasurable array of readings, and offers a valuable resource for senior students. It is a strong recognition of the quality and creativity of Australian post-war poets, who, the editor argues, should not be eclipsed by our celebrated fiction writers. C. Sly

USER LEVEL: Stage 5 Stage 6
AVAIL: \$39.95
KLA: English SCIS 888320

ENRIGHT, Nick
Blackrock.

Currency, 1996 (Currency plays)
ISBN 0868194778 [A822]

Toby Ackland's eighteenth birthday party promises to be a rage, but it results in a tragedy that stuns the community. Based on real events, Enright places the central rape and

murder off-stage, and concentrates on the results of the crime—people's reactions to it provide the tension. However, the violence proves to be cathartic; the belief in justice is stronger than either family loyalty or mateship, and leads to what can be seen as a morally neat ending. The strong language, emphasis on characterisation and the darker side of the surfing culture, lend high reader appeal to a well-crafted, self-contained story. W. Muskin

USER LEVEL: Stage 6
AVAIL: Paper \$16.50
KLA: CA; English SCIS 882053

HARMER, Wendy & ROBINSON, Sancia
What is the matter with Mary Jane?

Currency, 1996
ISBN 0868194808 [A822]

A short play, originally produced as part of a theatre in education project, this will provoke much discussion and debate. It graphically presents the obsessive behaviour associated with anorexia and bulimia. Reflecting the problems of low self-esteem and self-loathing, the play allows the audience to share to some extent the level of emotion and motivation generally experienced. The one-person style of presentation gives added urgency to the topic. Factual information, personal response and humour are held in fine tension throughout. The teachers' support material is comprehensive, wide-ranging and focussed. This a useful resource, which will challenge and extend students. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$12.95
KLA: CA; English; PDHPE SCIS 873209

HIBBERD, Jack
Slam dunk.

Currency, 1996 (Current theatre)
ISBN 0868194832 [A822]

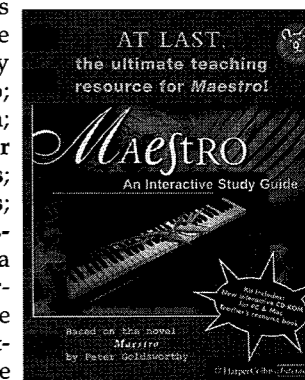
Two city youths meet a country lad in a play which throbs with the rhythm of a basketball match. Chuck and Beefy are raucous, rapping rebels. Their verbal onslaught of the unsuspecting, sensitive Jock, is riddled with menacing black humour. This insightful drama raises many contemporary issues, including the Americanisation of Australian society. It is a rough, disturbing cameo of youth culture. Whether used as a literary study or an acting script, this play will no doubt be a memorable piece for most high school students, who will readily identify with its content and themes. C. Sly

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$14.95
KLA: CA; English SCIS 882050

Maestro: an interactive study guide. [computer software]

HarperCollins, 1996
ISBN 0732255007 [A823]

A new way into *Maestro* is provided by this interactive CD-ROM. Content is easily accessed through: **Maestro; Background information; Musical references; Peter Goldsworthy; Reimer notes; Reviews and resources; Study questions; and Glossary.** Each section has a wealth of information normally researched by the teacher. Easy navigation buttons enable the user to: make



notes within the text; print; copy; move back; search for key words; and get a history of the last windows viewed. The complete text of the novel has optional audio—particularly helpful for ESL students—although the narrator sounds rather young. Vocabulary highlighted in blue accesses contextual meanings, while camera icons access photographs. It caters for a variety of learning styles and enables students to: watch Goldsworthy being interviewed; listen to musical references; or complete written exercises which are structured to meet syllabus requirements. It is an excellent addition to resources allowing for group work and/or individual exploration. L. Hough

Minimum requirements

Windows 3.1: 486; 8 MB RAM; SVGA

Macintosh: System 7; 68030; 8 MB RAM

USER LEVEL: Stage 6 Professional

AVAIL: Teacher's ed. \$69.95; Five pack \$185.00; Student ed. \$49.95.

Networkable. HarperCollins

KLA: English

EVAL: Highly recommended

NEILSEN, Philip

Imagined lives: a study of David Malouf.

University of Queensland Press, 1996 (UQP studies in Australian literature)

ISBN 0702229164

[A823]

A tightly written collection of critical pieces, this work examines the seven novels of David Malouf, exploring the nature of his writing, its continuing motifs, sub-texts, and attempts to gain insight into the elusive cultural influences in Australia from the nineteenth century to the present. Links are revealed in characters, language and themes across Malouf's body of work. Each novel is given a close reading and discussion, with other critics cited to maintain a balanced view. Scholarly yet readable, this publication is a worthy adjunct to the study of Malouf's writings and to Australian literature of the late 20th century. J. Watts

USER LEVEL: Stage 6 Professional

AVAIL: Paper \$24.95

KLA: English

SCIS 876589

Cambridge illustrated history. [series]

Cambridge University Press, 1996

Combining depth of scholarship, writing accessible to the general reader and a wealth of supporting illustrative material, these histories are superb examples of the craft of historical writing. Consistency of quality is clearly an aim, but this does not mean uniformity of approach. For example the volume on Germany is written by an individual, that on the Islamic world by a team. Germany's history is detailed in an entirely linear chronological fashion, while Islamic history is discussed chronologically then concludes with four outstanding thematic chapters. The pictorial material chosen throughout is quite superb and is presented with clarity and imaginative placement. M. Steinberger

USER LEVEL: Stage 5 Stage 6

AVAIL: \$64.95 each

Titles in this series include:

The Cambridge illustrated history of Germany

SCIS 884399

The Cambridge illustrated history of the Islamic world

SCIS 884390

DARLINGTON, Robert

History ancient and medieval.

Heinemann, 1996 (Heinemann outcomes)

ISBN 0858597985

[909]

Students are treated to stimulating and unusual topics, and a sumptuous selection of illustrations and photographs in this text. Written to meet the requirements of the Victorian CSF, it contains content and activities useful to history students in all systems. Of particular value are the chapters which move away from the Eurocentric focus of many texts for this period, with subjects such as the Arabic warrior Saladin, the Japanese Samurai, and the Byzantine emperors. There is much which could add new spice to the teaching of the HSIE syllabus. The plethora of graphics makes it accessible and attractive; its varied activities explore content while reinforcing skills of students at all ability levels. A teacher's resource book is also available. Highly recommended. J. Donovan

USER LEVEL: Stage 4

AVAIL: Paper \$27.95

KLA: HSIE

EVAL: Highly recommended SCIS 888050

My first amazing world explorer. [computer software]

Dorling Kindersley, 1996

ISBN 0751315265

[909]

From filling out a passport to begin the introduction, to mapping and geography, and sending back postcards, the younger student will encounter a myriad of choices and activities in conducting a personalised tour of the world in this highly stylised CD-ROM. It uses vibrant cartoon graphics, a wide selection of music, and full spoken text in mid-Atlantic dialogue to encourage exploration of the program. Mapping concepts, such as keys, journey distances in hours, and a geographical dictionary, are covered adequately at this level. The world is reduced to forty-four maps (two for Australia) in out-of-scale drawings where students are encouraged to complete sticker books, earn a world explorer title, and view animated guided tours. Pop-ups abound and should help build up the general knowledge of the elementary geographer, although more meaningful learning opportunities in the form of sound bytes, quizzes or memory games could be used. G. Krestensen

Minimum requirements

Macintosh: System 7.0; 6MB RAM; 256 colours

Windows 3.1: 486DX; 4MB RAM; 256 colours

USER LEVEL: Stage 1 Stage 2

AVAIL: \$59.00 Roadshow

KLA: English; HSIE

SCIS 883353

BADGER, Geoffrey

The explorers of the Pacific.

Kangaroo, 1996

ISBN 0864177941

[910.9164]

Quality of presentation and deeply researched fact are the hallmarks of this fine historical resource, significantly expanded since the original 1988 edition. Welcome attention is given to the original explorers, the Polynesians, and their quite remarkable feats of seafaring. The great age of the western explorers through to the nineteenth century is covered in greater depth. Australian history students will find much to inform and flesh out their basic understanding, particularly in relation to James Cook. The questions raised by the author should challenge the student (and teacher) to further investigation. This is a story of true adventure and vision. M. Steinberger

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$29.95

KLA: HSIE

SCIS 887230

TYLDESLEY, Joyce

Hatchepsut: the female pharaoh.

Viking, 1996

ISBN 0670859761

[932]

Written almost as if in response to the Egyptian New Kingdom sections of the 2 and 3 Unit Ancient History syllabuses, Tyldesley simultaneously presents a painstakingly researched and authoritative biography, and tells a good story. Hatchepsut is put into her historical setting, and her twenty year reign is detailed using archaeological and historical evidence. Quoting ancient and contemporary sources, Tyldesley explains in a clear style the complexities of 18th dynasty politics and Egyptian royal family relationships. Sprinkling her text with modern parallels, black and white plates, and line drawings, the author adds clarity for the non-specialist reader. It is commended for immediate addition to senior history resources. Highly recommended. W. Muskin

USER LEVEL: Stage 6 Professional

AVAIL: \$40.00

KLA: HSIE

EVAL: Highly recommended SCIS 884668

BAKER, Kenneth

The kings and queens: an irreverent cartoon history of the British monarchy.

Thames and Hudson, 1996

ISBN 0500017050

[941.009]

Politician Kenneth Baker brings a different perspective to this study of British history, one in which the process is equally as illuminating for the historian as for the student of the art of cartooning. Baker's choice of illustrative material is judicious, considerably more than decoration or broad sampling. His supporting historical summaries and comments give fine balance to the material. Taking a chronological approach, Baker works from the 16th century, when the first political cartoons appeared, through to the present day. The wealth of pictorial material accompanying each era allows for extended study of changing ideas on democracy, freedom of speech and social responsibility. M. Steinberger

USER LEVEL: Stage 6

AVAIL: \$39.95

SCIS 878710

SAUVAIN, Philip A.

Kings and queens.

Wayland, 1996 (Famous Lives)

ISBN 075021855X

[941.009]

An attractive presentation, this work traces and describes the lives of six of England's most famous monarchs, from William I to Elizabeth II. It provides a brief overview of the important features of their reigns. Written in clear basic text accessible to competent readers, information is accompanied by photographs, paintings and drawings which expand understanding. A timeline at the end, together with a glossary, index, bibliography and list of famous places enhance the clear presentation. This is a useful reference for introducing primary students to the lives and times of these famous people throughout history. J. Anderson



USER LEVEL: Stage 2 Stage 3

AVAIL: \$26.95

KLA: English; HSIE

SCIS 878495

KALMAN, Bobbie

The lands, peoples and cultures. [series]

Crabtree, 1996

This American series, profusely illustrated by colourful contemporary photographs, is a realistic look at Vietnam today. There is some emphasis on traditional culture, but it is presented effectively in the context of a society in change. This series looks at life in areas as culturally and economically diverse as cities, villages, hill and fishing communities. *Vietnam the land* deals with diversity, geography, climate, history, the legacy of war, city life, food production, transport and business, and many of these themes are expanded on in the volumes on people and culture. The text is succinct but sufficient and is supported by an appropriate glossary and index. G. Spindler

USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: Paper \$15.95 each

KLA: HSIE, LOTE

Titles in this series are:

Vietnam: the culture SCIS 877773

Vietnam the land SCIS 877771

Vietnam: the people SCIS 877774

TRIOLO, Rosalie

The Australian experience.

Cambridge University Press, 1996

ISBN 0521568560

[994]

Based on the ABC series of the same name, this resource takes a solidly document-based approach to the study of Australian history. Investigation and inquiry are its emphases, and thus the book is ideally suited to the study of history, society and culture and environmental studies. The focus is on six areas: Aboriginal history; the migrant experience, women and employment; the Vietnam war; the fight for the Franklin River; and Federation. Supporting illustrations range over photographs, artwork and memorabilia. Used with the television series, the book should assist students in many disciplines to frame questions, seek answers from a wide range of sources and construct and present readable and comprehensive research material on these topics. M. Steinberger

USER LEVEL: Stage 6

AVAIL: Paper \$29.95

KLA: HSIE

SCIS 885159

CANNON, Michael

The human face of the Great Depression.

Michael Cannon, 1996

ISBN 0646271784

[994.04]

Powerful and empathetic, this account of the 1930s depression gains a strong sense of authenticity from straightforward documentary-sourced narrative, excellent photographs and integrated personal recollections. The big historic, economic and political issues are here, but the emphasis is on how ordinary people were affected. Canon asserts Australians suffered more than most, and clearly shows how badly the social fabric was torn through government economic impotence, frustration, degradation, poverty, evictions, violence, and even private armies. The book concludes with about 20 personal reminiscences from Australians as prominent and politically and socially diverse as Jim Cairns, Bob Santamaria, Nancy Cato, Colin Thiele and Dame Elisabeth Murdoch. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: \$69.95
KLA: HSIE SCIS 877638

BRUCE, Jill B. & NATHANIEL, Errol
Prime ministers of Australia.
 Kangaroo Press, 1996
 ISBN 0864177836 [994.04092]

In this resource is everything you need to know about the lives and careers of our leaders from Federation to the present day. Potted biographies chart the origins and rise to power of this extraordinarily varied group of men. Succinct prose, a clear narrative style, and a visually pleasing layout render each 200 word piece interesting and highly readable. Large colour pen and wash portraits complement the text, along with illustrations relevant to the issues of the day, or achievements of the subject. Information on Federation, the roles of the Parliament and the Prime Minister is also provided, along with a short glossary. J. Watts

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$12.95
KLA: HSIE SCIS 872637

Professional reading

Resources are in Dewey order.

REYNOLDS, Henry
Aboriginal sovereignty: reflections on race, state and nation.

Allen and Unwin, 1996
 ISBN 1863739696 [323.1]

This systematic unravelling of the convenient legal fiction of Terra Nullius concludes that the Aboriginal and Torres Strait Islander nations entrapped within Australia must become sovereign within the broader Australian nation. Reynolds convincingly reviews indigenous society and law, and the historical process by which Australia became British. There is solid material here for both Legal and Aboriginal Studies. Many won't accept his conclusions, but this is a powerful, timely, and very readable review of the process of legal disenfranchisement at the foundation of the Australian nation. G. Spindler

USER LEVEL: Professional
AVAIL: Paper \$17.95
KLA: HSIE SCIS 874694

RAMSAY, Ian.
Education and the law.
 Butterworths, 1996
 ISBN 0409309559 [344.94]

The growing complexities of delivering education make it urgent for all practitioners to understand the current law concerning their duties and professional security. This substantial, approachable text makes that possible. Part 1 explains the legal framework within which primary, secondary and tertiary education, both government and non-government, function—for example, the law regarding school discipline procedures. Part 2 analyses recurrent issues of importance to schools and teachers, such as duty of care and negligence, discrimination, the rights of the child, and family law. Cases with judgments elucidate every likely

eventuality. The professional library without a reference of this calibre is prejudicing staff and student welfare. Highly recommended. H. Gordon

USER LEVEL: Professional
AVAIL: Paper \$65.00
EVAl: Highly recommended SCIS 888001

BERMAN, Sally
A multiple intelligences road to a quality classroom.

Hawker Brownlow, 1996
 ISBN 1864015454 [370.15]

The ideas of William Glasser's quality school and Howard Gardiner's multiple intelligences theory are creatively combined to produce a model for classroom learning built around road imagery. Activity, self-evaluation, and reflection underpin the design of strategies which are easy to plan and implement in a variety of classroom settings. The strategies build on the goals of quality learning, which can ultimately lead students to developing learning skills that enhance their competencies as lifelong learners. Throughout the text are reproducible proformas for immediate classroom use to engage students in learning, and encourage active evaluation of the learning experience. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$35.95 SCIS 883121

KARLSSON, Mary Riordan
Motivating at-risk students.

Hawker Brownlow, 1995 (Professional's guide)
 ISBN 1864015268 [370.15]

Mary Riordan Karlsson summarises the causes of some students' reluctance to join in the learning process, theories of how to motivate them, some practical strategies to develop enthusiasm, and how to construct a suitable learning environment. The emphasis of the book is on developing literacy across the curriculum by tapping into the student's natural desire to learn, by assessing each student's reasons for reluctance and constructing a non-threatening setting for them to learn at their own pace and to experience success and enjoyment. It is a timely revision of theories presented succinctly for teachers with little time. M. Hamlyn

USER LEVEL: Professional
AVAIL: Paper \$14.95 SCIS 883127

MILLER, Karen
The crisis manual for early childhood teachers: how to handle the really difficult problems.

/ compiled by Susan Clark and Karen Kearns.
 Pademelon, 1996
 ISBN 1876138017 [370.15]

An Australian adaptation of an American resource, this book looks at ways of supporting children and their families should they experience traumatic events in their lives. Aimed specifically at early childhood educators, there are many instances where the suggested approaches would be useful for people working with older children, or even parents seeking assistance but unwilling to involve outsiders. There is a resources list at the end of each chapter, made up of Australian organisations and additional reading, should further information be required. This is an innovative and up-to-date work. R. Dobson

USER LEVEL: Professional
AVAIL: Paper \$59.95 SCIS 879881

VIALLE, Wilma & PERRY, Judy
Nurturing multiple intelligences in the Australian classroom.

Hawker Brownlow, 1996
 ISBN 186401083 [370.15]

A brief introductory chapter of this resource clearly explains the educational theory of multiple intelligences. This assists to explain why people function differently in response to many activities, tasks and challenges in learning. Well designed strategies promote effective classroom planning for integrating six thinking hats, mind mapping, professional development, student assessment profiles and project planners. Many activities contain proformas. The chapter devoted to assessment widens the scope of the learning process, as relevant and authentic assessment practices are discussed. Blackline masters for posters explaining the characteristics of each the intelligences are included. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$37.95 SCIS 846436

KIMELDORF, Martin
Creating portfolios: for success in school, work, and life.

Hawker Brownlow, 1995
 ISBN 1864013990 [371.2]

Each of us has a story about the treasures and memories, kept as diaries, scrapbooks, and albums, that represent life-long learning experiences. This work describes four types of portfolios, each with a different purpose and audience. What is useful about the strategies is the clear step by step instructions, with reproducible guidelines and worksheets. The activities are designed to encourage students to actively apply the Information Skills process as they define what to include, select, organise and present in their portfolios to an audience. Strategies for reflective thinking about the process and product, if included, would have completed the process. Sharing your portfolio with the world is explored through a range of information technologies. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$35.95 SCIS 852192

LAZEAR, David
Multiple intelligence approaches to assessment: solving the assessment conundrum.

Hawker Brownlow, 1995
 ISBN 1864014059 [371.2]

Clearly there is a dilemma facing educators using multiple intelligence approaches to learning when it comes to formal assessment. Imaginative ideas that approach assessment as a learning tool are presented. The strategies provide students with opportunities to develop competencies in assessment literacy, where they can work on problems, projects, or products that engage and motivate the use of a full repertoire of skills. Authentic assessment is explained and supported by strategies aligned to the seven ways of knowing. The appendix includes reproducible report proformas suitable for K-6 application. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$45.95 SCIS 846438

PHILLIPS, Gary
27 ways to improve classroom instruction.

Hawker Brownlow, 1996
 ISBN 1864014237 [371.3]

If we believe that classroom planning can make a difference to student achievement, these diverse strategies provide an

instructional program of improvement that analyses how we teach as well as what we teach. The 27 methods offer support for increasing student motivation, responsibility, and flexibility of thinking as they learn. What the book does provide is a systematic approach to planning for positive student achievement. Each strategy could be used in a unit of work or as a planning tool for a project. The appendix supplements the strategies with diagnostic tools, theory, and worked examples. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$27.00 SCIS 876809

FOGARTY, Robin
Best practices for the learner-centred classroom: a collection of articles.

Hawker Brownlow, 1995
 ISBN 186401427X [371.3028]

Innovative strategies are presented as a collection of articles that focus on classroom best practice, highlighting what teachers do that works. The theme is teaching for higher order thinking, and is supported by theory and vignettes. Integrating curricula, future school, reflective thinking, and authentic assessment are covered in detail, with ideas for application, and illustrated by graphic organisers. Many of the strategies are ideas repeated from Robin Fogarty's numerous publications, but have been enhanced through a variety of applications and transformation of practices. The practices will challenge teachers to think about pedagogy. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$35.00 SCIS 877283

MORELOCK, Martha J. and MORRISON, Karin
Gifted children have talents too! multidimensional programming for the gifted in early childhood.

Hawker Brownlow, 1996
 ISBN 1864015322 [371.95]

Designed to provide readers with a clearer understanding of the nature of giftedness and talent, this book will assist teachers and parents wanting to devise stimulating activities for younger students. It begins with an overview of normal developmental patterns; then presents psychological and theoretical frameworks; and the practical strategies required for planning and implementing learning activities for these students. Information is clearly presented with subheadings, and could be read by a wide audience with ease. The conclusion deals with frequently asked questions and includes an extensive bibliography. It is an excellent guide-book for designing programs for the gifted student in early childhood. J. Anderson

USER LEVEL: Community Professional
AVAIL: Paper \$35.95 SCIS 878739

JONES, Pauline
Talking to learn.

Primary English Teaching Association, 1996
 ISBN 1875622195 [401.9]

Texts to assist in the teaching of written language abound; oral language is not so well served, which makes this work even more valuable. Various aspects of oral language development are dealt with in detail, including: how to make the ubiquitous news time more useful; cooperative learning; meeting the needs of Aboriginal learners; debating; and how to use the voice (the latter chapter is a veritable goldmine for older as well as young learners). Case studies and

practical applications greatly enhance the merit of this work.
F. Gardiner

USER LEVEL: Professional
AVAIL: Paper \$17 PETA members; \$22 non-members
SCIS 885173

TWINE, Sheila
Literacy lifters. [series]
RIC, 1996

These books aim to provide material on topics of interest to groups of various ages and differing literacy abilities. The photocopiable worksheets use uniform layout and readily recognisable format to give a sense of familiarity and reduce anxiety. The focus is on student activity, after teacher input and group activity. Activities are varied and may include pre-reading, prediction of titles, cloze activity, drawing and modelling to demonstrate understanding, using different forms of words and investigating patterned or 'chunked' words. General extension activities are provided for copying onto the back of any of the sheets. M. Steinberger

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
AVAIL: Paper \$24.95 each
KLA: English

Titles in the series are:

Book 1 SCIS 884424
Book 2 SCIS 884426
Book 3 SCIS 884427
Book 4 SCIS 884429

FORTE, Imogen and SCHURR, Sandra
Integrating instruction in English: strategies, activities, projects, tools and techniques.

Hawker Brownlow Education, 1996
ISBN 1864015187 [428.2076]

What an exciting resource for teachers attempting to consolidate the concepts of Bloom's taxonomy of critical thinking, William's taxonomy of creative thought and multiple intelligences into units of work in English. There are numerous strategies and examples provided (many of which depend on cooperative learning), which may be applied and integrated in approaches that revitalise one's classroom teaching. The full range of skills contained in the English syllabus is included. Whilst the exercises are fairly general in nature, their modification for other specific units, or for dual application in science, mathematics and HSIE, is straightforward. This is an excellent resource for reinforcing literacy across the curriculum. E. Maxwell

USER LEVEL: Professional
AVAIL: Paper \$32.95
KLA: English SCIS 886291

Other titles in this series are:

Integrating instruction in maths SCIS 878846
Integrating instruction in science SCIS 876874
Integrating instruction in social studies SCIS 883482

PITT, Jane
Not just after lunch on Wednesdays: critical literacy a personal view by Jane Pitt.

[videorecording]
Dept. for Education and Children's Services,
Adelaide, 1995 (38 min.)
ISBN 0730840735 [428.407]

Designed for teachers organising professional inservicing on critical literacy, this package provides practical step-by-step guides on resources, procedures and time frames to

implement the three part program, so that the facilitator will confidently and efficiently be able to coordinate the workshops. Overheads and resource lists are provided and are photocopiable. Questions relating to these resources are also included to further enhance discussions. The good quality video illustrates teachers' experiences and the rationale behind the need for such courses. Whilst the focus here is on the primary school, there is much that translates to the secondary setting. E. Maxwell

USER LEVEL: Professional
AVAIL: \$299.00
KLA: English; HSIE; Science SCIS 847118

SHOCKLEY, Betty
Engaging families: connecting home and school literacy communities.

Heinemann, 1995
ISBN 0435088459 [428.407]

Similar in theme and format to the popular series of professional texts produced by the Primary English Teachers' Association of Australia (PETA), this useful book discusses the importance of establishing solid, meaningful links between home and school. These links foster in children a love of literature, thus ensuring their lifelong success as readers. The findings are based on an American longitudinal study, and include conversation transcripts and samples of student work, some of which is charming. The book is very readable, with invaluable information for teachers and. I. McLean

USER LEVEL: Professional
AVAIL: Paper \$37.95
KLA: English SCIS 871514

THOMAS, Ann
Dinosaurs: a learning centre.

Macmillan Education, 1996
ISBN 0732930561 [567.9]

For those planning a unit on the theme of dinosaurs, this book will offer you great assistance. There is a wealth of games, activities across all KLAs, bibliographies of teacher resources and literary and factual texts, and a very useful short introduction which corrects some of the misconceptions we have about dinosaurs. All worksheets are photocopiable, though there will still be many hours of work involved in producing much of the material. Few resource books on themes could confer a more comprehensive coverage. F. Gardiner

USER LEVEL: Professional
AVAIL: Paper \$34.95 SCIS 865064

Images of technology. [videorecording]

Department for Education and Children's Services,
1995 (36 min.)
ISBN 0730840425 [607]

A package of video and accompanying booklet, this resource focuses on the uses of technology in a range of six situations in the Australian environment. Through the video modules students are able to have a close-up view of technology in settings that would normally not be available to them, for example behind the scenes at an airport. In the accompanying booklet support material for each module covers: the video sequence, background information, related resources,



a cross curriculum topic web and lesson plans for lower to upper primary students. Clearly set out and packed with teaching ideas, this package is a valuable resource for all primary grades. J. Anderson

USER LEVEL: Professional
AVAIL: \$82.95
KLA: HSIE; ST SCIS 829872

This is technology. [videorecording]

Dept. for Education and Children's Services, 1996
ISBN none [607]

Designed as a professional training package for teachers, this kit looks at ways of including a focus on technology in planning for curriculum areas. It provides practical and programming ideas for integrating technology and looks at a range of approaches taken by different teachers. The booklet provides information and activities for six workshops sessions, which are designed to be used in staff meetings or professional development sessions. Appendices look at broad concepts to which students should be exposed and two integrated units of work. This is a useful resource for school based training in the technology area. J. Anderson

USER LEVEL: Professional
AVAIL: \$99.95
KLA: ST SCIS 866800

HARRIMAN, Susan

Design it, make it, appraise it: lower secondary technology.

Curriculum Corp., 1996
ISBN 1863662855 [607.1]

Teachers of design and technology will appreciate this practical and easy to use book, which draws upon the classroom experience of teachers from a wide range of schools in New South Wales and Tasmania. The work's emphasis is on thinking and problem solving. It covers units concerning design of spaces, food, mass production systems, micro-farming, newsletters and safe containers. Each chapter features a conceptual focus, skills, and plentiful examples of student work and suggestions on how to achieve desired outcomes. Each stage of the process is clearly explained in point form, and suggestions as to classroom practice are invaluable. L. Bowring.

USER LEVEL: Professional
AVAIL: Paper \$34.95
KLA: TAS SCIS 880274

MARTIN, Elaine

Kid's games: a parents' guide to playing with your three to six year old.

Millennium, 1996
ISBN 1864290765 [649]

When you or the children are tired of the same old games or when you need an activity to support a theme, this comprehensive resource will provide ideas. The range and scope of the activities is broad. They are all tried and tested and cover far more than just games. Each of the first six chapters covers a particular six month age gap, which is handy when searching for age appropriate material, and if you are unsure just what a three year old or a five year old will like or be capable of doing. This resource will prove useful to the novice or experienced parent or teacher. R. Dobson

USER LEVEL: Community Professional
AVAIL: Paper \$19.95
KLA: PDHPE SCIS 883213

Approaches to enterprise education.

Curriculum Corporation, 1995
ISBN 1863663363 [650.07]

Enterprise education is by necessity of critical importance to all teachers. With a good range of case studies and examples, this resource demonstrates how to implement strategies into current curricula across the KLAs. It provides guidance for teachers facilitating the acquisition of the necessary skills that will enable students to become more active, self-reliant individuals as they emerge into a rapidly changing adult world which demands they be independent and proactive citizens. In addition to the practical ideas linking the school to the workplace, there is a very useful bibliography of resources to supplement research and teaching. E. Maxwell

USER LEVEL: Professional
AVAIL: Paper \$19.95
KLA: VOC ED SCIS 856751

HADDON, Ann & JAMES, Ann
Making pictures: techniques for illustrating children's books.

Scholastic, 1996
ISBN 1863880550 [741.6]

An attempt to demystify the techniques and identify the materials used in illustrating children's books is provided in this resource. Using illustrations from recent publications, a range of drawing, painting, printing, photographic, collage and computer generated techniques is highlighted. A detailed bibliography and glossary enhance the book's usefulness, while a double page list of picture books organised according to materials and techniques will prove invaluable in providing other similar examples. An outline is also given of the stages in the process of illustrating a picture book. This is a valuable teaching resource for Creative Arts. J. Anderson

USER LEVEL: Professional
AVAIL: Paper \$29.95
KLA: CA; English SCIS 885797

MICHAELS, Wendy
Playbuilding Shakespeare.

Cambridge University Press, 1996
ISBN 0521570255 [822.3]

A fantastic teaching and learning tool for the English classroom! Here are ideas for studying Shakespeare in the real, live world of theatre using techniques that work and which engage students. Michaels addresses the need to involve students in all aspects of a Shakespearian study—in the language, imagery, characters and most importantly in the sense of theatre that Shakespeare's plays demand. There is an excellent balance in definitions, explanations and stagecraft approaches which highlight the value of group work. Plays discussed include: *A Midsummer night's dream; The merchant of Venice; Julius Caesar; Romeo and Juliet; and Macbeth.* Here is an essential resource. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
AVAIL: Paper \$21.95
KLA: English; CA SCIS 886308

Who reviews?

Reviewers for *Scan* and for the SCIS database are selected from teachers and teacher-librarians across the state. In this issue, they included the following:
Judith Anderson, North Sydney Primary

Rosemary Bodlay, Telopea Primary
 Liz Bowring, secondary teacher-librarian
 Jill Buckley, ex Scan editor
 Thelmeire Carr, Project Officer, Student Welfare
 Rodney Dobson, Long Flat Primary
 Jenny Donovan, SEO1, Literacy Assessment
 Jan Eade, primary teacher-librarian
 Colleen Foley, Review Editor
 Fay Gardiner, Glenmore Park Primary
 Helen Gordon, secondary teacher-librarian
 Marion Hamlyn, Wollongong High
 Geoff Krestensen, Sandy Beach Primary
 Suzanne Leslie, Lindfield Primary
 Daniel Low, TAS teacher, Epping Boys' High
 Elizabeth Maxwell, Cherrybrook Technology High
 Ian McLean, Punchbowl Primary
 Lea Monticone, secondary teacher-librarian
 Wendy Muskin, Newcastle High
 Frances Plummer, Social Science teacher/Training & Development
 Beverley Richardson, primary teacher-librarian
 Cathy Sly, English/Drama teacher, Barrenjoey High
 Wendy Smith, Tamworth Primary
 Graham Spindler, Parliamentary Education Liaison Officer
 Margaret Steinberger, secondary teacher-librarian
 Jeni Stratford, Literacy Consultant
 Jenny Watts, Canowindra High
 Maryanne Williams, Moss Vale High

**A new section of Columns
 in this issue is
 teacher-librarian successes.
 If you would like to
 send information in about
 colleagues whose work
 deserves publicising and
 acknowledging in a special
 way, we would be really
 pleased to receive it.
 Contact: The editor,
 Fax: (02) 9886 7413**

The Children's Bookshop

The Children's Bookshop has been established in Beecroft for 25 years and as the oldest specialist children's bookshop in NSW has an unparalleled reputation for service and advice. We offer books for the very young up to young adults and are pleased to offer service to country as well as Sydney customers.

❖ We are happy to be able to offer you the services of three Educational Consultants who can assist you if required. We are just a phone call away.

Sarah Glass Trained teacher in Early childhood

Joy Lawn Primary teacher with special experience in Literacy

Pam Hatfield An experienced high school English and Special Education teacher.

❖ We are able to assemble 'topic' boxes of titles for your perusal, such as

New Releases

Specific Topics - eg. Conservation, Australiana, Multicultural

Class Sets and General Non-fiction titles.

❖ Our Consultants are available to give Inservices at your school or Library.

Shop 27 Beecroft Arcade
 6-8 Hannah Street, Beecroft 2119
 ☎ (02) 9481 8811
 Fax: (02) 9980 7361

Teacher-librarian successes

Catherine Brown: Head Teacher, Teaching & Learning, Bourke High School

Catherine Brown has been appointed to the position of Head Teacher, Teaching & Learning, at Bourke High School. The position was advertised and filled through the internal merit selection process and is a temporary position for one year. As Head Teacher, Catherine is responsible to the Principal for providing leadership in promoting quality teaching and learning with a focus on student outcomes. The position includes overseeing the curriculum, developing staff, supporting students and involving the community.

Birgit Smith: Rotary Foundation's Group Study Exchange Program

The Rotary Foundation's Group Study Exchange (GSE) Program is providing an opportunity for Mudgee High School teacher-librarian, Birgit Smith, to share aspects of professional, community members in the USA. Birgit has been chosen in Rotary District 9670's GSE Team which is exchanging with Rotary District 7320, based on the counties of Westchester, Bronx, Manhattan and Richmond in the USA. The four week exchange is allowing Birgit to observe the use of technology in libraries, technology across the curriculum in schools, information skills programs and student welfare programs. Other members of the team are Wendy Leis, Assistant Principal K-6 at The Broadmeadow School, Michael Redpath, a Newcastle pharmacist, and Mark Pilgrim, an engineer also from Newcastle. Team leader is Bill Jones, a Newcastle psychologist.

Children's Book Council of Australia (CBC)

Book Week 1997

Book Week falls on 16th-22nd August, with the Book of the Year announcement being made on 15th August. The theme for 1997 is: *Bookaleidoscope*.

The 1997 short list

Older readers:

Herrick, Steven *Love, ghosts & nose hair*. University of Queensland Press, 1996 SCIS 877334

Jinks, Catherine *Pagan's scribe*. Omnibus, 1996 SCIS 877697 16/1

Kelleher, Victor *Fire dancer*. Viking, 1996 SCIS 885878 16/2

Metzthen, David *Johnny Hart's heroes*. Penguin, 1996 SCIS 868420 15/4

Moloney, James *A bridge to Wiseman's Cove*. University of Queensland Press, 1996 SCIS 884709 16/1

Orr, Wendy *Peeling the onion*. Allen & Unwin, 1996 SCIS 878937 15/4

Younger readers:

Freeman, Pamela (illus. Kim Gamble) *Victor's quest*. Omnibus, 1996 SCIS869277 16/1

Gleeson, Libby *Hannah plus one*. Penguin, 1996 SCIS 881838 16/1

Honey, Elizabeth (illus. William Clarke) *Don't pat the wombat!* Little Ark/Allen & Unwin SCIS890899

Kidd, Diana *I love you, Jason Delaney*. Angus & Robertson, 1996 SCIS880134 16/1

Morrow, Robin (comp) (illus. Stephen Michael King) *Beetle soup: Australian stories and poems for children*. Scholastic, 1996 SCIS881768 15/4

Rodda, Emily *Rowan and the keeper of the crystal*. Omnibus, 1996 SCIS890897 16/2

Picture books:

Robinson, Roland (comp) (illus. Bronwyn Bancroft; related by Percy Mumbulla) *The whalers*. Angus & Robertson, 1996 SCIS866218

Baillie, Allan (illus. Wayne Harris) *Dragon quest*. Scholastic, 1996 SCIS 882091 15/4

Honey, Elizabeth *Not a nibble!* Allen & Unwin, 1996 SCIS 886321 16/1

Wild, Margaret (illus. Ann James) *The midnight gang*. Omnibus, 1996 SCIS 884900 16/1

Rubinstein, Gillian (illus. David Mackintosh) *Sharon, keep your hair on!* Random, 1996 SCIS 870168 15/4

Zamorano, Ana (illus. Julie Vivas) *Let's eat*. Omnibus, 1996 SCIS 864302 16/1

Eve Pownall award for information books

Brian, Janeen *Pilawuk: when I was young*. Era, 1996 SCIS 888314

Cheers, Gordon and Silk, Julie (illus. Marjorie Crosby-Fairall) *Killer plants and how to grow them*. Penguin, 1996 SCIS880349

Lovelock, Damien *Soccer: great moments, great players in world football*. Allen & Unwin, 1996 SCIS871442 16/1

McDonald, Kellie (ed. Stephen Dobnet; illus. Andrew Plant) *Antarctica*. Reed Library, 1996 SCIS883095

Tonkin, Rachel *Grandpa's stories*. Roland Harvey, 1996 SCIS 886161

Creagh, Carson (ed. Allen E. Greer; illus. Anne Bowman and others) *Reptiles*. [Discoveries], Little Ark/Allen & Unwin, 1996 SCIS 874677

The CBC Foundation

For fifty years, the CBC has encouraged and supported the Australian children's publishing industry with the CBC Book of the Year awards. Now, for the first time since 1966, there is no guarantee of prize money for the winning authors and illustrators. This is why the CBC is working to raise \$1million for the CBC Awards Foundation to secure the prizes.

National Mufti Day-30th May, 1997

The CBC urges you and your school to participate in National Mufti Day. Students participating are invited to contribute a gold coin (\$2 or \$1) to obtain the official CBC mufti licence, illustrated by Kim Gamble. On receipt of payment, your school is eligible for a draw, prizes for which are books to the retail value of twice your school's contribution.

You can help ensure that authors and illustrators receive their prize money. Participate in Multi Day, consider a personal gift, or a fund-raising activity.

Contact: June Smith
Ph: (02) 9630 2424
Fax: (02) 9630 2594

Conferences etc.

ALIA Schools Section (NSW Group)

Professional development to come in 1997 includes:

■ Collaboration in the 1990s.

Is CPPT still viable in the 1990s? A workshop day focusing on collaborative techniques for primary and secondary Principals, teachers and teacher-librarians.

Venue: To be advised

Date: To be advised

Enquiries: Lee FitzGerald

Scot
Fax: (02) 9886 7413

■ A Role on the Internet day, consisting of workshops on developing teaching and learning programs using the Internet; five minute case studies from practitioners showcasing uses of the Internet in their schools; searching strategies and engines; and publishing on the Web. This will be held on

Date: 20th September, 1997

Venue: To be advised

Contact: Diane Simpson

Monte Sant' Angelo College
Ph: (02) 9417 2472
Fax: (02) 9957 5925

■ Advanced Internet Training

For those who already have some experience using the Internet, who want to know how to:

- edit bookmarks
- customise Netscape
- use search engines
- understand copyright and censorship issues

Limited to 18 participants, full documentation, morning tea and lunch included.

Date: 31st May, 1997, 9am-4pm

Venue: Macquarie University Library

Contact: Ailua Holmes-Walker

Muirfield Technology High School
Ph: (02) 9671 3541
Fax: (02) 9671 4106

■ Designing a home page

- Produce a home page for your school

- Learn to write HTML
- Use pictures, sounds, animation to publish on the Web

Familiarity with Windows or Macintosh is essential for this course.

Limited to 18 participants, full documentation, morning tea and lunch included.

Date: 21st June, 1997 9am-4pm

Venue: Macquarie University Library

Contact: As above

Cost for each of the above courses: \$135 for ALIA members, \$140 for non-members. Registration is to be accompanied by cheque/money order payable to ALIA School Libraries Section (NSW Group) and sent to:

Ailua Holmes-Walker
Muirfield Technology High School
Berkeley Road
NORTH ROCKS 2151

ALIA Schools Section is on the Internet

URL: <http://www.alia.org.au/alia/sections/school/home.html>

From the beginning of 1996, membership of ALIA School Libraries Section (NSW Group) brought with it the newsletter, *AliaS*. Now, in 1997, you will find it on the ALIA home page on the Internet. You will also find there information about the section and information about the wider library community. This page forms part of *AliaNet*, which has wide-ranging information on ALIA, the association for the widest possible spectrum of the library community. *AliaS* contains feature articles on developments in teacher-librarianship, on the issues we are addressing as a lobbying group, on strategies that work in practice, advice on implementing Internet, on outstanding practitioners, ALIA member news, and details and reports on our seminars. There will no longer be four separate issues, but a continually evolving one, which will be altered as events occur.

ASLA (NSW) Inc

Recently returned from Thailand is Sue Craig, from Oakhill College. Sue brought with her Mr Prayoon Tansombo who was a guest of honour at the Annual General Meeting held at the State Library in February. This exchange is the second in a pilot program which is likely to become an exchange project for ASLA national association.

John Hirst Award winner

The recipient of the 1997 John Hirst Award is Lyn Hay from Charles Sturt University, Wagga Wagga for her services to school libraries and teacher-librarians.

Information rights for students

ASLA (NSW) has also been working on a national project—a statement of information rights for students. It is anticipated that this document will act as a guide for schools in determining future directions and policy.

Plans for 1997 professional development include:

■ Create a web page for your school

Venue: Macquarie University Library Training Unit
Date: Saturday 10th May, 1997
Contact: Heather Voukyyl
Ph: (02) 9635 7661
Fax: (02) 96357766

■ Using information technology in the information skills process

Presenter: Chris Pratt from Melba Technology High (ACT) Ward Library
Venue: University of Western Sydney, Werrington Campus
Date: Saturday 19 July, 1997, 9.00am-4.00pm
Limit of 24 participants for hands on technology.
Cost: \$100
\$80 for ASLA NSW members
Contact: Roy Crotty
Ph: (046) 257 800
home email: crotty@mania.com.au

■ Book Week recovery dinner

In association with ALIA Schools Section (NSW Group)
Venue: Zevi's Restaurant, Leichhardt
Date: Friday 5th September, 1997
Contact: Gayle Follan
Ph: (02) 9674 6484 home

■ ASLA (NSW) Biennial Conference 1998

THE WHOLE PICTURE: Emulate Camille Reymond
Venue: Holme Building, University of Sydney
Date: 8th-9th August, 1998
Contact: Pauline Tipping
Phone/Fax: (046)259 229

ASLA(NSW) is on the Internet too!

URL: <http://www1.mur.cu.edu.au/pla/asla/>

For an account of this site, read "PD web sites for teacher-librarians" in this issue of *Scot*.

Language, learning and cultures: Unsettling certainties

This conference is to be hosted by the national associations of The Australian Association for the Teaching of English, The Australian Library Educators' Association, and The Australian School Library Association. Keynote speakers include Bronwyn Bancroft, Nick Faraclas, Margaret Mabry, Maureen Nimmo, Mal Lee and Lawrence Vakai, and visiting authors include Kate Llewellyn and Geoffrey McSkimming

Venue: Darwin High School
Dates: Monday 7th July-Friday 11th July, 1997
Contact: Rita Henry
Darwin 97 Conference
PO Box 42403

Camurina NT 0811
Ph: (08) 8922 0725 (business hours)
Mobile: 0419 846781
Fax: (08) 8922 0799
email: darwin97@ozemail.com.au
Cost: \$A360 for AATE/ALEA/ASLA members
\$A410 for non-members
\$A220 for full time students

The 1997 IASL/ATLC conference

■ Bridging the gap: Information rich but knowledge poor? Emerging issues for schools and libraries worldwide

Sponsored jointly by the International Association of School Librarianship (IASL) and the Association for Teacher-librarianship in Canada (ATLC), this conference, through workshops and the presentation of research and professional papers, will explore the opportunities and challenges facing both schools and school libraries.

Venue: University of Columbia, in Vancouver
Dates: 6th-11th July, 1997
Contact: Lynne Lighthall

Conference Coordinator
4093 West 14th Avenue
Vancouver, BC, Canada V6R 2C3
Ph: 604 822 2704
Fax: 604 822 6006
Email: iaslatlc@umivg.bc.ca

Alternatively, visit the conference web site at:
http://www.zhi.bc.ca/~anne/conf_van.html

Scan promotes
information literacy.

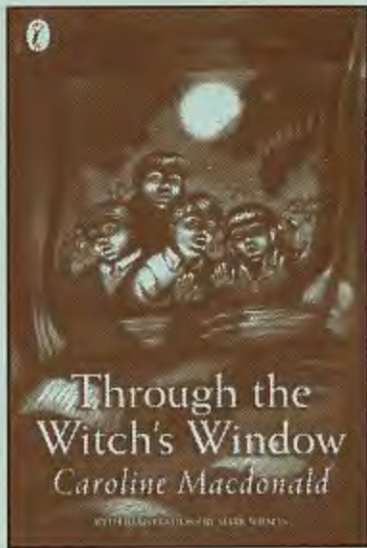
We welcome articles about successful
programs for information skills
development, both primary and
secondary, particularly in an
electronic environment. Please
contact the Editor
on ph.:
(02) 9886 7501
or fax:
(02) 9886 7413

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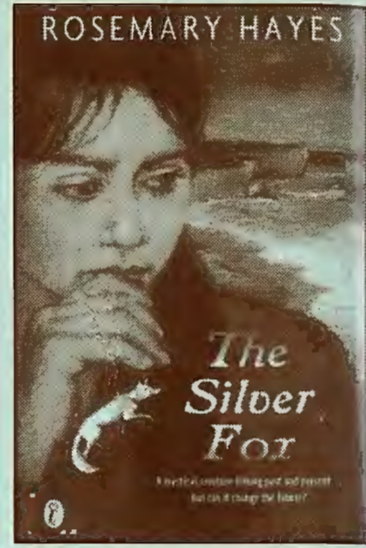
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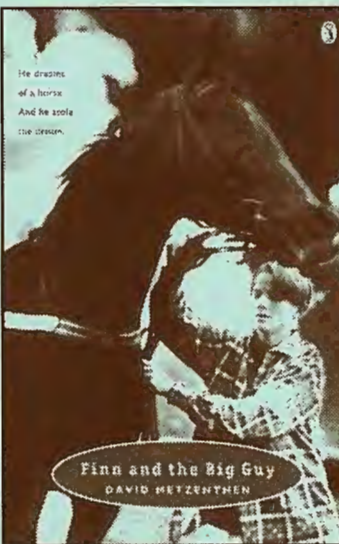
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