

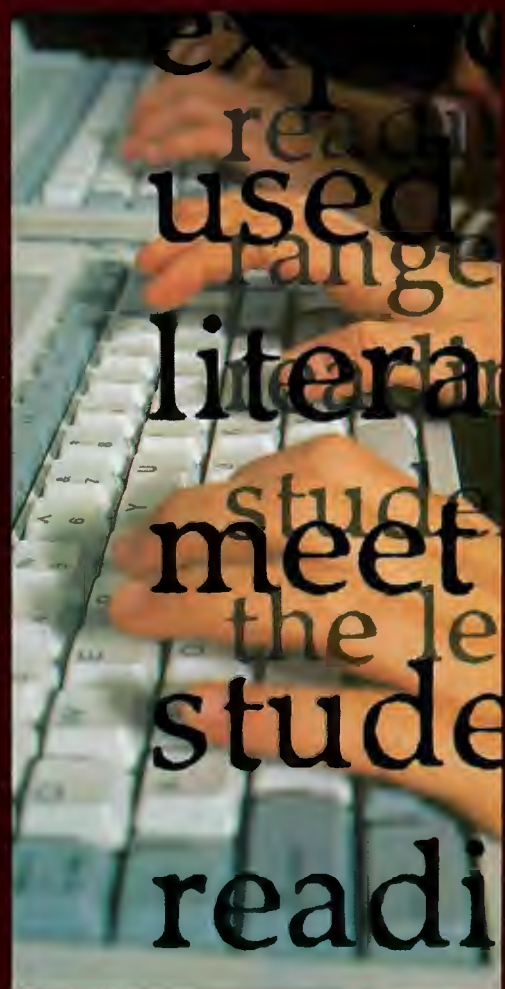
SCAN

Vol 17 No 3 August 1998

Curriculum Support Directorate



- The Literacy Strategy and teacher-librarians
- text construction & student reviewing — CBCA Shortlist
- Internet access issues
- building information literacy outcomes



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From the Editor



This issue no doubt finds teacher-librarians deep into preparations for Book Week. While the SCIS/Scan team endeavours to ensure that resource reviews in *Scan* are as current as possible, it was pleasing that so many of the Children's Book Council 1998 awards shortlist had already been reviewed in the journal before the announcement of the finalists. The remaining books are reviewed within this issue. In a separate article are some outstanding reviews of shortlisted titles from Year 7 students at Pennant Hills High School. These reviews were the result of structured and collaborative deconstruction of text activities, using back issues of *Scan*. Please put yourself in the picture and take a look at them!

Our feature article is Jenny Foster's delightful account of her school's **Read-in day** with guest illustrator, David Legge. It should provide inspiration for schools to emulate Winmalee Primary's success, and to try new ideas for integrating Literacy into other Key Learning Areas. Special thanks go to David Legge for the great interview; he comes highly recommended as a guest speaker.

In **Teaching/Learning**, Penny Hutton and Michelle O'Dowd provide information about the balanced reading program, and discuss implications for those teacher-librarians whose schools are concerned about levelling texts. In **Columns**, you will find a 1998 timeline for the release of materials about literacy, an invaluable checklist of recent and upcoming DET resources.

While on the topic of literacy, in the last *Scan* we promoted the hypertext route to follow for finding **Hot topics in Scan** on **Network for education**, the Department of Education and Training Web site. New material will shortly be uploaded: an additional set of *Scan* abstracts **Supporting the Literacy Strategy**, will accompany a previous collection, **The Internet**. The purpose is to direct teacher-librarians and other educators to some of this journal's key past articles worthy of revisiting.

When information literacy issues are raised in your school, or committees are being formed, teacher-librarians can play an important role by matching their teaching colleagues to appropriate reading matter. If you don't want to risk your *Scan* back issues becoming dog-eared, please feel free to photocopy articles for school use. We rather like the idea of your collection continuing to work for you, year after year. How many people read *Scan* at your school?

Ian McLean

Currents

Colleen Foley is Relieving Senior Curriculum Adviser Library and Information Literacy

SCISWEB AND SCISCD

Feedback on the provision of the new *SCISWeb* and *SCISCD* products as a statewide subscription for NSW government schools has been overwhelmingly positive. They certainly enhance the role of the teacher-librarian, confirming our importance in the teaching and learning programs of the school, and our place in using technology to improve both teaching and learning, and managing whole school resources. This has not been without its challenges, and yet again teacher-librarians are proving their professionalism and commitment.

MORE ABOUT SCISWEB AND SCISCD!

A moderated discussion on *Using SCISWeb and SCISCD in school libraries* has been launched on the DET Web site. It can be accessed via **Staff**, then **Training and Development**, then **Initiatives**, then **Your say!**, then **List of topics**. A joint initiative of Training and Development Directorate and the Library and Information Literacy team, it offers an exciting opportunity for teacher-librarians to share useful ideas, answer those **SCIS FAQs** (frequently asked questions), and offer and receive assistance. It is a great opportunity to participate in discussion with your colleagues, or simply use it as a source of support.

COLLABORATION

As teacher-librarians we are used to playing a significant role in teaching and learning across Key Learning Areas, and in priority areas such as Literacy and Technology. At State Office we continue to work hard on some exciting collaborative projects to provide support for teachers in schools. These include current joint review programs implemented in consultation with Drama and Aboriginal Studies education officers, for example, which will result in print resources to assist teachers. Anne Dowling's consultative work with Aboriginal subject headings as mentioned in **From DET** has been invaluable, and we look forward to the next stage. Sample units of work linking literacy and information skills, being developed through a process of action research and trialing with teacher and teacher-librarian teams in schools, are nearing completion and will be reported in future issues of *Scan*.

Job skills for school assistants working in the library will soon be available in all schools and Districts. Teacher-librarians will find this a valuable resource when supporting professional development for school assistants.

Among the technology highlights this issue are the implications of the research presented by Ross Todd. The integration of technology into teaching and learning is a challenge we are all keen to meet. The link with Literacy and ramifications for pedagogy are emphasised very clearly: our teaching needs to be explicit and systematic. I trust you will enjoy this issue of *Scan*. Thank you to all who have contributed, whether it be via articles, or feedback and suggestions, including from District teacher-librarian meetings. And we look forward to Michelle's return from her well deserved break. ■

Mathematics K-6: the outcomes addendum

Continuing *Scan's* series of articles to alert teacher-librarians to important syllabus updates from the Department of Education and Training, Peter Gould, CEO Mathematics at Curriculum Support Directorate, discusses the recent release of the **Outcomes and indicators addendum** to support the **Mathematics K-6 syllabus**.

Outcomes and indicators (Board of Studies, 1998) provides a map of the Mathematics K-6 curriculum, which illuminates where students have come from in their learning and indicates where they are headed. Such a curriculum map assists a focus on supporting student achievement.

However, the most immediate impact of the release of the *outcomes in stages* addendum will be on the school scope and sequence for mathematics, and the related change to class programs. The best way for schools to support teachers in using Mathematics K-6 outcomes is by developing a process of whole school curriculum planning to mediate between the school plan, the needs of each stage and the individual year teaching programs in mathematics. Such a process is aided by an informed teacher-librarian.

Programming using stage outcomes is greatly assisted when schools have in place a clear curriculum planning process. A school's curriculum plan needs to provide teachers with guidelines about the scope and sequence that occurs, from school year to school year and stage to stage, in each key learning area.

Key programming questions

The key questions to focus the process of programming relate to the teaching and learning cycle. They might be summarised as:

What is it that the students currently know and can do?	What do I want the students to know and be able to do?	How will I help them to know and do?	How will I know when they have learnt?
Assessing Outcomes	Selecting Outcomes	Designing Strategies	Assessing Outcomes [Things to look for]
Recordings from observations work products interviews	Relevant outcomes for the stage of learning	Select and sequence teaching strategies and learning experiences	Observations work products interviews

The focus on programming using the Mathematics K-6 outcomes is clearly applicable to all subject areas. ■

Aboriginal Studies initiatives for 1998

The Aboriginal Education Policy (1996), written in consultation with the NSW Aboriginal Education Consultative Group (AECG), states that all DET staff and students "will have knowledge and understanding of and respect for Aboriginal Australia". The policy highlights the need to incorporate relevant and culturally appropriate curriculum which reflects the views and aspirations of Aboriginal Australia. The following article is from the Aboriginal Studies Officers at Curriculum Support Directorate, which is based at Ryde.

During the last twelve months, Dyonne Lavelle-Nixon, Curriculum Adviser Aboriginal Studies, has been working collaboratively with Anne Dowling, NSW Divisional Librarian of the School Catalogue Information Service (SCIS), to ensure that subject headings within school libraries are culturally appropriate and sensitive to Aboriginal Australia past and present. The consultation process has also involved Aboriginal librarians from The State Library of NSW, and members of the NSW Aboriginal Education Consultative Group (AECG).

Aboriginal communities have raised concerns in the past regarding the appropriateness of catalogue headings and references. For example, the accepted general term is "Australian Aboriginal peoples". As educators we all have the responsibility to reinforce correct and appropriate terminology. The proposed changes to headings will assist in promoting Aboriginal Australia as a unique heritage and culture to be respected and valued by all.

Therefore, Aboriginal Studies Officers encourage teacher-librarians to implement changes made by SCIS to the cataloguing records on Aboriginal peoples of Australia. (For example, changing the "ABO" book number prefix, which is offensive and inappropriate, to "ABL" was mentioned in *Scan* vol 17 no 2, p 40.) While replacing spine labels on existing resources is not the usual practice, in situations such as this it is the preferred method. Cataloguing records downloaded from *SCISWeb* or *SCISCD* CD-ROM will already feature the changes. When the updates to the subject headings are announced, teacher-librarians will be notified about how to change their school's other *OASIS* records.

Other projects being coordinated by Aboriginal Studies Officers this year include:

- An Aboriginal languages video. Currently in production, the video will highlight the diversity of Aboriginal languages across NSW, and the numerous approaches to teaching Aboriginal languages in collaboration with local Aboriginal communities and schools.
- The **Aboriginal Studies** node of *HSC On-line*. The design of the node mirrors and reinforces the requirements of the 2 Unit *Aboriginal Studies* syllabus.
- An Aboriginal Community Education Awareness Program. This is currently being developed, in consultation with Aboriginal community members, to empower them to become actively involved in curriculum development at all levels.
- An Aboriginal Studies resource. Including reviews produced collaboratively with the Library and Information Literacy team, this resource will guide educators in the teaching of Aboriginal Studies Years K-6 and 7-12.
- 2 Unit Aboriginal Studies Exhibition. This year, the exhibition will showcase a selection of projects and artworks by Aboriginal and non-Aboriginal students from departmental schools across NSW. The exhibition will be at two venues: the Albury Regional Museum (3rd-30th August) and the Museum of Sydney (7-25th September).

For further information about any of these projects, please contact Margaret Simoes, Dyonne Lavelle-Nixon or Chris Dorbis on (02) 9886 7610. ■

Read-in with David Legge at Winmalee:



a celebration of books and reading

Jenny Foster of Winmalee Primary School is also President of the Blue Mountains-Nepean Sub-branch of the Children's Book Council. As a classroom teacher, executive teacher and teacher-librarian, she has actively promoted the school's literature and literacy program.

Read-in days at Winmalee Public School are a celebration of books and reading! Read-ins at Winmalee have evolved as a fun, K-6 way of promoting the library as an integral part of our school's reading program. During these special events, the whole school focuses on literature and literacy, spending a day reading, talking, listening and responding to books through writing, art and craft.

On Read-in days teachers and children move between classes, and across grades, sharing books and responding imaginatively to texts. Always a highlight of the day is a session with a visiting professional author or illustrator, when the children can talk to the people who write and illustrate the books that they read and borrow from the library.

This year the whole school emphasis was on picture books, so skills and strategies (from the *English K-6 syllabus*) to develop comprehension and critical awareness of illustrations were emphasised, while at the same time art techniques and methods of illustrating books (from the *Creative Arts K-6 syllabus*) were examined and discussed. Our 1998 Read-in was organised with the assistance of Joanne Richardson, who is currently filling the teacher-librarian role at Winmalee.



Preparation

Planning starts when the yearly calendar is drawn up. A date and focus is decided upon at a staff meeting. Possible themes considered for celebration have included: Australian authors; NAIDOC Week; World Environment Day; International Day; and Grandparents' Day. Our 1998 Read-in focused on illustrations in picture books.

Inviting and funding an author/illustrator visit

Illustrator David Legge was the special guest at this year's Read-in. David is best known for his popular picture book *Bamboozled*, not only an Honour Book in the 1995 Children's Book Council of Australia Awards, but also a KOALA Award winner in 1996. *Bamboozled* is always popular with children and it seemed an ideal springboard for our day. David's latest book, *Rise & shine*, also delighted the children, as did the many book jackets he has designed.

In other years the funding has usually been a part of our library budget. However, for 1998 a successful funding submission was made to Aloud West. This brought David to three schools in the area: Faulconbridge, Glenmore Park, and Winmalee Primary Schools. Each individual school was responsible for arranging their own day's program. A visit to the Blue Mountains City Library at Springwood was also organised.

Outcomes for the day

The teacher-librarian and representatives from the school's English and Creative Arts committees worked together to highlight for the rest of the staff the expected outcomes for the Read-in day:

- The library is an integral part of the school reading program.
- The students have an opportunity to meet David Legge and discuss the role of a book illustrator.
- The students are involved in reading, talking and listening activities appropriate to levels.
- The students are involved in responding to text and illustrative techniques at appropriate levels.
- The students experiment with different art techniques, including: crayon resist; collage; plasticine pictures; Aboriginal dot painting; and papercraft.

Pre-visit activities

The children K-6 were introduced to the work of David Legge in their library lessons. The teacher-librarian focused on picture books and the techniques used by illustrators during literature sessions.

Classroom teachers were involved in the planning of the day. The focus was the place of illustrations in children's picture books and the various art techniques involved. Some guidelines for looking at the illustrations in books were devised and distributed.

A draft timetable and class roster was drawn up for discussion and amendment at the staff meeting prior to the visit. The day was divided into a tabloid format, with four sessions of one hour each.

The school was split into three groups: K-2, 3/4 and 5/6. The students in the classes were each allocated a number, based on the number of classes in each grouping: 1-5 in the Years K-2 group; 6-11 in the Years 3/4 group; and 12-16 in the Years 5/6 group. All students numbered "1" became Group 1; all students numbered "2" became Group 2, etc.

Each teacher in the school was rostered to supervise four different groups throughout the day. Three of the groups came for a Read-in session run by the teacher in the teacher's own classroom, or a selected outside area. For a fourth session, they were timetabled to accompany one group to the library to meet David Legge. Teachers were also responsible for organising their own parent volunteer helpers if needed.

The teacher-librarian introduced David Legge at each session in the library, and also took photographs of the various group activities happening around the school to use in the making of a souvenir Read-in booklet.



A contented dot painter

"The library is a key component of the reading program for all classes."

Teaching reading: a K-6 framework, NSW DSE, 1997, p 17.

The activities

Groupings of resources, for deconstructing during discussion and for stimulating visual arts activities, were organised to avoid duplication. Books and art media used included:

Years K-2:

Coral trail by Sue Vyner & Tim Vyner (watercolours and oil pastels using sponges, signwriting brushes and fingers)

Bamboozled by David Legge (watercolour painting)

Hattie and the fox by Mem Fox & Patricia Mullins (torn tissue paper collage)

Millicent by Jeannie Baker (material and found objects collage)

The new baby calf by Edith Chase Newlin & Barbara Reid (plasticine pictures).

Years 3-4

The widow's broom by Chris Van Allsburg (charcoal sketching)

Asterix series by Goscinny & Uderzo, *Tin Tin* series by Herge plus other examples (cartoon and comic book styles)

Window by Jeannie Baker (material and found objects collage)

The rainbow serpent by Dick Roughsey (Aboriginal dot painting)

The giant devil dingo by Dick Roughsey & Percy Tresize (watercolour painting, focus on deconstructing techniques used for painting: people; grass clumps; trees).

Years 5-6

Goosebumps series: *The haunted mask* and *The haunted mask II* by R. L. Stine (paper masks)

The secret garden by Frances Hodgson Burnett (quilling: the art of coiled paper strips)

Rise & shine by David Legge (acrylics and watercolours)

V for vanishing: an alphabet of endangered animals by Patricia Mullins (torn tissue paper collage)

True stories (Board of Studies teaching unit from *English K-6 teaching kit, stage 2*), plus numerous versions of *The three little pigs* (narrative writing, followed by the children changing the medium of the illustrations, then comparing of resultant pictorial styles).

The big day

It was wonderful! The children all came in school uniform, but wearing something 'bamboozling'. It was a costume day in which every child could participate. There was great hilarity at morning assembly over odd shoes and socks, back-to-front and inside-out uniforms, and the teacher who wore his singlet over the top of his other clothes. With such enthusiasm, the day was off to a great start.

Overheard on the day...

- "I really like David Legge's illustrations 'cause I felt bamboozled!"
Year 2 student
- "This is hard!"
Erin, Year 3 student making a picture out of plasticine
- "It is very hard to be an illustrator because it takes so long to get a drawing right."
David, Year 6 student



Collage pictures: two future Jeannie Bakers

The organisation went smoothly. Students and staff enjoyed themselves. The art work produced was of a high standard and is now on display in our assembly hall for all to share. The raised interest and knowledge about book illustrations was evident in the questions the children and teachers asked David Legge. David was a delightful visitor, and his enthusiasm, talent and company was enjoyed by everyone.

Evaluation

The teachers and children were asked for their evaluation of the day. Feedback from the staff was that the day had been a great success and the outcomes met. The emphasis on illustration was enjoyed by children in all grades.

Feedback from the students was also positive. They really enjoyed their Read-in day and comments to the teacher-librarian included:

- "Can we do this again tomorrow?"
Paul, Year 3 student who had obviously enjoyed the day
- "I'm going to be an illustrator when I grow up."
Talented Year 2 student, pleased with her work
- "The best bit was dressing up... and seeing David Legge... cause he's funny... and painting... and stories and... Mr Z with his singlet on!"
Year 2 students

What's next?

Photographs of the day are on display in the school library and they are creating a lot of interest. They are also a starting point for revising what was learnt on the day.

The second batch of photographs will be made into a booklet that will be housed in the library for the children to browse through.

Another Read-in day has been scheduled for later in the year, with a very different theme. The whole process will be worked through again. Read-in days are well worth the planning and effort.

Contacts

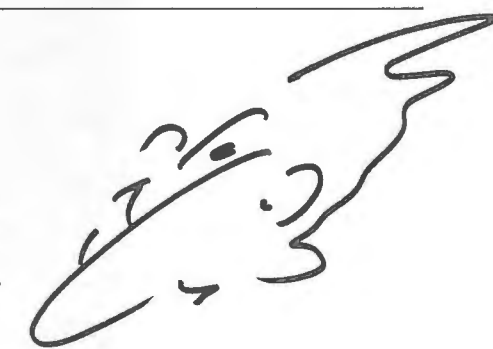
- Agencies which can assist you to invite authors and illustrators include: **Speaking of Books** (Jill McGilvray, phone 02 9869 3030); and **Lateral Learning** (Jennie Orchard, phone 02 9948 1185).
- The Aloud West program is run by the **Children's Book Council** to promote children's writers and illustrators and their work. The grant pays for speaker's fees. Schools can apply for funding on the grounds of economic, cultural or geographic hardship. The contact for further information is: The Development Officer, Aloud West Program, Children's Book Council of NSW, PO Box 765, Rozelle 2039.

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Meet

Ian McLean, editor of *Scan*, recently caught up with illustrator David Legge on the eve of his visit to the Blue Mountains.



Scan: David, I understand that as a child you were unsure about becoming an artist and a book illustrator?

David Legge: When I was at school, I was one of those kids who used to draw all the time. My school friends would ask me, "Are you going to be an artist when you grow up?" At the time, I thought an artist was someone who wore a French beret and was always poncing about, so I'd tell them, "No, I'm going to be a bus driver."

Scan: You seemed to come out of nowhere with *Bamboozled*, and it was such a hit!

DL: The publishers all knew my name, but *Bamboozled* really put me on the map. I'd been doing book covers for about ten years, and continued doing that after arriving in Australia in 1989. I was doing adult and teenage book covers; then I met people like Donna Rawlins and they got me excited about children's picture books. I was offered one by Hodder & Stoughton. They asked me to do *Would you?* by Nette Hilton. Halfway through that one I got the idea for *Bamboozled*. I used to live in Balmain; just around the corner from me was a publisher named David Ell, and that's how I came to do the illustrations for the non fiction book, *Let's do a magic show*.

Scan: The colours of your latest picture book, *Rise & shine*, are so vivid; very different to your earlier work.

DL: I knew that (with the sun and the moon as main characters) there would be lots of lights and darks

with this one. Working with water-colour, it's hard to get really dark colours. I used different paints this time: acrylic gouache. They're quite nice. You can cover up your mistakes a lot easier. You can be a lot bolder.

Scan: For a picture book, *Rise & shine* is quite wordy. It seems to cater to a different audience.

DL: I think I was determined to actually *write* a book this time. I hope I didn't go over the top with the words; that was one of the things which made it hard to design this book. With *Bamboozled*, there were only about ten words, or whatever, to a page. I've had a few reviews for *Rise & shine* and they can't seem to pigeonhole what age group it's for. That's nice, I suppose, in a way. I just received a fax from Canberra: a Year 9/10 English class like it, and they want me to go down there to talk about it. I've even spoken to groups of TAFE students.

Scan: You do a lot of school visits. What happens in your *Bamboozled* workshops?

DL: With the younger children, we rewrite the story around the school: split them up into groups and they all do a different section of the story, and their own illustrations. The teacher collects up all the work and we make it into a class book.

Scan: What is else is on the horizon for David Legge?

DL: I'm doing the illustrations for a Margaret Wild text soon. It's about kindergarten, for very young children, so I'll probably go back to a tra-

ditional watercolour approach for that one. Having said that I may change my mind. I can thin the acrylics down with water if I like.

I'm also doing a book with Christopher Cheng. It's a non fiction book: true zoo escapes, and how the animals got recaptured. I'll be doing black and white illustrations for that. Chris used to work (as a teacher in the Education Centre) at Taronga Park Zoo, and drove the Zoomobile, so he's come to know lots of people who work in zoos. He phoned up his friends from zoos around the world. There are no names in the book, so noone will get into trouble.

Books by David Legge:

As author/illustrator:

- *Bamboozled* (Scholastic, 1996), SCIS 888484
- *Rise & shine* (Random Australia, 1997), SCIS 917536

As illustrator:

- *Let's do a magic show* by Jim Holt (Ellsyd, 1990), SCIS 648779
- *Would you?* by Nette Hilton, reprinted in *Bedtime stories* (Hodder Children's, 1997), SCIS 921140

David Legge's cover illustrations have included: *Hair raisers* (series) by Lee Striker/Margaret Clark; *Nancy Drew* (series) by Carolyn Keene; adult fiction by Jennifer Rowe; and over 50 other book and audiovisual titles. ■

Winnmalee Primary School students wore their best bamboozled uniforms to meet David Legge.



Collaboration in action at Pennant Hills High School: students review the CBC shortlisted books



When approached to write this article for *Scan*, I was asked if I had a group of students who would like to be involved with reviewing some of the Children's Book Council (CBC) shortlisted books. One particular group I was working with was already writing reviews, so this seemed an ideal opportunity for these budding writers to be published. Their teacher, Owen Belling, was keen to be involved. It seemed like another project where the teacher-librarian and the class teacher could work together to improve learning (*Information skills in the school*, p. 15).

Background for this project

At the beginning of the school year, Owen approached me to work with a Year 7 class, for a double period each week, because he felt the extra support might help to develop these students as independent learners. Our Support for Learning Difficulties Integration Aide, Christine Lang, was also enlisted to work with particular students.

It was identified that this group should be developing as competent users of available technology. They needed to know how to select the most suitable source of information for specific questions. Owen stressed that it would be best if the activities we did together in the library were directly related to work he was doing in class. This, of course, is the ideal situation for effective collaboration. By focusing on student centred learning, we acted as knowledge navigators (*Education 2010*, 1996).

Our first project was a unit based around their set text, *The great Gilly Hopkins* by Katherine Paterson. This unit was written in collaboration, using Owen's expertise and knowledge of the book, which included issues such as: separation; divorce; and single parent families. I then wrote an "introduction to the library" program whereby students had to locate resources and complete a series of tasks. This involved using the OASIS enquiry terminal (including advanced search strategies); CD-ROMs (*The Sydney Morning Herald* and *World bank*); *Guidelines*; and the Internet. The six steps of the information process were emphasised and built into each activity.

Information skills and critical thinking skills are closely related. They are described by Bloom in *Taxonomy of educational objectives*. Critical thinking skills include a hierarchy of skills, such as: knowledge comprehension; application; analysis; synthesis and evaluation (Coil, 1996).

The final activity involved a presentation based on two articles, that the students had located, related to the issue they had chosen. This is a simplified version of what is required in the topic area for 2 Unit English in senior years. The students were able to critically discuss the issues of the novel, and support their discussion by citing specific articles. Each student had to present their synthesis to the class in oral and written form. All work was completed on an A3 pro forma that we supplied.

Encouraged by the success of this activity, another English teacher approached me to write a unit for the whole grade (again Year 7) which

would again be based on critical thinking skills and include a literacy component. The topic chosen was *Zoos*. This was written, once again in collaboration, using the class teachers' expertise about required outcomes. Students were given a number of activities and this culminated in a visit to Taronga Park Zoo, where students were engaged in a number of writing activities. I was delighted to be included on this excursion to help with the learning experience.

As the year has progressed, these students are now seeking information in a variety of forms (Bruce, 1997). Their information skills, and ability to think critically, have improved noticeably; they have become successful users of information. Based on the work of Eisenberg and Berkowitz (1988), all assignments at Pennant Hills are curriculum mapped (see also *Scan* vol 16 no 1). This means that we can track learning styles, types of assignments and information skills. It allows us to identify the gaps in our cooperative planning and to vary the presentation of assignments to meet students' needs. It helps us plan for the next activity.

Deconstructing texts

Our next project with this particular Year 7 group was to do with deconstructing and reconstructing texts. Owen identified that this group needed skills on how to write book reviews. He emphasised that he did not just want them to "write the storyline". I offered to talk to the group about my experiences as a writer on the SCIS/*Scan* Internet reviewing team. In a fairly impromptu lesson, we discussed the implicit 'scaffolding' within book reviews from issues of *Scan*.

For example, breaking into small groups, we examined reviews for books (selected because the books were well known by the students) and looked for trends. When students commented that it was better not to begin a review with "This book is about...", we brainstormed (with butcher's paper on hand) to think of more inventive ways to introduce a review. They quickly noticed that most reviews try to "catch the reader's attention" in the first sentence.

Our task, therefore, was to write like professional writers. The students' experiences in deconstructing and reconstructing text helped them to improve their writing style. During deconstruction, the students realised that the *Scan* reviews discussed character and plot development (without giving away the ending of the story), and then mentioned suitability. Some students noticed that the reviewers often gave examples to support their case. An evaluative comment is included within the body of the review as well. All of this within 100 words per review.

Although reviews of limited word length are necessarily "spare of language", the thoughtful use of powerful adjectives and adverbs were seen to be important in a good review. (Highlighter pens and photocopies were useful tools for this activity.) If one examines the students' final products, which accompany this article, it is clear that they have been highly successful in this regard. The students were able to emulate professional reviewers by using terms of their own choosing, such as: "oversized

format"; "glossy quality of the paper"; "shared enjoyment"; "cartoon form"; "pictures are lively"; "delightful portrayal"; "ideal for reading aloud"; and "wider appeal". Such terms were used skillfully and appropriately. A bank of vocabulary was also drawn up. Obvious additions to this list were words such as: author; illustrator; character; and plot.

Reconstructing texts

Before they began working on reviews of the shortlisted books, the students practised with the novels they had chosen for a wide reading program. Lots of time was given to conversation in groups about the books. This Year 7 group was already quite skilled in oracy, articulating positives and negatives about books with confidence. When it came to writing, they tended to omit, at first, some of the excellent points they had made orally. Owen was very systematic about ensuring that his students remembered to include all of their ideas into written form. ("Remember when you said...?"; "You've forgotten to include what you told us earlier...", etc.) Drafts were written and then rewritten.

The reviews in *Scan* were used as models once again when we compared the students' first attempts to the professional examples on the overhead projector. ("How does *your* review differ to this published one?"; "Have you used a strong opening sentence like this?", etc.) Owen asked the group if they would be interested in publishing their work in a professional journal. Immediately the students were enthusiastic. In terms of information skills and literacy, this group have come a long way in a short time: from being a class who were not confident users of information, to being published writers who are mastering electronic and print media and realise the need for both.

Conclusion

Information skills and information literacy must be embedded in a unit of work if students are to maximise the effectiveness of the learning experience. I feel it is important for teacher-librarians to be involved in the writing process of programmed assignments. At the initial stages we can make sure that information skills, technology and critical thinking skills are included, but team effort, of teacher-librarian and teacher, should continue throughout the unit. A program solely written and taught by the teacher-librarian lacks the expertise of the class teacher and his or her knowledge of the students' abilities and interests. When the class teacher is involved, not only do they enrich the learning experience but they have a shared ownership of the strategies involved. This sets a powerful model for collaborative learning.

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- Bellanca, J. & Fogarty, R., *Blueprints for thinking in a co-operative classroom*. Hawker Brownlow Education, 1991.

Here is a way to get more use out of your back issues of *Scan*, and support the State Literacy Strategy at the same time! The resource reviews in *Scan* are ideal models for demonstrating to students the deconstruction and reconstruction of text.

Lorraine Bruce, a teacher-librarian at both Cherrybrook Technology and Pennant Hills High Schools works closely with teachers to integrate technology, higher order thinking and information skills into the curriculum. Owen Belling is an English teacher and Year 7 adviser at Pennant Hills High School. Owen's special interest is literature.

- Bruce, L., 'The role of the teacher librarian in meeting student needs in the new millennium: a discussion paper of the importance of integration of higher order thinking, learning styles and information skills.' *Schooling in the networked*. World Virtual Conference ITEC, 1997.
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Reviews by Year 7 students, Pennant Hills High School

Picture books:

CLEMENT, Rod
Grandad's teeth.

Angus &
Robertson/HarperCollins, 1997
ISBN 0207191395

One morning Grandad woke up to find he had been robbed of his dentures. He sat there staring at the empty glass of water. He made everyone smile as they walked past the gate. Would Grandad find his finest Swiss craftsman's dentures? This is an enjoyable picture book with an unexpected ending. The illustrations are in a cartoon form which complements the caricatures in the story. Grandad keeps lisping without his teeth and this makes it most amusing, and ideal for reading aloud to young children. This book will prove to be popular with both children and parents. A. M., E. D., J. C., F. H.

USER LEVEL: Stage 1 Stage 2

AVAIL: \$22.95

EVAL: Highly recommended

SCIS 900974

GRAHAM, Bob
Queenie the bantam.

Walker, 1997
ISBN 0744555191

Queenie is a hen who longs to be part of a human family. When Caitlin's father saves her from the village pond, she makes her nest in Bruno's dog basket, secretly returning from her chicken coop every morning to lay an egg for Caitlin's breakfast. This picture book is filled with lots of colour and little, detailed pictures. The oversized format makes it ideal for groups of children to enjoy and they will love discussing the changes all families face with the arrival of a new addition, whether it is a baby or a clutch of chickens. A. S., S. Y., M.D., L. B.

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: \$21.95

SCIS 903915

McLEAN, Janet & McLEAN, Andrew
Josh.

Allen & Unwin, 1997 (A little ark book)

ISBN 1864483628

A colourful, playful cover invites the little fingers and imaginative minds of children to discover more of the cute

Education 2010: a preferred future for Victorian Education.

Victorian Association of State Secondary Principals, 1996.

Eisenberg, M. B., & Berkowitz, R. E., *Curriculum initiative: an agenda and strategy for library media programs*. Ablex, 1988.

Information skills in the school. NSW Department of Education.

Maxwell, E., 'Extended uses for curriculum mapping: keeping track of text types and technology use in units of work at Cherrybrook Technology High School', *Scan* 16(1), 1997, pp 20-22.

Taxonomy of educational objectives: the classification of educational goals. Edited by B. S. Bloom. Longmans, Green, 1956-1964.

and mischievous cocker spaniel, Josh. The pictures are lively and the glossy quality of the paper feels special for younger readers. Josh is a playful dog who is a boy's best friend. They do everything together in disordered fun, whether it's getting up in the morning, making the bed, playing games together, going for walks or dragging the washing from the line. The story is as wild and exciting as the reader cares to make it. E. W., K. H.

USER LEVEL: Stage 1 Stage 2

AVAIL: \$12.95

SCIS 909170

MORIMOTO, Junko
The two bullies.

/ translated from an original Japanese story by Isao Morimoto. Random Australia, 1997 (A Mark Macleod book)

ISBN 0091832934

Ni-ou and Dokkoi are two muscle-stuffed strong men, one from China and one from Japan. Ni-ou, the strong man of Japan whom no one could beat, hears that there is a strong man in China called Dokkoi and his pride demands a showdown. When he hears the stomping of Dokkoi's huge feet he has second thoughts! Young children will enjoy the exaggerated cartoons of Junko Morimoto's delightful retelling of this parable. Imagine their fun as they mimic the grunts and groans of the would-be heroes and act out this tale about conflict and cooperation. L. E., J. T., A. W.

USER LEVEL: Stage 2 Stage 3

AVAIL: \$22.95

SCIS 900922

RIDDLE, Tohy

The great escape from City Zoo.

Angus & Robertson/HarperCollins, 1997

ISBN 0207189544

Imagine: a flamingo boosting an elephant over a wall; a turtle running to join the other escapees; an anteater alertly keeping watch. This precedes a legendary great escape from the city zoo. After a night on the docks with their friend McRover the dog, an unusual collection of inmates sets out for the town cleverly disguised as humans. On the way they visit cinemas and art galleries, trying to blend in. The zoo keepers are hot on their tails (literally) wherever they go, and one by one they are recaptured... except for

one. Who was this allusive hero giving hope to penned inmates (penned-in mates)? The black and white pictures capture the sense of memory in this legend. The cartoons are funny and the detail invites examination and shared enjoyment. L. B., M. C., S. C., A. R.

USER LEVEL: Stage 2 Stage 3

AVAIL: \$22.95

SCIS 903562

WHATLEY, Bruce & SMITH, Rosie
Detective Donut and the wild goose chase.

HarperCollins 1997

ISBN 0732258170

Detective Donut is approached by Goose, disguised as the professor's assistant. Goose is trying to get hold of a rare statue which the professor has posted to Detective Donut for safe keeping. Detective Donut thinks the parcel is a birthday present of socks from his mother and can't understand why it keeps disappearing. This is a very clear book, with detailed pictures which are easy for children to understand. The printing is large and easy to read and the paper is strong and glossy, which children will enjoy touching. It is a very good mystery book with funny pictures to match the stories. Children will like this book. R. B., J. H., D. P.

USER LEVEL: Stage 2 Stage 3

AVAIL: \$22.95

SCIS 900263

Books for younger readers

KLEIN, Robin
The listmaker.

Viking/Penguin, 1997

ISBN 0670871753

Sarah has two habits she can't break: making lists and being over organised. Her aunts have moved to Avian Cottage, a bird lover's paradise, overgrown with weeds. Next door is an optimistic, annoying girl called Corrie, who tries to bring the good out in Sarah. Piriell Starr, her soon-to-be stepmother, is an excellent, popular real estate agent with a reputation she will not want destroyed. This book is light on adventure but the fractured and fraternal relationships in families and the delightful portrayal of the aunts give it realism and appeal. K. D., C. D.

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$14.95

SCIS 909037

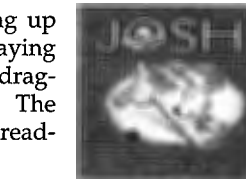
Books for older readers:

BAILLIE, Allan
The last shot.

Omnibus, 1997 (Omnibus shorts)

ISBN 1862913161

Steve Holloway is an excellent basketball player and now it is his chance to show the locals what he can do in this small town final. But it is Mike Rennes who takes the floor while his father watches from high up in the stadium, well away from television cameras and newspaper journalists.



What is the mystery behind this multiple identity? Why has Jude given up the piano, Mum left real estate and Dad become a used car salesman? And why does Steve/Mike apparently deliberately miss the winning shot in front of whirring cameras? This enjoyable, fast paced, short story shows what happens to children caught up in a crazy, mixed up, adult world. T. D.

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$8.95

SCIS 896876

JINKS, Catherine
Eye to eye.

Penguin, 1997

ISBN: 0140384448

When Jansi stumbles away from his home town, he discovers a ship wrecked for many years. Its name is RS4T-PIM, or PIM for short. All PIM wants is for Jansi to do a simple thing that will enable him to fly again but Jansi does not know that and is scared. Little by little, Jansi understands and helps PIM, especially when he faces destruction. This is a great story that catches the interest of science fiction lovers within the first few chapters. Despite the made up language, readers will enjoy the theme of taking a chance with a friendship that might not last. E. C.

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$11.95

SCIS 906721

Metzthen, David
Gilbert's ghost train.

Scholastic, 1997

ISBN 1863888527

Time travellers shouldn't miss this book in which Martin recalls Dally's last year before dying of leukemia. It is a moving and sensitive story about grief and letting go, but it is also filled with Gilbert's stories about heroes from 1917. David Metzthen's understanding of Martin's feelings is powerful, and provides an important catalyst for children to talk about losing someone they love. The mystery surrounding Gil is intriguing and gives the book wider appeal. Was it his name on the cenotaph in Killora? The short chapters encourage even reluctant readers to find out. P. N.

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$12.95

SCIS 909042

WINTON, Tim
Lockie Leonard, legend.

Pan Macmillan, 1997

ISBN 0330360027

Lockie is having the worst holiday of his life. During the past year he has started high school, been dumped by his girlfriend and endured his mother's mid-life crisis. When the combination of a demanding job and the responsibilities of raising three children takes its toll on the Sarge, Lockie is left with the role of 'man of the house'. Life becomes chaotic and Phillip is just as difficult and embarrassing as he proved to be in *Lockie Leonard, human torpedo* and *Scumbuster*. Like Winton's other teenage hits, *Legend* is funny and subtle. It is a 'shambolic' beach story that keeps the fun in reading for all teenagers. M. B., E. C.

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$9.95

SCIS 902164 ■

Levelling texts: implications for teacher-librarians

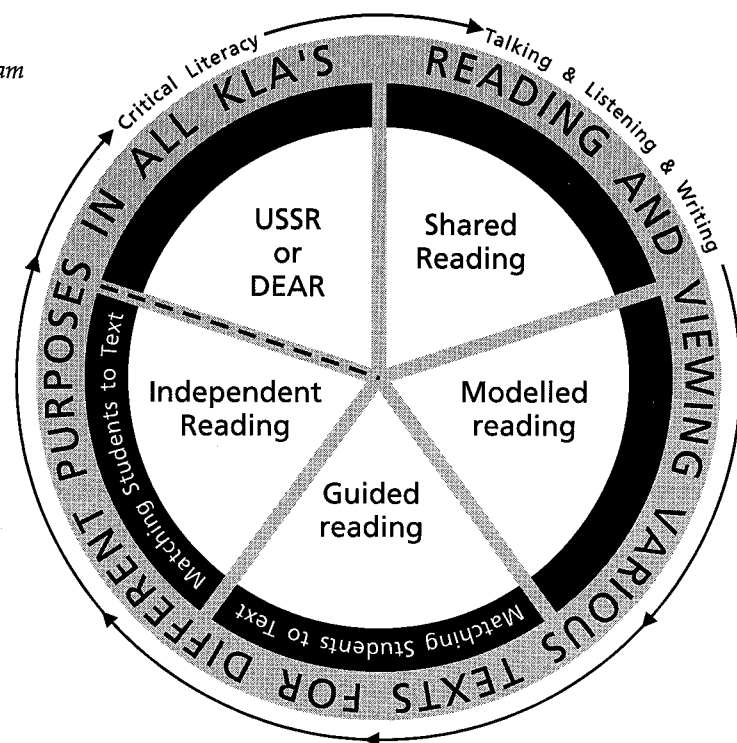
Penny Hutton and Michelle O'Dowd are from the English Unit of Curriculum Support Directorate. In this follow up to their article on text types in Scan vol 17 no 1, Penny and Michelle describe the concepts and current practices of a balanced reading program and the levelling of texts. Teacher-librarians have a significant role in supporting the State Literacy Strategy.

The expression 'levelling texts' has been gaining greater currency in recent years, particularly in Kindergarten to Year 3 classrooms. It means grading books so that students can be matched to texts that are neither too hard nor too easy for them to read.

If a student can read a book, and get nineteen or more words in every twenty words correct, then the book is said to be at the student's 'independent' level. These books are often sorted into book boxes, from easier to more difficult levels. These boxes often contain 'readers' (or books written solely to teach students how to read), but should also contain a balance of literary and factual texts.

Independent reading is a critical aspect of a balanced reading program. Independent reading refers to opportunities for students to read texts which they have selected for themselves, because they are of interest or because they have already demonstrated that they can read them. A balance reading program also includes: shared reading; modelled reading; guided reading; and "uninterrupted, sustained, silent reading" (USSR), which is also known as "drop everything and read" (DEAR).

Diagram 1: A balanced reading program



Shared reading refers to the occasions when a teacher is reading to students. The texts selected for shared reading often include those which may be too difficult for students to read independently. High quality, literary texts should provide enjoyment and exemplary models of lan-

guage. These texts may also deal with concepts that students understand and can discuss but can't yet read about. In the case of factual texts, they should contain information and concepts which students require to be successful in the key learning areas.

Modelled reading refers to those times when a teacher is reading a text to students in order to make explicit particular reading strategies and skills.

Guided reading refers to the times when students are reading a text with support from a more expert adult or peer. The texts for this type of reading have been selected specifically because they contain particular language structures and features, which students need to know and understand, in order to meet syllabus outcomes in each of the key learning areas. Ideally, students should be involved in choosing appropriate texts from books at their 'instructional' reading level or above. An instructional reading level is when a student is able to read at least eighteen in every twenty words correctly. These texts should contain particular aspects of reading knowledge and skills which the classroom teacher has determined a student, or group of students, needs to learn next. It should be kept in mind that when students are matched to text for a guided reading session, this is only one small part of the total reading program and probably would represent no more than twenty minutes out of a school day.

USSR or DEAR programs are a valuable component of independent reading. It provides opportunities for students to further practise their reading. It is important that these times are purposeful and that students are engaged in reading real texts, which they have selected because they are interesting, engaging and appropriate.

Whilst these components of reading instruction will be most evident in primary classes, they also should be included in secondary classes as students work with texts in order to learn in a range of subject areas.

In K-3 classrooms, levelling texts and matching students to these texts can be a fairly simple process because books written for this age group tend to be about their immediate concrete world and experiences. However, levelling texts beyond this point becomes very complex. Many other factors come into play apart from the students' ability to read a text at above a 90% accuracy rate.

Factors affecting the difficulty of a text

Having selected texts for students to read, it is very important to analyse the texts in terms of the language demands they place on the reader. This will influence the skills and knowledge the students need to develop in order to read the text successfully. Teachers will need to know:

• The purpose of the text and its text type:

Whether or not students are familiar with the type and form of the text will influence how easy or difficult it may be for particular students. In many cases a text may have a mixture of purposes. For example, media texts often are written both to entertain and provide information. Students need to be able to discern the varying purposes of these kinds of texts.

• The sociocultural context of the text:

All texts are influenced by the beliefs and values of the writer. Readers who do not come from the same cultural or social group as the writer may be excluded from fully understanding the meanings. For example, a novel such as *Babe* (also known as *The sheep-pig*) by Dick King-Smith, which is based on the premise that pigs can be regarded as cute, clever and very desirable pets, will be an easy text for readers who hold these same views. However, it will make no sense at all, and therefore be found difficult, by students who hold very different views about pigs. Texts may contain biases and stereotypes which may seem natural, but which need to be made explicit and, if necessary, challenged.

• The resource architecture of the text:

This refers to the organisational features of the texts which support the reader, such as: index pages; cover blurbs; and menus. Students' prior knowledge of how books, technology and media texts are organised will also influence the difficulty of the text.

• How the text is structured:

Prior knowledge of the structure of the text will contribute to its difficulty. For example whether an argument is built up through the stages of 'thesis', followed by sequenced arguments, followed by a reinforcement of the thesis.

• How information is organised in the text:

Is the information organised chronologically or following a taxonomy or is it sequenced by cause and effect?

Is the information foreshadowed by the use of text, section and paragraph previews?

Is the field of the text built up through the content words (especially through the use of technical or specialised terms)? How familiar are students with the language used in the text?

• How is the relationship between the reader and the writer established?

The word choices of an author may be made to position readers to take up certain viewpoints. For example, the choice of the word 'caresses' in the following description of a harbour, positions the reader to take a very positive view:

"The ocean caresses the shores in sheltered coves."

In this next example, students would need to see how the combination of language choices has been used to construct the position of the writer and the position the writer wishes the reader to take:

"Hitler spread death as no person has done in modern history."

• How the ideas are linked within and between sentences:

This may be achieved through the use of conjunctions, such as "therefore" and "meanwhile", and through the theme patterns built up. For example, in many reports, words referring to the topic or sub-topic are generally found towards the beginning of a sentence. In an explanation, information is usually organised with *given* or *known* information at the beginning of sentences, and *new* information following at the end of sentences. This new information is then restated, often in different terms, at the

beginning of the next sentence as the known, and the next piece of new information is added.

The roles of the reader

Another aspect of a text which needs to be explored is the potential it gives for students to adopt different reader roles. Effective readers interact with texts on different levels: as code breaker, text participant, text user and text analyst.

The chosen text may give students opportunities to develop one or more roles. For example, many texts which students need to read in upper primary and secondary school contain a great many words ending with "-tion", or "-ment", or "-ity". Students will find these words easier to decode if they know they are *things* (nouns) which have been changed from *actions* (verbs). This will provide a basis for them to operate as text participants in extracting the particular meanings of these words. The challenge which each of these roles presents to students will be

affected by all of the factors which have been described above.

As students move from Stage 3 to Stages 4 and 5, the texts which they will be required to read will become more technical and abstract. Students will most often be reading to accomplish tasks. Students need to be supported to move from their everyday and commonsense language and understandings, which they use to describe their world, to the more accurate and subject specific language required for creating and interpreting texts in all subject areas.

Levelling texts in the library?

Teacher-librarians may face the following scenario based on concerns about levelling texts:

"We have finished matching all our students to texts in our classrooms. The book room has been levelled. When can we start on the library?"

Table 1

C L A R I F Y I N G T H E T A S K		
Subject	Term	Year
What is the task?		
The type of task determines what the end product will look or sound like. <i>Define</i> the task.		
Does the task require your students to:		
<ul style="list-style-type: none"> • make something • perform in some way • speak • write • a combination of above? • <i>locate</i> information • <i>select</i> information • <i>organise</i> information 		
Who is the audience for the task?		
<ul style="list-style-type: none"> • teacher • peers • another class • members of the community, etc. 		
What is the purpose of the task?		
The purpose of the task will determine which text type or text type combinations your students will produce.		
What form should the response take?		
Some commonly recognised forms include: interviews, recipes, ballads, models, advertisements, debates, editorials, playscripts, fairy tales, lectures and mimes.		
How should the response be presented?		
<ul style="list-style-type: none"> • on tape • in a book • on cardboard • word processed, etc. 		
When is it due?		
How will the task be evaluated?		

Apart from the very practical considerations such as the time, expense and disruption which this would entail, there are some very sound educational reasons why this *won't* work.

Discussion of the issue with teachers is needed to clarify their reasons for wanting to "level the library":

1. What role can the library play in the school's literacy and information technology policy?

Whilst literacy skills, knowledge and understanding can be the determining factor of each student's ability to efficiently and effectively use the resources offered by the school library to complete tasks set by teachers, its role goes well beyond this.

As an information technology centre, its role is to provide a range of resources to meet as many demands of the school curriculum as possible and as many differing needs of the students as practicable. The demands of these dual roles are rarely an even match. The curriculum demands are equally as varied as the needs of the students. Similarly, texts can be used for a range of purposes and situations and cannot simply be categorised as being suitable for only one category of students, (however that may have been determined).

For example, a picture book such as Anthony Browne's *Willy the wimp* might, in one context, be a great narrative to share with a Stage 1 class, and in another could form a useful stimulus text for discussing bullying with a Stage 4

Personal Development/Health/Physical Education (PDHPE) class.

Additionally, students' reading achievements will not be the same across all types of texts. A student may have difficulty reading a novel which others in his or her class consider easy, but may have no difficulty in comprehending a complex factual text about photography or primates. Motivation, interest and prior experiences are all important factors in determining the difficulty of a text for a particular student.

2. What role does the library play in supporting teachers to organise appropriate resources and learning experiences for their students?

As a part of a whole school plan for both literacy and learning technology, the teacher-librarian has a vital role to play in providing advice about the resources which are currently available, those which need to be acquired, and structuring relevant learning experiences. To do this most effectively, teachers need to be assisted to clarify exactly what it is they want their students to do, and how they want the task to be presented. If teachers are clear about the purpose and the presentation, it will greatly assist the students in performing the task.

The pro forma (Table 1) will assist teachers to clarify the tasks that they give students. The teacher-librarian expertise with information skills will contribute to the success of this process. ■

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Building quality learning and teaching into the next century

Tom Campbell is Principal of the Saturday School of Community Languages. Prior to his appointment in 1996, Tom spent two years in the then Quality Assurance Directorate where he participated in 40 primary and secondary school reviews. This experience enabled him to significantly develop his understandings of 'best practice' in learning and teaching. As a result, he believes the Quality assurance school review framework documents and the Discussion paper on schools as learning communities, are significant, and of long term value to teachers, in helping them develop their own understandings of what constitutes current best practice.



The teacher-librarian's role is underpinned by the statements listed in this article. Teacher-librarians in schools are well placed to understand and articulate to their colleagues what the issues mean in terms of the learning and teaching priorities in a school. The statements, distilled from the two documents mentioned above, represent a summary of the best culture and practice for a school and, as such, are issues around which the teacher-librarian can critically reflect about their teaching as an individual, and their work as a member of the school as a learning community. The statements focus on continuous improvement in the quality of student learning and articulate a continuously changing culture in schools. The aim is to encourage discussion about the current systemic culture in relation to quality learning and teaching. The statements have generic application in all effective classrooms K-12, irrespective of subject or lesson content.

Using the statements

In a practical way, the statements could be used when planning units of work with the classroom teacher. Together, the teacher-librarian and teacher could choose four or five points to focus on in the unit of work. The question then becomes, "Will our unit planning allow our students to achieve/experience the principles we have chosen?"

For example, will the range of resources for a unit allow students to work independently and be self directed? Will the range of resources allow students to make mistakes and explore and reflect on their learning? Will the unit of work allow the teacher-librarian and the teacher to work collaboratively and build trust and critical reflection?

Schools as learning communities:

- A long-term Department of Education and Training agenda for changing the culture of schools.
- All people can learn; high value on diversity; learning how to learn; quality of everyone's learning.

- Principal as leading learner; teachers as learners and leaders; students as self-directed and committed learners; parents as learning partners.
- Continuous learning: individual; team; organisation.
- Focus on students and their learning as the core business of all schools.
- Trust; collegiality; collaboration; participative decision making; risk taking; experimentation; critical reflection.
- Time and space for dialogue and discussion; building shared understandings of best practice.
- Sense of belonging; connectedness; empowerment; shared responsibility.

Secondary education to Year 12 for all in the 1990s: implications for teaching practice:

- The new emerging student-centred pedagogy, a new pattern of classroom practice K-12.
- Teachers are facilitators of learning, not the sole source or transmitters of knowledge.
- Students are active constructors of meaning, managing much of their own learning.
- Students 'learn how learn' to are encouraged to understand, and apply the ways they learn best.
- Students are given individually appropriate time to achieve the intended learning outcomes.
- Processes and practices enable success in learning for all students.
- Students take maximum responsibility for their own learning.
- The revolution in information technology is powerfully driving the imperative of continuous improvement in the quality of student learning.

How do students learn best?

How can we describe 'best practice' in learning and teaching as we understand it in 1998?

Learning:

- Students have high expectations of themselves as learners.
- Teachers have high expectations of students and are committed to maximising student potential through their practice.
- Students are supported in learning and are encouraged to take risks and make mistakes as self-directed learners.
- Students take responsibility for, and are actively involved, in their own learning.
- Students work independently and co-operatively with each other in a range of learning activities.
- Appreciation and respect for the needs and rights of others underpin all learning; quality learning is based on

quality relationships between students and between students and teacher.

■ Students participate in a range of peer and self assessment activities.

- All students have the opportunity to demonstrate success in learning.

Teaching:

■ Teaching practice is based on continuous critical reflection about how to improve student learning.

■ Teachers are committed to working together in building shared understandings of, and implementing best practice, in classrooms.

■ Teaching practices cater for a variety of learning styles and the preferred learning styles of individual students.

■ Students see present and future relevance in everything they learn.

■ Teaching is a learning partnership between teachers and their students.

■ Students understand how their progress will be assessed and reported.

■ Assessment and reporting processes enable students to make judgments about how to improve their learning and reach their potential.

■ Demonstrated student learning outcomes form the basis of further refinement and development of teaching programs and practice. ■

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Upgrade your qualifications: taking up the challenge of post graduate study

In this article, Jenny Scheffers encourages other teacher-librarians to upgrade their professional qualifications. For Jenny, now in her first year as teacher-librarian at Merrylands East Public School, post graduate study opened many doorways, and assisted the implementation of some very practical changes to two schools' teaching and learning programs. Scan congratulates Jenny on her recent graduation with distinction from a Master of Education (Teacher Librarianship) course.

Despite numerous obstacles, I summoned up the courage in 1995 and commenced post graduate study in teacher-librarianship through Charles Sturt University. Contemplating enrolling in a post graduate course is daunting enough, but it is especially so if:

- you haven't studied for fifteen years
- you have three young children under the age of ten
- you have regular supply casual teaching responsibilities, and
- your husband has an incurable disease (lupus) which requires regular medical and hospital treatment.

However, resolutely, I commenced the Graduate Diploma (Teacher Librarianship) course, which is available to three-year trained teachers. In 1996, the Master of Education (Teacher Librarianship) course, which is offered only to four-year trained teachers, was introduced and I converted to it. The courses are conducted via distance education and generally take two years, part time, to complete. Each course involves eight course-based subjects and two practical subjects.

Although I originally doubted my ability to study successfully at such a high level, I also felt a very strong inner determination and the need to develop myself professionally. I had been working as an untrained casual teacher-librarian (one day per week), and as a casual classroom teacher for several years, since resigning to raise my family. I was now seeking greater job satisfaction and security. The course would not only provide me with the skills and knowledge to manage a resource centre effectively, but would assist me in obtaining a permanent appointment.

At the start of 1996, I successfully applied for a sponsorship with the then Department of School Education. Marayong Heights Public School had offered me a supply casual position as teacher-librarian; the principal considered me suitable because she was aware that I was completing teacher-librarian studies. I was employed in this position for two years (1996-97).

Do the benefits outweigh the difficulties?

Naturally, there are some hurdles associated with upgrading one's qualifications, including:

- a constant and demanding course workload, including extensive readings and two or three assignments per subject
- having to establish new study routines and become familiar with university procedures and lecturers' expectations
- the changing priorities with respect to family, work and study commitments
- having to place your family and social life on hold. (I soon became accustomed to late nights, less family time and a messy house!)

However, I firmly believed, and still do, that the considerable long-term, personal and professional benefits of study far outweigh these short-term difficulties. My outlook and experience has been greatly enriched. For example, during the course, all of the latest teacher-librarian issues were addressed. Areas covered included: collaborative planning, programming and teaching (CPPT); information technology; library management; and collection development.

I found the readings and assignments to be most relevant to my everyday role as a teacher-librarian. Whilst completing my study, I was able to put into practice at Marayong Heights many of the skills and knowledge I was acquiring through my assignments, particularly the introduction of CPPT strategies, and the development of the school's selection and circulation policies.

From my personal experience, principals, executive staff and other colleagues seem to regard you more highly if they know you are undertaking, or have completed, your professional training. They are also more inclined to support any changes you wish to introduce.

The optional residential schools offered by Charles Sturt University provided valuable opportunities to meet fellow students and lecturers. My computer skills also improved dramatically as a direct outcome of word processing my many assignments. With the culmination of each subject, the sense of self achievement became greater; the 'light at the end of the tunnel' became brighter.

My husband's untimely health problems certainly added significant

strain to my study. However, the course served as a valuable distraction from our turmoils. Somehow I managed to organise my study time around hospital visits and other family and work commitments.

Putting study into practice

Darelyn Dawson stated in *Scan* vol 1 no 3 (1997, p 15) that it was a challenging prospect to establish one's reputation as an effective teacher-librarian in a new environment. Certainly, my post graduate training has empowered me with the latest skills, knowledge, vision and confidence, enabling me to work as an effective change agent at both Marayong Heights and my new school, Merrylands East Public School. Both libraries have been involved in (almost identical) transformations; they are now vital and dynamic centres of teaching and learning, where students are developing skills for life-long learning. I shall briefly outline the way in which Merrylands East's library program has changed since the start of this year:

Currently, about thirty percent of my teaching time is allocated to release from face-to-face (RFF) teaching duties and the remaining sessions are flexibly timetabled. The principal was very supportive of my plans to introduce modifications to the library program and, in Term One, I successfully trialed an author study of Nadia Wheatley with an enthusiastic classroom teacher. This was the first time that this classroom teacher had worked collaboratively with a teacher-librarian.

At our planning meetings:

- teaching and learning activities were discussed
- responsibilities of both the classroom teacher and the teacher-librarian were allocated
- student and staff evaluations of the unit were designed
- resources were examined
- the implications of CPPT, resource-based learning, information skills and flexible timetabling were shared.

This was a fully integrated unit. A literature study of Nadia's work was to

be conducted in class, and a biographical study of the author was carried out during library sessions. The class had a regular, team taught session in the library every week, for a period of six weeks. I also continued the unit during the weekly RFF lessons.

In pairs, students developed their information skills by selecting, recording and organising biographical data about Nadia, and then presented oral and written factual reports. The sharing sessions, which were held at the end of each lesson, provided valuable opportunities for both students and staff to openly express their feelings about the unit. At the conclusion of the unit, staff

Principals, executive staff and other colleagues seem to regard you more highly if they know you are undertaking... professional training.

and students completed written unit evaluation sheets. These were collated and presented to the class for further discussion.

As recommended by Schmidt (1990, p 20), our successful results were presented jointly at a staff meeting. I outlined the overall value of CPPT and information skills, and the classroom teacher explained the planning process we had undertaken, the unit itself and the evaluations. Students' working drafts and word processed reports were also on display.

Building on success

Several other teachers, including support staff, were now interested in working collaboratively with me as a direct outcome of this staff inservice. In Term Two, we commenced work on four CPPT units, involved seven classroom teachers, an RFF teacher, two English as a Second Language (ESL) teachers and one student teacher!

I found the readings and assignments to be most relevant to my everyday role as a teacher-librarian.



Students working in pairs in the library at Merrylands East Public School

These units were:

- Early Stage 1: *The farm* (six classes)
- Stage 2: *An author study of Babette Cole* (two classes) and an *Outer space* unit (one class)
- Later Stage 2: *Mini-beasts* (two classes).

Eleven classes, out of a total of fourteen, were now trialing CPPT units and the flexible library sessions were fully booked out. The school's resource centre was never busier. Staff and student perceived notions of the role of the teacher-librarian have changed. I know I am valued by my colleagues as an equal and valuable teaching partner. Clearly, one successful example of collaboration had become the catalyst for gaining widespread support.

Margaret Eden once said, in *Scan* vol 7 no 2 (1988, p 13), "By influencing a few, you will be reaching many" and it is still true.

Hopefully, in the near future, the demand for collaborative planning and team teaching will provide the impetus to further expand the flexible component of the library's timetable.

"I am only one, but I am one, and what I do makes a difference" (Gordon, 1998). Teacher-librarians considering meeting the challenge to upgrade their qualifications have my strongest encouragement. I have proven to myself, and others, that it is possible to successfully complete such training, even under extreme pressures. The benefits of study are not only personal; they flow directly onto the whole school community.

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Training and Development Directorate encourages teacher-librarians to undertake tertiary study in teacher-librarianship. Many can be sponsored by Training and Development Directorate during her absence. The sponsorship program offers access to relief days and some financial support. The sponsorship program for 1998 will be advertised in the Personnel Bulletin late in Term 3. Courses in teacher-librarianship, which are accredited by the Australian Library and Information Association (ALIA) are offered at: Charles Sturt University, Edith Cowan University, Queensland University of Technology, University of South Australia, and the University of Technology, Sydney. Interested teacher-librarians should seek course information directly from these Universities. ■

Teaching Stage Two and Three information skills

In this follow-up article to *Teaching Stage One information skills*, which appeared in *Scan* vol 17 no 1, teacher-librarian **Jan Sanders** provides more practical ideas on incorporating information skills into teaching and learning, this time to students in Years 3-6. Jan teaches at Rooty Hill Primary School.



icture a primary aged student standing at the door of the school library with a question in his or her head. Probably, he or she will have an assignment sheet in his or her hand as well. One important goal for the teacher-librarian is to provide opportunities to give that child the skills to be able to solve this information need by himself; that child needs to become an independent learner.

In the primary school, almost everything children are exposed to is designed to encourage them to do more and more by themselves, as they progress through stages. Teacher-librarians and classroom teachers do this (ideally in collaboration) by setting into place a variety of scaffolds to support the student as he or she moves toward independence. Information skills, as described in *Information skills in the school*, are essential foundations of this scaffolding. The information skills process assists people "to satisfy their changing information needs, pursue independent life-long learning and contribute to the development of an informed society" (p.1).

Teaching a skill *within* the framework of a topic, rather than in isolation, helps students to understand the context of the whole question they came to answer. The following examples of teaching and learning activities were designed to provide children with opportunities to achieve success. Information skills in the broad areas of defining, locating, selecting, organising, presenting and assessing are embedded within the tasks, helping students perceive the 'when' and 'where' of using the process, not just 'what to do'.

SAMPLE UNITS

Stage 2 (appropriate for Year 3)

Read a folk tale about animals. Explain what happened in the story by talking about it as if you were one of the characters.

Preparation involved selecting several folk tales from Dewey 398.24. Since our library at Rooty Hill Primary had only a few resources in this area, with several short stories in each, we found a few folk tales of different lengths and reading ability levels (to suit the abilities in the class), and provided multiple copies. We also had audio cassettes and a cassette player on hand. The topic lasted for several library lessons, and was done with the class split into three groups, taking turns using OASIS enquiry terminals, texts and the cassette player.

Steps the children followed are listed below:

Define

- Read the topic.
- As a group, with the teacher, discuss what constitutes folklore and fairy tales.
- Look up both terms in the dictionary to supplement the discussion.
- Copy the topic down.
- Re-word the topic orally for the teacher to write in point form on the blackboard, then copy this interpretation down. eg "This means I:
 - read a story
 - pretend to be one of the characters
 - talk about what happened as if I were there."

Locating

- Use enquiry terminals to find shelf locations.
- View the number of books on the shelf, before receiving a photocopy to read.
- Read with a partner.

Selecting

- Decide which character each partner will be (must be a different one for each member of the group).
- Discuss with the teacher various ways to note down ideas (leading up to the teacher telling students that they will be making a radio program, during which a character will be interviewed by a journalist).
- Each student will have a chance to play both roles: journalist and interviewee.
- Since interviewers ask questions, each group composes some questions to ask, along the lines of:
 - Who are you?
 - Where were you today?

Stage 2 (appropriate for Year 4)

Investigate several animals, gathering similar information about each, then use this information to construct crossword puzzles or 'word find' puzzles.

At Rooty Hill, we are lucky enough to have sufficient computers in the library to let one third of a class at a time use CD-ROMs. We also have access to a television and videocassette recorder. Preparation involved: selecting a number of pieces of software that gave factual information about animals big and small; and choosing two video programs about animals. Blank puzzle grids were also prepared in advance.

Defining

- Read the topic, and copy it down.
- Think about what is involved, and contribute your ideas in a discussion (which leads to the conclusion that the only way to gather similar information is to ask the same questions).

- What happened?
- How do you feel about that?

Organising

Students will:

- Write down the questions composed by the group.
- Imagine themselves as the character. Think about "What happened to you?"
- Write down main points to the questions on cue cards.
- Practise saying the answers with feeling.

Presenting

- When it's your turn to be a journalist, interview your partner by asking each question and listening to his/her answers.
- When it's your turn to be interviewed listen to each question, then give your answer in character (by changing your voice, if necessary, and by showing your feelings).
- As a class, emulate television's *Meet the press* (eg *Meet the public?*; *Meet the pupils?*; or whatever name is chosen), by listening to all the interviews played back (or selections).

Assessing

- Think about, and maybe discuss, whether characters' answers fitted the questions asked.
- Comment on which voices were most entertaining/compelling (because a radio program has no visuals, and therefore relies on interest, voice level and tone).
- Explain what you did and didn't like about the topic itself, by reviewing aspects of the unit.

- Help your group to compile a list of about 10-15 questions, covering as much about an animal's appearance, behaviour and habitat as you can. Share this with the class.
- Work out that for each question a keyword can be substituted, which becomes a searchable term (eg What does the animal eat? The keyword is "food").

Locating

- List possible sources of information, and state in what ways you think the information offered you will be different.
- Accept the challenge to gather information on creatures you have never heard of before; and to study a mixture of animals both large and small; from water, air and land. At this point, the teacher explains that part of the task is to gather information from a video during whole class viewing, then for each group to rotate through use of: CD-ROMs; encyclopedias; and non fiction books.

Teaching a skill within the framework of a topic, rather than in isolation, helps students to understand the context of the whole question they came to answer.

- The teacher then takes the students' questions and keywords and makes a stencil master, customised to that class (eg *4V's animal survey*), with several columns for filling in, one column for each animal. This pro forma is ready to use at the next library visit.

Selecting

- Listen and watch for answers on video recordings, and in CD-ROM film clips and audio.
- Look for keywords in text and captions to target possible answers.
- Fill in the correct boxes on the pro forma.
- Record bibliographic details for each resource used.

Note: As students complete this step, the teacher explains that each puzzle will comprise two facing pages, one of questions or sentences, and the other of the full page 'word find' puzzle in which the answers are hidden. Puzzles will be bound into a book (to be accessioned into the library). Later, children who wish to fill in a puzzle as a lunchtime activity can pay for a photocopy, but authors get a photocopy of any puzzle in the book free-of-charge.

Stage 3 (appropriate for Year 5)

Design a game which requires players to answer general knowledge questions during play. Construct the game and play it.

Purposes of this topic were to: increase students' general knowledge; give practice writing information in their own words (general knowledge sentences); and encourage analysis of familiar objects (ie board games) in a new way.

Organising

- Decide whether your puzzle will be about a common characteristic (eg 'food' or 'habitat'), or whether it will tell as much as it can about one animal (eg white wolf or sulphur-crested cockatoo).
- If you have decided on a characteristic, gather information from everyone else in the class (as each student is an 'expert' on at least one animal)
- Decide whether you will make a crossword puzzle or a 'word find', having participated in an explanation of the differences between the two puzzle types, and the steps involved in making each.
- Prepare a rough copy, then edit it.

Presenting

- Using your neatest handwriting, prepare your final copy.
- Design an appropriate heading and illustration.
- Submit your bibliography for inclusion on the **Acknowledgments** page of the book.

Assessing

- Evaluate your own work, and others', silently, by considering neatness, design, clarity, etc.
- Discuss in general terms (without pointing fingers) the frustration of working on a puzzle you can't decipher properly.
- Set goals to improve legibility and presentation in future work. Write yourself a "Next time I will..." list.
- Contribute your opinion about the topic itself.
- State in which ways resources differed: information offered; ease of use; value of using a variety of sources.

Extension

Investigate computer-generated crosswords and word search puzzle programs, for possible follow-up activities (eg gifted and talented, early finishers, etc).

Defining

- Read the topic and write it down.
- List, in pairs, each task required by the topic, then break down each of these into specific steps, until you end up with a list. Discuss list with the teacher (eg board design, equipment, rules, scoring, testing of prototype, etc.).
- Listen as the teacher goes through requirements in detail with the group; add any things you missed.
- Brainstorm resources they might not otherwise use.

Locating and Selecting

- Using your own list, ticking it as you go, locate and gather the information needed about games by playing a number of them and recording information for each. (Groups rotate to access a range of board games and computer games).
- Compose a sentence containing three pieces of information about one thing. Use this to write a general knowledge question and answer (Dewey 030). Repeat as necessary.

Stage 3 (appropriate for Year 6)

You are about to get a visit from your cousins from Western Australia. Plan a trip to the city to show them a tourist spot in Darling Harbour. Also, select a suitable gift for them. Record your plans in a diary.

Students are given opportunities to practise 'life skills', including use of: telephone directories; street directories; train timetables; map symbols; and distance scales. Each child also make a (supervised) telephone call. (Rooty Hill Primary School is in Sydney, so our topic was set there.) Teacher preparation involves checking the street directory to pre-select a number of suitable suburbs, then providing 'lucky dip' slips. Pamphlets (or photocopies) of the Sydney rail network and the Darling Harbour area are required for each student. There are obvious links to: mathematics; and human society and its environment (HSIE).

Defining

- Brainstorm the nature of 'life skills'; discuss purpose, conventions and layout of directories (including index, 'bird's eye view', symbols, 'see also' references) and timetables, etc.
- Diary entries are like thinking aloud or talking to a friend. As you carry out each part of this work, write yourself some diary entries explaining what you did, how it went, and perhaps how you felt about it as you became more prepared for your cousins to arrive.
- Brainstorm keywords for gift possibilities (eg 'toy', 'souvenir', 'clothing', 'voucher').

Locating and Selecting

- 'Lucky dip' selects a suburb; students find suburb using contents page of directory.

Organising

- Do detailed planning, including: designing game board in pencil; illustrating it; writing rules; and preparing question cards.
- Try out the game, and make any corrections.

Presenting

- Make your final copy of your game.
- Play it with a small group.

Assessing

- Is layout easy to follow? Neat and eye-catching? Interesting?
- Are the rules clear and fair?
- Are the questions an integral part of the play, or just tacked on?
- What did you think of the sources of general knowledge? What did you think of having to prepare the questions?
- Explain the steps you followed. How confident are you of repeating the process without help?

Organising

- On a photocopy, highlight your route to a railway station and work out the distance/time

- needed to walk, noting any dangers (eg busy roads to cross).
- Highlight the route and estimate the distance to Darling Harbour from Town Hall Station.
- Plan the exact telephone conversation to obtain prices of gift items.

Presenting

- Make your telephone call (supervised; or use role play) and write answers down in your diary.
- Report to the class, either by reading diary entries aloud, or swapping diaries.

Assessing

- Comment on difficulties encountered when calculating travel distance and time.

CULMINATION

The four units described in this article produce some excellent student work for display. Student success at Rooty Hill Public School is further reinforced with a school trophy, awarded for outstanding skills in using resources. This achievement earns special recognition during presentation assemblies at the end of the year. ■

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Our series of Internet reviews continues. Sites for a range of Key Learning Areas are included in each edition of *Scan* to help maintain currency, and ensure teachers from each KLA are provided with helpful information to support technology in learning. Sites are listed alphabetically by title. 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. These and other Internet site reviews appear on the DET site <<http://www.dse.nsw.edu.au>>. Site reviews for a number of HSC syllabuses are also available on **HSC On-Line** <<http://hsc.csu.edu.au>>.

A-Bomb WWW Museum.

<http://www.csi.ad.jp/ABOMB/index.html>

Available in English and Japanese, this site provides contemporary and historical views of the atomic bombings in Japan in 1945. Resources for teaching this powerful and emotive topic can be augmented with the testimony from the victims of nuclear weapons. Photographs, such as the steps burned with the shadow of a person, and melted ceramics, graphically depict the effects of the bombs from the epicentre out. The site is comprehensive, and includes the poignant stories of survivors, and research on the diseases they have suffered. The links provided are specifically anti nuclear and peace oriented, and would require further exploration to verify curriculum relevance. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: 1U General Studies; History 7-10; 2U/3U Modern History; Japanese 7-10; 2UZ Japanese
SCIS SUBJECTS: Atomic bomb; Hiroshima - Bombardment, 1945
KEYWORDS: Atomic bombs; Hiroshima; Nagasaki; Nuclear weapons; peace; radiation diseases
PUBLISHER: A-Bomb WWW Project, Hiroshima
REVIEW DATE: 5/6/98
EVAL: Highly recommended

Aesop's fables - online collection - 654+ fables.

<http://www.pacificnet.net/~johnr/aesop/>

Easily navigated, with Java extensions, over four hundred of Aesop's moral and humorous fables come alive for the electronic age. They are set out alphabetically, or users can opt for random selection. With tales from noted authors such as Hans Christian Andersen and Charles Dickens, a potted history of European storytelling is presented, from its origins until the 19th century. Augmented with audio functions, timelines, a bibliography, site specific searches, a dictionary, and bulletin board, this site is user friendly and easy to access. C. Dorbis

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; History 7-10; HSIE K-6
SCIS SUBJECTS: Fables; Literature - Collections
KEYWORDS: Aesop; ancient Greece; fables
PUBLISHER: John R Long, USA
REVIEW DATE: 5/6/98

Agnotes.

<http://www.netc.net.au/agnote/ag.html>

Want to construct an evaporation pan or a tensiometer? Instructions for these assemblies are only part of the information that can be downloaded from this site. Students can discover answers to important questions relating to the environment eg. How does salinity affect pastures? Why is break of slope planting effective in salinity control? and How can we manage dairy shed waste? As native pastures become more popular on farms, students can find out about several species of native grasses eg. spear grass and kangaroo grass, their effects on livestock, and how well they hold up to grazing pressure. The information presented is neat and concise. J. Robinson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; Science 7-10
SCIS SUBJECTS: Agriculture
KEYWORDS: Agriculture; farming
PUBLISHER: Agriculture Victoria
REVIEW DATE: 5/6/98

Animals, myths and legends.

<http://www.ozemail.com.au/~oban/index.html>

The forerunner of a future CD-ROM, this interactive Australian site offers students a unique amalgam of myths, legends and stories from indigenous peoples all over the globe. The myths relate to the development and interdependence of animals, the environment and people. Stories include: **Coyote makes people**; **How the kangaroo got his tail**; and **How the sky came to be**. By exploring common themes from around the world, students have the opportunity to appreciate both cultural diversities and similarities. The site may be useful for comparative studies and multicultural perspectives. Three cartoon characters lead students through the site and encourage them to undertake some of the games and puzzles in the **Playroom**. N. Paull

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
SCIS SUBJECTS: Indigenous peoples; Storytelling
KEYWORDS: Animals; legend; myth

PUBLISHER: World Design InterActive/Australian Multimedia Enterprise

REVIEW DATE: 12/6/98

Animation Web site nerd tour.

<http://anp.awn.com/nerdtour.html>

An extensive site, this consists basically of a guided tour covering all aspects of animation and cartooning on an international scale. A linked list of headings includes: **Galleries** of artists work; **Other voices** (including commentary articles on diverse aspects and topics); **Animation education**, with addresses and information; **Artists'** personal sites with links and some email contacts; **Studios**; **Festivals**; **Collections**; and other interesting and associated topics. Exploration time is required to verify curriculum relevance. For anyone interested in investigating animation and cartooning, in any form and at most levels, this informative site is worth spending some time on. A. Whyte

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; 2U Visual Arts
SCIS SUBJECTS: Cartoons and caricatures; Computer animation
KEYWORDS: Animation; cartooning
PUBLISHER: Michelle Klein-Haas, USA
REVIEW DATE: 4/7/98

Art women's art ART AUSTRALIAN women's art register.

<http://www.yarranet.net.au/WOMAR/womar1.htm>

A significant site, this covers all aspects of creativity from a feminist point of view. It includes: writings; all visual disciplines; a multitude of media; and periods from the Victorian to contemporary. Images have an Australian base. Previews of publications and resources (five kits developed by the group) can be viewed. The site includes such topics as: **Conferences**; **Star artist of the month**; **Exhibitions**; **Current events**; and a **Bulletin**. There are links to other art and feminist sites nationally and internationally, which would need further investigation to verify curriculum relevance. The group also invites women to join and submit images. A. Whyte

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U/3U Visual Art
SCIS SUBJECTS: Art; Artists; Women
KEYWORDS: Australian; feminist; Women's art
PUBLISHER: Women's Art Register, Victoria
REVIEW DATE: 5/6/98

Asthma Victoria.

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

What is asthma?; Why do people get asthma?; What are the main symptoms?; What triggers asthma symptoms?; Can asthma be cured? are sections in **Basic facts** at this easily navigated and useful site. It offers a range of services to assist, educate and help Australians meet the challenge of living with asthma. Apart from basic information regarding the disease itself, there are many online fact sheets dealing with topics including: **Management and action plans**; **Allergy**; **House dust mite**; **Nebulisers**; and **Pets and asthma**. This location is relevant to the 2 Unit PDHPE core area, major causes of sickness and death in Australia. R. Lees

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE

SYLLABUS: PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Allergy; Asthma
KEYWORDS: Allergy; asthma
PUBLISHER: Asthma Victoria
REVIEW DATE: 10/6/98
EVAL: Highly recommended

Aunt Edna's Kitchen.

<http://www.cei.net/~terry/auntedna/>

Terry and Edna Campbell have created a simple but useful collection of cooking related information in three main sections. **Recipe file** holds recipes for over 100 meals presented in a simple text form. **Cooking utilities** provides descriptions of spices and their uses; common ingredient substitutes; and tables of weights, measures and conversions: **Nutrition** presents the familiar food pyramid, and links to related sites, but exploration is required to verify curriculum relevance of these. The site is well presented, easily navigated, and the information is regularly updated. The well structured site could well be used for systematic teaching of students. G. Donaldson

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: TAS
SYLLABUS: Food technology 7-10
SCIS SUBJECTS: Cookery; Nutrition
KEYWORDS: Cooking; kitchen
PUBLISHER: World Lynx design, Arizona
AUTHOR: CAMPBELL, Terry; CAMPBELL, Edna
REVIEW DATE: 16/6/98

Australian Dairy Industry.

<http://www.dairy.com.au/>

A good source of information for students studying the dairy industry, this site also provides links to all major organisations involved in this industry in Australia. Answers to any required topic can be found through these organisational links. There is access to current farm statistics and milk marketing statistics within each organisation. The parent site contains relevant and up to date information about milk marketing, milk export, and access to the M-team for young people who are members. It is a valuable, attractive, well structured site for anyone interested in the dairy industry. K. Heap

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST; TAS
SYLLABUS: Agriculture 7-10; 2U/3U Agriculture; Science & Technology K-6
SCIS SUBJECTS: Dairy industry
KEYWORDS: Australian dairy industry
PUBLISHER: The Australian Dairy Industry
REVIEW DATE: 4/7/98
EVAL: Highly recommended

Australian Museum online - home.

<http://www.austmus.gov.au/>

An extensive site, this provides a thorough overview of the museum, details of exhibitions (permanent, temporary and travelling), and a diversity of relevant information. It is a useful site for educators planning excursions to complement teaching units. Teachers are able to download education packs which incorporate details of classroom activities. The structure of the site is clear and easily navigated. There are many relevant links to associated sites though these require exploration time to verify curriculum relevance. An excellent section, **Search and discover**, offers

information leaflets on a number of topics including: blue bottles; Dinosaurs; Leeches; spiders; Sharks; fossils; and lizards. **Indigenous Australians** appears to be being developed in consultation with Aboriginals and Torres Strait Islanders. N. Cooper

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

KLA: HSIE; Science; ST

SYLLABUS: 2U Aboriginal Studies; HSIE K-6;
History 7-10; Geography 7-10; Science 7-10; Science & Technology K-6

SCIS SUBJECTS: Australia - Galleries and museums

KEYWORDS: Australian Museum

PUBLISHER: Australian Museum

REVIEW DATE: 4/7/98

Australian Sports Drug Agency.

<http://www.ausport.gov.au/asda/>

Providing advice and assistance on drugs in sport issues, this site is very helpful. Information includes reference to the implementation of the *National drugs in sport* framework, and gives assistance for national sporting organisations to develop a drug testing and education policy. Its aim is to educate athletes and coaches from the school level up to the elite level. There are links to a range of other drugs in sport sites (mostly American) available at <http://www.ausport.gov.au/asdamain.html> for further investigation. These contain some information that is pertinent to the syllabus areas of: ergogenic aids and performance; and individual implications of drug use, but time is required to locate specific material. R. Lees

USER LEVEL: Stage 5 Stage 6 Professional

KLA: PDHPE

SYLLABUS: PDHPE 7-10; 2U PDHPE

SCIS SUBJECTS: Drugs and sport

KEYWORDS: Australian; drugs; sport

PUBLISHER: Australian Sports Commission

REVIEW DATE: 10/6/98

EVAL: Highly recommended

Best practices in education.

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

American classrooms are the designated beneficiaries of foreign learning practices at this site. However, the global focus of resourcing here provides great opportunities for all to oversee some of the exciting projects being undertaken worldwide that contribute to educational developments in such fields as: educational technology; literacy; mathematics; and science. For example, programs undertaken for migrants in France struggling with second language proficiency, have much to recommend them. It is possible to perform a general search, or search by programs, countries of origin of the best practices, technology, and grants. E. Maxwell

USER LEVEL: Professional

KLA: English; LOTE; Mathematics; Science;
TAS

SYLLABUS: Computing studies 7-10; English K-6;
English 7-10; Mathematics K-6;
Mathematics 7-10

SCIS SUBJECTS: Educational evaluation; Professional
development; Teaching

KEYWORDS: Best practice

PUBLISHER: Best Practices in Education Inc., USA

REVIEW DATE: 5/6/98

The box as container.

<http://www.axon.com.au/mindsight/gallery/boxes/box.htm>

High quality unusual cabinetwork is the focus of this site. It includes: photographs, the story behind each piece; a biography of the maker; and the materials used. There are 40 designs showing the foremost values in creativity and lateral thinking applied to cabinetwork and the concept of a 'box'. The images are presented in thumbnail, with clickable access higher resolution images, which are slow to load but worth the wait. Another click away is the biography and the stimulus for the creator. It is an excellent site. R. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
TAS

SYLLABUS: Design & Technology 7-10; 2U Industrial
Technology; Technics 7-10

SCIS SUBJECTS: Cabinet-making

KEYWORDS: Box; cabinet-making; design

PUBLISHER: Mindsight, Canberra

AUTHOR: WOOLSTON, Mark

REVIEW DATE: 5/6/98

EVAL: Highly recommended

Central European Environmental Data Request Facility.

<http://www.cedar.univie.ac.at/>

Environmental information is readily available at this site. The searchable databases of information will be of great value to teachers involving students in environmental design work. Student search skills could be refined through systematic activities using the databases. As any design project has environmental implications, this site could provide the appropriate inspiration for teachers and students. The **Mailing list archives**, which is clearly used by environmental professionals, provides free ranging information about issues worldwide. This would also give the opportunity to involve students in interactive discussions regarding environmental issues. R. Thompson

USER LEVEL: Stage 4 Stage 5 Professional

KLA: TAS

SYLLABUS: Design & Technology 7-10

SCIS SUBJECTS: Design - Environmental aspects;
Design - Study and teaching;
Environment

KEYWORDS: Environmental data

PUBLISHER: International Society for Environmental
Protection, Austria

REVIEW DATE: 12/6/98

Classic films.

<http://www.moderntimes.com/palace/>

Films regarded as classics from Hollywood's golden era can be accessed at this vast and interesting site. **Current article** looks at a specific topic: **1946: Hollywood and the great directors**. Here, the original version of *The postman always rings twice* and other 'film noir' are discussed, with photographs from the films available. The works of Charles Chaplin are viewed through **New material**. There is extensive material about the classic B-grade movies of the thirties and forties, with picture posters that are quick and easy to download onto the screen. This is a great site for movie buffs and historians. K. Underhill

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: English; HSIE

Information Technology

SYLLABUS: English 7-10; 2U English; History 7-10

SCIS SUBJECTS: Motion pictures

KEYWORDS: Films; Hollywood; movies

PUBLISHER: The Palace, USA?

AUTHOR: MILLS, Michael

REVIEW DATE: 4/7/98

EVAL: Highly recommended

Dennis Kunkel's microscopy.

[Http://pbrc.hawaii.edu/~kunkel/](http://pbrc.hawaii.edu/~kunkel/)

Subtitled **Science and photography through a microscope**, this publication of images is quite spectacular. In the **Image gallery**, students can view images, amongst others, of: **Viruses; Bacteria; Protozoans; Fungi and slime moulds; Algae; Plants; Insects; Arachnids; and Fish**. Visual arts students could use this for their insect theme study. Recording microscopic images photographically (photomicrography) is a complex and highly specialised field using many and varied techniques. Providing these images on the Internet is a wonderful use of the medium. A. Glasscock

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: CA; Science

SYLLABUS: 2U Biology; Science 7-10; 2U Visual Arts

SCIS SUBJECTS: Microscopes and microscopy

KEYWORDS: Microscopy

PUBLISHER: University of Hawaii

AUTHOR: KUNKEL, Dennis

REVIEW DATE: 16/6/98

Dramatic physics demonstrations.

<http://www.pitt.edu/~dwwilley/hdatltwmenu.html>

To answer the question **How does a thing like that work?**, this site provides procedures for a number of exciting yet simple demonstrations. These explain a number of physics concepts. The areas addressed include such classical mechanics as: using **Newton's laws; Heat; Air pressure; Electricity; and Energy and pressure**. Each page of demonstrations provides a comprehensive materials list, suitable graphics on how to set up the demonstration, instructions for use, and a brief explanation of the physics involved. The site also contains external links to other physics demonstration sites, but exploration is required to verify curriculum relevance. J. A. Robinson

USER LEVEL: Professional

KLA: Science; ST

SYLLABUS: Science & Technology K-6; Science 7-10;
2U Physics

SCIS SUBJECTS: Physics; Science - Study and
teaching

KEYWORDS: Demonstrations; physics

PUBLISHER: University of Pittsburg, USA

AUTHOR: WILLEY, David

REVIEW DATE: 12/6/98

EVAL: Highly recommended

Education place activity search: K-8 activities and lesson plans for teachers and parents.

<http://www.eduplace.com/search/activity.html>

The activities here are located through a simple form where users select a subject area (**Language arts; Math; Social science; Science; and Art**) and a grade (from K to 8). The activity descriptions are brief and presented mostly in text form. It should be noted that language arts refers to reading and writing, not LOTE. The activities are simple, based on real and practical situations, and require com-

monly available materials. There is also an option to search the activities via a list of 40 themes. This site would be a useful resource, particularly for primary teachers looking for new lesson ideas relevant to: Stage 1; Stage 2; Stage 3; and Stage 4. G. Donaldson

USER LEVEL: Professional

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

SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6;
Mathematics K-6; Science &
Technology K-6

SCIS SUBJECTS: Educational resources

KEYWORDS: Activity; education; lessons plans

PUBLISHER: Houghton Mifflin, USA

REVIEW DATE: 16/6/98

The Egyptian Museum.

http://www.idsc.gov.eg/culture/egy_mus.htm#access

A simple listing of significant artefacts and writings contained in the Egyptian Museum in Cairo, this image rich site could help students index and understand evidence for their examinations, assessment tasks, or projects. The sub topics of **Accessories and jewelry, Architectural elements, Furniture, Mummies, Sculptures, Tomb equipment and Written documents** offer a broad range of items for viewing. Primarily designed to present images, for each item illustrated the following brief information is given: the time period of the piece; which reign it was created in; and what material was used to construct it. Thumbnail pictures allow easy access, with enlargements providing much fascinating, visual information. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: 2U/3U Ancient History; History 7-10

SCIS SUBJECTS: Archaeology; Egypt - Antiquities

KEYWORDS: Ancient Egypt; Egyptology

PUBLISHER: Egyptian Government, Cairo

REVIEW DATE: 5/6/98

Forestry Australia's home page.

<http://www.nafi.com.au/>

A diverse array of information about wood and its products is available here. If required information is not available, then posting the query to **Talking timber with Harry & Sal** results in a detailed response. These questions and answers are archived and make excellent reading. A history of timber development in Australia, and press releases about "Australia's greatest resources" may indicate a particular bias, but information seems to be handled fairly in relation to environmental issues. **TimberTrek** (for eight to twelve year olds) is a club for students to participate in wood related projects. There is also access to **Our forests**, a new, well presented educational resource for teachers, which offers material that can be downloaded or ordered in class sets. P. Thompson

USER LEVEL: Stage 3 Stage 4 Professional

KLA: Science; ST; TAS

SYLLABUS: Science 7-10; Science & Technology K-6;
Technics 7-10

SCIS SUBJECTS: Forests and forestry; Timber industry;
Wood

KEYWORDS: Australia; forestry; wood

PUBLISHER: National Association of Forest
Industries, Australia

REVIEW DATE: 12/6/98

EVAL: Highly recommended

GardenWeb Australia.

<http://www.au.gardenweb.com/>

A thoroughly informative site about all aspects of gardening is available here. Once in the site, there are links to numerous plant related topics. These include **The forums**, some of which are specific to Australia, and gardening tips sheets. The sheets are very informative but all references in them have an American perspective. There is also an online magazine for the serious gardener: **The Cyber-Plantsman**. The emphasis is on small gardens, but the information given is relevant to any large scale production. Once users are on the mailing list they will receive regular email updates. K. Heap

USER LEVEL: Stage 5 Stage 6 Professional

KLA: Science; TAS

SYLLABUS: Agriculture 7-10; 2U/3U Agriculture; Science 7-10

SCIS SUBJECTS: Gardening

KEYWORDS: Australia; garden; plants

PUBLISHER: GardenWeb, Australia?

REVIEW DATE: 4/7/98

Golden Gate and San Francisco-Oakland Bay Bridge construction - 1934-1936.

<http://www.sfmuseum.org/assoc/bridge00.html>

Engineering science students researching historical information on types of bridges and bridge construction methods, as part of the integrated topic, will find this site useful. It consists of a number of portfolios which have interesting historical photographs, together with text, describing the various stages of construction of the Golden Gate Bridge. Construction details and statistics of the bridge and the fenders used to hold back the seawater during construction are given. A. Barton

USER LEVEL: Stage 6 Professional

KLA: TAS

SYLLABUS: 2U/3U Engineering Science

SCIS SUBJECTS: Bridges; Golden Gate Bridge

KEYWORDS: Bridge; Golden Gate; San Francisco

PUBLISHER: Museum of the City of San Francisco, USA

REVIEW DATE: 5/6/98

Goodyear Tyre & Rubber Australia.

<http://www.goodyear.com.au>

Part of this commercial site is an online school kit, **The rubber revolution**, which contains twelve chapters with information about the history and development of rubber and the tyre industry, and environmental issues associated with the disposal and recycling of rubber. A very student friendly site, it is appropriate for individual or small group withdrawal work. Information is ideal for school projects and there is also a **Projects page**, which has a number of review questions relating to each of the twelve chapters. A. Barton

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional

KLA: HSIE; ST; TAS

SYLLABUS: Design & Technology 7-10; Geography 7-10; Science & Technology K-6

SCIS SUBJECTS: Rubber; Tyres; Tyres - Recycling

KEYWORDS: Goodyear; recycling; rubber; tyres

PUBLISHER: Goodyear Tyre & Rubber Australia, North Parramatta

REVIEW DATE: 5/6/98

La Grotte Chauvet. (The Chauvet Cave)

http://www.france.diplomatie.fr/label_france/ENG-LISH/SCIENCES/CHAUVET/cha.html

Available in English, as well as French (http://www.france.diplomatie.fr/label_france/France/sciences.html), this site looks at many of the pre-historic caves in mainland France, providing an invaluable and fascinating exploration for history and visual art students studying cave works of art. Full descriptions of the finds and fair images allow users to gain a realistic appraisal of the value of these locations. For French students there is a wonderful opportunity to explore regions of France (menu bar available on French version only) whilst improving their facility in the language. There are many links to similar sites which could be investigated to verify curriculum relevance. E. Maxwell

USER LEVEL: Stage 6

KLA: CA; HSIE; LOTE

SYLLABUS: 2U French; 2U Visual Arts

SCIS SUBJECTS: Cave drawings; French language text

KEYWORDS: Cave painting; France; Grotte Chauvet

PUBLISHER: Ministere des Affaires etrangeres, France

DATE REVIEWED: 5/7/98

Holocaust assets.

<http://www.state.gov/www/regions/eur/holocausthp.html>

A preliminary study on US and Allied efforts to recover and restore assets stolen or hidden by Germany during World War II, this site features a massive analysis of nearly one million pages, declassified and transferred to the US National Archives. As an Internet publication, this document is an interesting example of how governments can now release information freely and internationally. The content, and the references to which it points, will be of great interest worldwide and of some interest to talented modern history students. A. Glasscock

USER LEVEL: Stage 6 Professional

KLA: HSIE

SYLLABUS: 2U Modern History

SCIS SUBJECTS: Holocaust, Jewish, 1939-1945

KEYWORDS: Holocaust

PUBLISHER: U.S. State Department

REVIEW DATE: 16/6/98

The human body - for children.

<http://mac-30.aded.uts.edu.au/projects/comped/Vol3/corry/page1HB.htm>

A complete online unit of work (perhaps authored by a tertiary student as part of an assignment) on the human body and its systems is available here. Users are provided with a clear and easily understood explanation of different parts of the body and their functions. Enjoyable, motivational off computer activities are also provided throughout the site. A detailed rationale and reference list are included to assist teachers in implementing the unit with their class. The simple explanation of the navigational structure on the page is useful and will clarify any confusion users may experience. The use of child appropriate graphics and simple animations will help to engage the learner in the content. Extension topics on drugs and child development are incorporated. N. Cooper

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional

KLA: PDHPE; Science; ST; TAS

Information Technology

SYLLABUS: PDHPE K-6; PDHPE 7-10; Science & Technology K-6; Science 7-10; 2U Life Skills

SCIS SUBJECTS: Human anatomy

KEYWORDS: Human body

PUBLISHER: University of Technology, Sydney

AUTHOR: CORRY, Elizabeth

REVIEW DATE: 4/7/98

Insects, disease and history site.

http://ianrwww.unl.edu/ianr/entomol/history_bug/bughome.htm

Devoted to understanding the impact that insects have made on world history, this site also presents: information on elementary epidemiology (the basics of the study of epidemics); an excellent multimedia gallery of disease-causing insects; an extensive glossary; and a list of suggested readings. **Feature articles** includes topics such as: insects, disease and military history (the Napoleonic campaigns); disease, epidemics and historical periods; and diseases and the insects that transmit them. Much of the information is presented in easy to follow tables. This site contains informative notes to educators and external links to related sites, but exploration is required to verify curriculum relevance for these. J. A. Robinson

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE; Science

SYLLABUS: 2U Biology; History 7-10; 2U Modern History; Science 7-10; 2U Science (General); 2U Science for Life

SCIS SUBJECTS: Diseases; Diseases and history; Diseases and pests

KEYWORDS: Disease; insect; history

AUTHOR: University of Nebraska, Lincoln

PUBLISHER: PETERSON, Robert K. D.

REVIEW DATE: 10/6/98

EVAL: Highly recommended

The Internet poetry archive.

<http://sunsite.unc.edu/dykki/poetry/>

In a commendable international touch, **Philip Levine**, **Seamus Heaney** (Ireland) and Nobel Laureate **Czeslaw Milosz** (Poland), are among the first to begin this University of North Carolina project. Showing good use of the medium, each entry includes: commentary on the works; audio clips of the poet reading several poems; texts; biography; and bibliography. It is to be hoped that this quality site grows from its small beginnings. A. Glasscock

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: 2U English

SCIS SUBJECTS: Poetry

KEYWORDS: Poetry

PUBLISHER: University of North Carolina

AUTHOR: JONES, Paul

REVIEW DATE: 16/6/98

Introduction to the Knights Templar.

http://www.web-site.co.uk/knights_templar/content01.html

Visually pleasing, with solid content, this is a site for those who want to find starting points for an in-depth study of a unique branch of medieval European history. The content is broken into: overview and origins of the life of the Knights Templar; the Holy War; and the end of the order. This allows a view of the knights' beliefs and actions to be

constructed. The site is an electronic imitation of a medieval book, with colourful capitals and iconic images dotted throughout. Using simple Web techniques, glossaries and information are linked within the site. An excellent bibliography is provided. C. Dorbis

USER LEVEL: Stage 5

KLA: HSIE

SYLLABUS: History 7-10

SCIS SUBJECTS: Crusades; Knights and knighthoods

KEYWORDS: Crusade; Holy Land; Holy War; knights; medieval; middle ages; Templar

PUBLISHER: Nolan Worthington, UK

REVIEW DATE: 5/6/98

EVAL: Highly recommended

The Inventor's Mill-Shop (incredible new products).

<http://www.wtbradley.com/>

Although this is a commercial site aimed at attracting business from budding inventors, there are descriptions and photographs of simple commercial inventions such as: the bug liquidator; Triangle's battery tester; and Pyromid outdoor cooking systems. These product ideas would act as stimulus material for senior students investigating possible HSC major design projects, or even expand the thoughts of junior Design and Technology students entering the Minister's Young Designers Award competition. There is useful information for senior Design and Technology students on the US patenting process, as protection for inventions and intellectual property. Links to other sites dealing with inventions and patenting are available, but would need further investigation to verify curriculum relevance. A. Barton

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: TAS

SYLLABUS: Design & Technology 7-10; 2U/3U Design & Technology

SCIS SUBJECTS: Inventions; Patents

KEYWORDS: Inventions; inventor; patenting

PUBLISHER: W.T. Bradley & Sons Enterprises Inc, USA

REVIEW DATE: 5/6/98

IP Australia.

<http://www.ipaustralia.gov.au>

Fun for students interested in researching Australian inventions and designs, which range in variety from Dynamic Lifter fertiliser, to Redhead matches and Poppy lipsticks, is available here. Information is accessed via the **Case studies** icon, and provides a description of the patented design, and a sample of the drawings submitted when the concept was patented. This site is easily navigated through the areas of **Patents**, **Designs**, **Trademarks** and **Intellectual Property**. Additional links are available into complementary Australian and overseas sites, but exploration time would be needed to verify the curriculum relevance of these. The site is very useful for 3U Design and Technology students. A. Barton

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: TAS

SYLLABUS: Design & Technology 7-10; 2U/3U Design & Technology

SCIS SUBJECTS: Industrial design; Inventions; Patents

KEYWORDS: Intellectual property; patent; trademark

PUBLISHER: IP Australia, Canberra

REVIEW DATE: 5/6/98
EVAL: Highly recommended

Landline.

<http://www.abc.net.au/landline/default.htm>

Agriculture students and teachers will find this a valuable site. It provides access to past programs from the *Landline* television series, presented in a text format, and listed under the date it appeared on the show. There is a bulletin board to pass on information to the producers of the program. There are links to **Weekly reports** for all agricultural commodities. The reports provide information on market prices and trends. There is also an excellent agricultural site index, which is clearly set out, in text form, allowing users to easily access relevant rural information, but exploration is required to verify curriculum relevance. I. Gant

USER LEVEL: Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; 2U Rural Technology
SCIS SUBJECTS: Agriculture
KEYWORDS: Agriculture
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 12/6/98

Marine animals.

http://www.stlpark.k12.mn.us/aq/Links_Out/marine_animals.html

Teachers contemplating devising a unit on marine animals could browse through this site before planning their lessons. Marine animals in the wild, sea parks and zoos are featured, along with a wealth of material that students are keen to access from a variety of hypertext links to information, mostly within the site. Some link to outside sites and exploration of these would be required to verify curriculum relevance. Highlights of the site include: underwater pictures; catalogues of fish; disease diagnosis; plans for do-it-yourself aquariums; and live **Fish cam**. Encouraging students to use the range of information available through systematic and explicit teaching would increase their knowledge base and heighten their expertise in information literacy. N. Paull

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Aquariums; Marine ecology
KEYWORDS: Animals; marine
PUBLISHER: St. Louis Park, Minnesota, USA
REVIEW DATE: 12/6/98

Mathematics center.

<http://www.eduplace.com/math/index.html>

The main point of interest here is **Math central**. This leads to a genuine attempt to combine real world examples, taken from the World Wide Web, with guided exercises and projects. Following simple steps, users select a grade group from K to 6, then a topic from a limited list, then either **Math world**, **Investigations** or **Bibliography**. Students can learn essential maths skills in a unique real world context. Alternatively, teachers may simply use the ideas to develop their own lessons. Some plans and printable forms are available. The pages are slow to download but well presented and easy to navigate, offering activities suitable for Stage 1, Stage 2, Stage 3, and Stage 4 students. G. Donaldson

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Educational resources
KEYWORDS: Mathematics
PUBLISHER: Houghton Mifflin, USA
REVIEW DATE: 16/6/98

The Maya astronomy page.

<http://www.astro.uva.nl/michielb/maya/astro.html>

Divided into the categories of: **Geographical orientation; Maya calendar; Maya mathematics; Maya writing; and Maya astronomy**, a large amount of information is clearly presented. Each category has sub topics with easily read text and appropriate related images. The construction of the page has been well thought out for ease of access, with complementary Web design using Mayan cultural motifs. With links to other specific Mayan home pages, the site offers a good starting point to explore Meso-American archaeology, science and culture. Whilst it may be helpful for primary students' information needs, it offers much for secondary students. It has potential for comparative studies in Aboriginal studies. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; History 7-10; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Astronomy; Mayas
KEYWORDS: Astronomy; Maya; Meso-America
PUBLISHER: Sterrenkundig Instituut, Netherlands
REVIEW DATE: 5/6/98

NOVA online/pyramids/explore the pyramids.

<http://www.pbs.org/wgbh/nova/pyramid/explore/>

By using either a standard early browser, or Java scripting and plug ins, tours of the inside of the pyramids and Sphinx at Giza are possible. Through linked text and images, each significant area within the pyramids and Sphinx are presented. The text is simple and accurate, though at times informal, whilst the clear images give a sense of proportion that is important in the understanding of the mortuary architecture of the Old Kingdom. The large file sizes for the Java enhanced tour means it can be slow. Other sections include: 1997 digs and research papers; the builders of the pyramids; and a general overview of history and hieroglyphs. It is an attractive and well organised site. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U/3U Ancient History; History 7-10; HSIE K-6
SCIS SUBJECTS: Egypt - History - To 332BC; Hieroglyphics; Pyramids
KEYWORDS: Ancient Egypt; archaeology; pyramids; Sphinx
PUBLISHER: WGBH (Public Broadcaster), Boston
REVIEW DATE: 5/6/98
EVAL: Highly recommended

NSW Agriculture.

<http://www.agric.nsw.gov.au/home.html>

One of the features of this location is the daily news. Included in **Today's news** at time of review were: detailed

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information about the effects of the bushfires; and the outbreak of virulent avian influenza amongst poultry. Students can access fact sheets, media releases, and technical reports. They can ascertain how NSW Agriculture programs are supporting food and fibre production in the state, and their future directions. Information on subjects such as control of rabbits, the effectiveness of liming, the origin and history of Large White pigs, and price fluctuations of yams, can be downloaded and read at personal pace. The diverse information covers a range of relevant topics. J. Robinson

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: 2U/3U Agriculture
SCIS SUBJECTS: Agriculture
KEYWORDS: Agriculture; farming; NSW
PUBLISHER: NSW Agriculture
REVIEW DATE: 5/6/98

Ocean98 - welcome.

<http://www.ocean98.org/>

A site dedicated to raising awareness of the importance of the world's oceans and their protection, this can be viewed in four different languages: English; French; Spanish; and Dutch. It contains a number of sections. **Educational** provides teachers with resources including a useful **List of topics** for study, and an engaging story for young children, which uses a cartoon character to explain ocean currents. There is also an excellent section on ways to keep the oceans clean, which could be incorporated into a unit of work based on the environment. Navigation is relatively simple and there is a search facility that allows users to easily pinpoint a specific topic. N. Cooper

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE; Science; ST
SYLLABUS: HSIE K-6; Geography 7-10; Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Ocean
KEYWORDS: Environment; marine; ocean
PUBLISHER: UNESCO
REVIEW DATE: 4/7/98

The physics expo uni web.

<http://www.visac.uq.edu.au/people/pdrummond/cover.html>

A collection of modern physics ideas organised along the lines of a *Star trek* adventure are located at this site. Many pages contain exciting and informative video images in MPG, VRML and Quicktime format. The site focuses on: optical solitons (**Photon torpedos**); the atom laser (with virtual experiments conducted on BEC (Bose-Einstein Condensate); matter (**Beam me up Scottie**); and interactive displays of the chaos theory (**Warp drive overload - it's chaos**). The site has links to the astrophysics site at the University (**The viewing deck**) and a set of external links (**Com-link to star-fleet**), but exploration time would be required to verify curriculum relevance of these. J. A. Robinson

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7-10; 2U Physics
SCIS SUBJECTS: Physics; Science - Experiments; Science - Study and teaching
KEYWORDS: Physics
PUBLISHER: University of Queensland

REVIEW DATE: 12/6/98
EVAL: Highly recommended

The PM zone home page.

<http://popularmechanics.com/>

Popular Mechanics has a significant Web presence with this site. It offers extracts from the magazine including: articles; photographs; diagrams; and plans. The site reflects the magazine, with sections devoted to: **Science and technology; Home improvement; Electronics; Outdoors; and Shopping**. There are also forums and chat rooms, classified ads and a daily article reporting a high technology happening somewhere in the world that is making headlines. Archive information is included from previous editions. **How it works**, in **Home improvement**, provides excellent diagrams and explanations of both low and high technology equipment. The **Project plans** are of particularly high quality, again with outstanding diagrams and instruction. R. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U Industrial Technology; Technics 7-10
SCIS SUBJECTS: Electronics; Industrial design
KEYWORDS: Automotive; electronics; Popular mechanics; technology
PUBLISHER: Popular Mechanics, USA
REVIEW DATE: 5/6/98
EVAL: Highly recommended

The puppetry home page.

<http://www.sagecraft.com/puppetry/>

All forms of puppetry are dealt with at this site including: **Marionettes; Hand puppets; Rod puppets; Computer animation; and Ventriloquism**. Included is a section on **Puppetry traditions around the world**. The viewer can explore puppetry through images, sound, animations and downloadable movies. There are also links to: suppliers of materials; technical information on construction and manipulation; scripts; and performing companies. A large number of images and sketches of puppets can be found in most parts of this easily navigated site, which will be of use to both the beginning and experienced puppeteer. C. O'Rourke

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Drama 7-10; 2U Drama
SCIS SUBJECTS: Puppets and puppet shows
KEYWORDS: Puppetry
PUBLISHER: SageCraft USA
AUTHOR: SAGE, Rose
REVIEW DATE: 10/6/98
EVALUATION: Highly recommended

Rivendell's drama page.

<http://www.watson.org/rivendell/dramashakespeare.html>

Here is a site that contains extensive resources on Shakespeare, including **A brief biography** and essays on various play texts. These include *Hamlet* and *Macbeth*, which have directorial statements and notes to actors. Other features are commentaries on verse, witchcraft, and a section where characters from prominent plays are given the opportunity to fully express their motives and feelings in contemporary English. One of the links allows visitors to create their own **Shakespearean insults**. This site is text only, but will provide students with a solid introduction to

Shakespeare. A **Bibliography** is included, as are links to other Rivendell drama sites. C. O'Rourke

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7-10; 2U Drama; 2U General English; 2U/3U English
SCIS SUBJECTS: Drama - Study and teaching; Shakespeare, William
KEYWORDS: Drama; Hamlet; Macbeth; Shakespeare
PUBLISHER: Rivendell Educational Archive, USA
AUTHOR: DENAULT, Leigh
REVIEW DATE: 10/6/98

Spiders information and pictures Australia.

<http://www.xs4all.nl/~ednieuw/australian/Spidaus.html>
Offering a good general introduction to spiders, this site provides information on the habitat, size and interesting facts on specific spider families. It also comprehensively covers: the anatomy of spiders; spider silk; and web construction. All information is written in general terms, appropriate for middle to upper primary students, with scientific names, and supporting pictures and photographs (in some cases up to 30). However, information pertaining to Australian spiders is limited to the common spiders of Queensland. Material contained on this site is easily located under menus of families of Australian spiders and **Common spider information**. It is worth noting that not all information links return users to this home page. S. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Spiders
KEYWORDS: Australia; spiders
PUBLISHER: Ed Nieuwenhuys and Ronald Loggen, Australia?
REVIEW DATE: 4/7/98

Teachers helping teachers.

<http://www.pacificnet.net/~mandel/>
A collection of sites that enable teachers to share lesson plans in a number of subject areas is available here. There are currently seven areas that contain lesson ideas. These include: **Classroom management**; **Language arts** (reading and writing); **Math**; **Science**; **Social science**; **The arts** and **Special education**. The site is updated weekly so more ideas are likely to be available quickly. Each lesson is presented in text form. There are activities and projects for a range of grades dealing with a variety of skills. Each collection is in one document so online time is minimal. The contributions are usually very practical and often creative. G. Donaldson.

USER LEVEL: Professional
KLA: CA; English; HSIE; Mathematics; Science; ST
SYLLABUS: Creative Arts K-6; English K-6; English 7-10; Geography 7-10; History 7-10; HSIE K-6; Mathematics K-6; Mathematics 7-10; Science & technology K-6; Science 7-10; Visual arts 7-10
SCIS SUBJECTS: Educational resources
KEYWORDS: Lessons; teachers
PUBLISHER: Pacificnet, California
AUTHOR: MANDEL, Scott
REVIEW DATE: 16/6/98

Today's earthquake activity around the world.

<http://www.athena.ivv.nasa.gov/curric/land/todayqk.html>
The most recent worldwide earthquake data is available from this site. The information is produced in table format, showing universal time, date, location, and magnitude of the activity. Map generators allow users to pinpoint these earthquakes. Data is obtained from the United States Geological Survey, Canada's Carleton University, and the University of Edinburgh. Students are encouraged to print out blank maps and add data over a long period, compare the occurrence of earthquakes with the boundaries of tectonic plates, and to make predictions on future activity. Other interactive sites are listed to enable students to engage in using computer models to better understand seismology, but exploration is needed to verify curriculum relevance. N. Paull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7-10; Science 7-10
SCIS SUBJECTS: Earthquakes; Physical geography
KEYWORDS: Earthquake activity; seismology
PUBLISHER: Athena, Science Application International Corporation, USA
REVIEW DATE: 12/6/98

U.C. Berkeley physics lecture demonstrations.

<http://www.mip.berkeley.edu/physics/>
A great series of physics demonstrations, with full descriptions including explanations of the scientific principles involved, is presented at this site. A must for any science faculty, demonstration topics include: **Mechanics**; **Waves**; **Properties of heat and matter**; **Electricity and magnetism**; **Optics**; **Modern and contemporary physics**; and **Astronomy and perception**. Most of the demonstrations involve equipment already available in schools. Some have Quicktime or MPEG movies to accompany the demonstration; others feature graphic images to describe the equipment setup. Images can be downloaded in a variety of formats including PDF, Postscript and TAR. J.A. Robinson

USER LEVEL: Professional
KLA: Science
SYLLABUS: Science 7-10; 2U Physics; 2U General Science
SCIS SUBJECTS: Physics; Science - Study and teaching
KEYWORDS: Demonstrations; lecture; physics
PUBLISHER: University of California, Berkeley
REVIEW DATE: 12/6/98
EVAL: Highly recommended

United Nations cyberschoolbus.

<http://www.un.org/Pubs/CyberSchoolBus/>
A multilingual site available in English, French and Spanish, this has an interesting range of material. Aimed at involving the world's youth in topics such as human rights, the environment, and the role of the United Nations, it offers activities to raise awareness and increase consciousness, and has relevance for Civics and Citizenship. Users are encouraged to interact with UN ambassadors on current issues via email. This constantly evolving site also includes: a **Geography quiz**; a **Bookstore**; facts on member nations (**Resource source**); and a news section (**The daily fax**). **Curriculum corner** provides interactive projects and teaching modules on topics such as: landmines; infectious diseases; and cities. The

Information Technology

Country at a glance database in **Elementary planet** hosts a wealth of information. N. Paull

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; PDHPE; Science; ST
SYLLABUS: 2U Geography; Geography 7-10; HSIE K-6; PDHPE 7-10; Science & Technology K-6; Science 7-10; 2U Science for Life
SCIS SUBJECTS: Civil rights; Environment; United Nations
KEYWORDS: Environment; human rights; United Nations
PUBLISHER: United Nations, New York
REVIEW DATE: 12/6/98

US Patent and Trademark Office home page.

<http://www.uspto.gov/>
How many toilet seat patents have been registered in the USA since 1976? A search of the database at this site will give the answer to this question, and information on all inventions patented with the US Patent & Trademark Office. It is possible to trace patents using a two-term Boolean search or an advanced search using field codes. The database search will list all the hits that match the search criteria, and details of each patented invention are given. All design and technology students, in particular Years 11 and 12, will find the information of interest. Computer skills development in searching a large database online could be enhanced through systematic and explicit teaching. A. Barton

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; 2U/3U Design & Technology
SCIS SUBJECTS: Inventions; Patents
KEYWORDS: Inventions; patent, trademark
PUBLISHER: US Patent & Trademark Office, USA
REVIEW DATE: 5/6/98

Victorian literature overview.

<http://www.stg.brown.edu/projects/hypertext/landow/victorian/vn/litov.html>
Resources for this site have been growing and developing since it began as a supply of information for students of Victorian literature in 1985. A fine source for documents in its own right, it has adapted well to the style and potential of the Web. Current HSC-set writers available include: Charlotte Bronte; Robert Browning; Charles Dickens; George Eliot; and Gerard Manley Hopkins. As well as placing each writer in his/her political and social context, there is a detailed examination of themes, symbolism, structure, genre and literary relations. Useful biographies and bibliographies, and briefs of critical articles are included, which could be used to encourage students in critical appraisal and wider reading about an author. A. Glasscock

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: 2U English; 3U English
SCIS SUBJECTS: English Literature
KEYWORDS: Literature; Victorian
PUBLISHER: The Brown University Scholarly Technology Group, USA
REVIEW DATE: 16/6/98

War, peace and security guide.

<http://www.cfcsc.dnd.ca/links/index.html>
Essentially a well designed and carefully selected grouping of more than 6400 links, this Canadian site would be useful for several senior subjects. Collected under **Armed forces of the world** are many official servers, discussion papers, and relevant articles. Attempted coverage is global, although some countries are better covered than others. **Contemporary conflicts** has maps and, for example, on East Timor there are articles posted by both the Indonesian government and the many protest groups. Other selections available include: **International relations**; **International organisations**; **Military art and science**; **Military biography**; **Military history**; and **Peace and disarmament** complete the menu. Exploration of the links would be needed to verify curriculum relevance, but there is much potential for structured activities for Stage 6 students. A. Glasscock
USER LEVEL: Professional
KLA: HSIE
SYLLABUS: 1U General Studies; 2U Geography; 2U Legal Studies; 2U Modern History
SCIS SUBJECTS: Military science; Peace; War - Social aspects
KEYWORDS: Peace; security; war
PUBLISHER: Canadian Forces College, Toronto, Canada
REVIEW DATE: 16/6/98

Welcome to chem4kids! Your chemistry Website!

<http://www.chem4kids.com/>
Informative text, and appropriate graphics and sounds, are used in sections related to: **Matter**; **Atoms**; **Elements**; and **Reactions**. Users can go to the topic of choice, or choose the systematically designed guided tour. A useful **Math** section deals with the **Units** chemists use, and the **Constants**, **Symbols** and **Formulas** used in chemistry. The site also contains brief **Profiles** of the heroes of chemistry and a comprehensive chemistry **Glossary (key topics)**. Visitors can **Sign up** for an emailing list and so be regularly informed about updates to the Website. Each topic has a great online quiz. The site has its own search engine. J. A. Robinson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: ST; Science
SYLLABUS: 2U Chemistry; Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Chemistry
KEYWORDS: Chemistry
PUBLISHER: Rader New Media, USA
REVIEW DATE: 12/6/98
EVAL: Highly recommended

Welcome to the Sydney Aquarium.

<http://www.sydneyaquarium.com.au>
Students and teachers will find a wealth of useful information on this site, which has been designed primarily to encourage visitors, particularly school groups of all ages, to utilise the aquarium. The two most useful aspects of this site are the wide ranging lists of primary and secondary curriculum based teaching kits (**Educational resources**), and the comprehensive **Tentacle links**. The kits, available free of charge to NSW teachers, include such diverse topics as: *By the river, by the sea* (an ESL excursion kit), through to *Mad maths*. The links to other aquarium and marine resources would be useful bookmarks for future reference,

but exploration is required to verify curriculum relevance. N. Paull

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

KLA: HSIE; Mathematics; Science; ST

SYLLABUS: 2U Biology; Geography 7-10; HSIE K-6; Mathematics K-6; Mathematics 7-8; Mathematics 9-10; Science 7-10; Science & Technology K-6; 2U Science for Life

SCIS SUBJECTS: Aquariums; Marine ecology

KEYWORDS: Aquarium; marine; Sydney

PUBLISHER: Sydney Aquarium

REVIEW DATE: 12/6/98

Welcome to thinking fountain!

<http://www.sci.mus.mn.us/sln/>

Children are encouraged to browse and explore various science topics at this site. An extensive alphabetical listing of topics is coded to indicate whether information is about a book, an activity, or artwork. The activities are simple, list the materials needed, and show photographs. Questions are posed, with options for locating further information, and include books, Internet sites (exploration time required to verify curriculum relevance), and oral reports of researchers. Unfortunately, the time involved in retrieving the oral presentations, relative to their length, would detract from their usefulness. The **Theme clusters** show how the various topics at this site are linked, and a search facility allows the user to quickly locate topics. S. Leslie

USER LEVEL: Stage 2 Stage 3 Professional

KLA: ST

SYLLABUS: Science & Technology K-6

SCIS SUBJECTS: Science

KEYWORDS: Science

PUBLISHER: Science Museum of Minnesota, USA

REVIEW DATE: 5/6/98

Words of art: an on-line glossary of theory and criticism for the visual arts.

<http://www.arts.ouc.bc.ca/fiar/glossary/gloshome.html>

With critical study becoming more important in visual arts courses, this project will be a valuable resource for students and teachers. The glossary facilitates comprehension of what would otherwise seem an impenetrable jargon. It gives exhaustive and precise definitions of such terms. The hypertext format allows the user to quickly link to related terms within the glossary. The glossary clearly differentiates between such terms as 'critic' and 'art historian', and 'art' and 'craft'. Newer terms sometimes used in contemporary art criticism, such as 'culture jamming' and 'zeitgeist', are included. Senior students will certainly find it useful in building their vocabulary and developing their understanding of contemporary art criticism and theory. M. Beare

USER LEVEL: Stage 6 Professional

KLA: CA

SYLLABUS: 2U/3U Visual Arts

SCIS SUBJECTS: Art criticism; Art - Dictionary

KEYWORDS: Art criticism; glossary; post modernism

PUBLISHER: Okanagan University College, Canada

AUTHOR: BELTON, Robert J.

REVIEW DATE: 5/6/98

EVAL: Highly recommended

Yeomens keyline designs.

<http://www.keyline.com.au/>

An easily navigated site, this contains excellent information on: property planning; keyline designs for farms; landcare issues; and urban planning design. The language is very readable, and high quality graphics enhance the presentation. Users can gain an insight into how to design a sustainable farm plan. This is an excellent site for students studying the land management elective in the 2 Unit Agriculture course. The information is well set out and students will find it very relevant for assignment work. I Gant

USER LEVEL: Stage 6

KLA: Science; TAS

SYLLABUS: 2U Agriculture

SCIS SUBJECTS: Agriculture

KEYWORDS: Agriculture; design; sustainable

PUBLISHER: Keyline Designs, Southport, Queensland

REVIEW DATE: 12/6/98

INTERNET REVIEWERS FOR THIS ISSUE WERE:

Allan Barton, Murray High

Michael Beare, Shoalhaven High

Natalie Cooper, Cobbitty Primary

Greg Donaldson, Westport Technology High

Chris Dorbis, SEO1, Aboriginal Studies

Ivan Gant, Merriwa Central

Alison Glasscock, Turramurra High

Karen Heap, Muirfield Technology High

Bob Lees, SEO1, Learning Materials Production Centre

Suzanne Leslie, Lindfield Primary

Elizabeth Maxwell, Cherrybrook Technology High

Chris O'Rourke, Bathurst High

Nigel Paull, Grafton South Primary

Jenny (JA) Robinson, Byron Bay High

Julie Robinson, SEO1, Learning Materials Production Centre

Simon Taylor, Barham High

Peter Thompson, Bossley Park High

Ruth Thompson, Bossley Park High

Kerry Underhill, MacKellar Girls' High

Anthony Whyte, Westport Technology High ■

Hot topics in Scan: the Internet on the World Wide Web!

An annotated index to many past **Scan** articles related to the use of the Internet in teaching and learning.

Go to

<<http://www.dse.nsw.edu.au/>> and follow this hypertext route from the home page: **Staff**, then **Curriculum Resources**, then **Publications**, then **Scan**.

Coming soon to the same location: **Hot topics in Scan: Supporting the Literacy Strategy**.

Information literacy outcomes and reporting to parents



Outcomes based education is an integral part of teaching and learning at Barnier Public School. The staff have been developing a database of student outcomes and indicators, which they can access with laptop computers. Pro formas generated from the data are used for planning, programming and assessing teaching and learning activities K-6. Ongoing refinements have made information literacy a major area of focus, and facilitated reporting to parents. Jenny Craft, Barnier's teacher-librarian, outlines the processes undertaken to implement this innovative project.

Since this school's beginning in 1992, the staff have worked with outcomes in programming, assessing and reporting to parents for all key learning areas (KLAs). Outcomes based education has, as its core, the knowledge and understanding of students' skills and abilities in directing the teaching and learning that will take place. With the understanding that our students must build a base for life long learning, the staff have developed three focus areas: reading; mathematics; and most recently, information literacy.

Technology in programming and student assessment

At Barnier, we use a computer database for preparing our teaching programs. This method has been developed over a period of several years. We copy and paste the appropriate outcomes into a document that becomes the basis of the teaching and learning program for the students. Initially, outcomes for each KLA were copied from the curriculum documents into a booklet. Over the years, these outcomes have been transferred from the book into a computer database.

Our Principal, Pat Ryan, saw the need for the availability and portability of computers for teachers, and supplied each staff member with a laptop computer to facilitate programming, evaluation and assessment using this database. Teachers are able to copy and paste the outcomes from the computer database straight into their teaching and learning program. New staff members receive inten-

sive support, and quickly become competent in preparing their computer generated programs and pro formas.

RAMPAGE and beyond

After analysis of the levels of achievement of our students in English, it was determined that we might increase the literacy and numeracy levels of the students K-6 through a program called *RAMPAGE (Reading and maths programs across the grades every day)*. This program involves all staff members. Students are grouped according to ability level, with fewer students in the groups that need intensive development.

As the success of the literacy program became evident, it was decided to implement the mathematics component of *RAMPAGE* following the same guidelines. Students were assessed and grouped according to ability.

In 1997, a professional development day was dedicated to information literacy and the adopting of outcomes related to the information process (from *Information skills in the school and Learning for the future*). The staff and community accepted that the information process was a logical way for students to attain information literacy, and I (fresh from Graduate Diploma studies in teacher-librarianship through Edith Cowan University,) set about collaboratively planning and programming with teachers.

At the end of the year, during discussions with the executive, it was decided that, with the success of the *RAMPAGE* programs in reading and mathematics, and due to the interest in the development of information skills, a *third* focus area of the educational program of the school would be information literacy.



Students working towards information literacy at Barnier Public School

Collaborative planning and information literacy

At the beginning of the 1998 school year, I sat down with teachers from each grade in front of a computer. Together, we chose the outcomes for units of work in information literacy that we would present to classes over the following weeks. Using a database, we selected from information process outcomes, then outcomes from other key learning areas which the teachers felt were necessary for the development of information literacy skills for their students.

The staff and community accepted that the information process was a logical way for students to attain information literacy

Teachers selected specific information process outcomes: from their knowledge and understanding of the students in their classes; from discussion with the previous year's teacher; and with consideration of the knowledge I, as teacher-librarian, hold of the students at this school. Following this initial meeting, the teachers prepared teaching and learning activities to implement the program.

At a second meeting, decisions were made about which teaching and learning activities would be included and where these activities would take place (ie the classroom or the library, etc). Also, it was determined who would be responsible for their presentation, and the assessment processes to be used. Within a very short period of time, the program of work in information literacy for each class had been collaboratively prepared and decisions made as to assessment. Even a student progress report for parents had been formulated.

Reporting to parents

As well as adopting an information literacy component to our program, we looked at the way in which we reported to parents. The content of the school report needed to be reviewed. This had traditionally been done on a twice yearly basis. It was obvious that there were many outcomes addressed by teachers over two terms. Difficulty arose in choosing the outcomes that were to be conveyed to the parents. It was decided that we should identify fewer, more specific, outcomes at the beginning of the unit of work, and that a copy of these outcomes be sent home so that parents knew what we were working towards. This initial document would be sent home again (after a ten week period) as the school report, identifying the outcomes that the student had achieved.

In consultation with individual teachers, it was often discovered that, when choosing information process outcomes, not every area of the process needed to be covered. It is not necessary for the children to define, locate, select, organise, present and assess every time a topic is treated. As a cumulative process, it is usually more appro-

priate to model and practice specific outcomes that need development, or are demanded by specific learning tasks.

For example, the accompanying pro forma outlines the outcomes specifically chosen for Year 4 students. It is a unit of work based on a topic from *Science and technology K-6* called *Eating out*. The classroom teacher and I agreed that only outcomes from defining, locating, selecting and organising would be covered for this unit of work. Other classes have covered all areas of the information process in their units, while other grades have elected to choose fewer outcomes.

Whilst the students in the Year 4 class are working at Level 2 for each of the KLAs identified, we have other classes where outcomes from two and sometimes three levels have been programmed.

The outcomes pro forma uses information from the school database and correlates with the teachers' programs. The sheet is sent home to parents before the unit of work is presented and again (as the school report) at the completion of the program, with areas of achievement highlighted.

The future?

Since this article was commissioned, the new *English K-6 syllabus* has been released, with information skills clearly embedded in student indicators (see *Scan* vol 17 no 2). An obvious advantage of storing programmed outcomes in a computer database is the relative ease for making changes to our programs, assessment sheets and forms for reporting to parents, thus keeping pace with the newest departmental documents.

The incorporation of technology into the information literacy program itself has also not been forgotten. Students at this school have access to a network of fifteen computers within the library, and a stand alone in each classroom. Student use of computers is determined by the educational program established by the classroom teacher for each of the focus areas. Outcomes for the use of technology are always incorporated into the program, as can be seen in the Year 4 pro forma (opposite).

Our planning for the future will incorporate three networked computers in each classroom within the next two years. The development of the information literacy focus area, the incorporation of the information process outcomes, and the concept of programming and planning using a school-created database are part of a project still in its infancy. Undoubtedly, it will evolve and develop as the teachers work with the outcomes and the formats we have devised. The vision of the Principal of this school, and the collaborative efforts of many staff members, have combined to make the implementation of information literacy at Barrier a reality.

BIBLIOGRAPHY

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- Information skills in the school*, NSW Department of Education
- Learning for the future: developing information services in Australian schools*, Australian School Library Association, Australian Library and Information Association, 1993. ■

R.A.M.P.A.G.E.: Information literacy

Name: _____ Class: _____

Following is a list of outcomes your child: will learn during the next 10 weeks/has achieved

Information process level 2

Collecting, analysing & organising information (*Defining information needs*)

- The student participates in group brainstorming to identify key ideas and the associated language for a given topic;
- clusters ideas under teacher direction and articulates the organising principles.

Collecting, analysing & organising information (*Information location*)

- uses knowledge of specialist reference books (dictionary, atlas, street directory, telephone directory, encyclopedia) to identify materials which may provide needed information;
- uses author, title or subject access in the library catalogue or subject index to identify the call number of a resource.

Communicating ideas & information (*Information selection strategies*)

- identifies key information and ideas from a text, audiovisual source.

Planning and organising activities (*Information processing and organising*)

- participates in group consideration of the relevance of information to a task;
- categorises information into teacher determined units suited to the topic (eg focus questions, sequences or grid).

Technology

- compares different visual images and the messages they convey;
- identifies elements of packaging that can assist in selling a product;
- manipulates graphics, layout, print size and style to make a menu.

Science & Technology

- People create specialised environments to meet specific needs;
- Environments are sometimes modified to fulfil new and different requirements;
- Materials and resources are used to produce goods and commodities;
- The student relates planning and evaluating to each stage of designing and making;
- proposes explanations using simple observations;
- devises ways of checking or testing predictions;
- works cooperatively in groups.

Visual Arts

- Cuts and pastes images, words and letters to explore simple lettering and layout for an advertisement or to send a message;
- Creates collage works by selecting and combining a range of three-dimensional shapes;
- Discusses preference for a particular art work from a small display of reproductions or from objects brought from home (pottery, fabrics or baskets).

Comments

R.A.M.P.A.G.E. Teacher

Achieved =

One Internet access point: making it work for your students

Birgit Smith is teacher-librarian at Mudjee High School. Birgit and her teaching colleagues are achieving success in providing information literacy skills development for Years 7-12 students, with one Internet connection, as provided by the Computers in schools project

This article outlines some of the opportunities the staff at Mudjee High School has designed for students so that they can access the world through the Internet, and the strategies we have put into place to manage Internet access effectively. Our students are being given sound opportunities to develop their information literacy skills sharing the one Internet access point. Fortunately for us, the decision had been made to house this point in the library so, as teacher-librarian, I was in a prime and exciting position to integrate its use into information skills programs, thereby contributing to student learning outcomes.

Provision of access

The computer for Internet access sits with a group of five other personal computers which are located centrally in the library, making them highly visible to students and staff. This bank of computers provides access to a variety of CD-ROMs and software which are important tools for student learning. The Internet is therefore seen as another of these tools. Printing and photocopying facilities are available at a small cost.

Internet access is available during school hours when classes, small groups or individuals are booked into the library. On Wednesday evenings, from 7.00 to 9.30 pm, the library is open for senior students. This has provided an ideal opportunity to develop the information literacy skills they need for their research. Generally, management of our one access point has been facilitated by the following:

- The Principal's support for flexible scheduling as the best use of the library
- A commitment by many teachers to plan collaboratively, with the teacher-librarian and other specialist teachers, for their classes (which often gives time to share and explore possibilities for Web sites to bookmark for specific units of study)
- Suggestions by teachers and from *Scan* for Web sites which may be useful for students.

Mudjee does not seem a great distance away from Sydney. However, our students are, in fact, relatively isolated from major resource centres. Web sites, electronic journals, online databases and email provide for equity of access to resources for all students regardless of their location. Moreover, access to this virtual library is integral to current ideas about effective collection development.

We have explored adding a skeleton bibliographic entry for Web sites in OASIS, giving information in the title, subject and location fields.

Managing Web sites

Finding and managing relevant Web sites can be a time consuming task. Resource lists, professional publications, staff and student recommendations and, of course, *Scan* Internet site reviews, are some of the sources used to provide possible sites. Those applicable to current research topics are added to folders in **Bookmarks**. We also keep a card file of useful sites in a box beside the computer. Entries are filed by SCIS subject heading and the card also contains the correct site title, URL and date of initial access.

Finally, we have explored adding a skeleton bibliographic entry for Web sites in *OASIS*, giving information in the title, subject and location fields, and the URL in **Review Notes**. This means that staff and students are alerted to suitable Web sites along with other resource formats when using *OASIS enquiry*. The Internet sites reviews in each *Scan*, with their SCIS subject headings, are most useful for this purpose.

Budget considerations

Sydney schools have virtually unlimited access to the Internet via Ozemail for the cost of a local telephone call. It is very different for country schools. Probably our biggest management concern here at Mudjee High is that of effectively using the tied grant, which gives us 3.6 hours per day of Internet access through

Management of our one access point has been facilitated by the Principal's support for flexible scheduling as the best use of the library.

Ozemail at Lithgow. This STD call costs about \$18 per hour, so we monitor access carefully. While we currently have the one access point, it is still possible to use cached versions of Web sites (being mindful of copy-

right) to try to stay within the budget. Of real concern is the possibility of getting an enormous telephone bill if the modem is left connected. We have been alerted to the advantages of putting a timer onto the power point so that it would automatically switch off at a designated time. Imagine the bill if the modem was left connected over a weekend!

Applications to curriculum areas

With a single Internet access point, we have been able to make contributions to students' information literacy skills through planned programs. Early in their time at high school, our Year 7 students undertake a cooperatively planned and taught unit of work on the history of mathematics. All maths lessons for one week are in the library, where students work through a series of cards focusing on such aspects as: the history of numbers; history of measurement; calculating devices; and famous mathematicians. Apart from the subject content, there is a strong focus on locating information.

All students, in small groups access the MacTutor *History of mathematics* site at: <http://www-groups.dcs.st-and.ac.uk/~history/>. The students work through planned activities to learn the essential terminology associated with the Internet: browsers; bookmarks; URLs; and hot links. This short program provides a good introduction to the Internet for many students.

The Year 10 career education program also utilises Web sites. Over a period of some weeks, small groups of students come to the library and are introduced to a selection of online careers resources. While they only have a short initial introduction, students are encouraged to return during breaks to further explore the sites, use the resume generator, or email for further information about specific careers. Many students avail themselves of these opportunities.

While these programs are the only two where all students in a particular grade access the Internet at present,

many other students and teachers are seeing the benefits of its use. For senior students, the Internet has become a regular research tool for information for biology, society and culture, modern history and geography. As our student writer Kelly Samanc explains, the email facilities have been of enormous benefit.

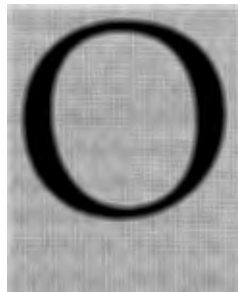
My name is Kelly Samanc, and I am a senior student at Mudjee High School. I recently was involved in researching a topic of interest for one of my HSC subjects. The books in the library helped me a lot, but I felt I needed more assistance with the information, so our teacher-librarian showed me how to use the Internet as a source of up to date, subject specific information. In no time whatsoever, I was receiving email from the University of Minnesota in the USA. In the next couple of days, I received a package of information relating to my topic of interest, and every now and then I receive updated material from a PhD student at the university. If it wasn't for the Internet I wouldn't have been able to find the appropriate, current information I needed for my task, and it would have taken me longer to complete.

The future

A recent building program has provided new facilities at Mudjee High including most of the cabling for our computer network. By the end of 1998, we will have a school intranet, a curriculum server, a Web server, and Internet access in many more points in the school. The prospects to further develop our students' information literacy are exciting, but I think we have a good foundation to build on. We are now working on developing a whole school information literacy program and I intend to investigate curriculum mapping as a way of monitoring and evaluating the program to ensure that all students have exposure to the skills they will need to live effectively in an information society. Using one Internet access point can provide a good start. ■

Effective communication and the school library

Teacher-librarians have daily opportunities to model the stages of the information process for students and teachers. In the interest of more effective communication, **Maureen Nicol**, teacher-librarian at Dubbo Distance Education Centre, has discovered that competence with the **Presenting** stage of the information skills process is as valuable for teacher-librarians as for their clients.



One of the unexpected advantages about being a mentor for colleagues enrolled in the *School based support course for teacher-librarians*, has been the opportunities for me to learn from those I have been asked to help. The mentor can get as much benefit from the interchange of ideas and experiences as the protege.

An excellent example of this was a simple, but highly effective, strategy by Jill Osgood, formerly teacher-librarian at Cobar High School. Jill established a regular library newsletter for the school's staff. In this newsletter, Jill aimed to:

- reinforce the need for classroom teachers to teach *the information process*
- remind her colleagues that the teacher-librarian would be an ideal *partner* for cooperative planning, programming and teaching (CPPT) of this process
- promote the resources and services of the school library as the best *venue* for such an educational program to be implemented.

Knowing her colleagues as well as she did, Jill realised that teachers' pigeon holes are full, almost on a daily basis, of sheets of A4 white paper covered in black text. Jill decided that bright red paper (for 'hot news') would be more noticeable amongst the clutter. She also felt that the ubiquitous rectangular A4 newsletter, albeit red A4, was in need of a rethink, which gave rise to her

final product: a red triangle (ie an A4 sheet, halved diagonally).

If an increase in requests for her service as a CPPT partner are any indication of success, Jill's desired outcomes were definitely achieved.

As teacher-librarians, we all have a wealth of information to communicate to our clients: staff *and* students. More importantly, it is our responsibility to model best practice as partners in the teaching of information skills.

The information skills process: Presenting

In our libraries, we regularly demonstrate to students the skills necessary for **locating** sources of information, **selecting** the most appropriate information and **organising** the information. Opportunities to *model* these skills occur often, either as required by a planned program, or incidentally, in the course of daily interaction with our clients. To maintain our credibility as information specialists, should it not be important that we, the teacher-librarians, become dexterous in *using* the whole process, too?

Take, for example, the **presenting** stage of information skills. When it comes to the presentation of our *own* information products, many teacher-librarians (and classroom teachers for that matter), are less than inspirational in our advice and our example. This is especially true when it comes

Management

to computer assisted productions; frequently, our students' grasp of technical expertise is superior to our own.

The technology available to schools today has the potential for the design and production of extremely professional presentations. While the hardware and software may be on hand, those other essential elements for proficiency in computer based presentations - *sufficient time* and *easy access* - may not be as achievable for many teacher-librarians. It seems impossible for many of us to develop anything more than basic word processing skills, let alone becoming proficient in desktop publishing and an expert in the principles of layout and design.

However, as professionals, teacher-librarians are surrounded by an abundance of high quality page layout and design. We read journals such as *Scan*, newsletters such as *Connections*, and the huge amount of snappy promotional material from publishers, distributors and book-sellers. Teacher-librarians can benefit greatly by taking the time to deconstruct these models.

The design process

While it is certainly not expected that a teacher or teacher-librarian have the specialised skills of a graphic designer or professional desktop publisher, having insights into these processes can certainly shape and heighten our expectations and results. We already know what works for us, and we know what we like to see in our students' work.

Recently, I attended a one day workshop called **Design for desktop publishers**. The aim of the workshop was to assist participants to take the 'hit and miss' out of their presentations and products by coming to a basic understanding of the design process. This course was extremely practical and 'hands on'. Interestingly enough, there were no computers used during the whole day; instead, we busied ourselves with scissors, glue and magazine cuttings.

Much of the course content was based on *The non designer's design book: design and typographic principles for the visual novice*. (1) The first half

of this excellent publication very clearly describes and illustrates the four underlying principles of good design: **Contrast**; **Repetition**; **Alignment**; and **Proximity**. The rest of the book deals with **Type**, and the challenges created when combining more than one font style on a page. As Sarah Lambert says, in the introduction to her course notes, "Users may be overcome by the urge to combine six different typefaces and sizes with boxes, lines, shading, pictures, circles and squares - all on the same page. Some find themselves picking something safe, and sticking to it for every document they produce." (2)

numerous examples of poor newsletter design.

"Newsletter design is... a lot... like public speaking." The authors of *Newsletters from the desktop* remind us that the same rules and conventions of public speaking can be applied to the print medium as well: "Don't be shy, project your voice, stick to the point and tell your audience when you're changing topics or direction. Whatever you do, don't let your newsletter mumble." Some newsletters speak quietly, droning on and on, but those with great design features are much "harder to ignore". (3)

Getting started

A very simple starting point for those who feel overwhelmed is to learn by imitation. Look carefully at all the newsletters, magazines and promotional materials which come across your desk. Pick a style which really appeals. Deconstruct and analyse effective elements such as: layout; typefaces; font sizes; margins; line spacings; column widths; alignments; headings and subheadings, etc. Try to emulate them, with your own variations, in your presentations.

Whatever way we go about it, improvements in our own presentation knowledge and skills, as evidenced in the of quality of publications emanating from our own libraries, cannot fail to enhance our professional profile and our credibility as the school's information specialist.

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A very simple starting point for those who feel overwhelmed is to learn by imitation.

The four underlying principles of good design are: Contrast; Repetition; Alignment; and Proximity.

OASIS Acquisitions and the new SCIS products

With the advent of the new SCIS CD-ROM and Web products, many teacher-librarians are re-examining and streamlining their work practices. The Acquisitions module of OASIS has many advantages, for such issues as time management and budget expenditure. But does it work well with the new SCIS products? Margot Lindgren, teacher-librarian at Avalon Public School in Sydney, has had considerable experience with SCIS and OASIS at various country schools.

Over the years, like many of us, I have seen numerous changes in library management and access to SCIS, a cataloguing service which I believe to be one of the best assets we have for school libraries in Australia. These latest developments, SCISWeb and SCISCD, when used with OASIS and Acquisitions, are just so terrific. They are easy to use and time saving.

When I arrived at Avalon in 1997, the school assistant approached me about using the Acquisitions module of OASIS. She had no idea how it worked, but knew that it was available and would certainly help the school office staff if the library was responsible for the bulk of its own ordering. On reflection, I would recommend it to anyone, in any size school. Prior to using the module, I had to write out all of my orders (in great detail) on school purchase request forms. Now I simply highlight items from catalogues, or journals like *Scan*. The whole process can be completed very efficiently and quickly and the paper war is reduced.

Preparation

During my first year with OASIS Acquisitions, I did discover a few little hints which work for me. Firstly it is a good idea to establish your own set of order numbers. This really helps your office staff. Mine are set up with 'L' as the initial character (eg L00056). You do this just once in Parameters and then it is set up for all your orders. Secondly, obtain a list of current suppliers and their codes from the OASIS admin computer in the front office and use these same codes in the OASIS library system. Finally, because my library clerical staff fax out my orders, I have made sure that fax numbers appear in the actual address of the supplier. If you go into B1 A5, the Supplier Authority file, you will notice a space for phone and facsimile numbers. However, when an order is generated, these numbers do not actually appear on the printed

copy. To save having to look these numbers up time and again, and then writing them on each order, I have also incorporated the fax number of each supplier into the last line of their address.

SCISWeb and SCISCD

When using SCISWeb or SCISCD with Acquisitions, once again there are things you need to do to make everything run smoothly:

1. When you enter an item in your Wish list, only put the details you think the supplier will need. This might only be a title (or perhaps title, author and ISBN). Keep all this to a minimum because SCIS will fill in all the blanks for you later. Brief details reduce your chances of duplicate records when you download and overwrite your Wish list records.
2. If you do add an author you will need to edit the brief record. Unfortunately, whenever you enter an author, OASIS automatically allocates a suffix for your call number. While this is a terrific feature if you are entering books from scratch in General Resources, for the download to work you must delete this suffix. OASIS does not overwrite anything in the call number or suffix field. (This first happened to me with a book about Diana, the Princess of Wales. In Wish list, I had entered the author and, thus, a suffix appeared. When I downloaded the records obtained via SCISWeb, I had a blank space instead of a Dewey number over the suffix. I had no idea where this book should go. Was it biography, British history or what?)
3. Type in the ISBN in. If you don't know the ISBN when you create the order, enter it when you receive the item/s. With Acquisitions you go into B3 C1 to Receive an order. You do this before the download. Adding ISBNs is another way to avoid duplicate records.
4. Prepare a disk from SCISWeb or SCISCD. I have several disks which I label 'U' and 'A'. (See point 6.)
5. As you download into OASIS (in H1 G2), you will be asked about the First barcode number and the Accession number. This part does seem confusing but it works. You accept the barcode number (and I always write it down). It may seem odd that you are accepting a barcode when these have already been allocated to your resources (in B3 C1 - Receive). Don't worry. Having a barcode at this point will not give you duplicate records; you cannot leave this field blank. However, you do not accept the accession number. This number is deleted, to leave the field blank. (Again, it is a good idea to note down the number, as after your download you will want to put this number back into B1 C1 Parameters under barcode. This means the accession number will once again default automatically for: any 'A' downloads; any regular data entry; and when you use B3 C1 (Receive) in Acquisitions.
6. The next important question is, "Do you wish to attach the records to Abbreviated Entries/Entries ordered through Acquisitions?" If you are using Acquisitions, it is here you choose 'U'. I have separate disks for using with the SCIS products (as mentioned previously), because one cannot mix Acquisitions ordered material with all those

free documents, policies and kit resources that seem to arrive unexpectedly.

7. After the download is complete, a quick way to check that there haven't been any duplicate records added is to go into OASIS enquiry and enter the barcode which you noted down. You will see your batch of received books and these should end at the previous barcode. On the rare occasions I have had duplicates turn up, I eventually overtype them, using <E>dit, to create records for locally produced, school-based materials, etc. (ie records for items which I know will never be on SCIS). To prevent unusual errors from occurring in the future, it is good policy never to delete a whole record using 'Delete'. Edit all of the content of a record, but do not delete it off the system.

There are three people I would like to thank for helping me on my voyage of discovery: Sue Fletcher of Orange for all her hard work with OASIS training (teacher-librarians all over Western NSW were very fortunate to have such a good mentor); Jennie McNiven of Lithgow High for her practical advice and terrific tips for using Acquisitions; and Michelle Ellis for her vision to have SCISWeb and SCISCD made available to all NSW government schools.

Online interactive discussion board for teacher-librarians

From the commencement of Term 3, an Internet discussion board for teacher-librarians became available on Network for Education, the Department of Education and Training's Web site. Using SCISWeb and SCISCD in school libraries, a joint initiative of Training and Development Directorate and the Library and Information Literacy team, features information and advice for teacher-librarians. It is an exciting initiative as many issues involved in the management of SCISWeb and SCISCD are discussed.

SCIS Frequently Asked Questions (FAQs) about the effective use of SCIS products, and OASIS library technology management practices, are one of the key features. These offer workable solutions to concerns raised by teacher-librarians.

An advantage of this online information is that modifications and recommendations regarding best practice can be easily updated. Resources archives past Scan articles about SCISWeb and SCISCD. For example, several articles from the previous issue of Scan (vol 17 no 2) now contain additional information. This section also describes useful print resources about technology in schools, and has links to other Web sites for teacher-librarians.

Your say! is the moderated discussion board. Teacher-librarians are encouraged to monitor the ongoing discussions, add their own suggestions or ask new questions.

Using SCISWeb and SCISCD in school libraries can be accessed by going to the URL <<http://www.dse.nsw.edu.au/>> and following this hyper-text route: Staff, then Training and Development, then Initiatives, then Your say!, then List of topics. ■

More suggestions for effective use of SCIS products

Andrew Barber, teacher-librarian at Newtown High School of the Performing Arts (Enrolment: 736 students):

We use the Acquisitions program of OASIS and there was no way that we were going to give up the power for planning, budgeting, stock control and accountability associated with it. So, when it came to using the new SCIS products this year, it took us a while to get a work flow that suited us and was compatible with OASIS acquisitions.

Firstly, we Receive all ordered items in Acquisitions then edit the skeleton record to reflect the actual item (ie scan in the ISBN; delete the computer generated suffixes) and screen dump this record. We do not use SCISCD for these items; we find that, because of the nature of the school, there are many new resources that do not yet appear on the CD-ROM. Instead, we check SCISWeb using OPAC, and scan the ISBNs in Builder. The SCIS record is printed off if there is one. (If there isn't, we send the resource to SCIS at Ryde for cataloguing. The item is already accessioned and barcoded, so we can easily keep track of it; the item goes 'on loan' to SCIS.)

The printed record is compared with the screen dump and, if necessary, we edit our brief record to match the exact spelling and punctuation. (This is quite fast because each resource can be found in General Resources by barcode; having the two printed versions makes it easier to compare). We then download the record from SCISWeb and transfer to OASIS first thing in the morning, after an overnight backup.

New resources, when returned from cataloguing at SCIS, are reintroduced to the work flow at the point where we check SCISWeb.

Donated items (such as theatre programs), government documents, school policies and such are checked using SCISCD, their records exported to disk, and transferred into OASIS. Because it is possible to upload data from more than one disk to OASIS at a time, we do this in a batch with other SCISWeb items. A full K1 Data backup completes the process.

My special thanks go to Wendy Rafter, school assistant (library), who has collaborated with me as we learn the new technology together.

Toni Field, teacher-librarian at Five Dock Public School (Enrolment: 216 students):

While awaiting the arrival of a new barcode reader and disk drive, and with only the Macintosh Internet computer upon which to test out the new SCIS products, I decided to 'play' with ways of retrieving records from SCISWeb and downloading them into OASIS. A visiting

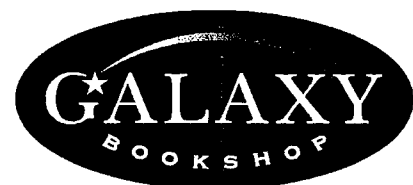
technician suggested I try *OASIS word*. Having never used *OASIS word* (A2 from the main menu) before, I navigated the following steps:

Open a new document and type (or scan in) the ISBNs. **Save to disk** as a 'text' file. The **Destination** is 'floppy'.

Take the disk to the Internet connection. After entering you number and password, select **Dewey**, then **Create orders**, then **Browse**. **Save** your work to a new disk.

Return to the *OASIS* workstation. Install the new disk. Click on **Text**, then **Open**, then on **SCIS DATA- US Marc**. **Save** and continue to load as usual. Complete a full **K1 Data backup** and print reports. This whole process took a matter of minutes.

Although I now have a new barcode reader and an IBM compatible PC (and downloading records directly from *SCISWeb* is just as efficient), it was interesting to explore other means for managing the product. Creating offline orders gives variety to the task at hand and is invaluable in schools without an Internet access terminal in their libraries. ■



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RESEARCH COLUMNS 3, 1998

Dr Ross J. Todd is Head of Department of Information Studies, University of Technology, Sydney.

The focus of **Research columns** this issue is teachers. As I examine the emerging literature on the integration of information technology into learning, and in particular the World Wide Web, there is increasing emphasis being placed on the importance of transforming classroom practices to ensure that qualitatively different learning experiences and positive learning outcomes are afforded through the integration of information technology. After all, one might argue, if information technology does not foster qualitatively different learning experiences and enhanced learning outcomes, then why invest in such costly technology infrastructures in schools? It is a difficult challenge that demands a rethinking of our traditional pedagogy. And at the centre of this challenge are classroom teachers.

Recently I had the privilege of addressing a New Zealand conference of several hundred school principals where I spoke about the integration of information technology into learning. Central to my presentation was emphasis on the need of classroom teachers, working in collaboration with teacher-librarians, to explicitly and systematically develop information and critical literacies. I am unequivocally convinced that the development of these literacies is the key to the successful integration of information technology into learning.

A key theme running throughout this conference focused on the "myths of information technology", and were so aptly presented by long-term champion of information literacy, Gwen Gawith. These myths include:

- Information technology (I.T.) = learning
- Faster I.T. = faster learning
- Children are genetically tuned into I.T.
- Information + computers = knowledge
- More technology = better learning
- Better learning is acquired through a day's insertive

- What you read on the screen is true
- Using Netscape = information literacy.

The task ahead for teachers and teacher-librarians is immense. The research and abstracts in this column provide important directions. The research report is provided by Dr Dianne Oberg and Susan Gibson. Dr Oberg is Associate Professor in the School of Library and Information Studies and the Department of Elementary Education at the University of Alberta in Canada, and conducts research on issues related to school library program implementation. She is also IASL Vice-President for Association Relations. Susan Gibson is in the Department of Elementary Education, University of Alberta, and conducts research on the integration of technology in social studies and the role of technology in teacher education. In this issue, they report on research into teachers' concerns about the Internet.

Teachers' concerns about the Internet: implications for teacher-librarians

Dianne Oberg and Susan Gibson.

Like many schools in Australia, schools in Alberta, Canada, are being encouraged and supported in 'getting connected' to the Internet. However, providing access to the Internet is just the beginning. Teachers need to develop ways to integrate Internet resources into their teaching, and teacher-librarians can play a powerful role in this work. The teacher concerns reported here come from an exploratory study of how some Alberta schools were using their access to the Internet. The authors conclude with some implications for teacher-librarians.

Review of the research literature

Teacher-librarians know that the Internet is a complex learning environment, characterised by ambiguity, unpredictability, lack of structure, lack of selectivity, and variable information quality (Todd, 1996). Because of the relative recency of widespread Internet availability in schools, there is little research addressing how teachers think about and use the Internet as an educational tool. What research has been done to date suggests that effective use of the Internet is dependent upon such factors as: the availability of appropriate hardware and software (Maddux, 1994); the level of teachers' technological skills (Peha, 1995); and teachers' willingness to rethink they way they teach (Follansbee et al., 1996). These factors are strongly linked to teachers' attitudes toward the use of the Internet as a teaching and learning tool.

While little of the current research has examined teachers' views on Internet use in a learning environment, the relationships between teacher attitude and computer use has been an ongoing area of research since the early 1980s. For example, Clement (1981) found that teachers' attitudes were critical to the success of any computer integration program. This finding has been confirmed in more recent studies. King (1994) found that when teachers were not comfortable with the presence of the computer in the classroom, there was less computer use by students. Nelson & Watson (1995) found that negative attitudes on the part of the teacher directly influenced the attitude of students toward computer use.

Negative teacher attitudes toward the computer as a teaching and learning tool have been attributed to a number of factors. One is teachers' feelings of being unprepared to use computers in their teaching (Dwyer, 1994). This lack of preparation has been found to increase anxiety and pessimism toward computer use (Schug, 1988; Budin, 1991). Other factors causing negative teacher attitudes include: insufficient training opportunities (Vermette et al., 1986; Ragsdale, 1991; Woodrow, 1991); a lack of shared educational models for integrating technology with the curriculum (Wiburg, 1991); feeling pressured due to inadequate provision of time to learn about the new technologies (Durcell, 1990; Budin, 1991); and feeling overburdened with teaching responsibilities (Budin, 1991).

Researchers also have called attention to resistance to change (Vermette et al., 1986; Schug, 1988; Gibson & Hart, 1996) as a factor causing teachers' negative computer attitudes. This resistance may stem from feelings of a loss of power and control when teachers are not directly involved in the decision making about how computer technology will affect their school and classroom (Boyle Young, 1991; Budin, 1991; Ragsdale, 1991; Jackson et al., 1994).

Research design and methodology

Case studies were conducted in six schools in and around Edmonton, Alberta. These schools, reputed to be advanced in their use of Internet, were selected in consultation with the superintendents and/or consultants in their school districts. Two of these schools offered 'virtual' schooling programs in addition to their 'traditional' on-site programs; a third was solely a virtual school. The virtual programs or schools served students off-site and delivered instruction primarily through electronic communication. Only one of the six schools in the study had a teacher-librarian on staff. In Alberta, schools determine their own staffing patterns, including the provision of library staff.

In each case study school, semi-structured interviews with principals, technology support personnel, two teachers, and two parents, were conducted over a four month period, beginning in February 1997 and concluding in May 1997. Data from interview transcripts and field notes were analysed by the co-investigators using content analysis and cross case comparison techniques.

Findings

The study revealed some of the complexities of Internet use in schools as seen through the eyes of principals, teachers, and parents (Gibson & Oberg, 1997). Generally, teachers in the case study schools were using only a few aspects of the Internet, with email being the most common use. Internet use was restricted in traditional schools to a small number of teachers, ranging from 20-35% of staff. Although students and teachers in the virtual schools used the Internet daily, their use rarely extended beyond using email for lesson materials and assignments. Most teachers in this study were at the exploratory stages of Internet use.

The positive attitude of school administrators directly affected teachers' enthusiasm for Internet use.

Teachers in the six case study schools reported a number of benefits in relation to using the Internet as a teaching and learning tool. The benefits most often cited by the teachers, in both traditional and virtual programs, were: access to current and relevant information; and access to worldwide connections. The teachers also stated that Internet use: facilitated meeting the needs of individual learners; allowed alternative education delivery; and developed more positive student attitudes towards school and learning. However, the teachers also raised a number of concerns, and these concerns are the focus of this paper.

Teacher-librarians need to have a clear understanding of teachers' concerns about integrating the Internet into their teaching. These concerns may be subtle but crucial barriers to involvement, even when the benefits of Internet use are not in question. In most schools in Alberta, using the Internet is a choice for teachers. How and why teachers make that choice is related to teachers' perception of the costs and risks involved. If using the Internet is perceived to be a new and demanding commitment with uncertain outcomes, many teachers will avoid it. It is also important to remember that involvement in Internet use is likely to represent different levels of risk, depending on the norms of the teaching environment. If Internet use is likely to be understood as making ongoing teaching practices better or more efficient, and if it involves processes such as collaborative planning that are already a part of the school's culture, then Internet use will be perceived to be a less costly and risky endeavour.

TEACHERS' CONCERNS ABOUT INTERNET USE**1. Information quality and relevance**

One of the teacher's primary concerns was the quality of the information available through the Internet. A great deal of the information teachers were able to find was irrelevant for the topics being studied or at too difficult a level for the students. Sometimes information on controversial issues could only be found for *one side* of an issue. Several teachers stated that they preferred to use CD-ROM and print resources because these were more controlled information sources.

2. Information appropriateness

Teachers expressed concern over student access to inappropriate information but they noted that, to a large extent, this kind of information was and always has been available to children in other media formats. Some schools had restricted Internet access by using certain search engines, such as Magellan, in order to avoid what were deemed to be inappropriate sites. However, none were using filtering software, and most had opted for some form of Acceptable Use Policy (AUP). Generally, teachers felt that if students had signed an AUP and had some awareness of the need for critical assessment of Internet resources, they would be responsible Internet users. It was recognised that a small minority of students might abuse that responsibility, but no more than in any other circumstance where students had choices.

3. Access to and availability of Internet

A third concern that influenced teachers' use of the Internet was the location and functionality of the computers in the school. The teachers claimed that a lab setting was the least desirable setup because of problems with scheduling and supervision. In schools where classes had scheduled lab time, teachers were concerned that lab time could easily be wasted trying to locate relevant sites. Generally, the teachers felt that the most effective place to have Internet access was the classroom. The capabilities of the school's computer equipment also influenced teacher access, especially in terms of the amount of wait time required for getting online and for downloading files. For all the teachers, ensuring hardware and software compatibility, ensuring equipment functionality, and keeping up with technological changes were very important access issues.

4. Level of Internet skills

Another critical concern that influenced teachers' Internet use was the level of their own Internet knowledge and skill. Several of the teachers in the study were at the beginning stages of Internet use and were feeling overwhelmed. The vastness of the Internet, and the instability of the sites on the Internet, frustrated them at times. The

majority of the teachers recognised that a large part of the problem was their lack of knowledge about the Internet, and their lack of skill in using search engines and search strategies. This was seen primarily as a time issue; teachers lacked the time they needed to explore the Internet and to become familiar with what was available online.

5. Opportunities for learning Internet

The majority of teachers in the study reported that they were self taught. Some noted that, because they had students who were frequent and skilled users of the Internet, they had learned from their students at times. Some teachers have learned to use the Internet through school and district inservices. However, these inservices required a time commitment outside of school hours, and they tended to be less 'hands on' than teachers wanted. Many teachers suggested that inservices would have little effect unless they had a vision of how the Internet might enhance teaching. Teachers in the virtual schools reported less involvement in inservices, reflecting their higher levels of technology knowledge and experience.

6. Support for using the Internet

Teachers felt that ongoing support was also imperative in encouraging their Internet use. Having someone available on staff who could mentor the novice user was particularly influential in encouraging beginning use. The positive attitude of school administrators directly affected teachers' enthusiasm for Internet use. Administrators who had a vision for assisting students' learning through technology, and who consistently modelled the various ways that the Internet could be used, appeared to have had an easier time convincing staff members to take risks in exploring Internet use. Direct support and parental support also were important motivators in teachers' willingness to use the Internet.

IMPLICATIONS FOR TEACHER-LIBRARIANS

Teacher-librarians who are knowledgeable about the Internet, about professional development, and about the curriculum, can play an important role in addressing teachers' concerns about Internet use. Resources such as the books of Clyde (1997) and MacDonald (1997) and the ITEC virtual conferences (Todd, 1996) offer useful information and advice for teacher-librarians new to the Internet and the issues it raises.

1. Information quality and relevance

Teacher-librarians can support the integration of Internet resources into instruction by searching out, and sharing with teachers, Web sites that are relevant to their work with children. These sites might be shared by means of a library Web page, or a disk of bookmarks that could be loaded onto computers in classrooms or labs. Teacher-librarians can encourage teachers to share bookmarked

sites with each other. This reduces teachers' search time, keeps teachers abreast of what is new on the Internet, and encourages non-users to begin using the Internet. Teachers are often pressed for time, but will welcome new resources that enhance student interest and involvement, so teacher-librarians should begin by finding Internet resources that enrich teaching units that are *already in use*.

2. Information appropriateness

Internet use provides an opportunity to teacher-librarians to encourage teachers and administrators to review school collection development policies, and to re-examine their commitment to intellectual freedom. It also provides the opportunity to raise teachers' awareness of the need for critical assessment of resources in all formats. Teachers in the study generally felt that, rather than limiting student access to the available information, teachers should be teaching children *critical viewing skills* so that they could learn to make judgments about the appropriateness of Web sites for themselves. Teachers can be supported in teaching even very young children these skills with online resources such as *Privacy playground* (1996).

3. Access to and availability of Internet

Teacher-librarians need to work with the school administrator and/or technology planning teams to establish the most efficient and effective ways of organising access to the technology. Having a well thought out technology plan, with considerable staff input, tends to move a school closer to implementing the goals of information literacy. Teacher-librarians, experienced with flexible scheduling and providing access to resources, can help teachers and administrators to create large blocks of time for teachers and students to use Internet computers in ways that are effective for learning (see for example, McKenzie, 1998). Internet hookups available in the school need to be consistent with best opportunities for student learning and, as McKenzie points out, many different configurations can be considered. Teacher-librarians need to work as members of a collaborative school team to develop action-specific, long range technology plans that include time for teacher learning, as well as resources for maintaining and upgrading computers. Team members need to be aware that 30% of any technology budget should be allotted for staff development, and that it takes three to six years for teachers to integrate a new technology into their teaching. (*Report to the President...*, 1997).

4. Level of Internet skills

Teacher-librarians need to help teachers to understand the nature of the Internet, and to develop time-saving search strategies. This provides an opportunity to teach Boolean search strategies that are essential to information retrieval in other electronic environments, such as the OPAC. Teacher-librarians should not make assumptions about teachers' Internet knowledge and skill. They should conduct *needs assessments* before planning small

group focused inservice sessions for teachers, because teachers in any one school are likely to vary greatly in Internet knowledge and searching skills. If only large group inservices are possible, teacher-librarians might begin with an overview of important search skills, and then provide opportunities for experienced users and non-users to work and learn together.

5. Opportunities for learning Internet

Teacher-librarians not only need to take the lead in providing inservice on Internet skills. They need to work with the school administrators and teachers to find time for *teacher exploration*, in addition to school level and district level inservices. Developing and implementing schoolwide technology plans can provide opportunities for teachers to work and learn together. Schools need to develop a vision for how the Internet and other information technologies might enhance teaching, and then to emphasise the *integration strategies* to be used rather than the tools.

6. Support for using the Internet

Because the attitude and support of school administrators directly affected teachers' enthusiasm for Internet use in the school, teacher-librarians should discuss their work with teachers with the school administrators, and encourage them to give visible support for Internet use. Because teachers' use of the Internet in school was highly correlated with home use, and because Internet skill and comfort levels tended to be much higher among teachers who were online at home, programs that support teachers having access to computers at home should be considered. To encourage community support, teacher-librarians might also work to offer inservice programs for parents that demonstrate to them: how to use the Internet; and how it was being used as an educational tool in the school.

In closing

Most of the teachers in this initial study were high end Internet users in comparison with other teachers on their staffs. However, even they were really at the exploratory stages of Internet use, still trying to discover what was out there, and how to negotiate their way through the maze of information. They did, however, express a great deal of enthusiasm about the potential of the Internet for enhancing teaching and learning:

"I think it's really going to cause a change in education: the way we teach and the way that we access information and just in the way that kids learn. So I see it is a really important thing."

"What it causes you to do is change your teaching methods, the way you approach teaching. So you become a facilitator. No longer can you control the information that kids are getting. You're facilitating what they are finding out. To me that's a much more exciting way to teach, but it's also more difficult to manage. So it requires that the kids have some skills. You have to teach them some skills

to be able to manage the open-endedness and you yourself as a teacher have to change your approach to teaching."

While the use of the Internet can potentially change teachers' attitudes towards the computer as an instructional tool, and can encourage teachers to restructure their classes and rethink approaches to teaching, effective use of the Internet requires time and ongoing training and support (Honey & McMillan, 1993; Gallo & Horton, 1994; Gibson & Oberg, 1997). There is a message to teacher-librarians in this comment from one of the school administrators in the study:

"We can have all the technology in the world, but unless we know how to use it and feel comfortable, and have someone who supports us and guides and encourages us, and excites us to want to use it, it's not going to get used."

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Abstracts

Hill, J., 'The World Wide Web as a tool for information retrieval: an exploratory study of users' strategies in an open-ended system', *School Library Media Quarterly* 25(4), 1997, pp 229-236.

Hill's exploratory study focuses on a study of adults undertaking an introductory course on technology for educators. The sample of ten were mainly pre-service or in-service teachers who were working on degrees or were seeking teaching or school library certification. It specifically sought to explore the ways information systems are being used, the strategies people engage as they work in these systems, and the use of the WWW as an information retrieval tool.


The study identified three types of "strategies-in-action" which people use for extracting information successfully from the Web: search strategies; cognitive strategies; and metacognitive strategies. Search strategies included: planning; organising; browsing; searching; differentiating; monitoring; and extracting. Cognitive strategies found to be important were: selection; scanning; retrieval; exploration; encoding; formulation; integrating; angling; collection; decision making; and reflecting. Important metacognitive strategies centred on asking the basic what, when, where and why questions during the thinking, acting, integrating, transforming and resolving stages of interacting with the Web.

Also highlighted are the limitations of merely showing users 'how to use' the Web. Rather, the study affirms the importance of teaching users to be critical thinkers and problem solvers in order to be confident and effective users of the Web.

Hack, L., & Smey, S. 'A survey of Internet use by teachers in three urban Connecticut schools', *School Library Media Quarterly* 25(3), 1997, pp 151-155.

This study provides an in-depth examination of three schools (two primary and one secondary) to determine reasons why teachers have been slow to embrace Internet use in their teaching. A survey method was used, and data from 102 teachers were collected in the survey. A clear finding was that, despite availability of Internet connections in schools and access to computers at home, very few teachers were using the Internet to enhance classroom learning. Several reasons were established. Firstly, administrators were not promoting awareness of uses of the Internet and promoting instruction for teachers in their schools. Secondly, teachers were not supported or encouraged to integrate the use of the Internet into their curriculums. One interesting finding was that there was very little privacy for teachers to learn to use the Internet.

The study clearly highlights both urgency and the value of professional development for teachers if they are expected to use new technologies effectively. Professional development is posited as the key to change, and this development must involve both pedagogical and technical instruction, as well as opportunities for private play, so that confidence and competence can be built. ■

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and fractions. Templates (for enlarging) and a useful glossary of terms are included. D. Roberts.

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: Paper \$43.95
EVAL: Highly recommended SCIS 928369

Puzzles for design and technology students. Book 1.

Jennar Design, 1997
 ISBN 0646336908 [607.6]

Coverage of a great range of syllabuses in the TAS KLA provides this text with one distinct advantage: teachers only have to look in one place for stimulus material for classes. This is also helpful for head teachers when assisting relief staff. Limited examples of literacy testing material for all classes in Years 7 and 8 can be prepared at short notice from this resource. The author addresses the problem of overuse of this type of material, and stresses its limitations if students are to retain a liking for the subject. The puzzles use the language and terms of TAS subjects in word search puzzles, word making, scrambled clue crosswords and preparing crossword clues. D. Low.

USER LEVEL: Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U/3U Design & Technology; 2U Industrial Technology; 2U/3U Technical Drawing; 2U/3U Technics
AVAIL: Paper \$26.00 + \$6.00 postage
EVAL: Highly recommended SCIS 914348

Cool cats cross arts adventures. [kit] [series]

Bushfire Press, 1997
 Four levels, each with ten thematic, integrated units comprise this teaching course covering music, dance, drama, media and the visual arts. Levels 2-4 consist of: a teacher's book and student book (Level 1 teacher's book provides photocopyable pages); a double compact disk pack which contains all the songs, music and backing tracks; and a song book with lyrics, melody lines and chords. Learning outcomes are stated, with a focus for each learning experience. Step by step instructions are provided for the teacher and design briefs for the students. Teachers of Early Stage 1 to Stage 3, with little expertise or confidence in the area, could find this an excellent resource. S. Blackwell

USER LEVEL: Professional
AVAIL: \$179.90 to \$249.40
KLA: CA; HSIE ; ST
SYLLABUS: Creative Arts K-6; HSIE K-6; Science & Technology K-6

Titles in the series are:

Cool cats cross arts adventures. Level one
 SCIS 921981

Cool cats cross arts adventures. Level two
 SCIS 921992

Cool cats cross arts adventures. Level three
 SCIS 931130

Cool cats cross arts adventures. Level four
 SCIS 931119

Songs for 4-7 year olds. [series]

Black, 1997 *[782.42083]

Taking a thematic approach, this series of books and sound cassettes provides a combination of old and new songs cho-

sen for their appeal to Early Stage 1 and Stage 1 students. Suggestions are made on introducing the songs and at least two teaching points are provided for each. The book provides words and melody lines for the songs, and the cassette offers two versions of each song: one a performance with instruments and voices; the other an instrumental accompaniment. While the English origin makes *Seasons* less relevant, *Me* may be a useful resource in teaching about child protection issues. S. Blackwell.



USER LEVEL: Professional
AVAIL: \$26.95 each
KLA: CA; HSIE; PDHPE
SYLLABUS: Creative Arts K-6; HSIE K-6; PDHPE K-6

Titles in the series are:

Me SCIS 921156
Seasons SCIS 919643

NIMON, Maureen

The adolescent novel: Australian perspectives.

Centre for Information Studies, Charles Sturt University, 1997
 ISBN 0949060410 [A823.3]

This work assists readers to understand the renaissance of children's literature we have the great fortune to be experiencing. The introduction is an excellent and sustained overview of the development of the adolescent novel in Australia, defining the salient characteristics of an emergent and striking genre; its literary features, and the acculturation of youth embedded in it. The authors' knowledge is enviably broad and deep. The second section is a very well referenced collection of insightful essays on fifteen Australian authors who have contributed significantly to the development of the genre. W. Bowie

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$30.00 SCIS 923102

Who reviews?

Reviewers for *Scan* and the DET Web site are selected from teachers and teacher-librarians across the state. In this issue, they included the following:

Judith Anderson, North Sydney Primary
 Kristin Ashley, VA, Newcastle High
 Ghislaine Barbe, LOTE, Cherrybrook Technology High
 Sally Blackwell, SO2, Computers in Schools
 Rosemary Bodlay, Telopea Primary
 Bill Bowie, English, Dulwich High
 Liz Bowring, secondary teacher librarian
 Sue Bremner, SEO2, Training & Development
 Jill Buckley, SEO1, Training & Development
 Nell Chaffey, Tamworth Primary

Katharine Chauncy, Sutton Forest Primary
 Carmen Dettino, Languages Consultant
 Jenny Donovan, SEO1, Literacy Assessment
 Chris Dorbis, SEO1, Aboriginal Studies
 Diana Doust, STLD, Lismore High
 Jan Eade, Turramurra North Primary
 Colleen Foley, SCIS Review Coordinator
 Kevin Gardner, Coordinator, State Equity Centre
 Anne Gates, SEO2, Drug Education
 Helen Gordon, secondary teacher-librarian
 Richard Greaves, Principal, Fernleigh Primary
 Marilyn Hadfield, Project Officer, Child Protection
 Marion Hamlyn, Wollongong High
 Karen Heap, Science/TAS, Muirfield Technology High
 Penny Hutton, SEO2, Middle Years/Literacy
 Bede Kervin, Bowral High
 Suzanne Leslie, Lindfield Primary
 Marjorie Lobban, Peter Board High
 Daniel Low, TAS, Epping Boys' High
 Elizabeth Maxwell, Cherrybrook Technology High
 Ian McLean, *Scan* editor
 Jennifer Nisbet, Sydney Secondary Distance Ed.
 Michelle O'Dowd, SEO2, Middle years/Literacy
 Nigel Paull, Grafton South Primary
 Frances Plummer, SEO2, Training & Development
 Jenny Quirk, Turramurra Primary
 Sally Rasaiah, Waitara Primary
 Beverley Richardson, teacher-librarian/literature specialist
 Darryl Roberts, South Grafton Primary
 Jenny (JA) Robinson, Science, Byron Bay High
 Graeme Ross, AP, South Coogee Primary
 Lorraine Rowles, Project Officer, Literacy
 Cathy Sly, English/Drama, Barrenjoey High
 Wendy Smith, Tamworth Primary
 Alison Soutter, Project Officer, Student Welfare
 Bill Spence, SEO2, English
 Graham Spindler, Parliamentary Education Liaison Officer
 Margaret Steinberger, secondary teacher-librarian
 Jenny Stratford, Literacy Consultant
 Laurence Ward, DP, Carlton Primary ■

District news

RIVPAT, the Riverina Professional Association of Teacher-librarians produces a regular journal, *Rivpatter*, and has a home page on the Internet at:
<http://sweep.riv.csu.edu.au/RIVPAT/rivpat.html>

Contact: Robyn Hooper
 Email: d8505hm1@ozemail.com.au
 or: Lynne Keys
 Email: d8101hm1@ozemail.com.au

Library Locums

Library Locums now have a presence on the Internet. Go to: <http://www.libjobs.com.au/>

Contact: Margie Anderson
 Email: margie@libjobs.com.au

ALIA School Libraries Section (NSW Group)

Full details about Australian Library and Information Association (ALIA), professional development activities for teacher-librarians, and the online newsletter *AliaS* at:
<http://www.alia.org.au/sections/school/nsw/home.html>

Contact: Anne Plowman, President
 Email: cburwood@chilli.net.au

ASLA (NSW) Inc

Sunset at Nutcote

To celebrate the 120th Anniversary of the birth of May Gibbs, and the completion of her historic garden. Join a tour of the restored property, with champagne and nibbles as we watch the sun set over Sydney Harbour. Cost is \$17.50 members or \$22 non members.

Date: Friday 4th September, 4.30-6.30pm
 Contact: Sue Craig, phone 98992288 (w) or Fax 98993076 (w)
 Email: streec@ozemail.com.au

Libraries on the Move

Our fifth edition of this popular professional development day in the Sutherland area.

Date: Saturday, 31st October 1998
 Contact: Carol Carlin, phone 9543 4924 (w) or Fax 9543 7363 (w)
 Email: d2520pn1@ozemail.com.au

or: Bronwyn Foxall, phone 9371 8476 (w) or Fax 9371 8406 (w)
 Email: blfoxall@ozemail.com.au

More details about ASLA at:
<http://lorenz.mur.csu.edu.au/pta/asla>

Publications

Set no limits: The Paralympic Games kit

The first comprehensive schools education kit about Australia's involvement at the Paralympic Games was recently launched. *Set no limits* was distributed to 10 200 primary and secondary schools last term. Developed by a team of teachers, it aims to provide students with a better understanding of the Paralympic sports, background on the Paralympics movement and introduce the athletes.

Further details: Jane West (General Manager, Communications) at (02) 9297 2264

1998 timeline for release of DET materials: The Literacy Strategy

Secondary:

Term One, 1998

Articles in *Scan* Jan*
 Essay writing Stages 5-8 Mar*

Term Two, 1998

Parent literacy programs K-8 Apr*
 Building on foundation: ELLA evaluation report (1997) Apr*
 Teaching literacy in... creative arts Apr*
 Breaking some of the myths - again (Occasional papers) Apr*
 Sport and the media Stage 5 Apr*
 Fast food Stage 4 Apr*
 Communication in agriculture Stage 5 Apr*
 Working successfully with parents in literacy 5-8 May*
 ELLA report package May*
 Linking ELLA to... May*
 The State Literacy Strategy: implementation guide Jun*
 Focus on literacy: spelling Jun*
 Using the ELLA school report package Jun*
 Phonemic awareness (Occasional papers) Jun*

Term Three, 1998

ELLA: assisting Year 7 students who need additional support Jul
 Teaching literacy in... history Jul
 Teaching literacy in... English Jul
 Teaching literacy in... geography Jul
 Making a difference (District) Jul
 ESL program handbook Aug
 Building the foundations: ESL scales case studies Aug
 Using ELLA for ESL teaching and learning Aug
 Literacy teaching & Learning and home school connections (Occasional papers) Aug

Term Four, 1998

Focus on writing Oct
 Teaching literacy in... follow up Oct

Literacy teaching & Learning and technology (Occasional papers) Oct
 IEC assessment & reporting package (draft) Dec
 IEC core curriculum (draft) Dec

Primary:

Term One, 1998

Articles in *Scan* Jan*
 Early school assessment: literacy Feb*
 Teaching reading: school based T&D program. Phase 2 Feb*

Term Two, 1998

Parent literacy programs K-8 Apr*
 Focus on spelling Apr*
 Breaking some of the myths - again (Occasional papers) Apr*
 Satellite broadcast: *Everyday texts* May*
 Working successfully with parents in literacy 5-8 May*

The State Literacy Strategy: implementation guide Jun*
 Satellite broadcast: *Using picture books in early childhood* Jun*
 Focus on literacy: spelling Jun*
 Phonemic awareness (Occasional papers) Jun*

Term Three, 1998

Making a difference (District) Jul
 ETLA units Stages 1-3 Jul
 Teaching reading in multi-age classes Jul
 ESL program handbook Aug
 Building the foundations: ESL scales case studies Aug
 Articles in *Scan* for teacher-librarians Aug*
 Annotated bibliography in *Scan* Aug*
 Satellite broadcast: *Working in LSES communities* Aug
 Literacy teaching & Learning and home school connections (Occasional papers) Aug
 Satellite broadcast: *Oral language* Sept
 Framework for teaching of spelling Sept
 Parent pamphlet on spelling Sept
 T&D package on spelling Sept

Term Four, 1998

BST for ESL teaching and learning Oct
 Focus on writing Oct
 BST report package Oct
 BST evaluation (1998) Oct
 Teaching literacy in... follow up Oct
 Literacy teaching & Learning and technology (Occasional papers) Oct
 Satellite broadcast: *Working with boys* Nov
 ESL curriculum framework K-6 Dec
 Early literacy assessment (distribution early '99) Dec

*denotes already distributed

Teacher-librarians will find this list useful as a checklist for accessioning these materials as they arrive in schools. ■

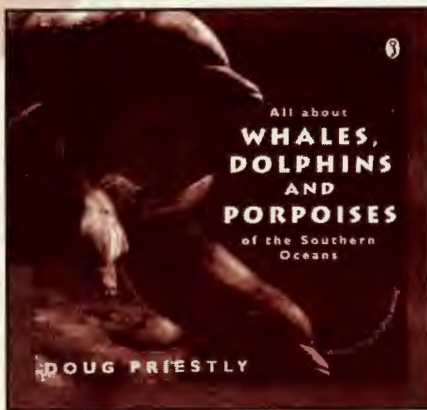
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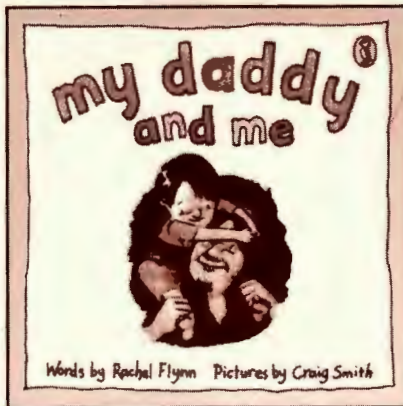
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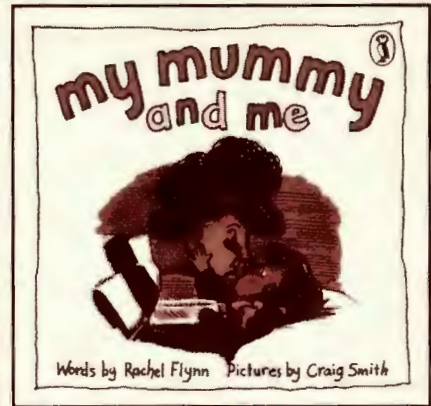


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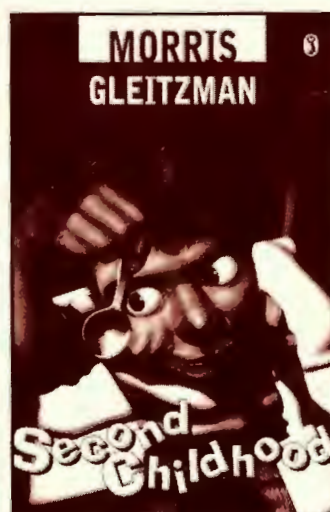
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