

SCAN

Vol 18 No 3 August 1999

Curriculum Support Directorate

- Y2K, OASIS and the networking of schools
- student assessment and the teacher-librarian
- an intranet in your school
- teachers as learners in an electronic age



NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



What's new?

on

School libraries: empowering learning

District networks

NEW! Organising committees of teacher-librarian district networks are invited to fill in their calendar of events.

Discussion

NEW! Share your ideas for *Book Week* with colleagues throughout Australia on our interactive, electronic noticeboard.

Teaching and learning

NEW! Teacher-librarian Wendy Chapman and classroom teacher Shelly Wright, from Wollondilly Public School, share their Book rap student learning outcomes and class program from last term's successful book rap.

NEW! Also in **Teaching and learning**, all of the reviews for the Children's Book Council of Australia's shortlisted titles have been collected together.

Scan on the Web

NEW! Abstracts of articles from all recent issues are now available.

Virtual conference

NEW! Join our first virtual conference, which commenced Monday 9th August. The topic area is student searching on the Internet.

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

NEW SOUTH WALES DEPARTMENT OF EDUCATION AND TRAINING

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SCAN

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From the Editor



Another Children's Book Week approaches! I hope you will be able to make time between activities to settle down with *Scan* and absorb our latest batch of articles and reviews. This issue brings the remaining reviews of nominated books for the 1999 Children's Book Council of Australia Awards. We had already been collecting together some fiction and non fiction resource reviews to support Aboriginal Studies and were pleasantly surprised to see how many of these had made it onto the CBCA shortlist. Some of our readers have already discovered the reviews of the whole 1999 shortlist on the *School libraries: empowering learning* Web site. Go to <http://www.det.nsw.edu.au/schoollibraries> and, from the home page, follow the path: **Teaching and learning**, then **Book Week**, then **Shortlist**.

In recent weeks, Michelle and I have had the pleasure of being 'stowaways' (non participating rappers) on the good ship *Sailing home*. I refer, of course, to the exciting book rap hosted by Wendy Chapman via *School libraries: empowering learning*. What a wonderful, nautical experience it was, reading the riveting and witty daily instalments as students across Australia, their teachers and teacher-librarians, and author/illustrators Colin Thompson and Matt Ottley, 'rapped' and learned together. Congratulations and thank you to all! It was also encouraging that most participating schools were book rapping for the first time, and that articles in past *Scans* had, in part, enticed them to join in. We intend to bring you a summary of the *Sailing home* book rap next term.

This issue's feature article reports on the achievements of students and staff at Peshurst Public School, who have experienced great success in integrating information skills, text types and visual arts. Assessment (and self assessment) of student learning outcomes in talking and listening was also a major strength of this particular unit.

Several other articles have an emphasis on strategies for incorporating information technology into teaching and learning, in particular the Internet and school intranets. Teacher-librarians, with their unique whole school perspective on Years K-6 or 7-12 programs and information literacy, are discovering diverse ways to integrate, manage and support the use of technology. I hope that you will find these articles to be stimulating and inspirational.

Word of mouth continues to be the best advertisement for *Scan*. In recent months, we have received quite a number of subscription enquiries from teacher-librarians and Principals who learned about the journal whilst visiting other libraries or attending professional development activities. *Scan* subscribers and authors make great ambassadors, and we thank you for your ongoing support.

Ian McLean

Michelle Ellis is Senior Curriculum Adviser, Library and Information Literacy



The new HSC

Teacher-librarians, like all high school teachers, are focussing on the new Higher School Certificate. There is a variety of information sources which teacher-librarians can access for information and support on the new HSC.

The following two Web sites provide comprehensive information. They would be useful for personal professional development and to provide a current awareness service for teachers in the school. As new resources are added to both these sites on a frequent basis, establishing a pattern of regular visits to the site would be useful. Bringing teachers' attention to the sites, and providing them with opportunities to explore the sites, could be part of the school library's current awareness service.

The new HSC Web site

< <http://www.det.nsw.edu.au/newhsc/> > has been developed by the NSW Department of Education and Training, the NSW Board of Studies, the Association of Independent Schools and the Catholic Education Commission. The site is designed to support the professional development of secondary school teachers across NSW, and aims to provide accessible and up to date information about initiatives, activities and resources relating to Higher School Certificate and School Certificate reforms. Components of the site include **What's new**, a **Discussion** section, and Frequently asked questions (**FAQs**). The calendar of subject specific, professional development workshops, including Local Interest Group (LIG) events, is on the site.

The *Board of Studies NSW educational resources index* < <http://www.boardofstudies.nsw.edu.au/> > is a Web site which provides comprehensive information on the new HSC. Copies of the **Final new Stage 6 (HSC) syllabuses**, **Consultation reports** and **EARS** (Examination, assessment and reporting supplements) for Preliminary 2000 and HSC 2001 are available on the site. Further support material includes copies of the Board's *Securing Their Future* newsletters.

The following information on support from the Board and the Department is reprinted from *Enhancing Learning Through the New HSC* newsletter, issue 2 (June 1999):

"The Board will also provide print materials to support the implementation of the new HSC. Print materials will include:

- Introducing the new syllabus – succinct support documents which provide advice on how each new syllabus is organised, how it is the same or different from the current one and other available support materials. These were distributed in Term 2.

- Additional subject specific support materials, where needed which will provide examples of units of work, planning and programming ideas and/or advice on research projects. These will be distributed in Term 3.
 - Assessment support materials – a generic document giving advice on Board requirements, distributed in June; and a series of documents related to particular assessment components, to be distributed during Terms 3-4.
- "The Department is providing the following print support materials to NSW government schools:
- The Curriculum Support documents distributed to all NSW government schools each term will contain an 8 page supplement on the new HSC. These will provide articles on new HSC content, resources and sample units.
 - An *Assessment and Reporting Bulletin* distributed once per term will build on the principles outlined in the Office of the Board of Studies newsletters and assessment support materials.
 - *Enhancing Learning Through the New HSC* newsletter will support schools and the professional learning teams in each school."

Teacher-librarians need to be sure that they: have access to copies of all of these documents; and become part of the network linked to the professional learning team in their school.

Sailing home book rap

The book rap hosted on the *School libraries: empowering learning* Web site was a great success. The **Book rap** pages with all the support materials will remain on the site as a model for anyone wishing to participate in any book rap.

Wendy Chapman, the book rap coordinator and teacher-librarian at Wollondilly Public School and Shelly Wright, the classroom teacher of Year 3/4 at Wollondilly, have prepared their unit of work for inclusion on the Web site. Go to <http://www.det.nsw.edu.au/schoollibraries> and from the home page, follow the path **Teaching and learning**, then **Book rap**.

Virtual conference

The first **Virtual conference** to be hosted on *School libraries: empowering learning* will begin on Monday 9th August. The conference will focus on the single issue of the most effective way for students to search the Internet. Join your colleagues for a most interesting discussion.

Y2K and the networking of schools

Garth Newton, of Information Technology Bureau, and Wayne Houston, Director of Educational Technology, Department of Education and Training, report on current ITB projects of interest to teacher-librarians.

Several current Information Technology Bureau projects will be of interest to Departmental teacher-librarians. These include the *OASIS Year 2000 (Y2K) upgrade* and the connection of schools to the Department's wide area network.

The Department is managing the rectification of statewide computer systems, such as *OASIS*, that are affected by the Year 2000 date problem, commonly known as the 'Y2K' problem or the 'Millennium Bug'.

Y2K OASIS upgrades

The existing *OASIS* software is not able to process dates past 31st December 1999. Teacher-librarians will already be aware that this is causing problems with the processing of periodicals and long term loans, and the generating of calendars. The *Y2K upgrade* will correct these problems allowing *OASIS* to function correctly beyond 1st January 2000. The upgrade will also streamline the **Backup and Recovery** process making it faster and easier to use.

For the majority of schools, the *Y2K upgrade* will replace the two existing *OASIS Admin* and *Library* servers with one large server that will contain a Y2K compliant version of the *OASIS Library* and *Admin* applications. However, the two applications will continue to operate independently of each other, allowing, for example, *OASIS Library* to continue to function without interruption while an *OASIS Admin* backup is proceeding.

Schools that currently have a single *OASIS Adlib* server will receive a new *Adlib* server containing the Y2K compliant *OASIS* applications.

The server installation process for all schools will include the transfer of all current *OASIS* data to the new server

and a checking process to ensure the integrity of that data. From the users' perspective the operation of both the *OASIS Library* and *Admin* applications will appear unchanged, with the exception of the improvements to **Backup and Recovery**.

Several tasks will need to be completed in the lead up to the *OASIS Y2K upgrade*:

- Arrange for the installation of network cabling between the Library and Administration area (where none exists) to facilitate the operation of *OASIS* on a single server in schools that currently operate two *OASIS* servers. An information package on the cable installation will be sent to schools.
- Decide on a secure location for the new *OASIS* server taking the backup tape management process into consideration.

The upgrade will be completed by the end of Term 4, 1999.

The Department's *OASIS Y2K* rectification strategy has involved extensive user testing of the new applications and servers to ensure that *OASIS* continues to function efficiently into the Year 2000. School administration and teaching staff, including teacher-librarians, and Schools Technology Help Desk staff have participated in the user testing program.

Schools should have already included *OASIS* workstations in their overall Y2K rectification program. Because the *OASIS* server automatically synchronises the date and time on each workstation as it logs in, there should be few actual Y2K problems encountered with *OASIS* workstations. Any 386 or 486 computer with more than 1Mb of installed RAM should be able to cope with all aspects of *OASIS*. However, it is not recommended that 286 and XT computers be used for

any tasks other than the most basic of *OASIS* modules, such as dedicated *Library enquiry* terminals.

Networking NSW DET schools

A related project currently underway will connect schools with the Department's wide area network. This connection will enable multi computer access to the Internet via a Telstra ISDN connection provided to each school. Already some 750 schools have been connected to the network. All schools where suitable ISDN services are available will be progressively connected to the network before the end of 1999.

For schools which do not have any network cabling presently in place, the connection to the Department's wide area network, in association with the *OASIS* cabling project, will allow a number of the school's computers located in the library to provide Internet access for staff and students.

The network connection will also allow the introduction of a range of network based Departmental corporate services over the next few years. The first of these services to be provided will be a Department wide electronic mail (email) service for Principals.

Further information about these projects is available from district technology advisers or the School Technology Help Desk (13 2348). The Department's Y2K Web page provides a huge amount of information concerning the Department's Y2K Coordinating Project. The site can be found on the Department's intranet at:

<http://www.intranet.dse.nsw.edu.au/staff/F6.0/y2k/welcome.htm>

Features



The students worked through a series of oracy activities to make them more aware of the aspects of good oral presentations.

Developing student self assessment through visual arts: collaboration, scaffolds and information skills

Margaret Phillips has been the teacher-librarian at Penshurst Public School for eighteen months and is presently in the position of executive teacher. Margaret actively promotes collaborative planning with teachers and encourages the use of technology.



Penshurst Public School has a school population that is 85% non English speaking background (NESB) and a large annual turnover of students. As a school community, we recognise that the development of literacy underpins all teaching and learning activities. In my role as teacher-librarian, I have been involved in emphasising collaborative planning with classroom teachers and support staff and promoting the concept of a flexible timetable.

The unit of work discussed in this article was planned with Ann Madigan, the Assistant Principal and the teacher of a Year 5/6 composite class. Ann values student input into the planning of learning experiences, and into assessing the outcomes of those experiences. The students in Ann's class have been working on developing their cooperative learning skills.

Light, reflection and Monet

The class was engaged in a visual arts program studying light and reflection, so it was decided to develop these skills through a study of aspects of the life and work of the French painter Monet. Through a variety of activities, the class teacher and I identified student outcomes that we anticipated would be achieved during this unit of work. The students had needs in the following areas:

- oral presentation skills
- skills in reading and interpreting the visual aspects of texts in electronic and print forms
- oral and written recounts (biographical)
- increasing responsibility for their own learning.

The first planning session saw us examining the available resources and planning how they could best be used to achieve the desired outcomes. The students were to research a topic related to Monet, with the information being presented orally and supported by a visual aid.

Published biographies and autobiographies (on Jacques Costeau, Mem Fox and Pilawuk), some in big book form and written for use with primary students, were selected for shared reading sessions. These were deconstructed to create a pro forma, which became a scaffold for the students developing their biographical information on Claude Monet.

The presentations were to take place in the *Café de Panshurst*, a Parisian café to be designed and developed in the library by the students themselves, with each group taking responsibility for a particular aspect. Everyone would be required to dress appropriately for the big day.

Assessment of oral presentations

At the beginning of the unit, the students were informed that one of the intended outcomes for this unit was "improved skills in formal oral presentations" and that we would be working towards this goal.

In the classroom, the students worked through a series of oracy activities to make them more aware of the aspects of good oral presentations. A shared language of technical terms was developed to discuss aspects of oral presentations.

During this phase, a series of discussions between the students and the class teacher focussed on the students' previous experiences and the expectations they had of themselves and others. This ongoing brainstorm led to the development of an agreed set of skills that would be assessed during the final presentation. The teacher scribed a checklist of these skills. The final draft of this checklist was used by the teachers to provide written feedback to the participants.

Scaffolds for self assessment

To assess themselves effectively, the students realised, they would have to develop the vocabulary necessary to describe aspects of oral presentations and practise using this specialised vocabulary. After the students had presented their talks on Monet, their peers were encouraged to provide positive feedback using the language and indicators developed by the class. The students were subsequently asked to reflect on their own work, writing up a short self assessment and perhaps setting a goal for future development.

Assessment of information skills

During the teaching and learning activities on information skills, anecdotal records were kept by both the class teacher and the teacher-librarian. The information collected included notes on aspects of defining, locating, selecting, and organising. Presenting and assessing had separate, more formal assessment tools.

After the presentation day, the students were asked to reflect on their use of information skills. The participants were given a simple pro forma to complete that focussed on those skills they found 'easy' and those which needed more development. Using both the anecdotal information and the students' self assessments, the class teacher and the teacher-librarian then wrote a brief recommendation.

Outcomes

The evidence gathered during this unit (anecdotal records, checklists and self assessment sheets) demonstrated that all of the students have progressed towards the teacher established and negotiated outcomes to varying degrees.

Using the assessment information, students were able to set goals for future learning and the teachers were able to plan in confidence for the next teaching and learning cycle.

The interest generated in artists and paintings was most evident during an excursion to the Art Gallery of New South Wales. The students were able to discuss aspects of Monet's art with gallery guides most eloquently, and were able to identify his influences on Australian artists.

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Students were able to set goals for future learning.

Teaching/Learning

Exploring quality assessment: the research unit design process

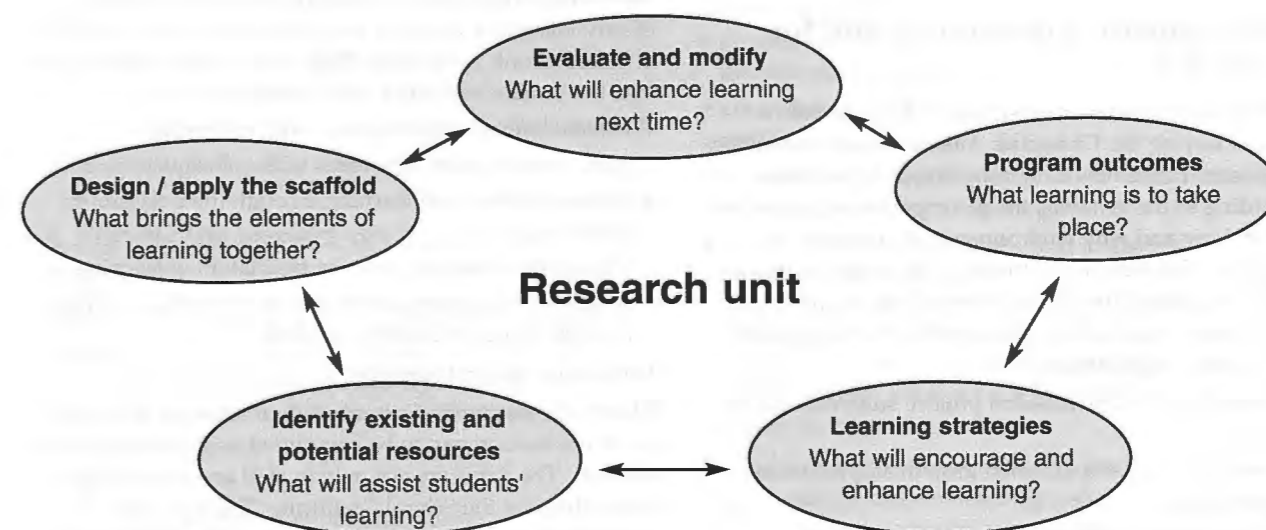


Designing research units of work as rich assessment tasks can be a valuable component of school based assessment. Articles in the two previous issues of *Scan* (vol 18 nos 1 & 2) provide background to exploring authentic or 'rich' assessment. In this article, **Frances Plummer**, Senior Project Officer with the *Securing Their Future* team, and **Elizabeth Maxwell**, teacher-librarian at Cherrybrook Technology High School, build on the principles of rich assessment task design. Frances and Liz describe the student learning opportunities and a process for designing teaching, learning and assessment units of work. The sample unit, from the *Geography Stages 4-5 syllabus*, combines program outcomes, information skills, student learning opportunities and explicit assessment criteria.

At Cherrybrook Technology High School, the teacher-librarian works collaboratively with teachers to design units of work so that they are student focussed and directed. These units include: instructions to students; learning and assessment advice; resource information; presentation options; and self evaluation tools. Together, these elements contribute to the scaffold design and can be modified or adapted for future unit design.

The design process provides opportunities for the teachers and teacher-librarian to design task scaffolds to achieve quality teaching and learning outcomes. The process is designed to ask the following questions:

- What learning is to take place?
- What will encourage and enhance learning?
- What will assist student learning?
- What brings the elements of learning together?
- What will enhance student learning next time?



The teaching and learning unit: an outcomes approach

Curriculum support for teaching HSIE 7-12 (vol 4 no 2, 1999) provides advice on the unit design process and could be a useful developmental process in designing research units collaboratively with HSIE teachers.

1. *Select a syllabus topic or focus area.*

2. *Select the outcomes.*

- Decide on specific program outcomes.
- Identify connections between what students already know and what they are about to learn.

3. *Write indicators.*

- Use the indicators to inform the specific assessment criteria.

4. *Design student learning activities.*

- Select an appropriate scaffold (eg *Bloom's taxonomy*; *Three storey intellect*; *4mat*).

- Develop task items and learning strategies.

- Design the presentation of the task to students.

- Design student evaluation/feedback process.

- Evaluate unit and modify.

5. *Note the resources.*

- Identify resources. These might include: print; CD-ROM; Internet sites; audiovisual; experts.

Through collaboration, Cherrybrook's teachers are adding to their repertoire of creative strategies to engage students in their work in classrooms and in research based activities. Some current examples from Stage 5 programs at the school include:

- using the Internet (with or without a list of relevant URLs) to investigate geographical issues, such as the impact of tourism on a country's physical and social environment
- a range of research activities based on Bloom's taxonomy in careers education
- an investigation of fashion in textiles using Bloom's and incorporating technology and print resources.

The *Urban growth* research unit illustrates how the design process uses the scaffold of structured learning opportunities with explicit information about the task and assessment criteria linked to the syllabus outcomes.

Urban growth: a geography unit for Stages 4-5

Activities in this unit are designed to be undertaken whilst studying the **Changing Australian environments** component of the new *Geography Stages 4-5* syllabus. According to the syllabus, the principal focus here is "to explain how and why environments in Australia are changing". Students work towards the Stage 5 outcomes by learning about the effects of people on the physical environment, particularly the impacts of urban growth and resource exploitation.

On completion of this research project, students will be better able to:

- understand impacts of urban growth and resource exploitation
- discuss issues pertaining to urban growth

- explain how and why specific environments in Australia are changing
- use information skills to the research process.

Outcomes of the syllabus applicable here are:

- 5.1 Identifies, gathers and evaluates geographical information
- 5.2 Analyses, organises and synthesises geographical information
- 5.3 Selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 Demonstrates a sense of place about Australian communities
- 5.5 Explains the geographical processes that form and transform Australian environments
- 5.9 Applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Instructions to students

The tasks are listed in Table 1. Students are to complete:

- all activities from Group 1
- at least *one* activity from Groups 2 and 3.

Notes for teachers

- Each group represents a graded degree of difficulty. Group 1 activities should be attempted by all students and represent a minimal level of achievement to meet the outcomes of the unit.
- Students can extend their achievement by completing additional activities at higher levels of difficulty.
- Students are able to determine their commitment and potential for achievement.
- The number of activities in each group can be varied to accommodate varying levels of ability.
- All students have the opportunity to successfully achieve the unit outcomes.
- Learning opportunities can be individualised for each student.

The collaborative task design process

Benefits for teacher professional learning:

While the focus of the design process is to engage students and achievement of learning outcomes there are clearly identified gains for professional learning. Teachers at Cherrybrook Technology High School have commented that the process provided opportunities to:

- ✓ discuss curriculum initiatives with colleagues
- ✓ generate and share new ideas with colleagues
- ✓ pursue professional learning through their classroom work
- ✓ explore new teaching roles as facilitators of learning
- ✓ reflect on what works, what can be improved and how it can be done differently next time.

Benefits for student learning:

Clearly the design focus is on student learning where students are encouraged to be committed and self motivated learners. The gains are not only in skill and knowledge acquisition for the School Certificate. There are also the lifelong information literacy outcomes, where learners are

Table 1. The effects of people on the physical environment

Group 3
<p>8. You have been appointed to a position with the state Department of the Environment and Planning. Your task is to devise a twenty year plan that will stop, or at least minimise, Sydney's urban sprawl. Your proposal must include:</p> <ul style="list-style-type: none"> a. An outline map of Sydney indicating the current limits of Sydney. b. Indication on the map where the most growth is likely to take place in future developments and where limits will be enforced. c. A list and description of strategies to minimise growth and reasons why. d. A marketing campaign to promote your proposal. <p>7. Identify the traffic problems (eg congestion) in your local area. Develop and evaluate possible solutions and develop a suitable presentation (eg document, visual, multimedia) for submission to your local council.</p>
Group 2
<p>6. Conduct a land use survey of your local area. Use different colours on your map to represent different land uses (including residential, commercial, recreational, transport, natural, etc).</p> <p>5. Why are many of Sydney's waterways and creeks now polluted? Prepare to deliver a two minute talk about this issue.</p>
Group 1
<p>4. Where is Sydney's 'green belt'?</p> <p>3. Explain the difference between 'urban sprawl' and 'urban consolidation'. Present the information in a table format, giving an example of each and listing the advantages and disadvantages of each process.</p> <p>2. Write a people search on issues concerning the impact of urban growth on the physical environment highlighting the main issues.</p> <p>1. Use annotated diagrams to illustrate why some councils limit skyscrapers in central business districts or high-density areas.</p>

able to seek out appropriate resources and use a variety of sources. This is reinforced where teachers: recognise and praise real effort and achievement; allow students to make choices throughout the learning process; are sensitive to individual differences; and provide explicit instruction for the teaching, learning and assessment activity.

Students as learners show that they:

- ✓ are increasingly willing to attempt more challenging tasks
- ✓ know how to access and ask for help
- ✓ are willing to explore a variety of resources
- ✓ are willing to and know how to negotiate their learning.

(*Quality teaching quality learning*, p 21.)

A significant impact on quality learning outcomes

What task design factors do we know have a significant impact on quality learning outcomes? Teachers and teacher-librarians who cooperatively develop teaching and learning opportunities respond to this question as:

- explicit instruction
- effective time on task
- individualised learning opportunities

- clear communication about assessment
- structured task design.

In this context, "quality teaching and learning" is characterised by teachers who:

- monitor individual student learning
- give relevant feedback
- plan according to the needs of individuals, groups and the whole class
- are actively and purposefully engaged with issues and activities they regard as important
- are willing to take risks in applying strategies to solve problems
- are involved in the planning of their work and take responsibility for their learning
- want to work independently and in groups and are given support to do so.


(*Quality teaching quality learning*, pp 6 & 15.)

These attributes underpin quality teaching practices and are observable in classrooms where students make choices about their learning.

Planned units of work provide opportunities for students to undertake a range of learning tasks and to demonstrate learning achievement. Assessment becomes integral to

Assessment

Table 2. To achieve at the following levels students would typically be able to:

	<ul style="list-style-type: none"> • Apply geographic understanding to develop an environmental plan • Express informed decisions • Identify and evaluate relevant urban growth issues • Make judgments about future trends • Apply well developed geographical understanding of terms and skills • Select from a wide range of sources • Provide information that reflects higher order thinking • Use innovative presentation techniques. • Define and use key terms in well developed application to relevant issues • Identify and explore relevant urban growth issues • Express informed opinions about urban growth issues • Use appropriate geographical terms and skills in explanation • Use a variety of resources • Select appropriate information which explores relevant issues • Use creative presentation. • Indicate understanding of key terms • Identify issues associated with urban growth • Use appropriate geographical terms in explanation • Use resources • Select appropriate information • Deliver relevant information in a well organised presentation.
High	
Satisfactory	

structured teaching and learning activities when units of work:

- allow each student to demonstrate their skills and knowledge
- capture the full range of student performances
- accommodate the needs and interests of different students.

Integrated assessment for the School Certificate

Assessment can be formative and summative. Assessment can be described as a process teachers use to gather evidence, make inferences and draw conclusions so they can develop appropriate teaching and learning opportunities.

Assessment becomes constructive when it assists teachers in fostering student learning (Clarke, 1995). Dr David Clarke identifies assessment as an opportunity for students to: demonstrate subject understandings and skills; ask for help and seek clarification; and reflect on what helped them to learn. The design of assessment tasks must reflect quality teaching and learning opportunities to have significant gains for student learning and link to reporting of student achievement.

Since 1998, assessment for the School Certificate requires reporting of student achievement using course performance descriptors in all subjects. *The School Certificate grading system: a guide for teachers (1998)* provides information about course performance descriptors and reporting student achievement for the School Certificate. As a result, the collection of evidence of student achievement will involve designing assessment tasks that clearly relate to the outcomes being assessed in the teaching and learning program. Rich assessment tasks provide learning

opportunities for students to demonstrate what they know and can do.

The application of scaffolds in task design facilitate the collaborative process and create opportunities for teachers and teacher-librarians to integrate assessment in teaching and learning units while achieving significant gains for student engagement and achievement of unit outcomes.

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Integrating technology across the curriculum: teacher-librarians and classroom teachers



In vol 18 no 2 of *Scan*, we highlighted successful collaborative planning and teaching strategies for enhancing student learning outcomes as developed at Bexley Public School. In this issue, Bexley's teacher-librarian **Elizabeth Brandtman** (pictured), and classroom teacher **Kay Simpson** emphasise the importance of incorporating technology into a school's teaching and learning program.

The K-6 curriculum at Bexley Public School, in the St George District, has been planned and implemented using integrated units of work. These units coincide with the learning outcomes found in policy documents for human society and its environment (HSIE), science & technology and English. Each grade has set units, which have been developed based on the resources available to our school, and are adapted to suit the needs of the students in a school which has 85% of its population from non English speaking backgrounds (NESB).

Technology enhanced learning

Over the years, technology enhanced learning has become an integral part of our whole school plan. Using the information skills process, we have developed the library as the focal point from which we initiate students' successful navigation through specific software and information retrieval platforms related to the units under study.



Every classroom at Bexley Public has two computers which are connected to the school network and the Internet. The school is also in the process of creating an intranet which we anticipate will provide a highly relevant and user friendly interface for the network.

The school library provides access to a further nine network computers; these are also connected to the Internet and are mainly used for student research and information retrieval. An additional stand alone computer, also with Internet access, is usually connected to an LCD (liquid crystal display) data/video projector. This provides large screen images for small group work.

Organisation of the technology: *Space* unit

All members of staff have been involved in training and development activities to upskill themselves in the use of the technology available to them in both classroom and library environments. This has led to a more technologically enhanced curriculum for our students.

Specifically, collaborative programs have been devised which incorporate the use of this technology in the library to enhance and complement work being done in classrooms. The program described in this article has been devised to work in conjunction with a classroom science & technology unit, *Space*, for two Year 5 classes. The outcomes have been selected for Stage Three students.

Teacher-librarian roles

- Using the Internet computer and visual display device, the teacher-librarian works through specific information skill outcomes to optimise students' abilities to utilise the Internet for the selection and identification of information for 'specific purposes'. This data is then used to complete selected pages of information relating to *Space*. The online *Internet theme series* from *R.I.C. Publications* and *The cyber school series* from *Ready-Ed Publications* have excellent Internet resources and links on the solar system, astronomy and space.
- Students will also be shown the simple methods of navigating the Internet, with particular emphasis on: bookmarking; and the **Back**, **Forward**, **Home** and **Stop** buttons.

Classroom teacher A

- Using the pro forma provided, students are shown how to manipulate specific software programs. (*Microsoft Encarta 97 encyclopedia* and *Scholastic's the magic school bus explores the solar system*) to locate and select appropriate information for the specific task.

- Students are guided to successfully navigate through the software to achieve not only information retrieval but an understanding of the skills required in this type of information gathering.

Classroom teacher B

- Using the range of factual texts found in the *Space* resource boxes, students locate, select, organise, and present an information report on a specific topic. This topic will be chosen, in negotiation with Teacher B, by students. Individual abilities must be catered for. (Some key resources on planets are listed in **References and resources**; other topics included space vehicles, the moon, and stars.)
- There will be opportunities to model the construction of texts and encourage jointly constructed information reports. Topics based upon the theme of *Space* should be researched appropriately by the students to present a piece of writing appropriate to student's level of development.

For all three educators, there is an emphasis upon the assessment step of the information process: "What did the student learn by this exercise and what skills need to be developed further?"

Organisation of student groups

Assigned activities might include: working on the Internet; using network computers for multimedia access; information retrieval from factual texts; or critical evaluation of narrative texts. The organisation for this particular unit of work involved two classes, which were equally divided into three working teams (as described in *Scan* vol 18 no 1, pp 13-14).

Typically, each team rotates on a weekly or fortnightly roster depending on the needs of the groups or the work to be covered. This organisation varies from unit to unit and from year to year:

- Internet activities:** These usually involve the Internet computer, hooked up to the data/video projector unit. Computer images are thus enhanced, appearing on a large screen which can be easily viewed by the whole small group. Activities take the students, step by step, through the correct protocols needed to successfully access relevant information on their topic. From this point, the students (initially in groups; then in pairs) have the opportunity to experience the navigation of the Internet by following a skill pro forma. The pro forma also becomes an assessment tool and is utilised in student profiles for reporting to parents.
- Network computers:** In partnered information retrieval activities, students gather data on specific topics to complete an ongoing information booklet. (Such booklets are produced by the teacher-librarian in collaboration with class teachers, and can be scaffolded to suit particular groups or individuals; see Table 1 for an example from our *Space* unit.) Students are

Over the years, technology enhanced learning has become an integral part of our whole school plan.

guided through the software by a teacher. The aim is to develop each student's navigational and computer skills at the same time as the ability to work cooperatively within their peer group for particular task outcomes. For further information on cooperative learning in the library, see the article by Kay Byrne (*Scan* vol 17 no 4).

- Factual texts:** Using the information skills process, students are required to: **define** the topic, their information needs and audience; **locate, select and organise** information in a meaningful way; and **present** their information (eg in an information report) on a negotiated topic. The students develop their word processing skills, in line with the English syllabus writing outcomes in the presentation of this task. The outcomes and indicators are observable and are used to **assess** the students' efforts.

Assessment tasks, outcomes and indicators

Information skills highlighted in this unit:

- Locating and selecting information from software to complete a written task sheet, *Planet information* (Table 1).
- Selecting and organising information.
- Presenting: students develop their ability to choose the correct text type to present a task effectively.
- Assessing: students develop the ability to self evaluate how well their skills are developing.

Outcomes for this unit (taken from the *English K-6 syllabus*, Stage 3) included:

RS3.6: Uses a comprehensive range of skills and strategies appropriate to the type of text.

WS2.9: Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic, audience and written language features.

WS3.9: Produces a range of well structured and well presented literary and factual texts for a wide range of purposes and audiences using increasingly challenging topics, issues and written language features.

WS3.12: Produces texts in fluent and legible style and uses computer technology to present these effectively in a variety of ways.

WS3.13: Critically analyses own texts in terms of: how well they have been written; how effectively they present the subject matter; and how they influence the reader.

Table 1. Student booklet pro forma. Each student receives several copies, enlarged to A4 size.

<p>Planet information (include an illustration)</p> <p>Classification:</p> <p>Distance from the sun:</p> <p>Rotation on axis:</p> <p>Revolution around the sun:</p> <p>Size (Diameter):</p> <p>Temperature / Weather:</p> <p>Composition:</p> <p>Appearance:</p> <p>Atmosphere:</p>	<p>Passport stamp</p>
<p>Illustration</p>	

Considerations when integrating new technologies

There has been a great deal of publicity lately on the negative aspects of students using the Internet without appropriate adult guidance. It is essential that all computer activities in which students are to be engaged support programmed learning activities and are supervised by teachers.

Previewing all Web sites and software to be used by students, and using selection aids (such as resource reviews and Internet site reviews in *Scan*), will assist teachers to ascertain curriculum relevance. This is done by either the teacher or teacher-librarian using criteria such as:

- age appropriateness
- language appropriateness
- thematic value
- ease of access
- currency
- reliability
- credibility.

Students as lifelong learners

Information skills development is extremely important. Information skills should not be seen as a set of library skills but as life knowledge skills to be used in all facets of the learning process. To prepare our students to be lifelong learners, critical literacy skills also need to be well developed and documented. Bexley's whole school plan provides a structure for the cyclic development of these

skills through each grade. Beginning with Kindergarten and simple mouse manipulation, the plan leads to students acquiring the more proficient and complex skills for Internet and software navigation in later years.

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Our series of Internet reviews continues. Sites for a range of Key Learning Areas are included in each edition of *Scan* to help maintain currency, and ensure teachers from each KLA are provided with helpful information to support technology in learning. Sites are listed alphabetically by title. Reviews of Internet sites which support Literacy appear at the beginning of *Resources to support literacy*. 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>>.

Active Australia homepage. 1034698

<http://www.ausport.gov.au/partic/activeoz.html>
Part of the Active Australia program, this aims to promote a healthy lifestyle through participation in leisure activities, such as: going for a walk; cycling with the family; joining a health club; or being involved in the many sport and recreation opportunities available. This site concentrates on two key areas: encouraging people to be more physically active; and working to improve the places in which people can be active. These include: sport, recreation and fitness clubs and organisations; schools; and the local community. Information on relevant and appropriate activities, ideas, and contacts are available on this simple site. R. Lees

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
SCIS SUBJECTS: Exercise; Health
KEYWORDS: Active; exercise; physical activity, fitness
PUBLISHER: Australian Sports Commission
REVIEW DATE: 27/6/99

Alphabetical list of specific diseases/disorders.

<http://www.mic.ki.se/Diseases/alphalist.html>
Information on a diverse array of diseases and disorders is accessible in this very comprehensive A to Z directory. It is the ideal starting point for any research into illness and disease when studying the growth and development content strand of the Years 7-10 PDHPE syllabus. More advanced information can also be easily accessed by senior secondary students and staff. In the alphabetical list, specific disorders and conditions are cross referenced to general category headings, such as circulatory, cardiovascular, or musculoskeletal diseases, enhancing the helpfulness of the entry points for students. R. Lees

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Diseases
KEYWORDS: Diseases; disorders; illness
PUBLISHER: Karolinska Institutet, Sweden
REVIEW DATE: 27/6/99

Arty the part time astronaut. 1037968

<http://www.artyastro.com>
Guide Arty and his alien friend, Greg, to the many sights of our solar system on this interactive, colourful, animated site. There are two site options and a download for slower systems. While waiting for the site to download, students can take a quiz to test their astronomy and space knowledge. After selecting **Travel** and arriving at the destination, children can gather information here. Information is simply written, in concise amounts for young users. **Games** includes: finding out your weight and age on different planets; seeing how long it would take to travel to each planet either by car or space shuttle; word search; moon phase; and rock invaders. For optimal experience, the latest Shockwave for Flash and Director is required. This is an enjoyable site for the young astronomer. C. Burden

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Planets; Solar system; Space
KEYWORDS: Astronaut; planets; solar system; space
PUBLISHER: Carbin Design, USA
REVIEW DATE: 28/6/99

ASC Olympic fact sheets. 1034414

<http://www.ausport.gov.au/factmenu.html>
Although print based, with few graphics, this site contains seventeen fact sheets, which adequately cover Olympic topics. These include: the history of ancient and modern Olympics; the Olympic tradition; world politics; the changing role of women; technology; drug testing; nutrition; and the Paralympics. Charts allow interesting comparisons to be made, for example between the medal tallies of men and women, although not all charts have a good print clarity. The extensive book list is not current, but there are links to other Internet sites that teachers may like to investigate. S. Leslie

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; PDHPE Elective 9-10
SCIS SUBJECTS: Olympic games; Sports
KEYWORDS: Olympics; sports

PUBLISHER: Australian Sports Commission
REVIEW DATE: 4/6/99

1037981

AT&T virtual classroom race across time.

<http://www.phm.gov.au/rat/default.htm>
In this attractive, engaging game, students use textual and visual information to identify specific places and times in Australia's history. Players identify five randomly selected places (from a total of ten) in five geographical areas. Two levels of difficulty are offered, and successful players are rewarded at each stage. While engaging for students, this site's real value lies in its support for teachers. It has: accurate and well presented historical information; suggestions for many valuable offline extension activities; fact sheets for each of the ten sites; 25 historical artefacts used in the game; and over 50 links to associated Internet sites (exploration time required to verify curriculum relevance). W. Smith

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE; ST; TAS
SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; HSIE K-6; History Stages 4-5; Science & Technology K-6

SCIS SUBJECTS: Australia - History; Technology
KEYWORDS: History; Powerhouse Museum; race; time

PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 28/6/99

Atlas of the body. 1030856

http://www.ama-assn.org/insight/gen_hlth/atlas/atlas.htm
Everyday general health information and thorough information on anatomy is provided at this site. The circulatory, respiratory, digestive, nervous, skeletal, muscular, and reproductive systems are detailed with the aid of high quality, clear, well labelled diagrams. **Specific conditions** deals with topics on a large variety of diseases and conditions, and topics related specifically to men's, women's, adolescent, and children's health. Archived topics include domestic violence and abuse; while some information is supportive of Child Protection issues, the contacts are American. **General health** provides information on fitness basics, smoking cessation, and other medical news. **Interactive health** allows students to examine personal health issues. The site is particularly relevant to the growth and development strand of the Years 7-10 PDHPE syllabus. R. Lees

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Human anatomy; Diseases; Health; Public health

KEYWORDS: Anatomy; fitness; general health; health; human body

PUBLISHER: American Medical Association
REVIEW DATE: 27/6/99
EVAL: Highly recommended

The aurora page. 1035050

<http://www.geo.mtu.edu/weather/aurora>
Clearly laid out and easily read, this site offers numerous links to information and images of the aurora, and to other, related (mostly university based) sites (further exploration required to verify curriculum relevance). The

Exploratorium link (in **Astronomy sites on the Internet**) is the most useful for Stage 3 students. Information is provided on exactly what the aurora is; and when, where and under what conditions it occurs. One link even offers instructions for building an aurora alarm! While some images are slow to load, the videos are worth the wait, particularly for our students, who may have little or no opportunity ever to observe an aurora themselves. W. Smith

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5

SCIS SUBJECTS: Auroras
KEYWORDS: Aurora; aurora borealis; Northern lights; sun

PUBLISHER: Michigan Technological University, USA
REVIEW DATE: 28/6/99

The Australian Children's Television Foundation. 1036041

<http://www.actf.com.au>
Go directly to **Teachers online**, then **Main menu**, then **Teachers online index** to access an extensive collection of practical teaching and learning activities based on well known Australian Children's Television Program productions, such as: *Round the twist*; *Lift-off*; *Li'l Elvis Jones*; *The truckstoppers*; *The genie from down under*; *Winners*; and *Crash zone*. Learning activities are linked to the nationally agreed curriculum statements, and are translatable to NSW students. Activities may be selected for an age group by: key theme; KLA; or ACTF program title. **Exploring TV and film** provides information on animation, live action and teaching television and film. This is a useful resource for media studies. C. Burden

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Television in education; Television programs

KEYWORDS: Animation; film; television shows
PUBLISHER: The Australian Children's Television Foundation

REVIEW DATE: 28/6/99

Australian Institute of Sport swimming homepage. 1038044

<http://www.ausport.gov.au/aisswim>
With interest in the Sydney Olympics gaining momentum, this well presented site is very useful for students of all ages. In particular, the '99 **Athletes** section, which contains an index of swimmers' profiles and photographs, is a valuable resource. For each athlete, personal details, sporting achievements, and other interests are listed. Information about past Australian Olympic swimmers can be accessed from the **Hall of Fame**, which unfortunately, is not indexed. **Student information** is divided into **Primary** and **Secondary**, and includes information about **Nutrition**, **Living at the A.I.S.** and **Career and education**. Information is presented simply and clearly, with high quality graphs, tables and diagrams, eg. the food pyramid. This user friendly homepage is part of the fascinating, larger Australian Sports Commission site. J. Scheffers

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; PDHPE

Also 1038104

SYLLABUS: HSIE K-6; PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Sportsmen and sportswomen, Australian; Swimming
KEYWORDS: Australian Institute of Sport; swimming
PUBLISHER: Australian Sports Commission
REVIEW DATE: 27/6/99

The Australian republic issue: a guide. 1035360

<http://www.edfac.usyd.edu.au/staff/souters/republic.html>

A voluminous site related to the Constitution and the republic debate, this features a collection of materials which is rich in substance and meaning. Constitutional monarchists, republicans, and legal experts are well represented historically and in current affairs reported. Speeches, essays, and documents from all perspectives are presented. Regularly maintained, this is a site well worth bookmarking, and frequently visiting, for those studying the forthcoming referendum on the republic, or investigating civics issues. A solid understanding of terms and arguments can be developed using this site in conjunction with other materials. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5; Geography Stages 4-5; 2U/3U Legal Studies
SCIS SUBJECTS: Australia. Constitution; Citizenship; Constitutional history; Government; Republicanism
KEYWORDS: Australian republic; elections; franchise
PUBLISHER: Sydney University, Australia
REVIEW DATE: 27/6/99
EVAL: Highly recommended

Bohemian ink: absurdism. 1037926

<http://www.levity.com/corduroy/absurd.htm>

Few Internet sites are able to provide a succinct introduction to a difficult topic as this one does for this literary movement. This site covers many contributors to absurdism (both prose and drama) over the years, beginning with the influences of Alfred Jarry, through to Jean-Paul Sartre, Albert Camus, Samuel Beckett and more contemporary writers like Tom Stoppard. Links to each of the major practitioners of absurdism are generally informative, containing biographical information, articles, essays, interviews, and bibliographies. Visitors with a particular interest in Eugene Ionesco are well catered for. While not all the absurdists are covered, this site is very accessible for senior students beginning their work in this area. C. O'Rourke

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: 2U Drama; 2U Related English
SCIS SUBJECTS: Drama
KEYWORDS: Absurdism; literary movement
PUBLISHER: Bohemian ink, USA?
REVIEW DATE: 28/6/99

Books for the connoisseur. 1037948

http://www.redwoods.cc.ca.us/Main/Mendocino/mn_deg_re/wood/booklist.htm

An annotated booklist from one of the world's great cabinet making and furniture schools is available here. This will provide information for resource selection, supporting teachers using wood technologies in the design areas.

Forty books are included, with a brief summary. They cover a broad range of tools, techniques and design philosophies. The conservative to the extreme artistic end of furniture design is evident in the range of books shown. Where available, the list is hot linked to sites showing the work or other articles by the authors. Teachers and students could find a range of books to inform design decisions and stimulate creativity in working with wood at this site. P. Thompson, R. Thompson

USER LEVEL: Stage 6 Community Professional
KLA: TAS
SYLLABUS: 2U Design & Technology; 2U Industrial Technology
SCIS SUBJECTS: Woodwork - Bibliography
KEYWORDS: Cabinet maker; furniture; technology; timber; woodworking; references
PUBLISHER: College of the Redwoods, USA
REVIEW DATE: 26/6/99

C. K. Ladzekpo - African music and dance. 1037963

<http://www.bmrc.berkeley.edu/people/ladzekpo>

Master drummer, composer and choreographer, C.K. Ladzekpo, is director of the African music program at the University of California. His site is a comprehensive study of the music and dance of the Ewe people of Ghana. Each section contains information about a particular aspect of Ewe culture, illustrated with graphics, videos, sounds and song texts. The **Foundation course in African dance-drumming** is organised in sections: **The myth of cross-rhythm; The structure of African rhythm; Beat schemes, Developmental techniques of cross rhythms; Cross rhythmic textures; and Rhythmic frameworks exercises**, with examples in music notation and audio clips. This is an excellent resource for students electing to study music of another culture. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: 2U Music, Course 1; 2U/3U Music
SCIS SUBJECTS: Music, African
KEYWORDS: African music; Berkeley; Ladzekpo
PUBLISHER: Berkeley University, USA
REVIEW DATE: 28/6/99

Canned Food Information Services Inc.

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

A great site, this is relevant for pupils studying the food technology core strand: food manufacturing. The photographs and cartoon style flow charts bring this topic to life. It contains information on: the selection of raw materials; quality management (including government legislation); preservation; and recycling and the environment. Students could be asked to: investigate and reproduce the flow diagrams on a product of their choosing; complete a worksheet on the canning process; and/or describe the canning process. Use of this site is sure to create interest, and more student involvement than a textbook approach to the same material. Buttons make it easy to move from one topic to another within this site. J. Redfern

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7-10; 2U Food Technology
SCIS SUBJECTS: Canning and preserving; Food industry; Food preservation
KEYWORDS: Canned food; food preservation

Information Technology

PUBLISHER: Canned Food Information Service Inc, VIC, Australia
REVIEW DATE: 4/6/99

Center for civic education. 1037921

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

A portfolio based civic education project for middle school classes presented by the Centre for Civic Education and the National Conference of State Legislatures, USA, is presented here. The project (*We the people in Center programs*) promotes competent and responsible participation in state and local government. It actively engages students in learning how to monitor and influence public policy, and encourages civic participation among students, their parents, and members of the community. Providing ideas for projects and information sharing, it is an important model for all civics educators of students from Stage 3 to Stage 6. It is easily navigated and well worth visiting. C. Dorbis

USER LEVEL: Community Professional
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5; Geography Stages 4-5
SCIS SUBJECTS: Citizenship; Democracy
KEYWORDS: Civic education; citizenship; democracy; government
PUBLISHER: Center for Civic Education, USA
EVAL: Highly recommended
REVIEW DATE: 27/6/99

Cool science for curious kids. 995725

<http://www.hhmi.org/coolscience/index.html>

Activities from five children's or science museums in the USA have been combined at this site, and successfully achieve their aim of making science enjoyable and practical. Some of the tasks are interactive, while others have instructions for hands on activities. Topics include: metamorphosis; airborne particles; classification; and mini worlds. Presentation is simple, clear and attractive. The ideas could easily be translated to class activities, or be used by individuals for extension work. Advice is provided for parents on how they can support science learning. An interactive map allows users to locate science and technology centres throughout the world, with links to their homepages, though these would need to be checked for curriculum relevance. S. Leslie

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Science - Study and teaching
KEYWORDS: Science
PUBLISHER: Howard Hughes Medical Institute, USA
REVIEW DATE: 28/6/99

Countrylife on-line. 1034173

<http://www.countrylife.org.uk/index.asp>

The latest rural developments from the UK, much of which has global significance, are presented here in an uncomplicated format. Of particular interest, is the scientific and ethical treatment of technological advancements and their application, often including a comprehensive literature review. This makes the site a useful research tool for seniors, while younger students might be directed to the **Kids Club**, where the chance to connect with young people of rural UK offers a way of adding interest to classroom

activities. Some conservation perspectives are raised. Updated farmer diaries and good links to other rural sites (exploration required to verify curriculum relevance) make this a site worth checking. B. Trench

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture
SCIS SUBJECTS: Agriculture; Country life
KEYWORDS: Country life; farming
PUBLISHER: Countrylife On-line, UK
REVIEW DATE: 27/6/99

Drugs online '98. (DRUG-ARM) 1034441

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

Drug Awareness and Relief Movement (DRUG-ARM) is a non government, non profit organisation committed to promoting a healthy lifestyle free from unnecessary drugs. The internal links are strong. These range from testimonials from a range of sporting stars, with strong anti drug messages, to factual information about the physical and psychological affects of drugs upon the body. Another useful link is an A to Z list of drugs, which details methods of use of the more common legal and illegal drugs in society, and the social, emotional, physical and legal implications of the use of such substances. This site is relevant to students, parents, and teachers. The information and statistics are very applicable to the drug use section of the personal choice content strand in the Years 7-10 PDHPE syllabus. It is also a valuable and informative resource for 2 Unit PDHPE and *Crossroads*. R. Lees, C. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: Crossroads; PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Drug abuse; Drugs - Study and teaching
KEYWORDS: Alcohol; drugs; drug awareness; drug education; tobacco
PUBLISHER: Drug Awareness and Relief Movement/Education Queensland, Australia
REVIEW DATE: 27/6/99
EVAL: Highly recommended

Earth alert - Discovery Channel school. 1034320

<http://www.discoveryschool.com/schoolfeatures/features/stories/earthalert/index.html>

For activities to support lessons on natural disasters then visit the classroom activities included as part of these pages. The topics include: **Volcano; Earthquake; Pollution; Flood; Thunderstorm; Hurricane; Tornado; and Drought**. Navigation to any of the nine key disasters is easy via the disaster icons. After selecting a disaster, users are presented with three grade specific options. Most of the activities presented provide meaningful learning experiences in science and human society and its environment (HSIE) via practical activities. Background information is also provided on each disaster. All classroom activities can be printed. These pages provide a good practical resource for teachers. S. Taylor

USER LEVEL: Professional
KLA: HSIE; Science; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Disasters

www.discovery.com/news/earthalert/earthalert.html

KEYWORDS: Disasters; discovery; earthquake; pollution; weather
PUBLISHER: Discovery Communications Inc., USA
REVIEW DATE: 28/6/99

Earth and moon viewer. 1035264

<http://www.fourmilab.ch/earthview/vplanet.html>
View the Earth from the Sun, the Moon, a satellite in orbit, or various cities around the globe. See the map of the Earth showing day and night, or pan across the surface of the Earth using topographical maps and weather satellite imagery. This is a useful site for students to visualise the concepts of: night and day; planet, sun, and moon relationships; and distances in space. It is an ideal site for: the primary science topic, **Out in space**; developing the skills of representing information in different forms; and making detailed observations using appropriate technologies. Particularly impressive is **Solar system live: interactive orrery**, where users may: view in three dimensional format, the entire solar system, or the inner planets' orbits; and set controls (with **Help** screens) for a particular time, date or observation point. Public domain astronomy and space software is also available from this site. S. Zivanovic
USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Astronomy; Earth; Moon; Solar system
KEYWORDS: Astronomy; earth; moon; space
PUBLISHER: John Walker, Switzerland/USA
REVIEW DATE: 27/6/99
EVAL: Highly recommended

The eggman. 1035267

<http://prime-fe1.lvcablemodem.com/dean/>
Information about all aspects of egg production is provided by this site, ensuring its relevance to agriculture. It is very colourful and easy to navigate. **Fun and facts** leads to a range of facts about this enterprise, and covers various aspects, from **How a hen lays its eggs** to **The science of an egg**. Information is not glossed over; the answers are thorough and in depth. Care must be taken when viewing **Market reports** and **Eggs/Production**, as statistics are only relevant to America. There are numerous egg related links, though exploration time is required to verify curriculum relevance. K. Heap
USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Agriculture 7-10
SCIS SUBJECTS: Agriculture; Eggs; Farm produce
KEYWORDS: Egg
PUBLISHER: Dean Hughson, USA
REVIEW DATE: 27/6/99

Energy education from the California Energy Commission. 1037900

<http://www.energy.ca.gov/education/index.html>
Topics at this site can be accessed from icons on the brightly coloured homepage. Information is presented from a balanced viewpoint, with both energy supply and conservation issues included, and would support environmental studies and science units such as *Switched on*. Subjects include: fossil, nuclear and alternative energy supplies; and biographies of fifteen scientists. Much of the informa-

tion is presented at two levels of difficulty, with the main points summarised. There is advice for children on energy conservation and a description of a successful US school project. Activities include simple science experiments and puzzles, most of which need to be printed. Plans for more interactive activities also exist. S. Leslie

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Energy conservation; Energy resources; Fuel
KEYWORDS: Energy; fossil fuels
PUBLISHER: California Energy Commission, USA
REVIEW DATE: 27/6/99

Entomology insect collection database table of contents. 1035056

<http://www.agric.wa.gov.au:7000/entolicedb/jicdb1.idc>
DB/contents.idc

Students with an interest in insects will find this site useful. It contains quality graphics of thousands of insects. The database can be searched simply in a variety of ways, such as: by entering specimen details (if the name of the specimen is not known); by its name or part of it (**Search ICDB for specimen images**); by scientific or common name; or by Australian latitudes and longitudes. The database will produce a list of insects to choose from. The images are very detailed and clear, but the size may mean some could take time to load. Students studying senior agriculture or diversity in senior biology will find this site relevant. K. Heap
USER LEVEL: Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; 2U Biology
SCIS SUBJECTS: Insects
KEYWORDS: Entomology; insect
PUBLISHER: Agriculture Western Australia
REVIEW DATE: 4/5/99

Fine furniture: online gallery. 1035073

http://www.redwoods.cc.ca.us/Main/Mendocino/mn_deg re/wood/furnitur.htm

The gateway to an online gallery of some of the world's best furniture design in the krenovian style is available here. These pages represent the epitome of hand crafted furniture. Students and teachers will find much to inspire them in the design and production of furniture items. **Cabinets and showcases, Wall cabinets, jewellery boxes, small chests and humidors, and Tables, desks and chairs**, are the linking headlines indicating the broad diversity of the images shown. There are hundreds of images, many showing the detail of construction and parts of the work. Thumbnail images load quickly, and link to larger images that also indicate the timbers used. It is a stimulating site for the high level woodworking designer. P. Thompson
USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology; Technics 7-10
SCIS SUBJECTS: Furniture; Woodwork
KEYWORDS: Furniture; technology; timber; woodworking
PUBLISHER: College of the Redwoods, USA
REVIEW DATE: 26/6/99

FLTeach FAQs. 1037916

<http://www.cortland.edu/www/flteach/flteach-FAQ.html>
A collection of selected postings on a variety of most frequently asked questions/topics, this is a treasure trove for language teachers of all levels. The questions are grouped in topics, which are in alphabetical order, from advice to new teachers, to how to teach: **Accent marks; Dictation; and Oral participation** in class. There is much valuable advice from other language teachers from around the world, including: shared teaching experience; ideas for resources; classroom management; and how to deal with first days of school. K. Nowacki
USER LEVEL: Professional
KLA: LOTE
SYLLABUS: LOTE K-6; French 7-10
SCIS SUBJECTS: French language - Study and teaching
KEYWORDS: Language teaching
PUBLISHER: Foreign Language Teaching Forum, State University of New York, USA
REVIEW DATE: 28/6/99

Food Australia. 1034390

<http://www.foodaust.com.au/fa.htm>
Site of the official publication of the Australian Institute of Food Science and Technology Incorporated, this moveable feast (changes monthly) of topics provides a wealth of valuable information for food technology teachers and students. It is particularly useful for: product development; food marketing; and innovations in the Australian food industry. **New product lines** describes new products and profiles, the market to which they are targeted, and any other outstanding features, such as packaging. Also updated monthly, **Features** should not be overlooked. Student tasks could include: justifying the development of one new product; identifying the different types of products; and writing design briefs. J. Redfern
USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; 2U Food Technology
KEYWORDS: Food Australia; food science; food technology
SCIS SUBJECTS: Food industry
PUBLISHER: Food Australia
REVIEW DATE: 4/6/99

Galileo home page. 1035682

<http://www.jpl.nasa.gov/galileo/>
A large and expanding collection of the latest NASA images and data from the Galileo space probe, which is currently exploring Jupiter, is available here. It features: a captioned, high resolution image file (current to 18/1/99); impact structures; and additional background information. Questions being studied include whether Jupiter's moon, **Europa**, has an ocean locked beneath its icy surface. The moons **Io** and **Ganymede** are also featured. It is possible to access current computer simulated images, as viewed from the space probe in real present time by accessing the **Calisto Flyby** page in **Countdown**. These fact files are very detailed. The site offers fascinating potential for creating interesting learning experiences. L. Ward
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Professional
Science; ST

SYLLABUS: Science & Technology K-6; Science Stages 4-5; 2U Physics
SCIS SUBJECTS: Jupiter; Solar system
KEYWORDS: Calisto; Galileo; Jupiter; NASA; space probe;
PUBLISHER: NASA, USA
REVIEW DATE: 27/6/99
EVAL: Highly recommended

Gander Academy's theme-related resources on the World Wide Web. 1035275

<http://www.stemnet.nf.ca/CITE/themes.html>
For teachers seeking comprehensive resources on a variety of themes, or gaining confidence in using the Internet, this easily navigated site is a must. By selecting the desired theme (eg. **Myths; Music; Environment; or Rainforests**) a plethora of teaching ideas, texts for student reading, and numerous Weblinks (further exploration required) can be accessed. Although updated on a regular basis, at time of review, some of these links were unavailable. **Teacher resources**, available separately within many themes and sub sections, contain: worthwhile classroom activities; lesson plans; and cross curricular extensions suitable for use with primary and junior secondary students. There are also excellent, practical ideas for teaching **Readers theatre** within **Language arts**. In particular, colourful graphics and accessible language enhance the usefulness of this site for teachers and students from Stage 1 through to Stage 5. H. Gardiner
USER LEVEL: Professional
KLA: CA; English; HSIE; LOTE; PDHPE; Science; ST; TAS
SCIS SUBJECTS: English - Study and teaching; General knowledge
KEYWORDS: Gander Academy, language arts
PUBLISHER: Gander Academy, Canada
REVIEW DATE: 27/6/99

Global change home page. 1035093

<http://www.globalchange.org/gc.htm>
Simple presentation allows easy access to the latest scientific findings on global warming. A large glossary helps explain the scientific terminology; a North American base does not seriously detract from the usefulness of the material due to its global application. Student guidance will be necessary due to the amount of material on offer, and a number of opportunities for active involvement are available in sections such as **Calculate your own personal CO2 inventory**. A variety of techniques for representing data offer a range of interpretation opportunities, from graphs to thermal data imaging. B. Trench
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; TAS, Science
SYLLABUS: Agriculture 7-10; 2U Agriculture; Geography Stages 4-5; 2U Geography; Science Stages 4-5
SCIS SUBJECTS: Climate; greenhouse effect
KEYWORDS: Global warming; change; climate; ozone
PUBLISHER: Pacific Institute for Studies in Development, Environment and Security, USA
REVIEW DATE: 27/6/99

1037887

Governments. (Australian Governments)<http://www.shoalhaven.net.au/education/Govt/gov.html>

Useful information and links to Commonwealth, State and Territory government departments and agencies can be accessed from this extensive site. Contents include: **Past Australian Prime Ministers; Australian Governor-Generals; and Symbols of Australia** (accessed from **Australian Federal Government then Information about government**). Search facilities are provided for each of the governments' pages. International governments may also be reached from the site. **Students and Teachers** simply provide links to sites which would need to be verified for curriculum relevance. This well constructed and regularly updated site offers support for the Stage 3 HSIE K-6 strand, **Social systems and structures**, and the Stage 2 science and technology **Our Australia** unit. Information is also relevant to civics related studies at the secondary level. J. Scheffers

USER LEVEL: Professional
KLA: HSIE; ST
SYLLABUS: HSIE K-6; History Stages 4-5; Science & Technology K-6
SCIS SUBJECTS: Australia - Politics and government; Federal government; State government
KEYWORDS: Australian governments
PUBLISHER: Shoalhaven i-news, Australia
REVIEW DATE: 28/6/99

Greenpeace International: climate. 1035097<http://www.greenpeace.org/~climate/index.html>

A good outline of Greenpeace's view of the fossil fuel debate and related issues is provided at this simple, mainly text based site. Alternative fuels are suggested. **What you can do** includes advocacy techniques, and could be used to guide students through an interesting environmental assignment with literacy related tasks structured by the teacher. Considerable teacher guidance, including critical analysis tasks, may be helpful in approaching the material of this lobby group. The site makes a genuine and successful attempt at providing current information, and the **Join Greenpeace** section is not particularly prominent. The local example involving the Homebush Olympics site, accessed from the **Greenpeace International homepage**, is a bonus worth investigating. B. Trench

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Science Stages 4-5; Geography Stages 4-5; 2U Geography
SCIS SUBJECTS: Climate; greenhouse effect
KEYWORDS: Climate; fossil fuels; Greenpeace
PUBLISHER: Greenpeace International, The Netherlands
REVIEW DATE: 27/6/99

Homepage. (Fruit and veg for me) 1035259<http://www.fandvforme.com.au/homepage.htm>

Within **Fruit 'n veg**, an abundance of information (**Availability, History, production, Nutrition** etc) on sixty varieties of fruits and vegetables is a highlight of this site. Interviews are conducted with sports stars emphasising healthy eating. Student participation is encouraged via competitions, a game and emailing their questions, which are posted on the site with answers. Ease of navigation and readability, makes this site appropriate for all stages, par-

ticularly Stage 2 and up. Teachers can use the **Fun cooking** activities with their class, to support the enjoyment of eating fruit and vegetables. This fast loading, exceptionally well presented site is an ideal motivator for any class studying nutrition. S. Taylor

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
SCIS SUBJECTS: Food habits; Nutrition
KEYWORDS: Fruit; health; vegetable
PUBLISHER: Sydney Markets, Australia
REVIEW DATE: 27/6/99
EVAL: Highly recommended

Home page. (Kids n' space) 1019917<http://www.kidsnspage.org/index.html>

Designed with young learners in mind, this site is colourful, with big print and easily read text in concise amounts of information. It is well suited to the primary science syllabus. Impressive NASA photographs, and **FunFacts**, with challenging quizzes and experiments pages, stimulate interest in space topics. The **Glossary** is very comprehensive, and contains photographs identifying specific space phenomena. Earth and all planets are covered in detail, including: composition; special features; and statistics. Links to other sites are provided, though exploration time is required to verify curriculum relevance of these. Young students are encouraged to interact with the authors and contribute. S. Zivanovic

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Astronomy; Solar system
KEYWORDS: Space; earth; solar system
PUBLISHER: JOHNSON, Cynthia & Mark, USA
REVIEW DATE: 27/6/99

Home page - Monsanto. 1034300<http://www.monsanto.com/monsanto/default.htm>

Monsanto is a United States based company specialising in chemicals and biotechnology related to agriculture, and human health and nutrition. It makes reference to sustainable development. This glossy and extensive site contains information and **Press releases** on current research and products, including: herbicides; cattle growth promotants; and genetically engineered crops. These are easily accessed via the site search facility or by browsing. Students can use this information to help satisfy syllabus outcomes regarding new technology for the specific agricultural enterprises being studied. The site could also be used in the 2 Unit course as an example of an agribusiness. This is an impressive site, although students are well reminded through critical analysis activities that information on commercial sites may contain bias. S. Annetts

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U/3U Agriculture
SCIS SUBJECTS: Agriculture
KEYWORDS: Agribusiness; agriculture; chemicals; genetic engineering; herbicides
PUBLISHER: Monsanto Company, USA
REVIEW DATE: 27/6/99

- can't find

Learn about awesome clouds from the Dwight Mega Meteorology Center.<http://www.ingress.com/~dwright/students/gostroff/page/s/sky.htm>

The initial graphic of the weather above the United States west coast is arresting but dated (Sept 1994). Some of the spelling and presentation is hurried and erroneous. But the text is generally accurately pitched at middle years students. The links (to information and additional sites) accessible from the home page are divided into **Skyviews** and other hot links. The former presents single photographs of each of the various cloud formations and other information; the latter accesses the Dwight School (New York) home page, which details aspects of its program. Made by students for students, the site is interesting as an example of what students can achieve. L. Ward

USER LEVEL: Stage 3 Stage 4 Professional
KLA: Science; ST
SYLLABUS: Science & Technology; K-6, Science 7-10
SCIS SUBJECTS: Clouds; Weather
KEYWORDS: Clouds; meteorology
PUBLISHER: Dwight School, USA
REVIEW DATE: 27/6/99

Literary links - British authors page.<http://www.ccsinc.com/literature/British.htm>

The mission statement provided by the author outlines the intention to include only quality links for this site and not "fan shrines" of little value. The links are to well established and constructed specialist sites, which provide essays, biographies, graphics, sound files, and hot links to other sites. There are opportunities for discussions with the site holders. The language, discussion, and navigational techniques are accessible for Stage 6 students. HSC examined authors are available, such as: Austen; Chaucer; Donne; Dickens; Keats; and Shakespeare; along with those used in the Preliminary course, like Marvell, Hardy or Woolf. A worthwhile range of resources for senior students is available. Exploration time would be required to verify curriculum relevance of specific sites. J. Whyte

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: 2U Related English; 3U English
SCIS SUBJECTS: English literature
KEYWORDS: British authors; literary
PUBLISHER: Gloucester High School, USA
REVIEW DATE: 9/3/99
EVAL: Highly recommended

The Martian Sun-Times. 1035142<http://www.ucls.uchicago.edu/MartianSunTimes/>

Using information about weather conditions on Mars provided here, and comparing it with information about Earth weather obtained from other Internet sites or local newspapers, students are invited to participate in a series of six interesting weather investigations. These include: seasons on Mars; weather forecasts; Martian summer; stormy Mars; probing Earth and Mars; and life on Mars. Links are provided to other weather and astronomy sites relevant to the investigations. Activities can be printed out, and completed using: information such as charts and conversion tables embedded in the site; other Internet sites; or alternative resources. Extensive use is made of excellent graphics, many from NASA, but Stage 3 students may find some of

this information difficult to interpret without teacher assistance. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Mars; Weather
KEYWORDS: Mars; Martian; weather
PUBLISHER: University of Chicago Laboratory Schools, USA
AUTHOR: BENSON, Jeff & VAUGHAN, Florence
DATE REVIEWED: 28/6/99

The Mozart project. 1035118<http://www.frontiernet.net/~sboerner/mozart/index.html>

Articles on various topics, written by noted Mozart scholars, provide a good source of research material for musicology students. Biographical material includes: Mozart's life; brief biographies of Mozart's mother, father and sister; chronological tables; and a Mozart-Weber family tree. The compositions are listed by Köchel numbers, and more information on specific works can be accessed by clicking on the title of the work. The bibliography is organised into categories such as: **Biography; References; Mozart's works and writings; Surveys; and Overviews**. Each reference in the bibliography has a link to a short review of the book, article, or research. Sound files are available in **Real audio**. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: 2U Music, Course 1; 2U/3U Music
SCIS SUBJECTS: Mozart, Wolfgang Amadeus; Musicians
KEYWORDS: Mozart
PUBLISHER: Steve Boerner, USA
REVIEW DATE: 28/6/99

My name is Anastasia. 1035133<http://www.alexanderpalace.org/anastasia/index.html>

The Romanovs and Russian history are brought to life through the stories of Her Imperial Highness, Anastasia Nicholeavna, Grand Duchess of Russia, daughter of Nicholas II. Colourised and black and white images from the Alexander Palace Museum provide much of the material of this site. The private and public worlds of the Romanovs and their extended families are recreated with a stunning range of print and visual resources. For students and teachers of Russian history, there is a rich array of primary sources: lists; maps; letters; plans, photographs; diaries; and memoirs. C. O'Rourke

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History, Preliminary; 2U Modern History
SCIS SUBJECTS: Russia - History - 1796-1894; Russia - History - 1894-1917
KEYWORDS: Anastasia; Romanov; Russian history; Tsar
PUBLISHER: Bob Atchison, Pallasart Web Design, USA
REVIEW DATE: 28/6/99
EVAL: Highly recommended

can't find.

Notes: computing studies - algorithm design.

<http://www.pascalpress.com.au/algdesgn.shtml>

Aimed at promoting the HSC lecture notes booklet from the Excell series, this site provides basic information and diagrams concerning the topic of algorithm design. The information is in one long page, with a menu providing internal links to: **What is an algorithm?; Methods of algorithm design; Keywords; Programming structures; Examples; Searching and sorting algorithms; Exercises; and Bibliography.** The notes provide a ready comparison between flow charts and pseudo code formats. The examples given are simple and effective. There are treatments of search and sort methods, with pseudo code examples. While not extensive, this site can be regarded as an alternative reference point for students and teachers. G. Donaldson

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies, Preliminary; 2U Computing Studies
SCIS SUBJECTS: Computers - Study and teaching
KEYWORDS: Algorithm; computing studies; HSC
PUBLISHER: Pascal Press, Australia
AUTHOR: KROENERT, Bryce (Mamre Christian College, Erskine Park, NSW)
REVIEW DATE: 28/6/99
EMAIL: jvender@mail.att.net.au

The official Tommy Emmanuel Website. 1035018

<http://www.tommyemmanuel.aust.com/~tommy/>

Tommy Emmanuel is one of Australia's leading guitarists and recording artists. This site is a valuable source of information on his life and work. It contains excellent resource material for musicology students and performers. The music is organised into three sections: **Recordings; For musicians; and Handy information.** **Discography** and **Album reviews** give a brief outline of every track on each compact disk, incorporating an analysis and tablature of selected items. Guitar tablature, tips and exercises to help aspiring guitarists are included, together with extracts of riffs and licks from some of the most popular electric guitar pieces. A. Wisdom

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: 2U Music, Course 1; 2U/3U Music
SCIS SUBJECTS: Guitarists, Australian; Musicians, Australian
KEYWORDS: Tommy Emmanuel
PUBLISHER: Broad Horizons, Australia
AUTHOR: TADMAN, Jackie & HINDMAN, Craig
REVIEW DATE: 28/6/99

PharmInfoNet's Cardiovascular Information Center. 1034436

http://pharminfo.com/disease/cardio_db.html

Everything a PDHPE student would ever want to know about cardiovascular disease is available at this site. This includes: facts and information about specific types of cardiovascular disease; risk groups; cholesterol information programs; dietary approaches to stopping hypertension; preventative measures; treatment; and frequently asked questions. An extensive glossary is also held in the site. While source material is American, much information is generally relevant. This site may be useful for stu-

dents studying the priority areas for improving Australia's health in the 2 Unit PDHPE course. It may also be suitable Years 7 to 10 when examining lifestyle diseases. R. Lees

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Diseases; Heart - Diseases
KEYWORDS: Cardiovascular; disease; heart
PUBLISHER: Pharmaceutical Information Network/Mediconsult.com, USA
REVIEW DATE: 27/6/99

Rainforest Alliance home page. 1038067

<http://www.rainforest-alliance.org/>

Here is a site to support the new HSIE K-6 syllabus unit on rainforests, with information on the Amazon Basin as a case study, and programs to conserve wildlife habitat, offering economically and ecologically sound alternatives to destructive practices such as cattle ranching. **For kids and teachers** provides information designed for primary students, and includes: Peruvian rainforest children's paintings; activities with experiments; crafts; quizzes; and stories from Amazonian Indian myths and legends. The sub section specific to teachers offers: activities for inside and outside the classroom; fact sheets; and work sheets on related topics such as medicinal plants, pharmaceuticals, woods, and spices. Magazine and book excerpts give an excellent overview of Amazon environmental problems at adult level. S. Zivanovic

USER LEVEL: Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Conservation of natural resources; Environmental protection; Rainforests
KEYWORDS: Conservation; global environments; rainforest
PUBLISHER: Rainforest Alliance, USA
REVIEW DATE: 27/6/99
EMAIL: canopy@ra.org

Rottnest Island. 1033454

<http://www.rotnest.wa.gov.au>

Given the sensitivity of the issues surrounding Rottnest Island, this Web site is quite informative about its history as: prison; reformatory; military garrison; and governor's holiday resort. It would be a more valuable resource if Aboriginal voices could be included. Rottnest Island was one of the British Empire's earliest prisons for Indigenous peoples. Between 1838 and 1922 some 3700 Aboriginal men and boys were incarcerated here. Many still remain in the burial ground. Some specific information to support the new HSIE K-6 syllabus strand, **Change and continuity** is available. This includes: issues relating to cause and effect of change in the local community; human rights; and experiences of Aboriginal prisoners. Related historical information is accessed by selecting particular dates on the **History and heritage** timeline in **All about Rottnest.** Additional information is provided in the historical photographs, included with permission from Aboriginal Elders, not all of which are captioned. Material appropriate to the **Environment** strand of the HSIE K-6 syllabus is also provided. Information is simple and concise. It is an attractive site though students would need guidance navigating its layers. B. Corr, S. Zivanovic

Information Technology

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; 1U General Studies; HSIE K-6; History Stages 4-5; 2U Legal Studies; 2U Society & Culture
SCIS SUBJECTS: Aborigines; Australia - Race relations; Environmental protection; Rottnest Island
KEYWORDS: Environment; prisons; Rottnest; Western Australia
PUBLISHER: Rottnest Island Authority, Western Australia
REVIEW DATE: 29/6/99

The science club: kids' projects here. 1038073

<http://www.halcyon.com/sciclub/kidproj1.html>

Completing projects is an interesting way to learn about science. This page provides numerous ideas, relevant to Stage 4 and 5 students, that can be undertaken as projects. The projects are classified under their difficulty level, which makes it easy to gauge which year it is relevant to. Some projects may require equipment that is only available in the USA, so materials may have to be substituted. However, they are complete, with scientific explanations and are very easy to follow. There are links to other project sites for students, though time may be needed to verify curriculum relevance of these. The site is well suited to the focus of the new syllabus commencing in 2000. K. Heap

USER LEVEL: Professional
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Science - Study and teaching
KEYWORDS: Science
PUBLISHER: Bill Beaty, USA
REVIEW DATE: 8/6/99

Selby's site. 1035223

<http://www.selby.aust.com/>

Fans of the talking dog, Selby, and his creator, author Duncan Ball, will delight in this interactive, bright and humorous site, with features for individual readers and class groups. These include: profiles and interviews with Selby and his author; covers and synopses of Duncan Ball's books; poetry; an awards list; and useful ideas for class literature activities. Children are invited to write to Duncan Ball and to send stories and poems. At the time of the review, a competition was running in which poems could be submitted online. Suggestions for obtaining books by this author favourably begin with looking in the school or local library. S. Leslie

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authors; Ball, Duncan
KEYWORDS: Authors; Duncan Ball; Selby
PUBLISHER: HarperCollins, Australia
REVIEW DATE: 15/3/99

Sports Illustrated for Kids - games, fantasy leagues, sports news and more. 1035225

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

Reading up on sporting news is a good way to interest students in sports while developing language skills. This

site from the popular sports magazine, *Sports Illustrated*, is designed specifically for young people, and provides up to date information on major sports events around the world. Attractive, and packed with sports news and results, player profiles, games, quizzes, polls, and other interactive features, primary students and junior secondary students could find much to enjoy here, though it has an American focus. The book list may provide ideas to encourage the sports fan who is reluctant to read independently. R. Lees

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Sports
KEYWORDS: Games; sports; Sports illustrated; news
PUBLISHER: Sports illustrated for kids, USA
REVIEW DATE: 27/6/99
EVAL: Highly recommended

A view of the moon. 1035016

<http://saatel.it/users/lore/moon.html>

For an up to date image of what the moon would look like, this site is a must. Students studying changes in the moon will find it fascinating. By entering the correct date, users obtain an image of the moon at that time. By changing the day students can track the changes in the shape of the moon. Care must be taken to enter the date in the correct format or this program will not work. Along with a good quality image of the moon, other technical detail about the moon on that date is provided. From this page, there is also the opportunity to download a Dos version of this program to use locally. K. Heap

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Moon
KEYWORDS: Moon; view
PUBLISHER: Lorenzo Pasqualis, Italy
REVIEW DATE: 27/6/99

Weed images. 1035232

<http://www.rce.rutgers.edu/weeddocuments/index.htm>

A very useful reference site, this provides information that may be difficult for students, especially city students, to access adequately otherwise. Quality, close up, colour images of weeds are available via an extensive, alphabetical, clickable list. The information provided along with the image is specific to the United States, so care must be taken when reading the control regulations, though much information is relevant. These are some major Australian weeds omitted, but most are included. For each entry, there is usually the option for more images. It is a helpful site for students of agriculture. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture
SCIS SUBJECTS: Agricultural pests; Weeds
KEYWORDS: Weed
PUBLISHER: Rutgers Cooperative Extension, State University of New Jersey, USA
REVIEW DATE: 27/6/99

Welcome to interactive news for kids. 990157

<http://ink.news.com.au/>

How can students create a custom-made newspaper in ten easy steps? The answer is simple when utilising this qual-

ity site. After logging in and selecting **Tour**, teachers and students assume the roles of a virtual news team as they produce their own online publication. Stories are written and edited, headlines are determined, and digital cameras and scanners are used to add pictures. Fostering collaborative group work, this site can also allow for a detailed examination of topic areas, or language features such as propaganda or sensationalism. Filled with vivid graphics, this site is an absolute must for all primary and secondary English teachers. H. Gardiner

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Communication; Mass media; Newspapers
KEYWORDS: Kids; news; News Limited; newspaper
PUBLISHER: News Limited, Australia
REVIEW DATE: 24/6/99
 EVAL: Highly recommended

Welcome to the kids page. (Welcome to Kevin's road safety page) 1035216

<http://www.roadsafety.net/kids/html/home.html>

The main aim of this simple site is to reinforce the safe practices children should observe as passengers, pedestrians and cyclists. Entering at this point, students must complete the bike quiz before exploring the site further. From the **Kids** menu <<http://www.roadsafety.net/kids/Menu/menu.html>>, students can access: **Rescue packs**, which provides ideas to pass the time on a long car trip; **Walking** gives tips on how to walk safely on our roads; **Helmets** instructs children how to fit helmets correctly; **Bikes** quizzes children on issues about riding safely; **Buses** identifies appropriate bus behaviour; and **Cars** stresses the importance of wearing seat belts. As an introduction to, or follow up after a unit of work on road safety, this colourful, attractive site would be of value to teachers of younger students. C. Burden

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Accident prevention; Road safety; Safety education
KEYWORDS: Road safety
PUBLISHER: Queensland Transport, Australia
REVIEW DATE: 24/5/99

World flag database: index. 1035199

<http://www.flags.ndirect.co.uk/mainindex.htm>

Researching countries? Then visit this well designed and easily navigated site, which is simply an index of countries. The national and state flags (where applicable), are displayed for each country. In addition, brief useful facts, including the country's location, capital city, population, currency, main religions, and languages are provided. Recently updated information is noted in **What's new**, whilst the **Help** section contains a glossary of terms. **Other sites** provides links to a few other flag sites, which require further investigation by teachers. At the time of reviewing, the **Search** option was not yet operational. Students who are studying any country would find the site most valuable for simple, current, introductory information. J. Scheffers

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: HSIE

SYLLABUS: HSIE K-6; Geography Stages 4-5; History Stages 4-5
SCIS SUBJECTS: Flags
KEYWORDS: Flag; world
PUBLISHER: The World Flag Database, UK
REVIEW DATE: 28/6/99

Your gross & cool body. 1038082

<http://www.yucky.com/body/>

The pimples, burps, farts and funny bones advertised on the opening page will attract children's interest in bodily functions. This novel opening is supported by well presented factual information on eighteen bodily functions, cross referenced to body systems. Commonly asked questions are answered. Simple first aid advice and trivia are found throughout the site. There are bright colours, comical drawings, and some sound effects, although most information is print based. Diagrams indicate where various organs are located within the body. These, unfortunately, are small, lack detail, and are not labelled. Students need to be reminded that measurements are imperial and that American spelling is used. S. Leslie

USER LEVEL: Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS: Health; Human anatomy
KEYWORDS: Human body
PUBLISHER: New Jersey Online, USA
REVIEW DATE: 27/6/99

Internet reviewers for this issue were:

Su Annetts, James Ruse Agricultural High
 Carolyn Burden, Blairmont Primary
 Greg Donaldson, Westport Technology High/TILT
 Chris Dorbis, Project Officer, Internat. Civics & Citizenship
 Karen Heap, Muirfield Technology High
 Heather Gardiner, Literacy Consultant
 Bob Lees, SEO1, PDHPE
 Suzanne Leslie, Lindfield Primary
 Craig Maher, PDHPE consultant
 Kanitha Nowacki, Open High School
 Chris O'Rourke, Charles Sturt University
 Janelle Redfern, Karabar High
 Jenny Scheffers, Merrylands East Primary
 Wendy Smith, Tamworth Primary
 Simon Taylor, Wakool Primary
 Peter Thompson, Bossley Park High
 Ruth Thompson, Bossley Park High
 Brian Trench, Wooglemai Field Studies Centre
 Laurence Ward, DP, Carlton Primary
 Judy Whyte, Port Macquarie High
 Anne Wisdom, Creative Arts Consultant
 Sherida Zivanovic, Technology Adviser ■

Student Internet use and Web page creation:

Elanora Heights Primary School Library home page...two years on



Anne-Marie Morrison is a teacher-librarian at Elanora Heights Primary School and Education Liaison Officer at the Centre for Research and Education in the Arts, University of Technology, Sydney (Kuring-gai). In vol 16 no 1 of Scan (1997), Anne-Marie discussed the planning and creation of a school library Internet home page "ready or not", and outlined the processes and priorities of such a task. In this update, Anne-Marie describes how student authoring of Web pages has helped her school to focus on the State Literacy Strategy and outcomes based teaching and learning.

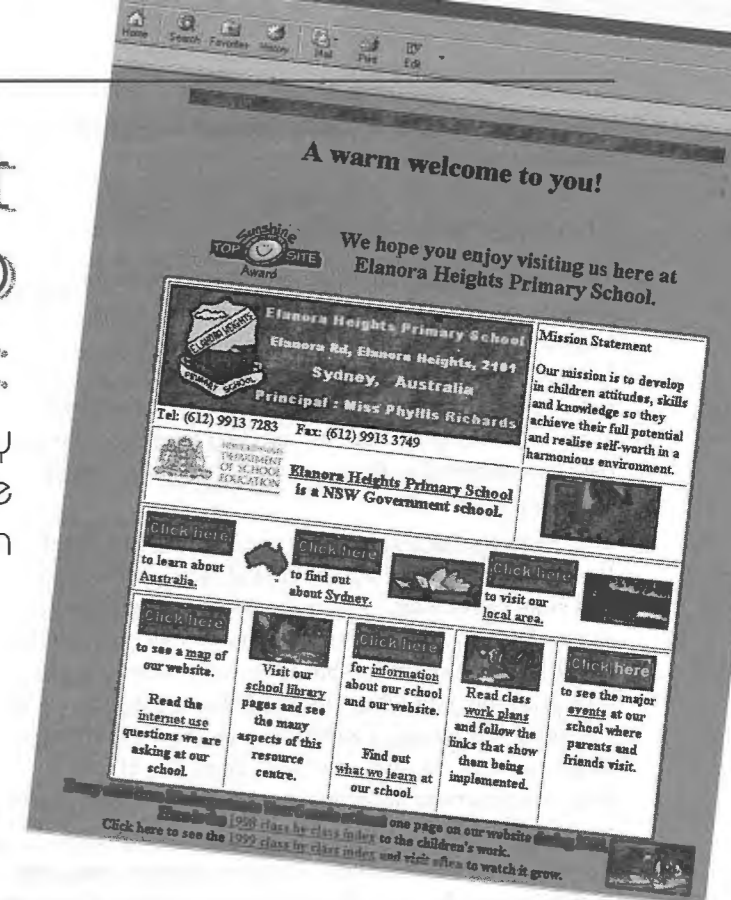
Elanora Heights Primary School employs a collaborative planning style and a student centred approach to ensure that the library continues to play an active role in teaching and learning throughout the school. As stated in my previous *Scan* article, part of the motivation for creating a library home page on the Internet was to raise the profile of the school library, and to highlight the role of the teacher-librarian in the whole school program.

These aims were successfully achieved and the library is clearly seen to be an integral part of the school. It is an extension of the classroom, collaboratively aiding the development of students' information skills, and integrating technology into the K-6 program on a daily basis. Library involvement with the Internet in teaching and learning, Web site publishing and Web maintenance demonstrates the multi skilled nature of the teacher-librarian's role, in particular as it applies to:

- promoting the role of the school library within the total school program
- being an advocate of change
- keeping abreast of new directions in teaching or technological development and applying these to learning situations
- extending the provision of information services to the school community
- encouraging a school community awareness of the library as part of a wider network of information services.

Who is our audience?

Our Internet site, *Elanora Heights Primary School: the school library*, has information and ideas which many others find useful and interesting. Apart from general library



information, research presented by students is an ever increasing component and the range of topics is broad.

A link to the school's main home page leads to wealth of information about: the school itself; the local area; school events; excursions; school participation in global competitions and Internet projects; teaching units and ideas; software reviews; and students' creative writing. Of course, there is always more to achieve. Constant review and maintenance is essential to continue meeting the needs of the curriculum.

In the previous article, I speculated that "you never know who is looking". We now know that our site is viewed and used by its immediate, intended audience (ie parents and students of the school) plus Internet users from all over the world: teachers; teacher-librarians; administrators of information services and schools; university students; technology advisers and coordinators; and staff from children's hospitals.

Educators, students and Web surfers from all walks of life are using the students' research pages, either for interest or a given need. They generally make positive comments but an occasional email will be received which points out incorrect information and offers answers or solutions. This type of constructive feedback from the students' wider audience is beneficial and valued by students and teachers. Comments emailed to the Web site can be accessed via the library Web site's index page.

The purposes for which onlookers use the Web pages seem to vary widely too, from just viewing and making comment to: looking for inspiration; networking with others; using our resource reviews to extend reading; seeking help with implementing collaborative planning or Web

publishing; and how to use the Internet in information skills programs.

Students as Web authors

The Internet, which offers exciting possibilities for global access to, and sharing of, information, has helped the school to focus on the State Literacy Strategy through our student Web publishing projects. Information accessed and viewed via the Internet appears in a range of formats and text types and the students are exposed to these regularly within the whole school program.

Two years ago, access to the Internet at Elanora Heights Primary was very limited and the library's home page and suite pages were in their early stages. Students had access to nine computers in the library, only one of which could access the Internet. Students were introduced to Web publishing and they prepared their contributions in electronic form using a word processor in the computer room; this was cut and pasted for them into HTML (hypertext markup language) pages by the school's computer coordinator.

Currently, the students have access to sixteen computers in the library, all of which access the Internet and have the facility for children to create and publish their own pages in HTML. Additional computers are located in the computer room and in each classroom.

The library Web site has expanded significantly. The one student research topic published on the site in February 1997 has now increased to 48, covering topics such as: Australia; environment; famous people; history; international communities; built environments; and health.

Talking, listening, reading and writing

In order to participate actively with the technology of this information age, and aspire to the highest levels of achievement, students at Elanora Heights Primary must be able to adapt to new technologies, acquiring and developing the necessary skills to communicate and create effectively. This is best achieved in a stimulating environment. Class teachers, working collaboratively with support teachers, plan and implement sequential learning experiences designed to achieve specific student outcomes, desired observable behaviours which we anticipate the students will demonstrate.

When our students publish information as HTML documents, or are involved in the creation of pages for the school Web site, they do this using the full range of formats and text types. The students talk, listen, read and write as they engage in the steps of the information process and prepare their interactive presentations for others. There are also numerous opportunities to read each others' information, view diagrams and animations, and listen to audio clips.

Explicit and systematic teaching

Braggett (*Focus on literacy*, 1997) states that there is "a need for skills to be explicit and systematically taught rather than being elusively embedded within student

The Internet has helped the school to focus on the State Literacy Strategy through our student Web publishing projects.

learning". Our school's focus on Internet use and Web page authoring is dependent upon the explicit and systematic teaching of the skills necessary for purposeful interaction with technologies. Most introductory lessons tend to be very formal; our teachers, as facilitators, are mindful that it is also necessary.

Units of work are planned to take account of the needs of the students. Dockell, Perry & Parker (*Focus on literacy*, 1997) state that the role of the teacher "is an interactive one, which is developed within a structure dictated by the needs, strengths and interests of the children, and which entails scaffolding – the provision of support for the child, which is progressively removed as the child acquires greater independence". Apart from the everyday explicit teaching of skills that goes on in classrooms and the library, and via our K-6 computer program, students are taught systematically to acquire and develop specific skills necessary to harness the new technology available to them in the school. We provide students with opportunities to practise these skills in order to become independent learners.

Collaborative planning

At our school, staff members and parents endeavour to work together, recognising and valuing each other's expertise and talents and using them to develop student centred learning. An example of this collaboration can be seen in a unit of work called *Arctic/Antarctic project*, which can be accessed at:

<http://www.schools.ash.org.au/elanorah/arctic.htm> or via the library home page index (by clicking on the hypertext link *Childrens' research*, then *Environmental topics*). The unit, as presented online, outlines: the anticipated student outcomes; pointers which led to accomplishing new learning; and teaching strategies employed.

The classroom teacher, teacher-librarian and computer coordinator worked together on this unit, planning and implementing the information and computer literacy skills which incorporated their different teaching styles and goals to facilitate effective student learning. In planning sessions, we also: clarified roles and responsibilities; assessed the needs and interests of students; and outlined formal and informal assessment techniques.

Every session in the classroom, library and computer room was designed to fulfil a specific purpose. A step by step sequence of teaching and learning experiences, building on prior learning and focussing on the acquiring and applying of specific skills, was implemented. We provided many opportunities for students to develop and practise these skills. A wide range of book and non book resources, organisations, and relevant Internet projects, sites and links, were carefully chosen to suit the programs.

A student centred approach

The *Arctic/Antarctic* topic was predetermined in line with curriculum demands. However, it should be noted that, within this structure, the students had a great deal of choice, flexibility and opportunity for: critical analysis; reflection; and free expression. The teachers encouraged students to adopt ownership and take some responsibility for their learning.

Imbedded in this unit of work were opportunities for students to brainstorm ideas, as part of decision making, on the animals or aspects of the regions they wanted to explore. They made suggestions on what form the end product would take. That is, the students determined what they would publish on their Web page and how it would look, considering such points as: appropriate and relevant information; citations; layout; graphics; colour schemes; and fonts.

Teachers and peers modelled skills, used prompts, informally monitored students' progress, and gave feedback and support. The students were also conferenced on their understandings, appropriateness of information and language used, and encouraged to use self assessment at regular intervals throughout the program. Student strengths and weaknesses become evident from this type of outcomes based learning and the results may serve as invaluable information for future programming.

Student outcomes

- Reads independently a wide range of texts.
- Communicates in informal and formal classroom activities for a range of purposes.
- Interacts effectively in groups and pairs adopting a range of roles, using a variety of media.
- Identifies and locates a variety of book and non book information sources/resources, including software applications.
- Uses efficiently a range of skills and strategies when reading and interpreting written texts.
- Interacts effectively with available technology.
- Acquires relevant and appropriate information for a given need.
- Drafts, revises, proofreads and publishes clear, accurate and well structured texts in terms of topic, audience, written language features and conventions of text type.
- Discusses/evaluates how own texts have been structured to achieve their purpose, the learning experiences and knowledge acquired.
- Demonstrates an understanding of animal life within an Arctic/Antarctic ecosystem.

Indicators

The students:

- read and borrow books for enjoyment
- discriminate to select appropriate literature for their age and ability
- state what they already know about the topic (ie Arctic/Antarctic) to be researched
- define what it is that they wish to research and note keywords to aid resource location

- contribute to class brainstorming/discussions
- locate a variety of information sources relevant to the topic, using available technology (eg pictures, posters, books, software, CD-ROMs, videos, Internet sites)
- skim and scan resources using index and contents page, glossary, headings, illustrations, and reflect on this (ie "What do I need or want?")
- recall relevant and appropriate information from resources, and take notes using keywords
- use a pro forma with guided questions to organise/classify information
- use keywords classified under questions to formulate sentences
- engage in joint and independent construction of an elementary descriptive information report (e.g. drafting, revising, conferencing, editing, presenting)
- state the purpose of a bibliography and engage in creating one
- use a word processor and its features to create and present text, headings, graphics, labels, font and colour variety, and to edit work
- publish their findings on the Internet, using *Microsoft FrontPage* editing software, for an audience of students/children
- engage in discussions/questioning with teachers and peers on their Web page (ie end product) and the steps they went through to successfully present this (ie the process)
- give a brief, simple oral information report on their chosen Arctic/Antarctic animal.

Evaluation

Programmed evaluation of the students included: teacher observation of procedures and process; student work samples; display of Web pages; oral demonstration of knowledge of Arctic/Antarctic ecosystems; and student self assessment activities.

The *Arctic/Antarctic project* was a great success and developed positive relationships between the teachers and students involved. Students were actively engaged in talking, reading and writing activities, working individually or in pairs and having responsibility for their own learning. Equity of access, and regular use of technology, helped motivate the children.

The present school environment is very conducive to student centred learning, especially since the recent Departmental rollout of new computers to our school which added to our existing technology and improved student/computer ratios. Further information on how this unit was developed can be accessed online at:

<http://www.schools.ash.org.au/elanorah/arctproj.htm>

Students are taught systematically to acquire and develop specific skills necessary to harness the new technology available to them in the school.

Taking the learning further

Today, teachers at this school are involved, or have the opportunity to be involved, in Internet usage and Web site creation in a variety of ways: emailing others locally and internationally; establishing contact with other teachers relating to class work on a topic; participating in local and international projects; and creating their own class Web pages. Parents are excited about their children's learning and several with expertise in certain software applications and areas of the K-6 program have offered their assistance. They participate willingly and their contributions are warmly accepted in the school.

Eight classes from Years 3-6 are creating Web pages independently using *Microsoft FrontPage*, a Web editing program. The students know how to: change colours, font styles and font sizes; insert graphics; copy data from other software and acknowledge its source; type appropriate and relevant information; consider layout design; and insert tables, bullets and numbering. Recently, all children in the school have successfully learned to produce animations, some with sound, and these will further enhance their Web page publications.

Although the Internet is only one of the resources which teachers at Elanora Heights Primary have at their fingertips, our ongoing school Web site project clearly demonstrates: the power of technology in enriching the teaching and learning process; and its value in supporting the Literacy Strategy. Through the site we have brought the outside world into our school, enhanced student learning, and provided a medium by which we can publish material about our school and what we are learning. This material is then able to be accessed by a huge and varied global audience.

The Internet offers the students insights into other lives and cultures with exciting possibilities for accessing up to

date information and developing the skills of critical literacy. Our programs continue to foster cooperation, providing opportunities for students to engage successfully the technology necessary for life in an information society.

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Networking the Internet at Chester Hill High School



58 different nations are represented in the student population of Chester Hill High, a coeducational, comprehensive secondary school in Sydney's south west. In 1998, Chester Hill High School was chosen to be part of a Department of Education and Training pilot program which encouraged Internet access across the whole school. English/history teacher Lynne Marsh, who is also the school's Web site coordinator, was part of the team which planned and managed the project, of which teacher-librarians were integral contributors.

Chester Hill High School has 160 computers, with about half of that number connected to the Internet. Our mission: to provide over thousand students with maximum learning outcomes across the whole curriculum utilising directed, focussed learning whilst ensuring equity of access. Where to start?

Our technology support teacher-librarian, Jenny Cavenagh, and I met to discuss the issues involved. The rationale was to provide maximum learning outcomes for students, whose Internet use had to fit within restricted time frames. We identified that there was a need for students, always eager to be aimless Web 'surfers', to be more effective and more directed in their use of the Internet.

We also considered just how the teachers, some of whom were not as comfortable about the Internet as others, would be able provide the same technology based learning outcomes to their students? The creation of an online curriculum resource for the school's Web site was decided upon as the major strategy to reach our desired outcomes.

Organisation and responsibilities

The use of technology is extended across most key learning areas, encompassing the school as a whole. Students have Internet access in our information resource centre and classrooms in three school blocks. The computer classrooms support

both Macintosh and IBM platforms and all staffrooms are currently coming online. The school's information resource centre provides technology support for staff and students accessing computer programs, CD-ROMs and the Internet.

Jenny Cavenagh takes students through an Internet training period. Students are then granted an *Internet user's licence* upon completion of the training, and a usage agreement is signed by the parent/guardian and student. Any student breaching this agreement may have his or her user licence suspended or even cancelled. No students are allowed to access the Internet without a licence.

Janice Wheeler is the computer coordinator responsible for keeping the school online and maintaining the ever growing network. An action group was formed, consisting of Jenny, Janice and myself, in addition to Robyn Matthews, Deputy Principal, and David Hargrave, Head Teacher English. We meet regularly to discuss the implementation of technology across the curriculum. The Internet user agreement and licensing system was the result of such meetings.

Networking the Internet has been a whole school process and has involved the entire school community. A representative from each staffroom meets as the Technology Network Group; this team has been taken through OASIS professional development and is equipped with technology troubleshooting tips. This

enables each staffroom to have at least one person able to assist other staff. More than 40 teachers at this school have participated in the TILT (Technology in learning and teaching) program.

Networking the Internet has been a whole school process and has involved the entire school community.

Online curriculum resources

In 1998, a team of students from Years 7-12, coordinated from the English faculty, worked together to create a school home page. At first, the Internet site resembled many other school home pages on the World Wide Web. It was quite general and outlined the history of the school and the local area.

An important aspect of the Departmental *Computers in schools policy* is the development of "curriculum support materials to enhance teaching and learning in all key learning areas" (*Curriculum-based technologies in the... KLA*, p 3). With this in mind, we developed *CHESO* (as in 'Curriculum help every subject online'), a collection of links to our

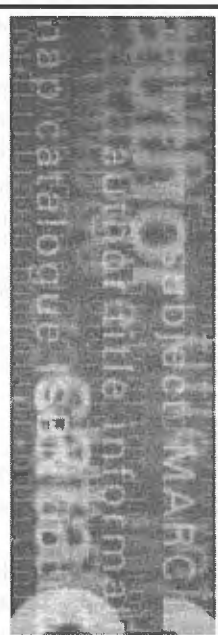
australian libraries gateway

<http://www.nla.gov.au/libraries/>
 ...discover Australian school libraries

Can't find your library on the Gateway?

Submit your school library's details today via the online form at
<http://www.nla.gov.au/libraries/addition.html>.

Reply Paid 29
 National Library of Australia
 CANBERRA ACT 2600
 phone: 02 6262 1137
 fax: 02 6273 2545
 email: alg@nla.gov.au



school's numerous **Curriculum online resources (COR)**. These are being developed and updated almost daily, with the concept supported across the school as a whole.

Web based resources are provided for use by staff and students, and are uploaded for specific learning outcomes. There is a separate home page for each subject, created through the Web site development team that codes our main site. Each unit of work has a Web page created for it, with links to relevant Internet sites. The head teacher-librarian, Tim Hong, works with staff to locate resources for their subject's home page and develop appropriate learning activities. The Internet site reviews in *Scan* are an excellent starting point.

Networking at the school goes beyond the class and school walls, taking students and staff into a global classroom.

Teachers who are less Internet aware can provide the information resource centre with planned outcomes and the teacher-librarians help them to research and locate relevant sites to support the units. This material is passed on to the Web site team for coding and uploading to the school site. However, more and more teachers are searching for and locating their own links. These URLs are cut and pasted into a word processing package, saved to disk and passed on to the Web team for coding. Some adventurous teachers, with help and support from the team, have begun to manage their own subject areas on the site. The overall result is that students and staff are working in a collaborative environment towards the effective use of technology across the whole school.

Technologically literate staff and students share their knowledge with the school and community providing

equal access for all staff and students to the same online resources. Neither teacher nor student is at a disadvantage just because they are unsure about 'surfing' the Internet. Time spent on Internet computers is directed and productive, with students researching using teacher recommended sites. They are also encouraged to do their own searches, often finding other useful sites which can be added to **Curriculum online resources**.

Networking internationally

This collaboration is not just limited to within the school. Year 9 student Rebecca Langham, a member of the school's Web site publishing team, explains that while 'surfing' at home, "I came across a Web site based on a television program I enjoy. I made friends with the Webmaster, Becky D., from Wisconsin in the USA. She is a year older than me, and had learned more about building Web pages. (Not any more!) She was always willing to help me and share her knowledge. The 'Chester Hill High School' banner on each page of our COR was made by her; Becky wanted to contribute something to our site, so she made the banner. We talked using ICQ (an Internet chat program) and emails."

At school, Rebecca and the team had discussed making a Web ring, which schools could join and "share stuff". A Web ring allows students to click from one school to another, allowing ease of access to that participating school's online resources. Each school is responsible for the content on their own sites and the ring does nothing more than create a network of schools joined together to share resources.

"I wanted to do it, but wasn't really sure how," said Rebecca. "I asked Becky if she could help with the HTML coding of a Chester Hill High School Web ring and she said, 'Sure!' We exchanged lots of ICQs and emails and together we created the Web ring; me in Australia and her in America. It is so cool being able to do stuff like this with students in another country."

The *Cheso Web ring*, as it has become known, can be joined by any school interested in sharing online resources. The code is available for schools to cut and paste onto their own sites. Following this, an email is sent to the ring's Webmaster and the school is linked.

KidsNews: Chester Hill and the world

Students have become involved in networking on an international level in other ways. When online message boards were added to the English and history home pages, to encourage discussion of texts or issues being studied, HSC and senior students began networking with other classes. This soon extended to them exploring differing insights into texts with: other Year 12 students everywhere in New South Wales; and students around the world.

As a result of such examples of international exposure, the school has been invited to participate in another pilot, an exciting program originating from the British *KidStuff* Internet site. In cooperation with schools in the USA, Chester Hill High students help to produce *KidsNews*, an Internet magazine. Our students will be writing on local issues and then presenting them to a global audience. *KidsNews* will be reported firstly in a text format, with a move to online audio broadcasts. There is also a long term vision of video links.

Online teaching resources

Our staff now share **Online teaching resources (OTR)** via the school's Web site and integrate them with other resources. Future plans for the site include incorporating syllabus changes, starting with history. Teachers will upload units of work that demonstrate how the list of sites can be incorporated as a learning tool in any subject. Online worksheets are also being generated to enable students to utilise the material available to achieve set learning outcomes. All teaching staff are able to structure lessons into their programs which include online resources that may have been located by the staff in the information resource centre, their

own staffroom or by a member of the Web site team.

Networking conjures up the image of computers linked together and a mass of cabling. Certainly, before anything else can be achieved, that is the case. At Chester Hill High, networking has taken on a whole new extended meaning. Yes, the school has a number of computer classrooms, many connected to the Internet. It doesn't stop there. The students and teachers network with each other, across classrooms, schools, homes and countries, and share knowledge, culture and resources. Students and staff network assignments are emailed. Students have organised study sessions from home utilising the *ICQ network* with cooperating teachers. Staff conference with each other, and with teachers around the world, using ICQ and email.

The global classroom

Linking all the above elements together did not seem like too big a

task at the time. Upon reflection, we now realise that our original initiative, much like the Internet phenomenon itself, had taken on a life of its own. Networking at the school goes beyond the class and school walls, taking students and staff into a global classroom. We renamed our school library as an information resource centre to reflect the changes that the integration of technology was making to student research. Technology across the curriculum can provide opportunities for enhanced student learning in a technological environment that is non threatening. It encourages students to explore in a safe and directed atmosphere.

As their skills improve, the students are more likely to become risk takers, searching and expanding on the knowledge base already provided by the **Curriculum online resources**. In creating and building the COR, we are accessing a new set of learning tools and further enhancing the learning opportunities and outcomes for students. The technology used is educationally relevant and maximis-

es the Internet resources that have become available to us as a result of our school's involvement in this Departmental pilot program.

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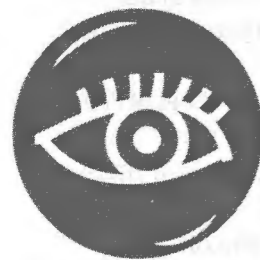
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Reading the future:

Knowledge management 3.

Ideas, technologies and resources

Scan's series of articles about the future of teacher-librarianship and information technology continues. Dr Ross J. Todd is Head of Department of Information Studies at University of Technology, Sydney. In the first two papers on knowledge management, Ross provided some discussion of the theoretical underpinnings of knowledge management, and identified some of the possibilities for professional practice in schools. For those of you accessing Scan for the first time, it would be worthwhile for you to review those articles to get a picture of the concept, its processes, and opportunities. This paper completes the trilogy and builds on the earlier papers. It synthesises from the literature some of the best practice principles of knowledge management, explores some of the technologies for it, and identifies some of the resources available.



"The empires of the future are the empires of the mind"

Winston Churchill

The knowledge management literature is replete with case studies of organisations that have been implementing knowledge management practices for a number of years. These are very useful in coming to terms with some knowledge management processes. They highlight the notion that "knowledge = power, so share it and it will multiply" (Allee, 1997: 71). It is not as simple as this, however. Allee (1997) highlights a number of key principles in establishing sound knowledge management practices. These include:

1. *Recognise that knowledge is messy.* Knowledge is not easy to locate as it is embodied in people and the personal products they have created. It is therefore important to understand broad patterns of work behaviours, information attitudes and information seeking behaviours that happen in the organisation as a basis for coming to terms with knowledge creation and use in an organisation. In essence, understanding how people individually deal with and manage their information environments, and how they value, create, share and use information and knowledge are key starting points.
2. *Understand the information sharing politics of the organisation.* It can be: *monarchical*, ie controlled by one individual; *feudal*, ie where there are several control units in the organisation; or *federal*, ie where there is a shared, decentralised ownership (Davenport, 1997). This helps to understand barriers to information flows and knowledge sharing, and helps to identify gaps in the process.
3. *Do not try and capture any and every knowledge.* Resist the rush of trying to tie down all the potentially useable knowledge in a school. This will consume a lifetime. Choose knowledge selectively that supports the mission

and objectives of the school. Get some sense of the priorities and focus on those. For example, if the school is focussing on staff professional development for integrating information technology into learning, then developing some collective inventory of the range of technical skills and examples of best practice might be a useful start. Know your school community by understanding the key needs, and how those needs can be best met through knowledge management processes.

4. *Recognise that it takes time to nurture an environment that fosters knowledge creation and sharing.* It also takes strong leadership, and active promotion of successes. Targeting key needs and doing something tangible about those needs helps build commitment to ongoing action.
5. *Knowledge travels via language.* The knowledge you have identified and captured needs to be codified/classified using subject headings that make sense to your users. It is impossible to capture knowledge and make it accessible without thinking about how people describe and label this knowledge, how they use knowledge, and how people work and learn together. Brainstorming actual access points with the staff is a simple step in building ownership and commitment to knowledge management activities.
6. *Do not necessarily use the term 'knowledge management'.* See knowledge management as part of a whole school process of continuous learning, as a way of facilitating deep rather than surface learning. Some knowledge management practices can be easily encouraged by developing collaborative learning centred banners such as: 'the learning organisation'; 'community of best practice'; 'lessons learned'; and 'Yellow pages'.

7. *Show by clear, simple examples how leveraging knowledge can benefit the school.* Clearly defined, small scale initiatives, with immediate and tangible outcomes which demonstrate the benefits, will provide motivation and enthusiasm to exploring further opportunities.

8. *There is no one solution.* Effective knowledge management doesn't necessarily mean the creation of one huge, library centred database from which the school's knowledge management initiatives are orchestrated. In one school recently, I witnessed a simple and effective knowledge management process in operation. It related to developing classroom teaching practices to enable students to effectively search the World Wide Web. The school had recently run a number of staff professional development activities focussing on the pedagogy of the Internet. In order to build experience, a listserv was created on the school's intranet and ideas about classroom practices were being posted. Teachers put up ideas, questions, comment, examples, doubts, frustrations, etc, and within a couple of weeks, many staff were engaged in a healthy debate and rich learning experience.

9. *Select knowledge management tools and formats that are simple and easy to use, giving quick access to needed knowledge.* This might be the school's intranet, internal listservs or local databases, but it might equally well be a noticeboard, network chart or flow diagram, a brochure or a set of documents. The choice of the format, tool and location need to be responsive to the needs of the group and to maximise the use of the initiative.

10. *Knowledge is dynamic.* It grows, it changes, and it often has a 'use by' date. All knowledge is not created equal. Some types are more valuable than others, so it is important to be selective based on criteria that matter, such as: accuracy; timeliness; accessibility; engagement; applicability; rarity; and priority of need. It is important to have a clearly thought through management strategy: Know what knowledge you want to capture, why, and how.

Knowledge management technologies

The recent focus on knowledge management has somewhat been enabled by developments in information technology, including the Internet and the development of specialised software to capture, store and share knowledge. According to Manasco (1996), the technologies that appear to be having the most dramatic impact on knowledge sharing are: groupware; the Internet and intranets; databases; and pointer systems. There are some very sophisticated softwares available, and many of these are outside the budget of most schools. It is useful, however, to check out their Web sites, play around with the sample software available, at least to gain some understanding of how they are structured and can be used.

Groupware software is software that supports the collaborative activities of workgroups. For instance, *Lotus notes* is a typical example of groupware software that allows users to coordinate work with built in calendars, scheduling,

email, Web navigational tools, and messaging, collaboration, and information sharing functions. Another typical package is *KnowledgeX*. This software provides processes for capturing expert knowledge, enables the development of a knowledge base of people, documents, Web sites, and contacts. It is user friendly, has client and Web browser based user interfaces, organises the content of diverse sources, and delivers relevant information in a context tailored to a user's needs, enabling organisation wide sharing and dissemination of knowledge. It has powerful knowledge mapping and navigation capabilities.

A powerful package is *GrapeVine*. In its simplest form, *GrapeVine* is a software where a user can specify where to look for information or knowledge. The software then scans the Web sites, file servers, databases, both local and global, until it finds a match. Once a match is found the knowledge is retrieved, sent to a specified email account and

Brainstorming actual access points with the staff is a simple step in building ownership and commitment.

categorised in **Interest profiles** which are specified by the user. By its very nature, *GrapeVine* encourages an atmosphere of collaboration and group problem solving by inspiring spontaneous and random workgroups. For example, it locates inhouse experts and expertises, experiences and best practices that otherwise might remain unknown. Using an organisation specific classification or category tree, *GrapeVine* classifies new documents against those categories. Each user creates an **Interest profile**, which is simply a list of topics (from the category tree or created by the user), which users perceive they need to do their job successfully. Once alerted to the information and after reading the information, the user can then attach a ranking to the document, from **Useless** to **Must read!**, and pass it on to others. Users can also add their own thoughts and opinions to the document, thus making the original piece of information that much more valuable and insightful. Users can also search and browse for information through the category tree on an ad hoc basis whenever there is a need to find an answer fast.

The use of a school's intranet is emerging as one of the most effective means for internal communication, distributing information, facilitating group collaboration, and storing key documents, reports, examples of best practice. (Indeed, several examples of these are featured in articles by Lynne Marsh and Anne Smith in this issue of *Scan*.) The key to effective sharing is providing organisational and access structures, and this is hopefully a key feature of the professional expertise of the teacher-librarian.

Resources

The World Wide Web has a large number of knowledge management Web sites. They are growing daily, and are too numerous to consider in detail here. The focus of these is largely business organisations and corporations. While many of them are argued from the basis of improving the organisation's competitive and marketing advantage, and

are articulated in terms of financial gain, they should not be dismissed. What is emerging is the notion of a 'learning organisation', a 'knowledge organisation', and these ideas are highly relevant to schools. A Web site that you might like to investigate is:

Knowledge management central (ICASIT: International Center for Applied Studies in Information Technology) [online], School of Management, George Mason University, Fairfax, Virginia, at:
<http://www.icasit.org/km/index3.htm>

This Web site has a number of useful sections: KM

Internet links provides links to the central knowledge management resources on the World Wide Web; **Articles** provides listings and links to some of the central articles in knowledge management; **Books** provides reviews and reference listings; **Case studies** discusses how specific organisations have implemented knowledge management practices; and **Companies** provides links to the home pages of over 25 companies that are involved in knowledge management initiatives.

The Web site also provides a wonderful database of other knowledge management sites. Table 1 contains a summary.

Table 1.

Other knowledge management Web sites:

APQC benchmarking opportunity - successfully implementing knowledge management introduction. (American Productivity & Quality Center)

<http://www.apqc.org/proposal/6506TTT/>

Creating and managing the knowledge-based enterprise (KM World).

<http://www.kmworld.com>

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<http://www.delphigroup.com/pubs/kmwebpub.htm>

DCI's knowledge management conference - IT events for business.

<http://www.dci.com/kmc/>

Ernst & Young LLP - knowledge centers - Center for Business Knowledge.

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Knowledge management at UTS

At the Department of Information Studies at the University of Technology, Sydney (UTS), Dr Gray Southon has been developing a *Knowledge management* Web site. This site is available at:

<http://www.uts.edu.au/fac/hss/Departments/DIS/km/>

This site provides resources, links and ideas related to the multidisciplinary character of knowledge management, and sources of information on knowledge management practices, case studies, knowledge mapping, and technologies. The site is divided into four sections:

Introduction; Knowledge management; Organisations & structures; and Studies & disciplines. The site also provides links to study opportunities who wish to undertake formal study in knowledge management. Do check it out!

Conclusion

Now it is over to teacher-librarians and the whole school to chart the knowledge management journey in schools. I believe that it is an area of thinking and practice that cannot be ignored. It represents a key approach to recognis-

ing that the information environment of a school is not just the tangible information products, but also the accumulated knowledge wisdom and expertise.

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Developing curriculum pages for the school library intranet: a process based approach

Many teacher-librarians are investigating collection management strategies for efficiently accessing Internet sites relevant to their clientele. Anne Smith is Technology Adviser, Port Macquarie District. Prior to her appointment, Anne was the teacher-librarian at Melville High School in Kempsey. In this article, Anne discusses the processes involved in the development of curriculum based hypertext pages for a school library Web site.



In 1995, I was appointed to Melville High School, my first position as a teacher-librarian. Having come from an academic library background, where I had experienced much consultation and liaison between faculty staff and acquisitions librarians, I soon became aware of the many factors in the day to day activities of a busy school that can hinder effective communication

between teaching staff and the teacher-librarian.

It became apparent that to achieve effective, two way communication between the staff from all of the key learning areas and the school library, the library staff needed to demonstrate how much we could enhance class programs and activities through the provision of relevant and timely resources.

Developing a library network

The first step in this process was the creation of a small network of four computers for the library, to provide more efficient access to our CD-ROM collection. This initiative coincided with the delivery of the first Departmental Computers in schools Internet connection in 1996.

Representation by library staff on the school's technology committee ensured that the library was well served in the Phase One rollout of the *Computers in schools* program. Successful technology planning and lobbying led to the development of an effective library network; by the end of 1997 the network consisted of sixteen computers, all with Internet access via a proxy server.

During this time, the usage by classes of the two learning spaces in the library also increased, from 28 periods per week in early 1996 to an average of 95 periods per week at the end of 1997. In these research periods, staff were encouraging students to use CD-ROM based resources to supplement the print resources held by the library.

However, most teachers seemed reluctant to allow students to use the Internet. When library staff pointed out that the Internet was available across the network as an additional resource to aid their research, a variety of responses were received from staff: "Too hard to find relevant information"; "Students find inappropriate material"; and "Too much time wasted searching" were but a few of the common negative responses given.

To optimise the learning experiences of staff and students, it became apparent that we had to investigate ways to direct our users to specific World Wide Web sites that were relevant to their research needs. As Jamie McKenzie (1995) states in *From now on*, "We can (and must) provide staff and students with better guides to

Successful technology planning and lobbying led to the development of an effective library network.

the Internet so that their trips will be fast, efficient, fruitful and satisfying. Properly constructed curriculum resource pages can direct them to WWW sites which are curriculum relevant, hearty and age appropriate." I began to seek out successful local models of such resource pages.

A school intranet: the beginnings of a solution

In February 1998, at the annual meeting of ASLA (Australian School Library Association) at the State Library of New South Wales, teacher-librarian Debbie Leatheam, then of Windsor High School, presented an excellent workshop on creating

school library Web pages. Debbie demonstrated the subject hypertext links that efficiently connected Windsor High's library users to a wealth of vetted, appropriate curriculum resources on the Internet.

It was a now highly motivated teacher-librarian who returned to Melville High and began the process of creating a modest intranet of Web pages on the library network for her own clientele.

A traditional school home page was already in place on our allotted Ozemail Web space, but this was little more than an online version of Melville High

School's prospectus. It was a quite simple matter to extend this site by adding a Web page of recommended research links, drawn from teaching colleagues suggestions, my own Web browsing and Internet site reviews in *Scan* and other journals. Two units of work were chosen to start us off: a history topic for Year 8; and a Year 11 novel study.

History unit: The Vikings

One of the history teachers on staff had recently completed a Master of Applied Science (Teacher Librarianship) at Charles Sturt University and was extremely supportive of the concept of curriculum based intranet Web pages, so we began a collaborative effort to design our first curriculum page.

A worksheet for Year 8 students about Vikings was supplied by the history teacher. The library staff used a variety of search engines to locate appropriate Web sites which specifically related to the content on the worksheet. As sites were found, the URLs (Uniform or Universal Resource Locators) were book-marked for later use. Note that for 'netiquette' and copyright reasons, requests to link a Web site to one's home page should always be made to the site owners. It is rare that such a request would be refused, but site owners do like to know that their site is of value, and that it may experience increased traffic due to such a link.



A student accesses Melville High School's intranet.

The design of the Melville High School year 8 history - Vikings page was completed using *Microsoft FrontPage* which had been purchased out of the library budget. As hypertext links were placed into the appropriate places, the URLs were cut and pasted from the *Notepad* file which had been created while searching for sites. The completed page, which appears in Table 1, can also be viewed online at: <http://www.ozemail.com.au/~d8566hn1/vikings.html>

Table 1.

<p>Year 8 History</p> <p>MELVILLE HIGH SCHOOL VIKINGS PAGE</p> <p>To find out what life was like as a Viking you can use the following Internet links.</p> <p style="text-align: center;"><u>Information about Vikings</u></p>			
<u>Houses</u>	<u>Clothes</u>	<u>Food</u>	<u>Everyday life</u>
<u>Law</u>	<u>Religion</u>	<u>Exploration</u>	<u>Women</u>
<u>Money</u>	<u>Ships</u>	<u>Viking lives</u>	<u>Jorvik Centre</u>
<p>Search the Viking Network Web</p> <p>Type word or expression to search for in the box below and click on search</p>			
<p>If you prefer, you can use some of the great books and CD-ROM in our own library by following the steps below:</p> <ul style="list-style-type: none"> • Ask the library staff to show you the <i>Vikings</i> CD-ROM and <i>Encarta 98</i> • To find some books on Vikings use the library Enquiry terminals <p>Type in the subject heading VIKINGS and the catalogue will tell you which number the books are shelved at in the non-fiction section of the library.</p> <p style="text-align: center;"><u>Back to Library Page</u></p>			

English unit: Looking for Alibrandi

Senior students studying the Melina Marchetta novel *Looking for Alibrandi* had experienced difficulty in locating resources for their topic using print materials in the library. A copy of their research task was obtained from the English faculty and library staff located some appropriate URLs on topics such as: peer relationships; youth suicide; class in Australia; and Italian culture.

Once the *Contemporary English - Looking for Alibrandi* Web page was created, the English teacher was approached by library staff and invited to bring some students to the library to trial the *Looking for Alibrandi* resource page. Needless to say, the exercise was a resounding success! The completed English page, which appears in Table 2, can also be viewed online at: <http://www.ozemail.com.au/~d8566hn1/alibrandi.html>

Table 2.

<p>Year 11 Contemporary English</p> <p>Beneath are a variety of links that you will find useful for your study of <i>Looking for Alibrandi</i>.</p>
<p><u>Concerns and values of teenagers</u></p> <p><u>Youth Suicide</u></p> <p><u>Peer relationships</u></p> <p><u>NSW Department of Community Services</u></p> <p><u>Class In Australia</u></p> <p><u>Italian Culture</u></p> <p><u>Italian links</u></p>
<p><u>Back to Library Page</u></p>

Sharing our successes

The next stage of the process was to broaden the range of subject sites available on the school intranet. Two methods were used to ascertain the varied research needs of stu-

dents. Firstly, all teaching staff were asked to provide a copy of any assignment tasks to the library staff as they were handed to students, or preferably beforehand.

Secondly, we decided to redesign the library network booking form. The network was still being heavily used for research using only CD-ROM resources and the *OASIS library* catalogue of print materials, so we phased in a form which made specific mention of Web sites as a research alternative.

As these booking forms were submitted, they were analysed for Internet appropriateness. A range of key learning areas were selected to have subject Web pages designed for them. Again, URLs specific to each topic area were located by library staff and incorporated into the intranet as Web pages. In some cases, the actual assignment question was actually provided as an additional link from the topic page. An example of this can be viewed at: <http://www.ozemail.com.au/~d8566hn1/baroque.html>

Research links

With so many choices available, a main index page, entitled **Research links**, was also designed and uploaded. Using the **Preferences** menu of our Internet browser, the links page was set to appear as the default home page for the library's intranet computers. This provides users with an efficient entry point to the subject links; it can be viewed online at: <http://www.ozemail.com.au/~d8566hn1/research.html>

Sometimes, class teachers were not aware that Web pages had been created for their topic areas until just before their classes arrived in the library to undertake research. These bemused and delighted teachers were guided to the **Research links** index page and shown how to follow the hypertext links to their particular topic area.

The response to the provision of these Web links exceeded all expectations as more and more staff members began to appreciate the benefits of the Internet via the provision of struc-

tured curriculum resource links. Soon they began to submit requests for Web pages for particular topic areas and were pleased to collaborate with the teacher-librarian on research questions which were to be set.

Students also began to use the Internet for further research during lunchtimes and were requesting access to our intranet research pages from their home computers. It was time for the Melville High School intranet site to be uploaded to the Ozemail server.

Issues

Many issues became apparent throughout the developmental process of our intranet project:

- Our ultimate goal as educators is to develop lifelong learners who are capable of self directed learning, so we were cautious not to structure *all* student use of the Internet.
- The seeking of appropriate URLs and the development of Web pages and school intranets can place huge demands of time on library staff.
- Who should be responsible for the overall coordination and uploading of new pages to a school's Internet home page? Who undertakes systems administration?
- The Internet changes daily. Procedures need to be developed for regular checking of outdated or 'dead' hyperlinks and addition of new appropriate links to existing Web pages.
- Security, child protection and copyright issues on school intranets require careful consideration.
- Ongoing professional development is an essential consideration for continued success.

A successful exercise

The development of the library intranet at Melville High School has been a phenomenal success. The provision of structured curriculum links has had a tremendous impact on teaching and learning across all key learning areas within the school, and has placed the library very firmly as the information centre of the school. It has also had an impact on a wider level, with other Australian school

libraries making Melville High's site a curriculum link on their own home pages. We have been asked to join Web rings (such as *Chester Hill High School Webring*) which link us to other school sites.

On the World Wide Web, *Melville High School Library Internet links and resources* has gained an international presence. By placing a Web counter on the site, we are able to track where site visitors are based. As of May 1999, the site had been accessed regularly by international visitors from eleven countries. To quote Laurel Anne Clyde (1996) in *Scan* vol 15 no 4, our school library has truly moved "from being a user of online information to being an online information provider."

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RESEARCH COLUMNS 3, 1999

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The creation of knowledge and meaning in the mind of a student is a constructive experience that involves active engagement and interaction with information. For many years now, considerable emphasis has been placed on students' development of information and critical literacies for effective cognitive interaction in print and electronic information environments.

However, teacher-librarians are increasingly aware that effectively integrating information technologies into classroom practice also involves reshaping some of the fundamentals of classroom teaching practice. This includes setting new learning goals and developing new programs, structures and learning experiences for students. Teacher-librarians have some leadership role to play in bringing about this change. The question of professional development of classroom teachers to embrace and effectively integrate information technologies into learning has emerged as a key educational need.

Professional development that seeks to bring about significant changes in the culture and practice of a school needs to be carefully planned and implemented. In order to do this, it calls for a clear understanding of the nature of professional development and its dimensions that contribute to building a culture of change, a culture of excitement and a commitment to that change. In addition, it calls for an understanding of how professional development can contribute to broad based change, rather than to isolated pockets of change, in a school. In essence, it needs to provide a framework for taking learning experiences in engagement with information technology beyond individual classrooms, into year levels, and leading to across-faculty dialogue and planning.

In this issue, **Research columns** documents a professional development program that was constructed on a strong theoretical framework, where detailed consideration was given to: the nature of its design; the quality and format of the content; the environment in which it was carried

out; and its relationship to clearly identified school based needs and learning outcomes for students. The project was undertaken by Judith O'Connell and myself. Judith is the teacher-librarian and curriculum coordinator at Bethlehem College in Sydney. The project was part of the DEETYA funded initiative Innovation and Best Practice Project and led by the School of Educational Psychology, Measurement and Technology at the University of Sydney. We gratefully acknowledge the funding received to undertake this project.

TEACHERS AS LEARNERS:

TRANSFORMATIONAL LEADERSHIP
AND AUTONOMOUS LEARNING
IN AN ELECTRONIC AGE



*Dr Ross J. Todd
& Judith O'Connell*

Introduction

The action research project reported here focuses on developing both the technical and pedagogical competence of classroom teachers with learning technologies, and tracking this process to classroom implementation in relation to information and critical literacies, and measuring learning outcomes. It used conceptual models of transformational leadership and autonomous learning as process frameworks to implement and evaluate a number of professional development strategies linked to the World Wide Web and multimedia: basic applications; publishing tools; and presentation tools.

The project was situated within an action research framework, using the stages of plan, implement, evaluate and reflect to chart progress and outcomes. It sought to move the use and learning integration of learning technologies beyond pockets of success within the school to a change in whole school culture. This paper outlines the project philosophy and process, and highlights key outcomes. In doing so, this paper provides a conceptual model for staff professional development in this context.

The school context

This project was undertaken in early 1999 at Bethlehem College in Sydney, a Catholic Education systemic school for 860 girls in Years 7-12. The college has moved through

a number of key phases since 1995 in its approach to implementation of learning technologies as a curriculum innovation, and this project is part of a sustained response to identified needs during this process. Key points in the innovation cycle since 1995 have included: development of a school based learning technologies policy and plan; full professional development days focussing on learning, literacies and management aspects of technologies; undertaking a learning needs analysis; establishment of a technology committee; research analysis of staff perceptions of the information search process; and development of a teacher competencies benchmark and implementation plan. In addition, a specialist learning centre, the Sophia Centre, was established within the college library to nurture integrated electronic learning technology activities within the mainstream curriculum.

Against this context, a number of other factors motivated this specific project. Analysis of teachers' estimates of their personal expertise and zone of comfort with various research tools, matched with their expectations for the same tool for student learning, showed that personal expertise and zone of comfort did not relate to their expectations for their students. There was also a significant discrepancy between teachers' familiarity with information sources and information technology, and teachers' view of the sources' importance for student learning. In addition, there was mounting pressure created by students who were comfortable in such an environment as opposed to teachers who were not, and the realisation that it was not sufficient to let students "work it out" and for teachers to expect the students "to teach me".

It also was becoming clear that the amount of staff training was not necessarily related to the quality of implementation. Despite the extensive and beneficial programs to date, there was still a clear need to ensure ongoing, interactive, cumulative learning necessary to develop new conceptions, skills and behaviour, and from which are derived significant learning outcomes. Little curriculum change was occurring, as evidenced by classroom practice, units of work and developments in subject programs. Some teachers were even 'forgetting' how to use technology as a simple working tool. It had become clear that grounding procedures for implementation of curriculum change, within a clear and effective framework of professional development, was essential for achieving innovation and change in the use of electronic learning technologies within the curriculum.

Guiding frameworks: transformational leadership and the autonomous professional

Transformational leadership is a particular style of leadership that gives emphasis to transforming rather than transacting in a context of rapid environmental change (Ryan, 1997). Fullan (1993) argues that where change in fundamentals is concerned, the process can become problematic. He claims that the way that teachers are trained, the way that schools are organised, the way that the educational hierarchy operates "results in a system that is

more than likely to retain the status quo than to change it." When change is attempted under such circumstances it results in defensiveness, superficiality, or at best short lived pockets of success. The building of new commitment to a very new competence, can, therefore, be a very fragile process. Change redefines proficiency. It devalues current skills, even if they have been applied artfully, and even if those who have been applying them still see them as valid and successful.

Learning about information technology and integrating it meaningfully into classroom practices demands pedagogical change. Its successful implementation requires staff to move from what has become at least 'old competence' to what is now defined as 'new competence'. When the scope and sophistication of such a change goes far beyond minor modification, as it does with the introduction of learning technologies, this transition is especially challenging. This is the essence of transformational leadership: valuing and integrating change, not in the sense of bringing about minor modifications and transitory outcomes often embedded in such initiatives, but in transforming and reshaping the culture of the school.

Transformational leadership involves four dimensions (Caldwell & Spinks, 1992.) These are:

- cultural leadership, focussing on learning as constructive and transformative
- educational leadership, focussing on the development of critical and information literacies for electronic information environments
- strategic leadership, focussing on understanding of technological issues and trends, and establishing long term vision and future directions
- responsive leadership, focussing on understanding individual/group needs as a basis for setting direction.

These four dimensions established four guiding principles that shaped the implementation of the action research on professional development: its substantive content; its context; its process; and its goals.

We also sought to implement a program that was informed by the literature on professional development itself. This was initiated through the examination of a number of professional development models, in order to conceptualise the structure and process of the targeted programs to be implemented.

In the first instance, a number of key features of the long-standing *Andragogical Model* of Knowles (1990) were examined. From this model we identified twelve salient features that were considered essential in underpinning the development process for staff. These included: (1) non prescriptive attitude; (2) issue centred curricula; (3) problem posing; (4) links to practice and experience; (5) continuous negotiation and redefinition; (6) shared responsibility for learning; (7) valuing process; (8) dialogue; (9) equality; (10) openness; (11) mutual respect; and (12) integrated thinking and learning. Boud's *Autonomous Learner Model* (Boud & Griffin, 1987) clarified for us the broad framework for the learning to take place through the developmental program. The key ideas of this model are illustrated in *Figure 1*.

Figure 1. *Autonomous Learner Model*

<i>Autonomy with approaches to learning</i>	opportunities for staff to identify what to learn; how to learn; demonstrate learning; evaluating learning; reflecting on learning process
<i>Autonomy with content</i>	understanding content; setting boundaries; valuing own understanding; creating meaning out of content; ability to transfer
<i>Autonomy with intellectual skills</i>	able to identify skills needed and to follow developmental pathways
<i>Autonomy with context</i>	personal confidence and self-esteem, language and trust.

This model enabled us to focus on notions of developing self direction and mastery, and what this embraced. We were thus able to get a sense of the structure and shape of the developmental program.

The planning and implementation was also informed by the *Independent Lifelong Learner Model* developed by Candy (1991). This enabled us to identify some of the values and attitudes outcomes to be achieved through the program. These included: (1) be methodological and disciplined; (2) be logical and analytical; (3) be adventuresome and creative; (4) demonstrate curiosity, openness, and motivation; (5) be reflective and self aware; (6) be interdependent and interpersonally competent; (7) be persistent and not give up easily; (8) have a positive self concept; and (9) be independent and self sufficient.

Against a backdrop of transformational leadership, we thus established some key guiding principles for the process of development. These included:

- Provide a conceptual overview and understanding of conceptual frameworks.
- Have direction to focus on an area of identified need.
- Enable individuals to develop plans to achieve goals.
- Make effective use of time.
- Translate needs into a specific objectives-sequential plan based on clear objectives.
- Provide opportunities for logical and analytical problem solving
- Allow participants to form generalisations, look for principles, provide opportunities demonstrate learning.
- Provide opportunities to own the process.
- Develop opportunities to diagnose needs.
- Predict outcomes and evaluate outcomes against expectations, identify limitations and translate these into learning needs.
- Have opportunities to talk about own strengths and weaknesses.

We also wanted participants to: be persistent; demonstrate energy and commitment; be tolerant of the frustration often associated with learning new technology skills; and have the ability to modify plans as necessary as their needs became clear and learning pathways unfolded.

Implementing the project and charting progress

The professional development was implemented through a number of stages, cognisant of the needs and progress in the school to date. In the first stage, the **Learning technologies teacher capabilities survey**, part of the *Learning technologies teacher capabilities guide* (Department of Education, Victoria, 1998) was used to identify teacher capabilities within five areas: personal skills with learning technologies; personal skills with learning technologies in specific key learning areas (KLAs); learning technologies capabilities; classroom use of learning technologies; and classroom use of learning technologies in specific KLAs. Modifications in the original survey form were made to adjust the language to a New South Wales school context to ensure validity for the school context, before it was administered to 56 teachers.

This survey provided a detailed picture of: whole school technology skills and capabilities; a teacher-defined set of priorities for professional development in learning technology capabilities; and a set of identified priorities for learning technology skills to support this development of technology capabilities. The survey identified some key findings. For instance, personal skills with learning technologies (such as managing technology, working with basic applications, publishing and presenting information, and using multimedia applications), were very basic, with few feeling skilled and comfortable. It also defined low levels of expertise in relation to teaching and learning, classroom management of technology, and applications in curriculum planning, monitoring and reporting. There was limited use of technology in the classroom, with science, mathematics and health/physical education showing highest levels of use. While the general picture was one of low levels of personal skills, a number of staff were identified as having high levels of competencies of skills and classroom uses.

Having established a whole school skills and competencies profile, it became possible to target specified activities in direct response to the professional development priorities identified by the teachers themselves. This formed the second phase of the project implementation. Highest priorities identified were: the desire to provide opportunities for students to engage; the ability to solve

common technical problems encountered in a classroom; the opportunity to research and develop curriculum programs to facilitate learning in a technology classroom; and the effective use of learning technologies in the classroom to support this. Teachers also prioritised a range of skills to support their developing confidence and competence in a technology classroom. These included: gaining skills in using the World Wide Web; email; use of authoring programs; and interactive multimedia programs.

The resulting professional development sessions were designed in keeping with previously identified key guiding principles for professional development of adult learners, and in the context of an information literate technology classroom (ie one that is responsive to the affective and cognitive demands of student learning). Also, in keeping with the notion of transformational leadership, information was sought from these teachers about their willingness to share expertise and provide mentoring for colleagues.

Using this information, teachers were identified to design and present the professional development activities, thus providing continuity in the development of technology skills and competencies by fostering group ownership of the process in order to support a climate of whole school change, and to establish a clear perception that on site expertise was readily available on an ongoing basis.

Teachers prioritised a range of skills to support their developing confidence and competence in a technology classroom.

The rationale underpinning the strategies adopted for the professional development program was to: support teachers in changing their use of technology in the classroom by fostering opportunities to critically evaluate personal technology competencies and skills; develop a personal and/or faculty plan of action; develop willingness to take risks in a technology setting; develop teaching strategies and tools for technology integration; foster a team approach to curriculum development; and change or develop new teaching programs to reflect the use of learning technologies. The strategies adopted were designed, finally, to create real, sustained change within the classroom experience of students. It was hoped that the outcome for student learnings would then be reflected in new opportunities and experiences in engagement with technology in more than one subject and/or classroom and eventually within the whole school learning environment.

The inservice sessions

Based on the needs analysis, five inservice sessions (described below) were designed and presented. 37 teachers were involved and the activities were supported by

the school administration with provision of release time to attend inservice sessions. In addition, the *Staff competencies framework for professional development* provided: the motivation for innovation and change; a time frame for involvement; and a personal commitment to the process by each staff member involved.

Each professional development session was embedded in an information literacy framework. The critical thinking and problem solving skills needed to comprehend, synthesise, analyse, interpret, infer and evaluate a learning activity and the technology learning tool determined the method of delivery of the session. The specific needs were also based on the survey profiles. In particular, the cognitive and affective domains involved with each of the inservice contexts were emphasised:

- **Office and the World Wide Web email interface**

Main points included: email context of communication in a new media; global networks; technology interface of this form of communication; language features and changes in literacy styles; use within the curriculum; specifics of *Emumail*; key features of the software; hands on development of skills (eg creating a signature, sending messages, sending attachments); expressing uncertainty in a new environment; developing troubleshooting strategies to overcome difficulties.

- **Introduction to the World Wide Web**

Literacy demands of on screen reading with multiple frames, icons and navigation buttons; understanding the cognitive demands of using the Web; navigating with a World Wide Web browser interface; issues of information gathering and use of search engines; critical evaluation of information; surfing is not researching: the cognitive demands on students; curriculum integration; hands on development of skills; expressing uncertainty in a new environment; developing troubleshooting strategies to overcome difficulties.

- **Mathematics faculty inservice, to explore cross faculty initiatives for integration**

World Wide Web introduction (as above); multimedia CD-ROMs and literacy demands of interface; cognitive demands for navigating structure; cognitive demands for information analysis and synthesis, as opposed to bibliographic resources; designing a research task to teach the technology interface; designing a research task to avoid plagiarism and cut and paste activities; supporting the student constructivist approach to learning; expressing uncertainty in a new environment; developing troubleshooting strategies to overcome difficulties.

- **Managing a networked classroom**

Troubleshooting in a network environment (eg print queues); *Windows 95* interface and file management; exploration of subject based software and application of these for teaching and learning.

- **Effective teaching in the Sophia Centre**

Range and purpose of networked software available for classroom integration (eg encyclopedias, subject/theme-based software, journals, newspapers); teaching in a multipurpose environment using library resources and information technology.

Impact evaluation

A number of tools were chosen to observe and evaluate the impact of the project. Firstly, each teacher involved in a professional development session was asked to complete a survey at the beginning of the session, and at the conclusion of the session. 55 survey forms were collected. Before starting, teachers were asked to identify their expectations from the session: for the development of personal skills; for developing classroom use of the learning technology; and their level of confidence with technology. At the conclusion, teachers were asked to comment on: new skills and knowledge gained; specific needs for future development; preferred approaches for development; the degree to which expectations for personal learning were met; areas of application of skills for personal use, curriculum planning and classroom application, and their level of confidence with this learning technology. These survey forms were designed to provide preliminary material for analysis for developing guiding principles for continuing professional development programs and evaluation of current framework.

The second evaluation tool was personal interview. The subject coordinators from a number of faculty areas were interviewed to elicit information about: personal skills and competencies; leadership style; curriculum development within the faculty; the process of change and future directions for curriculum integration of electronic learning technologies; and reflection on the changes in classroom pedagogy. This included reflection about observed student behaviour in the process of learning, and use of response diaries. These were analysed by the research team using qualitative approaches, specifically a content analysis approach known as "constant comparative method" (Glaser & Strauss, 1967), an interactive process of comparing and aggregating pairs of indicators. It was important that the 'voice' of the teachers be heard, and that these voices not be expressed merely by sets of numerical data, rather by building a range of conceptualisations of needs, benefits, weaknesses, impacts and threats that could form a strong evidential base for further development and consolidation. This 'grounded-up' approach was also considered important to guide the researchers in an open ended way that was tailored to the specific voices, rather than testing preconceived assumptions and potentially narrowing the scope of endeavour and its outcomes.

It is the action orientations on the part of leaders that foster school change.

A detailed report on the outcomes has been made available to the school and it forms an important source of information for the continuation of the school's learning technologies program. The evaluation analysis has identified some very interesting patterns. These are briefly synthesised here:

- The extent of technical competence and skills with information technology shapes perceptions of how it might be used in the classroom. Teachers with low levels of technical skills expressed vague, often unrealistic and grand notions of its applications to teaching and learning. There seems to be little understanding of the complexities related to the pedagogy of application; there seemed to be notions that this pedagogy simply involved the direct transfer of technical skills to students and that this would produce students who were efficient, productive researchers and users of the technology.

- The development of technical competence and skills is fundamental to effective integration into the classroom; it is a key prelude to developing pedagogical expertise. While this might seem to be stating the obvious, it is an important factor in professional credibility in an environment where students are often the 'experts' and teachers are the 'novices'.

- Developing teacher confidence with information technology is critical to self direction. Being confident with mastery of the basic skills involved, and seeing personal attainment of these, provides a foundation for confidently diagnosing gaps in understanding and skills, identifying personal learning goals, and building commitment to further development. The development of confidence contributes to the zone of comfort; confidence and expertise contribute to the realistic assessment of needs.

- Commitment to further action, whether this is practising new skills learnt, or applying these to classroom activities, is founded on: having a conceptual understanding of the territory; valuing one's understanding; confidence in mastery of basic skills; and seeing the potential of the bigger picture.

- Readiness for classroom integration of information technology takes time. It is something that has to be developed and supported, with opportunities for 'practice' and 'play' seen as fundamental elements. As technical expertise with information technology develops, there is a clearer sense of how this technology might be integrated into daily classroom teaching learning.

In addition, the personal interviews provided some indication of how the teachers as learners had benefited, and were beginning to apply their new learning to classroom practices. They indicated that the program:

- responded to the needs and priorities as identified by the teachers themselves in the competencies survey;

- supported the leadership of faculty coordinators with varying leadership styles
- made explicit a process for transformational leadership that was personally motivating
- supported their leadership by valuing teacher expertise
- fostered opportunities for teachers to work with and critically evaluate personal technology competencies and skills
- fostered opportunities to change use of technologies in the classroom
- fostered a framework for developing a faculty plan of action
- fostered a climate of investigation and willingness to take risks with technology
- fostered a setting in which constructive teaching strategies could be developed for technology innovation and integration
- fostered opportunities for a team approach to curriculum development.

This represents important progress in the complex journey of integrating learning technologies into classroom practices.

We were also able to identify some unforeseen positive effects on individuals and on the culture of the school. These included: an ongoing demand for more professional development sessions of this kind; the development of expertise in the school through the adoption of mentoring or team approaches to learning; the creation of a financially viable framework since there was no longer a need to 'buy in' expertise; and the development of personal credibility for those taking a leadership role.

In addition, some evidence was provided that indicated that teachers were: trialing units of work which explicitly developed students' literacies with the technologies; developing specific faculty based policies for computer use in classrooms; rethinking traditional teaching practices; developing a 'technology booklet' to facilitate teachers' integration of the Internet into learning activities; and, in some faculties, employing a more team based approach to instructional design.

Reflection: guiding principles for further professional development

The understandings gained from his program have enabled us to identify some key principles for the next stage of development. These include the provision of opportunities to:

- translate identified needs into learning objectives, and developing personal developmental plans to achieve these goals
- test and practise skills, to trial and evaluate teaching and learning activities, based on authentic scenarios
- conceptualise and understand 'big picture stuff', yet provide an understanding of the specific knowledge and skills that comprise this
- make commitments (ie learning contracts based on actions and applications)

- negotiate the specific objectives and structure of professional development
- discuss scepticism and ambivalence, exploring how these might translate into feeling confident with a technology centred future.

Other considerations would include:

- realistic assessments of time required to achieve objectives
- articulating professional development in terms of transformative learning and transformational leadership (ie modelling how professional development relates to learning processes that happen in the classroom)
- negotiating the specific objectives and structure of professional development
- exploring more actively how learning can be transferred to the classroom setting
- exploring opportunities for reflection and reflective learning
- critiquing progress and experiences in constructive ways to clarify opportunities for the future
- exploring opportunities for understanding the nature and implementation of information and critical literacies associated with Web based information.

Conclusion

The model we have established at Bethlehem College embraces the following interrelated concepts: a framework for contextual considerations; a framework for needs analysis; a construct for building of commitment; a commitment to development of responsive structures; the creation of realistic opportunities for transferring and transforming; a construct for management of personal learning dilemmas; the establishment of sharing mechanisms; and the opportunity for constructive, meaningful, cognitive and affective reflection.

The model is responsive to different leadership styles, a key element in transformational leadership. It supports individuals in a variety of ways to move forward, and it also acknowledges diversity. Having a philosophy of change does not in itself guarantee effectiveness. It is the action orientations on the part of leaders that foster school change.

We avoided the dilemma that implementing innovation often carries with it, ie the need to conjure up, or hasten to identify, learning outcomes in a superficial way to justify the process. It became clear to us early in the project that more concerted effort needed to be given to professional development in order to create a strong, committed base for ultimately achieving student learning outcomes at the whole school level.

Such an approach demands high standards which are reachable in bite sized chunks, and which does not force staff into adopting applications beyond their level of expertise and commitment. It uses a structured approach to professional program development and design, and incorporates accountability while allowing opportunities for experimentation. It fosters a collaborative spirit and open communication at faculty and school level, and it

legitimizes the effort of involvement through clearly identifiable personal gains. Yes, to achieve fundamental change is complex. Professional development for the integration of electronic learning technologies must be long term, extensive, meaningful and interactive. Yet, as our experience attests, it is a richly rewarding process.

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ABSTRACTS

MCGREGOR, J. H. "Do scribes learn? Copying and information use", *School Library Media Quarterly Online 1*, 1998. Available at *SLMQ online* © 1998 ALA at: <http://www.ala.org/aasl/SLMQ/scribes.html>

This article reports on the continuing research into student plagiarism undertaken by McGregor since 1993. The issue is ongoing, and has resurfaced as a key teacher and teacher-librarian concern given developments in the availability of electronic information. The study reports two qualitative field studies of Year 11 students and their information behaviours when writing research assignments. One group of students received little direction in use of information sources and the avoidance of plagiarism; the other group had some preparation in working appropriately and effectively with information sources. This preparation included some instruction that centred on an information skills framework, including analysis, organisation and presentation of information that demonstrated personal understanding and construction of information. The findings compare the behaviours of the two groups, and the resultant impact on the research tasks. This is an informative and enlightening study: a must for all teacher-librarians and classroom teachers. It raises some key questions for teacher-librarians, eg How can teacher-librarians more effectively intervene and make a difference? What is the nature of the collaboration between teacher and teacher-librarian to appropriately develop higher order information handling skills?

AKIN, L. , "Information overload and children: a survey of Texas elementary school students", *School Library Media Quarterly Online 1*, 1998. Available at *SLMQ* © 1998 ALA at:

<http://www.ala.org/aasl/SLMQ/overload.html>

The electronic delivery of information has brought renewed focus on the potential for, and impacts of, information overload. Students experience the phenomena of information overload in a real way when they search for information on the Internet. For example, searching for "Birds" on *Alta Vista* is likely to provide over one million hits. This research examines how children experience information overload and how they endeavour to deal with the problem. The study involved 265 Year 4 and Year 8 students in two different Texas schools and data were gathered through a survey questionnaire. Students were required to document the extent and nature of overload and their strategies for managing it. The study showed that information overload is a real learning dilemma, and highlights the importance of developing students' experience with analysis, synthesis and evaluation of information. The study in particular highlights a range of teaching and learning strategies a teacher-librarian and classroom teacher might use in dealing with information overload. ■



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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 Aboriginal studies including shortlisted books

The NSW Aboriginal Education Policy (1996) requires all teachers to apply its principles and strategies in their teaching and learning programs, reflecting a commitment to promoting educational achievements of Aboriginal students and educating all students about Aboriginal Australia. Teacher-librarians have a vital role to play. *Scan* has already published reviews of a range of resources, including some Internet sites, to support Aboriginal Studies K-12. In this issue, we highlight further resources to support Aboriginal Studies, as a prelude to the forthcoming jointly produced specialist bibliography. Our reviewers include Aboriginal Studies specialists to give an accurate appraisal of resources.

GWYNNE, Phillip

Deadly unna?
 Penguin Books Australia, 1998
 ISBN 0141300493

Gary 'Blacky' Black is a teenage boy, growing up in a small Australian coastal town where a most important aspect of life is the game of Australian Rules. The star of the local team is Dumby Red, a Nunga, who lives out of town on the Aboriginal mission. The novel explores the humour and bias of small town Australia, as seen through Blacky's eyes. The friendship that develops between Blacky and Dumby acts as a background for Blacky's maturing towards adulthood. This heightens his growing awareness of the racism and prejudice that exists in the town. The Aboriginal characters in the novel are diverse and multi-layered, and the Nunga lifestyles are neither stereotyped nor romanticised. The non-Aboriginal author captures the Nunga dialect in a stimu-

lating and realistic way. Essentially, the book is a universal story about the pain and anguish of growing up during the teenage years. B. Percival

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English K-6; English 7-10
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 935400

McDONALD, Meme & PRYOR, Boori
My girragundji.
 Allen & Unwin, 1998 (A little ark book)
 ISBN 1864488182



An intriguing story, this describes some tight situations that a young Aboriginal boy encounters, including an infatuation with a mialoo jalbu (white girl) at school, and a confrontation with the hairyman (the spirit which haunts his house). He finds solace and courage through his friendship with a small green tree frog that hops into his room one night. He believes that the old people have sent her to protect his spirit. The story is

written in a casual style that gives the audience a unique insight into how a young Aboriginal boy views his world, including the racist bullies at school, the fights at night amongst the adults, and the continuous taunts by his seven sisters. The book has an interesting layout using black and white photographic images by Meme McDonald, and the frog illustrated by Shane Nagle and Lillian Fourmile. McDonald's book was inspired by co-author Boori Pryor's childhood tales, and was written in cooperation with the Pryor family. L. Pratt

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6; History Stages 4-5
AVAIL: Paper \$11.95 SCIS 950484

THOMPSON, Liz

The Ngaanyatjarra of the Gibson Desert.
 Heinemann Library, 1998 (Fighting for survival)
 ISBN 1863915788 [305.89]

From the preface, the reader knows that the Ngaanyatjarra people of the Warburton community have control over this book, and that the book is only one way of telling their story. The easily read and culturally sensitive text is interspersed with excerpts of Ngannmyatjarra people telling their own stories and histories. The author also keeps a diary of her writing project. Colour photographs and exciting design complete the package. The cross section of Ngannmyatjarra culture explored includes: Tjukurrpa Law; Native Title and mining; social organisation; traditional and 'whitefella' education; contemporary music; bush foods; traditional medicines; and community art. Parallel to this picture of cultural diversity is a Ngaanyatjarra history of missionary intervention and influence, the eventual handing back of Ngaanyatjarra traditional Lands, the formation of the Council, and the establishment of the Warburton Arts Project, of which this book is a successful part. As part of a comparative study this would be a valuable resource for teachers and students. B. Percival

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; HSIE

SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; HSIE K-6; History Stages 4-5; 2U/3U Visual Arts
AVAIL: \$26.95
EVAL: Highly recommended SCIS 935134

EDWARDS, Yvonne & DAY, Brenda
Going for kalta: hunting for sleepy lizards at Yalata.
 Jukurrpa/IAD, 1997
 ISBN 0949659991 [641.3]

Shortlisted for the Australian awards for excellence in educational publishing, this picture book is beautifully photographed and designed. Created with the help of members of the Yalata community in South Australia, the story tells of Yvonne, Brenda and the kids travelling into blue bush country in their hunt for the kalta, or sleepy lizards. Brilliant colour photographs show the lizards being hunted, killed, cooked and eaten. Through the text around twenty Pitjantjatjara words are naturally woven into the story, making the reading of the book an enriching cultural experience. A language word list is included, and Pitjantjatjara pronunciation is clearly explained. The style of writing is conversational, and Aboriginal English phrasing occurs throughout. The setting is contemporary and the context very specific to one community and location, attributes which make the book an excellent resource for HSIE K-6 Aboriginal and environmental studies. B. Percival



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$19.95
EVAL: Highly recommended SCIS 939531

PRYOR, Boori & McDONALD, Meme
Maybe tomorrow.

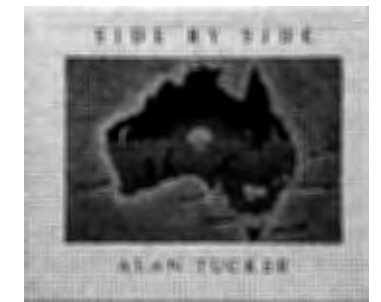
Penguin Books Australia, 1998
 ISBN 0140273972 [791.092]

Boori (Monty) Pryor always knew that he was Kungandji (Yarrabah area) on his mother's side and Birri-gubba (Bowen area) on his father's side. In just fourteen years, he lost two brothers and a sister through suicide, and his closest nephew in a car accident. In a powerful story of Reconciliation and courage, the reader is given the rare opportunity to share Boori's determination to carry on his brother's role as a storyteller and performer touring schools throughout the country. Issues such as: identity; racism; and prejudice; are confronted with humour, honesty and pride. Aboriginality, the Stolen Generation and Aboriginal Deaths in Custody are also discussed. Boori's life spans two worlds: a white world of jobs in abattoirs, the Air Force and thirteen years as a disc jockey; and an Aboriginal world of bush tucker, dance, song and language. Warm personal photographs of Boori and his family, taken by co-author Meme McDonald, are included. B. Percival

USER LEVEL: Stage 4 Stage 5 Stage 6 Community
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; English 7-10; HSIE K-6; History Stages 4-5
AVAIL: Paper \$16.95
EVAL: Highly recommended SCIS 928744

TUCKER Alan
Side by side.
 Omnibus, 1998
 ISBN 1862913110 [994]

The second book in Tucker's trilogy, this work investigates the relationships between Aboriginal people, British colonists and European missionaries. Through fourteen separate accounts, he provides an insight into the impact of the early invasion of Aboriginal Land and society. The stories succinctly remind us of the struggle of the Aboriginal resistance fighters and heroes in a manner suitable for young children. Some of the stories reveal the outright brutality suffered by Indigenous people at the hands of British colonists, and why they retaliated. Others provide a stark picture of how well intentioned missionaries helped to entrench British control. Through their lack of understanding about Aboriginal people and their culture, ethnocentric practices prevailed. Tucker's naive paintings, composed like mind maps, accompany each story, reproduced in vibrant colour on alternate pages. These are an excellent visual portrayal of these historic events. Each account is approximately 600 to 700 words long and could easily be used in the primary classroom in a range of areas such as history, art, and Aboriginal studies. L. Pratt



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; HSIE K-6; History Stages 4-5
AVAIL: \$22.95 SCIS 925785

Moorditj: Australian indigenous cultural expressions. [computer software]

DUIT Multimedia, 1998 (Australia on CD)
 ISBN 064635552X [700.94]

Moorditj is the Noongar word for 'excellent', which perfectly describes this CD-ROM. It features the work of Aboriginal artists, musicians, and performers, focussing on the diversity of vibrant contemporary Indigenous cultural expressions in Australia. There are separate sections for **Visual art, Literature, Media, Dance, Theatre, Music, Craft and Oral history**. There are specific profiles of several Aboriginal dramatists, including Jimmy Chi and Jack Davis, which will be useful for students studying the contemporary Aboriginal theatre topic in HSC drama. Navigation is simple, with Justine Saunders and Aaron Pederson guiding first time users through the program. Students using *Moorditj* can collect artworks, information, and audio clips in the coolamon, to be used at a later date or printed. There is also a series of challenges which test your knowledge of the area you have just explored. Artists can be searched by their style or region, making it possible for teachers to focus on Aboriginal cultural expressions in their own area. Finally, issues such as Aboriginal Deaths in Custody, the Stolen Generation, and Land Rights can all be explored in depth through the work of Aboriginal artists. This is a superb resource for teachers and students across many areas of the curriculum. M. Anderson, A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE

SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; 2U Dance; Drama 7-10; 2U Drama; History Stages 4-5; 2U Music; 2U Visual Arts
AVAIL: Distributed to all schools.
EVAL: Highly recommended SCIS 944707

The house of Aboriginality. [computer software] Macquarie University, 1998
 ISBN 186408426X [704]

Using a house as the organising structure, this CD-ROM shows how vast the use of Aboriginal images on household items has become. The researchers have explored the history of Aboriginal design, from its appropriation in the 1950s where non Indigenous designers used a so called Aboriginal style, to recent cases where carpet manufacturers and other companies were taken to court for directly stealing the designs of Aboriginal artists. Legitimate merchandise produced by, or in consultation with Aboriginal people themselves, is also explored. By researching material available from shopping centres and gift shops all over Australia, these copyright detectives have uncovered enough goods to furnish every corner of a house. The viewer can choose how they wish to navigate through the CD-ROM, room by room, clicking on each item to reveal its history, or by opting for a linear approach and going directly to a detailed menu. The graphics are simple and layout interesting. This is a great resource for use in junior and senior Aboriginal studies. It provides an excellent perspective for visual arts students considering the issue of Aboriginal art and appropriation. L. Pratt

Minimum requirements

Macintosh: 68040; System 7.1; 4MB RAM
 Windows 3.1/95: 4MB RAM

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: CA; HSIE

SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; Visual Arts 7-10; 2U Visual Arts

AVAIL: \$35.00 Macquarie University SCIS 953554

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.

Treasures@Sea. (Exploring the ocean through literature) [Internet site] 995001
<http://www.fi.edu/fellows/fellow8/dec98/main.html>

Budding oceanographers of all ages will take great delight exploring this comprehensive and easily navigated educational site. Within **Teacher's place**, extensive teaching ideas and a variety of Web based literacy activities for ocean-related books can be found. The **Writing activities** can be adapted for the explicit teaching of literary and factual text types. Students can also undertake a range of activities, from gathering ocean data, to watching Kelp Cam. Updated on a regular basis, the site provides a wealth of links to education-

al and scientific organisations, though exploration of these is required to verify curriculum relevance. Designed to be highly interactive, the colourful layouts, attractive graphics, and excellent animations add to the appeal of this invaluable site. H. Gardiner

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6
SCIS SUBJECTS: Literacy - Study and teaching; Literature

KEYWORDS: Literature; ocean; sea
PUBLISHER: Franklin Institute Science Museum/Marshall Elementary School, USA

AUTHOR: JOBE, Hazel

REVIEW DATE: 24/6/99

EVAL: Highly recommended

BOWIE, C.W. & WILLINGHAM, Fred
Busy toes.

Whispering Coyote, 1998
 ISBN 1879085720

Diverse types of human toes are the subject of this delightful picture book, which uses rhyme, rhythm and repetition to encourage the reader to read on. The written text is mainly a collection of noun groups, built using adjectives and nouns. It provides teachers with a model for exploring the ways noun groups are constructed, and how they are used to develop detailed description in different text types. Other grammatical features, such as adding suffixes and identifying base words, could also be investigated. This is a useful resource for planning learning experiences focussing on the reading and writing **Learning about** outcomes in the English K-6 syllabus. J. Stratford

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: \$19.95 SCIS 959021

CREW, Gary & TAN, Shaun
Memorial.

Lothian, VIC, 1999
 ISBN 0850919835

This brilliantly written picture book provides a new perspective and interpretation of the ANZACs, conservation, and the implications of war on past, present and future generations. Tan's evocative, finely detailed and complex illustrations complement the text, adding greater depth and layers of meaning. Opportunities exist for English teachers to develop critical and visual literacy skills, and the text analyst reader role, as students sensitively explore issues raised within the written text and the illustrations. Creative arts teachers will find the illustrations useful models and stimuli for classroom discussions exploring the use of detail, symbolism and art work presentation. This superb picture book is well suited to a range of age groups and syllabuses. J. Stratford

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: CA; English; HSIE

SYLLABUS: Creative Arts K-6; English K-6; English Stage 7-10; HSIE K-6; History Stages 4-5; Visual Arts 7-10

AVAIL: \$22.95

EVAL: Highly recommended SCIS 967574



GOOD, Clare & COX, David
Here comes the rain.
 Scholastic, NSW, 1999
 ISBN 1865040312

Grace has been waiting for the rain for so long and it seems like the drought will never break. In answer to her question "When will it rain?", Grandpa Frank tells Grace to look for certain signs and she will know that rain is on its way. This cleverly written picture book answers Grace's question and provides diverse discussion opportunities focussing on text organisation, font changes and grammatical features; particularly the use of verbs and verb groups. Cox's detailed illustrations enhance the print, effectively supporting readers as they access meaning. This is an excellent picture book for explicitly teaching grammar and addressing the **Learning about** outcomes in the English K-6 syllabus. J. Stratford



USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: \$22.95 SCIS 961594

REYNOLDS, Bronwyn
Literacy in the pre-school.

Trentham, 1997

ISBN 1858560756 [372.21]

In this compact, readable book in which the author, a successful preschool educator, reflectively charts the process she undertakes to re-evaluate and change her classroom practice. In a refreshingly honest way, the author critically confronts the place of literacy in the preschool curriculum. She examines this crucial issue, and demonstrates how she translated what was learned from her reflections into more focussed early literacy practice. The book provides a rich compilation of her practical ideas and strategies for building on what young children already know about literacy. Early learning practitioners and parents will draw much from this book that will assist them to support early learners with literacy. L. Rowles

USER LEVEL: Professional

KLA: English

SYLLABUS: English K-6

AVAIL: \$22.95 SCIS 962797

DEREWIANKA, Beverly
A grammar companion: for primary teachers.

PETA, 1998

ISBN 1875622306 [425.07]

Although aimed at primary teachers, all education professionals will find this resource more than useful. It is well laid out, with a comprehensive contents list and uncluttered pages. Each chapter contains lists, diagrams and annotated texts to highlight the grammatical structure being featured. A statement of grammatical development through the primary years gives teachers an indication of what they might expect of their students. This is arranged in two parts: what students might have learnt to do; and what they might have learnt about. The book deals with: individual grammatical structures; and grammar at a whole text level, but does not overemphasise text types. Although



some terminology is not consistent with the English K-6 syllabus, the connections are very easy to make. C. Patterson

USER LEVEL: Professional

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$17.00 PETA members \$24.00 others SCIS 962765

Rainbow reading. [series]

Nelson, NZ, 1998 (Red: 6-7 year reading level)

Fifteen titles are included in this series of high interest, levelled books designed to support students developing fluent, independent reading skills. Colour coding allows books to be matched to students' instructional level. A variety of authors, topics, illustrations and text types are included. Easy to read, large print is well suited to emergent and early readers. Highly supportive illustrations or photographs provide excellent visual cues and clearly reflect what is included in the written text. Audio cassettes taped on one side only, accompany each book, providing opportunities for frequent, individualised practice by students. It is a very good resource to support the NSW State Literacy Strategy's focus on explicit and systematic teaching. J. Stratford



USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: \$6.95 per book; \$12.95 per cassette; \$205.00 full set of 15 titles

Titles in this series are:

- Basketball** SCIS 963336
- Billy the bad** SCIS 963349
- Choosing a cat** SCIS 961057
- Just a kid** SCIS 963364
- Keeping rabbits** SCIS 963368
- Other things to do** SCIS 963351
- Popcorn** SCIS 963346
- The real rules** SCIS 963358
- Sam's sore ear** SCIS 963357
- Stuck in the mud** SCIS 963353
- Tom, the school cat** SCIS 963356
- Under Michael's bed** SCIS 961058
- Wait a while** SCIS 963362
- Who am I?** SCIS 961060
- Zak went surfing** SCIS 963341

Rainbow reading. [series]

Nelson, NZ, 1998 (Orange: 7-8 year reading level)

What clues about an animal can you get from a skull? What animal eats rotten vegetables and doesn't like daylight? The answers to these questions are provided in this versatile reading resource specifically designed for young readers. Included with each levelled book is a cassette which contains an easily followed taped version of the written text. Well-designed pages support readers and a range of topics should engage a variety of students with diverse interests; including some reluctant lower secondary school readers. With a combination of factual and fiction books, the series would be a valuable resource for supporting guided reading or listening post activities within a balanced literacy session. H. Gardiner

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
AVAIL: \$6.95 per book; \$12.95 per cassette;
 \$205.00 full set of 12 titles

Titles in this series are:

Ambrosia's picnic SCIS 963473
Animal puzzles SCIS 963489
The anti-litter bug SCIS 963471
Bella goes shopping SCIS 963445
The birthday present SCIS 963478
Grumbling kim SCIS 960993
Kittens SCIS 963441
My brother's bike SCIS 963465
My dog, Hugo SCIS 960992
Old tractors never die SCIS 9663481
Puppies SCIS 963442
Put out that fire SCIS 963487
Skull clues SCIS 963459
Tiger's birthday present SCIS 960994
Watchdog SCIS 963466

Rainbow reading [series]

Nelson, N.Z., 1998 (Yellow: 8-9 year reading level)
 The fifteen titles in this levelled series of high interest, appealing books will effectively maintain and build on the reading skills gained by students who have experienced Reading Recovery in year 1. Suitable for individual or small group work, the series encourages students' interest in reading and raises their reading skill level. Additional reading comprehension and sequencing tasks allows students to practise acquired skills and strategies, as they move towards reader fluency and independence. Text types, layout and presentation vary providing opportunities for planned learning experiences and discussions that address the learning about outcomes in the reading strand of the English K-6 syllabus. Audio cassettes for each book and a comprehensive range of teacher materials support the series. This is a widely trialed resource for the explicit and systematic teaching of reading. J. Stratford



USER LEVEL: Stage 1 Stage 2
 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6
AVAIL: \$6.95 per book; \$12.95 per cassette;
 \$205.00 full set of 12 titles

Titles in this series are:

The camping trip SCIS 963405
The dog and the possum SCIS 963418
Dog show SCIS 963396
Earthquake SCIS 963394
Eel be right SCIS 963408
Guinea pigs SCIS 963407
A Japanese visitor SCIS 963427
Loving your brother SCIS 963402
Make a banana cake SCIS 963430
Matt's motorbike SCIS 963376
Rob, the robot SCIS 963397

Sean's go-kart SCIS 963377
Skateboards away SCIS 963415
Stitches SCIS 961063
Worrying sounds SCIS 963403

Rainbow reading.[series]

Nelson, NZ, 1998 (Green: 9-10 year reading level)
 Primary teachers looking for appropriate guided reading or listening post materials should find this comprehensive series to be of interest. Organised into a colour-coded level, each book is accompanied by an easy to follow, read along cassette. Both the books and the cassettes are brief and relatively simple, although some New Zealand place names may need to be clarified for Australian students. The illustrations, consisting of photographs in some titles, are colourful and support the written text. Each page is clearly laid out, which adds to the overall effectiveness. With topics ranging from helicopters to horses, students, including some reluctant lower secondary school readers, would find the books in this series appealing. H. Gardiner



USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
AVAIL: \$6.95 per book; \$12.95 per cassette;
 \$205.00 full set of 12 titles

Titles in this series are:

Barney, the gentle giant SCIS 963552
The big black horse SCIS 963547
Chicken time SCIS 963561
Chopper SCIS 963559
Cyclone SCIS 963556
Free firewood SCIS 963555
Oliver, the kitten SCIS 963551
A rat called Nora SCIS 963548
Serious fishing SCIS 963560
The snow cave SCIS 963550
Walking the dog SCIS 963545
Whitebait fritters SCIS 9957797

Rainbow reading. [series]

Nelson, NZ, 1998 (Blue: 10-11 year reading level)
 Specifically designed to support those older primary readers who may be experiencing difficulties, this worthwhile series provides relevant reading materials of high interest. Comprising colour coded, levelled, tape supported books, each title in the series is easily accessed by readers with varying needs and interests, including some reluctant lower secondary school readers. Teachers will also find that the combination of attractively presented factual and fiction books supports the teaching of reading, as the different titles expose students to a variety of topics, writers, styles and illustrations. In particular, the series would be most useful for guided reading within a balanced literacy session. H. Gardiner



USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K-6

AVAIL: \$6.95 per book; \$12.95 per cassette;
 \$205.00 full set of 12 titles

Titles in this series are:

Aqua taxi SCIS 963273
Biking the porika SCIS 963267
Log loading SCIS 963277
Mice SCIS 963251
Misadventure at sea SCIS 963261
The perfect shot SCIS 963256
SCUBA: underwater invention SCIS 963290
Too easy! SCIS 963265
Turning trees into logs SCIS 963280
Underage driver SCIS 963254
Under the service station SCIS 963287
The yellow admiral butterfly SCIS 963264

Rainbow reading. [series]

Nelson, NZ, 1998 (Violet: 11-12 year reading level)
 The program has been thoroughly researched and trialed by qualified, experienced reading specialists in New Zealand. The twelve levelled books in this series, cover diverse topics, writing styles, and factual and literary text types. Small, more challenging print is well suited to students in middle and upper primary and junior secondary. The inclusion of appropriate illustrations or photographs effectively scaffolds for students, who still require this form of reading support. Opportunities for students to work independently with books at an appropriate level is enhanced by audio cassettes for each book. Additional support for teachers is provided via a video and teacher's manuals including: assessment; cloze; and text sequencing. This is an excellent resource for guided reading in Years 3 to 7. J. Stratford

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6
AVAIL: \$6.95 per book; \$12.95 per cassette;
 \$205.00 full set of 12 titles

Titles in this series are:

Dinosaur mysteries SCIS 963513
Earth report SCIS 963573
Life on other planets SCIS 963569
Marine encounters SCIS 963580
New clothes rap SCIS 963509
A new sail SCIS 963590
Over the rainbow SCIS 963511
Rescue at sea SCIS 963577
Ruapehu: mountain of fire SCIS 9634564
Ship-shape SCIS 963503
Volleyball SCIS 963506
Where on earth? SCIS 963571

Resources to support numeracy

Numeracy is a focus of Agenda 99, 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 numeracy. In this issue, we highlight further resources to support numeracy, in keeping with initiatives in this area. Our reviewers include numeracy experts to give an accurate appraisal of resources.

Sunbuddy math playhouse. [computer software]
 Sunburst Communications, 1997
 ISBN none [510.76]

Delightful animation, combined with quality graphics and sound, make this CD-ROM a creative and motivational learning tool. The program combines language and mathematics activities for early learners. Opportunity exists for students to sit back and be entertained using the **Read a long** feature, or take an interactive tour through the animated drama, with **Play a long**. **Backstage** enables students to select a variety of problem solving games to play. Three levels of difficulty at each activity provide support or challenge when catering for individual student needs. Students will practise keyboard and mouse skills as they interact with the characters throughout the story. Backstage games provide opportunity for students to practise a range of mathematical skills including: classifying; sorting; discriminating; counting; matching; telling time; addition and subtraction of numbers less than twenty; simple grid location; and using directions and coordinates. The program is well supported with teachers' notes, extension tasks and proformas. Teachers of young students will enjoy using this very supportive package to create integrated units of work for use in their classrooms. J. Fenech

Minimum requirements

Macintosh: System 7.0; 5.5MB RAM
 Windows 3.1: 80486 DX/266; 8MB RAM; 16MB hard disk
USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$79.95 single user; site licence options;
 Lioncrest SCIS 963299

Fraction attraction. [computer software]

Sunburst Communications, 1999
 ISBN none [513.076]
 A stimulating environment has been created on this CD-ROM in order to motivate students to explore the world of fractions. All the fun of a carnival is presented to students in the form of sideshow games and rides. As they race their horses on the **Frac track**, or take a ride on the ferris style **Frac-o-wheel**, they will develop an understanding of some key fractions concepts. These include: the ordering of different fractions; making equivalent fractions; understanding the relative size of fractions; and the addition and subtraction of fractions. Students will need a basic understanding of fractions, decimals, and percentages before they set out to explore this fun filled adventure. Comprehensive teachers' notes offer friendly instructions and diagrammatic descriptions. Playing levels and degrees of difficulty for each game can be selected so that individual student needs can be addressed. Additional activities and proformas are included as introductory or follow up classroom tasks. Teachers will be able to use this material to suit a range of classroom needs, as it lends itself well to both the development of concepts and the practice of skills. J. Fenech

Minimum requirements

Macintosh: System 7.0; 8MB RAM; 25MHz
 Windows 3.1/95: 486; 8MB RAM; 66MHz
USER LEVEL: Stage 2, Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$79.95 single user; site licence options;
 Lioncrest SCIS 963299

PARISH, Steve

123 of Australian wildlife.

Steve Parish, 1998 (Nature kids)
ISBN 1876282479

[513.2]

The photography that has made Steve Parish famous is applied to the numerals 1 to 20 in this eye catching counting book. Each numeral is introduced in numerical and written form, and has an associated statement which introduces the reader to the endearing illustrations. These are the focal point of the book, with each page a collage of very natural Australian wildlife photography. The reader can't help but delight in the seven turtle hatchlings or shudder at the eight scaly snakes. This book is a colourful photographic adventure through counting. L. Wilson



USER LEVEL: Early Stage 1

KLA: Mathematics

SYLLABUS: Mathematics K-6

AVAIL: Paper \$9.95

SCIS 962410

PARISH, Steve

Numbers sticker activity book of Australian wildlife.

Steve Parish, 1998 (Nature kids)

ISBN 1876282541

[513.2]

Early numeracy from 1 to 20 is investigated and enjoyed by young readers of this work through engagement with beautiful photographs and associated activities. The reader is encouraged in learning tasks such as one to one correspondence, counting, and matching activities. These are undertaken through mazes, sticker activities, and counting the dots exercises. Stickers are reusable, enabling the book to be used by a number of students. This book provides an opportunity for the child to learn through activities set amongst beautiful photographs of Australian wildlife. L. Wilson

USER LEVEL: Early Stage 1

KLA: Mathematics

SYLLABUS: Mathematics K-6

AVAIL: Paper \$5.95

SCIS 962409

Numbers undercover. [computer software]

Sunburst Communications, 1998

ISBN none

[513.2076]

Solving the mystery with **Detective Max** will motivate young students to participate in the variety of mathematical activities provided by this CD-ROM. Keyboard and mouse skills are practised as students manoeuvre from the main screen, the office of Detective Max, and throughout each of the games. As they attempt each case, they will be introduced to five mathematical problem solving tasks, which practise skills in: **Measurement; Time** (where students read both analog and digital clocks, compare analog and digital times and find the difference between two times) and **Number patterns**. It is disappointing that the money skills activities are all based on American currency. Teachers do have the option of selecting: varieties in each activity; levels of difficulty; and the number of tasks presented to students in each game. This feature is valuable in customising the computer session for individuals or groups of students. Comprehensive teachers' notes and proformas are provided, which include the description of games and screens, **Classroom management tips** and follow up activities. J. Fenech

Minimum requirements

Macintosh: System 7; 5MB RAM

Windows 3.1: 486 DX/266; 8MB RAM

USER LEVEL: Early Stage 1 Stage 1

KLA: Mathematics

SYLLABUS: Mathematics K-6

AVAIL: \$79.95 single user; site licence options;
Lioncrest SCIS 954808

Picture books

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

ARNOLD, Tedd

Green Wilma.

Penguin, 1998 (Picture Puffins/A Puffin pied piper)

ISBN 0140563628

Here is an amusing tale about a child who wakes up one morning as a frog. Guaranteed to capture the interest of young students, Wilma's story is humorously told as she endeavours to get through the day as an amphibian. Clever illustrations depict the various reactions Wilma encounters as she hops, dives and chases flies throughout the picture book. Wilma leaves her parents, friends and teachers bug eyed in her wake. A surprising twist at the end will undoubtedly catch some readers unaware and may inspire class discussion and writing opportunities. A sheet of temporary tattoos of Wilma and friends is a bonus discovery at the back of the book. B. Roberts

USER LEVEL: Stage 1

AVAIL: Paper \$9.95

SCIS 951380

BAZILIAN, Barbara & FINE, Judith

Princess Lily.

Whispering Coyote, 1998

ISBN 1580890067

A contemporary approach to traditional fantasy characters is combined with familiar stories from fairy tales and mythology in this picture book. Carefully blended elements from tales of the *Sleeping Beauty*, and *Beauty and the Beast* are recognisable. The ancient Greek myth of *Persephone and Hades* also echoes in the story. The illustrations are dominated by blue and mauve tones, which create a dreamlike quality. They faithfully represent the story without elaboration. Teachers exploring fairy tales, mythology and fantasy narratives may find this book useful for identifying common elements and themes. N. Chaffey

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

AVAIL: \$19.95

SCIS 959055

BENJAMIN, A.H. & WARNES, Tim

It could have been worse...

Koala, 1998

ISBN 0864611196

In this variation on the popular nursery word game, an appealing and resilient mouse makes his way back home, suffering numerous accidents and misadventures along the way. Without realising, he narrowly avoids predators such as cats, birds, snakes, fish and foxes. Students will enjoy being in on the joke and assisting with the chorus and sound effects. The theme of this picture book lends itself to whole class joint construction of text opportunities and other writing activities. The illustrations are essential to the deeper

meaning in the story. They are also bright, full of action, and make interesting use of white space. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: Paper \$9.95

SCIS 942205

BOYLE, Alison & WOOLFORD, Simon

Whose hat is that?

Walker, 1998

ISBN 074454985X

Simple, repetitive text and messages in speech balloons invite children to help Silly Cat find her way through various mazes: leaf; jungle; desert; water; and swamp, to meet up with Bird, Giraffe, Snake, Hippo and Elephant. After swapping hats with Elephant, Silly Cat must return across the clouds to bed. The cartoon style animal characters are depicted against brightly coloured and patterned backgrounds in this picture book of puzzles. With their zany, different coloured hats topping cute faces and bodies, they have irresistible child appeal. Print is bold and clear, and the mazes have sufficient difficulty to offer a challenge without being too problematic. B. Richardson



USER LEVEL: Stage 1

AVAIL: \$19.95

SCIS 954558

*Overseas publication: cover illustration reproduced by permission of the publisher Walker Books Ltd, London.

CECIL, Ivon & LOVE Judy

Kirby Kelvin and the not laughing lessons.

Whispering Coyote, 1998

ISBN 1879085399

Colourful, mobile, cartoon style illustrations combine with easy to read, child centred and directed text to tell the story of Kirby Kelvin, who gets a fit of the giggles during spelling and is sent to the principal's office to learn how to behave. There, however, Kirby turns the tables by transforming Mr Gloomsmith's lessons about not laughing into a situation where he helps the grumpy old principal to remember how to laugh. The characters' facial expressions, body language, and cleverly exploited space and perspective, add emotional impact to this humorous story with its unexpected ending. It is an appealing picture book that will have students laughing along with it. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$9.95

SCIS 959056

CHAMBERS, Sally

Barty's scarf.

Koala, 1998

ISBN 0864611331

The idea that everyone has some characteristic or interest which will at some time be helpful is explored in this picture book. The main character, a sheep prone to obsession, is one that some children, parents and teachers will recognise. Although Barty's scarf leads to success, there is an uneasy balance between reassurance and resignation at the story's conclusion. Bright illustrations enhance the text. The plot has some potential as a writing stimulus, as the concluding sentence lends itself to a sequel in which the dilemmas and possibilities of a new obsession could be explored. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$8.95

SCIS 944640

DONNELLY, Strawberrie

Bedtime bear: a flip-the-flap book.

Walker, 1998

ISBN 0744551919

The uncomplicated language and brightly coloured illustrations in this picture book tell of a bedtime ritual and the search for a missing comfort toy. Repetition and rhyme characterise the search, adding a confidence building predicability for the reader. The sturdy flip-page format adds an element of surprise and suspense. This is a useful book for early mathematical, language, and pre reading activities, where recognising and naming the elements of various familiar domestic settings and positions are required, or for developing an awareness of rhyme. Emerging readers could develop confidence through the repetitive elements of the story. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$9.95

SCIS 954548

ELLWAND, David

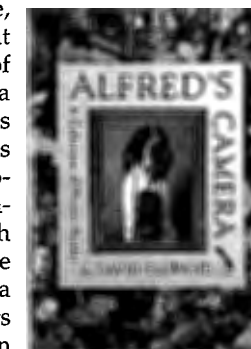
Alfred's camera: a collection of picture puzzles.

Lothian, 1998

ISBN 0850919509

[793.73]

A puzzle book with a difference, this work uses picture book format and rhyming verse. A collection of picture puzzles is connected by a story about a messy dog who has misplaced his camera. The book is illustrated entirely with photographs that depict a mass of similar everyday objects, in which Alfred's toys and belongings are concealed. This work could be a useful tool in motivating students to use their visual discrimination to find the objects that Alfred has lost. It could also be valuable as a resource for photography students as an example of photo montage, or for students studying book illustration. L. Pratt



USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: CA; English

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

AVAIL: \$22.95

SCIS 950102

GUNSON, Dave

Stanley's teddy bear.

Scholastic, 1998

ISBN 1869434250

That well known mouse, Stanley, is back again; this time with everybody's favourite toy, a teddy bear. Having seen a little boy with a teddy, Stanley desperately wants one for himself, but realises that a real teddy would be too big to fit in his home, under the floorboards. He sets about solving his problem by trying to make a teddy bear, with his friend Spot, but this leads to another problem. In this delightful picture book for preschoolers and children in their first year at school, the text is clear and uncluttered. The illustrations cleverly portray Stanley's feelings, from hope through to worry and contentment. The result, of course, is a happy ending. J. Quirk

USER LEVEL: Early Stage 1 Stage 1

AVAIL: Paper \$12.95

SCIS 954480

ISOM, Joan Shaddox

The first starry night.

Whispering Coyote, 1997

ISBN 1879085968

Children are introduced to the person, ideas and subject matter of Vincent van Gogh in this picture book illustrated after the impressionist style of the painter. The story tells of a friendship that develops between van Gogh and a small boy in Arles, France, where the artist painted some of his most famous works. The idea of children getting a feel for van Gogh and his art through the eye of young Jacques has merit, and the illustrations do capture some of the spirit and tone of the artist. However, the paintings are not van Gogh's and the question must be asked: might this cause confusion for some students? B. Richardson

USER LEVEL: Stage 1 Stage 2

KLA: CA

SYLLABUS: Creative Arts K-6 SCIS 959048

AVAIL: \$19.95

KING-SMITH, Dick & WORMELL, Mary

The spotty pig.

Penguin, 1998 (Puffin books)

ISBN 0140563954

A young Gloucester Old Spot pig is the central character in this fable about self perception and body image. The passing seasons of a year in rural England are skilfully captured in large attractive linocut illustrations, adding depth and meaning to the simple narrative. While no apparent reason exists for Peter's dislike of his spots, his attempts to rid himself of them are amusing, and his feline friend is wise and supportive. Growing in size and maturity, Peter realises that he is attractive and lovable after all. This gentle picture book could be useful in class and family discussions about differences in personal appearance, and the value of friendship and love. W. Smith

USER LEVEL: Early Stage 1 Stage 1

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: Paper \$10.95 SCIS 960809

LANGSTON, Laura & BOSSON, Victor

The fox's kettle.

Orca, 1998

ISBN 1551431300

In this original tale, text and illustrations work together powerfully to give the work the strength and traditional feeling of an old, long told Japanese folk tale. Fine Japanese wood-block style illustrations on each right hand page combine delicacy of line and a wide colour palette to enhance and extend the text. The foxes are magic, able to transform to human shapes, and requiring strength of character from the humans they encounter. The fidelity of the inn keeper's daughter is rewarded in this many layered story, in which the black kettle is the means for the fox's magic to be maintained. Values of courage and integrity underpin this attractive picture book. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$22.95

SCIS 959384

LASKY, Kathryn & HALPERIN, Wendy

Anderson

Sophie and Rose.

Walker, 1998

ISBN 0744556112

Nostalgic yet realistic, this picture book, about children and their relationships with their toys, will strike a cord with many readers of all ages. The themes of hurting those we love the most, fidelity, security, belonging, and shared history are all subtly explored as the narrative progresses. Most pages are multi-framed, using sepia toned coloured illustrations, reminiscent of early picture books. These illustrations enhance the text, and further explore its themes. This is a rewarding book about meaningful relationships to quietly sit and savour. N. Chaffey

USER LEVEL: Stage 1 Stage 2

AVAIL: \$24.95

SCIS 954607

*Overseas publication: cover illustration reproduced by permission of the publisher Walker Books Ltd, London.

OKTOBER, Tricia

Oil spill.

Hodder Children's, 1999

ISBN 0733609368

[598.47]

Beautiful illustrations of the birds and animals of the south coast of Australia are combined with a simple description of their lives in the early pages of this picture book. The focus moves to the lives of fairy penguins and the disastrous consequences of an oil spill on these creatures. Illustrations are naturalistic and charming, without being overly cute. The text is simple and moving, combining factual information with a sympathetic account of the process of rehabilitation the penguins undergo. Text and illustrations work together to produce a strong and well observed story where the environmental message is positive and unforced. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: HSIE: ST

SYLLABUS: HSIE K-6; Science & Technology K-6

AVAIL: Paper \$10.95 SCIS 963966

OKTOBER, Tricia

Reef.

Hodder Headline, 1999

ISBN 0733609473

Truly beautiful, revealing and realistic illustrations are presented on each page of this picture book. Many stories are told, from the life cycle of the turtle, to tide patterns; but consistent throughout the book is the theme of the reef: home and haven to many plants and animals, and well worth preserving. The narration is beautifully descriptive, and cleverly imparts factual information. It draws the reader and listener into the daily routine of the reef and is suitable for sharing with younger and older primary students. Adults would also enjoy the attractively embedded environmental theme. R. Bodlay



USER LEVEL: Stage1 Stage2.

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$24.95

AVAIL: Highly recommended SCIS 961583

ROOT, Phyllis & PARKINS, David

Aunt Nancy and Cousin Lazybones.

Walker, 1998

ISBN 0744540100

A humorous picture book, this has a Southern American orientation, which comes through clearly in the colloquial writing style. Cousin Lazybones comes to stay on the farm with Aunt Nancy, who tries unsuccessfully to get him to share the chores and thus pay for his keep. At first, Cousin Lazybones manages to outwit her every time but Aunt Nancy finally devises a plan, which moves him on. Filled with verbal and visual humour, the book's accompanying illustrations are rich in texture, colour and detail. The work is an invaluable resource for demonstrating how the style of language can place a story in a cultural setting. J. Anderson

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: \$24.95 SCIS 954627

ROOT, Phyllis & BARTON, Jill

What baby wants.

Walker, 1998

ISBN 0744540909

On a farm, an extended family tries desperately to pacify a baby so that its exhausted mother can get some sleep, but to no avail. Their well intended suggestions, mostly involving bringing farm animals into the house to kiss, be cuddled by, or sing to Baby, become more bizarre and less effective, until Little Brother tries an obvious and instantly successful solution. This cumulative, repetitious picture book develops students' predicting skills. The pastel coloured illustrations are detailed and frenetic, revealing more elements and facial expressions with each re-reading. The two end-papers are excellent for group discussion, comparing and contrasting day and night views of the farm surrounds. I. McLean

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$22.95

SCIS 954633

SILVERMAN, Erica & SCHINDLER, S.D.

Don't fidget a feather.

Aladdin, 1998 (Aladdin picture books)

ISBN 0689819676

Can Duck out stare his friend Goose? Their friendly rivalry in the pond and in the air results in a determined contest of immobility. The staring endures numerous hazards, until Fox, the real threat, arrives. Suspense builds as Fox prepares for his meal. A shift of narration reveals Duck's thoughts during his friend's progress towards the pot. Text is simple and well constructed, and tension maintained, although Fox is routed surprisingly easily. This is a warm and humorous picture book, ideal for sharing with students at the stage of testing their capabilities against those of their peers. It could lead to discussion about the meaning of winning. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: Paper \$8.95 SCIS 953577

TURNER, GWENDA

A day out with Dad.

Puffin, 1998

ISBN 0140565388

The excitement of new experience is engagingly captured in the lovingly drawn, realistic illustrations and simple first person text of this picture book. Crisp design enhances the reader's learning experience as the young protagonist describes a day out, on a journey on an inter island vehicular ferry. Subtle teaching about the ferry's purpose, and how it operates, is incorporated with the day's other events through child focussed detail. Clearly observed and skilfully executed drawings show the reader other aspects of harbour activity, including sea going craft and land vehicles. The focus on the ship never obscures the rich, warm, rewarding relationship between child and father. W. Smith

USER LEVEL: Early Stage 1 Stage 1

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: Paper \$9.95

AVAIL: Highly recommended SCIS 936156

WILLHOITE, Michael

Daddy's wedding.

Alyson Wonderland, 1996

ISBN 1555833500

Homosexuality and family relations are addressed in this well written, colourful picture book. The language used is straight forward and gives a clear understanding of a variety of relationships. Illustrations are large, bright and appealing. This book portrays homosexuality as an accepted style of relationship. It is affirming and positive, promoting understanding and tolerance. The use of contemporary characters, in a variety of relationships, is easy to relate to. This resource is not only an entertaining book for young students, it is an excellent stimulus for discussion and study about types of relationships. It is a wonderful resource for teachers to broach the often sensitive area of homosexual relationships. K. Proctor

USER LEVEL: Stage 1

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: \$15.95 SCIS 958364

Fiction for younger readers

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

CLARK, Margaret

Hot and spicy.

Penguin, 1998 (Chickabees/Puffin)

ISBN 014130328X

Ria, Dana, Cecily, Tari and Maddie aspire to being the world's first pre teen, all girl singing group. They're the Chickabees and they promise that they're "... not some wannabees, [they're] gonnabees". This first title in a series provides the necessary background on the girls, such as their adoption of stage names, and the formation of their group. It also introduces readers to their possible rivals, the SpLice group, and gives hints of possible conflicts and problems to be overcome. The writing style is natural and easy. Incidents and dialogue reflect pre teen behaviour, interests and speech. It is bound to be a popular choice with middle and upper primary girls, particularly those interested in the pop scene. B. Richardson

USER LEVEL: Stage 3
AVAIL: Paper \$8.95 SCIS 951378

CLARK, Margaret
Stars.

Penguin, 1998 (Chickabees/Puffin)
ISBN 0141303298

Rider, Dancer, Cee Cee, Tapper, and Moddie are the Chickabees, an all girl singing group, whose adventures are aimed at a pre teen readership. Organising costumes and arranging their first public appearance are the basis of this story. Interest is maintained through a subplot in which song lyrics are passed to the rival singing group through the duplicity of a younger brother. Though the writing lacks subtlety, and characterisation is minimal, the emotions expressed are well conveyed to involve young readers. Revenge, friendship, relationships, ambition, and the sweet sensation of success are themes developed in this short novel. J. Buckley

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$8.95 SCIS 954118

CLOVER, Peter

Race against time.

Hodder Children's, 1998 (Rescue riders 2/Young fiction)

ISBN 0340726792

Friendships, family relationships and a love of horses are the major themes in this short novel. Hannah's holiday with her mum, her mother's fiance, Frank, and his son, Miles, is the setting for this enjoyable adventure. While the adults are canoeing and the children horse riding, Frank has a canoeing accident and is badly hurt. Hannah, although unsure of herself on horses, together with Miles, rides for help, and of course saves the day! The trauma and uncertainty often felt by children when a parent is remarrying are handled sensitively and in a way that younger children can easily relate to. The story is well paced and vocabulary simple, but not patronising. It keeps the reader involved right to the end. J. Quirk

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95 SCIS 963961

CLOVER, Peter

Ghost pony.

Hodder Children's, 1998 (Rescue riders 3/Young fiction)

ISBN 0340726814

An adventure on the misty moor involves three friends, Hannah, Charlotte and Jade. Horse riding and horses are their main concern, appealing to readers with the same interests. The plot involves an abandoned horse and the attempts by the girls to capture it for Jade. The story moves swiftly, despite the intrusive descriptions of the horses, and the focus remains on the girls, who are active and resourceful. The text is written simply, and is strongly English in setting and tone. Parents and family are sympathetically portrayed, and the ultimate resolution is satisfying. J. Buckley

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95 SCIS 963962

CREBBIN, June

Emmelina and the monster.

Walker, 1998

ISBN 0744541921

Three very different characters with modern personalities appear in this fairy tale set in the era of queens and dragons. It is the story of the meek, mild and thoughtful girl besting

the noisy, bossy, vain and over confident. This includes the beast. Thus, there is a moral to the story that promotes much discussion, and complements many themes concerning friendship, self confidence, and community. The short chapters, supported by illustrations from Tony Ross, combined with brief sentences in large font, ensure reading success for less confident, newly independent readers. R. Bodlay

USER LEVEL: Stage 1 Stage 2
AVAIL: \$15.95 SCIS 947595

CURRAL, Dave

As if!

Crawford 1998 (Pants on fire)

ISBN 1863331719

Four complete stories, and the beginning of a fifth, comprise this collection which is aimed directly and unashamedly at boys. For subject matter it employs: flat, first person narratives; crude and obvious humour; humiliating dares; dead bodies; exploding chooks; and obsessions and greed. Uncouth and boorish behaviour is approved; attitudes to females are contemptuous and unappealing; and social attitudes and values are limited and shallow. While the book may have an immediate appeal for some otherwise reluctant male readers, the longer term effects of the encouragement of such behaviour and attitudes must be questioned, and is not in keeping with gender equity commitments. W. Smith

USER LEVEL: Stage 3
AVAIL: Paper \$12.95 SCIS 962228

DEFOE, Daniel & HELLER, Julek

Robinson Crusoe.

/ abridged by James Dunbar. Dorling Kindersley, 1998 (Eyewitness classics)

ISBN 0751370762

Fans of the original novel will not be disappointed with this abridgment. The story maintains the same exciting flavour, while the simplification of some of the more archaic and difficult language makes it appealing to a modern audience. A meld of picture book and the familiar, successful *Eyewitness guide* format, each page features columns of related factual information. Heller's graphic illustrations and a selection of photographs enhance an understanding of the historical context. A detailed map of Crusoe's imaginary island is included; there is also coverage of several filmed versions of the story. This is a pleasant introduction to classics. B. Roberts

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
AVAIL: \$19.95 SCIS 963169

GODWIN, Jane

The family tree.

Penguin, 1999 (Puffin)

ISBN 0141302127

Harriet Welsh (known to all as Harry) has enjoyed eleven years of a very stable life. Although she hates the idea of change, she has managed to accommodate her new stepfather and stepbrother, who blend comfortably into the family. What is more disturbing is the discovery that her local community school is likely to be closed down and her family are considering moving to a larger house. During this



anxious period of eminent change, Harry seeks solace from her understanding grandparents. This is a very pleasant story about growing up and the importance of supportive relations and friends. It provides a positive comment on this aspect of life. C. Sly

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$11.95 SCIS 961588

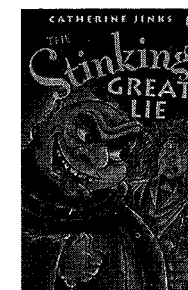
JINKS, Catherine

The stinking great lie.

Penguin Books Australia, 1999 (Puffin)

ISBN 0141301023

A great deal of factual information about life in a medieval Italian city is cleverly conveyed in this humorous and provocative story of a urine collector's daughter and her efforts to avoid an arranged marriage to a coarse, ugly, older man. Through the lively and interesting eleven year old hero, the reader learns much about the constraints upon the lives of all women of this period, and about such practicalities of life as urine collection and disposal! Lively, realistic, down to earth and honest, this would make an excellent class serial, and would be useful background material for a study of the Middle Ages. W. Smith



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History 7-10
AVAIL: Paper \$11.95
EVAL: Highly recommended SCIS 963194

KELLEHER, Annette

Harriet's revenge.

Scholastic, 1998

ISBN 1863883614

Harriet, an unhappy, unloved orphan, finds herself adopted into a worse than unbearable family, and lives a miserable life as the family slave. Help arrives in the form of some fantastic, orphan protector creatures, found by Harriet in the dark confines of the coal hole, into which she is banished for regular periods of punishment. The hero eventually takes control of her life and teaches her adoptive family a thing or two! Some young readers will find this lengthy, far fetched Cinderella story, in the style of Roald Dahl, uproariously funny, especially the voodoo plan which Harriet has to follow to achieve her ultimate success. K. Chauncy

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$8.95 SCIS 949714

KILLEEN, Gretel

My sister's an alien.

Random House, 1998 (A Mark Macleod book)

ISBN 0091839025

Madly eccentric and rapidly accelerating spirals of consequence attend Zeke's careless and exotic mislaying of his little sister, Eppie. It is an exuberant tale told with a loving and healthy disregard for the laws of physics and social etiquette, that strangely parallels the facts of life as most eight year olds know them to be. Mum is conveniently short sighted as the cat takes a shine to her spectacles. Zeke is saved from disaster on one occasion by the possum, Fluffybigbum, who neatly diverts a dangerously sleepwalking Mum. Leigh



Hobbs' occasional line drawings wonderfully complement Killeen's deliciously manic and irreverent style. W. Bowie

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 963161

MAHY, Margaret

Down in the dump with Dinsmore.

Penguin Books Australia, 1999 (Aussie bites/Puffin)
ISBN 0141302135

In an ingenious twist on the old saying, the author presents us with young Dinsmore, who just loves being down in the dump fossicking through other people's unwanted rubbish and taking notes for his big project. Not everyone approves, however, particularly when Dinsmore starts sprouting grass. It appears that people in important places (such as his school principal) may have something to hide. This is another entertaining story from the marvellous Mahy imagination, suitably complemented with Stephen Axelsen's illustrations, which capture the whimsical spirit of the characters and action. Bound to be a popular choice in a popular series, it is sure to tickle the funnybone and keep small fingers turning the pages. B. Richardson



USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95 SCIS 963123

MARTIN, S. R.

Fungus.

Scholastic, 1998 (Insomniacs 11)

ISBN 1863889817

Alicia is pretty near perfect. So, when flaky, scratchy skin threatens to mar her self image, she is willing to go to any lengths to cure it. Orthodox creams and lotions fail, and she brews up ghastly smelling potions. On the verge of despair, Alicia discovers a mysterious doctor who claims to have a remedy to her problem. This results in a bizarre twist that puts her problems in perspective. In this zany, humorous tale, the main character learns a good deal about herself, and tolerance towards others. It is brief, light hearted and easy to read. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$6.95 SCIS 957442

MITCHELL, Elyne

Dancing brumby's rainbow.

Angus & Robertson/HarperCollins 1998

ISBN 0207196737

Choopa, a dwarf foal who is able to dance, becomes the target of Old Strawberry, the stallion. Often on his own because of his size, Choopa discovers a friend in Jounama, Old Strawberry's daughter. Tension is built up as Choopa is willing to fight to win Jounama. The author's use of rich and descriptive language enables the beautiful countryside of the Australian Alps to become very real for the reader. A lyrical writing style, however, does tend to weigh down the text in some parts of the novel, making it difficult for the reader to hold the flow of the story. Perhaps true horse lovers and able readers would see this story through to its conclusion. J. Quirk

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$10.95 SCIS 959288

MOLONEY, James
Buzzard Breath & Brains.

University of Queensland Press, 1998 (UQP story-bridge)

ISBN 0702229563

In this thoroughly satisfying sequel to the award winning *Swashbuckler*, the author takes a surprisingly fresh approach. He develops previously supporting characters, school bullies Tony and Rex, relegating Peter "the new boy" to brief appearances, and eliminating the quirky Anton altogether. As suspected in the first book, Rex "Buzzard Breath" Mitchell is himself a victim. The well paced narratives alternate between Rex and his feisty cousin, Natalie. Both develop strategies for surmounting those familiar peer and sibling rivalries of childhood, and the various demands placed upon students by teachers and parents. While not reflective of multicultural Australia, there are many scenarios and solutions depicted which would be invaluable for class discussions. I. McLean

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$10.95

EVAL: Highly recommended SCIS 941523

PURCELL, Fran

I hate needles!

Steele Wilson, 1998 (Even break)

ISBN 1876262028

In this didactic cautionary tale about the necessity of immunisation in the prevention of childhood diseases, two school students, misinformed and confused about the purpose of needles, run away from school. The need for teachers and parents to ensure that children understand immunisation is stressed, as are the possible consequences of non immunisation, for self, others, and society. The worthy but heavy handed message is delivered in pedestrian prose, accompanied by line drawings which do little to enhance the text. This short novel could be used in class discussions about immunisation and community health. W. Smith

USER LEVEL: Stage 2 Stage 3

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: Paper \$9.95 SCIS 944543

ROLLEY, Anne-Maree

A pig's tale.

Omnibus, 1998 (Ripper)

ISBN 1862913641

A gentle, humorous story, this has just the right mix of lovable farm animals, characters, good and evil, and a happy ending. McDoogles Travelling Animal Nursery is in danger of closure as poor old McDoogles tries to muddle along doing what he loves best. Terry, the nephew from the city, has big moneymaking ideas for the farm as a high income producing feedlot! Animal intervention, led by Hercules the cheeky pig, eventually saves the day! Illustrations by Mitch Vane, large type size, and short chapter lengths suit the young animal story enthusiast. This is an excellent book for reading aloud, perhaps complementing a unit of work on farms. K. Chauncy

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$8.95

SCIS 949715

SIMONS, Moya.

Totally weird!

ABC Books, 1999

ISBN 0733306942

When Mop finds a strange, glowing ball in a dark alley, little does she realise the impact it will have on her life and the lives of her teacher and classmates. Alien adventures begin as the ball glows with rainbow colours and Mop is drawn up the shaft of light into the spaceship. The author's quirky sense of humour, and the subtle twists and turns of the written text are complemented by David Cox's illustrations, which add depth and meaning. Biographical information about the author, included at the end of the book, provides opportunities for students to gain further insights. Readers will enjoy Simon's humour and must discover for themselves the power baked beans can have. J. Stratford

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$9.95

SCIS 963152

SPAULDING, Norma

The little blue parcel.

Scholastic, 1998

ISBN 1863888543

Attractive design and presentation, and stylish illustrations by Stephen Michael King, do not lift the emotional weight of this story. The little blue parcel arrives at the house of the angry Mr Twistangle and his oppressed wife. They are unable to unwrap the parcel, yet are consumed with curiosity and dread. Eventually the parcel is opened, and becomes a therapeutic tool to relieve the tension. The design and text length of this story suggest young readers, yet this is a complex work which gives a glimpse of the deep emotional anguish in this marriage. The simple resolution is unsatisfying, and the didactic intent of this work is evident. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: \$19.95

SCIS 928601

VERNE, Jules & WRIGHT, Paul

20,000 leagues under the sea.

/ retold by Ron Miller. Dorling Kindersley, 1998

(Eyewitness classics)

ISBN 0751370738

The text of this classic story has been rewritten in modern, user friendly language. Information on topics from the story is provided in boxes adjacent to the text. This encourages use of the book as a captivating research tool. Excellent illustrations by Paul Wright feature exciting moments in muted colour. There are also photographs and maps which bring the grandeur of the journey into real perspective. The story remains a great tale to read. As an introduction to the science fiction genre, this work may inspire young readers. L. Ward

USER LEVEL: Stage 3

KLA: HSIE; ST

SYLLABUS: HSIE K-6; Science & Technology K-6

AVAIL: \$19.95 SCIS 963188



Fiction for older readers

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

ALMOND, David

Skellig.

Hodder Children's, 1998 (Signature)

ISBN 0340716002

The fragile, arthritic body of an extraordinary being appeared to have given up on life. However, when Michael and Mina compassionately care for him, little do they imagine how Skellig's reciprocated love will transform their lives. The credible characters exhibit love, tenderness, inner radiance, and also anxiety, fear, pain and depression. The writing is cleverly constructed with references to William Blake's poetry, parallels to the myth of Persephone, and a possibly biblical suggestion that love is strong as death. Scientific phenomena, such as bird behaviour, bone density, shoulder blades as vestiges for wings, and an evolutionary continuum, are used to demystify angelic features. This story of the supernatural is emotive and exciting. D. Doust

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$12.95

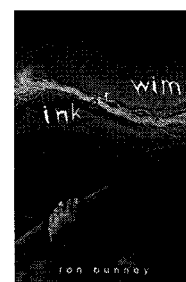
EVAL: Highly recommended SCIS 955049

BUNNEY, Ron

Sink or swim.

Fremantle Arts Centre Press, 1999

ISBN 1863682384



Exciting action on land and sea draws readers in and keeps them turning the pages in this unsentimental, heart warming story of a teenager's rehabilitation and self growth. Being needed is an unfamiliar experience for street kid, Bazza, so he's naturally suspicious when cray fisher, Earl Griffson, offers him refuge and a job as a deckhand. The work is difficult, dangerous, and exacting, but Bazza sticks with it, developing useful skills and, more importantly, a sense of self worth. He also learns the meaning of friendship and teamwork. This engrossing, short novel has much to offer readers and is written in a style that gives it wide age appeal. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$12.95

EVAL: Highly recommended SCIS 961924

CANN, Kate

Sink or swim.

Women's Press, 1998 (Livewire)

ISBN 0704349604

Colette is seventeen, in her final school year in London and struggling with an intense sense of physical obsession towards her ex lover, Art. She wonders how to move on and embarks on an emotional roller coaster ride when Art selfishly reappears. Hysterical at times, yet committed to resolving her difficulties, Coll tries to detoxify herself of this obsession. The narrative style is confessional, and issues dealt with include: personal discovery; growing up; dating; friendship; sex; and love. The explicit nature of the sexual references suggests care would need to be taken to use this book with mature and competent readers. W. Bowie

USER LEVEL: Stage 6

KLA: English

SYLLABUS: 2U Contemporary English; 2U General English

AVAIL: Paper \$12.95

SCIS 959380

CHASE, Diana

Surf's up.

Fremantle Arts Centre Press, 1999

ISBN 1863682503

Two loners, drawn together by chance, become best friends. Brad accepts Matt's disability, teaches him to surf, and is delighted when Matt receives media coverage. But, just when everything seems to be perfect, Brad finds himself in a life threatening situation. Surfing enthusiasts will enjoy this story. It deals with overcoming adversity, and relationships that accept uniqueness and admire success. Although the main characters have contrasted family backgrounds (an emotionally and financially secure home, and a dysfunctional family, living in poverty), each boy regards caring as paramount and jealousy unthinkable. The bold pop art cover will entice readers, while short chapters will make the story accessible to older reluctant readers. D. Doust

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$12.95

SCIS 961584

CRONIN, Michael

Against the day.

Oxford University Press, 1998

ISBN 019271760X

Set against the invasion of Britain by the Wehrmacht in 1940, this ripping yarn follows the fortunes of two fourteen year old boys caught up in the resistance to Nazi occupation. Characters have distinct, if stereotyped, voices. The boys' perspectives present us with a dominant sense of dislocation, which gives way to purposefulness as the thrill and mystery of the fight back takes hold of their imaginations. The details of psychological oppression outweigh the physicality of war, and the conclusion leaves no doubt in a reader's mind who is the victor. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$18.95

SCIS 959361

DISHER, Garry

The divine wind.

Hodder Children's, 1998

ISBN 0733605265



Told by Hartley Penrose, this is a powerful recount of a teenage boy growing up in Broome during its attack in World War II. The story deals with the issues of: family relationships; women in war; and the nature of friendship, love and racism in a sensitive, yet challenging manner. Simplicity of language, combined with effective imagery, enhances the book's graphic sensory appeal, particularly during the devastating bombing raid. Clever portrayal of human

relationships highlights the extent to which hatred and guilt can be powerfully unleashed in such circumstances. First sexual experiences are portrayed with great sensitivity, and reflect the complexity of personal responses to prejudice. Mature readers will find this a most thought provoking and highly engaging novel on many levels. K. Underhill

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$14.95

EVAL: Highly recommended SCIS 945293

DORRIS, Michael

The window.

Hyperion, 1997
ISBN 0786803010

The ties of family affection are affirmed in this refreshing story about eleven year old Rayona. When her native American mother is placed in detoxification, she discovers her family. Her African American father, usually absent, fails to find a foster place for Rayona so she is sent to his family, whom he has kept a secret all her life. Surprisingly, they are Irish Catholic and very welcoming. Issues of relationships, race and multiculturalism arise naturally from the action with delicate humour. Told from Rayona's viewpoint, in elegant easy to read language, it can be enjoyed as a warm story which invites discussion. M. Hamlyn

USER LEVEL: Stage 3 Stage 4
AVAIL: \$28.95 SCIS 947942

FLEISCHMAN, Paul

Whirligig.

Holt, 1998
ISBN 0805055827

Brent is sixteen and materially well off. His monumental selfishness brings tragedy to strangers and a profound sense of guilt and stigma to himself. He accepts a task of atonement that sends him to the four corners of the United States. Wonderfully interwoven with this picaresque tale, are the four distinct voices of individuals each touched by Brent's penitential progress. His restoration to himself has a natural exultation as, through suffering, he moves to compassion, to love and, most importantly, to self acceptance. Issues explored include: drink driving; peer pressure; consumerism; self esteem; and tolerance. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10
AVAIL: \$29.95 SCIS 959376
EVAL: Highly recommended

GADD, Jeremy

Escaping the triads.

Holy Angels, 1998 (An angels book)
ISBN 1875930124

The fascinating partnership of young My Li and ancient Quinqua has something of Kipling's Kim and the lama about it, and lends an ethereal quality to the quest and revenge tale that lies at the heart of this story, set in nineteenth century China and Australia. It is also a cross cultural exploration of race relations, ably exploring racism and prejudice, and has contemporary relevance. If the story had been properly proofed and researched, it would have been a very good resource for use with students. The author has taken considerable licence, resulting in misrepresentation and confusion of historical events, marring a potentially good yarn. There are many mistakes regarding Aboriginal culture. The nulla nulla is not a woomera. References to shovel nosed spears, penis pouches, wooden bowls to grind seeds in, cannibalism, and forays of warriors from Uluru into central NSW are fanciful. The journey of the protagonists from Lambing Flat to Uluru was impossible. The vocabulary suggests a mature and experienced reader, while the frequent authorial intrusion and redundancy could easily frustrate. Students using this book should be advised of its limitations. B. Corr, W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$16.95 SCIS 963255

GEE, Maurice

Orchard street.

Viking, 1998
ISBN 0670883670

In many little ways this extremely well crafted story highlights the natural enormity of adolescent transformation. The setting is semi rural New Zealand during the turmoil of the waterside workers lockout of 1951. Austin "Dinky" Dye's dad is a printer, clandestinely supporting the wharfies from the cellar at home. Even so, a gentle wistfulness pervades the book, despite the harsh realities of social discord which are never far from view. They impinge on us as they would on a very perceptive young boy tentatively feeling his way through a minefield of adult enigmas and personal uncertainties. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; 2U Contemporary English
AVAIL: Paper \$14.95 SCIS 963203
EVAL: Highly recommended

GILBERT, Barbara Snow

Stone water.

Bantam Doubleday Dell, 1998
ISBN 0440227550

In a very private search for meaning, fourteen year old Grant grows up. His 'pardner', Grandpa, is slowly but surely declining in the home, where Grandma had died slowly. Mum is an Oklahoma judge and Dad a corporate lawyer. Their time is limited. Euthanasia, as an issue, is the catalyst for Grant's pondering about the nature of right, of giving, and of intention. Gilbert skillfully avoids a partisan or trivialised treatment of the issue of euthanasia, preferring to concentrate on the telling of a very touching story of painful, but satisfying transition for Grant. The inherent message is that the young protagonist should not have been placed in this position. W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; 2U English
AVAIL: Paper \$11.95 SCIS 959356

HARLEN, Jonathon

The crescent moon.

Lothian, 1998 (After dark 31)
ISBN 0850919053

A story about murder at an isolated camp site, this work seems designed to scare students. The suspense is derived from a strange twist, with the resolution left to the reader's imagination. A variety of horrific images is used, including an isolated farm, strange fireplaces dotted around its high fence, wild dogs, and a bloodied sickle as the murder weapon. Black and white illustrations by David Kennett add to the horror of the story. Its brevity and simple language make it accessible to more reluctant readers who like this genre. L. Ward

USER LEVEL: Stage 4
AVAIL: Paper \$8.95 SCIS 948251

HATHORN, Libby

Double sorrow.

Hodder Headline, 1999 (Ghostop 1)
ISBN 0733609821

Sepia prints of the characters and setting endow this modern gothic love story with a suitable sense of authentic antiquity. There is the teenage hero, Juliet, her lover, Mario, and the two ghosts (of previous tenants) in the Randwick stone cottage Nan is renovating. The book is a treasure trove of

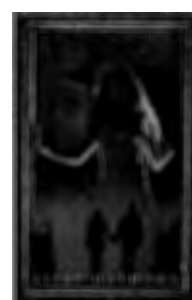
tantalising details that enhance a carefully developed sense of mystery and thrilling foreboding. The story proceeds through a variety of texts, including diaries, narrative, old newspapers, email, snail mail, poetry, doggerel, and song, as Juliet tries to manage her star crossed affair and the increasingly complex and dangerous puzzle of the tragic deaths in Rose Cottage so long ago. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$14.95 SCIS 961611

HATHORN, Libby

Twice the ring of fire.

Hodder Headline, 1999 (Ghostop 2)
ISBN 073360983X



In the second part of a three part gothic tale, Juliet's diary assumes increased significance as the chief means of eldritch communication with her. This book also is multi layered and resonates in tone, theme and detail with the first. Mario struggles to free himself from a tyrannical father as Juliet wrestles with the vindictive ghost of Rosette and the broadening thread of grief she feels at the recent death of her mother. Her twin sister seems to be experiencing a parallel

ghosting in Europe, and their separation adds to Juliet's woes. Tension builds inexorably to a powerful climax, but leaves plenty for the third and final book. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$14.95 SCIS 963835

HATHORN, Libby

For love to conquer all.

Hodder Headline, 1999 (Ghostop 3)
ISBN 0733609848

Curiously, this final instalment of the series is a disappointment. It is an over long denouement, and some of the threads begun in the first, and continued in the second book of this series, are left hanging. Little is heard of the twin sister and the parallel ghosting she seemed to suffer while overseas. The carefully integrated use of a very wide variety of text types in the earlier books is also missing. This rather transparent tidying up may frustrate more demanding readers. However, the climax, as Juliet forces the hand of the evil and unhinged Rosette, is a fine example of Hathorn's descriptive powers and admirably suits the gothic genre. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$14.95 SCIS 967612

LAWRENCE, Iain

The wreckers.

Delacorte, 1998
ISBN 0385325355

The coast of Cornwall during the late eighteenth century is the setting for an action packed adventure story of unbelievable evil. This is the story of the reputed 'wreckers': people who lured unsuspecting ships onto the rocks so that they could plunder and live off the loot from the wreckage. This tense, gripping, and well researched novel focuses on the experiences of fourteen year old John Spencer, who survives the wreck of his father's vessel only to find himself dangerously

embroiled in the evil secret of the townspeople. Readers will thrill to the mystery and adventure, hopefully be repulsed by the horror, and perhaps be stimulated to seek their own information on the infamous wreckers. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$32.95 SCIS 959358

McDONALD, Joyce

Swallowing stones.

Delacorte, 1997
ISBN 038532093

Teenager Michael's 'stone' is the guilty knowledge that he was responsible for the accidental manslaughter of the father of a fellow school student, Jenna. For his own survival Michael forces himself to swallow the stone, but discovers that it 'tears his guts apart', and that hiding the truth has unexpected repercussions. The clever meshing of Michael and Jenna's stories in alternating chapters, gives readers two perspectives of the shooting and its aftermath, those of both perpetrator and victim. Guilt and grief, friendship and loyalty, truth, responsibility and self respect, as well as guns in society, are issues raised and explored in this powerfully written, suspenseful and thought provoking novel. B. Richardson

USER LEVEL: Stage 5 Stage 6
AVAIL: \$28.95
EVAL: Highly recommended SCIS 963204

MITCHELL, Euan

Feral tracks.

Mitchell Wordsmithing, 1999
ISBN 064634675X

In the easy style of the natural raconteur, Mitchell entertains readers with the experiences of sixteen year old Daniel during twelve months of hitchhiking around Australia, in the '70s. Readers share Dan's highs and lows as he joins up with west coast surfies, jackeroos in the Kimberley, and clashes with Gold Coast sleaze. With him, readers get a taste of 'living it rough', learn about discriminatory attitudes towards 'underdogs', and vicariously experience fascinating and frightening subcultures. Coarse language, sex scenes and drug references will possibly preclude this autobiographical novel as a choice for many teens, though the story is engrossing and enlightening, the telling entertaining and compelling for mature readers. B. Richardson

USER LEVEL: Stage 6 Community
AVAIL: Paper \$14.95 SCIS 963249

MORPURGO, Michael & FORMAN Michael

Joan of Arc of Domremy.

Pavilion, 1998
ISBN 1862051313

The story of fifteenth century peasant girl, Joan of Arc, who led the French army to victory against the British, was burnt for heresy and witchcraft, later rehabilitated and eventually canonised in this century, is a powerfully emotive one. In this beautifully packaged retelling, the author employs a story within a story to reach back into history. To bring the reader closer to the human Joan, he has her confiding her thoughts, joys, doubts and fears to a white sparrow who is her constant companion from the time she leaves Domremy to her terrible end. Quiet, rather restrained watercolour illustrations by Michael Foreman are the perfect complement to the moving narrative. B. Richardson

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
AVAIL: \$24.95 SCIS 963197

PAULSEN, Gary
Soldier's heart.

Macmillan Children's, 1998
ISBN 0330370766

Charley Goddard goes to war in that first really modern conflict, the American Civil War. Any similarity with *Red badge of courage* ends here. War is seen as always, in all ways, appalling. The damage is permanent. Charley is a sucker for the excitement of the prospect of war and tragically ignorant of its dreadful nature. The consequences are dire. Paulsen's understated style makes his first taste of war, the Battle of Bull Run, as much a shock for the reader as it is for Charley. It is a typically short tale that certainly achieves what it sets out to do: explain why we go to war and stay there. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: English

SYLLABUS: English K-6; English 7-10; 2U
Contemporary English

AVAIL: Paper \$9.95 SCIS 959355

EVAL: Highly recommended

PHILLIPS, Ann
Witchy.

Oxford University Press, 1998
ISBN 0192717944

Twelve year old Aggie, a victim of rumour and malicious gossip, is thrown out of her home in the Fens during the 1890s. Left to fend for herself, Aggie's plight is a cruel and frightening one, but her indomitable spirit and will ensure her survival in a world often governed by superstition and hate. The writing style is restrained, almost detached, perhaps deliberately so, given the targeted young audience and the horror of some of the incidents in the story. Hopefully readers will still be able to warm to and empathise with Aggie and thus gain a full picture of the place, the times and prevailing attitudes, values and beliefs of the people. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$18.95 SCIS 963199

PIELICHATY, Helena
Vicious circle.

Oxford University Press, 1998
ISBN 0192717758

Ten year old Louisa May Haddock would love to have something, anything, preferably better than the life to which her mother's preference for fantasy has condemned them. Thus begins a powerfully developed contrast between Georgette Haddock's alarmingly rigid fantasy and Louisa's achingly besieged, but practical, grip on survival in modern Britain. The extraordinarily strong bond between them seems not to be rewarded by the poverty spiral they inhabit. Salvation is thoroughly up to Louisa. The serious tone of this novel is sharpened by a wicked sense of fun that reinforces Louisa's childish vulnerability and her growing optimism as she works towards the happy ending that seems so right. W. Bowie

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$16.95 SCIS 956879

SHILLITOE, Tony
Joy ride.

Wakefield, 1999
ISBN 18625446638

Handwritten pagination and a coarse scribble down the middle of each open page give this chronicle of Scott's rapid descent into serious crime a dog eared feel that also expresses a barely suppressed rage. Fourteen year old Scott is

already inconsolably angry at his father's desertion when he meets the older Jason. In their chaotic attempts to cope, both children embody the terrible consequences of inadequate parenting. Some very graphic sexual references require supervised use. Scott's narration moves easily through the range of standard English and settles early into a colloquial style that is rich in metaphor and some strong language and terms. Issues canvassed include: abuse; family violence; peer pressure; adolescence; and pyromania. Mature readers would recognise the self defeating patterns the boys are locked into, along with a view of the world where all adults are the enemy. Students having similar experiences to the protagonists may need support to realise there are other options. W. Bowie

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$16.95 SCIS 963335

STAFFORD, Paul
Ned Kelly's helmet.

Crawford, 1998 (Pants on fire)
ISBN 1863331662

From a slightly slow beginning, this develops into an exciting timeslip adventure story for young readers. Ms Bracker believes in making history live for her pupils. She also wants to raise funds, hence her rather dubious bushranger game, wherein pupils form gangs and 'hold-up' various cooperating town businesses. It is the coveted project prize, however, that results in the McGoogly Gang's venture back in time to Ned Kelly's last stand at Glenrowan, and provides the real excitement. The well thought out story is narrated in a relaxed style, spiced with wit and humour. Like Ms Bracker, the author provides students with an enjoyable way to learn about history. B. Richardson

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$12.95 SCIS 962229

STEPHENS, Michael
Moxiana.

Angus & Robertson/HarperCollins, 1999
ISBN 020719677X

Moxiana is an ancient, underworld place devastated by Dreadfulness, ruled by the evil Paffs, who turn people and animals into slaves, replacing them with copies. Young adventurers, Felix, Margot, and Ramon, find themselves the awaited rescuers of this doomed society. Guided by Garprestigon, a great warrior tiger, they embark on an extremely dangerous quest. Traditional elements of fantasy (good versus evil; magic; a fascinating other world peopled by strange, but plausible characters) combine with an ingenious plot, and page turning suspense and action, resulting in a fantasy adventure guaranteed to keep readers hooked to the end. The underlying theme of the dangers of a purely mechanistic society is thought provoking. B. Richardson

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$10.95 SCIS 963025

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



Information, poetry and drama

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

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

CA	Creative Arts (primary & secondary);
English	English (primary & secondary);
HSIE	Human Society & its Environment;
LOTE	Languages other than English;
Mathematics	Mathematics (primary & secondary);
PDHPE	Personal Development/Health/Physical Education;
Science	Science (secondary);
ST	Science & Technology (primary);
TAS	Technology & Applied Studies (secondary);
and	
VOC ED	Vocational Education
CEC	in front of a syllabus denotes that it is a Content Endorsed Course.

Body image.

/ edited by Kaye Healey. Spinney, 1999 (Issues in society 105)

ISBN 1876811145 [155.2]

A series of articles in this resource provides interesting information about the topical issue of body image. A number of aspects are addressed, including: eating disorders; female and male body perceptions; dieting; and ways to enhance the body, particularly through cosmetic surgery. These articles would be an ideal starting point for critical evaluation of images presented by the media. The inclusion of statistics about diets, health and weight levels provides a sound basis for students to explore the facts and fallacies related to body image. One of the many positive features of this resource is that it addresses specific body image issues related to males, an area that is often disregarded. Teachers would find this book useful in setting study tasks for students. K. Proctor.

USER LEVEL: Stage 5 Stage 6

KLA: PDHPE

SYLLABUS: PDHPE 7-10; 2U PDHPE

AVAIL: Paper \$14.95 SCIS 962190

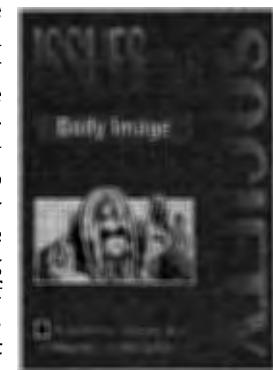
BEECHER, Sabine

Happiness, it's up to you: easy steps to self acceptance and good relationships.

Boolarong, 1998

ISBN 0646332309 [158.1]

Providing strategies for self acceptance and good relationships, this clearly written book would be very useful for



school counsellors and year advisers, and for students to browse through in the library. It is based on rational-emotive therapy and so teaches skills such as turning discouraging self talk into encouragement. The six step technique to manage strong feelings is explained in many different ways, and supported by exercises and charts so that the reader is able to apply it to a variety of situations. It is a common sense approach to dealing with problems which highlights the fact that individuals have more control over problems than they may at first realise. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community

Professional

KLA: PDHPE

AVAIL: Paper \$19.95 Specialist Publications SCIS 957213

DAVEY, Julie

A for attitude: a little book of inspiration and encouragement for children.

Hen & Ink, 1998

ISBN 0646356577 [158.1]

An alphabetical list of encouraging pages for children, this well presented little book could be used by a teacher to begin each day. Each page covers a different topic which a class could explore for a week. These include: anger; goals; intuition; name calling; and success. There is enough on each topic to raise questions and begin discussions in any primary class. Its purpose is to help children understand that their attitudes establish who and what they may become, and how happily they can live their lives. A. Soutter

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: Paper \$12.95 SCIS 963114

MCLEAN, Ian

How to be positively optimistic.

HiPerform Learning, 1998

ISBN 0646310127 [158.1]

A short read, but a long think, is the way this book describes itself. School counsellors and year advisers would find it useful for helping students reframe difficulties. Teachers will also find this book has practical suggestions for personal motivation. There are chapters on: self talk; irrational beliefs; dispute resolution; energising; helplessness and pessimism; and spreading optimism. Quotations, stories and illustrations engage interest, so that readers are more likely to use the practical suggestions. Reality checks throughout make them more convincing. This is an appropriate resource for school use. A. Soutter

USER LEVEL: Stage 6 Community Professional

KLA: PDHPE

AVAIL: Paper \$19.95 SCIS 963112

ANDERSON, Jeff

The Lion graphic Bible.

Oxford, 1998

ISBN 0745927084 [220.9]

Here is an innovative and stunning approach for introducing students to the Old Testament and the life, death and resurrection of Jesus. Presented in graphic novel format, the dramatic stories are strikingly illustrated in vibrant colours by Anderson. The comic strip style conversational balloons, scripted by Mike Maddox, and visuals combine to appeal to an audience of varying abilities. The format is picture book size and over 250 pages in length. Unfortunately, except for rather small internal headings (*The Book of David; The*

story of Esther, etc) there are no page numbers, contents list or easily found chapter divisions. It is, however, an extraordinary interpretation. J. Anderson

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$44.95 SCIS 963970

WILKINSON, Philip
Illustrated dictionary of mythology: heroes, heroines, gods and goddesses from around the world.

Dorling Kindersley, 1998
ISBN 0751357987 [291.2]

Beautiful layout, copious illustrations, and succinct, authoritative text characterise this accessible and entertaining text, which is clearly designed to appeal to an audience ranging from children to adults. Useful cross referencing enables parallels to be drawn between the characters and themes of stories across civilisations, separated by geography, historical era and culture. The introductory section is required reading, providing a context for the choice of material, which might otherwise appear limited, or guilty of blurring the line between religious belief and mythology. While this text could be by no means described as a comprehensive reference, it is a gorgeous, selective overview of some of the world's oldest stories. J. Donovan

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5; Studies in Religion 7-10; Asian Social Studies 7-10
AVAIL: \$29.95 SCIS 963902

Pretty stupid: women's magazines and body image. [videorecording]

Media Australia, 1998 (22 min.)
ISBN none [302.23]

The issue of body image and body shape is the focus of this informative video. It examines the role that Australian women's magazines and model agencies have in shaping the attitudes of girls and young women in regards to the ideal body shape. This video sends a positive and clear message to young girls: that it is important to strive to be yourself, rather than trying to achieve an unrealistic size or shape that is dictated by a society preoccupied with thinness. Many facts are revealed and fallacies dispelled in this high quality production. Female beauty, ideal body shape and eating disorders are presented in a realistic manner, encouraging the audience not to trivialise these issues. This video would be an excellent resource in stimulating thought and discussion about these highly topical issues for students. K. Proctor

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
AVAIL: \$89.00 Marcom SCIS 953002

Internet site reviewers, especially primary, urgently needed. Contact Colleen Foley:
Colleen.Foley@det.nsw.edu.au

DONAGHY, Bronwyn
Unzipped: everything teenagers want to know about love, sex and each other.

HarperCollins, 1999
ISBN 0732257808 [306.70835]

Adolescent sexuality is explored sensitively in this informative resource written for teenagers and caring adults. Accurate information on a range of sexuality issues is given frankly, providing answers to questions that many teenagers would like to ask. The experiences of young people related to sexual initiation, developing caring relationships, love, uncertainty and rejection, are candidly told. The crucial role that parents can and should play is woven through these stories, and a chapter with advice to parents on dealing with sex education is included. The stories are a useful resource for discussions in personal development classes, demonstrating that there is much more than sexual intercourse in the making of mature and intimate relationships. G. Ackroyd

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
AVAIL: Paper \$ 16.95 SCIS 962538

More than friends: the coming out of Heidi Leiter. [videorecording]

Turtleback, 1994 (30 min.) (Family issues)
ISBN none [306.76]

A high quality production with believable characters, this entertaining video addresses issues of youth and sexuality, specifically homophobia. This dramatisation is set in America, examining the lesbian relationship of two senior high school students. It effectively explores the many issues faced by young gays and lesbians. The difficulty of living an open homosexual relationship is realistically portrayed, and a positive message for the need for tolerance and acceptance is made apparent. The inclusion of a range of attitudes and reactions from friends, family and strangers is useful in illustrating the negative effects homophobic behaviours and comments can create. This video is straightforward in addressing this sensitive issue, and effectively challenges the audience to question society's and their own perceptions of homosexuality. It is an ideal video for stimulus for discussion about sexuality and homophobia. K. Proctor

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
AVAIL: \$129.00 Marcom SCIS 956779

BURNETT, Linda
Issues in immigrant settlement in Australia.

National Centre for English Language Teaching and Research, 1998 (Research series 10)
ISBN 1864084227 [307.2]

Here is a useful work of importance for sociopolitical debates which often come to the fore in Australia: to allow or not allow increased immigration? Researched facts and parameters about modern migrant experiences are placed in an academic framework, giving a clinical feel to stories of ordinary people, equally as important as the emotional debates and opinions of people on the street. The book clearly outlines the major issues, supported by tables of data from census materials. The key question of what is settlement is left open to the reader. This is an essential reference for students

requiring facts to support their essays and assessment tasks. C. Dorbis

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 1U General Studies; 2U/3U Modern History; 2U/3U Society and Culture
AVAIL: Paper \$24.95
EVAL: Highly recommended SCIS 945818

How are we governed?

/ edited by Kaye Healey. Spinney 1999 (Issues in society 107)
ISBN 1876811161 [320.0994]

A selection of readings, mostly sourced from interest groups, government departments or the press, this resource focuses on Australia's government and electoral systems. With a couple of exceptions (on voting systems) the articles are clear, brief and illuminating. The theory is examined in federal and state systems, and in regard to the Australian Constitution and its relationship with state constitutions. Consideration is given to the differences that exist in between the political reality and the party system. The electorate, its interest in politics, the voting systems and their development are also examined. There is a very short glossary, sources and a useful issues listing. Overall, this is a useful resource for civics and citizenship education, and an intelligible introduction to a complex area. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5; 1U General Studies; History Stages 4-5; 2U/3U Modern History
AVAIL: Paper \$14.95 SCIS 962195

The environment series. [computer software] [series]

Interactive Learning, 1994
These CD-ROM resources answer the need for information providing a global perspective on the issues surrounding water and land use in today's world. They contain a wealth of easy to source information, with starting points for teachers, and a comprehensive set of work sheet proformas to introduce topics to classes. *Water* includes areas of investigation across time bands, themes, and social, economic and political aspects. Seventeen case studies examine rivers, environmental incidents, dams, flooding and water supply. *Land and air* covers six main subject areas: **Dwindling resources; Food or famine; Air quality; Natural disasters; Climate change; and Conservation.** There is so much good information available on these resources that students or teachers will need time to absorb the background information, or teacher produced shortcuts will be necessary if the best is to be gained from the package. The curriculum links are to the UK national curriculum. D. Low

Minimum requirements
Windows 3.1: 386; 4MB RAM
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: CEC Environmental Studies; Geography Stages 4-5; 2U/3U Geography

AVAIL: \$215.00 each Nelson ITP
EVAL: Highly recommended

Titles in this series include:
Water SCIS 830596
Land and air SCIS 828590

VAN DER WAGEN, Lynn
Communication in tourism and hospitality.

Hospitality, 1997
ISBN 1862504733 [338.4]

The significance of communication in the tourism and hospitality sectors is the focus of this book. The author examines the context of tourism and hospitality, promotes the importance of understanding Australian and international cultures, and outlines the role of communication in the workplace. This text assists students in planning a career in the industry through developing skills in research, developing resumes and job applications, and preparing for job interviews. Each chapter incorporates related data, activities and discussion questions. Sources of further information listed include tourism and hospitality organisations, publications and resources. This is a valuable resource for students of tourism and hospitality. K. Wratten

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; VOC ED
SYLLABUS: 2U Business Studies; Commerce 7-10; CEC Office Skills; CEC Retail; CEC Work Studies
AVAIL: Paper \$29.95 SCIS 920587

Mental illness.

/ edited by Kaye Healey. Spinney, 1998 (Issues in society 102)
ISBN 1876811110 [362.2]

A collection of reports from government and non government agencies and the general media, this book identifies and discusses the impact of mental illness upon Australian society. Depression, schizophrenia and phobias are carefully discussed, lessening the stigmas and humanising those afflicted. The overall trends in relation to mental illness are explored, followed by discussion on the impact of mental illness on individuals. Finally, a general overview of strategies to maintain good mental health is supplied. As with all publications in this series, good use can be made of the recommended reading list for locating additional information, and some suggested Web sites, which will require exploration to verify curriculum relevance. C. Maher

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
AVAIL: Paper \$14.95 SCIS 952571

Drugs in sport.

/ edited by Kaye Healey. Spinney, 1999 (Issues in society 106)
ISBN 1876811153 [362.29]

Within this resource is a compilation of media and government reports, which provide interesting, topical reading for students and teachers on current issues surrounding the use of drugs to improve sporting performance. Balanced arguments are presented, some of which highlight inconsistencies existing in a modern society which celebrates sporting prowess yet condemns those who go to extreme lengths to achieve excellence. Information presented is accurate, insightful, and reflective of contemporary attitudes towards the use of performance enhancing drugs and gene engi-

neering. Extensive statistics and reading lists are included, and the glossary makes this collection extremely useful. A listing of related Internet sites provides pointers to further material for deeper investigation, enhancing the relevance of the book. C. Maher

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
AVAIL: Paper \$14.95 SCIS 962193

Mission Australia. [computer software]
Garner MacLennan Interactive, 1998 (Australia on CD)
ISBN none [363.7]

With judicious guidance by teachers, this CD-ROM will support such Stage 3 units as *Environment matters*. The main components are a database of environmental issues, and simulations of eight different environments. A tutorial explains the components of the program, but some trial and error exploration is still required. The simulations may be used to choose the options that will balance human prosperity with environmental protection. Unfortunately, the options are not always apparent from their visual presentation, and the scoring system could be clearer. Animations are attractive, but time delays between screens and verbal explanations are often tedious. The database contains clear definitions, cross referencing, photographs and film clips. Sexual stereotyping has been minimised, with women seen in nontraditional occupations. Activity sheets may be printed and a Web site allows more users to access the program. The environmental policy of the mining company sponsoring the CD-ROM is given. S. Leslie

Minimum requirements

Macintosh: System 7.5; 16MB RAM
Windows 3.1: 486 DX2/66; 16MB RAM

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6
AVAIL: Dept. of Communications, Information Technology & the Arts SCIS 966789

Boys will be boys. [videorecording]
Canadian Broadcasting Corporation, 1996 (25 min.) (Martin & Rosenthal educational videos)
ISBN none [370.19]

Canadian pictures with an Australian voiceover in this video provide an awareness raising discussion of the effects of sexual harassment of girls from the early school years. It points out that even verbal sexual harassment is against the law. Students' stories and surveys show how harassment stunts academic growth, but that parents and teachers underestimate its extent. The influence of television programs aimed at young people is discussed. This is a very engaging video, which would stimulate valuable discussions in class or amongst teachers. It finishes with a discussion of solutions such as a school standard of zero tolerance. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
AVAIL: \$19.95
EVAL: Highly recommended SCIS 906775

BOLTON, Gavin M.
Acting in classroom drama: a critical analysis.
Trentham, 1998
ISBN 1858561094 [371.399]

Well known and respected drama in education theorist and practitioner, Gavin Bolton presents a comprehensive analysis of classroom drama in Britain. His studies span practices over much of this century, and include commentaries on the work of many specialists such as: Harriet Finlay-Johnson, Henry Caldwell Cook, Peter Slade, Brian Way and Dorothy Heathcote. Teachers, senior students and tertiary students will find this a particularly thorough academic resource. Each chapter concludes with reference notes. These and the extensive bibliography offer guidelines for further reading and research on the changing face of classroom drama. C. Sly

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Drama
AVAIL: Paper \$45.95 SCIS 962794

Taming student anger. [videorecording]
Media Australia, 1998 (25 min.)
ISBN none [371.4]

It is natural to be angry, but as this video points out there is a difference between anger and aggression. Anger can be used in a positive way, but violence solves nothing. This program helps students to manage feelings of anger before it leads to self destructive behaviour. The topics covered are: **What is anger?, What makes you angry?, How does anger make you feel?, How do you deal with your anger?** and **Anger management.** The material is presented by experts and students. It covers bottling up anger as well as its expression. Anger management counselling groups are well described. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
AVAIL: \$89.00 VC Media
EVAL: Highly recommended SCIS 953007

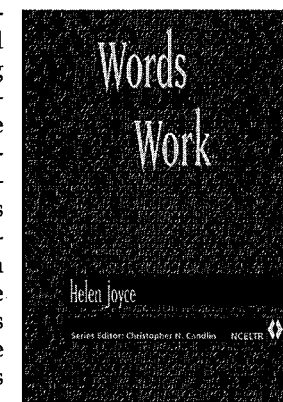
KERVEN, Rosalind & HUMPHRIES, Tudor
King Arthur.
Dorling Kindersley 1998 (Eyewitness classics)
ISBN 0751371459 [398.20941]

Drawing upon many sources, but omitting much complication and embellishment accrued over centuries, this new presentation of the Arthurian legends uses short, focussed episodes and colourful illustrations to introduce the stories to modern readers. Motivation and explanation are subsumed in the effort to make the stories lively, interesting and colourful. Illustrations include commissioned drawings, movie stills and photographs of places traditionally associated with Arthur. An excited and overblown prose style is matched by fantastic, highly imaginative coloured drawings in an attempt to heighten the strangeness and excitement of the stories. However, much of the pathos, and moral and spiritual drama of Malory, Tennyson and other sources is thereby lost. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: \$19.95 SCIS 954345

JOYCE, Helen
Words for work: a vocabulary workbook for vocational English.
National Centre for English Language Teaching & Research, 1998
ISBN 1864083093 [428.1076]

Designed as a self study workbook for secondary school and adult learners who are learning English as a second or additional language, this resource focuses specifically on vocational English. It will be a valuable teaching aid for teachers who are preparing their students for vocational education subjects or for entry into the workplace. Ambitious in its scope, and covering a wide range of vocational domains, its value for those studying independently may lie in the opportunities for practising specific written language skills, using newly learnt strategies and for identifying patterns of word and grammar construction, rather than building up an extensive vocabulary. S. Bremner



Students studying science would find this book an invaluable reference. It covers a variety of scientific principles, from **Scientific investigation, Matter and Sound to Communications** and even **Mathematics**. The information is provided in a very easy to read format, with each page containing text separated by headings and subheadings and supported with colourful, labelled diagrams. This makes it very simple to locate required facts. There is a very comprehensive index at the back, covering every conceivable concept discussed in science. Each section of the book is also well cross referenced. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$16.95 SCIS 953436

ARDLEY, Neil
Science.
Dorling Kindersley, 1998 (Concise encyclopedia)
ISBN 0751358126 [500]

Students studying science would find this book an invaluable reference. It covers a variety of scientific principles, from **Scientific investigation, Matter and Sound to Communications** and even **Mathematics**. The information is provided in a very easy to read format, with each page containing text separated by headings and subheadings and supported with colourful, labelled diagrams. This makes it very simple to locate required facts. There is a very comprehensive index at the back, covering every conceivable concept discussed in science. Each section of the book is also well cross referenced. K. Heap

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science
SYLLABUS: Science K-6; Science 7-10
AVAIL: Paper \$14.95
EVAL: Highly recommended SCIS 963170

Science master: your interactive guide and teacher. [computer software]
Accurate Research, California, 1997 (Smartworks)
ISBN 0784913889 [530]

Each CD-ROM in this series of boxed sets shares a common interface, so familiarity with one will facilitate ease of use with the others. Upon loading, the interface resembles the pages of a book, with the content accessed via a list of clickable links. The four disk titles in this set are: **Biology; Chemistry; Physics 1;** and **Physics 2.** Students select a topic within a category and the book opens. An option permits information to be either read or heard (although the narrator has an American accent). It is also possible to listen to the narration as background whilst using other computer programs. Pages can be bookmarked or printed out, and a temporary

history is kept of the pages visited during a session. Each section is supported by a quiz. Some information is not covered by present HSC syllabuses, so students will need to be guided in its use. K. Heap

Minimum requirements
Windows 3.1: 486; 8MB RAM
USER LEVEL: Stage 6
KLA: Science
SYLLABUS: 2U Biology; 2U Chemistry; 2U Physics
AVAIL: \$59.95 Dataflow SCIS 961131

FARNDON, John
Earth.
Dorling Kindersley, 1998 (Concise encyclopedia)
ISBN 0751352489 [550]

Earth sciences are presented here in an easy to follow format. This encyclopaedia provides detailed information about the subject to students and teachers in a way that facilitates research and would assist in the completion of assignments. Excellent colour illustrations and photographs complement the text. As over 200 key words are listed in the index and explained in the text teachers of junior science and geography would find a class set useful as a ready reference. The sections relating to human impact and the environment add a means whereby individuals can relate to the natural processes that constantly occur in our ever changing world. D. Low



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: 2U Geology; Geography Stages 4-5; Science 7-10
AVAIL: Paper \$14.95 SCIS 963167

Cloning.
/ edited by Justin Healey, Spinney, 1999 (Issues in society 108)
ISBN 187681117X [571.8]

An ideal source of data for debaters, this resource provides an analytical presentation of the arguments for and against cloning. It includes the latest internationally published information on the scientific progress in the field, set out clearly in sections, and making this a useful resource for scientific reports. A glossary, index, summaries of viewpoints and comprehensive lists of recommended further reading and resources, as well as appropriate cartoons, make this compact book a rich resource easily accessible for both brief and more detailed information. It is suitable for students at most levels of secondary school and especially for senior biology students. M. Hamlyn

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: 2U Biology
AVAIL: Paper \$14.95 SCIS 962202

PYERS, Greg
Spiders.
Heinemann, 1999 (Australian animals)
ISBN 1863917403 [595.40994]

A well set out factual text, this resource uses the format of an information report. Features such as predictable format, large print, the consistent use of headings and subheadings, a contents page, index and glossary make accessing the infor-

mation simple. Sections on animal classification and other information resources encourage further investigation. **Spider facts** provides a quick snapshot of salient information and includes a map to indicate where each species is found in Australia. The captions under the photographs provide extra information. Most technical vocabulary is highlighted and elaborated upon in the glossary. The text includes a good mixture of simple, compound and complex sentences, making it suitable for use by all primary stages. C. Patterson

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English; ST

SYLLABUS: English K-6; Science & Technology K-6

AVAIL: \$24.95 SCIS 962760

Also available:

Insects SCIS 962761

Birds SCIS 962757

PARISH, Steve

Frogs.

Steve Parish, 1998 (Nature kids/My first picture book)

ISBN 1876282525 [597.8]

Frogs of all colours and sizes abound in this bright and crisply designed book. Aimed at very young children, each page gives a few simple facts accompanied by clear, enlarged photographs. Life cycles, characteristics, habits, habitats and different Australian species are introduced using uncomplicated language. An environmental message is evident throughout, with special mention given to the notorious, introduced cane toad. A fact page includes: an excellent example of descriptive labelling; zoo and fauna park locations throughout Australia; and a map. This is an informative and appealing resource for preschoolers and beginning readers to enjoy, or to support a first research project. B. Roberts

USER LEVEL: Early Stage 1 Stage 1

KLA: ST

SYLLABUS: Science & Technology K-6

AVAIL: Paper \$5.95

EVAL: Highly recommended SCIS 962400

SHEPPARD, Barrie

Frogs and fish.

Heinemann Library, 1999 (Australian animals)

ISBN 186391675X [597.0994]

The visual format of this book is excellent. It begins by classifying each species and reveals their common attributes. A double page is given to each type of frog described. A clear photograph of each frog is included and the text covers topics such as habitat, food, shelter, tadpoles and young frogs, and dangers. A highlighted facts section is included for the quick gleaning of facts, and it also shows distribution within Australia. Information on fish is covered in the same way. The book concludes with a fairly sophisticated flow chart, more suited to older primary students, but the contents and index are user friendly. J. Quirk

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: HSIE; ST

SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6

AVAIL: \$24.95 SCIS 962758

PEARSON, Jane

Reptiles.

Heinemann, 1999 (Australian animals)

ISBN 186391644X [597.90994]

Designed to respond to the interests and curiosity of primary aged readers, this is an informative, well structured book. It begins with a general orientation to reptiles and then provides an informative double paged treatment of twelve specific reptiles. The double page provided on each reptile is brilliantly organised with well written text under clear headings, labelled photographs of the reptile in its natural habitat and a useful reptile fact insert, which includes a map indicating location. These features along with a contents page, glossary, index and guide to further information make this a valuable and supportive resource for young readers and writers. L. Rowles

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

AVAIL: \$24.95

EVAL: Highly recommended SCIS 962755

PEARSON, Jane

Mammals.

Heinemann, 1999 (Australian animals)

ISBN 1863918094 [599.0994]

A double page spread, illustrated in colour with photographs and maps, is devoted to each of twelve familiar native mammals. Monotremes, marsupials and three placental mammals are described, in simple, accurate terms. Well laid out, clear text is enhanced by a fact box for each animal containing brief information about each mammal's: distribution; scientific name and its meaning; food; habitat; size and preferred form of shelter. Included are: a chart showing how mammals fit into the general zoological classification scheme; a useful glossary and an index. This would be a useful introductory text, as well as a possible model for students writing their own information report text types. W. Smith

USER LEVEL: Stage 2

KLA: HSIE; ST

SYLLABUS: HSIE K-6; Science & Technology K-6

AVAIL: \$24.95

EVAL: Highly recommended SCIS 962756

PARISH, Steve

Kangaroos.

Steve Parish, 1998 (Nature kids/My first picture book)

ISBN 1876282509 [599.2]

Clearly focussed at very early readers, this book is designed particularly for adults and young children to enjoy and read together. Its glossy pages feature numerous, brilliantly photographed kangaroos of different shape; size; colour; and variety, each accompanied by one or two clearly written sentences that explain and elaborate on the images. The inside cover addressed to parents and carers and the final page indicating where to find many of Australia's zoos and fauna parks, provide further ways for adults and children to explore this popular subject together. This compact picture book with its larger than life photographs will be certain to engage and enthral young readers. L. Rowles

USER LEVEL: Early Stage 1 Stage 1

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

AVAIL: Paper \$5.95 SCIS 962402

Also available:

Koalas SCIS 962401

PARISH, Steve

Dolphins.

Steve Parish 1998 (Nature kids/My first picture book)

ISBN 1876282495 [599.53]

Large, well chosen coloured photographs, with two lines of text per page, present facts about dolphins for newly independent readers. Although it lacks an index, this picture book includes a useful list of selected zoos and fauna parks, as well as an annotated illustration of a dolphin, giving further information. Clear illustrations offer opportunities for observation and discussion. Unpretentious, crisply laid out and appealing to children, the book provides a useful model of a report text type for children writing their own first information reports. W. Smith



USER LEVEL: Stage 1 Stage 2

KLA: ST

SYLLABUS: Science & Technology K-6

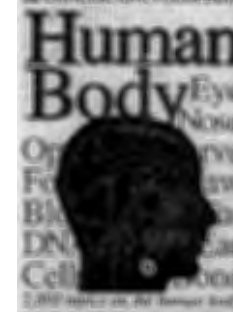
AVAIL: Paper \$5.95 SCIS 962403

BURNIE, David

Human body.

Dorling Kindersley, 1998 (Concise encyclopedia)

ISBN 0751358118 [612]



A thematically structured encyclopaedia, this resource concisely describes concepts of human biology and supports these with excellent diagrams and illustrations. The content is broad, but students seeking in-depth study of particular topics will find this a useful starting point. The subject arrangement, in sections such as skeletal or respiratory systems, chemistry of the body or inheritance, includes see also references and allows users to research

specifics by cross-referencing within a conceptual arena. Both scientific and common terminologies are used. The inclusion of biographical information on pioneers of human biology completes the usefulness of this quick reference source. E. Maxwell

USER LEVEL: Stage 4 Stage 5

KLA: PDHPE; Science

SYLLABUS: PDHPE 7-10; Science 7-10

AVAIL: Paper \$14.95 SCIS 963182

GOODE, Katherine

The human body. [series]

Macmillan, 1999 (Macmillan young library)

In this useful series about the parts of the human body, the page layouts are eye-catching and uncluttered. Photographic illustrations reflect the ethnic diversity of modern Australia, while the parts and functions of the organs are simply explained by a combination of coloured diagrams and text, using correct terminology. Teachers wanting class resources for science, personal development and health will find this series relevant. The size, shape and format of the books make for easy handling by young researchers. Although aimed at younger students, the clearly written text would be appropriate for some Stage 4 readers. N. Chaffey

USER LEVEL: Stage 2 Stage 3

KLA: PDHPE; ST

SYLLABUS: PDHPE K-6; Science & Technology K-6

AVAIL: \$17.95 each

EVAL: Highly recommended

Titles in this series include:

The ears SCIS 960444

The eyes SCIS 960446

The mouth SCIS 960443

The nose SCIS 960445

The skin and hair SCIS 960449



SciArt: a scientific resource CD. [computer software]

Cambridge University Press, 1997

ISBN 0521635780 [612.6]

Produced for use in Australian schools, this CD-ROM contains many science related images from all areas of science. All images are clear, easy to understand and most come in both labelled and unlabelled form. The 2000 images are categorised in two ways; they can be found by searching classical science topics or by the Australian National Curriculum Strands. Images can be: downloaded to a disk; used in slideshows (to display a preview or save personal selections); or used as 'wallpaper'. The program loads via an Internet browser; searching is as simple as clicking on hypertext links. Early versions of most browsers can be found on the CD-ROM. Links to 500 science related Internet sites are located under the major categories of science, such as **Biology** and **Geology**. Time may be required to verify the relevance to these sites to the current science curriculum. There is also a comprehensive **Help** section. K. Heap

Minimum requirements

Macintosh: System 7; 12MB RAM

Windows 3.1/95: 486; 8MB RAM

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: Science

SYLLABUS: 2U Biology; 2U Chemistry; 2U Physics; Science 7-10

AVAIL: \$79.95 SCIS 951940

GOODE, Katherine

The skeleton and muscles.

Macmillan, 1999 (Human Body/Macmillan Young Library)

ISBN 0732952662 [612.7]

The skeleton and muscles, a subject of great interest to many young readers, is the focus of this book. It provides clear and easily understood information on the parts of the skeleton and muscles. It also explores the ways in which bones and muscles function, grow and change. To extend the text, the book presents information very effectively in a range of visual forms, including labelled photographs, diagrams and coloured cross-sections of organs. As well, the book utilises contents, glossary and index pages to introduce young children to the ways of interacting with and reading information texts. L. Rowles

USER LEVEL: Stage 1 Stage 2

KLA: English; PDHPE; ST

SYLLABUS: English K-6; PDHPE K-6; Science & Technology K-6

AVAIL: \$17.95 SCIS 960448

Fat of the land. [videorecording]

Border Television, 1997 (26 min.) (Innovators)
ISBN none [613.2]

From the developed nations to the 'third world', obesity and obesity related lifestyle diseases are increasing in incidence. The impact of a high fat diet/sedentary lifestyle epidemic is examined in this important video, with implications for individuals and society. The social nature of eating, and the body's own ability to control appetite and body weight are explored. Recommendations are made for the reduction of fat consumption and increase in physical activity. Also discussed are: the diet versus exercise dilemma; the relative merits of ways to control of cardiovascular disease; and how an individual's genetic makeup can be an indicator of his or her own ability to metabolise fats. C. Maher

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
AVAIL: \$129.00 Marcom SCIS 958854

KIRK, David.

Senior physical education: an integrated approach.

Human Kinetics, 1998
ISBN 0880117885 [613.7071]

An integrated approach to senior PDHPE is presented in this informative book. Written by experienced Queensland educators, it can be easily applied to the NSW curriculum. It is well organised and includes clear diagrams and photographs which effectively aid the reader to understand concepts taught. The incorporation of study questions with answers and extension activities gives the opportunity for students to further challenge themselves. Information is detailed and covers physical activity; physiological and sociocultural dimensions. The inclusion of focus activities in each chapter allows students to apply their knowledge to tasks and promotes the development of skills and understanding. This resource would be an excellent reference for senior students. K. Proctor

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: 2U PDHPE
AVAIL: \$42.00 SCIS 956056

The secret life of Mary-Margaret: portrait of a bulimic. [videorecording]

TurtleBack, 1994 (30 min.) (Family issues)
ISBN none [616.85]

As told by the central character, the life experience of a bulimic teenager explores the issues and expectations which encourage girls, in particular, to develop eating disorders. This thought provoking video examines: the social and emotional impacts of society's views about acceptable body image; and the unreal expectations which can be placed on some to maintain an ideal size and shape. The discussion of the cyclic binge/purge nature of bulimia, and the justifications which the individual readily accepts, are highly topical and relevant to all adolescents. It is through the eyes of Mary-Margaret that greater understanding is developed, further enhanced by the 'true life' basis for this docudrama. C. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
AVAIL: \$129.00 Marcom SCIS 956783

First aid for children fast.

Dorling Kindersley, 1998
ISBN 1864660074 [618.92]

A revised and updated edition, this resource includes full colour photographs and minimal text. It would be useful at home and in the classroom. Treatments are laid out in numbered steps, and diagrams are annotated with essential actions for quick reference. The contents page is organised by type of injury, which could be frustrating in an emergency; however, there is an alphabetical index and an emergency index on the back cover. There is a useful section on safety and accident prevention around the home. Simplicity and clarity are features of this an excellent publication. J. Redfern

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: CEC Child Studies; CEC Exploring Early Childhood
AVAIL: Paper \$22.95 SCIS 941547

RUSE, Peter

Basic electronics for computers.

Eastern House, 1999
ISBN 1875886931 [621.381]

As an introduction to electronics at any level this book, though designed to meet TAFE National Module requirements, also forms a good starting point for teachers and electronics students in Stages 5 and 6. The safety first material is invaluable, and the glossary contains and explains all of the terms used in such courses. If students follow the steps in the module they will have self-tested their own knowledge and understanding of topics. Those students participating in JSST courses based on the subject will find this text most helpful as the terms used are aimed at self directed learners. D. Low

USER LEVEL: Stage 5 Stage 6 Professional Community
KLA: TAS; Science
SYLLABUS: Computing Studies 7-10; 2U Computer Studies; CEC Electronics; Science 7-10; Technics 7-10
AVAIL: Paper \$19.95
EVAL: Highly recommended SCIS 962772

Quarantine matters! [computer software]

Australian Quarantine and Inspection Service, Canberra, 1998

ISBN none [632]

Information about quarantine issues is accessed on this CD-ROM by locating the index file in either the teacher or student directory. Guided by Billy Beagle, students have the option to work through a series of interactive and relevant activities, all of which are interesting and easy to accomplish. Audio and written information explains the concepts, and a comprehensive research 'library' covers issues of quarantine for Australia. Senior biology students will find this a particularly relevant section for the core topic: Diseases. The libraries are accessed via an Internet browser (downloadable from the CD-ROM if not already installed). The teacher section contains lesson plans and a guide for linking these resources into the syllabuses. Well supported by seven **Fact sheets** and a poster, this resource would be easy to implement into a variety of lessons and classroom situations (particularly as the software licence permits the program to be accessed via a network). K. Heap

Minimum requirements
Macintosh: System 7; 8MB RAM; 50 MB hard disk

Windows 3.1: 486; 16MB RAM; 50 MB hard disk

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; 2U Biology; Science & Technology K-6
AVAIL: \$10.00
EVAL: Highly recommended SCIS 949456

BANNERMAN, Colin

Acquired taste: celebrating Australia's culinary history.

National Library of Australia, 1998
ISBN 0642106932 [641.3]

A beautifully presented book, this work examines Australia's culinary history, from colonisation through to modern times. It is filled with photographs and drawings, most of historical significance and in full colour, with contributions from a number of celebrated Australian food writers such as Gay Bilson. The book is comprehensive in its examination of food and food technology prior to World War II. Aboriginal food habits are not covered. However, the recent interest in bush foods is touched upon in a chapter on contemporary culture. The chapter on multicultural influences is disappointing, although contains good information and pictures. This is a recommended teacher reference, or for use in elective classes. J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: 2U Food Technology
AVAIL: Paper \$29.95 SCIS 959695

Food.

Australian Broadcasting Corp., 1998 (60 min.) (For the juniors)

ISBN none [641.3]

There are four 15 minute programs on this video: **Packaging food; Keeping food; Cooking food** and **Eating food**. The programs are very appropriate for the target audience, Stage 2 students, and would also suit some younger and older groups. Each program contains an historical segment, which examines how things used to be and the technologies that were available. The program on eating food has a multicultural focus. **Cooking food** shows traditional Aboriginal foods being prepared. The programs include scenes from industrial operations, historical footage and acted segments, many with child actors. The clear commentary uses simple language. J. Redfern

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$150.00; televised by ABC SCIS 957137

HEATH, Glenis

Food by design. Book 2.

Addison Wesley Longman Australia, 1998
ISBN 0733902588 [641.30076]

Although designed for the Victorian syllabus, this book is valuable for teachers and students in NSW. It follows a design module approach, looking at many foods, for example, breakfasts, milk and fast foods. Each module starts with a design brief, and includes information on related topics, activities and practical experiences. The colour scheme, of black with red, at first seemed garish but mellowed with use. The presentation of the material could be more dynamic, and the reading level may be too high for some Stage 4 students. However, the information and worthwhile activities make this a useful reference. J. Redfern

USER LEVEL: Stage 4 Stage 5 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; Design & Technology 7-10
AVAIL: Paper \$32.00 SCIS 950681

E@t. [computer software]

/ created by Steve Denham. Meat and Livestock Australia, 1998

ISBN none [641.5]

An interactive, electronic cookbook developed for Meat and Livestock Australia and Milk Marketing NSW, this CD-ROM presents teenage students with a range of highly nutritious meals, beverages and snacks which can be made to suit their hectic lifestyles. The use of themes, such as **Food for fuel, Feeling food, Food for friends, and Pig out food**, allows students to explore a range of tempting recipes, varying from straight forward snacks to gourmet hamburgers and fully prepared main meals. Several recipes include **Show me** animations and helpful **Big tips**. The program also emphasises the social aspects of eating, such as sitting together and discussing aspects of the day or their lives with those around them. The content of this CD-ROM is also available via an Internet Web site at the URL: <<http://www.mla.com.au/edu/ec/default.cfm>>. C. Maher

Minimum requirements
Macintosh or Windows
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
AVAIL: Free to schools SCIS 956529

FALLOWS, Carol

The Australian baby and child care handbook.

Penguin, 1998
ISBN 0140274812 [649]

The new edition of this popular book has been revised and updated. It is an excellent reference for teachers, students, parents and prospective parents. It contains something on just about everything you might want to know about children from birth to five years, including nappy folds, child care options, first aid, and preparing children for school. Very useful information on being prepared for the birth of a child is included. The developmental information relating to each age group is clearly written. Lots of case studies, diagrams and wonderful photographs, mostly black and white, make this a very engaging publication, despite the full pages of small print. J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: CEC Child Studies; CEC Exploring Early Childhood; PDHPE 7-10; 2U PDHPE
AVAIL: Paper \$29.95 SCIS 943162

MARTIN, Elaine

Baby games: the joyful guide to child's play from birth to three years.

Choice, 1999
ISBN 094727751X [649]

Age appropriate activities, rhymes, songs and recipes are packed into this book. Each chapter covers a three month period from birth to three years. Some great craft activities for both indoors and outdoors, and the recipes, are designed for participation from young children. Rhymes include hand actions that can be done with the youngest of children. Truly inspiring, this would be a great reference for students when

designing activities for children of different age groups. Chapters at the back have suggestions about television, videos, books and birthdays. The index is hard to negotiate because it is broken into age groups rather than being alphabetical. J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: CEC Child Studies; CEC Exploring Early Childhood
AVAIL: Paper \$20.00

Teamwork. [videorecording]

Artist Services, 1997 (19 min.)
ISBN none [658.3]

Using an office environment, this video examines the functioning of a team in four segments: **Teambuilding; Who's doing what?; Checking progress;** and **Results.** This structure enables analysis of each segment, so teachers can pace the material to suit student needs. The critical skills of teambuilding, body language, brainstorming, listening, allocation of tasks, team leadership and questioning skills are covered. Students can compare and contrast the characteristics of successful and poor teamwork in an entertaining way. Professional groups would also find this a valuable resource to promote understanding of successful workplace teams. Included with the video are a teachers' guide book and a student workbook. The workbooks are clearly structured to suit senior students and adult learners. K. Wratten

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; VOC ED
SYLLABUS: CEC Office Skills; CEC Retail; CEC Work Studies
AVAIL: \$145.00 EMA
EVAL: Highly recommended SCIS 928426

SULLIVAN, Cathryn
Food industry case studies.

Heinemann, 1998
ISBN 0864623534 [664.00994]

A useful book, this provides insights into all sectors of the Australian food industry. There are six chapters, **Food production, Processing, Marketing, Service, Technology,** and **Nutrition.** Each chapter contains five case studies, and review and extension questions. There are numerous black and white photographs and clear diagrams. The content is divided into short paragraphs with headings and subheadings. Most of the case studies are short and concise. This makes it easy to read and to access information. This would be a valuable reference for senior courses. J. Redfern

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: 2U Business Studies; 2U Food Technology; CEC Hospitality; 2U Industry Studies
AVAIL: Paper \$22.95 SCIS 953658

ALAND, Jenny
Art connections.

2nd ed. Heinemann, 1998
ISBN 086462350 [701]

An updated version of an already widely used resource, this varies from the 1991 version by incorporating new work sheets and flow charts relevant to the study of historical, social and cultural analysis. Margin text with key points, new contemporary artworks including some created with new technologies, a guide to using the Internet and other electronic media, and further examples of student writings

are included. This practical text outlines useful techniques and approaches to analysing a range of media, and assists students to elicit a personal response. Functional layout is in four colour coded sections: **Analysing artworks; Artwords; Talking and writing about artworks;** and **Researching artists and artworks.** Illustrations include a great variety of artworks, many of which are Australian. L. Pratt

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U/3U Visual Arts
AVAIL: Paper \$36.95 SCIS 950106

JANE, Sandra & DARBY, Max
Art is ... making, creating & appreciating.

Jacaranda, 1998
ISBN 0701633905 [701.1]

Specifically developed to support the latest outcome based curriculum, this book includes a useful guide to organisation of chosen outcomes within the creating, making, criticising and historical contexts. It is designed to support the 7-10 syllabus and ranges across the practices of drawing, painting, pottery and print making. The art appreciation section briefly touches on chronological history from prehistoric to Renaissance art. Contemporary and Australian examples are spread throughout the chapters on making artworks, and are contained in subject matter sections at the end of the book. It doesn't break new ground, but it presents a solid, practical approach. K. Ashley

USER LEVEL: Stage 4
KLA: CA
SYLLABUS: Visual Arts 7-10
AVAIL: \$32.95 SCIS 959691

A history of Australian art. [computer software]
[series]

Educational Media International, 1996

A series of 3 CD-ROMs, these explore the works of Australian artists from 1788-1991. The format of each CD is broken into two time periods. Part 1 includes **Colonial art in Australia** and **From nationalism to modernism.** Part 2 covers **The modern movement to WWII** and **Abstraction - WWII to 1970.** Part 3 covers **Expanding the creative parameters: 1970-1981** and **Boom and crash: 1981-1991.** Each period has an overview and a selection of paintings from that era, including work from some women and Aboriginal artists. Each art work is accompanied by a short yet descriptive spoken commentary which highlights the aesthetic qualities of the work, occasionally relating it to its social context. The resource has varied uses: for large screen presentation; classroom network use; or as a follow up for individual student use. An information booklet provides additional information. This is a general study of Australian art history, rather than an in-depth look at particular Australian artists or art movements. L. Pratt

Minimum requirements
Windows 3.1: 4MB RAM; 4MB hard disk
USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10, 2U Visual Arts
AVAIL: \$78.50 EMA

Titles in this series are:
A history of Australian art.
Part 1 1788-1920 SCIS 941697
A history of Australian art.
Part 2 1920-1970 SCIS 941695

A history of Australian art.
Part 3 1970-1991 SCIS 941693

Dance and video. [videorecording]
IMZ-FR3, 1989 (61 min.)
ISBN none [778.59]

While there are many dance works available on video, it is rare to find a resource that addresses significant issues related to the filming of dance. The extracts on this video illustrate a diversity of choreographic approaches, dance genres and purposes. The commentary explores the role of the director, the relationship between the director and choreographer, the mediation of dance dynamics, and the fusion of the respective arts of dance and television. Choreographers involved in the documentary include Hans Van Manen, Jiri Kylian, George Balanchine and Moses Pendleton. The video will provide a useful resource for students in the HSC major study, Dance and Technology. D. Wauchop

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Dance 7-10; 2U Dance
AVAIL: \$95.00 Marcom SCIS 950647

Australia: exploring the musical landscape.

/ edited by Caitlin Rowley. Australian Music Centre, 1998
ISBN 0909168415 [780.994]

A collection of eleven essays, these provide an overview of some of the styles and genres of Australian music. Included are essays on Aboriginal music, the Anglo-Celtic tradition, music from other cultures, new traditions, popular music, jazz, classical and music since 1970. Many of these topics are extremely relevant to the secondary music curriculum. **Living songs: music, law and culture in Aboriginal Australia** examines the function of music in traditional Aboriginal society. **Contemporary Aboriginal music: an overview** describes some of the distinctive features of contemporary Aboriginal music and their cultural significance and includes a useful introduction to the style, instrumentation and subject matter of contemporary Aboriginal songs. The bibliography provides additional references which would be useful for both teachers and senior students. J. Montague

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7-10; 2U/3U Music
AVAIL: Paper \$29.95
EVAL: Highly recommended SCIS 959861

Music ace: music teaching system. [computer software]

Harmonic Vision, 1996
ISBN none [781.076]



The concept of pitch and pitch notation is introduced by this CD-ROM in a sequence of 24 lessons and games. Maestro Max and his singing notes take the student through high and low pitch, same and different pitch and other pitch matching games. The treble and bass clefs are introduced, and students are taught to name and recognise notes on the keyboard. The introduction of different tone colours in the pitch matching exercises is a most worthwhile

extension. Effective use of graphics and animation make the CD-ROM entertaining and well sequenced. The **Doodle pad** enables students to play pre-recorded musical examples on the **Jukebox**, and view the pitch notation as it progresses.

Students can create their own melodies by using the on-screen keyboard, and then transfer the pitch to the staff. However they have limited rhythmic control, and it can be cumbersome trying to establish the desired pitch on the staff when the 'accidental' option is activated. This is a useful resource, with a strong link between aural identification of pitch and pitch notation. J. Montague

Minimum requirements
Macintosh: System 7.0.1; 5MB RAM; 5MB hard disk
Windows 3.1: 386; 8MB RAM; 5MB hard disk; MPC compatible sound card or General MIDI
USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
AVAIL: \$79.95 Dataflow SCIS 963701

Love to sing. Volume 1. [videorecording]

Video Campus, 1997
ISBN 1877180033 [782.42083]

Children love to sing, and the children featured in this video are no exception. A number of well known children's songs are performed by a group of enthusiastic young singers. Each song is filmed at a different location, with colourful backdrops and props. Actions and movements are simple and easy to follow. They underscore the basic concept in each song, for example keeping the beat. The audience is encouraged to participate actively in the songs, and close-ups of individual performers help to clarify the lyric or action. This is an attractively presented video, which will appeal to young viewers. A. Wisdom

USER LEVEL: Early Stage 1 Stage 1
KLA: CA
SYLLABUS: Music K-6
AVAIL: \$check SCIS 932600

THOMAS, Roger
Instruments in music. [series]

Heinemann Library, 1998
Instruments used in musical ensembles vary according to genre and function. The aim of this series is to present a clear image of the instrument or voice in the context of performance, and supplement that with individual photographs for more detail. Where ensembles are organised in families of instruments grouped according to methods of sound production, each image is carefully labelled with correct terminology for describing the performer. Functional music, for example religious music, is put in the context of the ceremony. These useful resources are attractively presented, and achieve their aim of providing accurate information on a wide variety of musical performance media. A. Wisdom

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Music K-6
AVAIL: \$24.95 each

Titles in this series are:
Classical music SCIS 944111
Folk and country SCIS 944116
Jazz and blues SCIS 944104
Religious music SCIS 944106
Rock, pop and dance SCIS 994098

WEAVING, Jon

And the winner is: eighteen winning stories from Eltham's Alan Marshall Award.

Black Pepper, 1997

ISBN 1876044152 [808.3]

The Eltham Alan Marshall Short Story Award provides the focus for this book. Interviews with winners seek comments on what makes a good short story and the constraints of the short story format. The strengths in the work of each author, and in many cases the judges' criteria and reports are discussed before each winning story. The best young writers' entries are reprinted for the reader to investigate and analyse. Particular techniques are identified in the chronological presentation of the works. There are clear opportunities here for students to benefit from the range of stories and discussion as a reader or writer, or for teachers to structure units around the material. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: English

SYLLABUS: English 7-10; 2U/3U English

AVAIL: Paper \$16.95 SCIS 950325

The crucible. [videorecording]

20th Century Fox Home Entertainment, 1997
(118 min.)

ISBN none [812]

Plays do not always transfer well to the screen. Arthur Miller's pared dialogue allows only snatches of poetry to surface in lines like, "You have drawn down heaven and raised up a whore", to suit the central theme of lust. Events normally done off stage, such as the devil worship in the woods and the executions, are inserted. Sparse dialogue allows the camera to evoke setting, develop character and create atmosphere. Unfortunately the setting is reminiscent of a theme park, and the woods are not the Devil's sanctum. The courtroom drama and John Proctor's confession do transfer well, and these are heightened by the powerful performances of Paul Scofield, Joan Allen and Peter Vaughan. This production has been designed for film. W. Bowie

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10; 2U General English; 2U Related English

AVAIL: \$65.00 Maxwells SCIS 932738

WOOD, Jeffrey

Cambridge poetry workshop 16+.

Cambridge University Press, 1998

ISBN 0521574722 [821]

With a strong focus on the aural qualities of poetry, the authors of this book encourage students, "to read with your ears, not just your eyes". It is a fascinating anthology that introduces students to a vast range of poetry. Many different subjects and styles are drawn, from as early as Homer's *Iliad*, and include such writers as Chaucer, Marlowe, Shakespeare, Browning, Byron, Hopkins, Eliot, Hughes and other contemporary poets. Carefully devised units of work emphasise speaking and listening skills, and offer many stimulating activities to foster the understanding and enjoyment of poetry. C. Sly

USER LEVEL: Stage 6

KLA: English

SYLLABUS: 2U English

AVAIL: Paper \$19.95 SCIS 962540

BERRY, Mary

Drama through the ages.

Cambridge University Press, 1998 (Cambridge school anthologies)

ISBN 0521598753 [822.009]

Highlights of British theatrical history from the 14th century to the 19th century are captured in this well presented introductory text. Studies include mystery and morality plays inspired by the church in the Middle Ages, the Elizabethan, Jacobean and Restoration periods, and the melodrama and wit of the 19th century. Each chapter presents informative historical notes, excerpts from significant scripts, and exciting practical activities aimed at encouraging understanding and appreciation of each era and its theatrical style. This publication provides a useful starting point for studies in pre twentieth century drama. C. Sly

USER LEVEL: Stage 4 Stage 5

KLA: CA

SYLLABUS: Drama 7-10

AVAIL: Paper \$15.95 SCIS 962230

CADDY, Caroline

Editing the moon.

Fremantle Arts Centre Press, 1999

ISBN 1863682465 [A821]

With a traveller's eye turned inward, Caddy has divided this anthology into seven sections, each encapsulating the particular essence of a place and moment. These include: Western Australia; India; China; Japan; and Finland. Each becomes a portal to meditative poems, each a puzzle at once narrative and reflective, dwelling on a particular aspect of life. These range from the death of a cat, to an enigmatic customs official, the lover of a friend, wind or an earthquake. Her voice is gentle, knowing, beguiled and beguiling. Caddy rewards rereading with images of startling purity. Perhaps the most intriguing poems are those which attempt to define the ineffable, to edit the moon. W. Bowie

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: 2U English

AVAIL: Paper \$16.95 SCIS 961922

HARRISON, Jennifer

Dear B.

Black Pepper, 1998

ISBN 1876044276 [A821]

Those who prefer their poetry readily accessible in terms of language, imagery and meaning, could find some in this collection difficult. Harrison's writing is mostly intensely personal. Subject matter includes: observations of people and places, here and abroad; and feelings and memories of experiences, past and present, with occasional comment on universal concerns or behaviour. Her language is precise, even cerebral, and the reader gains the impression that each word and image has been carefully chosen and considered, yet fluidity and lyricism is not lacking. Overall the feeling is one of restrained, but acute observation, with an undercurrent of wistfulness, even sadness. It is a collection for the serious poetry lover or student. B. Richardson

USER LEVEL: Stage 6 Community

KLA: English

SYLLABUS: 2U English

AVAIL: \$19.95 SCIS 959056

WINDUST, Allan

The adventures of Ernie Wiggles, earthworm extraordinaire: how Ernie became Ernie Wiggles.

Allscape, 1998 (Laptop learning series)

ISBN 0958616302 [A821]

Ernie learns about the sun in this simple booklet, which is designed to be read to preschoolers. As a shared story with young students it provides a conservation message which is simple but important. It teaches children to avoid sunburn; what earthworms eat; where they live and that night time is a safer time for worms. The rhyming text includes a song on the final two pages. Illustrations are very clear, vibrantly coloured, scientifically accurate and interesting. Ernie as a character has great visual appeal. L. Ward

USER LEVEL: Early Stage 1

KLA: English K-6; PDHPE

SYLLABUS: English K-6; PDHPE K-6

AVAIL: Paper \$4.95 SCIS 963279

McKENNA, Bernard & PEARCE, Sharyn

Strange journeys: the works of Gary Crew.

Hodder Headline, 1999

ISBN 0733610900 [A823]



From *The inner circle* through to *The blue feather*, this very readable book covers the major novels of a foremost Australian writer for children and adolescents. The exciting inclusion of reproductions of Crew's notebooks reinforces the idea that he is an exacting, lively and adventurous artisan. A comprehensive and entertaining examination of the plot, characters, themes and the creation of such a sizeable chunk of his oeuvre is made in the context of his upbringing, his

teaching and the work of his contemporaries. This is well supported by extensive references and endnotes. That Crew's books are appropriate classroom resources is a recurrent theme in this excellent overview of his work. W. Bowie

USER LEVEL: Stage 5 Stage 6 Professional

KLA: English

SYLLABUS: English 7-10; 2U English

AVAIL: Paper \$29.95

EVAL: Highly recommended SCIS 961622

Societies from the past.

/ edited by Jennifer Lawless. Nelson, 1998

ISBN 0170093948 [930]

The credentials of the writers of the chapters in this text are impeccable, including some of the best known educators about ancient societies from within our secondary and tertiary education systems. It is a bit disappointing then, that the text doesn't often provide much that extends beyond what is already available in other similar texts. (It is a surprise to see other widely used high school textbooks actually listed as further reading.)

The activities are very uneven: some doubtful empathy tasks; other quite demanding expositions. Another gripe is



the poor stock used: the backing page shows through the paper, making reading difficult in some places. However, this is still a resource worth considering as a textbook for the senior syllabus. J. Donovan

USER LEVEL: Stage 5 Professional

KLA: HSIE

SYLLABUS: 2U/3U Ancient History

AVAIL: Paper \$42.00 SCIS 959711

PRIOR, Natalie Jane

Nero: evil emperor of Rome: an x-rated extraordinary life.

Omnibus, 1998 (Extraordinary)

ISBN 1862913587 [937]

Locusta, the imperially appointed poisoner of the Roman Empire during the time of the Emperor Nero, and his ruthless mother Agrippina, narrate this story. Her simple account of the machinations of the mad and powerful Caesar and his family is supported by a map, glossary, timeline and character reference. There is a human element in this detailed portrayal, which moves the account from historical data to a factual yet conscionable interpretation of events. The younger reader is the audience, whose fascination for such colourful characters and dramatisation may be tempered by overwhelming revulsion for Nero's callous treatment of his family and subjects. This is an enjoyable foray into this period of history. E. Maxwell

USER LEVEL: Stage 3 Stage 4

KLA: English; HSIE

SYLLABUS: English 7-10; History K-6; History Stages 4-5

AVAIL: Paper \$9.95 SCIS 935254

RICE, Melanie

Pompeii: the day a city was buried.

Dorling Kindersley, 1998

ISBN 0751358037 [937]

The graphics and layout in this book are bound to attract even the most reluctant young student of history. Snatches of written text act as captions to vivid pictures, which are a combination of photographs of primary sources and colourful illustrations. Many students find the events in Pompeii in AD79 fascinating, and this accessible text brings to life the twin dramas of the first century eruption and the twentieth century discoveries at the site. This is a wonderful resource, which serves as a good introduction to using primary source material in history. J. Donovan

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

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

AVAIL: \$22.95 SCIS 960835

PYNE, Michael

Classical Athens: society and people.

Longman, 1998 (Longman ancient history series)

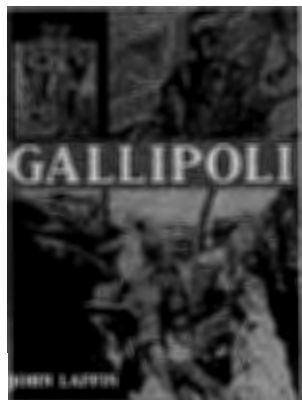
ISBN 0582811848 [938]

The particular appeal of this slim text lies in its use of written primary source material. It covers all the main areas, with additional sections devoted to women and Pericles. Each topic is covered in two pages, with activities which could be easily adapted as either the focus for whole class consideration, or individual or small group work. The drawings unfortunately, are simply awful, attempting to provide a window into daily activities in ancient times, but only succeeding in making ancient Athenians all look like hook-nosed, grinning caricatures. Nevertheless, it is a worthwhile resource for the teacher and the library. J. Donovan

USER LEVEL: Stage 4 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
AVAIL: Paper \$16.95 SCIS 952543

LAFFIN, John
Gallipoli.
 Kangaroo, 1999
 ISBN 0864179685 [940.4]

Using an excellent range of primary and secondary sources, this work captures the essential details of the Gallipoli campaign of World War I. It goes beyond the military blunders, asking students to reflect on what it is that makes us Australian, and how the heroic deeds of the ANZACs in the Dardanelles reflect the birth of our identity as a nation. As a classroom text, there is a wide range of material to challenge and stimulate students, focussing on the terror of the battles (the wounded, the dead and the dying). The information is well organised, making it a good book for use in the classroom. C. Dorbis



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 966227

LAFFIN, John
The Somme.
 Kangaroo, 1999
 ISBN 0864179715 [940.4]

Well researched, and enhanced with a wide range of newly available images, this book does not shed new light on the role of the Australian Imperial Force (AIF) in France. It does, however, present the information clearly and concisely for the target audience. As part of Australia's World War I history, The battle of the Somme deserves remembrance for the sacrifices of the soldiers, and also as a part of that which makes us Australians. The stories of the battles and soldiers highlight some extraordinary characteristics that are the basis of our contemporary lives as Australians. Designed for schools, this book will be well received and useful in the classroom. C. Dorbis

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 966226

BLAY, Anna Rosner
Sister, sister.
 Hale & Iremonger, 1998
 ISBN 0868066478 [940.53]

Personal histories are an important, intellectual development of late 20th century, reflecting the impact of broad sweeps of history on ordinary people. The author's mother and aunt feature in indelible stories of two survivors of the Holocaust during World War II. They are poignant reminders of catastrophic criminal acts. The mental scars, which go well beyond the time of the events, are aptly described and projected on to the modern consciousness.

Equally important is the secondary story of the sisters' migrant experience in Australia. As a classroom reference, this work would be useful for a number of topic areas. It will challenge and stimulate students. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: 1U General Studies; History Years 7-10; 2U/3U Modern History; 2U/3U Society & Culture
AVAIL: Paper \$19.95
EVAL: Highly recommended SCIS 938496

EVANS, Raymond
1901, our future's past.
 Macmillan 1997
 ISBN 0732909554 [994]

A collection of brief source materials, this resource is a montage of the years when, "by a series of miracles" (Deakin), a nation was made from six white supremacist, pro-British colonies. Nationalism, federation, defence, sport, colonialism, racism, protectionism, citizenship, women, the franchise, and Aborigines are amongst the diversity of issues raised. The many and well chosen documents and illustrations are short and pertinent, each preceded by an interpretation. Introductory essays are provided on the Australian people, the government; and Australia in the world. An excellent index and detailed chronological summary of key events since 1829 add even more to a book which is relevant to civics and citizenship, and which students will find easy and illuminating to use. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5; 2U/3U Modern History
AVAIL: Paper \$19.95 SCIS 961310

SLATER, Pat & PARISH, Steve
Amazing facts about Australia.
 Parish, 1999 (Discover and learn 8)
 ISBN 1876282576 [994]

As with other titles in this consistently excellent series, this well designed volume provides a wealth of material about Australia which is useful across the curriculum for students and teachers. Covering our country today, and in the past, with a chapter on each of the states and territories, each double page spread includes: illustrations or detailed maps; numerous spectacular colour photographs; information written in an easily readable style; and **Did you know?** fact boxes. Also included is a comprehensive reverse timeline of human occupation in Australia. Much of the material in this resource will be keenly sought after for school assignments. K. Chauncy

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 962763

MORRISSEY, David
Australia: the land and its people. [series]
 Macmillan, 1999

The diversity of Australian geographical regions is vividly illustrated in this series. Each book focuses the natural features of each state and territory. The elementary geology and physical geography of each region is simply albeit briefly explained, and provides the fundamental underpinning for each region's land use, industry and economic base.

A history of the settlement of each region is incorporated. This makes this resource particularly useful for HSIE students, and those examining Australian communities, and change in communities in particular. Use of photographs is extensive. The series would be ideal for use for independent or group research. K. Wratten

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
AVAIL: \$21.95 each
EVAL: Highly recommended

Titles in this series are:
New South Wales and Australian Capital Territory SCIS 970194
Queensland SCIS 970187
South Australia and Northern Territory SCIS 970180
Tasmania SCIS 970176
Victoria SCIS 970200
Western Australia SCIS 970190

Professional reading

Resources are in Dewey order.

Needs to pay more attention. [videorecording]
 Summer Hill Films, 1998 (30 min.)
 ISBN none [153.1]

An attention grabbing video, this resource shows how easily a student can be distracted in a classroom. It raises empathy amongst teachers for distractible students, and provides strategies to address their needs in the classroom. Two different classrooms are shown with different approaches, but both teachers model effective behaviour management techniques. A booklet accompanies the video to provide guidelines for using the video effectively. Overhead transparency proformas, training activities and further information on teaching strategies are provided. It is not only the techniques highlighted by focus points on the screen, but the incidentals of classroom practice which are enlightening. The video also explains the role of the support teacher, behaviour. A. Soutter

USER LEVEL: Professional
AVAIL: \$65.00 Summer Hill Films
EVAL: Highly recommended SCIS 961115

Being me: learning to live with others. [videorecording]
 Media Australia, 1998 (21 min.)
 ISBN none [302.3]

To set up an anti-bullying or social skills course in a school, coordinators need clear information for teachers on both contents and appropriate teaching methods. This video is excellent for introducing any primary social skills program to either parents or teachers. It could be shown to students, who would enjoy the rock video style opening sequence and watching other students' lessons. Topics covered are: feelings; safety; identifying sources of support; assertiveness; and conflict resolution. It is suggested that schools focus on two skills each term, and then assess the effectiveness of the lessons by surveying the amount of bullying. A. Soutter

USER LEVEL: Community Professional

KLA: PDHPE
AVAIL: \$89.00 VC Media
EVAL: Highly recommended SCIS 950190

PARKINSON, Sarah Jane
Asian cultures. 2: an introduction for the primary school.
 Macmillan, 1999
 ISBN 0732947065 [306.095]

Chapters in this resource cover India, Indonesia, Malaysia, Pakistan and the Philippines. A brief folk tale of the country of study introduces each chapter. What follows is a mix of additional information, and a series of ideas for games, cooking and craft activities, and other suggested teaching and learning activities. The activities are appropriate to Stage 2 and Stage 3 students, but require the use of a broader range of resources for meaningful syllabus application. R. Fugaccia

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: Paper \$32.95 SCIS 970158

Demands on Australian parents. [videorecording]

VC Media, 1998 (22 min.)
 ISBN none [306.874]

Along with its extensive teacher notes, this very factual video raises important questions about families today. Its length is ideal for showing in a single lesson, especially if the tape is interrupted for discussion. The issues covered include: changes in parenting expectations and obligations; the division of labour in parenting; problems faced in meeting obligations and expectations; media representations of parenting; and families within the wider community. It is accompanied by a good class activity sheet which includes preparatory activities. A. Soutter

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: 2U PDHPE
AVAIL: \$89.00 VC Media
EVAL: Highly recommended SCIS 952131

Burning of the soul. [videorecording]
 KuFilm, 1998 (28 min.)
 ISBN none [362.7]

Dealing with emotional child abuse, this video defines the topic and looks at the effects of abuse. It consists of presentations by young people and experts, and some dramatizations of abusive situations. It shows how ignoring, isolating, terrorising and putting down young people are abusive. It recognises that most adults will, in times of stress, act in these ways, but points out that the abusive adult habitually does so. Emotional abuse is often disregarded partly because it is common, but it affects the ability to communicate and to form relationships, and so can carry on from generation to generation. Significant issues in relation to Child Protection are explored in this excellent video which examines emotional child abuse. A. Soutter

USER LEVEL: Community Professional
KLA: PDHPE
AVAIL: \$95.00 Marcom
EVAL: Highly recommended SCIS 959843

Helping our boys help themselves.

[videorecording]

VC Media, 1998 (25 min.)

ISBN none [371.823]

For schools interested in improving boys' poor performance in literacy, lack of engagement with learning and behaviour problems, this resource provides examples of how two different secondary schools in Victoria are addressing these issues. While no background information is provided on the current debate about the education of boys, a range of programs and strategies used by the schools is outlined, including: a "Building Blokes" program; peer support groups; small group learning; literacy support; and anger management. The resource would be useful to generate discussion and provide some ideas, but the warning is given that there is no "quick fix" and that each school must find its own solutions to meeting the needs of boys. G. Ackroyd

USER LEVEL: Professional

KLA: PDHPE

AVAIL: \$ 89.00 VC Media SCIS 951926

GILBERT, Rob

Masculinity goes to school.

Allen & Unwin, 1998

ISBN 1864485620 [371.8235]



Boys' poor performance in literacy, and the increasing amount of violence perpetrated by boys in schools are of concern to both parents and teachers. This book offers a balanced overview of issues affecting boys at school. It examines the different ways of looking at boys and schooling through examining constructs of masculinity, and concluding that schooling needs to reconstitute masculinity for the benefit of individual boys and the benefit of humanity. The

last chapter is a comprehensive account of strategies for change. It covers approaches including disciplinary strategies such as anti-bullying and anti-harassment programs, and knowledge strategies such as developing social skills and changing attitudes. A. Soutter

USER LEVEL: Community Professional

KLA: PDHPE

AVAIL: Paper \$29.95 SCIS 958388

SIRAJ-BLATCHFORD, Iram

A curriculum development handbook for early childhood educators.

Trentham, 1998

ISBN 1858561000 [372.2107]

Arising from a British context, this book has relevance for early childhood practitioners and policy makers in this country. It draws from a range of experts in the field, who integrate research with their practical experience of young children's learning and curriculum. The book deals comprehensively with all aspects of young children's development and learning. **Part 1** looks at the context required for quality learning and the role of planning and assessment. **Part 2** examines language and literacy, mathematics, science, physical education, design and technology, computers and humanities. **Part 3** features creative, personal and social development. This is a useful, supportive resource for all involved in education of three to six year old children. L. Rowles

USER LEVEL: Professional

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

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

AVAIL: Paper \$42.95 SCIS 962805

JAKAB, Cheryl

Earth and beyond. Activities for thinking scientists. [series]

Macmillan, 1999

Each book in this series is made up of three topic units of blackline proformas, appropriate for Stage 2 and Stage 3 students. Background information, lesson notes and teaching ideas are provided for each topic. Units are prefaced by a teacher overview sheet. The materials guide teachers through a range of activities, and assist in identifying students' prior knowledge. Activities are student centred, although there is a lack of design and make activities. An introductory set of blackline sheets focuses on student reflection and assessment. These encourage thinking skills and help students improve journal writing. Follow up activities are an integral part of each unit. These resources are written to the national rather than state outcomes, but can be easily adapted. J. Hancock

USER LEVEL: Professional

KLA: ST

SYLLABUS: Science & Technology K-6.

AVAIL: Paper \$29.95 each

Titles in this series are:

Earth and beyond. Book 1 SCIS 970138

Earth and beyond. Book 2 SCIS 970145

Earth and beyond. Book 3 SCIS 970149

Working with science: teacher's resource. 1.

[computer software]

Longman, 1998

ISBN 0582806917 [507]

Designed as a teachers' guide to complement the Australian *Working with science. Book 1* textbook (adapted from the British *Science at work* series materials), this CD-ROM is a useful aid for preparing Stage 4 and Stage 5 science lessons. Illustrated files (in PDF format and readable with the supplied *Adobe Acrobat* program) are able to be copied to a computer's hard drive. The blackline proformas are copyright free for class use. Each chapter is supported by: a **Student learning outcome sheet**; **Chapter outline**; **Register sheet** and **Equipment list**. Activities cover all forms of exercises including literacy; they are well presented and very easy to follow. Each chapter also contains: project work to promote independent student discovery and learning; and unit tests (with answers supplied). Information has been hypertext linked, which makes navigation very easy; *Adobe Acrobat* also permits the CD-ROM's content to be searched via particular words and phrases. K. Heap

Minimum requirements

Macintosh or Windows 3.1

USER LEVEL: Professional

KLA: Science

SYLLABUS: Science 7-10

AVAIL: \$95.00 SCIS 943573

Also available:

Working with science. Book 1 SCIS 909611

Working with science. Book 2 SCIS 963282

HICKS, John

Drug addiction: "no way I'm an addict".

Millbrook Press, 1997

ISBN 0761302026 [613.8]

Through using transcripts of interviews with people who have come to harm from the use of a range of drugs, this work covers the issues of risk taking, peer identity and familial influences on drug use; and the nature of addiction and recovery. Each transcript is followed by an analysis of the issue. These commentaries present a balanced and informed view. An explanation of the pharmacology behind addictions to the most commonly used legal and illegal drugs is provided. The description of these complex issues is easily understood. This work clarifies many of the issues surrounding addiction, and would be a useful reference for school personnel with a specific welfare responsibility in the area. J. MacDonald

USER LEVEL: Community Professional

KLA: PDHPE

AVAIL: \$26.95 SCIS 955492

CHAMBERLAIN, Lou

Art smart.

McGraw-Hill, 1998

ISBN 0074705520 [700]

Designed for teaching students the fundamentals of visual arts, this resource is aimed at Stage 3 and Stage 4 students, but could be adapted for older and younger groups. Beginning with a concrete study of the elements and principles of design, the work then adopts a thematic approach. People, animals, places, objects and fantasy are explored. Each theme is linked to an artist's work, followed by a practical exercise and extension activity that explores a variety of media. The inclusion of works by many Australian artists familiar to young students will add to this resource's appeal. Illustrations include student samples. L. Pratt

USER LEVEL: Professional

KLA: CA

SYLLABUS: Creative Arts K-6; Visual Arts 7-10

AVAIL: Paper \$25.95 SCIS 946958

JACOBS, Betty

Design and technology today. [series]

Science, 1997

ISBN 0855833041 [745.2]

Containing a set of blackline proformas to assist in the preparation of folios, and vocabulary lists with a glossary, this series makes a very handy reference set for Stage 4, Stage 5, and Stage 6 students in design and technology. There are detailed sample projects that cover all of the syllabus contexts, and a well laid out spreadsheet which cross-references: materials required, contexts, titles for possible projects and briefs. Book 2 guides students through their own projects, encouraging individual effort with minimum supervision. Thus the two texts complement teacher's and student's progress over a longer time frame and are most suitable for those undertaking design and technology as an elective. D. Low

USER LEVEL: Professional

KLA: TAS

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

AVAIL: Paper \$26.95 each

EVAL: Highly recommended

Titles in this series are:

Design and technology today. Book 1 SCIS 9316271

Design and technology today. Book 2 SCIS 896855

HACKER, Patty.

Gymnastics fun & games.

Human Kinetics, 1996

ISBN 0880115572 [796.1]

Text and diagrams used in this efficiently organised resource provide a large number of enjoyable and challenging games, useful in the teaching of gymnastics. The activities are designed to improve students' flexibility, coordination, agility, balance, and strength. They are effective ways of leading into the teaching of formal gymnastics skills. The book is divided into accessible sections on warm ups, skill development and conditioning/endorurance activities. A summary table of activities is a useful addition. The utilisation of icons allows teachers to locate information quickly. A range of ability levels in Stage 1 to Stage 4 classes are catered for, with simple illustrations supporting descriptions of each activity. This publication provides a range of innovative activities and is a valuable resource for teachers. K. Proctor

USER LEVEL: Professional

KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

AVAIL: \$26.95 SCIS 962480

Ancient history skills: Personalities and groups. Teacher's resource book.

/ edited by Jennifer Lawless. Nelson, 1998

ISBN 0170093956 [930.071]

The photocopiable worksheets contained in this text are supported by a companion volume. The authors bravely claim that the companion volume covers every aspect of each personality or group in the syllabus, whereas the units in this text only address the highlights. Nevertheless they are useful as homework, revision, or extension exercises, containing a variety of skill based activities for each topic, and covering areas such as vocabulary, comprehension, sequencing, using sources, and HSC style writing tasks. This is a useful text for Stage 6 courses. J. Donovan

USER LEVEL: Stage 6 Professional

KLA: HSIE

SYLLABUS: 2U Ancient History

AVAIL: Paper \$90.00 SCIS 958003

Ancient history skills. Preliminary course. Teacher's resource book.

/ edited by Jennifer Lawless. Nelson, 1998

ISBN 0170093964 [930.071]

A collection of photocopiable worksheets on a wide range of the topics in the preliminary course for Stage 6 is contained in this resource. The material is supported by a companion textbook, but each of these units could stand alone as an exercise for the class, homework, extension work; there could even be application in a junior history class for some of the topics. The activities focus on developing historical skills, though the reading questions have been much better considered than the writing tasks. This resource attempts to address the literacy of the subject. J. Donovan

USER LEVEL: Professional

KLA: HSIE

SYLLABUS: Ancient History, Preliminary

AVAIL: Paper \$80.00 SCIS 949200

THOMAS, Ron
Looking at Asia. [series]
Macmillan, 1999

In this series, each volume provides a study of a particular country in Asia. The books focus on each country's culture, the daily life of its people, its natural features, agriculture and industries. Each section provides information on a specific topic, suggested learning activities, and reproducible blackline proformas appropriate for Stage 3 students. While there is some useful information, specific syllabus support is limited. Careful selection of the material is necessary to support teaching and learning activities which meet syllabus outcomes, and are based on the subject matter prescribed in the syllabus. R. Fugaccia

USER LEVEL: Professional
KLA: HSIE
AVAIL: Paper \$29.95 each

Titles in this series include:

Philippines SCIS 970115
Thailand SCIS 965186

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, DP, North Sydney primary
Judith Anderson, North Sydney Primary
Michael Anderson, Creative Arts Consultant, Drama
Kristin Ashley, VA, Newcastle High
Carol Bannerman, HT PDHPE, Kingscliff High
Kathy Bear, HT PDHPE, Woolgoolga High
Carla Bertram, HT Home Ec, Greystanes High
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
Barry Corr, SEO2, Drug Education
Jenny Donovan, SEO1, Literacy Assessment
Chris Dorbis, Project Officer, Internat. Civics & Citizenship
Diana Doust, STLD, Lismore High
Julie Fenech, Mathematics Consultant
Robyn Fugaccia, SEO1, HSIE/Studies of Asia
Heather Gardiner, Literacy Consultant
Marion Hamlyn, Wollongong High
Jan Hancock, ET, Penshurst West Primary
Karen Heap, Science/TAS, Muirfield Technology High
Suzanne Leslie, Lindfield Primary
Daniel Low, TAS, Epping Boys' High
Craig Maher, PDHPE Consultant
John MacDonald, Drug Education Consultant

Elizabeth Maxwell, Cherrybrook Technology High
Ian McLean, *Scan* editor
Julie Montague, BOS, Music
Catharina Patterson, SEO2, Middle years/Literacy
Bob Percival, SEO1, Aboriginal Studies
Louise Pratt, VA, Cranebrook High
Kim Proctor, PDHPE Consultant
Jenny Quirk, Turramurra Primary
Janelle Redfern, Karabar High
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
Graham Spindler, Parliamentary Education Liaison Officer
Jenny Stratford, Literacy Consultant
Kerry Underhill, SEO1, Learning Technologies
Laurence Ward, DP, Carlton Primary
Deidre Wauchop, SEO2, Creative Arts
Leanne Wilson, Mathematics Consultant
Anne Wisdom, Creative Arts Consultant
Kerrie Wratten, DP, Granville South High

Join us online

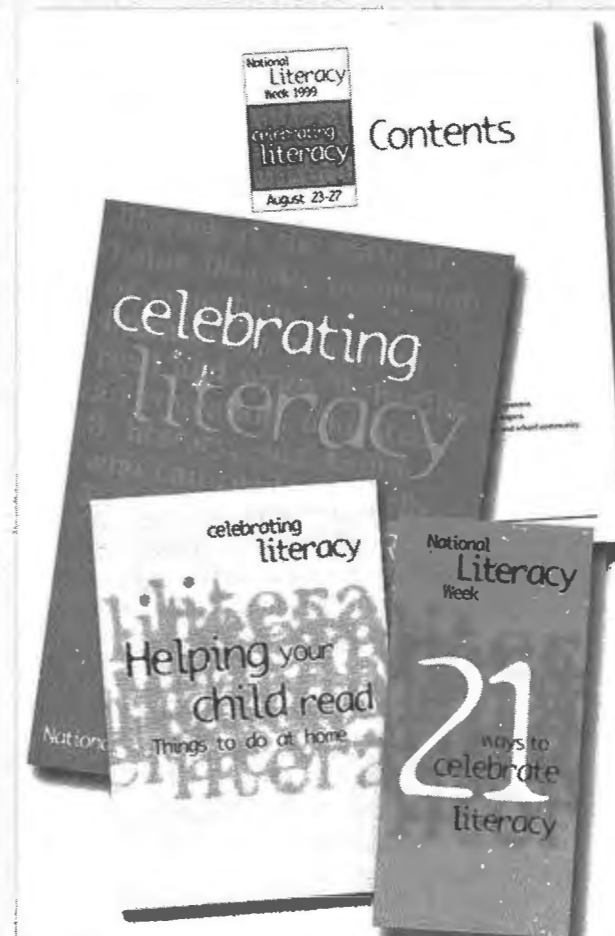


School libraries: empowering learning is a NSW Department of Education and Training Web site which covers a broad range of issues of importance to teacher-librarians and other educators. The emphasis is on the exchange of ideas and information. Several of the areas are interactive, inviting questions and discussion on many issues. Our first Virtual conference starts in Term 3.

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

National Literacy Week 1999 August 23-27

New South Wales schools recently received a kit to support the celebration of the inaugural **National Literacy Week**. A Commonwealth funded initiative, this is an opportunity to focus on literacy learning and teaching in both government and non government schools.



National Literacy Week will be celebrated in NSW in the week commencing 23rd August 1999. School communities will be able to spotlight attention on the literacy achievements of their schools and demonstrate their commitment to quality learning outcomes for all students. Coinciding with **Book Week**, there will be plenty of opportunities for teacher-librarians to become actively involved in whole school festivities, widening the focus from reading to all aspects of literacy teaching and learning.

One component of National Literacy Week will centre on local celebrations. The support kit contains: a letter to the Principal; an overview; ideas on how to involve the local community; a **Media alert proforma**; two pamphlets (*21 ways to celebrate literacy* and *Helping your child read: things to do at home*); several blackline masters, including slogan sheets and certificates for local activities; stickers; and a poster.

Another component of National Literacy Week concerns awards. These will be presented to successful schools at the State Library on 24th August.

Additional information about National Literacy Week can be obtained from Helen Hogan, Curriculum Support

Directorate, NSW Department of Education and Training
on telephone (02) 9886 7202.

Book Week: an evening with Anna Feinberg

Popular author Anna Feinberg, who writes for a range of audiences, will be a special guest at a **Book Week celebration** for teacher-librarians and their friends at Gleebooks, 49 Glebe Point Road, Glebe, on **Friday 27th August**, from 6.00pm to 8.30pm. Anna will speak about the crossover between primary and high school fiction. Her books include: the *Tashi* series; *Ariel*, *Zed and the secret life*; *The magnificent nose and other marvels*; *Power to burn*; and *Borrowed light*. There will be plenty of time for questions and general mingling. Copies of Anna's books will also be on sale.

This is a joint event hosted by **ALIA School Libraries Section (NSW Group)** and **ASLA (NSW)**, teacher-librarian professional associations. Cost is \$15.00 per head and the evening will begin with a selection of platters from Toni's Deli, juice, coffee and tea. RSVP and pay before 20th August.

For further details, please contact:

Di Simpson (ALIA): Sue Craig (ASLA):
Phone: (02) 9959 7128 (w) Phone: (02) 9899 2288 (w)
Email: dsimpson@fl.net.au Email: strec@ozemail.com.au

Copyright labels for videos

Scan has received several inquiries regarding where to purchase correctly worded, printed stickers for video copies made in schools to meet copyright requirements. All video copies made since 1st July, 1990 should carry such a label. Packs of 200 stickers (product number 11206) are available from DET Sales Section for \$15.00 each. To download a PDF copy of the *Edusales catalogue* for school libraries, go to: <http://www.det.nsw.edu/schoollibraries> and follow this path from the home page: **Resources**, then **NSW Education and Training sales catalogue**, then **Information and library**. A downloadable order form is also available.

Murder under the microscope!

Congratulations to the Moree Microscopic Marvels, a team of supersleuths from Year 7 and 8 at Moree Technology High School. The students are winners of the annual Internet competition for schools, *Murder under the microscope*. This year's theme was *Danger in the dry zone*. Cathy Gibson, HSIE and acting head teacher, and Jill Jones, teacher-librarian, supported the students as they worked through the scenario. For more information about this interactive site, go to:

<http://www.microscope.aone.net.au> and refer to the article in a past *Scan*, vol 17 no 2, pp 26-28.

EdNA challenge Web site

<http://www.edna.edu.au/challenge>

The *EdNA challenge* Web site is now online. Primary school Principals, teachers, information technology coordinators and teacher-librarians are encouraged to make sure that their school is a part of this National Primary Schools' Internet challenge.

The *EdNA challenge '99* can be used to: introduce students to using the World Wide Web as a valuable research and learning tool; and extend students' information literacy skills. There are prizes to be won in each state/territory. Register online at: <http://www.edna.edu.au/challenge>

SCIS news

In early 1999, the SCIS cataloguers held a national conference in Sydney to discuss the cataloguing service. From these discussions, two exciting projects were established:

1. Enhancing SCIS records

The SCIS teams in each state are trialing the enhancement of some SCIS records for non fiction resources through the addition of **Table of contents** information. This data will download to the Notes area of the catalogue record and so will be displayed on the screen. It is hoped that the keywords used by authors in a book's table of contents will add value to the catalogue record by providing useful search terms in *OASIS enquiry*.

2. Cataloguing Web sites

The second project undertaken involves the cataloguing of Web sites.

Sample records for each project are now available on SCIS and are searchable on the OPAC. You are invited to join an online *Discussion on School libraries: empowering learning* to learn more about the projects, and contribute your impressions and suggestions. Details on how to locate the sample records are available on the discussion board. Your feedback is essential to the SCIS team. To take part in the discussion, please go to:

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

The New HSC

SCIS has catalogued all new syllabus documents for the Higher School Certificate courses. These records are now available on *SCISWeb*.

SCIS subject headings

A professional subject cataloguing tool developed over many years by a team of qualified cataloguers, *SCIS subject headings* (4th edition) is a list of allowed and non allowed terms and phrases for use in Australian school library catalogues. This fourth edition incorporates all amendments since the previous edition and is presented in a new format that conforms to international indexing approaches.

The fourth edition of *SCIS subject headings*:

- is updated in response to changes in terminology, trends and attitudes

- developed for Australasian school libraries and curriculum needs
- features revised headings for Aboriginal peoples.

Please see the enclosed flier to take advantage of a strictly limited offer of a 20% discount if ordered before 17th September, 1999. Regular price: \$90.00; pre publication discount price: \$72.00.

Contact: Curriculum Corporation

Fax: (03) 9639 1616

Email: scisinfo@curriculum.edu.au

Internet: <http://www.curriculum.edu.au>

How I use Scan...

In a recent issue, we asked readers to tell us how Scan is used in their school or work situation. Our sincere thanks to those who responded to the question or sent in letters of support. Some of these comments are featured below.

Jenny Scheffers, Teacher-librarian, Merrylands East Public School, NSW

I trialed literature circles last year and found Lee FitzGerald's article ('Literature circles: linking literature and information literacy', *Scan* vol 16 no 3, pp 17-20) very helpful. I photocopied it for a class teacher and we discussed its relevance for our situation.

Any articles about new teaching and learning practices are always of interest to me. I hope to participate in a book rap this year, so articles such as Jane Carr's and Wendy Chapman's ('For a rapping good time...' and 'Literacy through book raps for Years K-2', *Scan* vol 17 no 4, pp 9-15) will also be very inspirational and helpful. I hope you receive a lot of interesting feedback from schools about *Scan*.

Kim Egan, Teacher-librarian, Berala Public School, NSW

For me, the most useful article that has appeared in the last few issues of *Scan* is 'Reviews of Internet sites'. Not only does it save us (the computer teacher and teacher-librarian) time looking for relevant sites, it also makes us aware of sites that we could (and often do) use. I really value this information and, after a new *Scan* has arrived, I am often found on the Web checking the sites out for myself. I am always waiting in anticipation for the next set of reviews. Thanks for including them in your regular features.

Mary Anne Jackson, Teacher-librarian, St Mary's School, Rydalmere, NSW

I cannot speak highly enough of *Scan*. Over the last year or two it hasn't been far from my reach. It has been a fantastic resource for my study (*Graduate Diploma in Information Studies* at University of South Australia). It is difficult to single out any particular article as each issue would contain at least two or three articles that address areas of assessment. In fact, I would be lost without the clear, practical and useful professional development *Scan* offers.

As teacher-librarian, I highly value all the articles which address collaborative planning and information skills, such as: Kay Byrne's 'Achieving literacy outcomes through cooperative learning groups' (pp 19-21); and Lorraine Bruce & Owen Belling's 'Collaboration in action at Pennant Hills High: students review the CBC shortlisted books' (pp 10-13) in *Scan* vol 17 no 3. Also useful were Jan Sanders' article, 'Teaching Stage 2 and 3 information skills' (pp 23-27), and Liz Corbett & Rod Megahey's 'Developing a whole-school information skills plan in a small school' (pp 8-11) in *Scan* vol 17 no 2.

I refer many articles to classroom teachers, such as Penny Hutton & Michelle O'Dowd's 'Levelling texts: implications for teacher-librarians' (*Scan* vol 17 no 3, pp 14-17) and Maggie Roche's 'English K-6 outcomes, indicators

and information skills' (*Scan* vol 17 no 2, pp 15-18), and too many others to mention here.

I also use the reviews in purchase decision making, and find the Internet reviews absolutely fantastic and time saving. *Scan* gives me guidance, encouragement, inspiration and useful information to pass on to relevant others.

Congratulations to Jenny Scheffers and Mary Anne Jackson, whose entries were selected at random to receive an autographed poster of Natalie Jane Prior's The Paw. ■

I N D E X E S

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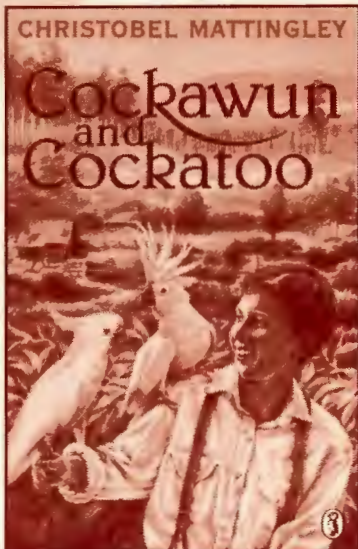
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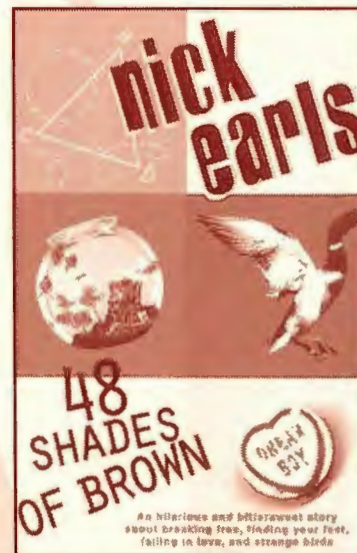
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