

SCAN

Vol 18 No 2 May 1999

Curriculum Support Directorate

- school libraries:
empowering learning
- effective collaboration
- Colin Thompson: author,
illustrator, Web designer
- *OASIS library* statistics
in curriculum research



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From the Editor



Last issue, I welcomed 200 new subscribers. I am happy to report that our subscription base continues to swell, with an additional 188 schools and individuals joining us in recent weeks. Furthermore, we have received some very positive responses to the question, **How do you use Scan?** (vol 18 no 1, p 36). Thank you so much. I hope we can devote some space in the next issue to share these ideas and comments with the whole readership.

Speaking of space, which always seems to be a premium in *Scan*, I would like to make special mention of the many unsung contributors to the journal. Even though most articles and reviews in *Scan* carry only one, two or three names, there are usually Departmental officers, school principals, classroom teachers, education specialists, and members of the SCIS/*Scan* team, who have helped to shape the final contributions. There is never enough room to thank them all personally.

For example, in this issue, you will find a highly practical article about collaboration from the teacher-librarian and a teacher from Bexley Public School. *Scan* is indebted to the school's Principal, who was an invaluable source of encouragement and support, both during the teaching of that particular unit and in the writing of the article at short notice.

Our feature article is an interview with the multi talented Colin Thompson. As a writer, illustrator and designer, Colin has produced a staggering array of short stories and beautiful picture books for young people (and adults) over recent years. He has now ventured into the realm of the Internet, with a personal Web site and even a serialised, online novel which stars *Ethel the chicken!* Colin will be a participant in the Book Rap being conducted by Wendy Chapman on **School libraries: empowering learning** during Term Two. Our article suggests numerous springboards for integrating technology into school literacy programs.

Thank you to all contributors, named and unnamed. And a special thank you to our readers who continue to promote the use of *Scan* as a teaching and professional development resource in their schools.

Ian McLean

School libraries
empowering learning

News
District networks
Discussion
FAQs
Teaching and learning
Resources
Scan

Welcome to our interactive resource for teacher-librarians.

Library and Information Literacy Team
Curriculum Support Directorate

DEPARTMENT OF EDUCATION AND TRAINING

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Currents

Michelle Ellis is Senior Curriculum Adviser, Library and Information literacy



SCHOOL LIBRARIES: EMPOWERING LEARNING

<http://www.det.nsw.edu.au/schoollibraries>

By the time this issue of *Scan* reaches schools, the new Web site will be up and running and will have been visited by many of you. *School libraries: empowering learning* is a joint project between Curriculum Support Directorate's Library and Information Literacy team and Training and Development Directorate. It incorporates the previous *Using SCISWeb* and *SCISCD in school libraries* and *Scan* Web pages.

The aim of the site is to provide more opportunities for exchange of information, ideas and expertise, not only from officers within Curriculum Support Directorate and Training and Development Directorate but also from teacher-librarians, classroom teachers and principals in schools across the state. The site will be developed and updated on a regular basis. Feedback from teacher-librarians in schools will be a very important aspect of this process.

The site covers a broad range of issues of importance to teacher-librarians and other educators. With the emphasis on the exchange of ideas and information several of the areas are interactive, inviting questions and discussion on many issues. Major categories will include:

News

This page highlights the latest developments on our site, new publications of interest to teacher-librarians, and useful contact information. It is regularly updated.

District networks

Your school is already part of a district network. District networks will post information about their organising committee, meetings, dates, venues, and programs for teacher-librarians. A map will help to locate your district network.

Discussion

This is an interactive, moderated electronic noticeboard. Topics are grouped into categories and the board provides a method for teacher-librarians to interact with each other and members of the Library and Information Literacy team. Questions can be posed, answers suggested and solutions to management issues can be both sought and submitted for sharing with others. Your suggestions are welcome; contributions can remain anonymous if you prefer. You can also initiate a new discussion topic.

FAQs

A wide range of frequently asked questions, alphabetically grouped into categories from **Accessioning – audit**

requirements to Videorecordings, provide answers to many concerns relevant to NSW government schools.

Teaching and learning

These pages extend and enhance the educational and curriculum development role of teacher-librarians. We hope to build on the approaches presented in *Scan*. Teacher-librarians and classroom teachers will model best practice through collaborative activities and action research. Work samples, information literacy units and Book Week ideas are just a few of the possibilities. The first activity planned for Term Two is a **Book rap** on Colin Thompson & Matt Ottley's picture book, *Sailing home*. The book rap will be hosted by Wendy Chapman, teacher-librarian at Wollondilly Public School. It will incorporate a book rap support course to provide assistance to those unfamiliar with book raps. Teacher-librarians participating will be able to ask questions of Wendy, read articles about book raps, and download support material such as pro formas and rap maps.

Resources

This section features: articles written by practising teacher-librarians; efficient ways to manage SCIS products; flow charts; Department of Education and Training publications; training packages; and useful Web links.

Scan on the Web

Highlights will include: **Contents** of current issues; **Publication dates**; **Hot topics in Scan**; full text of **Research columns**; subscription details; back issues; and advertising rates.

Virtual conference

It is anticipated that one topic per semester will be presented over a six week period, supported by: background resource papers; guest experts; and discussion opportunities.

School based training course

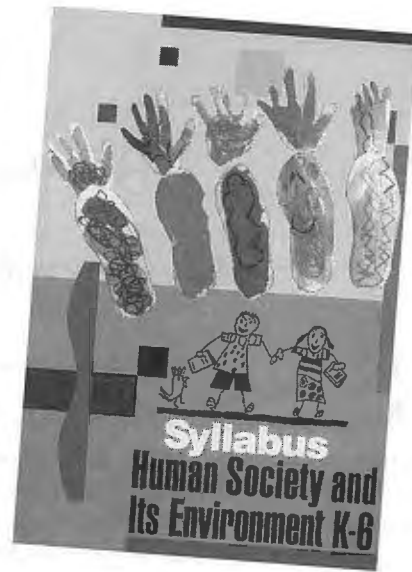
The access, for selected participants, to this course hosted by Training and Development Directorate will be through the Web site. Participants in the course will use some of the resources and materials on the site to enhance the material provided in the course.

The *School libraries: empowering learning* site is an exciting development for teacher-librarians. It is hoped that it will provide lots of opportunities for teacher-librarians and others to exchange ideas, information and expertise in an immediate and interactive environment. ■

Human society and its environment: Kindergarten to Year 6 syllabus



In February 1999 the syllabus and support materials for K-6 HSIE were delivered to schools across the state. In government schools teachers are expected to implement this syllabus across Years K-6 in 2000. Wide ranging support will be available to teachers this year to assist with the introduction of this syllabus. Sue Field, of Curriculum Support Directorate, is Senior Curriculum Adviser, HSIE.



1999 can be regarded as a year of planning for K-6 Human society and its environment syllabus, using the comprehensive support and training being provided by the Department for all government schools.

Twenty consultants will be working across districts. Their role is to support the implementation of K-6 HSIE only.

Implementation support

A two-by-two-hour training package has been developed and will be available for consultants to use in schools from the beginning of Term 2, 1999. These modules could be run on school development days or at staff meetings.

The first module contains a short video to explain the nature of the HSIE learning area and how this syllabus is different from the social studies of the past. Teachers will have time to reflect on the video and the messages it contains before considering the need to develop a Years K-6 plan for the school.

The second module assists schools to use outcomes as the focus of both teaching and learning, and of assessing and reporting on student achievement.

Initially training will be focussed on HSIE school coordinators and teams. It would be valuable to have the teacher-librarian involved in this training, particularly the first module with the school planning for HSIE.

Support materials

In addition to the support package from the Board of Studies, the Curriculum Support Directorate will be distributing a wide range of teaching materials to schools throughout 1999:

Heritage units

In conjunction with the NSW Heritage Office, the Department of Education and Training has developed three major resources to support the implementation of the K-6 HSIE syllabus. These resources have been designed for each of Stages 1, 2 and 3. They are self-con-

tained units which include the resources that teachers will need for classroom activities, including CD-ROMs and coloured broadsheets. Each unit clearly identifies the mandatory syllabus outcomes and subject matter which is being addressed in each activity. The units are:

Stage 1: Treasures

This unit focuses on personal heritage and encourages students to explore their own family heritage and the heritage of members of the class. It introduces students to using computers and consists of a CD-ROM with a database.

Stage 2: It didn't always look like this

This unit provides an opportunity to explore change in a unique way. Using the Penrith Lakes area, this unit looks at the changes which have seen this area move from a natural environment through Aboriginal occupation, settlers, farmers, and quarries to become the Olympic rowing site.

The study is in reverse, from the current time to the distant past, with a specially commissioned historically-based fiction story that ties together these periods of time through the life of a little girl, Tessa.

The unit uses topographic maps, aerial photos and photographs on a class set of coloured broadsheets to explore change and raises the heritage issues that still surround this site.

Stage 3: Sites and scenes

In this unit students form groups and take roles to explore a heritage icon of their choice from a specially prepared CD-ROM with about fifteen icons, ranging from contemporary buildings to national parks. The CD-ROM contains all the information that students will need to research their icon. Their task will be to set up a conservation plan, using a template contained on the CD-ROM.

Curriculum Support Directorate units

In addition to the Heritage units there are three other units that have been prepared for schools, one for each

stage. Like the Heritage units, they outline the syllabus outcomes and the subject matter to be covered and provide exemplars to assist schools with their programming. The units are:

Stage 1: Japan

This unit will introduce Asian studies into Stage 1 by providing a set of lessons and activities which will help students to explore another culture.

Stage 2: Aboriginal Australia

This unit focuses on Aboriginal cultures and environment. Through this unit students will develop their knowledge and understanding of, and respect for, Aboriginal Australia.

Stage 3: Federation

This unit is a demonstration of how to integrate one of the Discovering Democracy units into the NSW curriculum. The Discovering Democracy unit, *The people make a nation*, is linked to the HSIE syllabus outcomes and subject matter, and a sequence of lessons, with some additional material specific to New South Wales, is provided for teachers.

Discovering Democracy units

In November 1998, all primary schools received a little blue suitcase from the Commonwealth Discovering Democracy program, containing resources for Years 4-6. There are eight units of work which have been extensively resourced, with CD-ROMs, a video and posters to accompany the teaching and learning strategies. Each unit has a statement that links it to the NSW syllabus.

Planning before resourcing

These and many other resources will be provided to schools this year free of charge. Schools will have the opportunity to investigate all these units, with a view to selecting the best ones to be included in the school's plan from Kindergarten to Year 6.

The bottom line is: "Don't panic". Please don't rush to buy resources until the school has planned for the new K-6 HSIE syllabus. Teacher-librarians are in a unique position to assist teachers to absorb all the material that is being given to schools. Select what you want to use and plan a program for implementation in 2000 across Year K-6. ■

Using the Internet

Gary Ferguson-Smith is a Project Officer, Learning Technologies in Curriculum Support Directorate.

Using the Internet was originally written to support training and development for school administrative and support staff in New South Wales Department of Education and Training schools. However, other school staff may also find this resource useful. It includes information and activities to promote confident use of the Internet.

The package relates to the Internet system that has been provided to NSW government schools. The purpose of the package is to enable you to use the Internet in your working environment to: locate information from the World Wide Web; download and upload files; communicate with others; and alert a wider audience to the positive developments and activities in your learning community.

The package has been designed to allow teachers and teacher-librarians to determine the pace at which you proceed through the material. You can choose to complete sessions which meet your needs at various times.

Learning outcomes are listed at the beginning of each session. These preview the contents and can help you determine if the session meets your current learning needs.

Using the Internet comprises six sessions:

- Session 1: Making the connection
- Session 2: Navigating the Internet
- Session 3: Using search engines
- Session 4: Managing information
- Session 5: Understanding email
- Session 6: Becoming a skilled Internet user.



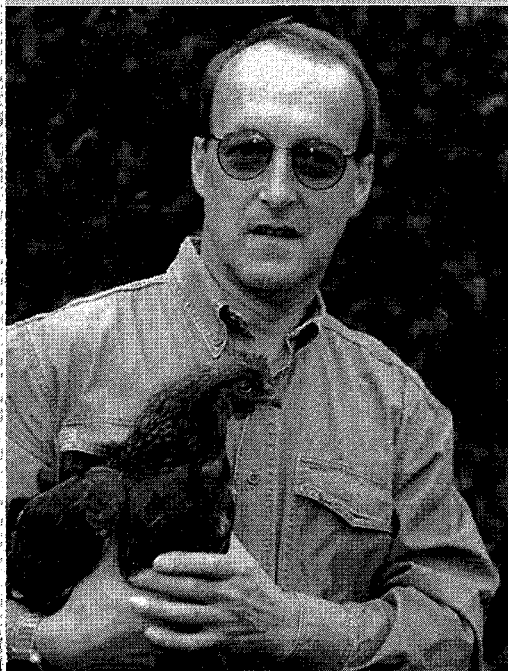
The information in the package relates to the following software and hardware:

- Web browser software: Netscape Navigator Gold 3 (Netscape)
- Email software: Netscape mail (Mail)
- Computer systems: Microsoft/Intel Windows compatible (Wintel) and Apple Macintosh (Mac).

Activities which promote 'learning by doing' are integrated throughout the material.

A **Learning journal** is provided at the end of each session. The journal can be used for: recording learning; organising information; and directing future learning. The **Glossary** explains terms commonly used in relation to the Internet.

Two copies of Using the Internet (SCIS 944642) will be distributed to all government schools in New South Wales. ■



Sailing home to a Future Eden: an interview with Colin Thompson

The arrival of author/illustrator Colin Thompson in Australia has become legendary amongst teacher-librarians. Colin was invited to Australia by students at James Cook High School in Sydney. The students raised his airfare from England and Colin liked Australia so much he decided to stay! Many short stories, picture books and a Web site later, Colin Thompson is one of Australia's most prolific literary figures, with no less than five new books due to be published in 1999. Ian McLean recently conducted this interview with Colin for *Scan*.



Scan: You seem to have found equal success as a writer and an illustrator. From which discipline do you approach a new book?

Colin Thompson: Whenever I'm writing, I see it in pictures in my head. Even when someone else will be doing the illustrations, I still see the pictures.

Scan: I believe you began your professional writing career after many years making ceramics?

CT: I had a pottery business in England for about twenty years and had twelve people working for me. I've worked at the BBC, making documentaries, and have been involved in screen printing. As my kids got older and left home, I thought I'd like to get into drawing again. I was always drawing; I have memories of doing really fine detailed drawings,

even as a little child. I came to writing quite late (1990), but I now consider myself to be a writer/illustrator, rather than an illustrator.

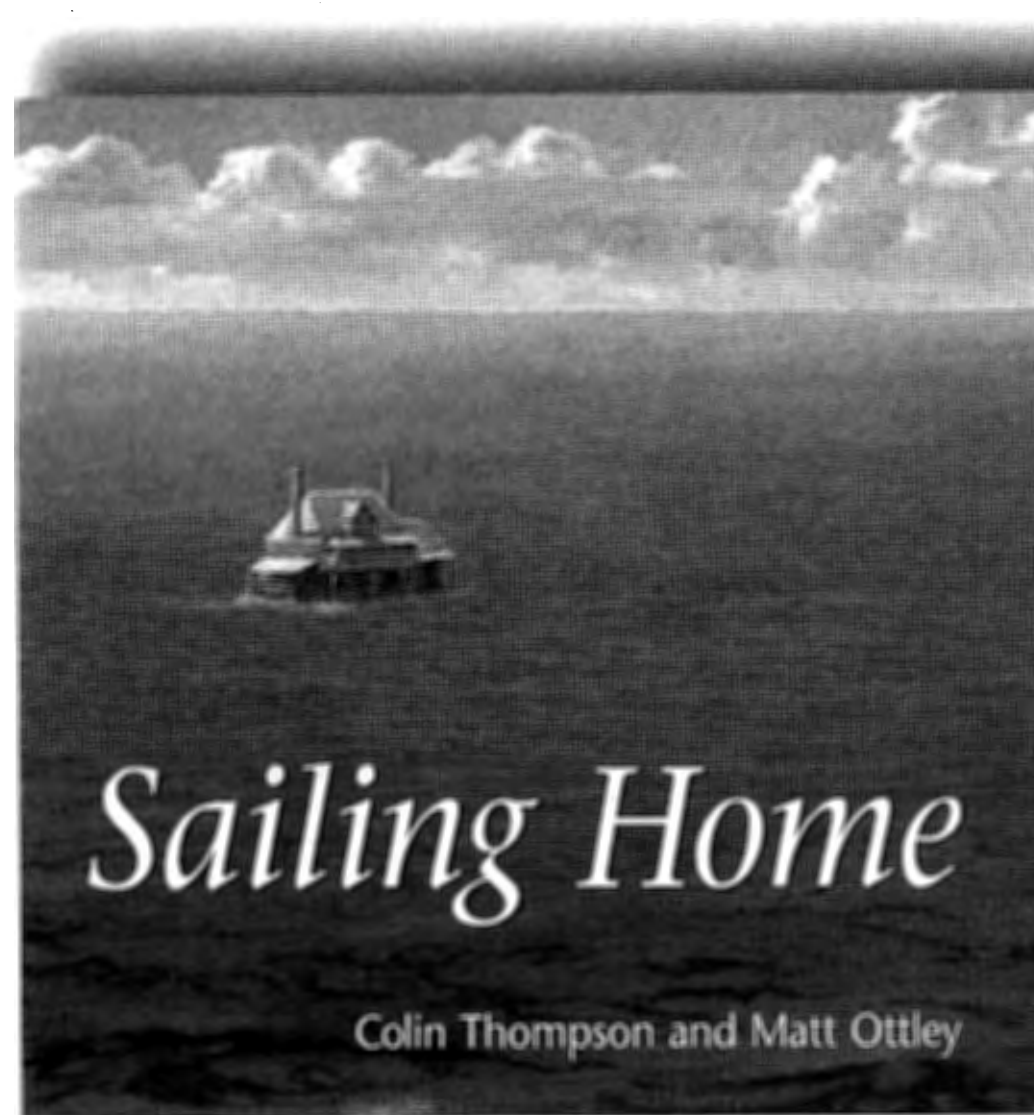
I didn't know anything about publishing at all. I thought you went to a publisher and they said, "Here's a story. Do the pictures for this." All the publishers wanted to see stuff in colour. "We don't work in black and white," which is what I'd done. I had one picture, which I think was of a staircase with little houses going up the stairs. A publisher wanted to know if I could write a story to go with it. We were on totally different wavelengths. I wrote the story, but she didn't like it at all. I didn't know about picture books, and the picture book format with 32 pages. But I quite enjoyed writing it, so I decided to have another go at it. I wrote a little story which was *Ethel the chicken*.

It took me a day and a half to write it. Ten days later, I had a publisher. People often write and ask me for advice about how to get their work published. I almost feel guilty. For me, it was unbelievably easy to get started.

My first few books are out of print now but, with *Ethel the chicken*, I was asked to write a lot more stories to go with that, so *Ethel* was reprinted as one of the short stories in *Sid the mosquito and other wild stories*.

Scan: Would it be true to say that *Ethel* has come back to haunt you?

CT: In my third book of short stories for Hodder, she died. Everybody said, "You can't kill *Ethel*!", so in a fourth story I brought her back as a ghost. Then, when some people tried to reincarnate the Devil, they made a mistake and *Ethel the chicken* came



Cover courtesy of Hodder Headline © 1996.

back. In my new online science fiction book, *Future Eden*, which is more for teenagers and adults, *Ethel the chicken* is almost the main hero.

Scan: Does this mean you are moving toward an older audience?

CT: With *Future Eden*, I'm aiming at the same sort of market that read Douglas Adams' *Hitchhiker's guide to the galaxy*. I was in America last year for the *Los Angeles Times*' Festival of Books - they used the cover of one of my books for the emblem of the festival - and I was really surprised to find out just how many adults buy my picture books for themselves. They buy *How to live forever* and *The paradise garden* and don't let the kids anywhere near them. I've never thought that I wrote for a certain age; I think I write for a certain type of person. And I'm always expected to

put lots of detail on the covers of my books.

Scan: According to your Web site, tiny drawings of Max the dog are hidden throughout most of your picture books?

CT: Kids love that. He's in almost every picture. Whenever I visit schools, which isn't very often because I just don't have the time, they always want to know about Max. I ask the students why he isn't on every page and they come up with all these great, convoluted reasons. Only one child has ever guessed the real reason: because I forgot to put him in! The pictures are so complex, I can't do them in one go. Obviously, in a really detailed picture, I come back to it many times. By the time I've finished, I can't remember if I put him in or not.

Sailing home book rap on the Web!

Wendy Chapman, teacher-librarian at Wollondilly Public School, is hosting an online book rap for *Sailing home*, on *School libraries: empowering learning* this month. To participate, please go to:

<http://www.det.nsw.edu.au/schoollibraries>

STOP PRESS:

The staircase cat makes the CBCA shortlist! Congratulations Colin and Anna.

Scan: What can you tell us about *Sailing home*?

CT: That was the first book I'd ever done where I wrote the story and someone else did the illustrations. I was asked by Hodder Headline in Australia to write *Sailing home* for the illustrator, Matt Ottley. He had the original idea, about a block of flats that sailed around the world, but Matt had only written *What Faust saw* before that; a short, simple story with only a few lines in it. I straight away realised that Matt's idea should be a house, because you only need a few characters in it, rather than a block of flats which would have had too many people to identify with. I enjoyed writing it; it's a nice book.

Scan: *Future Eden* makes unique use of the Internet, publishing 300

words per day, every day, on your Web site. How much did you have written before you began uploading it?

CT: I already had about nine months' worth of the story written. I'm hoping to do it for about seven years; about four or five books. To only write and publish 300 words each day, you wouldn't get the continuity. If you tried to do that, I wouldn't say it would be impossible... but it wouldn't be any good. When it comes out in book form in December, it will have two extra characters. If I'd read *Future Eden* on the Internet and enjoyed it, I'd want to buy it as a book anyway. But it was suggested that some people might not buy it because they'd already seen it on my site.

I came up with the idea to add a couple of extra characters for the printed novel; they live inside the heads of the two main characters, which is the only way to do it without changing the story. It's more surrealism, I think, than science fiction. It's a lot of work: every morning, apart from Sundays, I have to check my email and upload the next instalment. I have them divided it up into the daily pieces in directories on the computer. If I dry up for a while, or run out of ideas, it won't grind to a halt. I already know the last line of *Future Eden*: "And at last they were ready to begin the quest." So you can see that it will go on for quite a while.

Scan: How has the Internet changed the way in which you receive feedback from fans?

CT: Email gives children an immediate response, and that is important. Letters can sometimes sit around at the publishers for months. What happens with email is that you tend to get a shorter message, and you can send shorter, less formal, responses. You might even send three or four, back and forth; it's more interactive. I get very few letters (on paper) now, usually only when the children want to show me a drawing they've done. I put my Internet details in all of the books, and I get email from all over the world, including places where my books aren't even published! Sometimes I get emails in Portuguese and French. I don't know a word of

Portuguese. I return it, and it comes back translated.

Scan: This is going to be a busy year for you!

CT: I have four other books due out before *Future Eden*. *The last alchemist* is released in April. I have a book of funny animal poems coming out called *The dog's just been sick in the Honda and other poems*, illustrated by Peter Viska, who did *All right, Vegemite!* Everyone says that poetry books don't sell. I believe that my editor has a bet going about how many copies it will sell in a year, so we'll see what happens. I also have two picture books which I've written, but with pictures by other illustrators: *Unknown*; and, for younger readers, *The puzzle duck*.

There is also a possibility that *How to live forever* will become a movie one day, and if not a movie, it will at

least become a film script and a novel. I realised there was so much more in the story. I'd quite like to do the same thing with *The paradise garden*.

Scan: Colin, thank you so much for your time. Good luck with all of your new projects, and we look forward to your participation in the *Sailing home* book rap.

REFERENCES AND FURTHER READING

- Chapman, W. 'Literacy through book raps for Years K-2', *Scan*, 17(4), 1998, pp 12-15.
- Colin Thompson: author & illustrator (online) at: <http://www.ozemail.com.au/~colinet/>
- Future Eden* (online) at: <http://www.futureeden.com/>
- Needham, K. 'Sci-fi for big fry', *The Sydney Morning Herald*, February 27, 1999, Icon p. 6. ■

BOOKS BY COLIN THOMPSON

Picture books:

- The paperbag prince*, Julia McRae, 1992
Pictures of home, Julia McRae, 1992
Looking for Atlantis, Julia McRae, 1993
Ruby, Julia McRae, 1994
How to live forever, Julia McRae, 1995
The tower to the sun, Julia McRae, 1996
Sailing home (illustrated by Matt Ottley), Hodder Headline, 1996
The last circus (illustrated by Kim Gamble), Hodder Headline, 1997
The staircase cat (illustrated by Anna Pignataro), Hodder Headline, 1998
The paradise garden, Jonathan Cape, 1998
Unknown (illustrated by Anna Pignataro), Hodder Headline, 1999
The last alchemist, Hutchinson, 1999
The puzzle duck (illustrated by Emma Quay), Random House (forthcoming)

Younger readers:

- Ethel the chicken*, Hodder & Stoughton, 1991
A giant called Norman Mary, Hodder & Stoughton, 1991
Sid the mosquito and other wild stories, Hodder Headline, 1993
Attila the bluebottle and more wild stories, Hodder Headline, 1995
Venus the caterpillar and further wild stories, Hodder Headline, 1996
The haunted staircase and other stories, Hodder Headline, 1996
Castle Twilight and other stories, Hodder Headline, 1997
The dog's just been sick in the Honda and other poems (illustrated by Peter Viska), Hodder Australia (forthcoming)

Older readers:

- Future Eden*, [online, 1999-]; Simon & Schuster (forthcoming)

Teaching/Learning

Towards a learning community at Hassall Grove: the role of the teacher-librarian



Hassall Grove Public School is a rapidly growing school in Sydney's western suburbs. 51% of its 850 students are of non English speaking backgrounds (NESB). With the strong belief that actions and changes could lead to significant, enduring improvements, the school staff has developed into a cohesive and collaborative team. Parents are also active partners in this learning community, participating in all aspects of school life, from helping in classrooms, to joining school planning committees and assisting with the management of the resource centre. The school has a 1.2 teacher-librarian entitlement and Jan Reynolds is the full time teacher-librarian.

A learning community is about people, relationships, connectivity and communication. Within a learning community, there is an openness to: challenge one's own and others' thinking; and participate in dialogue and discussion.

Real change is needed within schools if we are to move towards becoming effective learning communities. Michael Fullan (1991) suggests that real change represents a serious personal and collective experience and is often characterised by ambivalence and uncertainty. The barriers to change will be different from school to school. Hassall Grove Primary School opened in 1993, with an enrolment of 365 students and no teaching resources. Three classes were housed, temporarily, in the library. We chose to focus on a positive aspect: this was a new community. The staff were already showing great resourcefulness in helping each other. The students' parents seemed interested, responsive and eager to assist. We were off to a strong start in our ongoing efforts to work towards the concept of a learning community.

According to Senge (1992), the transformation of an organisation to a learning community requires the development of the core disciplines of:

- personal mastery
- mental models
- shared vision
- team learning and
- systems thinking.

In most of the literature dealing with learning communities, the terms 'organisation' and 'community' are used interchangeably. Whichever term we favour, basic to its concept is that members of a learning organisation/community need to learn how to develop collaborative and interdependent mental models, values and processes.

Personal mastery

The term "personal mastery" is used by Senge to describe the discipline of personal growth and learning. When I was appointed to open the library at Hassall Grove, I had already completed the school based library training course. I decided that this was the time for me to upgrade my qualifications.

I enrolled in the Graduate Diploma of Education (Teacher Librarianship) at Charles Sturt University, continuing to the Masters Course from which I graduated in 1998. Heather Kells, the teacher with whom I was job sharing for a time, also completed the Graduate Diploma Course at Charles Sturt. This meant that the library was staffed by a team of highly trained, teacher-librarians.

Senge explains the meaning of "creative tension" as the juxtaposition of the vision of what we want with the reality of where we are in relation to this. Heather and I came to realise that, while our studies had provided us with insights into where we and the school were, and the directions in which we wanted to go, we had also empowered ourselves with strategies for dealing with the many peri-



The teacher-librarian, ESL staff and classroom teachers meet to plan programs collaboratively each term at Hassall Grove Public School.

ods of "creative tension" we would experience before the school's vision might be realised.

Systems thinking

Systems thinking is the cornerstone of the learning community: "leverage - seeing where actions and changes can lead to significant, enduring improvements" (Senge, p. 114).

Our founding Principal was already committed to the concept of cooperative programming and team teaching. With this support, Heather and I were able to turn the staff's perception of a shortfall of school resources into an advantage by offering to work closely with teachers as they planned and designed units of work. This not only enhanced student learning, but enabled the library to: direct limited resources to where they were most needed; network with other sources where necessary; and begin a wish list for future purchases.

By Term Three we had managed to accession 1400 items and circulation through *OASIS* commenced. With the concept of collaborative planning and teaching an established aspect of the school's systems development, it now became obvious to me that the establishment of flexible timetabling in the library should become a major part of our vision for the future.

In 1996, our enrolment had reached 600 students. A new Principal was appointed to Hassall Grove and I decided that it was opportune to negotiate with him on the subject of flexible timetabling. When we met to discuss the idea, he informed me that before we could consider its introduction within the school, I would have to inservice the staff about the concept, survey them, trial the strategy and then evaluate the results.

Over a period of months, Heather and I included information clarifying the meaning of flexible timetabling in our regular library newsletter. At a staff meeting, I outlined how an increased amount of library time would be available to classes if we adopted this process. Advantages and disadvantages were discussed and a written survey was given to staff members, asking them to indicate their concerns and record their attitudes

towards trialing the strategy. As a majority of staff considered it advantageous, the trial began. By the conclusion of Term Four, the staff unanimously agreed that this was the most sound process to use in order to gain effective teaching and learning from the resources and staff of the school library. Flexible timetabling became a reality at Hassall Grove.

Negotiations during 1997 initiated a number of other strategies to increase the flexibility of the library timetable. Library management time and the teacher-librarians' own release from face-to-face (RFF) became flexible; we slotted in these sessions whenever no class was booked in for a particular period. The Principal decided to increase the library assistant's time to two full days in the library. In addition, we investigated extending our program for utilising parent helpers.

The library had a valued team of parents who stamped, covered and repaired book resources. Now we began training parents to check, return and shelve resources on a daily basis. Each morning, two parent helpers are rostered for library duty. By 9.15 am, classes borrowing on that day return resources to the library via class borrowing boxes. The parents check resources for damage, return them through the circulation terminal and shelve them ready for further borrowing. This system frees the library staff completely from a time consuming task and enables all resources to be back on the shelves by 10.00 am each day.

This parent participation program has been very successful throughout the school. At the end of 1998, there were one hundred and fifty parents on the invitation list for our 'Thank you' morning tea!

The library team also negotiated with the Principal to present a proposal about RFF alternatives to a meeting of the school executive. I suggested that all RFF be provided on one day to one grade (four classes) by the two teacher-librarians working on an information literacy program, collaboratively planned with classroom teachers. This opened up the library timetable completely for the remaining four days. The proposal was not only accepted but RFF supply by the library was reduced significantly.

For 1999, the Principal increased the library assistant's time to three full days per week. This meant that the teacher-librarians were released from the clerical aspects of library management and were able to work more with classes. Hartzell's comment (1994) that influencing what goes on in your school means "gaining the support of the building principal" has proven correct in aiding the library's contribution to systems thinking at Hassall Grove.

Team learning

Team learning is a collective discipline. A learning community is not the same as a community of learners. If the library staff at Hassall Grove was concerned only with learning in our own information field, this would not translate into a commonality of direction. That is why we work hard at communicating our ideas not only to the Principal, but to the rest of the staff through both formal meetings and informal discussion.

Participation by at least one of the teacher-librarians at whatever school based training and development courses are offered, be they in curriculum areas or in the field of technology, is now seen as essential. Regular district teacher-librarian network meetings are held once per term. Ann Butterworth, our library assistant, sometimes attends these meetings with us if there are issues on the agenda which are relevant to her. As members of ASLA (NSW), Heather and I attend professional development courses offered by the association.

We believe that our constant efforts in personal mastery are positive contributions to the school's development as a learning community. We are constantly challenging our own thinking, while keeping in touch with the direction and vision of the total school.

We are constantly challenging our own thinking, while keeping in touch with the direction and vision of the total school.

Team learning, shared vision

By the time our school's student enrolment had increased to 700 students, we had a large number of support teachers on the staff, including: RFF teachers; specialists to support learning difficulties and Reading Recovery programs; and teachers of English as a second language (ESL). Under the leadership of the Deputy Principal, these twelve support teachers, including the teacher-librarians, began to meet fortnightly as a team to discuss any problems, strategies or planning that was needed. This gave us a sense of team learning, shared vision, role clarification and acceptance as an integral part of the school's learning community.

Together we formulated a collaborative planning and teaching policy which was presented to, and accepted by,

the total staff. Cooperative planning is excellent in theory but the logistics of organising planning times can often be a reason for its failure to be adopted fully. We set about establishing one week of each term when members of this support team could meet with grade teachers in order to discuss their programs. During this week, support team members shared teaching loads to enable each other to meet with teachers when they were off class.

As with any organisation, there have been some teething problems, but our policy is in place and it is proving to be flexible enough to handle change. We realise that regular reviewing of circumstances is important. For example, teachers on the same grade are given their RFF time together, as far as practical. While this can create organisational problems in a large school, we have found that it makes grade planning sessions more effective.

Another aspect of shared vision to which the library has contributed is the development of an information skills scope and sequence. This document enables the whole school community to be aware of student needs in the development of information literacy across key learning areas. Our first scope and sequence was based on the 1994 English syllabus. With the introduction of the 1998 edition, Heather and I redrafted our document to reflect the changes.

This scope and sequence chart is used during collaborative planning sessions in order to establish expected outcomes for a particular unit of work. With the trialing of the draft Human society and its environment (HSIE) syllabus, it is expected that this will also be used as a specific reference during planning sessions. The library staff is already prepared feeling competent; during the 1998-99 summer vacation we participated in an inservice course on HSIE at Sydney University.

Mental models

Most teacher-librarians are acutely aware of mental sets, and entrenched role concepts, especially perceptions of the role of the teacher-librarian. At Hassall Grove, Heather and I have attempted to overcome this problem through team discussion, collaborative planning and team teaching.

Working closely with other staff members, we realised that we are all learners in some way. Teacher-librarians have much to contribute to the teaching and learning process. They "are well-placed to contribute their skills in leadership and information literacy" (Bruce, 1998). Heather and I are also active members of numerous school committees, including the finance committee. We negotiated to attend in-school Internet training courses, and suggested that the school's Internet connection be placed in the library. We constantly inform staff of events in the library and participate in many extracurricular school activities, such as social committees, discos, and drama/musical productions.

All of this is part of a process known as building influence. Formal or informal, planned or unplanned, it is a way for pro-active teacher-librarians to gain recognition for themselves as educators in the true sense of the word. It is evident that the very nature of the role of the teacher-



The teacher-librarian and class teacher team teaching in the library.

librarian is tied to the concept of the learning organisation.

At Hassall Grove, the library staff has consciously embraced the disciplines that are necessary for our school to move towards becoming a learning community. By working consistently at increasing our own knowledge

Direct limited resources to where they are most needed.

base, and "developing solid partnerships" with the other key players (Cleary & Chapman, 1999), we have helped to influence the school to: break down barriers; question existing structures; create an openness for the sharing of visions; and encourage the process of team learning.

Co-creating a learning community is about building relationships; it is about collaboration. We, as teacher-librarians, can play an important and active part in this process. Developing the ability to form effective teaching and learning partnerships is basic to our unique role in the education of students.

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Collaborating across the curriculum: teacher-librarians and classroom teachers



Internet and network computers at Bexley Public School.

The staff at Bexley Public School have made collaboration between the teacher-librarian and classroom teachers a whole school priority. **Elizabeth Brandtman** (pictured) is the teacher-librarian and Acting Executive Teacher. **Kay Simpson** is a classroom teacher who has previously trained and worked as a teacher-librarian. Elizabeth and Kay are committed to providing worthwhile and meaningful learning experiences for their students. In this article, they present a particularly successful unit they have developed.



Bexley Public School, in the St George District, has an enrolment of 410 students, 85% of whom are from non English speaking backgrounds (NESB). As a staff, we acknowledge the need to enhance the development of literacy and numeracy standards of students. We provide access to technology augmented learning through whole school planned and taught units of work.

A whole school approach

Our school philosophy has been to develop a collaborative approach to planning and implementing the curriculum. Integrated units of work, which address student learning outcomes in science & technology, human society & its environment (HSIE) and English, are cooperatively planned by classroom teachers, the teacher-librarian and our English as a second language (ESL) support staff.

Embedding the skills and competencies our students need, and the explicit teaching strategies, enhances student learning. It is also a means of organising the curriculum in a logical, relevant and manageable way.

The literacy skills that the students are developing are used in worthwhile and meaningful learning experiences. With this type of infrastructure set up in the school, it is then an easily achievable outcome to develop an ongoing information/literacy continuum.

The collaborative team

At Bexley Public, the collaboration between the classroom teachers, support staff and teacher-librarian is of paramount importance. It must be seen by all involved that, rather than working in isolation, the library is an extension of the classroom; similarly, the classroom is an extension of the library.

Typically, classes work in grade groups. The two classroom teachers book weekly slots of the library timetable for the duration of the unit, perhaps a block of time between recess and lunch. Both classes in the grade visit the library at the same time. The two teachers and the teacher-librarian are each available to supervise a group of students, which rotate through the three activities.

In any one lesson, these simultaneous activities might include students:

- working with technology (such as the Internet, on a large LCD screen, or networked CD-ROMS) to locate, select and organise information with one staff member
- locating, selecting and organising information from print resources
- broadening field knowledge through thematic literature or completing craft activities.

This organisational strategy has proven extremely supportive of

teachers. Over time, there are many opportunities for teachers to observe colleagues modelling their teaching. At first, not every teacher will be confident in every activity or be willing to move out of their 'comfort zone'.

Natural disasters: an integrated unit for Stage 3 students

In the following program outlines, we have used the Disadvantaged Schools Project's Literacy Network *Natural disasters* unit (1996) as a basis for our Year 5/6 theme. This unit has been transposed to meet the specific individual literacy needs of a particular class.

Prior to the commencement of each unit of work, the collaborative team specifies the anticipated roles for the library and classroom environments.

Teacher-librarian roles

For this unit, the teacher-librarian:

- identified the strategies for using information resources to assist the development of student outcomes
- recommended ways in which the library could assist students in achieving these outcomes
- identified resources necessary that were appropriate to the learning and teaching needs of the unit
- participated in the planning and decision making with classroom teachers
- provided advice on appropriate information resources to match individual learning and teaching needs of the students
- selected and organised resources suitable for learning activities
- sought feedback from the classroom teachers on the success of library input on student outcomes.

Classroom teacher roles

The classroom teachers:

- provided suggestions on how the library service could support teaching and learning needs
- assisted students to build field knowledge and expertise through literacy activities in the classroom
- suggested priorities for matching learning needs of students to library activities
- collaboratively planned learning activities that were to be used in library sessions
- participated in the activities selected for use in the library
- selected information resources for classroom use
- evaluated the effectiveness of the library activities in meeting the learning needs of students.

Unit overview

This unit had a duration of ten weeks. It focussed on the environmental and social effects of natural

There are many opportunities for teachers to observe colleagues modelling their teaching.

disasters. Students engaged in the construction of information reports and explanations on a selected natural disaster following their contribution to a class joint construction, *How does a cyclone occur?*

Talking and listening activities focussed on the building the skills of group negotiation, with clear emphasis upon oral presentation. Additionally, students were supported in the development of vocabulary and field knowledge for the topic.

Reading activities reviewed and built on information skills, particularly defining, locating and selecting, using a range of written and media texts: computer network; CD-ROMs and Internet sites in the context of *Natural disasters*.

Writing activities reviewed the report text type and introduced the explanation text type, focussing on: purpose; structure; and grammatical features. (See Table 1.)

In the classroom

During each day, the class teachers planned opportunities for students to develop their field knowledge on natural disasters. Classes brainstormed the topic and shared and recorded what they already knew. Using a pro forma, the students deconstructed information reports about natural disasters. Through guided discussion, words and topics were grouped. Students were encouraged to record points in their work books.

Further into the unit, the explanation text type was introduced. Using exemplar models of a report, a procedure and an explanation (on large display charts or using the overhead projector), the teachers pointed out the structural differences of the three text types.

The *Earth quest* video, which is made up of many very short segments on a range of environmental topics, proved to be a successful resource when the students practised note taking. Firstly, they recorded what they already knew about a particular natural disaster topic. The segment on that

topic was played. Then students watched the segment again, this time recording in point form, the keywords and information that would aid them in future research. That is, what did the students still need to find out to write an explanation about their chosen natural disaster?

A text type recognition activity involved the students reading and decoding: a recount (revision of prior learning); a report (revision) and an explanation.

In the library

The weekly library lessons provided a time for each week's classroom activities to be consolidated.

Table 1

<p>KLA: Science & technology / HSIE / English</p> <p>Duration: 10 Weeks</p>	
<p>Unit: Natural Disasters</p> <p>Text Types: Report, Recount, Explanation</p> <p>Grade / Class: Year 6</p> <p>Content: Investigate: continental plates, volcanoes and earthquakes; the structure of the Earth's crust and the impact its movement has on us. Students employ materials in the classroom/library to model, explain the effects of geological change. They engage in research activities to explain, report back on the phenomenon.</p> <p>Learning processes: Science Stage 3 - evaluate technological activities in terms of social and environmental cost and benefits. - use a brief design to develop a means of protection from disasters.</p> <p>Skills: Science Stage 2 - report on social and environmental costs and benefits.</p> <p>Evaluation: Students construct an information report on a type of natural disaster with all appropriate text type features.</p>	<p>Talking & Listening: 3.2 Interacts for a specific purpose with people in classroom/library. Listen to and obtain specific information from spoken texts (video presentations). 3.3 Delivers a prepared short talk, using relevant, organised information.</p> <p>Reading: 3.7 Recognises text types, and the purpose of the writing. 3.9 With teacher guidance, uses several strategies for identifying resources and finding information in texts. * search for and find information resources relevant to topic * find information using the table of contents, index, page numbers, headings, captions, keyword * make notes of information relevant to the topic, recording sources * use factual texts to find information on a research topic.</p> <p>Writing: 3.13 Construct report for specific audience. * design poster to explain, describe particular phenomena. 3.18 Controls basic features of written language with organisational features of differing text type</p>

Table 2

LEARNING ACTIVITIES	ASSESSMENT TASK
- Brainstorm: students encouraged to share knowledge on the topic. Words and topics are grouped through discussion and debate.	* Children record points made in own books.
- Task explained to students, prepared worksheet developed on writing individual reports on a natural disaster.	* Locate, select and present information in report format about the chosen natural disaster.
- Locating information about natural disasters.	* Demonstrate locating techniques using: table of contents; index; diagram interpretation.
- Locating information - students work in groups of 2-3 researching chosen topic, typhoons, earthquakes, flood, cyclone, etc.	* Produce group reports and present to the class: - 3.9 predict, list resources search for, find information in reference material using Table of contents, index etc - make notes from relevant information, recording resources used
- Introduce explanation text types. What are they used for?	
- Show structural differences between report, procedure, explanation.	
- Discuss purpose and structural differences notices.	
- Recording information from video viewing.	- 3.9 Make brief notes of information relevant to the topic, recording all resources used.
- Students record what they already know before viewing section.	
- Students record what information gleaned from watching video.	
- In groups (new groups may be formed): All topics represented. After time allowance, regrouped to class and discussion and report eg; information, style, availability of material, use of photos, models, diagrams etc.	3.2 Individuals assessed by teacher, in group activity.
- Groups then plan presentation for whole class / grade. Points to be considered - style, use of information, models, diagrams.	3.3 Teacher / teacher-librarian assesses student presentation using checklist.
- Text types recognition activity - students individually read and decide which text is a recount (revision), report (revision), explanation (assessment).	3.13, 3.18 Assessing of written reports using task sheet criteria and report structure: - grouping of information, relevance, key wording, topic sentences, punctuation and spelling. 3.7 recognise text types and their purpose for organising information into relevant presentation formats.

The weekly library lessons provided a time for each week's classroom activities to be consolidated.



Following a revision of the brainstorm activities and ensuing discussions to establish a platform for the task at hand, the students were divided into groups, each choosing a natural disaster: volcano; earthquake; tsunami; cyclone; typhoon; hurricane, to be researched over several weeks.

Each group decided upon individual tasks for the members. The teacher-librarian worked with those students using CD-ROM multimedia facilities of the library network to locate and select relevant information for their group task. Keyword searches and 'see also' functions were revised.

Teachers working with print materials revisited the students' knowledge of tables of contents and indexes, and stressed the importance of the need to cross reference information sources. *OASIS enquiry* was used to find additional resources not already collected into resource boxes.

There were numerous opportunities for making comparisons between different information sources. For example: currency of information in CD-ROM encyclopedias and Internet sites; and transportability of print resources.

Several weeks into the unit, after the students had been exposed to the Explanation text type, they formed new groups to consider and plan aspects for a successful oral presentation of an explanation, including: content and depth of information; style of presentation; use of photographs, diagrams and models; and contributing roles for group members. A checklist of criteria for (authentic or 'rich') assessment was compiled and the oral presentations

were planned. (See the *Scan* articles by Frances Plummer: in vol 18 no 1, pp 14-19; and pp 18-22 of this issue.)

Assessment tasks

Assessment tasks to determine achievement of student learning outcomes were programmed throughout the unit. These are shown in Table 2. At the culmination of the unit, the class teacher also used the checklist of criteria, as compiled in student discussion groups, to assess individual students during each group's oral presentations.

Evaluation and the information process

Evaluation was both individual and group focussed. The students were asked to review the appropriateness of their group presentation in relation to the original task. Students also discussed which steps in the information skills continuum were causing problems and why. The teacher-librarian could then work on the problems voiced by the students, and on any other problems detected by the teachers and teacher-librarian as they were helping groups throughout lessons.

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Editor's note

Additional tables for this article are available on the *School libraries: empowering learning* Web site.

It is a worthwhile exercise to compare the above body of work with a previous *Scan* article (in vol 17 no 4, pp 19-21) by Kay Byrne of Caringbah Public School. While these articles are quite different in approach, both of them: are student centred; discuss collaborative efforts by the teacher-librarian and classroom teachers; and focus on the theme of natural disasters for Stage 3 students.

Collaborative

assessment planning:

exploring rich

assessment

for the School

Certificate

Designing rich assessment tasks offers opportunities for faculties, teachers and teacher-librarians planning collaboratively to develop units of work to integrate learning, teaching and assessment for the School Certificate.

The first article of this series described the elements of rich assessment tasks as:

- explicitly describing the expectations of the task to the learner
- engaging the learner
- connecting naturally with what has been taught
- providing opportunities for all students to make a start
- learning activities
- providing opportunities for students to demonstrate subject knowledge, skills and understandings
- focussing on the critical areas of learning within a subject
- assisting teachers to determine the specific help which students may require in content areas.

(Scan vol 18 no1)

The potential for collaborative planning

Collaborative task design becomes exciting when it has the potential to broaden the existing assessment base to incorporate information literacy outcomes for all students as they actively engage in the assessment process. Students need opportunities to learn, practise and integrate the steps in the information skills process as they become competent



This article highlights the professional relationships between faculties and the teacher-librarian when they share a project focus as a professional learning team. **Jenny Byrne**, Head teacher English, and **Margaret Stapley**, teacher-librarian, at Pendle Hill High School share their professional learning journey with **Frances Plummer** (*Securing Their Future*) as they document the development of the English faculty's assessment schedule for Year 10 at their school.

The outcome of the project is an assessment schedule that maps information skills and the areas of assessment against each task. The focus of the assessment schedule is enhancing student learning by designing a range of tasks that gather all the information the teacher needs to determine the level of each student's achievement.

in information retrieval and in using information technology. By integrating learning opportunities with assessment task design students can demonstrate achievement of syllabus and information literacy outcomes.

Assessment for the School Certificate describes what a student can do, knows and understands through authentic learning experiences. Collaborative planning can lead to designing assessment tasks that are relevant to real life situations. The information skills process provides a framework for task design for students to solve real information problems in all subject areas. In this framework the learners see a clear connection between the learning objectives, activities and method of assessment. Student learning outcomes become observable and measurable.

Planning an assessment project

Pendle Hill High School is an outer suburban, comprehensive secondary school with 720 students. It is a dynamic learning community where students are encouraged to achieve their potential and teachers are supported by a whole school approach to training and development. The school's welfare program is an integral aspect of all school life.

Jenny Byrne (Head teacher English), members of the English faculty and Margaret Stapley, the teacher-librarian, formed a professional learning team with a project focus to develop an assessment schedule for Year 10.

Margaret commented that "the involvement in the development of this project created an opportunity to explore

The learners see a clear connection between the learning objectives, activities and method of assessment.



The teacher-librarian plays a critical role in the professional learning team.

the possibilities in working with the English faculty to construct their assessment schedule for Year 10. As the tasks were constructed I, as teacher-librarian, could contribute in their planning to integrate information skills in each of the tasks."

Jenny reflected that "the collaborative processes throughout the project enabled the faculty to come to a shared understanding of their assessment practices. We were able to construct tasks that provided opportunities for all our Year 10 English students to demonstrate what they know and to achieve the course outcomes at varying levels of competence."

Rationale for the assessment schedule

The assessment schedule designed by the English faculty at Pendle Hill includes elements of rich task design as described in *Securing their future: subject based assessment for the School Certificate in English*. The six tasks developed in each of the program units are integral to the teaching and learning activities for the Year 10 program. The tasks in the assessment schedule address objectives of the English 7-10 syllabus. (See Table 1.)

Documented below is the project planning process Margaret and the English faculty implemented:

- School Management Conference on the nature of assessment (1998)

- review of assessment issues for the School Certificate for Year 10 (1999)
- development of the outline of the tasks and areas of assessment
- faculty design one task collaboratively
- further development of the individual tasks and assessment criteria
- faculty evaluation and refinement of the assessment tasks
- review of the completed assessment schedule
- distribution of assessment information to students and parents
- ongoing discussion, reflection and evaluation.

Outcomes of collaborative assessment planning for teachers

Hopkins & West (1998), as a result of six years of research through the *Improving the Quality of Education for All* (IQEA) project, proposed a number of classroom conditions as enabling factors for learning. In the context of this article, these conditions can describe the outcomes of the collaborative planning at Pendle Hill High School:

1. Promotes authentic relationships among teachers.

Hargreaves & Fullan (1998) describe any strategy that improves relationships has a chance of succeeding... and leads to improved problem solving and learning. In the context of professional learning, as a team seeking solutions to assessment design, the teachers agree this has been a valuable experience for them. Developing and supporting authentic relationships is central to the success of collaborative planning and critical to improved learning for students.

Table 1

PENDLE HILL HIGH SCHOOL - ENGLISH FACULTY ASSESSMENT SCHEDULE FOR YEAR 10 1999

INFORMATION SKILLS						TASK	UNIT	TIMING	SYLLABUS OBJECTIVE PENDLE HILL HIGH SCHOOL STAGE 5 ENGLISH PROGRAM OUTCOMES	AREAS OF ASSESSMENT				
Define	Locate	Select	Organise	Present	Evaluate					Talking	Listening	Reading	Writing	Viewing
✓				✓	✓	1. Media	Media Madness	Term 1 Week 10	Syllabus Objective: experiencing, enjoying and responding sensitively and perceptively to the mass media Responding to a specific mass media item. Constructing mass media product in an altered context.	✓	✓	✓	✓	✓
✓			✓	✓	✓	2. Creative Writing	Out of Control (conflict and violence)	Term 2 Week 5	Syllabus Objective: writing with pleasure, confidence and competence over a wide range of registers Writing for a specific situation, audience and purpose in a specified form.			✓	✓	
✓	✓	✓	✓	✓	✓	3. Talking	Speak Up! Speak Out!	Term 2 Week 10	Syllabus Objective: recognising, enjoying, broadening and exercising control over their oral language repertoire Talking for a specific situation, audience and purpose in a chosen form (by student). Talking using appropriate conventions of speech.	✓		✓	✓	
✓			✓	✓	✓	4. Response to humour	Always look on the bright side of life	Term 3 Week 5	Syllabus Objective: experiencing, enjoying and responding sensitively and perceptively to a wide range of literature Analysing and responding to a variety of humorous texts (eg. TV., cartoon, narrative etc).		✓	✓	✓	✓
✓				✓	✓	5. Response to literature	Where are we going? (The future)	Term 3 Week 10	Syllabus Objective: experiencing, enjoying and responding sensitively and perceptively to a wide range of literature Responding in writing sensitively, perceptively and competently to a piece of literature.			✓	✓	
✓	✓	✓	✓	✓	✓	6. Leisure portfolio	Chillin' out	Term 4 (ongoing)	Syllabus Objective: addresses specific components of the five syllabus objectives Reading, writing and talking for a variety of purposes in a variety of forms.	✓	✓	✓	✓	✓



Margaret and Jenny prepare to meet with members of the English faculty to plan assessment activities.

2. Supports access to planning, resources and preparation of a range of appropriate structured learning and teaching strategies and materials to meet a range of individual student learning needs.

"The result is teachers taking into account their own personalities, values and expertise when planning learning units. The teachers had the opportunity to choose to modify a previous task or create new tasks that interested them." (Jenny)

3. Expands teachers' repertoire to positively influence the quality of learning outcomes by integrating information skills, syllabus content and areas of assessment.

"By mapping the information skills developed in each assessment task I was able to identify where I can strengthen resources and work with the teachers to enhance student learning." (Margaret)

4. Enhances professional learning through developing pedagogic partnerships.

Russell (1989) and Stoll & Mortimore (1995) describe effective teacher development taking place in schools where there is a culture of collaboration; working with a colleague not only dispels feelings of isolation but also assists in enhancing practice. eg "At Pendle Hill, for this project, the teachers have formed a professional learning team (PLT) dedicated to the improvement of teaching, learning and assessing for the School Certificate. The teacher-librarian plays a critical role in the distributed leadership of the PLT. This creates opportunities to work with other faculties as they develop further their assessment policies and practices." (Margaret)

5. Opportunity for reflection on teaching in classrooms where assessing what students can do, know and understand is based on evidence collected through assessment tasks and classroom activities.

Teachers in the English faculty have used this professional team learning opportunity to reflect on their current

The learners see a clear connection between the learning objectives, activities and method of assessment.

assessment policy and practices. The result is an assessment schedule that:

- develops authentic classroom learning experiences
- deliberately integrates assessment in the teaching and learning units
- communicates clear expectations for student performance set by the teacher
- is relevant to students' ability, interests and experiences
- engages students in their learning.

Do you have an idea for a future Scan article?
Contact Ian McLean at (02) 9886 7501

Table 2

PENDLE HILL HIGH SCHOOL - DESCRIPTION FOR YEAR 10, 1999

ASSESSMENT TASK	ASSESSMENT APPROACH/ES	MANAGEMENT	EVIDENCE COLLECTION METHOD
Media	• Whole product	• Class task • Integrated in teaching and learning unit • Assessment criteria	• Work sample • Product
Creative Writing	• Creating text	• Class Activity • Assessment criteria	• Work sample • Formal testing
Speaking	• Research activity • Performance • Engaging with text: speaking	• Peer group presentation • At conclusion of teaching and learning sequence • Assessment criteria	• Observation • Oral presentation
Response to humour	• Engaging with text: writing, reading, listening	• Class task • Teaching and learning informs the task • Assessment criteria	• Work sample
Response to literature	• Engaging with text: reading, writing	• Class task • Teaching and learning informs the task • Assessment criteria	• Work sample
Leisure Portfolio	• Research activity • Creating relevant text	• Task given at the beginning of the unit • Assessment criteria	• Observation • Portfolio

Meeting the challenge of assessment for the School Certificate

The assessment project was initiated at Pendle Hill High School by the English faculty in response to the School Certificate Grading System. While this project defined the work of the faculty it also created professional development opportunities to transfer the learning to planned assessment for Years 7-9. The professional learning outcomes included a chance to discuss teaching and learning philosophies and visions in the context of the school as a dynamic learning community.

The Department of Education and Training has implemented a statewide strategy for the establishment in schools of professional learning teams to support the implementation of the new Higher School Certificate. Professional learning teams are groups of teachers who work collegially, through projects that focus on more effective student learning. The professional learning team provides a structure through which: schools can frame problems and seek solutions; and each school can integrate and sequence its program of initiatives. Support for professional learning teams has been provided in the form of statewide funding, professional development activities in districts and the resource materials *Enhancing learning through the new HSC through professional learning teams: resource manual*.



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Information Technology

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. Pintura: art detective.

<http://www.eduweb.com/pintura>

In this online game about art history and art composition, students assume the role of a 1940s detective. A distraught woman seeks help to identify the artist who created a painting she found in her grandfather's attic. To do so, students must examine paintings by famous artists: Picasso; Van Gogh; Raphael; Gauguin; Titian; and Millet. Each example highlights an art concept such as composition, style, colour or subject. **A. Pintura study worksheets** are supplied in **Teaching resources**. These may be printed for purposes of assessment and accountability and require students to play each activity thoroughly and explore each artist (even if they have figured out the correct answer early on). C. Burden

USER LEVEL: Stage 3

KLA: CA

SYLLABUS: Creative Arts K-6

SCIS SUBJECTS: Art - History; Artists

KEYWORDS: Art; artists

PUBLISHER: Educational Web Adventures, USA

REVIEW DATE: 10/3/99

A+ math.

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

For teachers who haven't yet integrated the Internet into mathematics, this site is easily adapted to most classroom programs. By concentrating on interactive maths quizzes, games and flashcards, the site offers students the opportu-

nity to undertake individual extension or remedial work, at their appropriate stage. The exercises are at various levels and most are self marking. Other aspects of the syllabus are covered with activities centred on: geometric shapes; area; and fractions. Students will become enamoured with the **Homework helper**, which allows them to input a problem and check to see if their own answer is correct. N. Paull

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: Mathematics

SYLLABUS: Mathematics K-6

SCIS SUBJECTS: Mathematics - Problems, exercises, etc; Number games

KEYWORDS: Flash cards; fractions; mathematics; puzzles

PUBLISHER: A+Maths, USA

REVIEW DATE: 10/3/99

ACHPER.

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

The Australian Council for Health, Physical Education and Recreation Inc. (ACHPER) has created a visually enticing Web site for those interested in gaining insight into their range of services for members and interested onlookers. There is a strong emphasis on professional development, such as the courses developed through State Associations. Of particular value to teachers is **Bookshop**, which profiles several resources for teachers and includes links to a nationwide mailing list and the complete catalogue. ACHPER's membership base extends beyond teaching. The site also offers material and activities which would best fit outside of traditional teaching interests, and may enhance opportunities for broadening one's range of experiences and opportunities. C. Maher

USER LEVEL: Community Professional

KLA: PDHPE

KEYWORDS: Health; fitness; resources

SCIS SUBJECTS: Health; Physical fitness; Physical education

PUBLISHER: Australian Council for Health, Physical Education and Recreation Inc.

REVIEW DATE: 15/3/99

ADA: Child nutrition and health campaign index.

<http://www.eatright.org/child/>

A section of this site is devoted to the dietary needs of children and would support the PDHPE K-6 syllabus strand: personal health choices. The site contains: general knowledge quizzes on food, fitness and health; a challenge to compare eating habits; and a folded paper game to make nutrition predictions. The quizzes are not interactive, but are alternatively available in PDF format for offline use. Answer keys include discussion and recommendations. A **Food guide pyramid for children** is an excellent resource for small group discussion. Support material is provided for parents and community workers, and includes dietary issues concerning athletes and the elderly. S. Leslie

USER LEVEL: Stage 3

KLA: PDHPE

SYLLABUS: PDHPE K-6

SCIS SUBJECTS: Food; Health; Nutrition

KEYWORDS: Food; nutrition

PUBLISHER: American Dietetic Association

REVIEW DATE: 10/3/99

Art Deco home page.

<http://orathost.cfa.ilstu.edu/exhibits/pcfare/deco.html>

As a very basic visual introduction to, and guided tour of, the creative elements and social background found in the Roaring Twenties and the Great Depression of the 1930s this site covers many discipline areas. There are downloadable examples of music from George Gershwin, Ella Fitzgerald, and Billie Holiday and film clips featuring the work of Fred Astaire and Busby Berkley. Three examples each of city architecture, interior design, industrial design and international graphics are covered, with three expandable images within each area and some basic background information. A list of links extends this introductory information, however these would need to be vetted by teachers to determine curriculum relevance. A. Whyte

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10; 2U/3U Visual Arts
SCIS SUBJECTS: Art Deco
KEYWORDS: Art Deco
PUBLISHER: College of Fine Arts, Illinois State University, USA
AUTHOR: FARE, Phil
REVIEW DATE: 10/3/99

Australian Heritage Commission - home page.

<http://www.environment.gov.au/heritage/index.html>

The most useful component of this site is the Register of the National Estate. The list of locations is comprehensive, including even the smallest of significant sites each categorised as indigenous, historic or natural. Detail of each site includes a statement of significance, description and report on the condition, which is invaluable for older students undertaking research. A section on education lists printed resources available to schools, primary and junior secondary. Information on the grants program will appear at a later date. Heritage locations are very easily found on this well organised and valuable site, useful for environmental education, and for planning school field trips. D. Kennelly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: 2U Biology; Geography Stages 4-5; 2U Geography; History Stages 4-5; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: National estate
KEYWORDS: Australian Heritage Commission; estate
PUBLISHER: The Australian Heritage Commission
REVIEW DATE: 10/3/99

Centre for World Indigenous Studies home page.

<http://www.halcyon.com/FWDP/>

This site, by a United States independent research and education organisation, is dedicated to education, social justice and human rights issues of indigenous peoples. This is an excellent resource for comparative studies of overseas indigenous nations. In particular, the Fourth World Documentation Project presents an opportunity for an online community and contains many valuable documents relevant to Australian and overseas indigenous peoples. This site also acts as an entry point to the Indigenous peoples Web ring which contains 87 linked indigenous sites, which would need to be assessed by teachers for curriculum relevance. In the context of this site, the "Fourth World" includes the 5000 to 6000 internationally unrecog-

nised nations whose descendants maintain a distinct political culture within the states which claim their territories.

B. Percival
USER LEVEL: Stage 4 Stage 5 Stage 6 Community
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; 3U Legal Studies
SCIS SUBJECTS: Aborigines; Indigenous peoples
KEYWORDS: Indigenous Studies; Aboriginal studies; Fourth World
PUBLISHER: Centre For World Indigenous Studies, USA
AUTHOR: John Burrows
REVIEW DATE: 10/3/99

Children's Health Development Foundation home page.

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

Well constructed and presented, this Web site has been designed to address school and community issues relating to health and physical activity of school aged students. Offering a global perspective, aspects considered include: children's access to a variety of healthy foods; the impact of fast foods; and the increasing tendency of children and adults to lead inactive lifestyles. Useful information is available on: School canteens (Health promoting schools); Children's nutrition; and Children's physical activity, which includes the South Australian initiative, Fit to lead (encouraging girls and women to participate in physical activity). Many of these resources complement the national curriculum frameworks for health and physical education. C. Maher

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; 2U PDHPE
KEYWORDS: Canteens; health; fitness; Health promoting schools; physical activity; physical education
SCIS SUBJECTS: Physical education; Physical fitness; Children - Nutrition
PUBLISHER: Children's Health Development Foundation, South Australia
REVIEW DATE: 15/3/99

Climbing Mount Everest.

<http://www.everest.mountainzone.com/>

The 'e-zine' Mountain Zone has many stories related to Mount Everest, from live cybercasts of actual climbs, to interviews and profiles of climbers, scientific information, and an array of features. It also retails related books and other products. The spectacular postage stamp sized photographs from the 1998 American Scientific Everest Expedition can be magnified at the click of a mouse. The story of the Sherpas retrieving hundreds of empty oxygen bottles from the South Col is an eye opener; and the array of factual information is staggering. A wonderful resource, this site is useful for exploring many different text types with geography students. N. Hutchinson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; 2U Geography
SCIS SUBJECTS: Everest, Mount; Mountaineering
KEYWORDS: Everest; climbing; mountains
PUBLISHER: Mountain Zone, USA
REVIEW DATE: 10/3/99

Clouds.

<http://inspire.ospi.wednet.edu:8001/curric/weather/pricloud/>

Photographs of clouds are the most useful component of this site. Cirrus, cumulus and stratus clouds from the University of Illinois' Cloud catalog are clearly labelled. The excellent images, with variations of each type, are accompanied by brief descriptions and explanations. Observing the weather takes students to a simple weekly chart which can be adapted for display in a classroom, or completed with Kid pix on a Macintosh computer. Links such as Weather, Hurricanes and Tropical cyclones provide relevant information. This site is useful as a tool for primary students gaining early experience with the Internet and researching science & technology units such as What's the weather. J. Kennelly

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Clouds
KEYWORDS: Clouds
PUBLISHER: Athena, USA
AUTHOR: TERRY, Kathee
REVIEW DATE: 10/3/99

Conflictmanagement.html. (Conflict management.)

<http://www.coe.ufl.edu/faculty/myrick/conflictmanagement/conflictmanagement.html>

The College of Education of the University of Florida set up these pages as part of a research project on peer mediation. It aims to provide an effective strategy for schools to develop a positive atmosphere where all students can develop pro social behaviour. The site is divided into frames, making it difficult to print information, but this is its only disadvantage. It has sixteen sections suitable for training students. Strategies such as Through different eyes and Escalate or de-escalate? are covered; nine activities will keep Stage 3 through to Stage 5 students involved. Links from the main site to other conflict management resources are available for teacher investigation. A. Soutter

USER LEVEL: Professional
SCIS SUBJECTS: Conflict management
KEYWORDS: Conflict management; peer mediation
PUBLISHER: University of Florida College of Education, USA
AUTHOR: MYRICK, Bob
REVIEW DATE: 10/3/99

CT> computer graphics.

<http://www.mailbox.co.uk/code-green/ctessay1/welcome.html#introduction>

Referring particularly to Internet usage, this site provides a good discussion of computer graphics basics and an extensive section on compression techniques. The site relates directly to the HSC common course option topic: graphics. The notes refer to GIF compression and JPEG compression images and discusses issues of quality, size and download times of graphics. Algorithms illustrating compression techniques are provided. Included is a simple table summarising the appropriate use of the two image formats. Students could either skim this site for basic information or take the time to read and understand the more detailed explanations of graphical techniques. G. Donaldson

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: 2U Computing Studies
SCIS SUBJECTS: Computer graphics
KEYWORDS: Compression; computer graphics; GIF; JPEG; resolution
PUBLISHER: Dept. of Computer Science, University of Bristol, UK
REVIEW DATE: 10/3/99

Discovery online - Toys were us.

<http://www.discovery.com/stories/history/toys/toys.html>

Subtitled How our favourite playthings came to be, this site provides a celebration of five popular toys with proven longevity: the Frisbee; the Barbie doll; the Skateboard; Slinky; and Video games (featuring Pong). It looks back at the people and times that brought them to us, giving a comprehensive history of each. The main page has a voting form where visitors are encouraged to vote for their favourite toy. A comment and anecdote sharing section could provide a springboard for class writing activities. Students can also investigate what other toy lovers have nominated as their favourite toy. WebLinks to other toy sites will require further investigation by teachers to determine curriculum relevance. C. Burden

USER LEVEL: Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Toys
KEYWORDS: Toys
PUBLISHER: Discovery Channel Online, USA
REVIEW DATE: 10/3/99

Earth.

<http://www.anu.edu.au/Physics/nineplanets/earth.html>

Looking for easy to read, current, stimulating material for students studying our planet? Here it is, with photographs and movies taken by various space missions and satellites. Orbital data about planets, moons and satellites; physical data and historical data for all planets; internal composition of Earth and surface water and atmosphere; plate tectonics and faults; and the greenhouse effect makes this site very comprehensive and authoritative for educators to use. The variety of presentation (charts, tables, text, photographs, movies, and a comprehensive glossary of science terms) holds the interest of students and encourages exploration of the site. S. Zivanovic

LEVEL: Stage 3 Stage 4 Professional
KLA: ST; Science
SYLLABUS: Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Planets; Solar System
KEYWORDS: Earth; planets
PUBLISHER: University of Arizona, USA
AUTHOR: ARNETT, Bill
REVIEW DATE: 10/3/99

Earthquake information.

<http://civeng.carleton.ca/cgi-bin/quakes>

A chronological listing and data of the latest earthquake events across the globe, this site includes: dates; times; latitudes; longitudes; magnitudes; and depths in the crust for each seismic disturbance. Hypertext links relate to the Map of the world using Xerox's PARC map viewer. Borders, rivers, roads and physical features may be chosen; magnifications are possible with the zoom feature. Public domain

map data can be downloaded; a link to more attractive maps requires longer loading time. This site is especially useful for showing patterns of seismic activity around the Pacific rim. Comparisons are easily made between magnitude and depth in the crust, allowing students to hypothesize and view tectonic plate theory. S. Zivanovic

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Earthquakes
KEYWORDS: Earthquakes
PUBLISHER: Dept. of Civil & Environmental Engineering, Carleton University, Canada
REVIEW DATE: 10/3/99

Explorers of Australia.

<http://werner.ira.uka.de/~maier/australia/explore>

A brief summary on the initial discovery of Australia is provided as an introduction to this Web site about explorers of Australia. Sixteen prominent explorers are presented, including Tasman, Flinders, Blaxland, Sturt and Burke. Brief biographies are provided on each explorer. Supplementary information is provided on: Cook, the Endeavour, and Sir Joseph Banks. Information is primarily presented as text, but includes pictures or portraits, and maps for each explorer presented. For a broad overview or introduction to a HSIE unit on Australian explorers, this Web site is ideal, but would not provide the prime focus. S. Taylor

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia - Discovery and exploration; Explorers
KEYWORDS: Australia; Blaxland; biography; Cook; explorer
PUBLISHER: University of Karlsruhe, Germany
AUTHOR: WESTPHAL, Martin
REVIEW DATE: 10/3/99

Facing the future: people and the planet.

<http://www.facingthefuture.org/index4.htm>

The major goal of this curriculum package, according to the author, "is to educate young people about the nature and impacts of world population growth, and to help them take responsibility for, and feel empowered to help solve population-related problems." It is a compendium of information, thought provoking questions and teaching approaches. Acknowledging the United States' *National geography standards 1994*, the material is erudite and of great relevance to Australian geography students. Not only will students understand the relationship of population growth to the problems facing the world today, they will also communicate the message that "population must be stabilized at sustainable levels". N. Hutchinson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; 2U Geography
SCIS SUBJECTS: Population
KEYWORDS: Population; population-related problems; sustainability;
PUBLISHER: Facing the future: People and the Planet, USA
AUTHOR: GOEKLER, J.
REVIEW DATE: 10/3/99

Gallery of Olympians: USA.

<http://www2.ncsu.edu/ncsu/cep/ligon/olympics/olympic.menu.html>

What better way to highlight the Sydney 2000 task than by an insight into the preparations for the Atlanta Olympics? How did the city transport, feed, house and entertain the tourists and athletes? Complete with diagrams and maps, this is an easy to navigate site. Students have prepared biographies of American athletes (eg Jesse Owens, Michael Jordan, Shaquille O'Neal, Mark Spitz) with bibliographies and links to historical material relevant to each particular Olympic Games. These provide important background to world events at various periods and how this affected the athletes. Australian students are beginning to contribute biographies of our athletes to this site and students could be encouraged to participate. S. Zivanovic

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Olympic Games
KEYWORDS: Olympians; Olympic Games
PUBLISHER: MidLink Magazine, USA
REVIEW DATE: 10/3/99

The global newsstand.

<http://www.mcs.com/~rchojnac/www/tgn.html>

Based in Chicago, this site is an introduction to numerous newspaper publications around the world. Users are able to search by continent and then country, or select by searching in a range of languages before viewing specific publications. This is an excellent way for accessing primary sources for a range of curriculum resources or to provide current material for LOTE students. Archival reports are limited. Whilst individual links are not uniformly presented, navigating the parent site is easy and productive. Some foreign sites are slow to load, however the authenticity and currency of the content is worthwhile. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS; VOC ED
SYLLABUS: English K-6; English 7-10; English 2U/3U; French 7-10; 2U/3U French; 1U General Studies; German 7-10; 2U/3U German; History Stages 4-5; 2U/3U History; HSIE K-6; Italian 7-10; 2U/3U Italian; Science 7-10; Science K-6; Spanish 7-10; 2U/3U Spanish
SCIS SUBJECTS: Foreign news; Newspapers; News services
KEYWORDS: Current events; news
PUBLISHER: MCSNet, USA
REVIEW DATE: 10/3/99

Gold 150 - celebrating 150 years of Australian gold-rush history.

<http://www.ballarat.edu.au/krause/external/sovhill/gold150/gold150.htm>

A collaboration between The Australian National Maritime Museum, Sovereign Hill and the University of Ballarat, this site traces the history of gold discoveries in Australia. This pivotal time in Australia's history is traced through a combination of primary and secondary source materials. The site includes: extracts from journals and diaries; paintings and lithographs; locational maps; essays; letters; and

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information on the gold rushes in other countries that impacted on Australia. This authoritative site explores the economic and social implications of the gold rushes making it an ideal resource for the unit, *Gold!*, outlined in the HSIE K-6 syllabus. N. Paull

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia - Gold discoveries
KEYWORDS: Eureka; gold; gold discoveries; gold rushes
PUBLISHER: University of Ballarat
REVIEW DATE: 10/3/99
EVAL: Highly recommended

HOME - Dental Health Foundation Australia.

<http://www.dentalaust.com/index.html>

Dental topics are listed on an index available on all pages of this site, making navigation easy. Some topics, such as cosmetic dentistry and repairs to teeth, are beyond the scope of primary students but there are many others that would support both human body and health studies. These are found at the beginning of the site and include: the structure and development of teeth; advice for correct brushing; fluoride; mouth guards; and dietary guidelines and discussion. Text is supported by clear diagrams and photographs, some of which may be enlarged for printing. S. Leslie

USER LEVEL: Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS: Children - Dental care; Health
KEYWORDS: Dental health
PUBLISHER: Dental Health Foundation Australia
REVIEW DATE: 10/3/99

Home. (Junior Summit: ambassadors of a new digital culture.)

<http://www.jrsummit.net>

An online convention for over one thousand children organised in November 1998, this site and its many pages document the concerns and amazing abilities of children. The participants were selected as international ambassadors to contribute to change and problem solving discussions. These were conducted in chat rooms, written up in the online journal or delivered to the groups using persuasive Power Point presentations on issues of concern to the children. Topics include: child labour; tolerance for differences and disabilities; communication; ecology; and economics. With online translation available, this is a model of ongoing discussions and technical expertise that our own students and teachers can monitor. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; LOTE; Science & Technology; TAS
SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; HSIE K-6; Science & Technology K-6; Studies in Society 7-10
SCIS SUBJECTS: Children as authors; Computers - Social aspects; Technological innovations; Technology - Social aspects
KEYWORDS: Children; computers; Internet; social issues
PUBLISHER: Massachusetts Institute Media Lab, USA
REVIEW DATE: 10/3/99

How your heart works.

<http://www.advocatehealth.com/heartcare/howworks.html>

The workings of the human heart are outlined in this extensive database of information. The site explains many facets of common heart problems, reducing associated risk factors, surgery and medical procedures, invasive and non invasive diagnostics, and blood circulation. Some of these explanations link to related sites and these would need further investigation by teachers. An uncomplicated diagram of the heart, which is well labelled, would be a useful classroom teaching tool. The material gives clear explanations, then progresses to detailed content that necessitates a higher degree of comprehension and background knowledge. A glossary and index are worthwhile features. N. Paull

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7-10; 2U Biology; 2U General Science; 2U Science for life
SCIS SUBJECTS: Heart; Heart - Diseases
KEYWORDS: Blood - circulation; cholesterol; heart
PUBLISHER: Advocate Health Care, USA
REVIEW DATE: 10/3/99

Human Rights & Equal Opportunity Commission.

<http://www.hreoc.gov.au/index.html>

An outstanding site, this deals with **Disability rights, Sexual discrimination, Human rights and Aboriginal and Torres Strait Islander social justice.** As social justice and human rights are the key concepts in the Aboriginal studies curriculum this is an invaluable resource. The issues of Aboriginal Deaths in Custody, Stolen Generations and Native Title are addressed in detail, and up to date statistics on Aboriginal social indicators are supplied. There is also a **School page** where students can have their questions answered. The **Links** page addresses Aboriginal and social justice issues. Access is also given to numerous government reports including *Bringing them home: the 'Stolen Generation'*. B. Percival

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; History Stages 4-5; Studies in Society; 3U Legal Studies; 1U General Studies
SCIS SUBJECTS: Aborigines; Social justice
KEYWORDS: Social justice; human rights; Stolen Generation
PUBLISHER: Human Rights and Equal Opportunity Commission, Australia
REVIEW DATE: 10/3/99

I spy.

<http://www.scholastic.com/ispys>

Based on the popular *I spy* books published by Scholastic, this site gives students and educators a taste of the brain building games available on the CD-ROM of the same name. **I spy** challenges children to find objects hidden throughout thematic pages by reading a rhyming riddle. **Make your own** gives children pointers for creating their own picture and writing a traditional rhyming riddle to match it. In **Oops hoops** children race against time to classify objects into multiple hoops. The games develop essential skills such as visual discrimination, reading, mathematical concepts, logic and reasoning, associative thinking,

vocabulary building, rhyming, visual memory, problem solving and strategic thinking. C. Burden

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
SCIS SUBJECTS: Puzzles; Riddles; Visual literacy
KEYWORDS: Puzzles; riddles
PUBLISHER: Scholastic, USA
REVIEW DATE: 10/3/99

Internet activities. (April 1996 - Olympic Games.)

<http://www.solutions.ibm.com/k12/teacher/96apr.html>
Much of this site was established for the Atlanta Games of 1996 and many supporting sites, on which the student projects are based, are no longer active. However, teachers could certainly use them as models for new activities for Sydney Olympic Games 2000, especially **The Olympic dream** and **The Olympic heritage**. Useful aspects of this site are URLs for other sites, such as **Olympic movement homepage** <www.olympic.org/index.html> and **Sydney 2000** <www.Sydney.olympic.org>. Although these are not hyperlinked, they are helpful for: historical background; philosophy of the Olympics; purpose of the Olympic movement and its future directions as we approach the year 2000. S. Zivanovic

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
SCIS SUBJECTS: Olympic Games; Sport
KEYWORDS: Olympic Games; sports; Sydney 2000
PUBLISHER: Atlanta City Council, USA
REVIEW DATE: 10/3/99

Irish literature, mythology, folklore and drama.

<http://www.luminarium.org/mythology/ireland/>
A comprehensive site covering aspects of Irish life, but quite simple to navigate around as the headings are clear. Under the **Literature** heading are links to sites featuring authors who appear on the HSC prescribed text list: Yeats; Joyce; Shaw; Swift; and Beckett. The pages for these authors cover at least biographies, and links that could be investigated by teachers for further information. The **Gulliver's travels project** provides sources, timelines, dictionary and quotations. The **Shaw page** examines his philosophy. Links to lesser examined authors are available such as Stoker, Heaney and Wilde. Extensive links to theatre, myths and legends and periodicals are available. J. Whyte

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: 2U Related English; 3U English
SCIS SUBJECTS: Irish literature
KEYWORDS: Author; Irish literature
PUBLISHER: Luminarium Bookstore/Amazon.com, USA
AUTHOR: JOKINEN, A
REVIEW DATE: 10/3/99

KidZone - Winter Olympics - CBS sportsline.

<http://cbs.sportsline.com/u/olympics/nagano98/features/kidzone/>

An interactive site where students can research a winter sport, then share knowledge of Olympic sports with others (questions are set; students asked to respond). The material is easy to read and summaries are brief, though thorough, covering: history; equipment used; regular events;

best times; and record holders. Online games for junior students include: **Grabbing the gold**; **Memory match**; and **Saving the snowman**. Some of these test knowledge gleaned from other areas of the site and most have three or four levels of difficulty. **Postcards** encourage the students to communicate with others interested in sport and athletic achievements. S. Zivanovic

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Olympic Games; Winter sports
KEYWORDS: Olympic Games; winter sports
PUBLISHER: CBS, USA
REVIEW DATE: 10/3/99

L'Hexagone French club.

http://www.nyp.ac.sg/fs/fs_hexa.htm

From this French club's home page in Singapore, one can find many interesting topics relevant to students studying the French language: from French cooking and the rules for playing petanque to French songs and movies. The most useful part of this site is **Virtual French class**. Grammar is well explained and exercises are grouped in alphabetical order. They are interactive with immediate answers. There are also games, crosswords and picture puzzles in French. There are links to other interesting French sites, including **French connection**, but these additional sites would need further investigation by teachers to determine curriculum relevance. K. Nowacki

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: LOTE
SYLLABUS: French 7-10; 2U/3U French
SCIS SUBJECTS: French language
KEYWORDS: Crossword; French; grammar; puzzles
PUBLISHER: French-Singapore Institute, Nanyang Polytechnic
REVIEW DATE: 10/3/99

Leonardo home page.

<http://www.mos.org/sln/Leonardo/LeoHomePage.html>
Various aspects of Leonardo da Vinci's creative life are featured on this inquiry based site which is split into sections dealing with his inventions, art, engineering achievements, and background material. Covering classroom activities from several syllabuses, this interactive site has applications ranging from teaching linear perspectives in art, to the workings of simple machines in science. Teachers are catered for (**Introductory letter to teachers**) with a series of hands on lesson notes, and students are encouraged to submit answers via email to the publishers for some of the activities. Students will find the linked glossary a particularly useful feature. N. Paull

USER LEVEL: Stage 3 Professional
KLA: CA; Science; ST
SYLLABUS: Creative Art K-6; Science & Technology K-6
SCIS SUBJECTS: Art; Inventions; Leonardo da Vinci
KEYWORDS: Art; engineering; inventions; Leonardo da Vinci
PUBLISHER: Museum of Science, Boston, USA
REVIEW DATE: 10/3/99

Luge.

<http://ericir.syr.edu/Projects/Newton/9/luge.html>

Learn how a knowledge of the physical forces of gravity, friction and wind resistance, are crucial to the sport of luge. Why would athletes want to analyse their movements? Questions are posed for the students asking them to think about computer analysis of sporting performance. An activity page for teachers provides practical experiments and exercises to: design a luge (sled) and luge course; build and test these to modify and make them faster; and record and graph results. This site provides many suggestions for teachers and resources on which to build, supporting the Stage 3 section of the syllabus. It is topical for Olympic sports. S. Zivanovic

USER LEVEL: Stage 3
KLA: ST; Science
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Olympic Games; Physics
KEYWORDS: Luge, Olympic sports, physics
PUBLISHER: KTCA Twin Cities Public Television, USA
REVIEW DATE: 10/3/99
EVAL: Highly recommended

MESA - Marine Education Society of Australasia.

<http://www.mesa.edu.au>

Designed to complement an annual marine awareness campaign, this site aims to promote reference to our oceans and coastal environments and this is reflected in the eye catching graphics and user friendly presentation. The **Seaweek'99** resource is the most valuable to schools with its **Sample materials** (recently updated for the 1999 theme, "Celebrate marine biodiversity"); a section listing primary and secondary classroom teaching ideas for practitioners, including not only marine biology topics but also catchment links and the impact of human activities on the coastal environment. The **Kids pages** section is navigable by most Stage 3 students unaided and is ideal as an in class, student directed research tool. B. Trench

USER LEVEL: Stage 2 Stage 3
KLA: ST, Science
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Marine biology; Marine ecology
KEYWORDS: Marine; education; environment
PUBLISHER: Marine Education Society of Australasia
REVIEW DATE: 10/3/99
EVAL: Highly recommended

National asthma campaign, Australia.

<http://hna.ffh.vic.gov.au/asthma>

A site that has a simple entry point, this is easy to navigate and provides a wealth of information on a significant community health problem. It is an excellent example of a health promotion initiative for 2 Unit PDHPE. There is also a lot of relevant information that is easy to access for a range of uses with lower secondary students. Topics include: **What is asthma?**; how to control asthma; developing a management plan; information for professionals; and **First aid** strategies. There are links to state organisations which would need further time for teachers to investigate. This is a very informative site. D. Ward

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Asthma; Diseases

KEYWORDS: Asthma; Asthma management
PUBLISHER: National Asthma Campaign, Australia
REVIEW DATE: 10/3/99
EVALUATION: Highly recommended

New South Wales Environment Protection Authority - NSW EPA.

<http://www.epa.nsw.gov.au/index.asp>

This is a very well organised site which offers material at a wide range of levels. **Environment matters** gives detailed information on topics (such as **Water quality**; **Principal air pollutants**; and **Biodiversity**) at a useful level for high school geography and science students. **Earthworks** is a community based education program aimed at teaching people to make waste minimisation a part of their daily lives. Information in **Tips** is particularly relevant for environmental education and suited for students Stage 3 and over. **The drain is just for rain** is about being responsible for water quality in urban environments. J. Kennelly
USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; ST
SYLLABUS: HSIE K-6; Science & Technology K-6; Science 7-10

SCIS SUBJECTS: Environment; Pollution
KEYWORDS: EPA; pollution
PUBLISHER: Environment Protection Authority, NSW
REVIEW DATE: 10/3/99

The NODE learning technologies network.

<http://node.on.ca>

Designed as an electronic network to promote information and resource sharing for collaboration and research in post secondary education and training, this site presents, in biweekly bulletin format, information and news relating to distance teaching, learning and technology development. Whilst many of the activities and professional opportunities are Canadian in content, their relevance and the feature articles are global and include discussion on library services and an Australian perspective on the relationship between culture and instructional design. Feedback is an integral element of the function of this site, so user facility is a highlight of presentations. Such a concentration of thought related to distance education is pertinent to an Australian context. E. Maxwell

USER LEVEL: Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS; VOC ED
SCIS SUBJECTS: Computer managed instruction; Distance education
KEYWORDS: Learning; research; technology
PUBLISHER: Node Learning Technologies Network, Canada
AUTHOR: BALE, Erin (ed.)
REVIEW DATE: 10/3/99

Olympic almanac.

<http://www98.pair.com/msmonaco/Almanac/>

Providing detailed information on most aspects of the modern Olympic Games, this site is sure to be popular in 1999 and 2000. Easy access is provided, often via maps and pictures, including the future sites of the Sydney 2000 and Athens 2004 Summer Games and the Winter Games in Salt Lake City, USA. Featured on the site are: names of **Winter medallists** and **Summer medallists**; information and pictures on **Logos**, **Mascots** and **Torches**; and excellent sec-

tions for frequently asked questions, Olympic firsts and useful Olympic contacts. The site is regularly updated and will be an invaluable resource for any unit on the Olympic Games. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; PDHPE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6; PDHPE 7-10
SCIS SUBJECTS: Olympic Games; Sports
KEYWORDS: Athletics; Olympic Games; sport
PUBLISHER: Michael Monaco, USA
REVIEW DATE: 10/3/99

Oregon small farms.

<http://smallfarms.orst.edu>

A useful collection of information on a very large variety of crops and animals which may be found on, or introduced to, the average school farm, the site was originally developed to provide small scale farmers with practical information about crop production, marketing and other topics of interest. Content includes the latest research findings on topics as wide ranging as influences on livestock reproduction to business management of plant nurseries, making this a handy site to help students expand their knowledge about familiar enterprises. Of the ten main sections, **Crops and livestock for small farms** is the most applicable to Australian students. A regular newsletter keeps the site current. B. Trench

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture
SCIS SUBJECTS: Agriculture; Farms, small
KEYWORDS: Small farms
PUBLISHER: Oregon State University, USA
REVIEW DATE: 10/3/99

Paris pages; scenes from Paris.

<http://www.paris.org/Curiosites/>

Through this site, one can look at photographs of Paris and view scenes of everyday life. There are about twenty pages of very good photos to view, from a produce market, *Alimentation Gabrielle (Alimentation)*, to a bookseller's stall, some cafes, and the *Métro*. The images are quite clear and show interesting details. Teachers can enlarge them to illustrate discussions on each topic: for example, lessons on bakeries can use the excellent image from *Boulangerie*. From this site, one can easily navigate to other sites including *Paris Kiosque* magazine; and *Louvre image scrapbook*. These sites would need further investigation by teachers to determine curriculum relevance. K. Nowacki

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; LOTE
SYLLABUS: French 7-10; HSIE K-6
SCIS SUBJECTS: France
KEYWORDS: France; Paris
PUBLISHER: Les pages de Paris
AUTHOR: BARTH, N.
REVIEW DATE: 10/3/99

Picasso electronic fieldtrips.

<http://www.mpt.org/picasso/home.html>

Examining Picasso's early career (*The early years: 1892-1906*), this Web site contains information in various forms, and will satisfy most levels of interest in this artist. Although derived from an associated video, the informa-

tion also stands alone. Art educators and students are catered for in **Vantage point: for educators**. Also featured are: thumbnail images of **Picasso's paintings**; information about the works; and text from **Interviews with experts**. There is also **Point of view**, a bulletin board facility to send commentary and discussion to the site. As a supplement, **Focus on...: a Picasso contemporary**, contains a pocket biography of the German artist, Paula Modersohn-Becker, with examples of her work. A. Whyte

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Art 7-10; 2U/3U Visual Arts
SCIS SUBJECTS: Picasso, Pablo
KEYWORDS: Picasso
PUBLISHER: Maryland Public Television, USA
REVIEW DATE: 10/3/99

Skin & Cancer Foundation of Australia.

<http://www.scfa.edu.au/index.html>

Annual education programs of this foundation focus on skin care for young Australians. Current advice at this site deals with preventative measures. Nine rules for skin care are provided that identify risks, discuss the problems, and offer solutions. These cover such topics as: eye care; the effects of smoking; and reducing sun exposure through sun blocks and protective clothing. The presentation is mainly print based, but the information is easily accessed and clearly presented. The site also contains information for health professionals on skin diseases and treatments which are beyond the scope of a primary school audience, but entry points direct users to the appropriate sections. S. Leslie

USER LEVEL: Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Cancer; Health; Skin
KEYWORDS: Skin; skin cancer
PUBLISHER: Skin & Cancer Foundation of Australia
REVIEW DATE: 10/3/99

Spice up your computing skills!

<http://pw1.netcom.com/~dserrato/spice.htm>

Aimed at new computer users, this site provides guides to: **Wordprocessing**, which focuses on *Word* but includes basic functions and keyboard use; **Spreadsheets** using *Excel*; **Web browsers**, with simple tutorials for *Explorer* and *Netscape*; **E-mail** with a *Netscape mail* tutorial; **Webpage design**; an external link emphasising familiarity with raw hypertext markup language (HTML); **Photoshop basics**; and **Internet relay chat (IRC)**. The larger part of the information is Macintosh related, although most of the notes are relevant to both platforms. In most cases, the information is easy to follow, and illustrated with step by step instructions. Navigation can be little confusing in parts but the site is worth exploring. G. Donaldson.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; 2U/3U Computing Studies
SCIS SUBJECTS: Computer education
KEYWORDS: Computer; mail; spreadsheets; tutorial; wordprocessing
PUBLISHER: D. Serrato, USA
REVIEW DATE: 10/3/99

Sport! Science @ the Exploratorium.

<http://www.exploratorium.edu/sports/>

Have revealed an unexpected science which we encounter in our everyday lives! Human beings become "accidental scientists" during our favourite active pastimes, putting universal laws of science to work. The science behind popular sports (such as ice hockey and baseball) describes high technology applied to equipment and techniques. Temperature of hockey pucks (and effects on motion); measuring players' reaction times; and fitness rates, as assessed by physicists and chemists, are presented in an easy to understand manner. **Science of cycling** is useful for Stage 3 students, giving practical application for: surface area friction; development of the bicycle wheel; gear ratios; and the scientific principals of design, test; and modify design. S. Zivanovic

USER LEVEL: Stage 3
KLA: ST; Science
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Sport
KEYWORDS: Olympic Sport; science
PUBLISHER: The Exploratorium, USA
AUTHOR: STEPHENS, S.
REVIEW DATE: 10/3/99
EVAL: Highly recommended

Sydney Postharvest Laboratory - research advice for the fresh fruit & vegetable industry.

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

The agriculture syllabus has a component on postharvest aspects of production, so it is useful to have access to the specific technical information on **Harvest indications**, and **Postharvest treatment** and **Handling** that this site provides. An extensive range of **Fruits, Vegetables** and **Cut flowers** are covered. Also provided are: a comprehensive listing of alternate and biological names; and links to other postharvest sites which teachers could examine for curriculum relevance. The information could be used to research the scientific background of practical horticultural activities or experiments. Although not a visually exciting site, it is a good source of up to date information. S. Annetts

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U/3U Agriculture
SCIS SUBJECTS: Agriculture; Farm produce
KEYWORDS: Flower; fruit; handling; harvest; postharvest; vegetable
PUBLISHER: Sydney Postharvest Laboratory, Sydney
REVIEW DATE: 10/3/99

Table of contents frame in Adams Counseling Department.

<http://www.wcresa.k12.mi.us/wayne-westland/frconten.htm>

Many schools which have recently taken up peer mediation are seeking extra resources for ongoing training of student mediators and staff. This site, from the counselling department of Adams Middle School in the United States, provides everything one could need to maintain a program, or revive a flagging one. Click on **Peer mediation** for a detailed definition suitable for the school newsletter. Go to the **Conflict management** page for rationale and research, application to become a peer mediator, parental permission form, process and ground rules, conflict resolution contract and sample scenarios. There are links to

other schools with active programs which primary and secondary teachers could investigate. A. Soutter

USER LEVEL: Professional
SCIS SUBJECTS: Peer support of students
KEYWORDS: Conflict resolution; peer mediation
PUBLISHER: Adams Middle School, Westland, Mi. USA
AUTHOR: COUILLARD, Jim
REVIEW DATE: 10/3/99
EVAL: Highly recommended

Tech tips for teachers.

<http://www.essdack.org/tips/index.html>

The author shares all the details of the use of computers in her school. This ranges from hardware setups to practical and specific lesson plans suitable for Stage 3 to Stage 6 students. Useful topics include **Classroom management**, which links to a collection of ideas for making effective use of computing, and creating management documents such as lesson databases and pro formas. **Classroom projects** has a host of teaching ideas under the headings: **ClarisWorks**; **Web page design**; **Kid pix**; and **HyperStudio**. The lesson plans provide complete details on objectives, procedure and evaluation. This site would be useful to computer coordinators and individual teachers searching for computer based teaching ideas. G. Donaldson.

USER LEVEL: Professional
KLA: English; HSIE; Mathematics; ST; TAS
SCIS SUBJECTS: Computer Education
KEYWORDS: Classroom; computers; lesson plans
PUBLISHER: Educational Services and Staff Development Association of Central Kansas, USA
AUTHOR: WORCHESTER, Tammy
REVIEW DATE: 10/3/99
EVAL: Highly recommended

Tsunami program.

<http://www.pmel.noaa.gov/tsunami/>

The Pacific Marine Environmental Laboratory (PMEL) offers photographic evidence of a 1992 tsunami at Flores, Indonesia, which followed an earthquake of magnitude Mw 7.8. There is also coverage of tsunamis which hit: East Java, 1994; Biak, Irian Jaya, 1996; and Papua-New Guinea in July, 1998. Student investigators can explore hyperlinks to a useful summary of the latter tidal wave's devastation via *The Age* newspaper. PMEL's research and development activities focus on improved tsunami inundation maps, and other technologies which increase the speed and accuracy of tsunami forecasts and warnings. There is much information of interest the geography students. N. Hutchinson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; 2U Geography
SCIS SUBJECTS: Tidal waves
KEYWORDS: Tsunami; tidal waves; earthquake
PUBLISHER: PMEL, USA
REVIEW DATE: 10/3/99

UC Sustainable Agriculture Research and Education Program.

<http://www.sarep.ucdavis.edu/>

Absolutely the last word on sustainability with respect to agricultural production. What this site lacks, due to basic graphics and localised Californian examples, it more than

makes up for in content, including detailed, up to date explanations of sustainable production concepts applicable world wide. Presentation is straightforward and good links are provided to other sites focussing on sustainable production. These sites would need further examination by teachers to determine curriculum relevance. For students the most relevant sections are: **What is sustainable production?** and **Crop and livestock production information**, the former including social, economic and ecological perspectives. B Trench

USER LEVEL: Stage 6
KLA: HSIE; TAS
SYLLABUS: 2U Agriculture; 2U Geography
SCIS SUBJECTS: Agriculture
KEYWORDS: Production; sustainable agriculture
PUBLISHER: University of California, USA
REVIEW DATE: 10/3/99

The virtual field trips site.

<http://www.field-guides.com/>

The jumping off points for this site promise much. Active sites include: **Deserts; Hurricanes; Natural wonders of the world; Salt marshes; Sharks; and Volcanoes**, but there are many more useful looking sites (some yet to be activated), once curriculum relevance has been determined. The desert investigation is well illustrated and informative, focussing on American arid lands, but containing comparative studies drawn from Australia and Africa, and access to various desert Web sites. The same model is used for all topics. Easy to navigate, and teacher and student friendly, the expansion of this home page is looked forward to by this reviewer. N. Hutchinson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; 2U Geography
SCIS SUBJECTS: Deserts; Geography; Volcanoes
KEYWORDS: Deserts; hurricanes; natural wonders of the world; salt marshes; sharks; volcanoes
PUBLISHER: Tramline Inc., USA
REVIEW DATE: 10/3/99

Waterwatch Victoria.

<http://www.vic.waterwatch.aus.net/>

Waterwatch is a Victorian based water catchment monitoring project which links schools, councils and other stakeholders in observing water quality and management. Students can investigate the scientific background to water management via **Physical and chemical tests; Biological surveys; and Habitat surveys**. Teachers should research the associated state, national and international links to ascertain curriculum relevance. Students are able to pose questions for a scientist to answer, or read the answers to **Frequently asked questions**. Although Victorian based, this site encourages students to take up the challenge and become a part of their local catchment management. N. Paull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science 7-10
SCIS SUBJECTS: Water resources
KEYWORDS: Catchment; water resources
PUBLISHER: Waterwatch Victoria
REVIEW DATE: 10/3/99

Welcome to Grolier online.

<http://go.grolier.com/>

The updated version of this multimedia encyclopaedia site confirms its place as a very useful tool across the curriculum. Three sources, each with clear directions for Boolean and wildcard searching, are available. *New book of knowledge online* targets student reference. *Grolier multimedia encyclopedia online* is designed for quick referencing, however the depth and scope of information is still good. *Encyclopedia Americana online* allows in depth research but is more complicated and may require some teacher directed search strategies. A good variety of accessible and different information is available between these references. Students searching the Inuit, for example, found clear written and visual information. Full multimedia capabilities are, as yet, under utilised. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Community Professional
KLA: CA; English; HSIE; Mathematics; PDHPE; Science; TAS
SCIS SUBJECTS: Encyclopaedia
KEYWORDS: Encyclopedia
PUBLISHER: Grolier, USA
REVIEW DATE: 10/3/99

Welcome to NSW National Parks & Wildlife Service.

<http://www.npws.nsw.gov.au/>

Although this site is very well organised and easy to use, it does not provide much in depth information. All New South Wales national parks are described but only briefly. Under **Nature and conservation** is a fauna register, of particular interest for secondary students; **Plants and animals fact-sheets** are relevant to a wider age range but cover only a few species. **Save the bush** information sheets are an excellent, practical resource for any school undertaking monitoring or management of a bush patch. A strength of this site is that it lists regional contact telephone numbers. The **Catalogue** includes a range of **Teachers kits**. D. Kennelly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: 2U Biology; HSIE K-6; Science & Technology K-6

SCIS SUBJECTS: National parks and reserves
KEYWORDS: National parks; NSW NPWS
PUBLISHER: NSW National Parks and Wildlife Service
REVIEW DATE: 10/3/99

Welcome to the National Library of Australia.

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

Additional to the expected general information available on library hours, services, exhibitions and collections, this site provides a gateway to innumerable other online sources of subject information, resources and government sites. Time would need to be set aside by teachers to investigate these sites. The **Online tour** is interesting, giving users a good insight to the library's history, facilities and functions. The availability of text and visual resources, and electronic links on Australia, makes this an invaluable site for students to access. Boolean search facilities and browsing make searching as specific or general as required. Specific initiatives and projects are also described; this is definitely a site to bookmark. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: CA; English; HSIE
SYLLABUS: 2U Aboriginal Studies; Creative Arts K-6; English K-6; 2U General English; 2U/3U English; Geography Stages 4-5; History Stages 4-5; HSIE K-6; Science 7-10; Science & Technology K-6; 2U Society & Culture; 2/3U Visual Arts
SCIS SUBJECTS: Australiana; Information services; Libraries, Australian; Public libraries
KEYWORDS: Art; gallery; libraries
PUBLISHER: National Library of Australia
REVIEW DATE: 10/3/99
EVAL: Highly recommended

Wildlife trade and sustainable use.

<http://www.environment.gov.au/bg/plants/wildlife/intro.htm>

Emanating from the Biodiversity Group, part of the Commonwealth Government's Environment Portfolio, this site looks at the group's various responsibilities for marine, terrestrial and freshwater areas of Australia and Australian external territories. Much of the site deals with Australia's wildlife protection legislation, international responsibilities, and the location of protected areas. Students will be able to access pertinent information for environmental studies involving the protection of Australia's wildlife and sustainable use of certain species. A plethora of links to associated environmental sites in Australia and other countries, which may have curriculum relevance, would need further investigation by teachers, as would the material available from the Biodiversity Library. N. Paull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
SCIS SUBJECTS: Conservation of natural resources; Endangered species
KEYWORDS: Conservation; endangered species
PUBLISHER: Biodiversity Group, Canberra
REVIEW DATE: 10/3/99

Women's Electoral Lobby (WEL) Australia.

<http://www.canb.auug.org.au/other/wel/>

The Australian Women's Electoral Lobby (WEL) is a national lobby group and this site promotes, in a non party political, non sectarian manner, the ethos of the organisation. In addition to notification of activities for its members, there is a synopsis of its history, policies and pertinent issues. Submissions made on WEL's behalf, and a range of gender equity concerns, are available in valuable links, including state contacts and the newsletter *Inkwel*. Articles here are invaluable for students researching: time and space allocation in the media for women's sports; women in Australian society; and civics and citizenship. The site's search facility is very useful for teachers and students. E. Maxwell

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: 2U Aboriginal Studies; 2U General English; 1U General Studies; 2U/3U Legal Studies; 2U/3U Society & Culture
SCIS SUBJECTS: Feminism; Women - Civil rights; Women - Education; Women - Employment; Women - Health; Women in Australia; Women - Social conditions
KEYWORDS: Australia; women
PUBLISHER: Women's Electoral Lobby, Australia
REVIEW DATE: 10/3/99

www.BetsyByars.com - welcome.

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

This popular American author has published over fifty books for young people, including *The 18th emergency*, *The computer nut* and *The midnight fox*. Of the eight sections on her home page, most useful to students completing an author study would be her **Autobiography**, an appealing cartoon style time line of her life. Other sections include: **Books**, which provides a summary of each of her novels and her thoughts on such; **Writing tips**; and **Questions**, answers for queries asked by children. One drawback is that Byars prefers "snail mail", so no email address is provided for instant student feedback. Easy navigation and a simple structure are features of this Web site. C. Burden

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authorship
KEYWORDS: Authors; Betsy Byars
PUBLISHER: Betsy Byars, USA
REVIEW DATE: 10/3/99

Zoom sharks - Enchanted Learning software.

<http://www.enchantedlearning.com/subjects/sharks/>

Many HSIE units involving the ocean often incorporate sharks as a topic and this excellent Web site would support and extend such a theme. Students and teachers are able to utilise the information and resources supplied. Topics include: **What is a shark?** (features and anatomy); **Information sheets**; shark activities, games and puzzles; and interesting shark facts. The text is appropriate, while the colourful graphics are clear and abundant. Teachers will be able to use the **Classroom activities** (for most KLAs), the twelve fact sheets and **Simple shark print-outs**. Overall, this comprehensive Web site is worth a visit. S. Taylor

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: Creative Arts; English; HSIE; Mathematics; ST
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Sharks
KEYWORDS: Education; sharks
PUBLISHER: Enchanted Learning, USA
AUTHOR: JEANANDA, Col
REVIEW DATE: 10/3/99

Internet reviewers for this issue were:

Su Annetts, James Ruse Agricultural High
Carolyn Burden, Blairmont Primary
Greg Donaldson, Westport Technology High/TILT
Jan Eade, Turrumurra North Primary
Nick Hutchinson, Turrumurra High
David Kennelly, Thalgarrah Field Studies Centre
Julie Kennelly, Thalgarrah Field Studies Centre
Suzanne Leslie, Lindfield Primary
Craig Maher, PDHPE consultant
Elizabeth Maxwell, Cherrybrook Technology High
Kanitha Nowacki, Open High School
Nigel Paull, South Grafton Primary
Bob Percival, Aboriginal Studies
Alison Soutter, Project Officer, Student Services
Simon Taylor, Wakool Primary
Brian Trench, Wooglemai Fields Studies Centre
Laurence Ward, Carlton Primary
Anthony Whyte, Westport Technology High
Judy Whyte, Port Macquarie High
Sherida Zivanovic, Technology Adviser
RELIEVING EDITOR for Internet site reviews: Nigel Paull

Integrating the Internet at Mudgee High School

Library users at Mudgee High School have access to: a variety of CD-ROMs and software on networked computers; a word processing centre; OASIS enquiry terminals; and the Internet. **Birgit Smith** is the teacher-librarian and **Bill Kempton** is the careers adviser. In this article, they examine the ways in which collaboration with teachers, and the integration of available technology in the library, enhances student learning outcomes.



Since the publication of an article (in *Scan* vol 17 no 3), about successfully using one Internet access point here at Mudgee High School, advice from our District Technology Manager enabled us to establish a small school intranet using Wingate software. The intranet has increased our total of Internet access points to three.

Professional development of staff

Those teachers who were already making good use of the opportunities afforded by one Internet access were keen to explore opportunities for more collaboration. A number of approaches were taken to promote the use of this increased access to other teachers who were curious, but not familiar, with Internet technology.

Providing professional development for staff was important. Hands on opportunities were offered for staff to explore the Internet, on a faculty basis, during regular staff meeting times. A program was devised using Web sites that were relevant to particular subject areas. The mathematics staff, for example, explored the wonders of the Australian Association of Mathematics Teachers' *Welcome to AAMT virtual conference*, while human society & its environment (HSIE) and personal development, health & physical education (PDHPE) teachers explored the *Australian Bureau of Statistics* site.

More experienced users were buddied with the inexperienced to give confidence and promote discussion. In the course of the session, the following concepts were explained: using a Web browser; interpreting a URL; determining the integrity of a sites; navigation of a Web page; clicking on hotlinks; bookmarking a site; and printing of Web pages.

Discussion centred around the way that the Internet could be used in their lessons. Help was also offered to any staff member wanting to gain competence in using the Internet and also to those practising new learning from technology in learning & teaching (TILT) courses. Quite a number of teachers have availed themselves of this opportunity and seem to appreciate the one to one assistance.

Using technology to enhance student learning outcomes

Firstly, the staff at Mudgee have continued to integrate the use of Web sites into many collaborative planned and taught units. This often entails searching for relevant sites ahead of time, using: reviews of Internet sites from *Scan*; suggestions of sites from listservs such as *OZTL_NET*; and other commercial and professional publications. These are bookmarked and organised into folders, to avoid wasting unnecessary time if developing search strategies is not the focus for information literacy skills in a particular unit.

Some sites have become an integral feature of particular resource based learning units. These include:

- *Virtual tour of Raglan Castle*
- *Corkankhamun explains mummification*
- *Introduction to the nine planets*
- *STD Services: common STDs in South Australia (Sexually transmitted diseases).*

During the course of a unit of work we try to make sure that all students in a class use the sites for particular tasks related to the development of their information skills.

Successful lessons have been developed for 2 Unit legal studies students using the *Australian Bureau of Statistics* site for information about family profiles characteristics for the topic area in family law.

Junior agricultural students are investigating the effect of climate on farming in different areas of New South Wales. Utilising the technology available in the library develops skills as they:

- access the bookmarked *Bureau of Meteorology, Australia* site
- select climate data for specific towns in a region of NSW
- cut and paste selected information into a document and save.

In the word processing centre, under the guidance of staff the students:

- enter selected information into a spreadsheet
- produce a variety of graphs to represent information.

Consequently, at various times, students from the same class are either accessing the Internet, working on spreadsheets or working in the classroom with the teacher on another part of the unit. At other times, a class teacher might work with students on the Internet, while I assist the remainder with other aspects of their work. Much depends on how comfortable the teacher is with the technology.

Careers education on the Web

At other times, the outcome of collaboration may be the development of lessons where small groups of students come to the library and work with the teacher-librarian. One example of this is in the Year 10 careers program where, over a number of weeks, all students undertaking careers in that semester are introduced to careers information on the Internet.

Year 10 students at Mudgee High undertake a unit of work entitled *Sourcing career information*. Under the guidance of the teacher-librarian, students access a number of Web sites on the Internet in the school library. They investigate various aspects of exploring job vacancies, job and course information and have opportunities to develop resumes to a high standard of presentation.

The accompanying worksheet outlines the sites visited and allows students to follow up their interests at home or at school in their time. During a lesson, six students at a time work through the sites outlined while: being introduced to terminology, such as bookmarks, folders, URLs, and hotlinks; and learning to navigate sites. Many students have returned, in their own time, to investigate further their career options or to produce a resume.

This worthwhile activity familiarises students with specific, relevant information technology in context, and Internet technology. It enhances career planning and development. The Internet is proving to be a great resource and it is hoped to add an Internet terminal to the careers room in the near future, providing students with valuable, up to date careers information.

MUDGEE HIGH SCHOOL

Year 10 Careers - Exploring Web sites

The Internet has many useful Australian sites for careers. Working through this leaflet will show you some important features of three sites and provide you with their addresses so that you can explore them further at home or at school in your own time.

Aussie careers guide 2.0

<http://www.northnet.com.au/~achamber/>

- Select Favourites/Bookmarks → Careers → *Aussie careers guide 2.0*.

This site has many links in sections on work, study and career information.

- Select Job vacancies → Fairfax job market → Jobs

This section allows you to look for job vacancies as they appear in newspapers published by Fairfax Press, eg *The Sydney Morning Herald*. You can select from a number of newspapers, particular jobs or areas in general and daily or weekly advertisements.

- Follow the prompts on the site and look at job vacancies, qualifications and pay in your interest areas.

Careers online - start here to explore your future.

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

- Select Favourites/Bookmarks → Careers → *Careers online*.

From the main page Connect to career information → **This area**

This hyperlink takes you to the **Job description index** where you browse through a wide range of occupations grouped into broad areas or listed alphabetically.

Both sites allow you to explore job descriptions, personal requirements and training opportunities for jobs in your areas of interest. In fact, you are accessing the online version of DEET's *Job guide*.

Resume generator at Careers online - main job description.

- Go Back to **Job description index** page. From the yellow boxes on the top left hand side of the screen select **Resume**.

As your first point of contact with a prospective employer, a sound resume can give you an important edge over someone else applying for the same job. The resume generator allows you to produce your own resume using a variety of different sections, headings and formatting options.

- Scroll down to the end of the page and select **Let's go** to look at the program.

Notice that the resume itself is divided into sections which give you boxes for entering your information. At the end of each section, you can choose options for formatting or deciding how the printed version will look.

- Go Back to the *Resume generator* main page. Select **Examples** to see how your resume will look as a result of various formatting options chosen. Which do you prefer?

Prepared for the future

As each new technological advance becomes available, the library staff and key personnel throughout the school, such as the Technology Committee, work to ensure that the educational programs of school library continue to keep pace with the information needs of students and teachers. Collaboration between teachers and the teacher-librarian is essential to ensure the successful incorporation of technology, and the development of information literacy skills, into units of work.

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Careers online - start here to explore your future (online) at:
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Corkankhamun explains mummification (online) at:
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Introduction to the nine planets (online) at:
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<http://www.aamtvc.eddirect.com/> ■

Technology and the secondary school teacher-librarian: a principal's perspective

The key role played by the teacher-librarian is central to an effective school in the new century. Andrew Newman, Principal of Tumby Umbi High School, is keen to see technology used extensively in the secondary school library. In this article, Andrew looks at the issues involved in a secondary school library as it is developing in a new school.



School libraries of the new century will need to be places that encourage students to come and use them, and they will do this by being relevant to the users' needs. There will be a greater use of technology to provide the information that is needed. Students will be able to access information outside of the library, thus extending the library to information held all over the world. Equity of access, competence in the use of technology to access the information, and skills in interpreting the overload of information, will be challenges that the teacher-librarian, particularly in the secondary school, will have to face.

The teacher-librarian as librarian

The teacher-librarian, in consultation with the Principal, develops strategies to ensure that the library is the

central resource area for the entire school. In a new school, this can appear, at first, to be a little disheartening as there is a lot of space and few visible resources. This can be turned into an opportunity: to introduce the fact that, with the correct technology and the abilities to use that technology, knowledge can be accessed from a variety of sources. The teacher-librarian can be the catalyst who: challenges the students and staff to seek out other sources; and forms networks with other information providers to supplement the school's own collection.

To support staff and students, the effective teacher-librarian provides a functional, congenial atmosphere and facilities; the library environment should offer support to users. There is little point in having the most up to date technology, the latest books, videos and general resources if there

is not a welcoming atmosphere that encourages the use of what is a very expensive resource.

Adequate computer facilities, with access to peripherals for printing, scanning and capturing information on disk for later use and manipulation, are important. Students and staff should perceive the library to be a place where they are welcome to use resources, including computers and other technologies, as a means of accessing the information they need to complete their research. The teacher-librarian's role is to assist in developing the users' skills, providing them with opportunities to practise using and refining such skills. With the guidance of the teacher-librarians working collaboratively with teachers, students can become: effective users of information; confident in the use of technology; and lifelong learners.

The teacher-librarian as teacher

The cataloguing of resources is secondary to the teacher-librarian's essential role of promoting literacy, and knowing how to go about assisting students with varying degrees of competence in literacy when they are in the library. At Tumby Umbi High School, the teacher-librarian is welcomed as a member of the literacy committee.

The teacher-librarian in a high school is expected to maintain a high standard of personal professional development on educational issues. The ability to provide advice to students and staff, on all matters involving information skills, research, and information gathering, is essential. Central to this is an ability to use, and to teach how to use, technology to support the purpose of having a school library.

An important aspect of the secondary teacher-librarian's teaching role is an understanding of the information process in the high school curriculum, building on the skills that have been fostered in primary schools. This vital, ongoing aspect of the role can demonstrate to students and staff that there is a "lifelong value in information skills in vocational, recreational, social and cultural pursuits" (Sharpe, 1989).

Budget considerations

The teacher-librarian's broad understanding of the secondary curriculum is essential when seeking out and purchasing resources to support the educational program. This is best achieved with the cooperation of the head teachers and staff, and involves budgeting. The centralisation of resources and purchasing should be maximised, in order to have coordination of the budget across the school. As Principal, I believe that the ideal situation is to include the teacher-librarian as a member of the finance committee and the library committee.

The library budget needs to have two aspects to it. Firstly, it should support all of the key learning areas, across all school agendas. Secondly, it must reflect a strong policy of using technology wherever practical. An

effective library committee will often demonstrate a strong commitment to technology by making the library as up to date as is possible within its budget.

Technology at the fingertips

The provision of computers and other technology in the library needs to be accompanied by appropriate software and resources for the students to use. A policy of purchasing technological resources alongside of print resources is one that supports a move into the new century. The teacher-librarian needs to drive this

Information from the Internet must withstand the tests applied to other factual works.

agenda, as they are the central person in the school who is charged with organisation of the resources.

By working closely with other staff, the teacher-librarian can ensure that they have the latest information appropriate for each curriculum subject. The students are thus better informed, and challenged to do better research. To this end, all staff need to be capable users of technology, especially of computers.

While this infers that a considerable portion of the school's technology budget be earmarked for professional development, it also presents teacher-librarians with a strong argument in favour of networking the school's technology into every classroom and staffroom. At Tumby Umbi, we established a program to put a computer on each teacher's desk. This initiative allows all staff to practise skills that are necessary for successful teaching in a modern classroom. The teacher-librarian can be a key player in the training of the staff, guiding them down the path to better research and, therefore, more appropriate lessons.

Some issues

Having an understanding and knowledge of the varied role of the secondary teacher-librarian, and putting it all into practice, does not mean that everything is perfect in today's high school library. There are many issues that need to be addressed:

• Equity of access

This is not an issue for most staff members, but when the secondary library becomes the repository of large numbers of computers, connected to many resources including the internet, it may also attract an imbalance in the sexes who use the computers. To overcome this, booking sheets for research have been successful. Having students identify the research they are intending to do also assists to equitable share technology time.

• Acceptable use of online data

A perennial issue, this is not always solved with the installation of filtering programs on the Internet line. Other types of technology, such as television, video and digital cameras, do not allow the same extent of interaction as the Internet, so guidance is essential. The teacher-librarian can make valuable contributions to the development of appropriate policy, at a whole school level, outlining the conditions for usage of computers and the Internet.

• Professional development issues

Our students often have more knowledge and expertise in using particular technology than the teachers. It is therefore important that all educators model the concept of lifelong learning to their students. In this technological age, secondary school staff need to have access to computers on their desks, and be encouraged to use them, through training, for lesson preparation and marking. The decision to go down this route at Tumby Umbi was a school one, but we found it most effective in upgrading the skills of our teachers. The teacher-librarian can assist in the training of staff, especially with the information literacy skills needed for the Internet, and in the use of CD-ROMS, etc.

- **Students need current information**

No information is complete if we rely on only one source. We need the most current and up to date information, but at the same time we need access to as wide a knowledge base as possible. Students need to be aware that a computer is an excellent place to find up to date information. Books do play an important and continuing role in research as they provide invaluable background information in an easily accessed form. They are transportable and, usually, well referenced. Books provide a record of what has happened historically; have information that is easy to validate; provide background that may be missing in online sources; and have a definite and continuing role in research. However, print collections must also be regular culled for currency and curriculum relevance.

- **Information on the Internet: is it valid and authentic?**

The role of the teacher-librarian is even more important in the area of critical literacy, advising and teaching students how to research effectively and recognise the validity of information. Is it verified by other researchers or backed by scientific research? Information from the Internet must withstand the tests applied to other factual works.

- **Socioeconomic background limits technological access**

This is an issue for all schools. The teacher-librarian and staff need to ensure that access to all types of research is both equitable and supported for all students. The same argument holds for access to written material. This is where the teacher-librarian can work with teachers to plan units of work, identifying resources in the school and in the local library, so that students have a fair chance of accessing them whilst doing research or background reading. The teacher-librarian may sometimes identify appropriate sources of information so that students spend less time searching for information and more time evaluating the information. A school Intranet may also assist in this process.

- **Some students are reticent to use computers and technology**

In the same way as teachers are reticent in using technology, students

need to be exposed to the technology and encouraged to use it through need. Teachers who have an understanding of the technology they are using in the school and everyday life are better equipped to deal with students who need assistance and support in technology.

- **Research assignments**

The challenge to teacher-librarians and teachers is to develop assignments and assessment tasks that are not simply reports and information gathering exercises from the Internet, a CD-ROM or an encyclopedia. Researching assignments and assessment tasks should challenge the student to investigate the information gathered and not simply regurgitate it. Bloom's taxonomy of cognitive processes is a proven, effective way of ensuring that research is pitched at a student's level. The process moves from the simple to the more complex, from knowledge to evaluation.

Conclusion

As Principal of a new and developing secondary school, I see the teacher-librarian as an instrumental

member of the staff who can guide and support both the staff and the students. The influence the teacher-librarian can have in a secondary school is immense. It can be reflected in student attitudes and the educational health of the school. A technologically adept, knowledgeable, approachable teacher-librarian can enthuse staff and students to use all of the means of research that are available. The skills of the students and the development of the staff depend, to a large extent, on this most important and pivotal member of the teaching staff.

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SCHOOL LIBRARIES SECTION (NSW GROUP)

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<http://www.alia.org.au/sections/school/nsw/home.html>



Reading the future: Knowledge management 2 Processes and practices



Dr Ross J. Todd is Head of Department of Information Studies at University of Technology, Sydney. In the last issue of Scan, Ross introduced the concept of knowledge management as a significant theoretical and professional arena for schools to consider as we approach the new millennium.

The article *Reading the future: knowledge management 1. Background and key concepts* (in *Scan* vol 18 no 1): examined a range of definitions of knowledge management and the related terminology drawn from a range of multidisciplinary areas; considered some of its theoretical underpinnings from the perspective of information provision; and presented some reasons why schools, as knowledge communities and information environments, might consider it. A useful overview of other theoretical frameworks is provided by Tanner (1999).

This paper focuses on the practice and processes of knowledge management in schools. It addresses some key questions:

- What are the benefits of knowledge management practices to a school?
- What are some knowledge management process frameworks that can guide its implementation in schools?
- What types of knowledge in a school should be managed?
- What are some of the practical approaches to knowledge management in a school?

- Who is responsible for knowledge management in a school, and what is the role of the teacher-librarian?

As outlined in the first article, knowledge management primarily focuses on human knowing and related organisational processes. As a management practice, it centres on the development of organisational and personal practices that effectively tap into, organise and utilise people's competencies, experiences, expertises, skills, talents, thoughts, ideas, intuitions, commitments, innovations, practices, and imaginations, and the integration of these into the information resources of an organisation to achieve its goals. Knowledge management recognises that people are an integral part of the information environment and the information chain, not as mechanisms for transmission / transfer of information, but as an important information source of knowing in achieving the learning outcomes of the school.

Benefits of knowledge management in schools

Stating it simply, the outcome of knowledge management is opening up opportunities for extending and enriching

the information resource base of a school, and enabling the school to function more effectively as a dynamic knowledge community. As argued in the first article, the rapid convergence of computer information technology, sophisticated information retrieval software, database creation software, networking, work flow technologies, and accountability and financial constraints now provide unparalleled opportunities for creating the school as a holistic information/knowledge/learning environment.

Knowledge management provides a stronger resource base for: learning effectiveness; and ensuring that the learning objectives of the school are met. More specifically, the benefits of introducing knowledge management practices in a school can be illustrated by the following chains:

- Greater and easier access to knowledge → knowledgeable people → motivated to use knowledge → value-added decisions at the whole school level and value-added teaching and learning at the personal level → enhanced school effectiveness and image.
- Greater and easier access to knowledge → improved understanding of relevant expertise → more effective reuse of information → lower operating costs for resourcing.
- Greater and easier access to knowledge → increased knowledge sharing and creation → quicker decisions → faster responses → improved relations.
- Greater and easier access to knowledge → more effective renewal and removal of knowledge → clearer perception of needs → more effective personal development programs → faster realisation of goals and objectives.

(Based on Wiig, 1993.)

These chains highlight a range of immediate benefits that centre on: enhancing the quality of teaching and learning, an active and complete model rather than a deficit model of resourcing; the quality of decision making; and the overall image and persona of a school.

A number of empirical studies which have examined the information seeking and use patterns of classroom teachers (for example, Summers, 1984) illustrate that often the most pertinent information for effective action is information that another teacher possesses, not as information 'things', but as: human knowing; experiences; expertises; skills; competencies; and advice. Not knowing who possesses it, or how to get access to it, limits the action that is taken. Providing mechanisms for the sharing and accessing of this human knowing provides a richer motivation for people to create, transform, share and act. It facilitates more effective learning from one person to another.

From my experience spanning many years as a teacher, teacher-librarian, researcher and consultant in schools, one of the barriers to effective information flows and information utilisation is the 'information fiefdoms' that often exist in schools, centring on faculties, departments,

Knowledge management provides a stronger resource base for learning effectiveness.

staffrooms or the library. In these fiefdoms, the ownership of information resources, often including information technology, is jealously possessed, guarded and only reluctantly shared outside of the immediate grouping. Here, information and the knowing possessed by the group are used as a power base, creating hierarchies that sometimes generate conflict and struggle.

When processes and mechanisms are set up to more readily share knowledge, experience, expertise and so on, and the benefits of doing this are identified, these fiefdoms take on less importance. The power base and ownership base become school wide, and the key players, rather than being barriers to effective resourcing in a school, become enablers and empowerers of others.

From an information perspective, I have long believed that one of the greatest losses in a school is the loss of expertise, experiences and skills when a staff member leaves the school. In essence, a great deal of valuable knowing disappears without a trace. Often this knowledge is school specific, and a great deal of energy is expended in 'reinventing the wheel', so to speak, to recreate this knowledge. Effective and appropriate knowledge management practices can minimise this loss.

Process frameworks for implementing knowledge management in schools

The knowledge management literature presents a number of implementation models. Wiig argues that knowledge management "is 'hands-on' to understand, focus on and manage systematic, explicit and deliberate knowledge building, renewal and application" (Wiig, 1997, p 401). He identifies four components of this process:

- monitor and facilitate knowledge-related activities
 - establish and update knowledge infrastructure
 - create, renew, build and organise knowledge assets, and
 - distribute and apply knowledge assets effectively.
- (Wiig, 1997, p 402)

Keane (in Macrae, 1998) posits the key dimensions of the knowledge management process as: Learn, Acquire, Capture, Develop, Deploy, and Reuse.

Demarest (1997) traces the movement from implicit, tacit knowledge to explicit, useable knowledge through the following model:

Subterranean knowledge (scattered, hidden, tacit, implicit) → Underpinned knowledge (identified, still scattered) → Observed knowledge (recognised, public, made official) → Instrumental knowledge (brought together, struc-

tured, organised, available) → Optimised knowledge (made accessible, retrievable and useable).

In essence, these models embody a process that teacher-librarians are entirely familiar with. This process centres on defining, locating, selecting, organising, presenting and evaluating knowledge. While teacher-librarians primarily conceive and apply this process as a framework for teaching students' information skills, it is a valuable framework for conceptualising a holistic information/knowledge management role.

According to Tanner, undertaking knowledge management in schools "presupposes a strong sense of community, democratic governance, high participation, open communication and a climate of high trust — characteristics that do not readily come to mind as features of most of the organisations we work in" (Tanner, 1999, p 331). I suspect most of us would agree with this sentiment.

Implementing knowledge management practices

At the heart of effective implementation is building an environment and culture where these qualities are accepted. Working from a small committed and enthusiastic base, where these qualities are demonstrated, is a way forward.

This base includes:

- *Valuing*: developing across the school an appreciation of the school's investment in knowledge assets
- *Collaborating*: identifying and establishing opportunities, capabilities, motivation, permission
- *Identifying knowledge assets*: undertaking a knowledge audit through some systematic process
- *Mapping knowledge assets*: knowledge landscape mapping; establishing expertise, experience and other knowledge networks
- *Transferring knowledge assets*: establishing mechanisms for sharing and take up of knowledge assets
- *Building and maintaining knowledge assets over time*: create knowledge inventories and establishing whole-school responsibilities for maintenance and ongoing evaluation
- *Exploiting knowledge assets*: maximising effective use throughout the school. (Todd, 1999a)

Opportunities for knowledge management in schools

Wiig (1997) identifies both areas of practice and types of knowledge that might be integrated as part of knowledge management practice. (See Table 1.)

Table 1

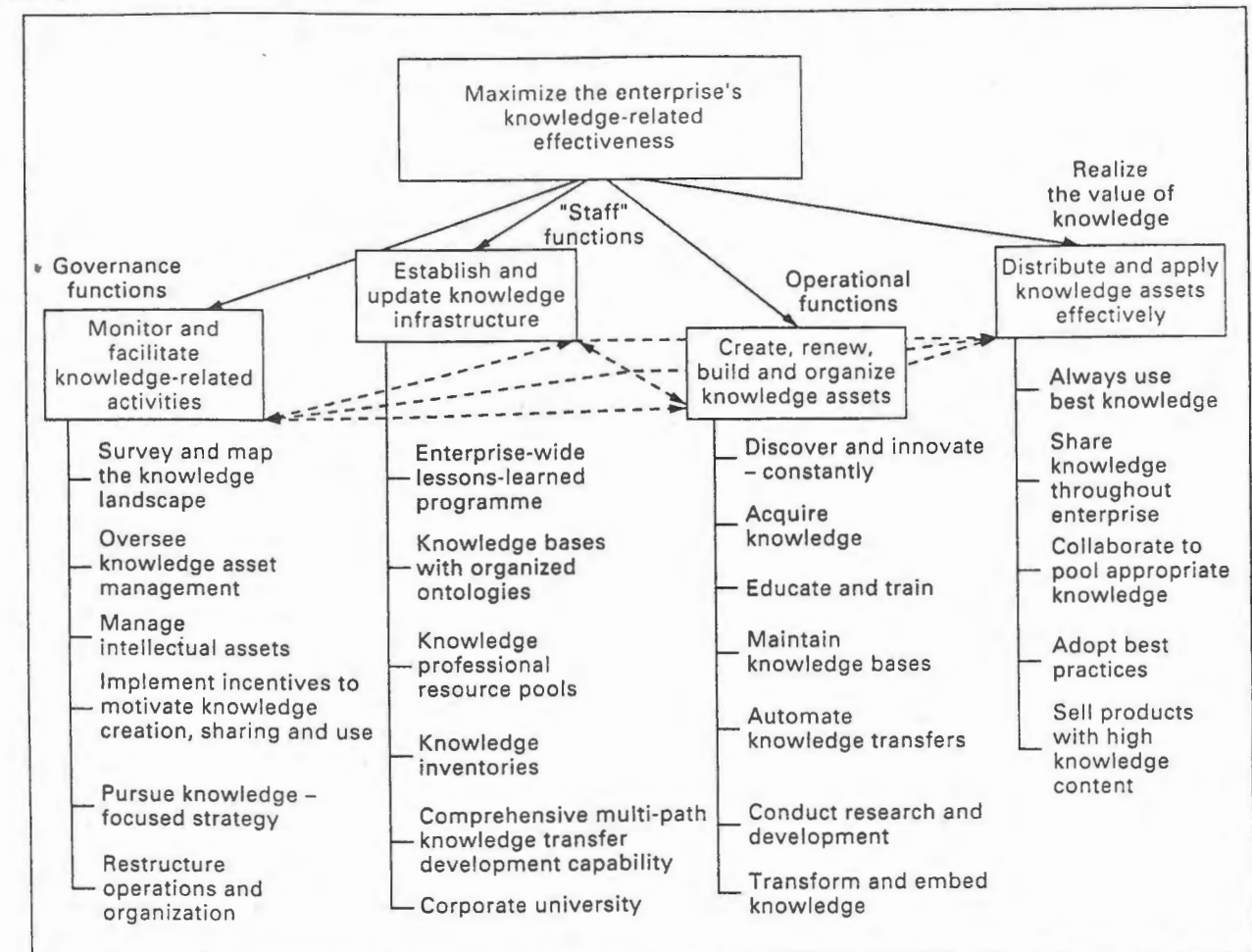


Table 1 identifies some useful starting points, such as: identifying and documenting "lessons-learned"; staff "resource pools"; and "inventories" of skills and competencies. It also raises the inevitable questions: what specific knowledge?; whose knowledge?; and where do I begin? Some (overlapping) categories of knowledge might include:

- *Staff capital*: competencies, experiences, professional networks, accumulated skills
- *Structural capital*: intellectual activities stored on floppy disks, school databases, personal information resources
- *Learner capital*: bringing together knowledge of learners (so often spread like jigsaw pieces across a school), learning needs, behaviour management
- *Organisational capital*: the collective knowledge of the organisation, the corporate memory residing in ephemera, archives, and the mind
- *Process capital*: management practices, systems procedures
- *Innovation capital*: examples of classroom best practice, creative learning activities; approaches to fund raising; involving the parent community
- *Intellectual property*: teaching programs, conference papers, published articles, subject handbooks and workbooks, field guides.

Rome might have been burned in a day, but it wasn't built in a day. Small beginnings, based on careful, thoughtful and realistic planning, are appropriate, given the need to build a wider valuing of the process, building commitment and motivation for more extensive knowledge management. Start with a small, well chosen project, working collaboratively with one or two people. Select a project which will have high impact, one that will demonstrate readily the benefits of undertaking it to a group wider than those immediately involved. This will inspire motivation, willingness to try, and involvement. Publicise the impact, both within the school and in the professional community beyond the school. Classroom teachers like to be identified with success stories! This is a bottom-up approach rather than a top-down approach.

Here are some easy ideas to begin with. This list builds on the ideas I presented at the recent ASLA biennial conference in Geelong (Todd, 1999a, pp 344-345):

- *Resources bulletin board, either virtual or real*

When undertaking a major unit of work requiring intensive use of resources, a bulletin board is set up in the staffroom or on the school's intranet some weeks prior to the program. Staff are encouraged to identify their own knowledge, expertises, experiences, ideas, materials, and contacts that may contribute to the resourcing of the unit, and that they are prepared to share. This approach is public, and generally demands only a minimal level of contribution by people. Its openness is also motivational: ideas that one person lists may spark other ideas, and set into motion a snowball effect. The collective, cumulative response is large scale. Follow up the exercise with an evaluative report on how the teaching and learning activities benefited, and the impacts this had on learning.

- *Chat room discussion forum*

The school, for example, is making a major decision on a reorganisation of classes, curriculum, approaches to assessment or whatever. An electronic chat room is set up

on the school's intranet, and operates over a period of time before the formal staff meeting debate. Teachers have opportunity to input their thoughts, ideas, recommendations and feelings. They have opportunity to: interact; exchange ideas; and examine evidence and arguments over a period of time. The chat room mechanism provides a record of the developing debate. Some software, such as *VisionQuest* is already available for digital brainstorming. These programs have enormous potential not just for documenting ideas related to a specific goal, but also developing classroom teachers' pedagogical expertise with interactive, online learning.

- *School map of decision structures*

Create some flow charts that illustrate the wide ranging informing and decision making processes and structures in the school. This is very useful for new teachers coming into a school. Create a document map for the school, which indicates the location of important documents in the school.

- *Database of best practices*

A database of effective teaching and learning activities and strategies can be established. While it might be difficult to create databases of past practices, new databases might be set up to facilitate the integration of new practices. For example, a school may centre on the integration of the Internet into learning, and ways of developing information and critical literacies in relation to the Internet. This might include: examples of good research assignments; classroom activities; and worksheets related to identifying search terms, effectively designing search strategies, working with search engines, judging the quality of information in the Net, and assessment activities. This might begin by putting the output of one teaching unit onto the school's intranet, and then inviting others to add to this.

- *Staff Yellow Pages*

The school's Web site can offer numerous opportunities for knowledge management projects. Staff might be willing to contribute to the creation of a *Yellow Pages* type directory of their knowledge and experiences, making explicit and available what is implicit and hidden. The *Yellow Pages* records, in an explicit, detailed and lateral way, all the knowledge and expertise that a staff member is willing to make available to the school.

- *Network maps*

These might be maps of the professional networks of teaching staff, or community networks of the expertise of parents. One example is the technological expertise network of classroom teachers and students in relation to information technology. Creating a knowledge map of staff and students' expertise with software packages and the Internet will probably surprise you. This will provide an immediate bank of people for sharing the load of developing the school's technical competence with information technology and searching the Net. It could play an important role in professional development and avoid the costly buying in of professional expertise.

- *Resources networks*

Creating a larger knowledge bank, linked to the information resources that teachers own, can serve the curriculum in many ways. For example, students researching dinosaurs may consequently have access to a teacher's

The school's Web site can offer numerous opportunities for knowledge management projects.

experience, knowledge and collection of holiday photographs (which reside as a fading memory in a now little-opened photograph album) of dinosaurs from the Carnegie Museum of Natural History in Pittsburgh, USA. It is not a matter of dumping 'everything' into knowledge databases, but the selective matching of available knowledge to curriculum information needs.

So, who does it?

Southon argues that knowledge management "represents a major change in the perception of the information environment of organisations... brought about by the challenges of knowledge intense industries" (Southon, 1998, p 1). Knowledge management does challenge traditional conceptions of the role of the teacher-librarian.

Malhotra (1997) sums up the profile of an ideal knowledge manager. Characteristics include:

- a visionary, who has a clear understanding of the core business of the organisation
- a good understanding of the available technologies and how these might be utilised for the creation, documentation and renewal of knowledge
- an understanding of developing the human and cultural infrastructure that facilitates the conversion of tacit knowledge into explicit knowledge that may be shared
- able to take the key responsibility of facilitating knowledge sharing and knowledge renewal.

Is this the teacher-librarian? I suspect for some this will trigger the 'Fudge factor' (F = frustrated, U = uncertain, D = doubting, G = griping, E = Ever exhausted) that I posited some years ago, and which raised the ire of many teacher-librarians. This will too. My intention is not to reflect negatively on teacher-librarians, but simply to highlight the range of responses likely to surface. Some teacher-librarians will want to put a fence around knowledge management and claim it is "theirs"; others will say "enough is enough, forget it"; others will be committed to other key priorities in the school for the time being.

I do believe, however, that the teacher-librarian, as the information/resourcing/learning specialist in the school, has a key role to play. It is not a sole role. It is an empowering and enabling role, one that seeks to engage the whole school community over time in the practice of knowledge management. There may well be a number of knowledge management facilitators in the school, each targeting certain areas of knowledge.

The role requires flexibility and adaptability: somebody with a sense of vision about a more holistic information environment in the school; somebody who is recognised as a mover and shaker; somebody who is respected because of the role already played in empowering learning in a school; somebody who has skills related to the

organisation and management of information, and who can provide the appropriate access infrastructure for making such knowledge available. For teacher-librarians, this does not mean simply adding something more to the daily responsibilities, but working more in a 'transforming' and 'enabling' way, rather than in a 'doing' and 'serving' way.

Conclusion

One of the key aspects of knowledge management is learning. Learning is a complex dynamic process of interacting, with many sources of information in meaningful ways, to construct new knowing and understanding. Learning involves people's competencies, experiences, expertises, skills, talents, thoughts, ideas, intuitions, commitments, innovations, practices, and imaginations, as well as the multitude of recorded information.

Knowledge management enables a learning community to learn more effectively. Notwithstanding, there are some aspects that will need much discussion: articulating the practice of knowledge management, for example. In addition, issues centring around copyright, intellectual property, privacy and professional ethics need further discussion. Who owns the 'knowledge' that is being managed? For instance, while it is clear that the school owns formal information resources, such as CD-ROMS, magazines and the like, who owns the knowledge represented on a staff member's *Yellow Pages* on the school's intranet?

It is hoped that in future issues of *Scan*, we will be able to publish case studies of knowledge management in schools. If you have ideas and contributions, no matter how small, please get in touch with the Editor of *Scan* or chat to me.

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Information networking: State Library of New South Wales



The State Library of New South Wales' Internet home page is an important resource for teacher-librarians developing their schools' information networks. Through the use of technology to support and expand its services for schools and the community, the State Library is developing ways to become a 'library without walls'.

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One of the many Australian images available on Picman, an online index of pictures.

The total collection of the State Library of NSW numbers over four million items. Information is collected in a wide variety of formats; not only books, periodicals, newspapers and audiovisual materials, but ephemera, oral histories and original materials.

The State Library on the World Wide Web

This rich collection of information resources can now be accessed via the Internet at *State Library of New South Wales, Sydney Australia*. Click on **Catalogues and guides** from the main page at: <<http://www.sl.nsw.gov.au>>. Irrespective of distance or isolation, anyone with a connection to the Internet can search for information at the State Library.

The State Library's Web site opens up a new realm of possibilities for students, teachers, teacher-librarians and parents wanting to locate information from wider sources or in different formats. Being able to search the library's holdings from school or home, prior to a visit, helps users to develop research strategies in advance; time spent at the library itself can be used efficiently. For teachers planning a visit to the library with a group of students, the Web site is an invaluable introduction to: the general layout; services; events; publications; and exhibitions.

Services for isolated schools

Many resources from the Reference Library can be supplied to remote schools or public libraries on interlibrary loan through the State Library's document delivery service. Photocopies of newspaper and journal articles may also be requested. There are some resources which are not available for interlibrary loan, such as original Australian materials and items from the Mitchell Library but, for many of these, copies have been created on microfilm and transparency. Photographs or photocopies of these items

Online newspaper indexes

Infoquick and **Infokoori** provide users with access to some of the State Library's collection of Australian newspapers. These indexes are available on the State Library's Web site.

Infoquick is an index to *The Sydney Morning Herald* and its associated publications: *The Sun-Herald*; *Eastern Herald*; *Northern Herald*; and *Good Weekend*, from 1988 onwards. It provides a comprehensive index to articles about Australia and Australians, searchable by author and subject keyword. **Infoquick** is current to within days of the newspaper being published and is a particularly valuable resource for current affairs and reviews. The State Library holds every issue of *The Sydney Morning Herald* from its first issue, published in 1831.

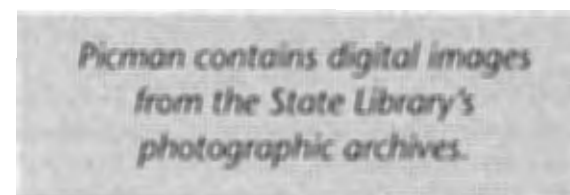
Infokoori is an index to the *Koori-Mail*, a national newspaper for Aboriginal and Torres Strait Islander peoples. The *Koori-Mail* reports on people, issues and events from an Indigenous perspective and has been published fortnightly since 1991. This database also provides an index to biographical information on Aboriginal and Torres Strait Islander peoples from the magazines *Dawn* (1952-1975), *New Dawn* (1970-1975) and *Identity* (1971-1982).

may be available on request. For full details and fees, click on **Services**.

Picman: an index to pictures & manuscripts

Picman is one of the most significant databases of original and historical materials in Australia. It contains records of all the pictorial and manuscript collections which have been processed since 1992, when the database was first developed specifically to unify the State Library's separate collections of original materials into one automated index. **Picman** contains digital images from the library's photographic archives. Higher quality prints of these images can be ordered if required. Records in **Picman** indicate whether copies of original materials exist or if any special conditions of access apply.

Among the 300 000 images of photographs, paintings, architectural plans and manuscripts on **Picman** are the famous Holtermann Collection of photographs of streets, buildings and people of the goldfield towns of Victoria



and New South Wales. The photographs were taken for Bernard Otto Holtermann, who discovered the largest gold nugget in history (almost as tall as a man) and who used his wealth to create a pictorial record of the gold rush era (1871-1876).

Other important collections, available for searching through **Picman**, include: the letters and original manuscripts of Miles Franklin, author of *My brilliant career*; and the Sam Hood Collection, a fascinating collection of 33 000 photographs recording life in Sydney from 1925-1955.

The future: Infocus on the Web

Not on the Web site yet, but coming very soon, is online access to the State Library's educational service, **Infocus: linking people and information**. **Infocus** offers high quality, curriculum relevant, information resources for use with NSW Higher School Certificate (HSC) syllabuses. For further information about this service, see *Scan* vol 17 no 2, pp 47-48.

Existing **Infocus** resources are now being digitally scanned to make them available via the Internet. Teachers and students will then be able to search the **Topic list** online, downloading the resources they need into their own computer. A preview of the digitised **Infocus** service will be available on the Library's Web site from May.

Last year, visitors to the site increased by 553% on the previous twelve months period. Further expansion of the State Library's Web site is planned for 1999, which will make access to the site even faster. Through technology, the concept of a 'library without walls' is becoming a reality. ■

RESEARCH COLUMNS 2, 1999



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

Over the years I have been subtly, and not so subtly, chided by teacher-librarians for seemingly ignoring 'literature' (= fiction), and the 'literature centred role' of teacher-librarians. Choosing to focus on particular areas of research, as I have done with information literacy, does not and should not imply rejection of, or lack of interest in, other areas considered important by the professional community. Perhaps fortunately, human endeavour, and consequently scholarly endeavour, have to conform to a 24 hour day cycle!

The launch of the New South Wales *State Literacy Strategy* in 1997, by the then-Department of School Education, has highlighted the importance of enabling learners to engage more critically, creatively and interpretatively in a rich variety of text types covering a continuum from literary texts to factual texts and all in between. The role of the teacher-librarian in this literacy framework is: developing the intellectual scaffolds that will enable learners to interact with these text types; and fostering an understanding and the valuing of the power of text types in the daily lives of these students. This is the basis for ongoing appreciation of literary texts, and indeed, sustained reading for pleasure.

This issue, **Research columns** explores some of these issues. The research has been undertaken by Warren Rich, who is teacher-librarian at two Wollongong primary schools: Lindsay Park Public School and Figtree Heights Public School. Three features of this research have particularly captured my attention:

- Firstly, the positioning of the study in the broader context of the *Literacy Strategy*. The role of teacher-librarians in the fostering of reading and the appreciation of literary texts is a literacy role, and must be undertaken in this broader context.
- Secondly, it considers the role of teacher-librarians as reflective practitioners. Rich's research has centred on: the recognition of a learning dilemma that potentially can shape attitudes and values in adult life; the realisation that teacher-librarians have an important role to play in enabling young people to build their adult lives through engagement with a range of text types;

and the undertaking of a systematic investigation to shed light on this.

- Thirdly, that research need not be complex to be informative, and eminently useful, outside of the domain of busy and committed teacher-librarians. As editor of **Research columns**, and always seeking research studies for it, it is my hope that more teacher-librarians will follow Rich's example.

ENHANCING THE PARTICIPATION AND ACHIEVEMENT OF GIRLS IN SCHOOL SCIENCE:

THE ROLE OF THE TEACHER-LIBRARIAN

Warren Rich



Introduction

School performance, experiences and impressions are very important for the future success and participation of an individual in particular areas of society (Spear, 1984). It is the perceptions and experiences that a child gains in their education that can dictate how they will participate in society as an adult. The experiences that girls are having in science in our schools today will determine their attitude to science in their adult life. If it is unfavourable, or deemed undesirable, then a significant part of society will find itself disenfranchised when it comes to making societal decisions on the role science plays in their lives (Barr & Birke, 1994; Brickhouse, 1994; *Focus on literacy*, 1997).

On a global plane, it is widely recognised that women are significantly under represented in the world of science. This is despite the fact that many recommendations from research in the area of gender and science have been put forward for consideration and action (Delamont, 1994; Haggerty, 1995). Girls are disadvantaged in a number of areas. Culturally, it has been found that expectations of parents and their interactions with their children are different depending on the sex of the child (Murphy, 1995). Traditionally, science itself is seen as a way of logical, rational and individualistic thinking that brooks no deviation from absolute truth and knowledge that may not fit with the world view of girls raised in a culture that assigns them the role of carers and nurturers (Brickhouse, 1994; Delamont, 1994; Johnston & Dunne, 1995). Society holds the perception, as opposed to the reality, that science is masculine and hence not a place for a girl (Kahle, 1987).

More specifically, and of interest to this paper, are studies that have been carried out dealing with girls and science in schools. Research reported in this area shows that, in many ways, girls are not able to fulfil their potential in school science because of things such as: boys monopolising the teacher's time and receiving more teacher feedback (Greenfield, 1997; Jones & Wheatley, 1990); materials used in schoolroom science reinforce the masculinity of science (Bazler & Simonis, 1991); out of school experiences reinforce science ability in school to the benefit of males (Erickson & Farkas, 1991); and assessment grades that are influenced by teachers' perceptions of gender, with males generally receiving higher marks for identical work (Spear, 1984). It would appear that no matter which way a girl turns, her path to enjoyment, success and satisfaction in school science is hampered by masculine roadblocks, both to her detriment as a person of value and to society in general, which is being deprived of other ways of looking, studying and thinking about the world around us. As Keeves and Kotte (1985) point out, all these difficulties are likely to influence a girl's decision to opt out of science study as soon as she is able.

The role of the teacher-librarian

As teacher-librarians we may be wondering how we can assist in helping girls achieve in, and enjoy, science in schools. How can we have a role in an area that, at least on the surface, does not involve us or require our input and is possibly controlled and constructed by our culture? The first thing that we must reject is a belief that we are incapable of becoming involved.

Educational achievement is the result of many complex factors (Hartel, Walberg & Weinstein, 1983). Too complex, perhaps, on the surface for us to modify or change. But, as Brickhouse (1994) states, although we, as teachers, cannot act directly on the social conditions that surround our schools we can wield influence on them by the way we shape our curriculum and the experiences provided to the children in our care. Looking from this position, one aspect of the under achievement of girls in science education that can directly involve teacher-librarians is the reading preferences and reading experiences of children.

Reading matters. It is a crucial skill that has to be developed in order to allow the full participation of an individual in society throughout their life (Libsch & Breslow, 1996). However, there is not just one type of reading. There are two main text types in which a student needs to be proficient in order to succeed: literary texts and factual texts.* (*K-6 English syllabus and support document*, 1994). Children have to be familiar and comfortable with these text types in order to have a broad understanding of, and competence in, the type of work with which they will be presented both in school and in the workplace.

The New South Wales *State Literacy Strategy*, launched in 1997, points out the importance of familiarity and compe-

* Literary texts are those that explore and interpret human experience in such a way as to invoke an emotional response from the reader and factual texts are those which present information, ideas or opinions as a way to inform the reader. For the purposes of this study, literary texts will be categorised as fiction while factual texts will be categorised as non fiction.

tence with different text types and indirectly encourages the teacher-librarian's role. To have effective communication in our contemporary world requires "an understanding of, and the ability to apply, [a] wide range of written... texts" (*Focus on literacy*, 1997, p 8). Exposing girls to factual texts also helps them to gain an understanding of how "writers use language for specific purposes [and so are] more able to apply these strategies to their own writing" (p 12). The ability to do this will obviously assist them in succeeding in their future education, within subjects that call for the production of written, factual text types in assessment tasks. Science is one of these subjects, and girls' success with factual texts should enhance their enjoyment and subsequent achievement in the subject.

Review of the literature

In relation to the total research reporting on girls, science and education, the relationship between reading preference and girls' success and achievement in science is an area that has not been studied greatly. Some studies have investigated the relationship of reading to other leisure activities of children but these have only touched upon particular text types and gender preference (MacMahon, 1995; Reynolds, 1991). Delin, Delin & Cram (1995) found, for example, that even though girls and boys read different types of books, the actual amount of time spent reading was the same.

Some studies have made specific assertions that are relevant to this paper. For example, Kahle & Lakes (1983) found that boys read more science type books than girls. Nichols (1994) noted that the men in her study who had a positive view of reading most often preferred informational texts. However, these studies are countered by others that report differently. Macintyre (1995) found that, in the group of male secondary students surveyed, over 72% showed a preference for fiction over non fiction books. This preference was held strongly through all grades.

The significance of reading preferences and success in school science has been put forward by research as an important factor (Murphy, 1996). Murphy maintains that the style of reading with which a child is familiar and comfortable can influence their ability to successfully carry out assessment tasks. With boys supposedly being more familiar with the factual text type, and science assessments typically requiring written answers to follow the model of factual text, boys will have an advantage over girls who, through their preference for literary text types, will not be as comfortable or proficient in assessment tasks that require factual reporting and responding. As Gilbert (1988) maintains, girls' writing is closely linked to girls' reading; narratives are not the usual response required in science assessment writing tasks. If the assessment task at hand requires a report or instructional style answer, the girls may be at a disadvantage because their experience with those text types will not be as great as that of the boys.

Greater interest and experience with factual texts could be a factor in making the world of science a more comfortable one for males. Keeves & Kotte (1995) reported

that, at the ten year old level, boys expressed greater interest in science, and more favourable attitudes towards same, than girls. Possibly, their greater exposure to self selected, factual texts plays a small, but significant, part in this positive reaction. This is reinforced by findings discussed by Rhedding-Jones & Atkinson (1991). They believe that the genres with which children become familiar and comfortable are important to their developing self images. Hence, if girls are more familiar and comfortable with literary texts, rather than factual texts, they not only miss out on attitudes, skills and information that can be gleaned from non fiction texts, but also reinforce the belief that they do not belong in the world of science.

Reynolds (1991), in his report on television viewing and science success, states that time spent on educationally stimulating activities, be they homework, reading or educational television programs, positively contributes to scientific literacy. From this study, a parallel could be drawn with the reading of factual texts over literary texts. The more exposure to the style of factual texts and their content could enhance scientific literacy for the reader. If boys read more of these texts, then they may have an advantage over girls in relation to school science activities.

An interesting study by Greenfield (1997), while not directly related to reading preferences, may be relevant to this discussion. In her study, it was found that girls' willingness to participate and achieve in science may be related to their early experiences with science. If their experiences were positive they were more likely to continue in the subject in their high school years. The parallel that can be drawn here is one of making the reading of non fiction books a pleasurable experience for girls, in the belief that they will take this enjoyment with them as they go through their secondary and tertiary education, and thus be more familiar and comfortable with the presentation of facts and information in textbook form.

The study

The purpose of this study is to ascertain if the students at the author's schools were borrowing books in what is proposed by the literature as 'gender typical' patterns. In other words: were the girls borrowing mainly fiction?; and were the boys borrowing mainly non fiction? If these trends are evident, the question then is: what can the author do, as the school teacher-librarian, to eliminate the trends in order to have all the resources of the library used and enjoyed by all the children for their benefit. To carry out this study, a survey of borrowing patterns was carried out in order to ascertain what types of books were being borrowed by the students.

The study involved 329 students (157 female and 172 male) from Year 2 to Year 6 from two Wollongong public schools. The background of the students is predominantly Anglo-Saxon, and most families would fall into a middle class socioeconomic group. Both schools have well resourced collections, with an extensive range of titles in both fiction and non fiction, covering a wide range of reading abilities. The borrowing records were obtained from the OASIS

library computerised circulation system and covered the period from February 1998 to August 1998.

The data was tabulated and the following tables constructed. The tables show: the grade; the total number and type of books borrowed by that grade; the number

and type of books borrowed by boys and by girls; the percentage of each type of book borrowed by boys and by girls; and, finally, the percentage of each type of book borrowed generally. The last table shows the whole school result.

YEAR 2	TOTAL BOOKS	FICTION	NONFICTION	% OF FICTION	% OF NONFICTION
Boys	768	534	234	70	30
Girls	705	630	75	89	11
Total	1473	1164	309	79	21
YEAR 3	TOTAL BOOKS	FICTION	NONFICTION	% OF FICTION	% OF NONFICTION
Boys	962	571	391	59	41
Girls	899	734	165	82	18
Total	1861	1305	556	70	30
YEAR 4	TOTAL BOOKS	FICTION	NONFICTION	% OF FICTION	% OF NONFICTION
Boys	982	532	450	54	46
Girls	1221	964	257	79	21
Total	2203	1496	707	68	32
YEAR 5	TOTAL BOOKS	FICTION	NONFICTION	% OF FICTION	% OF NONFICTION
Boys	514	289	225	56	44
Girls	1096	861	235	79	21
Total	1610	1150	460	71	29
YEAR 6	TOTAL BOOKS	FICTION	NONFICTION	% OF FICTION	% OF NONFICTION
Boys	375	258	117	69	31
Girls	499	427	72	86	14
Total	874	685	189	78	22
SCHOOL	TOTAL BOOKS	FICTION	NONFICTION	% OF FICTION	% OF NONFICTION
Boys	3601	2184	1417	61	39
Girls	4420	3616	804	82	18
Total	8021	5800	2221	73	27

Throughout all grades, fiction books were more likely to be borrowed than non fiction books, with fiction accounting for 73% of borrowed items. However, it was more likely that a boy would borrow a non fiction book when compared to a girl. The gap between fiction and non fiction percentages is far greater with girls than with boys, with the greatest gap found in Year 2 children, and the smallest gap in Years 4 and 5.

Discussion

It is evident from the tables above that the girls in these two schools are not availing themselves of the non fiction books as much as the boys. They are more likely to borrow a book that is a literary text than a factual text. This reflects the findings of Delin, Delin & Cram (1995) who

found that females were more likely to borrow a fiction book. They also reported that both boys and girls spent the same amount of time reading, so this would indicate that boys are receiving even more concentrated experiences with factual texts in comparison to girls.

These results may also reflect the findings by Nichols (1994, p 304). In her study, the men interviewed gave the impression that the reading of a literary text was basically "women's business" and therefore a domestic pursuit. The predominance of fiction borrowing by the girls, in comparison to the boys, may reinforce this view, with the boys seeing fiction reading as not a masculine activity. This is a very important point in the construction of gender, and of the views held by each group, possibly because the boys, as a group, are associating masculinity

with facts and femininity with narrative. As mentioned above, the study by Rhedding-Jones & Atkinson (1991) puts forward the view that text types can become important in the development of self. Therefore, exposure to all genres is important in order to allow the full potential of each child to emerge.

It is clear from the data collected that there is an imbalance of the types of borrowing carried out by the boys and the girls of the two schools. It is also clear from the literature that, in relation to science education, girls may be doing themselves a disservice by not borrowing, and becoming familiar with, factual texts. Not only might they be missing out on gaining familiarity with text types that will help them complete assessment tasks in the high school years, they could also be missing out on some enjoyable activities and experiences (Parker & Rennie, 1986).

It is obvious from the survey that intervention strategies would bring about greater borrowing of different types of books, by both girls and boys, in order to enhance students' all round education. The teacher-librarian can play a part in this. Research has shown that intervention programs implemented by teachers can and do have positive effects in countering sexist beliefs and behaviours in the school (Parker & Offer, 1987; Parker & Rennie, 1986). According to Scibeci & Riley (1986), what teachers do in classrooms affects students attitudes and achievement levels.

What then can the teacher-librarian do to facilitate the greater borrowing of non fiction by girls? For that matter, how might the teacher-librarian increase the borrowing of fiction by boys? The author feels that a number of strategies can be carried out to assist in the aim of increasing girls non fiction borrowing.

Through regular discussion, it can be made explicit to both the girls and the boys the advantages of reading a wide range of material that reflects all text types. Willis (1995) points out that it is the subtle sexism around us all that does the most harm. One important element in fighting this sexism is to make people aware of it, to bring it out into the light so that it can be studied and countered. By discussing with students the reasons why they may, or may not, be selecting certain texts they can be made aware of their subconscious decisions and make adjustments to them. This may allow them to resist the pressure to adopt the gender roles that are constructed by others and subsequently foisted upon groups (Tobin, 1996).

These discussions would not be limited to the students. Teachers and other members of the school community can be brought into the discussion so as to make explicit, to all parties involved: the ramifications of children's reading preferences; what part they play in future schooling and career choices; and what can be done to counter it. This would hopefully bring about a change in attitude of the significant players in the school life of students (Hargreaves & Fullan, 1992).

Most importantly, though, this type of discussion brings the child into contact with Habermas' idea of "emancipatory interest" (cited in Dunne & Johnston, 1992, p 516).

This concept brings to the fore the idea that knowledge, roles and behaviours are socially structured and do not have to be taken at face value (ie boys read non fiction, girls read fiction). If the person is made aware of this, he/she is in a position to resist the pressures and to make informed decisions. On the surface, this sounds a grand idea, indeed, to come from such a simple survey, but it is these subtle and insidious pressures in society that form the roles and expectations that we many times accept without question. As Kelly (1985) states, they become so commonplace they are virtually invisible. Discussions, such as the ones described, make the invisible visible; they can arise from the simplest of situations.

The vetting of resources held by the library for evidence of sexism or sexist language is yet another strategy which can be implemented by the teacher-librarian. The collection policy of the school can be checked and, if found wanting, revised to reflect a non sexist criteria for selection (*Handbook for school libraries*, 1996). Parker, Rennie & Harding (1995) cite Whyte's 1986 study of school resources, which showed that many illustrations and approaches in non fiction resources reflected situations more familiar with boys than with girls. These are not the types of materials that would encourage girls to read non fiction. If they are constantly faced with illustrations of males "doing science", or dealing with factual information, they will quickly develop the concept that this section of the library is a place where they do not belong.

The corollary to this strategy of ridding the collection of sexist material is to supplement resources with more gender inclusive material, which reflects both boys and girls involved in the activities found in non fiction books. The teacher-librarian could seek out material which features: successful women in science; activities that fit into a world view involving people, not just abstract information bearing no relevance to society; and factual books which use narrative to present the information contained within it, all with the aim of assisting girls to assimilate scientific principles (Jarvis, 1995; Martinez, 1992; Mason, Kahle & Gardner, 1991). Most importantly, the teacher-librarian is a key person in the promotion of material which successfully conveys that science is not restricted to a masculine world.

Conclusion

It may be bold to have written all this from one small survey of students' borrowing habits. But it is this very type of information which informs us about the invisible world of sexism, bias and discrimination that certainly exists in our schools. Without this type of information being gathered and studied, the hidden curriculum, which disadvantages certain sections of society through education, continues unabated and unchecked. As teacher-librarians, we often see ourselves as powerless to change the big picture of education. This may be so, but in our own small way we are able to assist our students in small, meaningful measures simply by: paying heed to what they are doing; informing them of the conse-

quences; and supplying the resources necessary for them to modify their behaviour and habits.

By simply initiating discussions with our colleagues, students, and their parents, we can put into place explicit practices that empower female students to consciously make changes for the better. By ridding the resource collection of bias and stereotypical material, and supplying equitable and inclusive material, we are giving students the tools necessary to support change. We are not powerless beings locked inside a warehouse of books. We can facilitate change, but only if we are willing to stand up and make changes ourselves.

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ABSTRACTS

The World Wide Web, with its multiple text types, (often present in one text), its use of multiple media (often present in the text), and its increasing emphasis on the visual image and the iconic menu rather than on the printed word, is challenging a traditional pedagogy that has been based firmly on print. Dale Spender, in her book *Nattering on the Net* (1995) argues: "We are the last generation to be reared within a culture in which print is the primary information medium. Because we have grown up and become skilled in a print based community, we have developed certain ways of making sense of the world. We are, to some extent, what print has made us. And now we have to change."

It is my belief that effective integration of the World Wide Web into classroom teaching and learning is underpinned by both technical competence with the Web, and a pedagogical competence that focuses on enabling learners to interact with and integrate multiple text types and multiple media types, and an understanding of the information handling skills, critical and visual literacies that are intellectual scaffolding for effective learning. The following abstracts highlight some of these issues.

DWYER, D., RINGSTAFF, C., & SANDHOLTZ, J. "Changes in teachers' beliefs and practices in technology-rich classrooms". *Educational Leadership*, 48(8), 1991, pp 45-52.

This important research is based on a longitudinal study of teachers in the United States of America. It investigates the course of instructional change in both primary and secondary school classrooms over several years as teachers grapple with information technology to support learning goals across a number of curriculums. The study is based on a rich body of data composed of personal reports from teachers, extensive classroom observations, and interviews of parents, students and teachers. The study showed that teachers who had regular access to computer technology in their classrooms over several years experienced significant changes in their pedagogical approach, but not until they had confronted deeply held beliefs about schooling and the pedagogic process. The direction of their change was toward learner-centred rather than curriculum centred instruction, towards collaborative tasks rather than individual tasks, towards active learning rather than passive learning, and towards learning as a socially interactive process. The study also provides a model of instructional evolution in technology-intensive classrooms which may be useful to teacher-librarians when presenting professional development for school staff.

"The role of online communications in schools: a national study" (1996). Available at the CAST (Center for Applied Special Technology) Web site at: <http://www.cast.org/publications/ststudy/>

This research addresses the fundamental question of whether online use of information technology leads to increased learning. The study compared the work of 500 students in fourth and sixth grades in seven urban school

districts in the USA— half with online access and half without. All groups carried out a common unit of study, based around the topic of civil rights. While all classes were encouraged to use technology based resources such as multimedia references and video recordings, only the experimental classes were allowed to take part in online resources, activities and communications. In these classes, the emphasis was on integrated learning, helping students to see connections among people, their actions, and the real world. Emphasis was also placed on providing assistance with gathering information online, organising and presenting information, crafting multimedia projects, and with basic skills. Student learning was measured by evaluating students' final projects, which required them to demonstrate knowledge, apply skills, and illustrate their thinking processes.

The results show significantly higher scores on measurements of information management, communication, and presentation of ideas for experimental groups with online access than for control groups with no online access. In particular, students with online access were more effective in their ability to: present their work, define a civil rights issue, present a full picture — who, what, when, where, why, how, synthesise different points of view, and produce a complete project.

REFERENCE

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UPCOMING CONFERENCES

Grail Quest

Sydney University
10-14 June 1999

English writer Haydn Middleton (the *Mordred Cycle*) is among the guest speakers at this event for devotees of King Arthur in history, myth and popular culture. Other speakers will include local authors, such as Sophie Masson, academics and games designers.

FURTHER INFORMATION: Cathy Simpson
PHONE: (02) 9544 4014
EMAIL: grailq@healey.com.au

Mantle Annual Conference

Noah's on the Beach, Newcastle
18-19 June 1999

Primary and secondary teacher-librarians from the Maitland, Newcastle, Taree, and Lake Macquarie Districts are invited to this annual professional development activity.

FURTHER INFORMATION: Lisa Cousins, Nulkaba PS
PHONE: (02) 4990 1805 (w)
EMAIL: robertc@hunterlink.com.au

Connecting in Coffs

Southern Cross University, Coffs Harbour
25-26 June 1999

Focussing on literacy, libraries and technology, with guests speakers to include: Colin Thompson; Margaret Clark; Simon French; Ken Dillon; Wendy Smith and Michelle Ellis.

FURTHER INFORMATION: Lynda Mulder, Literacy Consultant, Clarence/Coffs Harbour District
PHONE: (02) 66415044 (w)
EMAIL: Lynda.Mulder@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non-fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET Web site <<http://www.dse.nsw.edu.au>>.

USER LEVELS are now given in stages as follows:

Early Stage 1	(for Preschool/Early Childhood)
Stage 1	(for Lower primary)
Stage 2	(for Middle primary)
Stage 3	(for Upper primary)
Stage 4	(for Lower secondary)
Stage 5	(for Middle secondary)
Stage 6	(for Upper secondary)
Community	(for Community/Parent/Adult)
Professional	(for Teachers)

Resources to support literacy

The NSW State Literacy Strategy underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. *Scan* has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources to support literacy, in keeping with initiatives in this area. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy Strategy.

ADA, Alma & TYRON, Leslie

Yours truly, Goldilocks.

Atheneum for Young Readers, 1998

ISBN 0689816081

Through the use of cleverly crafted letters and excellent, subtly humorous illustrations, this delightful picture book employs the fairytale characters of childhood. In this tale, good once again triumphs over evil. From the very first pages, the illustrations, including the map of the hidden forest, prepare the reader for the subterfuge of the wolves. The paper and handwriting style attributed to each character is maintained throughout the book, which enhances the reader's engagement with the text. The format provides models for students' own letter writing, and many opportunities to discuss the subtleties of the various letters and their rich vocabulary. C. Patterson

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: CA; English

SYLLABUS: Creative Arts K-6; English K-6

AVAIL: \$19.95

AVAIL: Highly recommended SCIS 953192

INKPEN, Mick

The great pet sale.

Hodder Children's, 1998

ISBN 0340726776

Pets always have high appeal for young readers, and this picture book's focus on a pet shop sale certainly works. Missing whiskers don't deter the rat from his determination to be the little boy's new pet. As the text progresses, the rat provides supporting arguments about why he should be the one. Flip tabs on each page encourage the reader to interact with the text and read on to see what comes next. Opportunities exist for students to practice their addition and word matching skills, and to discuss the choices we make and reasons for them. An entertaining work, this has a resolution on the fold out end page that will delight young readers. J. Stratford

USER LEVEL: Early Stage 1 Stage 1

KLA: English; Mathematics; PDHPE

SYLLABUS: English K-6; Mathematics K-6; PDHPE K-6

AVAIL: \$24.95 SCIS 956424



MATHERS, Petra.

Lottie's new beach towel.

Atheneum, 1998 (An Anne Schwartz book)

ISBN 0689816065

Lottie's present of a new beach towel arrives just in time for her outing with Herbie to Pudding Rock. The day is filled with adventure, and Lottie's ingenuity results in some very creative uses for her towel. Illustrations are presented in sequenced frames, with accompanying text placed underneath. Teachers can plan learning experiences that address the *Learning about* outcomes in the reading strand of the English K-6 syllabus. Discussions could focus on the text's organisation, structure and grammatical features, and how they are used to achieve the author's purpose. Critical examination of text presentation and layout and its effect on the reader could also be discussed. This is a picture book that will appeal to, and entertain young readers. J. Stratford

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: \$19.95 SCIS 956708

English master. [computer software]

Accurate Research, 1997

ISBN 0784913803

[428]

Included in this set are four CD-ROMs, each dealing with one of four topics: **Composition, Grammar, Spelling and Vocabulary.**

The set up and navigation are easy. Hot link connection to the Internet in the **Composition** topic provides access to: chat groups (child protection issues need to be considered); American tutors; and creative writing conference groups. Each topic features interactive quizzes and drills. Thematic menus follow a basic console



design with tool bars, buttons and keyword search. The menu for **Spelling** is, for example, a cityscape collage leading to a sub-menu of fairy lights, to a screen with black cat, ghost and spooky spider web icons. However, the word list is randomly organised and chosen from American test lists. Voice pronunciation is American for this topic and for **Vocabulary**, where the definitions are from a similarly alien context. This difficulty extends to **Grammar** where the extensive exercises refer to American culture and history. Furthermore, functional grammar is not covered. W. Bowie

Minimum requirements

Windows 95: 16 MB RAM; 256 colours

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: English

SYLLABUS: English 7-10

AVAIL: \$59.95 Dataflow SCIS 961119

PYNE, Michael

English magic. 2.

Longman, 1998

ISBN 0733901042 [428.0076]

Aimed specifically for use with Year 8 students, this English course book is a worthwhile resource for teachers. The text comprises eight thematic units with activities covering the strands of English. Although linked to the national curriculum profile, these activities can be adapted to complement English 7-10. The text is easy to access, with each unit organised according to common headings. Despite the inclusion of well known favourites such as Banjo Paterson and Roald Dahl, some new material generates fresh ideas for thematic studies. Of particular interest is the section on peer mediation. English teachers could use this text as a springboard for appropriate teaching ideas. H. Gardiner

USER LEVEL: Professional

KLA: English

SYLLABUS: English 7-10

AVAIL: Paper \$29.95 SCIS 955925

Reading blaster jr. [computer software]

Davidson, 1996

ISBN 0784909717; ISBN 0784912416 [428.1076]

Progressively challenging steps which build phonic and reading skills are the focus of this visually stimulating CD-ROM for beginning readers. The Blaster Pals take students on a space mission to complete a variety of tasks which practise and consolidate skills. Successful completion of each step receives instant feedback via medals, certificates and a galactic rank. Activity sheets, including additional story-books, can be accessed once *Adobe Acrobat Reader* is installed. Email messages can be written by students, sent to characters and printed out. **Big time galactic reader** allows students to access free play mode. An easy to read guide supports the CD-ROM. J. Stratford

Minimum requirements

Macintosh: System 7; 256 colours; 12 MB RAM; 8 MB hard disk space

Windows 3.1/95: 486; 256 colours; 8 MB RAM; sound card

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: \$69.95 or included in *Kindergarten blaster* \$99.00 Dataflow SCIS 929189

GUEST, Vic

English elements. 4: for the national profiles and the curriculum and standards framework.

Jacaranda, 1998

ISBN 0701633204 [428.2076]

From King Lear, to investigative journalism, to constructing a Web page, this is a comprehensive text for English teachers. Attractively presented literary and thematic units provide a variety of supplementary materials relating to contemporary popular culture. Each unit also includes a number of activities designed to enhance textual understanding and language strategies, as well as sections containing quirky trivia. Explicit assessment criteria add to the overall usefulness of the units for teaching Years 10 and 11 English. With such a broad range of themes and issues, even the most discerning of teachers and students should find something of interest in this work. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional

KLA: English

SYLLABUS: English 7-10; 2UC English; 2UG

AVAIL: Paper \$33.95 SCIS 959841

Gender & texts: a professional development package for teachers.

/ edited by Wayne Martino & Chris Cook.

Australian Association for the Teaching of English, 1998 (AATE interface series)

ISBN 1875659137 [808]

Combining a theoretical framework with practical strategies makes this collection of four papers a valuable professional development resource for teachers. With a focus on description of action research methods and practical activities, teachers can begin to work on deconstructing the gendered nature of our reading practices with students. Utilising a range of texts and altered versions of the same text, students engage in discussions about how their sex impacts on the readings they produce. This is an excellent jumping off point, not only to critical literacy, but also about how notions of masculinity and femininity are constructed and experienced in our daily lives. J. Barker

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10; 2U English

AVAIL: Paper \$25.00 SCIS 957234

THOMAS, Ron

P-plate poets: ideas for teaching poetry.

Macmillan, 1999

ISBN 0732945305 [808.1]

Diverse poetic forms and literary devices, such as alliteration, similes, metaphors, onomatopoeia and personification are defined concisely, and examples modelled, in this detailed text. Supporting teaching suggestions to assist classroom planning are interspersed throughout. Carefully prepared, photocopyable worksheets allow students to innovate on a modelled text and provide opportunities for guided poetry writing. A detailed anthology, organised alphabetically in themes of other examples of poems, rhymes and verses is also included, and may be photocopied for classroom use. Teachers can select appropriate poetry models and tasks for inclusion in writing programs



Lily's life becomes busier and fuller, her beloved stuffed toy, Blue Kangaroo, feels increasingly insecure and outside her activities and affections. When Lily is challenged, she has to decide what really matters to her and establish her priorities accordingly. The supporting illustrations are colourful, highlighting and revealing the emotional ebb and flow of the characters and their story. An affectionately crafted story this would prove useful when discussing with students about friends and friendship and the need to nurture both. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2
AVAIL: \$22.95
EVAL: Highly recommended SCIS 956277

COLE, Babette
King Change-a-lot.
 Penguin, 1998 (Puffin books)
 ISBN 0140555277

A familiar character makes a welcome return in this picture book reissue. Cole's iconoclastic and (occasionally) scatological humour appeals enormously to some children. However, the tension and incongruity between the baby's acute perception of the kingdom's problems, and the childish and simplistic ways of solving them, remain unsatisfactorily unresolved. For this reason, this book is less satisfying at an intellectual level than much of the author's more recent work. Nevertheless, young readers will be amused by the lively watercolour illustrations, and the triumph of the powerful child over incompetent and venal adults. W. Smith

USER LEVEL: Stage 1
AVAIL: Paper \$9.95 SCIS 954880

DALE, Penny
Ten play hide-and-seek.
 Walker, 1998
 ISBN 0744561256

Based on the traditional rhyme, *There were ten in the bed...*, this picture book builds into an enjoyable hide and seek story. Dale's expressive illustrations imbue the ten stuffed animal toys with individual personalities, and their owner with a great sense of fun. The hiding game is suspenseful, with numerous clues placed within the illustrations. A cosy English atmosphere emphasises domestic warmth and comfort. This is an appropriate work for very young readers, with inbuilt opportunities for counting activities. The text uses emphasis effectively, and is well suited to reading aloud. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$22.95 SCIS 954646

FLYNN, Rachel & SMITH, Craig
My daddy and me.
 Penguin, 1998 (Puffin books)
 ISBN 014056116

Young children will enjoy this wonderfully warm, interactive story, and its companion volume *My mummy and me*. Both stories focus on the ordinary aspects and tasks of everyday family living, and the activities performed by and shared with parents. These are modern parents: daddy vacuums and cooks as well as mows lawns, and mummy knows how to fix things. The small square format is ideal for small hands, and generous enough for sharing. Texts are brief, comprising simple statements interspersed with questions which encourage child thought and active participation. Print is clear against white backgrounds. Smith's very

mobile, expressive illustrations are injected with lots of humorous detail to delight and amuse. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$9.95 SCIS 951337
Other titles in this series:
My mummy and me SCIS 949078

HANSEN, Ian & WINCH, John
Leonardo: pigeon of Siena.
 Margaret Hamilton, 1998
 ISBN 1876289023

Illustrations, which combine coloured photographs of Sienese backgrounds with Winch's watercolour painted pigeons, produce an effective and restrained result in this handsomely produced picture book. The simple story, of a year in the life of an urban pigeon, mentions many famous sites in Siena (e.g. the Campo, Duomo and Palazzo Pubblico), as well as events and celebrations in its human year (e.g. the Palio) and the movement of time and the seasons. However, it lacks tension and variation, producing a flat and static effect. If used as a resource during a study of Italy, its necessarily narrow point of view would limit its usefulness as a source of information. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$22.95 SCIS 945576

HOOPER, Meredith & KITCHEN, Bert
Tom's rabbit: a true story from Scott's last voyage.
 Koala, 1998
 ISBN 0864611358

An actual event aboard the ship *Terra Nova*, sailing to Antarctica in 1910, is the basis of this attractive picture book. Tom searches the crowded vessel for a safe nesting place for his rabbit, as preparations for the Christmas lunch are under way. Simple, and with echoes of a similar search in the Nativity story, this tale deftly captures the isolation of the vessel, the physical beauty of the Antarctic environment and the joy of the birth of baby rabbits on Christmas Day. It is a refreshing work to share at Christmas, and would add an interesting dimension to work on Antarctica. The text is simple and lyrical, the illustrations atmospheric. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: Paper \$9.95 SCIS 950698

JOHNSON, Arden
The lost tooth club.
 Tricycle, 1998
 ISBN 1883672554

The exclusivity of a club for those who have lost a tooth is a powerful draw for Olivia, who unfortunately still has all her first teeth. This picture book explores Olivia's attempts to dislodge her stubborn incisor, followed by her pleading and then the trickery employed to try to get into the club. Her struggles prove fruitless and she decides to retaliate. The longing for belonging to a group is the major theme of this work, which could be a starting point for class discussion. The importance of the club and the superiority of its members is endorsed rather than challenged by the story. J. Buckley

USER LEVEL: Stage 1 Stage 2
AVAIL: \$26.95 SCIS 950700

KROLL, Jeri & JAMES, Ann
A coat of cats.
 Lothian, 1998
 ISBN 0850919533

An old woman, rosy cheeked and lively, lives with her seven beloved cats. They keep her company and they all sleep together by the fire. When the woman is forced to move, the cats remain. They return her love with warmth when she returns one night, however the dilemma posed by the separation of the woman and her cats is not fully resolved by the conclusion. Ann James has used chalky pastel on coloured, textured paper to create wonderful illustrations abounding with colour and energy. They lead the reader into the story and capture feline movement extremely well. The illustrations greatly contribute to the experience of this picture book. J. Buckley



USER LEVEL: Stage 1 Stage 2
AVAIL: \$22.95 SCIS 950660

McALLISTER, Angela & LODGE, Katherine
The clever cowboy.
 Dorling Kindersley, 1998
 ISBN 075137105X

As the title indicates, this picture book features an American cowboy; so ten gallon hats, a sheriff, a saloon, a jailhouse, a rattler, a lasso and other distinctly American Wild West elements abound. The story is typical of the far-fetched American tall tale, wherein cowboys boast about their extraordinary, bold, brave exploits. Clever Sam enters Yippeeville's pancake tossin' competition and tosses his pancake so high that it hits the sun, causing an eclipse. Jailhouse escapee, Quick-Fire McQuire, helps to save the day and earns a pardon for his efforts. The book is produced in bright colour, every page covered with very busy, almost childlike illustrations and well placed text. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$14.95 SCIS 957834

MARSDEN, John & TAN, Shaun
The rabbits.
 Lothian, 1998
 ISBN 0850918782

Rabbits: they invaded, they spread, they multiplied, they changed the land forever. This clever allegory is employed to confront and challenge readers to think about the impact of alien invasion and settlement. It has potential for use in relation to such themes in Aboriginal studies at the secondary level. Marsden's taut pared-back text is powerfully interpreted and enhanced with striking illustrations by Tan, who juxtaposes strong stylised shapes with loose, free (albeit controlled) backgrounds that contain a wealth of information about the land, its nature, flora and fauna. At first glance the bold arrangement of characters and elements and spare text imply



simplicity, but closer inspection reveals complexity in illustrations heavy with symbolism. This original, dramatically different and thought-provoking picture book is best suited to older readers. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: \$22.95
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; HSIE K-6; HSIE 7-10
EVAL: Highly recommended SCIS 948298

MILLER, Virginia
I love you: just the way you are.
 Walker, 1998
 ISBN 0744544343

The title of this picture book is a fitting affirmation for young Bartholomew on a day when nothing seems to be right. With the particular combination of self-righteous fury and contrariness that befalls all toddlers at some time, Bartholomew is a bear beset with difficulties. He has been grumpy and miserable all day. Calm, constant support from George remedies most situations. This is a simply constructed work, with text and illustrations well integrated. As in the previous *Eat your dinner!* and *Be gentle!*, colours and shapes are softly outlined in the beautiful illustrations, which keep the focus on the emotional interaction between the two bears. J. Buckley

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$22.95 SCIS 956773

MOYER, Marshall M.
Rollo Bones, canine hypnotist.
 Tricycle, 1998
 ISBN 1883672651

Amazing Brian is Rollo's owner, but it is Rollo who has the incredible gift of being able to hypnotise. Fame and fortune, accompanied by constant travel to even more performances, brings drastic changes in Rollo's and his master's life. Tired of a master so changed, that he has forgotten the simple pleasures necessary to a dog's peaceful life, Rollo decides to run away. Events following the complication create an empathy with Rollo, and the resolution provides a quirky twist of humour which will definitely appeal. Many opportunities exist for teachers to discuss the ways we relate to others, and the skills and qualities necessary to build and maintain successful relationships. J. Stratford

USER LEVEL: Early Stage 1 Stage 1
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
AVAIL: \$26.95 SCIS 950651

PFISTER, Marcus
Rainbow fish and the big blue whale.
 / translated by J. Alison James. North-South, 1998
 ISBN 0735810095

In another didactic picture book of this series, Rainbow Fish's community is fearful of an outsider but, due to his insight and leadership, the problem is resolved peacefully, benefiting all concerned. The story highlights the importance of sharing and communicating responsibly. Young readers will be attracted first to the random iridescent foil highlights in the illustrations to depict fish scales. As the story progresses, various fish are described by unique attributes and students will enjoy searching the pages to locate each character. This is a useful resource for discussing the need to get to know those who are different and the benefits of working cooperatively rather than competitively. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: \$24.95 SCIS 954104

SCIESZKA, Jon & SMITH, Lane
Squids will be squids: fresh morals, beastly fables.

Penguin, 1998 (Viking)
 ISBN 0670882275

[398.2]

Aesop's fables are the basis from which this zany picture book begins. Their treatment by this author and illustrator team maintains the standard of their previous works, with the same clever text, surreal colour illustrations and excellent page design. The traditional fables, here defined as pieces of gossip, are given a fresh approach, although they seem at times sketchy and a bit puzzling. Some tales feature new characters, such as Piece of toast and Froot Loops. Termite, Ant, Echidna, Shark Wasp and Bacteria are some of the other eccentrics encountered. Common threads and details weave the fables together in this contemporary, never boring, challenging and funny work. J. Buckley

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

AVAIL: \$29.95

EVAL: Highly recommended SCIS 954889

VOAKE, Charlotte
Here comes the train.

Walker, 1998
 ISBN 0744555825

An experience of early childhood is beautifully captured in this picture book. A trip to stand on a pedestrian overpass and experience the train rushing underneath is an occasion of wonder for William and Chloe. Careful observation of children and their responses characterises both the expressive illustrations and the economical text. Close family ties are demonstrated, with Dad enjoying his part in the activity. The relaxed illustrations use a soft water-colour palette and graceful line. Careful page design and large print size contribute to the pleasure of reading this satisfying work, which explores a simple situation with style and warmth. J. Buckley

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$22.95 SCIS 951766

WILD, Margaret & ARGENT, Kerry
Miss Lily's fabulous pink feather boa.

Viking, 1998
 ISBN 0670880043

First impressions certainly prove to be incorrect in this delightful picture book. Last Potoroo, (a rare and endangered long-footed potoroo) is incredibly lonely, but lacks the courage to search for others of her kind. Shy and timid, her trip to the tropical north is a major milestone in her life. Little does she realise how big an effect one magical, bright pink feather boa will have. Kerry Argent's detailed illustrations build empathy with the characters, enhancing and supporting the succinctly written text. Many opportunities exist for teachers to use the text as a stimulus for discussions about difference, and the interactions that occur as relationships are built over time. This is a very sensitively written, entertaining work. J. Stratford

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: English; PDHPE
 SYLLABUS: English K-6; PDHPE K-6
 AVAIL: \$19.95 SCIS 950868

WINER, Yvonne & WONG, Stanley
Dream dragon.

Margaret Hamilton, 1998
 ISBN 1876289074

The villagers were concerned when the dragon that so enchanted them with her rich stories, stopped visiting them in their dreams. How could they recapture their dream dragon and keep the stories alive? The old weaver suggested capturing her in the colours and patterns they wove, the parents in the music they made, the children in the stories they imagined. This simple story, which celebrates imagination and creativity, is told in poetic language complemented by expressive illustrations. They feature a mix of Asian characters and elements from Chinese, Thai, Indonesian, Filipino cultures. This picture book could provide a springboard for children to weave their own magical stories. B. Richardson

USER LEVEL: Stage 2 Stage 3

AVAIL: \$22.95 SCIS 950695

Fiction for younger readers

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

ALLEN, Judy
Seven weird days at number 31.

Walker, 1998
 ISBN 0744541905

Each chapter in this novel of unexplained phenomena concludes on a suspenseful note, perfect for tantalising a class! Teachers and parents will find this well constructed book valuable, both as a solid addition to the library, and as an excellent model for story writing. A provocative cover, illustrations which herald each chapter and the size of the print add to the appeal of the overall presentation. Intrigue, humour, a convincing plot and a satisfactory resolution combine to form a ghostly tale which is sure to fire up the imagination of reader and audience alike. S. Rasaiha

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: \$16.95

EVAL: Highly recommended SCIS 947593

D'LACEY, Chris
Fly, Cherokee, fly.

Transworld, 1998 (Corgi yearling books)
 ISBN 0440863791

Having survived his parents' understandable objections to his keeping a racing pigeon, twelve year old Daryl must battle the nasty Warren's dark purposes. Joining a line of similar tales, from *Lassie* through to *Free Willy* and *Andre*, this novel deals competently with such issues as: growth through personal responsibility and challenge; moral consistency; and friendship. Daryl's rapture and enjoyment of his pet is convincing, as is his relationship with the brash and gauche Gary. The book shares qualities with *Kes*, but not the bleak social realism. This is a rollicking story with predictable plot, stock characters and motives, and a very satisfying ending. W. Bowie

USER LEVEL: Stage 3 Stage 4

KLA: English
 SYLLABUS: English K-6; English 7-10
 AVAIL: Paper \$11.95 SCIS 957588

DUBOSARSKY, Ursula & BROOKS, Ron
Honey and Bear: stories.

Viking, 1998
 ISBN 0670879541

The making of a good picture book requires: a light, deft touch; an ear for the rhythms of language; insight and restraint. Here, Dubosarsky has surpassed all her earlier work. Her text is perfectly matched by Brooks' warm, soft, rounded, gentle, domestic, loving illustrations, complemented by design and production a very high standard. In five simple stories, each of which can stand alone, but which in accumulation make a satisfying whole, small details of daily life are glimpsed. Particularly revealing is Bear's secret, written by a very wise mother indeed! This is ideal bedtime reading for the very young, as well as for newly independent readers to manage by themselves. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: \$16.95

EVAL: Highly recommended SCIS 951333

FRENCH, Jackie
Stories to eat with a banana.

Harper Collins, 1998
 ISBN 0207196834

Only a hundred Ruritanian refugees (fairies, vampires etc) had sought shelter in Australia as a result of the Ruritanian Civil War, and Phredde the punk 'Phaery' was one of them. When Pru meets Phredde one afternoon, their hilarious adventures begin. Fairies, vampires and werewolves are just some of the zany characters featured in this collection of fantasy stories. Detailed descriptions build the reader's understanding of the characters and the events, and many excerpts from the text could be used as models for explicitly teaching how literary descriptions are created by authors. This is an excellent text to read aloud as a serial to both younger and older students. J. Stratford

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$9.95 SCIS 955042

HATHORN, Libby
The spirited boy.

Lothian, 1998 (After dark; v 30)
 ISBN 0850919088

Instead of grief, the death of his dictatorial grandfather is a blessed relief for Carlos. Intent on breaking the hold that the cruel grandfather has had on his family and maintains, even from the grave, the spirited young Carlos devises a macabre plan. This short story is compelling reading. Black and white illustrations by Chris Lynch enhance the sense of menace and foreboding that dominates the narrative. A rapid read for even the most reluctant readers, this tale delivers a strong feeling of character, place and ultimate irony. C. Sly

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$8.95 SCIS 942852

HILTON, Nette
Watch out William!

Omnibus Books, 1998 (Solo)
 ISBN 1862913293

William's adventure in learning to ride a BMX bike is of interest for young readers. His first success is staying upright behind his "L" plate. This he follows with fun filled trips to school, into a cattle truck, and down his first steep hill. Half way down he catches up to baby Imogen's runaway pram and unexpectedly becomes a hero. There's a lot of fun and personal development packed into this story's simple text and clear line drawings. Both the author and illustrator, Beth Norling, recount their first bike stories at the end of the novel. L. Ward

USER LEVEL: Stage 1

KLA: English, PDHPE

SYLLABUS: English K-6, PDHPE K-6

AVAIL: Paper \$7.95 SCIS 931386

HOBBS, Leigh

Old Tom's guide to being good.

Penguin, 1998 (A Puffin original)
 ISBN 0140385908

Old Tom is a tough and raggedy old Australian cat who is invited with his mistress, Angela Throgmorton, to visit the Queen in England. This adventure describes their trip, their preparations, and then their meeting with the Queen herself at her garden party. It is great fun, with some interesting sight gags for any adult who reads it aloud. Most of the humour is, however, pitched right at child level. Young readers will enjoy imagining themselves in Tom's place. The easily read vocabulary tells a funny story, which is enhanced with lots of stimulating line drawings. L. Ward

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$11.95 SCIS 950886

HONEY, Elizabeth

Fiddle-back.

Allen & Unwin, 1998 (A little ark book)
 ISBN 1864486856

Henni Octon is back in this funny and adventurous novel, the sequel to *45 & 47 Stella St and everything that happened*. A group of neighbours, people of all ages from very diverse backgrounds, embark on a camping holiday. Other characters are introduced: Old Jim the recluse; Heap the runaway; and Mr Maddock and his son, the mill workers intent on destroying the rainforest. All are cleverly interwoven in this story of mystery and new life, written with warmth and insight into human relationships. Environmental issues, including care of the bush when camping, logging and the sensitivity of unique rainforest areas are explored. Funny sketches and humorous labelled drawings add visual commentary and add to its appeal to independent readers. J. Quirk

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$12.95

EVAL: Highly recommended SCIS 953395

JINKS, Catherine

The horrible holiday.

Penguin, 1998 (Aussie bites/Puffin books)

ISBN 014130183X

Kevin was unable to brag about his holidays, as he'd never been on one. That is, he hadn't until his Dad decided the family needed a break, and launched them on a holiday they'd rather forget. The inspiration for the story is drawn from real life, but the funny, frustrating and sometimes embarrassing situations are ones to which many will relate. The author's illustrations, particularly the facial expressions, tell it all: an overcrowded van, a constipated dog, a crying baby, parents in panic and two disgruntled siblings. Only Kevin remains focussed and unruffled. The content has wide appeal, the chapters are short, and large print makes it accessible to developing readers. D. Doust

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$9.95 SCIS 954876

MAHY, Margaret

The five sisters.

Puffin, 1998

ISBN 0140382356

A wonderful fantasy, this work recounts the adventures of five joined paper dolls, who come to life as they are given faces and clothes by the characters they meet. Each doll has a different personality, as does each of the people they meet, from the evil magician in the toy room, Magicus Porkus, to Simon, the aspiring songwriter. The dolls are finally given their freedom and sail off towards their island of stories and adventures. This work can be appreciated on many levels. It is very thought provoking, and would be ideal for teaching philosophy through literature, as a stimulus for creative writing and, of course, for readers wanting the experience of a great story. J. Quirk

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$9.95

EVAL: Highly recommended SCIS 946699

MATTINGLEY, Christobel

Hurry up, Alice!

Penguin, 1998 (Aussie bites/Puffin books;)

ISBN 0141301562

Choices are very difficult for Alice, and it always seems as though everyone is always urging her to hurry up. Decisions are extremely hard to make, when you have a tendency to dawdle and daydream. To Alice, even her walk home from school is viewed as an adventure to be savoured to the full. Everything changes when the family decide to go whale watching one Saturday. Alice is first instead of last. Empathy for Alice is slowly built throughout this well written text, and the final chapters will surprise and delight readers. The inclusion of biographical anecdotes from the author and illustrator add a personal touch. This is a work with which daydreamers will connect. J. Stratford

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$9.95 SCIS 949071

OSWALD, Debra

Nathan and the Ice Rockets.

Penguin, 1998. (Aussie bites/Puffin books)

ISBN 0141302666

In this short novel, child characters solve their own problems, collaborating to help a friend reach an important personal goal. Competitiveness and rivalry; the need to be accepted by peers; group dislike of the bully and show-off; and an obsession with winning a prize in a commercial competition are all examined. Parents and teachers, kept on the periphery, are well observed and depicted, being neither unrealistically kind and supportive, nor overly dismissive of the children's obsession. No false happy ending is offered, readers being shown that luck ignores virtue and effort alike; that happiness lies not in things but in people: in friendship and generosity, in perseverance, acceptance and hope. W. Smith

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$9.95

EVAL: Highly recommended SCIS 954847

RICHARDSON, Judith Benet

First came the owl.

Bantam Doubleday Dell Books for Young Readers, 1998 (A Yearling book)

ISBN 0440413923

Through a narrative style that verges on internal monologue, we witness Nita's struggle to understand her Thailand born mother's clinical depression, triggered by displacement. Through an improvised school play, Nita becomes the catalyst for her Mum's recovery. Nita draws strength to improve in life, acknowledging the individuality of others, even unpopular Henry Sporon. An investigation of her Thai heritage gives Nita greater understanding of her mother and herself, while a search for a snowy owl in the deep Massachusetts winter prefigures the journey towards personal identity. The author has carefully and convincingly drawn Nita's inner life and the milieu of her nine and ten year old friends. W. Bowie

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$9.95 SCIS 957855

RIPPIN, Sally

What a mess, Fang Fang!

Omnibus, 1998 (Solo)

ISBN 1862913765

After earlier appearances in picture books, Fang Fang makes a welcome reappearance in this popular series. Several important ideas about family relationships are explored here: every child's need to be valued for herself rather than compared unfavourably to others; the value of a wise and loving grandparent; and the importance of a safe place to go for time out from one's own immediate family. Young readers will identify with the feelings and situations, whilst being shown customs which may be unfamiliar. This brief illustrated story offers opportunities for class discussion about: jealousy and rivalry in families; running away; stealing; good luck charms; and food from other cultures. W. Smith

USER LEVEL: Stage 1 Stage 2

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: Paper \$7.95

EVAL: Highly recommended SCIS 952065

RODDA, Emily

Bob the builder & the elves.

ABC Books, 1998

ISBN 0733306934

Here is a delightful, humorous story of a blue-singletted, messy fellow and a horde of tiny, industrious, clean, sensitive elves. Bob is kind hearted and usually easy going, but is determined to remain "one of the blokes". It is an easy to read narrative, with plenty of those familiar, lovable and friendly illustrations by Craig Smith. This book, with its brief sentences and chapters, would provide a great introduction to independent reading; and is also ideal for reading aloud. It is a useful short novel to complement studies about community, friendship, and feelings. The book's distinctive flavour may offer the opportunity to discuss stereotyping. R. Bodlay



USER LEVEL: Stage 1 Stage 2 Stage 3.

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

AVAIL: Paper \$8.95

EVAL: Highly recommended SCIS 952314

RUBINSTEIN, Gillian

The fairy's wings.

Penguin, 1998 (The Troy and Tania series)

ISBN 0140389555

Rubinstein's technique of writing a story from the perspective of two separate sets of characters succeeds in creating a well balanced story. Backed up by black and white illustrations by Craig Smith on every page, this imaginative tale swings from reality to fantasy, as fairies and children finally meet and both sides of an issue are revealed. With chapters, speech bubbles, short sentences and thoughtful vocabulary, there is appeal here for independent readers, who may be familiar with the other adventures of Troy and Tania in *The giant's tooth* and *The pirate's ship*. The writing style used in all of these novels lends itself to drama and debate. S. Rasaiah

USER LEVEL: Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$9.95

EVAL: Highly recommended SCIS 954132

RUPP, Rebecca

The dragon of lonely island.

Candlewick, 1998

ISBN 0763604089

Three children set out with their mother on a seemingly ordinary summer holiday to a lonely island house owned by a mysterious but interesting old aunt. Adventure is just around the corner when the children discover the secret hiding place of a talking three headed dragon called Fanfnyr. Each head of the dragon tells the children an extraordinary story of adventures in the past, and all the threads are pulled together in a clever ending. This fantasy novel has enormous appeal for eight to ten year olds read aloud as a classroom text, and would lend itself to imaginative writing and art activities. K. Chauncy

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: \$19.95 SCIS 957747

WADDELL, Martin

The Owl and Billy stories.

/ illustrated by Priscilla Lamont. Walker, 1998

ISBN 0744541980

In this series of sequenced episodes, Billy feels he is ready for Kindergarten, but receives a lot of help from: his mother; his teacher; a stuffed toy owl made from a pillowcase; and an elderly, motorbike riding member of his extended family. Billy's relationship with old Mrs Bone is delightfully warm and entertaining. It is a highlight of the book and pertinent in this International Year of the Older Person. The format lends itself to serialisation, and is excellent for discussion starters about the aged and starting something new; it is not intended for those commencing school. The British setting does not hamper its universal themes, people and situations. N. Chaffey

USER LEVEL: Stage 1 Stage 2

KLA: English; PDHPE

SYLLABUS: English K-6; PDHPE K-6

AVAIL: \$17.95 SCIS 956716

WALKER, Kate

Elephant's lunch.

Omnibus, 1998 (Solo)

ISBN 1862913749

A small girl with a large appetite and a rich imagination astonishes herself and confounds her mother by eating all her lunch whilst waiting for a morning ferry. Light, whimsical, humorous line drawings in Ann James' familiar style add a delightful extra dimension to this amusing and insightful story, setting it firmly on Sydney Harbour and bringing Clara to lively believability. While carrying no pretensions to seriousness, both text and illustrations offer rich material for discussion about: animal (and children's) eating habits; watercraft on the harbour; imaginary companions and what small children may be doing while their parents' attention is otherwise engaged! W. Smith

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$7.95 SCIS 950883

Fiction for older readers

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

BENNETT, Cherie

Searching for David's heart: a Christmas story.

Scholastic, 1998

ISBN 0590306731

Ensure tissues are handy before reading this moving story that centres on family relationships, change and loss, and the anger, grief and guilt of a young girl who feels directly responsible for the untimely death of her beloved brother. Darcy believes that finding and meeting the recipient of her brother's heart will in some way bring him back to her, and this is the story of her search and its unexpected results. The story raises questions about transplant donor and receiver anonymity, and about families in crisis. While at times the narrative does perhaps verge on sentimentality, it is a warm, compassionate exploration of a difficult subject. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: PDHPE

SYLLABUS: PDHPE 7-10

AVAIL: Paper \$8.95 Children's Bookshop

SCIS 955901

CREW, Gary
The fort.

Lothian, 1998 (After dark; v32)
ISBN 0850919029

Hiro, a gentle, artistic Japanese boy, is a loner in his boisterous new school on Thursday Island. It is hard to find friendship amongst the tough local boys. He is intrigued by a group of bullies whom he secretly observes playing war games in an abandoned fortress, but when permitted to join their game he becomes the victim of cruel abuse. In the vein of other books in this series, there is an eerie twist, and Hiro's artistic skills assume an unnatural dimension. This compact thriller has a macabre conclusion, and the themes may prove disturbing for some readers. C. Sly

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$8.95 SCIS 948257

DICKINSON, Peter
The Kin.

Macmillan Children's, 1998
ISBN 0333737350

Six children of the Moonhawk Kin become orphaned when they are driven from their land. In their search to find places with food and water, they escape from natural disasters, and attacks by animals, and from strangers. They meet and live with other people, some of whom have no language, but a series of grunts or barks. The story and characters are credible, the disjointed speech of the latter contributing to the sense of realism. Spiritual myths about ancestry, printed in italics, follow each chapter. However, these legends introduce numerous elements which blur cohesion. This book is aesthetically pleasing with fine binding, but its appeal is to a minority readership. D. Doust



USER LEVEL: Stage 5 Stage 6
AVAIL: \$35.00 SCIS 957557

ELLIOTT, Louise
Summer ghosts.

Margaret Hamilton, 1998
ISBN 1876289090

A number of complex elements constitute this unusual story. Magic, family mysteries, adolescent loneliness, malevolent powers and life in a boarding house are depicted. The protagonists, Lev, Hannah and Sim, have in common a need of closer relationships, highlighted when Hannah's theft of a shell activates Mr. Mabus's supernaturally evil side. The plight of the shell's ghosts, Hannah's family history, and Lev's upbringing as a Jewish holy man all emerge. However, characterisation is tentative and some tensions are unresolved. H. Gordon



USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$9.95 SCIS 954504

GOODMAN, Alison
Singing the dogstar blues.

HarperCollins, 1998 (Voyager)
ISBN 0732259673

Goodman has succeeded in writing a story about time travellers and aliens which will appeal even to those who usually cannot abide such themes. There are characters all can relate to: Joss, the touchy and insecure focal character; her school classmates; those in power; and a remote and difficult mother. When an alien chooses Joss as his partner, the prestige should ensure her safety, but her experiences with assassins and security guards prove quite the opposite. Mav, the alien, whose deepest communication is through song, is also mourning his lost twin and she feels powerless to help him. This engaging story can be enjoyed on many levels. M. Steinberger



USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$12.95 SCIS 948294

HALL, Barbara
Cloudburst.

Hodder Children's, 1998 (H signature)
ISBN 0340710322

When her glamorous cousin, Norma, arrives for an extended visit, fourteen year old Dutch Peyton is made to feel that her hitherto stable life is most unsatisfactory. Her teen resentments become sharper as their farm faces several struggles, and then her sister-in-law's desertion of her brother inflicts an annoying young nephew upon the family. Norma is assured, popular and worldly wise and the contrasts with herself bring out the worst in Dutch. Her part in the reappearance of Flood's wife, and her spiteful revenge against Norma, take place against a backdrop of changing relationships and cause her to learn much about herself and other people. This is a fine novel for thoughtful readers. M. Steinberger



USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$11.95 SCIS 959441

HOROWITZ, Anthony
The devil and his boy.

Walker, 1998
ISBN 0744541751

Readers interested in history may find this novel captures their interest. Set during the Elizabethan period, and drawing on accounts from that time, the plot follows Tom, who finds himself up against a series of mortal dangers. The novel suggests that the fate of Elizabethan England rests in his hands. This is a fast-paced adventure that oozes atmosphere and realistic characterisation. This resource would ideally complement any study detailing the history of early England. Readers could enjoy sifting fact from fiction. Well spaced text and page layout make the work accessible for a wide range of readers. R. Murray

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7-10
AVAIL: \$18.95 SCIS 955687

KELLEHER, Annette
Pet 4 Elvin.

Margaret Hamilton, 1998
ISBN 1876289082

Although Petula Birch is only in Year 9, she has her sights set on Elvin Beauregard, an 'ethereal' boy in Year 12. Pet's attention seeking activities frequently result in highly embarrassing outcomes. At home, Petula and her younger brother, Rodney have to contend with Pongo, or the Flying Carrot, their father's new girlfriend. Neither child wants her for a stepmother, until Pongo reveals some interesting connections. A light-hearted, very humorous tale about the angst of adolescence and interpersonal relationships, this is a fast moving, highly entertaining story with a good deal of appeal for young readers. C. Sly



USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$9.95 SCIS 954500

KNORR, Hilde
Peacock morning.

David Lovell, 1998
ISBN 1863550658

Claiming to be fiction, this book seems close to autobiography and many readers may feel uncomfortable, as if trespassing on private ground. Student readers may find the style to be a challenge, as it wavers between straight narrative and philosophical musings. Gillian and Daniel's restoration of a squatters' homestead in the Australian Alps becomes the focus of their lives. The coming of the peacocks brings symbolic significance to the area, while the arrival of a man in need of their help dramatically changes their ordered lives. The resolution of the story is quite awkward because of a rather heavy handed drawing together of the symbolic threads of the narrative. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$14.95 SCIS 954937

KROLL, Jeri
Beyond blue.

Addison Wesley, 1998 (Rave)
ISBN 0733904890

Felice and Nancy had expected to remain best friends, even though they now lived on opposite sides of the world. When Nancy visits for the summer holidays, Felice is eager to share secrets, and to show off her pony, her riding skills and her boyfriend, Jared. But Nancy is more guarded. This is a book for horse enthusiasts. While pony riding predominates throughout the story, there appears to be two natural divisions: Nancy's visit, and serious pony club competitions. Issues dealt with are friendships, relationships, love and sexuality, courage, goal setting and achievement. Major characters are well developed and the story unfolds satisfactorily. D. Doust

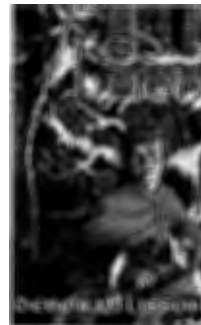
USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$10.95 SCIS 950669

LISSON, Deborah
Red Hugh.

Lothian, 1998 (Lothian YA fiction)
ISBN 0850919134

High adventure after Stephenson's *Kidnapped*, but with more carnality, works well in this ripping yarn of 16th century Ireland. Young Hugh Roe O'Donnell battles to return to his clan from English imprisonment in Dublin and encounters:

kidnaps; perfidious English overlords; wild, young, Irish Catholic hostages; damp dungeons; daring escapes through dangerous countryside; and tragic consequences of desperate actions. The Irish names are challenging despite a good glossary. This detail, coupled with pervasive butchery and ubiquitous treachery, evokes a powerful sense of those perilous times. The interaction of colonisers and the dispossessed then, has very clear implications for our own times. W. Bowie



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$12.95 SCIS 950671

McCARTHY, Maureen
In between.

Penguin, 1998
ISBN 0140281150

Based on scripts from a successful SBS television series, each of the four eponymous tales (*Fatima*; *Saret*; *Angie*; and *Alex*) focus on one youth, while interweaving elements from the other stories. Very perceptive insights into the gritty, transcendent aspects of young life in urban, multicultural Australia are presented. Skilfully written, with easy candour, these tales cover diverse areas: identity; sexuality; peer pressure; racism; poverty; inner city life; unemployment; alienation; displacement; and teen pregnancy. It is therefore a very useful text for 2 Unit contemporary English issues: growing up; and cultural identity. It will resonate for young adults dealing with conflicting cultural and social expectations. W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; 2U Contemporary English
AVAIL: Paper \$17.95 SCIS 954816

McCARTHY, Stephanie
Diary Z.

Omnibus, 1998
ISBN 186291379X

Looking for fiction for young to mid teens? This book is sure to be a winner with its mix of teen centred introspection, humour, romance and adventure. Many teenagers will be able to relate to fourteen-going-on-fifteen year old Red Liston, who shares his attitudes and opinions, secret hopes and desires, worries and disappointments. He regales readers with his exploits and adventures in a series of diary entries that provide page turning, entertaining reading. The diary form works well, the voice is personable and believable, and the contrasting of Red's personal diary with the one he struggles to produce to satisfy the Queen (his Year 10 English teacher) provides a droll, authentic note. B. Richardson

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$11.95 SCIS 954507

MARSDEN, John
The night is for hunting.

Pan Macmillan, 1998 (Tomorrow, when the war began, 6)
ISBN 0732909449

Ellie has lost some of the bitterness and vengefulness that characterised her in previous episodes of this epic tale of resistance to the invasion and occupation of Australia. Her urge for

Floods SCIS 958440
Mining disasters SCIS 958443
Rail disasters SCIS 958441

CONDON, Judith
Chernobyl and other nuclear accidents.
 Wayland, 1998 (New perspectives)
 ISBN 0750221704 [363.17]

From the details of nuclear disasters, to their devastating long term genetic consequences, this is a clearly presented account of nuclear accidents worldwide in their current economic and historical context. Social issues are discussed, with quotes from contemporary sources, including the case of Karen Silkwood. Information is easily accessed from the index, brief data from the date list and glossary. Clear visual presentation and information in plain English make this book useful for students studying man-made disasters or nuclear power. The resource and source lists suggest extension topics. M. Hamlyn.



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: HSIE K-6; Science & Technology K-6; Science 7-10
AVAIL: \$35.00 SCIS 953209

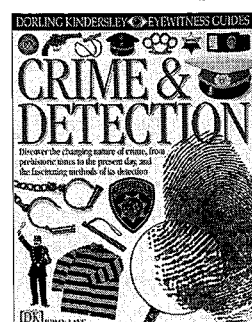
GREEN, Jen
Earth.
 Watts, 1998 (Against the elements)
 ISBN 0749631694 [363.34]

Graphic photographs and diagrams bring the natural processes of the earth alive for students in this beautifully illustrated resource about nature's forces. Simple explanations of earth processes, including mountain building, earthquakes, landslides, mudflows and avalanches are provided, together with an examination of their relative impacts and the technology used to predict such disasters. The impacts of mining and farming are also covered. Interesting snippets of actual disasters, boxed in italics, are scattered throughout the book, cleverly enticing the reader and enhancing the overall presentation. Emergency first aid procedures pertaining to earthquakes and avalanches are provided. K. Wratten

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6; Science 7-10
AVAILABLE: \$29.95
EVAL: Highly recommended SCIS 951792

LANE, Brian
Crime and detection.
 Dorling Kindersley, 1998 (Eyewitness guides)
 ISBN 0751361232 [364]

In the familiar double page spread, clearly illustrated style of this publisher, this volume in a popular series covers the period from the early 19th to the late 20th centuries, with snippets of information from earlier times, where relevant. References are up to date, and well indexed topics range from Alcatraz and arson to X-ray surveillance and 'Wanted' posters. Information



is mainly from the UK and the USA, with some from France and Italy. Famous criminals, and equally famous detectives (real and fictional) are featured. The content and presentation will appeal to young readers interested in the outer reaches of human behaviour, as well as in the sciences of detection and forensics. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: \$19.95 SCIS 951977

COUPE, Robert
Australian bushrangers.
 New Holland, 1998
 ISBN 1864362847 [364.15]

Bushrangers somehow embody the alter ego of the romanticised Australian character, emerging, like the society itself, from convict origins and an ambivalence about authority. Coupe notes that bushranging was mostly confined to nineteenth century Tasmania and the Eastern mainland. He presents outlines of the careers of major villains, from Matthew Brady to the Kelly Gang, and many minor ones, factually and in sufficient detail to retain interest, but challenges the legends, bravado and self promotion that often surrounded them. The pertinent maps, contemporary illustrations and a good index contribute to a book that can be easily read with interest by most secondary students. G. Spindler

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
AVAIL: Paper \$24.95 SCIS 946098

ELLIOTT, Michele
Bullying.
 Hodder Children's, 1998 (H wise guides)
 ISBN 0340714832 [371.5]

Nearly everyone is bullied at some time in their lives. Students being bullied at school will find this book reassuring and full of practical strategies. Many different bullying scenarios which teachers will easily recognise are discussed, and possible responses evaluated. The presentation is very child friendly with short sections of text, interspersed with cartoons and stories of children's personal experiences. There is a recognition that victims can sometimes be bullies too, and ideas to overcome this situation are suggested. There is a helpful chapter on making friends, and one on exercises to help victimised children regain self confidence and develop a plan of action. A. Soutter

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
AVAIL: Paper \$10.95
EVAL: Highly recommended SCIS 938432

JumpStart kindergarten: teaches essential skills for school. [computer software]
 Knowledge Adventure, 1995 (JumpStart elementary learning system)
 ISBN 1569972036; ISBN 0784912416 [372.21]

Students in their first year of school can enter the classroom screen of this visually stimulating CD-ROM and click on a range of icons, to access enjoyable, challenging reading and mathematical activities. Visual discrimination, ordering by size, matching shapes and colours, months of the year, sequencing and telling the time, at several difficulty levels, are just some of the skills that students can practise and mas-

ter. A progress report, which records students' attempts and successes, is completed automatically and can be printed for future diagnostic purposes. The teachers' guide is easy to follow and provides brief ideas about enhancing learning opportunities and extending students. J. Stratford

Minimum requirements
 Macintosh: System 7.1; 8 MB RAM; 1 MB hard disk space
 Windows 3.1/95: 486; 4 MB RAM; 5 MB hard disk space; SVGA 256 colour graphics adaptor

USER LEVEL: Early Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
AVAIL: \$69.95 or bonus disk in *Kindergarten blaster* \$99.00 Dataflow SCIS 895606

Behind the mask: a study of masks and how to make and use them. [videorecording]
 / produced and directed by Cheryl Shepherd.
 Applesed, 1990 (59 mins)
 ISBN none [391]

The magic of masks and their dramatic power is clearly exposed in this comprehensive video. The explanation of the origin and role of masks is informative and enlightening. Historical development of the mask, from ancient Greek times through commedia dell'arte and Japanese Noh theatre to the modern era, sets this dramatic tool in context. Detailed segments include: using masks; design elements; making papier mache masks with the plaster bandage method; and leather mask techniques. These provide very practical and inspiring hands on approaches for teachers and students. This is a well devised program which has many applications for drama classes. An activity sheet is included. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Drama 7-10; 2U Drama
AVAIL: \$60.00 SCIS 669648

HOFFMAN, Mary
Sun, moon and stars.
 Orion Children's, 1998
 ISBN 1858814138 [398.26]

A beautifully designed book, this work explores the mysteries of the sky, sun, moon and stars through folklore, mythology and fact. It is divided into four sections, each of which begins with historical information and features legends from different cultures around the world. Boldly executed illustrations by Jane Ray, with detailed artwork and design, incorporate the use of intricately designed borders, vibrant colours and gold highlights. This beautifully crafted book reflects the decorative styles of illuminated texts while providing a fascinating integration of fact and fantasy. J. Anderson

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
AVAIL: \$24.95 SCIS 956771

Science blaster jr. [computer software]
Davidson, 1996
 ISBN 0784910952; ISBN 0784912416 [507]

This entertaining and challenging CD-ROM will stimulate students' interest in science, encouraging them to learn about: seasons and weather; the attributes of animals, plants, and the world around them; scale and measurement; changes of state (ice into steam); colours; light; and magnetism. The interactive Blaster Pal characters urge students

to listen actively and complete tasks. The progressively challenging levels within each task develop students' essential logic and thinking skills. Award certificates are presented on successful completion of each increment. Included is a **Print kit** which allows students to print out 30 experiments and other activities for completing in the classroom or at home. J. Stratford

Minimum requirements
 Macintosh: System 7; 12 MB RAM; 8 MB free disk space; 256 colours
 Windows 3.1/95: 486; 8MB RAM; 256 colour Super VGA; sound card
USER LEVEL: Early Stage 1 Stage 1
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
AVAIL: \$69.95 or included in *Kindergarten blaster* \$99.00 Dataflow SCIS 903463

POTTER, Jean
Science in seconds at the beach: with activities for ponds, lakes and rivers: exciting experiments you can do in ten minutes or less.

Wiley, 1998
 ISBN 0471178993 [507.8]

This book provides ideas for conducting simple, thematic, hands on experiments that guide students through investigations in **Animals; Fish; Plants; Salt water; Sand and rocks; Shells; Sun; Water; and Water movement.** Whilst junior students may need some adult interpretation of the instructions, the experiments require uncomplicated equipment and access to water. Each experiment comes with an explanation to aid the interpretation of the results. There is a minimal amount of reading in each experiment. Clear line drawings support each experiment, but not necessarily each step of the procedural text. This is a useful tool for teachers planning excursions to water environments and practical lessons outdoors. K. Heap

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10;
AVAIL: Paper \$26.95 SCIS 957726

TAYLOR, Helen
You'd never believe it but.
 Aladdin/Watts, 1998 [508.2]

Between the cluttered cover of these books is some interesting and accessible information on a variety of topics. One volume covers the earth's yearly cycle around the sun, the day and night and seasonal cycles, the two hemispheres and animal migration and hibernation patterns. The properties of water, weather and the water cycle are covered in another volume in the series. All information is simply explained and well illustrated for young readers. Easy home or classroom experiments are included on each double page spread. Jack and Jo, two doll-like characters, guide the reader through the information and projects in the books. K. Chauncy

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: Science; HSIE
SYLLABUS: Science & Technology K-6; HSIE K-6
AVAIL: \$23.95 each

Titles in this series include:
You'd never believe it but water has a skin: and other facts about water SCIS 952885

JAMESON, Neil
Sports and games.

Allen & Unwin, 1997 (Discoveries/A little ark book)
ISBN 1864482710 [796]

Lavishly illustrated in colour, with photographs, drawings, and diagrams showing equipment, players and action, this title joins an established and successful series. Produced in Australia, but with an international flavour, the book includes most major sports (but omits specifically Australian sports such as Iron Man competitions and Australian Rules), and physical (snooker and darts) but not 'intellectual' (chess, cards) games. Most of the games examined are of the outdoor variety, although squash, bowling and table tennis are also included. Profiles of sixteen famous modern athletes in thirteen sports are given, and a useful glossary and index are provided. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

AVAIL: \$24.95

EVAL: Highly recommended SCIS 901983

BERRY, Kevin

2000 things you didn't know about the Olympic Games.

Ironbark, 1998

ISBN 0330361155 [796.48]

Information provided in this book focuses predominantly on Australian Olympic participation. It includes stories of unusual circumstances which have occurred at events throughout the modern Olympics. A surprising number of people, some famous for their non Olympian roles, feature in the vignettes. However, the ad hoc organisation of the material, the sensationalist and highly attitudinal language choices, and overuse of superlatives make this an inadequate tool for research purposes. It may be a useful resource for deconstructing bias in media reports, and developing skills in critical reading for students as the year 2000 approaches. S. Bremner

USER LEVEL: Stage 3 Stage 4

KLA: English; HSIE; PDHPE

SYLLABUS: English K-6; English 7-10; HSIE K-6;

PDHPE K-6; PDHPE 7-10

AVAIL: Paper \$12.95 SCIS 956668

Classic poetry: an illustrated collection.

/ selected by Michael Rosen. Walker, 1998

ISBN 0744532809 [821.008]

A beautifully presented anthology of memorable poems from 38 poets, this is a volume to savour for those who enjoy visiting and revisiting classical poetry. Each poet's work, in chronological order from Shakespeare to Judith Wright, is accompanied by: a short biography; illustrations by Paul Howard; and a small portrait. The chosen poets represent the United Kingdom, the United States of America and Australia, with **Notes on poems** providing commentary on particular poems and various poetic forms. Such inclusions add to the reader's understanding and appreciation of this genre of written expression. This is an excellent resource for busy teachers requiring background and examples for a range of famous poets. N. Chaffey

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

Community Professional

KLA: English

SYLLABUS: English K-6; English 7-10

AVAIL: \$34.95

EVAL: Highly recommended SCIS 957240

A cup of starshine: poems and pictures for young children.

/ selected by Jill Bennett. Walker, 1998

ISBN 0744560977 [821.008]

A thoughtfully compiled anthology, this work contains poems that will appeal to children under eight. Everyday and important events (the wiggly tooth!), the seasons, interesting animals, life's mysteries and nonsense all feature. Each poem is illustrated with a soft, texture shaded picture by Graham Percy. This is a suitable resource for developing listening skills and aesthetic response to the rhyme, rhythm and repetition of poetry, or for reading aloud as lesson breaks. An index of first lines and index of poets is included. K. Chauncy

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$14.95 SCIS 954562

DUNMORE, Simon

Alternative Shakespeare auditions for women.

Currency, 1998

ISBN 0868195669 [822.3]

Although collected primarily as audition pieces, this publication of lesser known Shakespearean monologues should lend itself to a variety of uses in drama classes. Teachers and students will appreciate this valuable resource. Steering away from frequently performed speeches, the author presents 50 alternative extracts for women selected from the histories, tragedies and comedies. Additional background notes, brief character descriptions, and annotations on unfamiliar vocabulary offer a sound basis for further study and development of a role. A companion volume provides a collection of alternative Shakespearean monologues for men. C. Sly

USER LEVEL: Stage 5 Stage 6

KLA: CA

SYLLABUS: Drama 7-10; 2U Drama

AVAIL: Paper \$19.95 SCIS 950479

Also available in this series:

Alternative Shakespeare auditions for men SCIS 950480

BATESON, Catherine

The vigilant heart.

University of Queensland Press, 1998 (UQP poetry)

ISBN 0702230480 [A821]

Containing poetry that engenders a powerful emotional response, this collection has a strong focus on women's reactions to a variety of situations. Frequently written as monologues, voices range through a number of different persons: a recalcitrant schoolgirl; mothers; lovers; wives; and even that of a 19th century woman, who after being shipwrecked lived with a group of Aborigines for five years. Rich with contemporary images and readily accessible language, this is a compelling volume of poetic writing. Quickly establishing a rapport with the reader, the verses communicate recognisable anxieties, joys and reflections on life. C. Sly

USER LEVEL: Stage 6

KLA: English

SYLLABUS: 2U English

AVAIL: Paper \$19.95 SCIS 941550

DAVIS, Stephen

Juice.

Playlab, 1998

ISBN 0908156561 [A822]

When a group of Grade 10 students gather to celebrate the end of junior high school, their rites of passage party goes awfully wrong. Rodney Borax stands high above them on a water tower with a dead canary in his hand, and a disturbing preoccupation with the legendary tale of Icarus. A play that boldly tackles the turbulent change from adolescence to adulthood, this is likely to trigger some interesting discussion in the middle high school age group. Apart from the script, this text provides a series of thoughtful follow up lessons with notes for improvisation, workshop and class discussion. It offers a valuable combination of drama and personal development. C. Sly

USER LEVEL: Stage 5

KLA: CA; English; PDHPE

SYLLABUS: Drama 7-10; English 7-10; PDHPE 7-10

AVAIL: Paper \$14.95 SCIS 951699

KELLY, Veronica

The theatre of Louis Nowra.

Currency, 1998

ISBN 0868195723 [A822]

Opening with some enlightening biographical details, this publication goes on to explore the works of prolific contemporary playwright, Louis Nowra. Over his 25 years of writing, he has had a significant impact on Australian theatre. His dramas combine intellect, wit, irony and cultural diversity. Apart from stage plays, Nowra has several radio, television and film scripts to his credit, along with novels and short stories. He has created many memorable characters that range across a wide variety of ethnic and sexual identities. This well documented book provides a fascinating overview of the playwright and his contribution to theatre. C. Sly

USER LEVEL: Stage 6

KLA: CA; English

SYLLABUS: 2U Drama; 2U English

AVAIL: Paper \$24.95 SCIS 954794

THOMSON, Katherine

Navigating.

Currency, 1998 (Currency plays)

ISBN 08681957X [A822]

Bea is a determined woman, who strives to expose public corruption in her seaside township, which is hoping to win a contract for a private prison to be built in the area. Relationships become strained when issues of morality come into conflict with the market economy. While Bea believes she has damaging evidence regarding past cover ups and conspiracies within her community, these are quickly negated and there is no one who will support her. Attempts to navigate the politics of her hometown become extremely hazardous. Powerful characters, finely crafted dialogue and thematic depth make this an absorbing drama for senior students. C. Sly

USER LEVEL: Stage 6

KLA: CA; English

SYLLABUS: 2U Drama; 2U English

AVAIL: Paper \$16.95 SCIS 955955

Seams of light: best antipodean essays.

/ edited by Morag Fraser. Allen & Unwin, 1998

ISBN 1864484721 [A824.008]

Morag Fraser has selected eighteen essays by well known Australian authors that present a uniquely Australian view of contemporary culture and mores. With one exception, the essays were published previously between 1990 and 1997. Whilst all the essays are different, ranging from David Marr's ode to hotel windows to Helen Garner's concise narrative about a dying man, they are united through their display of each writer's craft. The editor's introduction clearly sets the context and criteria for her selection and is a good starting point for the reader. This is a good collection for senior students who are interested in contemporary interpretations of the Australian experience. B. Spence

USER LEVEL: Stage 6

KLA: English

SYLLABUS: 2U English

AVAIL: Paper \$19.95 SCIS 929133

LOVE, Ann

The kids guide to the millennium.

Penguin, 1998

ISBN 0141302968 [909.83]

The wealth of world history in this resource is contained in the fact boxes and timelines, which document the journey of our planet in millennia past, present and future. In a light hearted style incorporating humorous trivia and serious scientific data, this guide book takes readers of all ages through ways to celebrate the new millennium. There are games to play, recipes to try, codes to crack, and time capsules to assemble on the countdown to January 1, 2000. Using current awareness of the Y2K millennium issue for computer technology, this book seeks to extend that by comparing life now with past and future centuries. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: Paper \$12.95 SCIS 955585

PARKER, Steve

Collins ultimate atlas of almost everything.

HarperCollins, 1998

ISBN 000197971X [910]

An atlas in its approach, this book extends the traditional format until maps are only a quarter of the volume. Topics such as wildlife, people, and places are given a global perspective, set out on double page spreads showing world locations. Significant aspects are indicated in coloured illustrations and brief paragraphs. The presentation encourages browsing. The information is also easily accessible from a detailed index. People and places examines ancient history, as well as current topics including religions and disasters. The map section provides brief statistics for each country, in pages bordered by appropriate flags. M. Hamlyn

USER LEVEL: Stage 3 Stage 4

KLA: HSIE; Science; ST

SYLLABUS: Geography Stages 4-5; HSIE K-6;

History Stages 4-5; Science &

Technology K-6; Science 7-10

AVAIL: \$29.95 SCIS 955713

At a glance. [series]

Macdonald Young Books, 1998 [932]

All aspects of ancient civilisations are covered in this series including cultural, social, political, religious, historical and outstanding achievements. Through these the reader gains



a clear insight into the world of the ancients and their daily life. Each topic is assigned a double page in which brief text is capably supported by appropriate illustrations and other graphic depictions of information such as time lines, building layouts, fact boxes and maps. The result is ease of access to large quantities of information presented in interesting and varied ways. This is a visually appealing and useful series. L. Monticone

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: History 7-10; HSIE K-6

AVAIL: \$29.95 each

Titles in this series include:

Ancient Egyptians SCIS 941123

Ancient Romans SCIS 941133

TAMES, RICHARD

Turning points in history. [series]

Heinemann, 1998 [940.54]

The books in this series consider single events of significance, placing them within the wider context of origins and impact. The writing is clear, factual, and often hard hitting. Issues of controversy, such as the leaders at the battle of Hastings, the atomic bombing of Japan or the reasons for Japan's surrender, receive a balanced assessment. The series follows an established layout: one topic to a page opening; information divided into bite sized chunks; and occasional boxes of source material. Key terms are highlighted in the **Glossary**. Other appendices include an excellent **Time-line**; attractive illustrations; precise, colourful maps; and appropriate and varied photographs. This amounts to an effective formula and series. G. Spindler

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE

SYLLABUS: History Stages 4-5; HSIE K-6

AVAIL: \$29.95 each

Titles in this series are:

1066: a decisive battle SCIS 944751

Hiroshima: the shadow of the bomb SCIS 944748

NOON, Steve

A street through time.

Dorling Kindersley, 1998

ISBN 0751355356 [941]

Beware of the time that will be whiled away as you take a 12000 year journey with time traveller Henry Hyde, and follow the fortunes of a British street through fourteen very different historical periods. Witness the lifestyle and landscape changes in the street, as various peoples acquired, developed and honed their knowledge and skills and imposed their presence on the land. Be challenged to find Henry and many items of interest (mentioned in the brief, but informative text by Dr Anne Millard) in the intricately detailed, double page illustrated spreads which feature cross sections of houses and buildings and show people engaged in a host of activities. This is an engrossing resource for history studies. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: HSIE

SYLLABUS: HSIE K-6; History Stages 4-5

AVAIL: \$29.95

EVAL: Highly recommended SCIS 957713

BREWSTER, Hugh
Anastasia's album.

Hodder Children's, 1998 (A Hodder Madison Press book)

ISBN 0733609988 [947.08]

The great sweeps of history are the background for the story of Anastasia, daughter of Tsar Nicholas II. Based on photographs (predominantly taken by Anastasia herself) and her letters, a warm and vivacious girl comes alive. Daily life with her family reveals a different view to political interpretations of a dynasty in decline. Anastasia, in her own images and words, is depicted as a 'vie en rose', which in turn reflects the moribund dynasty. Professionally produced and well packaged, younger readers will find this book easy to understand. An epilogue continues to push the mystery of an imposter, as hyped by Hollywood. Is it a revisionist view of the past? C. Dorbis

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6; History Stages 4-5

AVAIL: \$24.95

EVAL: Highly recommended SCIS 956308

Traditions from. [series]

Wayland, 1998 [951]

A clear introduction, briefly describing a particular continent or country, leads the reader into each book in this informative series and sets the scene for what is to follow. A map shows major cities, provinces and rivers, while a smaller map pinpoints the subject's place in the world. Colourful photographs, simple text and large font size have appeal for young students. Consistent topics covered include: food; stories; religion and festivals. Practical activities, in information boxes, are suggested for individuals or classes, although these are not accompanied by diagrams. A topic web, and links to other sources of information, make this series a very useful planning tool for teachers. J. Quirk

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$29.95 each

EVAL: Highly recommended

Titles in this series include:

Traditions from China SCIS 946203

Traditions from Africa SCIS 943442

MACLEAN, Rory

Under the dragon: travels in a betrayed land.

HarperCollins, 1998

ISBN 0002570130 [959.105]

Weaving a tale from present day Burma to over a decade earlier, this recount of a Englishman's return visit to the country is entwined with stories of Burma's recent past. The threads of the two tales are loosely bound by a quest for the origin of a unique basket. Through the dialogue of both the English and Burmese characters, the author takes readers on a captivating voyage through turbulent times. This is a powerful story of political uprising, and of how some of the courageous local people lived through



the imposed changes. Confident readers will be both disturbed and inspired by this innovative and informative journey. S. Bremner

USER LEVEL: Stage 5 Stage 6

KLA: English; HSIE

SYLLABUS: English 7-10; 2U English; History Stages 4-5

AVAIL: \$37.95 SCIS 957838

BROWNLIE, Alison

From the heart of the Caribbean. [series]

Wayland, 1998 [972.98]

Biophysical environments of the world and the way people interact with them can be understood easily in these well illustrated books. They have readable text and excellent illustrations. The series deals only with one island in the Caribbean, St Lucia, but because of its exotic location it presents some interesting examples for compare and contrast questions, especially for students located in either coastal or remote locations. Flora, fauna, geology and the human society are all covered in snapshot sections. The case studies focus on young people. D. Low

USER LEVEL: Stage 3 Stage 4 Professional

KLA: HSIE

SYLLABUS: HSIE K-6;

Geography

Stages 4-5

AVAIL: \$29.95 each

Titles in this series are:

The people of St Lucia

SCIS 957436

The landscape of St Lucia

SCIS 957445



GARD, Stephen

The making of a nation.

Macmillan, Victoria, 1998 (Settling Australia)

ISBN 0732930103 [994]

As part of a series of six books, this one concentrates on the 20th century. It raises the issue of what makes a nation through key historical events and themes, such as World War I and the tyranny of distance. It would be best used as one resource amongst many on this topic. There are good primary and secondary source materials scattered throughout, and minimalist interpretations of events and themes. This professionally produced resource contains important concepts that students need to understand if they are to be active citizens and meet the new challenges of the next millennium. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: HSIE

SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6

AVAIL: \$24.95 SCIS 929201

WOMERSLEY, Judith & RICHMOND, Mark

History, politics, economics and the law.

Macmillan, Victoria, 1997 (Understanding Australia)

ISBN 0732941679 [994]

Part of a four book series, this volume contains four important themes for students studying Australia. Well selected primary source material allows each theme to be explored. However, history, politics, economics and the law have a very wide scope, and therefore are only introduced. Teachers should use this book as part of a variety of texts; it cannot stand alone, and any Indigenous study should be done

in consultation with Indigenous Australians. A professionally produced text, this resource contains important concepts and themes that students need to understand if they are to be active citizens and meet the new challenges of the 21st century. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: HSIE

SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6

AVAIL: \$10.00

EVAL: Highly recommended SCIS 902711

BROWN, Kristine

Unusual lives: five extraordinary Australians.

National Centre for English Language Teaching and Research, 1998 (Macquarie readers series; elementary level)

ISBN 1864083166 [994.009]

A compact text, this book features five short stories about ordinary Australians who live extraordinary lives. Each story is organised into three sections: **Before you read**; **Now read**; and **After you read**. The activities are designed to stimulate a reader's thinking, or be completed by a student as an independent written exercise. While generally meaningful, these activities rarely require reader engagement with the text beyond a fairly literal level. To use the text, students need to be at a level where they are able to read two to three short pages of continuous text with only limited visual support. Originally produced for adult migrants learning English, the subject matter is most likely to interest students in the mid to upper primary years. L. Rowles

USER LEVEL: Stage 2 Stage 3 Community

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$11.95 SCIS 953161

CIDDOR, Anna

Australia in the twentieth century. [series]

Macmillan Education, 1998

ISBN 0732953820 [994.04]

From 1900s (volume 1) to 1990s (volume 10), this encyclopaedia set provides a strong social perspective, rather than a depth of information. Entries for each decade are divided into chapters, covering such topics as: **Major events and famous people**; **Housing**; **Childhood**; and **Health and hygiene**. Statistics, by which comparisons or interpretations may be made, are also a feature. Illustrations (black and white in the earlier years until colour becomes the norm) are numerous. Liberal use of generalisations, which predominate in the text, and a tone of informality encourage and sustain interest of students. The *Index* supports more serious research and cross referencing. E. Maxwell

USER LEVEL: Stage 3 Stage 4

KLA: CA; English; HSIE; PDHPE; Science; ST; TAS

AVAIL: \$299.00 (10 vols + 1 index in slipcase) SCIS 950001



Professional reading

Resources are in Dewey order.

COREY, Meg
I am special! I am me!
Macmillan, 1998
ISBN 0732948533

Children with positive feelings about themselves are likely to behave in desirable ways. This book of stimulating blackline proformas provides teachers with ideas for empowering Stage 1, Stage 2 and Stage 3 students to take responsibility for their own learning, and develop a sense of self worth. **Family and friends and People who help us** follow more general activities on self perception. Photocopiable, attractive achievement awards, individual activity cards, reward tokens and interesting self evaluation charts are included. Written to address Victorian curricula, many NSW PDHPE and HSIE syllabus requirements are covered. This will be a popular, motivational resource in any primary classroom. A. Soutter

USER LEVEL: Professional
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
AVAIL: Paper \$32.95
EVAL: Highly recommended SCIS 952613

SYDENHAM, Shirley
Government in Australia: a resource book for teachers.

Macmillan, Victoria, 1998
ISBN 0732947022

Specifically designed for the classroom, this book outlines all the essential elements of government in Australia. Blackline masters allow Stage 3, Stage 4 and Stage 5 students to explore how all levels of government function. Short biographies of all the Prime Ministers, brief descriptions of the Constitution, the judiciary and parliamentary processes means that this text covers all essential elements necessary to understand civics. The now obligatory section on the republic debate brings the text into the 1990s. Teachers need to be familiar with processes of change and continuity in civics to ensure that this text is an effective basis for understanding the contemporary issues which affect all of us. C. Dorbis

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5; Geography Stages 4-5
AVAIL: Paper \$32.95
EVAL: Highly recommended SCIS 952625



[158.1]



[320.494]

DUFFY, Bernadette
Supporting creativity and imagination in the early years.

Open University Press, 1998 (Supporting early learning)
ISBN 0335198716 [370.15]

This text will have wide appeal to those concerned with the care and education of children from birth to six years. It will be useful for those keen to extend their practice by supporting and promoting the development of creativity and imagination in young children, particularly through two and three dimensional representations, music, dance and imaginative play. While the book makes explicit connections with the British national curriculum, it has application to the Australian context, particularly given its focus on active learning, equity for all students and the way in which it highlights real life examples and good practice. L. Rowles

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6
AVAIL: Paper \$37.95 SCIS 952551

PITHERS, R. T.
Improving learning through effective training.
Social Science, 1998

ISBN 1876033274 [370.15]

The premise that effective learning is transferable, and best achieved when competency and outcomes based best practice are integrated elements in training the trainer, underpins this work. It examines, through theoretical discussion and practical applications, how best these goals may be achieved. Analysis of strategies (which resemble the information skills process) examine the varying roles which psychology, and with it expectation, play in underpinning the teaching/learning process. There are plans for maximising training sessions to further the development of presentation skills and techniques, not merely supporting previously content driven programs. Each chapter concludes with discussion questions and a bibliography to enhance research. E. Maxwell

USER LEVEL: Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; TAS
AVAIL: Paper \$29.95 SCIS 959294

BELL, Judith
Leading people: learning from people: lessons from education professionals.

Open University Press, 1998
ISBN 0335200745 [371.2]

An eminently readable yet authoritative voice supports this collection of leadership case studies. Management and pedagogical issues, which educational leaders within the whole spectrum of educational institutions encounter, are identified here. Although essentially a British publication, the issues are global. One chapter focuses on communication in daily organisation and for community needs within and beyond regional schools in Western Australia. There is a focus throughout this work on the value of communication, particularly in initiating or managing change in education. The text is comprehensive, and practical applications and analysis of outcomes allow accessibility to both the experienced and beginning practitioners. E. Maxwell

USER LEVEL: Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; TAS
AVAIL: Paper \$45.00 SCIS 959289

GLOVER, Derek
Towards bully-free schools.

Open University Press, 1998
ISBN 0335199291 [371.7]

Many schools in NSW have developed policies to deal specifically with bullying. This book examines the effect of such policies on 25 English secondary schools. It finds that policies are effective when they are part of a positive overall school culture, and involve the whole school community. The process of change in schools which have been successful in dealing with bullying is explored. Throughout the book there are interesting questions for reflection. A useful program for a staff training and development day is provided. There is a helpful discussion of points to consider when planning a survey. The only issue which is not covered is bullying of and by teachers. A. Soutter

USER LEVEL: Community Professional
AVAIL: Paper \$39.95
EVAL: Highly recommended SCIS 947076

RODD, Jillian
Leadership in early childhood: the pathway to professionalism.

2nd ed. Allen & Unwin, 1994
ISBN 1864485663 [372.2]

Firmly grounded in the Australian context, this compact text authoritatively explores issues of effective leadership, specifically as they relate to the early childhood profession. While the book draws comprehensively from current research, the concepts and skills it identifies as essential for aspiring and practicing early childhood leaders are clearly presented in applied and practical ways. This book is a second, fully revised edition adding material on women as leaders, a typology of leadership and ethical leadership to an examination of the importance of research, communication, interpersonal skills, conflict resolution, decision making, team-building, change management and relationships with parents and the public. It remains an excellent reference for students and professionals. L. Rowles

USER LEVEL: Professional
AVAIL: Paper \$29.95
EVAL: Highly recommended SCIS 950589

SUSCHITZKY, Wendy
Valued children, informed teaching.

Open University Press, 1998
ISBN 0335197930 [372.941]

The focus of this work is on equity and pedagogy in the reality of primary classroom practice. The strength of the strategies described is to provide opportunities for teachers to analyse their own practices by exploring those of others, through cameos of real events in classroom and school contexts. The challenging issues described for many teachers are related to multiculturalism, equal opportunity, diverse lifestyles and equal respect. Solutions are centred on school context and honour teachers' values. The effective use of metaphor highlights children and teachers as the most valuable resource in primary education. This is a book to renew one's spirit in the unique cultures of schools and the communities within them. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$35.00 SCIS 950601

SMITH, Erica & KEATING, Jack
Making sense of training reform and competency based training.
Social Science Press, 1997
ISBN 1876033193 [374.994]

Australia's Vocational Educational and Training (VET) system, workplace training reform and competency based training have seen unprecedented changes in the past decade. This book's purpose in providing explanation of the apparently complex world of VET is achieved by structuring into five sections: a background to the agenda; features and recent changes; VET in schools; key competencies; and implications for teachers and trainers. Of particular interest to teachers in schools with VET responsibilities and roles are the sections with pedagogical focus on delivering VET in schools. The resource provides a clear understanding of the scope and key elements of VET in Australian contexts. F. Plummer

USER LEVEL: Professional
KLA: VOC ED
AVAIL: Paper \$29.95 SCIS 948602

WINTERS, Bob
Minibeast activities: information and activities for planning a unit of work on minibeasts for years 1-6.

Gould League of Victoria, 1998
ISBN 1875687416 [595.7076]

These activities are well planned and will enable teachers to incorporate environmental education across the curriculum. The blackline masters are ready to use, so teacher preparation is kept to a minimum. Teachers notes and introductory information allow for flexibility in unit length. Curriculum links are based on Victorian syllabuses, but most are from the national standard and so have some application in NSW. With nearly 30 separate units, many hours of fun and learning are assured and students can be self directed in groups where their extension activities can be carried out without teacher assistance. Some minibeasts are dangerous, so safety must be emphasised. D. Low

USER LEVEL: Professional
KLA: HSIE; Science
SYLLABUS: HSIE K-6; Geography 7-10; Science K-6; Science 7-10
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 939916

Look back, look forward. [videorecording]
Kathy Sport, 1997
ISBN none [616.3]

Interwoven interviews, with a variety of people diagnosed as having been infected with the disease Hepatitis C, explore the challenges of dealing with a health crisis. Comments from a range of professionals involved in treatment and counselling are also included. The personal interview format enables myths and misconceptions about the symptoms, treatment and spread of the virus to be corrected or clarified in a sensitive and meaningful way. Whole or part viewing could be useful for: adults who are infected with Hepatitis C; family and friends of those affected; school counsellors; and teachers of personal development, health and physical education. M. Hadfield

USER LEVEL: Community Professional
KLA: HSIE; PDHPE
SYLLABUS: PDHPE 7-10; 2U/3U Society and Culture
AVAIL: \$60 Ronin Films SCIS 947248

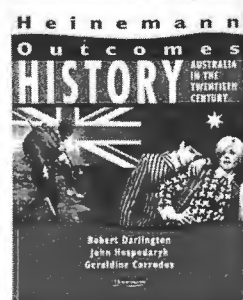
THOMAS, Ron
Indonesia: a teacher's resource book.
 Macmillan Education, 1998 (Looking at Asia)
 ISBN 0732946980 [959.803]

The information skills process is developed in this resource by the use of interesting and stimulating activities which lead students through a comprehensive study of Indonesia. Blackline masters and proformas take the guess work out of note taking, bibliography writing, report writing, and self assessment. A teacher checklist enables teachers to track the progress of students throughout the assignments, essential when a class is working in groups at different levels. Nothing is left to chance in this exciting resource for upper primary classes, which spreads the unit across the curriculum, taking account of different learning styles. S. Rasaiah

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: Paper \$29.95
EVAL: Highly recommended SCIS 952746

DARLINGTON, Robert
History: Australia in the twentieth century.
 Heinemann, 1998 (Heinemann outcomes)
 ISBN 0858597993 [994.04]

Written for the Victorian students undertaking Year 10 Studies of society and the environment, the content is nevertheless relevant to the NSW HSIE syllabus as well. This work covers events up to 1997. It is a pleasure to read through a text containing so much content that is familiar territory, and yet contains so many unfamiliar and wonderful sources. This series is notable for its wide range of beautifully reproduced and thoughtfully selected source material. The questions and activities vary in quality and usefulness for students in Stage 4 and Stage 5, but the discerning teacher will find much to work with here. J. Donovan.



USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History 7-10
AVAIL: Paper \$32.95 SCIS 951606

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:

Gemma Ackroyd, SEO2, Gender Equity
 Judith Anderson, North Sydney Primary
 Julie Barker, Project Officer, Gender Equity
 Tony Baxter, Mathematics consultant

Rosemary Bodlay, Telopea Primary
 Bill Bowie, English, Dulwich High
 Sue Bremner, SEO2, Training & Development
 Jill Buckley, SEO1, Training & Development
 Nell Chaffey, Tamworth Primary
 Katharine Chauncy, Sutton Forest Primary
 Jenny Donovan, SEO1, Literacy Assessment
 Chris Dorbis, SEO1, Aboriginal Studies
 Diana Doust, STLD, Lismore High
 Jan Eade, Turramurra North Primary
 Julie Fenech, SEO1, Mathematics
 Colleen Foley, SCIS Review Coordinator
 Heather Gardiner, Literacy Consultant
 Helen Gordon, secondary teacher-librarian
 Marilyn Hadfield, Project Officer, Child Protection
 Marion Hamlyn, Wollongong High
 Karen Heap, Science/TAS, Muirfield Technology High
 Lynette Hunter, Mathematics Consultant
 Bruce Llewellyn, Mathematics Consultant
 Daniel Low, TAS, Epping Boys' High
 Elizabeth Maxwell, Cherrybrook Technology High
 Ian McLean, *Scan* editor
 Lea Monticone, Monaro High
 Rebecca Murray, Blacktown South Primary
 Catharina Patterson, SEO2, Middle years/Literacy
 Frances Plummer, SEO2, Training & Development
 Kim Proctor, PDHPE, Grantham High
 Jenny Quirk, Turramurra Primary
 Sally Rasaiah, Waitara Primary
 Beverley Richardson, teacher-librarian/literature specialist
 Barbara Roberts, Yamba 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
 Leanne Wilson, Mathematics Consultant
 Kerrie Wratten, HSIE, Miller Technology High ■

COLUMNS

Job skills for school assistants working in the library

Job skills for school assistants working in the library was released to all New South Wales public schools and district offices during Term One. This package provides support and on the job training for school assistants working in school libraries. On completion of the course, school assistants will be able to:

- understand ways in which school libraries support learning and teaching
- understand their contribution to the school library program
- outline some basic components and concepts of school library organisation
- help students and teachers use the information services available through the school library
- undertake tasks that assist with the management of the school's information services.

Contact the SEO2, Training & Development/Curriculum in your District Office for information on running the course.

Completion of the *Job skills library certificate* provides a pathway into the TAFE *Certificate III Library information services*. Copies of the *Job skills for school assistants working in the library* training package are available through the NSW Department of Education and Training Sales Section.

Dorothea Mackellar National Poetry Competition

In 1999, the theme for the *Dorothea Mackellar National Poetry Competition for Schools* is "Heroes and heroines". Students of all ages are invited to write about their global, national and local heroes, from sporting champions to unsung humanitarians. The organisers hope that the theme will: provide a useful purpose for writing in schools studying the forthcoming Sydney 2000 Olympic Games; and encourage participation by more boys, who are often under represented in the annual poetry competition. Entries close on Monday 14th June, 1999. Information on the history of the competition was featured in *Scan* vol 17 no 2, p 54.

For further details and entry forms, please contact Rachel Frend.

Phone: (02) 6740 2233
 Fax: (02) 6740 2237

ALIA School Libraries Section (NSW Group)

The Australian Libraries and Information Association (ALIA), School Libraries Section (NSW Group), conducts professional development days and Section meetings for teacher-librarians throughout the year.

Section meetings are held at 5.30 pm in the Joint Council Meeting Rooms at Leichhardt. Confirmed meeting dates

for 1999 are: 31st May; 27th July; 30th August; 26th October; and 24th November. All ALIA members are warmly welcomed. The end of year function (venue to be announced) will be on 1st December, 1999. Professional development days for 1999 and ALIA's new *Information process* poster sets are promoted at the Web site:

<http://www.alia.org.au/sections/school/nsw/home.html>

For further details, please contact the President, Ian McLean.

Phone: (02) 9886 7501 (w)

Fax: (02) 9886 7413 (w)

Email: Ian.McLean@det.nsw.edu.au

ASLA NSW

The Australian School Libraries Association of NSW committee meetings for 1999 are to be held at Tara Anglican School, Parramatta, at 6.00pm on: 17th May; 21st June; 26th July; 8th October and 15th November.

Professional development days will include: **Making sense of information** with Joy McGregor at MLC, Burwood (22nd May, 9.00 am - 4.00 pm); the **NSW CEG/ASLA conference** at Penrith Panthers (4-7th July); a **Book Week dinner** (27th August); and **Libraries on the move** (23rd October).

For further details, please contact Sue Craig.

Phone: (02) 9899 2288 (w)

Fax: (02) 9899 3076 (w)

Email: streec@ozemail.com.au

IBBY

The **International Board on Books for Young people** (IBBY) is a non profit organisation, with some sixty countries being represented by a national section. IBBY awards the Hans Christian Andersen Medals for writing and illustrating, and organises International Children's Book Day. The next **World IBBY Congress** will be held on 18th-22nd September, 2000, in Cartagena de Indias, Colombia.

In Australia, membership of IBBY is an activity of ALIA, and the biennial **IBBY Honour Diplomas** are awarded to local writers, illustrators and translators. In 1998, awards were presented to writer Peter Carey for *The big bazoohley* (UQP) and illustrator John Winch for *The old woman who loved to read* (Scholastic). There is also an international, quarterly periodical, *Bookbird*, the next issue of which will focus wholly on the work of Australian writers and illustrators. The **IBBY official home page** can be located at: <http://www.ibby.org/>.

For further details, please contact Ena Noël.

Phone: (02) 9363 5075

Do you have an idea for a future *Scan* article?
Contact Ian McLean
at (02) 9886 7501

Internet site reviewers, especially primary, urgently needed.
Contact Colleen Foley: Colleen.Foley@det.nsw.edu.au

1999 SHORLISTED FINALISTS IN THE CHILDREN'S BOOK OF THE YEAR AWARDS

PICTURE BOOKS

(Some of these books may be for mature readers; arranged in alphabetical order, illustrator listed first)

- ALLEN, Pamela *Mr McGee and the biting flea*. Penguin, SCIS 941342, reviewed *Scan* 18 (1)
- KING, Stephen Michael *Henry and Amy: right-way-round and upside down*. Scholastic, SCIS 945334, reviewed *Scan* 18 (1)
- McLEAN, Andrew (text Nadia Wheatley) *Highway*. Omnibus, SCIS 921941, reviewed *Scan* 17 (3)
- PIGNATARO, Anna (text Colin Thompson) *The staircase cat*. Hodder Headline, SCIS 942240, reviewed *Scan* 18 (1)
- TAN, Shaun (text John Marsden) *The rabbits*. Lothian, SCIS 948298, reviewed *Scan* 18 (2)
- YOUNG, Noela (text Lilith Norman) *Grandpa*. Margaret Hamilton, SCIS 948285, reviewed *Scan* 18 (1)

BOOKS FOR YOUNGER READERS

- FRENCH, Jackie *Daughter of the regiment*. Angus & Robertson, SCIS 933551, reviewed *Scan* 18 (1)
- HILTON, Nette (illus Chantal Stewart) *A ghost of a chance*. (Puffin books) Penguin, SCIS 940391, reviewed *Scan* 17 (4)
- McDONALD, Meme & PRYOR, Boori (illus Meme McDonald) *My girragundji*. (A little ark book) Allen & Unwin, SCIS 950484, *Scan* 18 (3)
- MALONEY, James *Buzzard Breath & Brains*. (UQP storybridge) UQP, SCIS 941523, reviewed *Scan* 18 (3)
- RODDA, Emily (illus Craig Smith) *Bob the builder & the elves*. ABC, SCIS 952314, reviewed *Scan* 18 (2)
- SPAULDING, Norma (illus Stephen Michael King) *The little blue parcel*. Scholastic, SCIS 928601, reviewed *Scan* 18 (3)

BOOKS FOR OLDER READERS

(These books may be for mature readers)

- CLARKE, Judith *Nighttrain*. Penguin, SCIS 931582, reviewed *Scan* 17 (3)
- DISHER, Garry *The divine wind*. Hodder Headline, SCIS 945293, reviewed *Scan* 18 (3)
- GWYNNE, Phillip *Deadly unna?* Penguin, SCIS, reviewed *Scan* 18 (3)
- HARTNETT, Sonya *All my dangerous friends*. Penguin, SCIS 948297, reviewed *Scan* 18 (1)
- HERRICK, Steven *A place like this*. UQP, SCIS 928965, reviewed *Scan* 17 (4)
- WALKER, Sarah *Camphor laurel*. Pan Macmillan, SCIS 930598, reviewed *Scan* 17 (3)

EVE POWNALL AWARD FOR INFORMATION BOOKS

- EDWARDS, Yvonne & DAY, Brenda *Going for kalta: hunting for sleepy lizards at Yalata*. Jukurrpa IAD Press, SCIS 939531, reviewed *Scan* 18 (3)
- NICHOLSON, John *Who's running this country?: government in Australia*. (A little ark book) Allen & Unwin, SCIS 950607, reviewed *Scan* 18 (2)
- PRYOR, Boori with McDONALD, Meme (illus Meme McDonald) *Maybe tomorrow*. Penguin, SCIS 928744, reviewed *Scan* 18 (3)
- THOMPSON, Liz *The Ngaanyatjarra of the Gibson Desert*. (Fighting for survival) Heinemann, SCIS 935134, reviewed *Scan* 18 (3)
- TUCKER, Alan *Side by side*. Omnibus, SCIS 925785, reviewed *Scan* 18 (3)

The winners will be announced on Friday 20th August.

Book Week commences: 21st August. The theme is "Weave the Book Web".

Visit the official *BCA Web site* at: <http://www.slsa.sa.gov.au/cbca/> ■

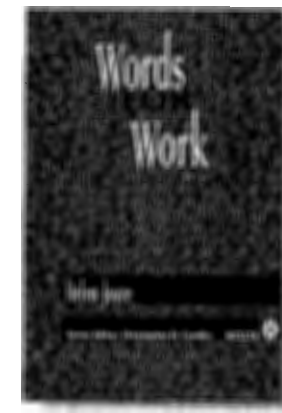
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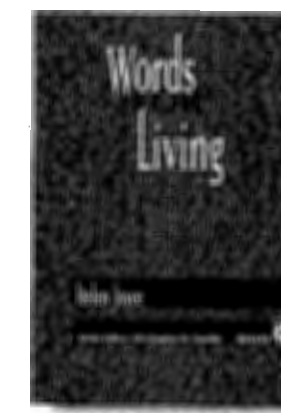
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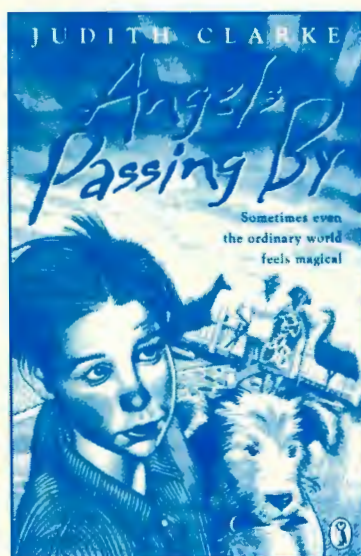
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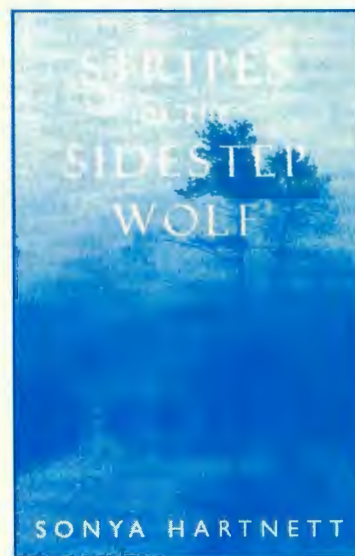
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