

SCAN

Vol 18 No 4 November 1999

Curriculum Support Directorate

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- student learning logs
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From the Editor



I am thrilled to announce that *Scan* welcomed its 3000th subscriber last term. "3000 in 2000" has such an agreeable ring to it. Feedback from our readership continues to be positive and constructive. It is pleasing that *Scan* and the *School libraries: empowering learning* Web site have been able to address the needs of users, assisting teacher-librarians, teachers, students, Principals, and information technology personnel to prepare for the new millennium. I hope you will take the time to fill in and return the enclosed survey.

Please remember that *Scan* subscriptions are for a calendar year; this issue finishes up your current subscription. All subscribers should have already received, by separate post, a renewal form for the year 2000. This was in response to many requests, as some schools close off budgets early to prepare for the annual financial roll over.

It has been a busy time for the SCIS/*Scan* team, with Book Week/National Literacy Week (see *From DET* on p 4) and Education Week in quick succession. An enjoyable ASLA/ALIA event was the presentation given by author Anna Fienberg, who also previewed her upcoming short story, *Ghost bird*. A few days before, a collection of Norwegian folk tales, *Tatterhood and other feisty folk tales* by *School Magazine's* Margrete Lamond, was launched by the irrepressible Geoffrey McSkimming.

Other book launches were: *Winning back Dad* by Ian Bone & Craig Smith (the first book to be commissioned through the Australian office of Walker Books); and "twin" titles by Libby Gleeson. Libby's *Hannah and the tomorrow room* and *Writing Hannah: on writing for children* were launched most ably by Robin Morrow at the 7th annual *Spring Writing* festival. Thank you to the organisers of these important events, each of which serve to reinforce and celebrate the high calibre of published material being produced for children in Australia.

Our feature article in this *Scan* focuses on how Merrylands East Public School teachers integrate Book Week illustrator visits into the whole school plan. I am grateful to teacher-librarian Jenny Scheffers, who managed to shape her article within hours of the unit's culmination so that *Scan* could meet its deadlines. In *Teaching/Learning*, Frances Plummer concludes her four part series on quality assessment for the School Certificate, this issue concentrating on student learning logbooks. The Internet continues to be a popular medium in schools and several articles feature unique applications for Web based technologies in teaching and learning and school library management. You will also find *Cumulative indexes* for the 1999 resource and Internet site reviews; these indexes making it easier to locate particular titles and authors across the four issues.

Thank you to all our contributors, readers, and advertisers for your support of *Scan*, and special thanks to those resource publishers who supply books to be catalogued and reviewed. We do hope you will all join us again next year.

Ian McLean

Currents

Michelle Ellis is Senior Curriculum Adviser, Library and Information literacy



The new HSC

The new Higher School Certificate remains a key issue for high school teacher-librarians and teachers. Assessment requirements and the standards referenced approach are the focus of the third Local Interest Group (LIG) event package and a range of professional development opportunities in 2000. The implications for assessment task design will be of interest to teacher-librarians supporting teaching and learning for the new HSC.

The following Web sites continue to provide support and updates about the new HSC. They warrant constant revisits for the latest details:

- *New HSC Website* <<http://www.det.nsw.edu.au/newhsc/>>
- *Board of Studies NSW* <<http://www.boardofstudies.nsw.edu.au/>>

A number of resources provide information about assessment policy and practices for the new HSC. Cooperatively produced resources include:

- *New HSC assessment – a standards-referenced approach* Bulletin 1 & 2
- *Standards-referencing: a context for assessment*. This video will be provided with the package available to each school attending the third LIG event on assessment. This package also includes sample assessment tasks.

Board of Studies produced materials on assessment and the new HSC include:

- *The new Higher School Certificate assessment support document* and
- *Securing their future newsletter*, numbers 14, 16 and 17.

All support materials from the subject specific LIG events are available on the *New HSC Website*.

Virtual conference

The first *Virtual conference* hosted on our Web site for teacher-librarians, *School libraries: empowering learning* <<http://www.det.nsw.edu.au/schoollibraries/>>, was very successful. This conference focussed on effective ways for students and teachers to search the Internet. The discussion was very interesting and raised some important issues. One district participated as part of a teacher-librarian network development day. We see this first virtual conference as the exciting

beginning of such professional development and networking opportunities for teacher-librarians and teachers. Discussion and participation in such events will expand as people become more comfortable with the format. It is a great way to get used to using technology for supporting teaching and learning. While the conference is now finished, the papers and discussion are available on the site for you to explore, along with a summary paper. Your suggestions for future virtual conference topics are most welcome.

Secondary book rap

After the success of the *Sailing home Book rap*, we are enthusiastically following the progress of our secondary *Book rap* on *Maddie* by Brian Caswell on the *School libraries: empowering learning* Web site. This book rap is being coordinated by Bill Bowie, English teacher, and Guri MacKinnon, teacher-librarian, from Dulwich High School. Wendy Chapman, teacher-librarian at Wollondilly Public School, is partnering them in running the parallel *Teacher support course*. Brian Caswell's involvement has added to our enjoyment and appreciation. As you receive this issue of *Scan*, we will be entering the *Rap wrap up* phase.

These book raps and accompanying teacher support courses have been a wonderful opportunity for teacher-librarians and teachers to venture into using technology for teaching and learning in a supportive environment. We have all learned much together, whether we have been raw beginners or more experienced with book raps. You will find all the relevant support material in the *Teaching and learning* section of *School libraries: empowering learning*. This support material includes: the rap questions; associated class pro formas; and *Program and planning* documentation, which provides the links to English 7-10 learning outcomes and a range of classroom activities. If you missed out on participating in the *Maddie* rap, you would find the support material useful for ideas when participating in other book raps. It is also readily translatable to other classroom experiences for using technology to support literacy through literature. As this is the last *Scan* for the year, I wish everyone best wishes for the rest of 1999, and look forward to hearing from you all in 2000.

National Literacy Week 1999

New South Wales schools celebrated the inaugural **National Literacy Week** from 23rd August. This annual event focuses on literacy learning and teaching in government and non government schools.

In a special National Literacy Week award ceremony, outstanding primary schools from New South Wales were recognised for their exceptional literacy programs.

The Education and Training Minister, John Aquilina, presented the awards to student representatives, with the major award of \$10000 going to **Belmore South Public School**. The school has seen significant improvements in students' Basic Skills Tests results and overall literacy skills. 93% of Belmore South's students come from non English speaking backgrounds.

A further fifteen schools were presented with awards of \$1000 each. These were:

- Belambi Public School (Wollongong District)
- Bexley Public School (St George District)
- Blayney Public School (Bathurst District)
- Coraki Public School (Lismore District)
- Hillvue Public School (Tamworth District)
- Ingleburn Public School (Liverpool District)
- Narrabri West Public School (Moree District)
- Sacred Heart Primary School, Cabramatta
- St Columban's Primary School, Mayfield
- St Lucy's School, Wairoonga
- St Michael's Parish School, Deniliquin
- South Coogee Public School (Bondi District)
- Seven Hills Public School (Blacktown District)
- Stanmore Public School (Port Jackson District)
- Westport Public School (Port Macquarie District).

Mr Aquilina congratulated the schools for their "best practice programs which are based on a 'whole school' approach to literacy. Underpinning all of the programs is the belief that students are capable of high literacy achievement."

The Federal Education Minister, Dr David Kemp, presented Belmore South Public School with a further award during National Literacy Week celebrations in Melbourne during September. ■

"Underpinning all of the programs is the belief that students are capable of high literacy achievement."

John Aquilina
NSW Minister of Education and Training Minister

Features

Integrating an illustrator study: Kim Gamble and Di Wu visit Merrylands East Public School



Collaborative planning and teaching is very much a part of the K-6 program at Merrylands East Public School.

Wherever possible, special events are integrated into the whole school literacy plan to support and maximise learning outcomes for students. **Jenny Scheffers**, teacher-librarian, reports on a recent successful unit, the highlight of which was a Book Week visit by the illustrators Kim Gamble and Di Wu.



Merrylands East Public School, located in the Fairfield District, has a transient student population of approximately 345 students. About 82% of these students are from non English speaking backgrounds (NESB). With the exception of Kindergarten, classes are multi aged. Currently, about 70% of the library operates to a flexible timetable.

As described by Jenny Foster in *Scan* vol 17 no 3, visits by guest illustrators and authors are a most valuable means of promoting students' interest in reading, writing and drawing. This is the second year that such visits have been organised as part of the school's Book Week and literacy celebrations. Last year, well known children's author Anna Fienberg addressed Stage 1 students, whilst cartoonist and illustrator Gus Gordon conducted drawing sessions for Stages 2 and 3.

Planning for success

Two illustrators, with greatly contrasting styles and backgrounds, were scheduled for this year's Book Week celebrations. To consolidate upon Anna's successful visit, illustrator Kim Gamble was invited to address Stage 1 classes. Kim has illustrated many of Anna Fienberg's books, including the popular *Tashi* and *Minton* series.

Illustrator Di Wu, whose picture books include *Rebel!* and *Old magic*, was guest speaker for Stage 2 and Stage 3 students. The bookings were made a year in advance, so there was plenty of time for whole school planning.

As recommended by Hall (1998), productive time was spent familiarising both students and staff with the illustrators and their work prior to their visits. (We had already heard the anecdotes of schools being caught totally unprepared for visits by Kim and Di; their first names are not gender specific.) At our Term Three School Development Day, plans for the upcoming illustrator studies were discussed.

The thirteen class teachers were strongly urged to make bookings for weekly half hour collaborative planning and teaching sessions in the library for the four weeks leading up to the visits. When other support timetables permitted, including English as a second language (ESL) and integration, these support teachers also participated in the team taught sessions.

In the recent article by Liz Brandtman & Kay Simpson (*Scan* vol 18 no 2), the roles of the classroom teachers and teacher librarian were clearly defined before the start of their particular unit. We followed a similar model. The immediate and ongoing responses by staff were very supportive.

Teacher-librarian's responsibilities:

- Purchase of additional Kim Gamble works.
- Collection and display of biographical information about Kim Gamble and Di Wu.
- Organisation of collaborative teaching timetable.
- Contact local newspaper to write article about visits.
- Word processing/storage of completed unit and results of staff and student evaluations.
- Organise staff morning tea and luncheon roster.

Classroom teachers' responsibilities:

- Read and discuss some Kim Gamble/Di Wu titles in the classroom.
- Model construction/deconstruction of sample information reports and recounts, where applicable.
- Teaching contribution in team taught sessions.
- Organise class library displays (Optional).
- Collect money for particular illustrator's visit.
- Complete unit evaluation sheet.

STUDENTS' QUESTIONS FOR KIM GAMBLE

These questions were brainstormed by the Hobbits (a class of Year 1 & 2 students) prior to Kim's visit and scribed onto butcher's paper by the teacher-librarian during a team taught session in the school library. Constructing the questions allowed the students the opportunity to 'rehearse' for the visit and helped them to discriminate between questions that were 'on topic', 'off topic but still informative' and 'way off topic'.

The final version of the question bank was displayed during Kim's session. It proved to be a highly effective support for all Stage 1 students as it reminded them of question structures, keywords and other useful field knowledge.

Family:

- What are your children's names, ages and years at school?
- Do you have any brothers or sisters? How many? Names?
- Are any of your brothers or sisters illustrators?
- Do you have any pets? What types and names?
- What are your hobbies?
- What's your favourite food?

Illustrating:

- How did you learn to become an illustrator?
- What is your favourite book that you've illustrated?
- What is your favourite book character?
- How many books have you illustrated? How many of these are Anna Fienberg's titles?
- Are you good friends with other illustrators or authors?
- Do you ever get a rest from illustrating?
- Do you illustrate everyday and for how long?
- Where do your ideas come from?
- How long does it take to illustrate a book?
- How many books a year do you illustrate?
- Why do you like illustrating?
- When you were at school, did you do lots of drawing?
- Which are the shortest/longest books that you've illustrated?

TEACHING AND LEARNING

The Kim Gamble literacy outcomes for Stage 1 classes are outlined in this article. A similar unit was planned and implemented for the Stage 2 and 3 classes studying Di Wu and his work. The main teaching and learning activities of both author studies involved:

- class construction of concept maps
- joint selection of biographical keywords about the illustrator, which were recorded on the concept maps
- students reading, responding to, and discussing books featuring the illustrator's artwork
- brainstorming and recording of questions to ask the illustrators during the visits
- students' oral and written self reflections
- staff evaluation of students' responses to the unit and of their own professional development.

Although the units were student centred, they resulted in a diverse range of learning outcomes for everyone involved.



Kim Gamble discusses his career as an illustrator.



Kim Gamble's story keeps his young audience enthralled.

STAGE 1 OUTCOMES: KIM GAMBLE ILLUSTRATOR STUDY

A student:

V1 enjoys creating a range of spoken and written texts

V2 enjoys experiencing and responding to a range of spoken and written texts

V6 chooses to reflect on and share experiences of texts.

(English K-6 Values and attitudes outcomes, 1998, p 16.)

A student also:

TS1.1 Communicates with an increasing range of people, for a variety of purposes, on both familiar and introduced topics in spontaneous and structured classroom activities.

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

(English K-6 syllabus, 1998, pp 17-19.)

Whole class student activities

Kim Gamble visited our school to conduct three one-hour sessions, with two classes per session. During the previous four weeks, each class studied the illustrator's biographical background and work. Additional titles were read and discussed during weekly collaborative sessions in the library and during class time.

- V2 V6 RS1.5 RS1.7 Listen to Kim's books in class and during collaborative sessions in the library, with emphasis on response to illustrations and discussion of the relationship between text and pictures (**Building field knowledge; Defining**)
- V2 V6 RS1.7 Evaluate the role of illustrations in providing additional information (eg in *Arabella*, the illustrations show the boy in a wheelchair, although no refer-

ence to this is made in the text), and discuss features such as positioning on pages, size, borders, colours, materials used, etc. (**Building field knowledge; Defining**)

- WS1.9 Construct a simple concept map of a famous illustrator: heading "Kim Gamble"; and subheadings of "Family" and "Illustrating". (**Defining**)
- RS1.5 Select keywords from a published biographical report about Kim Gamble. Students suggest to class teacher where to record keywords on concept map, under appropriate headings. (**Selecting, Organising**)
- TS1.1 Brainstorm questions for Kim (using above headings) and record on large sheets of paper. Display question banks during Kim's visit. (**Defining, Organising**)
- V2 WS1.9 Classes may construct library displays based on Kim's titles. (**Organising, Presenting**)

Additional activities

Two classes sent introductory letters to Kim and Di prior to their visits. Students described various aspects of the school and themselves, illustrating their letters with self portraits. This information provided our guests with valuable insights into our school, even before their visits. Neither of the classes involved had constructed letters before, so this was a very practical and worthwhile writing activity. The Stage 1 class was thrilled when they received a beautifully painted "thank you" letter from Kim Gamble! Similarly, the senior class was most impressed with Di Wu's tiger picture, which was sent in response to their letters. Both of these drawings are now framed and proudly on display in the classrooms, serving as treasured mementos.

Several teachers extended the unit further, by incorporating the practical study of various text types and artworks. The Hobbits, a Stage 1 class, designed recounts of Kim's visit. Although sections of the recounts were jointly constructed, students included their own opinions about what they enjoyed most. Another Stage 1 class painted a scene from the book *Bunyips don't* and wrote simple statements about their favourite parts of the story.

The Hobbits also used the keywords about Kim Gamble to write jointly constructed information reports. The students then illustrated their reports by copying some of Kim's popular characters in freehand. The students demonstrated a high level of motivation and skills when illustrating the reports with Kim's characters. The class



In freehand line drawing exercises, inspired by Di Wu's illustrations, the students explored book characters' physical attributes and other aspects of visual literacy.

Note: Di Wu's permission was sought to reproduce this image in Scan.

teacher spent time with the students: deconstructing the characters' main physical features, such as appearance, colour and clothing; and discussing how the elements complemented the characters' actions and the story as a whole.

After sharing a Tashi story, a Kindergarten class drew some Tashi pictures. As evident from their artwork, even such young students were readily able to distinguish the unique features of this character and further develop their visual literacy skills, support by discussion and explicit teaching.

Evaluation

Although the units were student centred, they resulted in a diverse range of learning outcomes for everyone involved. Our whole school approach enabled not only the successful achievement of the programmed student English outcomes, but also significant social skills and attitudes. Evidence was gathered via evaluation sheets and oral comments made by students, staff, parents and the illustrators themselves.

The students' responses were tabulated and the Principal and class teachers compiled written assessments of the unit outcomes. Students in the Genies, Hobbits, Lynx and Jaguars groups (representing Stages 1 and 3) were invited to complete self reflections and these results were collated and discussed. A copy of the unit and evaluations were filed in the library for future reference.

The students:

- developed a greater appreciation of these particular illustrators, and illustrating in general:

"When I met Kim I felt excited because he drew us good pictures."

Christine, Year 1

"The best part of Kim's visit was when he answered the questions and when he drew the pictures."

Faten, Year 2

"When I met Di, I felt privileged because he was telling me about his life and doing cool drawings."

Elise, Year 6

"After Di's visit, I was happy and excited because I learned a lot."

Upasana, Year 6

"It was extremely beneficial to conduct these sessions as the children were well prepared."

Olympia Berios, Stage 2 class teacher

- developed a greater interest in reading these illustrators' titles, as demonstrated by the constant requests to borrow their titles before and after the visits:

"... and they have developed an interest in pursuing authors/illustrators they know."

Kathy Drury, Kindergarten teacher

- were motivated to improve their own drawing skills, as evident by the many students who volunteered to copy Kim's and Di's pictures, during library sessions, lunch breaks or at home, both before and after the visits. The students also developed more self confidence and interest in their own drawing:

"Before Kim's visit, I enjoyed doing some drawing in the library and doing some Tashi and Minton pictures."

Frishta, Year 2

"I like drawing the Terrible Tiger and Minton because the more drawing you do, the better you get."

Stephen, Year 2

"We learnt how to draw better pictures than we use to."

Laila, Year 3

"The best part of Di's visit was when he drew the people and he let us have a turn of drawing our friend."

Lisa, Year 6

"After Di's visit, I was drawing a picture of myself at home, looking at a mirror."

Neno, Year 6

Constructing the questions allowed the students the opportunity to 'rehearse' for the visit

- developed a heightened awareness of the features of well known characters, as depicted in the students' work samples:

"I like drawing Tashi because he's got nice clothes and his hair."

Ashley, Year 1

- further developed their writing skills by constructing letters, reports, recounts and opinions about the books
- both illustrators, particularly Di Wu, provided valuable role models for all students, especially our NESB pupils:

"Di Wu's visit was very beneficial for the students as it allowed them to recognise that people from all types of backgrounds, can achieve success."

Sandy Julieff, Stage 3 class teacher

- Book Week was made more exciting and significant for students and rest of the school community:

"When I met Di, I felt lucky because not many people get to meet famous illustrators."

Moustafa, Year 5

"When I met Di, I felt excited because it was my first time to meet a real live illustrator in person."

Mina, Year 5.

The teaching staff:

- Expressed that their own appreciation of illustrators and illustrating was heightened:

"I felt I learnt a lot about Kim Gamble; previously he was just a name. I also realised there was a great deal involved in illustrating children's books. This unit exceeded my expectations."

Ann Brown, Stage 1 class teacher

- facilitated professional development, especially for those staff who don't usually utilise collaboration opportunities with the teacher-librarian:

"... added another dimension to the Literacy Strategy for staff members."

Len Winter, Principal

Recount of Kim Gamble's visit

Yesterday, the Hobbits and the Genies went to the Library and we were seeing Kim Gamble. Kim Gamble is a children's illustrator.

Kim first read us a story of "Gone!", then we gave him ideas for his picture. While Kim was drawing we asked him questions. We all liked the picture that Kim drew and I liked the models of Minton and Arabella.

When we finished asking all questions and Kim has finished drawing, the Hobbits and the Genies went back to class.

By Calvin, Year 2

School and staff morale had also been promoted through the unit's whole school focus. The beautiful pictures and caricatures that the illustrators had drawn for our school are a lasting legacy. Everyone enjoyed the specially arranged morning teas and luncheons, which were held during the visits. A local newspaper article and photograph promoted the school and its learning programs within the wider community.

The teacher-librarian:

- provided the impetus to work collaboratively with all class teachers on the same theme. The units also facilitated access to students whose teachers don't always choose to work collaboratively:

"I thoroughly enjoyed the unit. Working in collaboration with others is always helpful."

Denise Hesselthaler, Stage 1 teacher

- highlighted the role of the library. More than ever, the library is viewed as a vital, integral part of the total school literacy program:

"... a great association with books and literacy."

from a teacher survey

- integrated information skills, as they were embedded in all of the collaborative library sessions and classroom activities:

"Before Kim's visit, I learnt about when he was born and how old he was. I even learnt about his illustrating."

Catherine, Year 2

- promoted the collaborative and leadership role of the teacher-librarian:

"Thanks for organising such a professional unit. When do we meet our next visitor?"

John Kolodziej, Assistant Principal.

The guest illustrators:

Both Kim Gamble and Di Wu commented on how they:

- felt valued as talented guests, not merely "entertainment value"



Di Wu sketches a student.

- experienced great satisfaction from their time spent at the school
- could relate to students and staff on a more meaningful level. The background knowledge and appreciation of them personally and their books, resulted in more in depth questions, discussions and demonstrations during their sessions:

"The presentations of Di and Kim were greatly enhanced because of the children's familiarity with their work."

Len Winter, Principal.

The parents:

Although only a few parents attended the sessions, they too developed a:

- greater appreciation of illustrators
- interest in the illustrators' titles, as evidenced from the popular sale of Kim Gamble's books at our subsequent Book Fair.

Conclusion

Clearly, the students' and staff's various literacy skills (visual, written and oral) were greatly enhanced by the illustrator studies. The visits were certainly the highlight of the school's Book Week celebrations.

This enormous success will ensure future invitations to other illustrators and authors. The valuable staff recommendations concerning improvements to the units, such as a detailed focus on illustrators' styles, the possibility of all classes meeting both guests, and an emphasis on visual literacy, will be considered for when planning similar studies. Discussion is already underway regarding next year's Book Week visits!

Contacts

Lateral Learning (Jennie Orchard, phone 02 9948 1185) organised the illustrators' visits to our school.

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Teaching/Learning

Exploring quality assessment Taking the learning further: student learning logs



Concluding our four part series on rich assessment, Frances Plummer explores, through an outcomes approach to teaching, learning and assessing, how learning can be enhanced by providing choice and control through real life contexts. Embedding choice and control into units of work supports students when they are completing resource based learning tasks, such as those published in the English and science volumes of *Securing Their Future* subject based materials for the School Certificate.

In this article, Frances also highlights the use of student learning logs. Designed and assessed against a scaffold of the elements of the information skills process, learning logs can make visible the learning process and validate what learning has occurred. Frances is a Senior Project Officer with the *Securing Their Future* Professional Development Team.

In the introductory article (*Scan* vol 18 no 1) of this series, I explored the elements of authentic assessment, and the teacher-librarian's role in the context of teaching and learning, particularly regarding the School Certificate. The article also explained the spiral approach to programming, in which student assessment is used to evaluate student progress and inform the next phase in the teaching sequence.

Collaborative assessment planning was the focus of the second article (*Scan* vol 18 no 2). We featured the work of Jenny Byrne, Head Teacher English, teacher-librarian Margaret Stapley and the English staff at Pendle Hill High School. That instalment discussed the teacher-librarian as a member of the professional learning team and emphasised that well designed, relevant tasks allow learners to see clear connections between objectives, activities and assessment methods. An assessment schedule for Year 10 English was presented as a matrix. This schedule was

designed by the English faculty and featured elements of rich task design. A third article (*Scan* vol 18 no 3) explored quality assessment and the research unit design process. It featured *Urban growth*, a sample geography unit for students in Stages 4-5, and was designed and taught by teacher-librarian Elizabeth Maxwell and teacher Nerida McGeachie of Cherrybrook Technology High School. The unit featured structured learning opportunities, with explicit information about the task design and assessment criteria linked to syllabus outcomes. The student activities had a graded degree of difficulty and were presented in diagrammatic form. Students were able to determine their commitment and potential for achievement.

Taking the learning further

Learning is a constructive process when "the learner is building an internal representation of knowledge,

a personal interpretation of experience. This representation is constantly open to change... Learning is an active process in which meaning is developed on the basis of experience." (Bednar, Cunningham, Duffy & Perry, 1994).

Learning is also an interactive process, one which brings together the learner's interests, abilities and opportunities to construct personal meaning. Rich learning occurs when it is situated in experience and real world contexts.

The school "builds on students' present levels of proficiency and aims to equip them with the more sophisticated information attitudes and skills required for adult life" (*Information skills in the school*, p 3). Teacher-librarians, with their unique, whole school perspective and responsibilities for information and resource management, are well placed to assist teachers in the development of resource based learning tasks that: reflect real life contexts; and have student choice and control embedded in them.

Applying the information skills process (*Information skills in the school*, pp 6-7) in an outcomes based approach provides students with opportunities for meaningful learning as they:

- define the learning that is to take place
- relate the new learning to prior knowledge
- develop strategies for how to perform the task
- explore the options for presenting their work
- reflect on their performance and think about applying the learning to new situations.

Rich learning occurs when it is situated in experience and real world contexts.

Approaches in applying the information skills process to take the learning further include:

- accommodating a range of preferred learning styles
- valuing prior knowledge and learning experiences
- planning for individual and cooperative problem solving
- using technology for information retrieval from a range of resources
- exploring options for creative multimedia presentations
- demonstrating that learning has taken place
- making the learning visible through the use of student learning logs.

Student learning logs

Student learning logs provide real learning opportunities. Robin Fogarty (1994) describes "writing and illustrating a personal log... throughout an experience causes students to synthesise thoughts and

actions and to translate them to symbolic form."

Recording learning experiences, and articulating how learning occurs, can be made visible through student learning logs. Students can demonstrate achievement at a range of levels but developing learning logs, in particular, can offer opportunities for students to demonstrate the higher order thinking skills of synthesising and evaluating.

By design, a learning log validates that learning has occurred. The information skills process can provide a useful scaffold for students to construct their learning log as they:

- record and reflect on the learning process
- revisit or redefine what has to be achieved
- track changes and development in original perceptions
- chart the processes of strategic thinking and decision making
- identify 'brick walls' in their research
- celebrate successes and reassess challenges.

It is important to include these elements in explicit assessment criteria as valuable assessment tools to provide visible evidence of student achievement. Assessment criteria should explicitly communicate expectations to students.

Securing their future subject based assessment materials for the school certificate provide actual samples of English and science assessment tasks in which student logbooks were an integral component of the task and achievement evidence.



ENGLISH

Snapshot 9 (Section 2 pp 61-65) is a media assessment task requiring: data collection; report writing; media evaluation; and a logbook. Marking criteria is provided. The work produced by the students was outstanding, with the students clearly enjoying the task. The task incorporated a hierarchy of thinking skills in the process of collecting, selecting, organising, analysing data, and evaluating the effectiveness of news broadcasts in reaching their audience.

SCIENCE

Snapshot 8b (Section 2 pp 60-67 and Section 3 pp 56-57) required students to work in groups of two or three to research a current issue in science which has an impact on society, or could influence society in the future.

Instructions to students included the compiling of a logbook record with specific criteria. Sample self assessment and teacher assessment opportunities are also provided. The **Assessment criteria** (Table 1) is located in Section 2 p 66 of *Securing their future*. *Science: subject based assessment materials for the school certificate*.

Table 1

Securing their future Subject based assessment materials for the school certificate		
Science	Assessment criteria	
<p>In your log book did you record:</p> <ul style="list-style-type: none"> • details from a large variety of resource materials • your progression of thoughts and ideas on your topic • alternative ideas for the most appropriate way to present your assignment • the development of your group interaction • identify and problems • evaluate the assignment process <p>For your submission/presentation did you?</p> <ul style="list-style-type: none"> • speak clearly and confidently within your group • accept specific roles within your group • listen to the viewpoint of others • locate information form a variety of sources • summarise information • present information clearly • reference information sources in an appropriate manner • accept individual responsibility for the completion of tasks • demonstrate persistence to complete a task • consider a variety of presentation methods • work effectively within a time frame • organise the group • negotiate and allocate leadership roles within the group • organise information from a variety of sources • express an informed opinion • select the most appropriate medium (media) for presentation • integrate information from a variety of sources • identify issues /facts which require further research • evaluate information and select the most appropriate • select and evaluate information in an unbiased manner 	Student ✓ / X	Teacher ✓ / X
	<p>Self assessment provides a greater understanding of "learning". Students can identify their own progress. Students can be issued copies of the Course Performance Descriptors to use in assessing their own progress.</p>	
	<p>Students add four individual assessment criteria.</p>	
Mark:	/20	/20

Providing choice and control through real life contexts

The logbook extracts below are from one group's research into the much publicised cloning of Dolly the sheep. The logbook maintained by each student provided an important learning tool for **analysing the research process** and articulating the logical steps to completion of their assignment:

LOGBOOK FOR SCIENCE: DOLLYCLONING

May 20th

"Again applied the technology provided at school library to search for appropriate information."

"With the time given, we allocated and divided the different aspects of the assignment."

May 27th

"We decided to utilise the time... for further and deeper information."

May 28th

"With some difficulty – which at the end we overcame – we saved the necessary files under a different location and furthermore backed it up on a floppy disk."

May 29th

"In an attempt not to waste my time, I proceeded with the parts of the report that I could do, and talked again of the time frame..."

The information in the group's report, *Dolly/Cloning*, is validated in the students' learning logs. Analysis of the logbook clearly showed that this particular student had demonstrated abilities to:

- define, locate, and select from a wide range of scientific information
- identify the main issues for research and synthesise the information
- construct and refine a plan for investigation, write a scientific report and presentation of ideas
- see a group task through to completion (social and organisation skills)
- understand the ethical and moral debates when new applications of science are proposed
- evaluate the research process in terms of time effectiveness and appropriateness of the information
- know when there is enough information
- express an informal conclusion in relation to biotechnological issues.

(*Securing their future. Science: subject based assessment materials for the school certificate*, Section 3, p 57.)

The logbook also provided evidence that it had supported and encouraged **reflective thinking** about the task:

May 23rd & 24th

"Thinking deeper into the issue I concluded with the idea that, despite all science is only science, whether a new technology brings man fortune or misfortune is not decided by the technology itself, but how man applies it and control (sic) it application."

June 11th

"The information that I have found relating to the assignment was plentiful. The knowledge that I have gained leads me not to the destructive scenarios of biotechnology but rather to its immense benefits, yet I could never fail to neglect its dire possibilities."

Lifelong learning

Random House dictionary defines learning as "to gain knowledge, understanding, skills by study, instruction, experience". Learning for students in our schools is also about learning how to learn, so that learning and making meaning of the world in which we live grows throughout a lifetime. These are the opportunities offered to students to take responsibility for their learning.

"Where teachers are aware of the information skills process and actively assist students in skill development, the rate and quality of learning can be greatly increased" (*Information skills in the school*, p 9). Through real life contexts, teachers and teacher-librarians can show students that the information process is "a schema which they can deliberately employ in their own learning" (*Information skills in the school*, p 9). By doing this, teachers and teacher-librarians are promoting student independence.

"Learning is a from-to experience
We go from ourselves to the newness.
It is not automatic.
It is the act of a person, the knower,
Forming the integration.
The learner attends and intends."

McCarthy (1996)

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Editor's note: The previous issue of *Scan* inadvertently omitted an acknowledgment to Nerida McGeachie for her substantial contribution to Frances and Liz's article. Our apologies to Nerida for this oversight.

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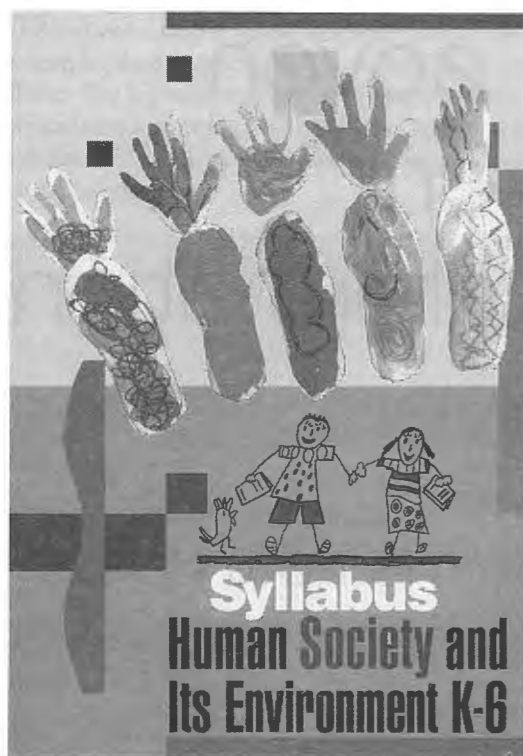
or

Why the new HSIE documents are heaven sent for teacher-librarians

In *Scan* vol 18 no 2, an article for New South Wales schools discussed the recent K-6 syllabus and support materials for human society and its environment. **Sue Britton**, an experienced teacher-librarian, is currently HSIE Consultant in the Queanbeyan District, NSW Department of Education and Training.

As a Deputy Principal and a teacher-librarian, I looked forward to seeing the new *Human society and its environment K-6: syllabus* document (1998). It has turned out to be everything I could have hoped for. Teacher-librarians in K-6 schools will not have to look hard to see the many and varied opportunities in the new syllabus for them to:

- collaborate with classroom teachers, grade teams and other support teachers in their planning and teaching
- match appropriate resources to teaching and learning programs
- use networking to increase the school's access to needed resources
- support teachers and students to use information technology efficiently.



What is the HSIE document and what is it trying to do?

The aim of human society and its environment is to develop in students the values and attitudes, skills, knowledge and understandings that enhance students' sense of personal, community, national and global identity, and enable them to participate effectively in maintaining and improving the quality of their society and their environment.

The HSIE K-6 syllabus (1998) is user friendly, using the same format as *English K-6 syllabus* (1998). The new HSIE documents are based on research of how children learn facts in history and geography, and how they develop values and attitudes.

The syllabus works towards the values and attitudes of:

- social justice
- intercultural understanding
- ecological sustainability
- democratic processes
- beliefs and moral codes
- lifelong learning.

It also incorporates Aboriginal, citizenship, environmental, gender, global, multicultural and work perspectives.

The values and attitudes, perspectives and skills are delivered through knowledge and understandings about:

- change and continuity
- cultures
- environments
- social systems and structures

which include mandated subject matter.

Schools will use the outcomes (see **Overview of outcomes**, right) and indicators as the focus of: **teaching and**

Critical literacy has always existed and teacher-librarians have always taught it. We used to call it 'assessing the authority of the text'!

learning; and assessing and reporting on student achievement. "The outcomes are statements of the knowledge and understandings, skills, and values and attitudes expected to be gained by most students as a result of effective teaching and learning" of HSIE K-6 by the end of each stage. (*Human society and its environment K-6: syllabus*, 1998: 19).

It is clear that the mandatory subject matter (see **Content overview**, below) is a major part of human society and its environment. However, with the world's information doubling every two to five years, combined with what we now know about different learning styles, it is obvious that in addition to teaching content we must also teach students how to research. It is in the area of skills that teacher-librarians can seize an important opportunity. Students and teachers really need to be comfortable using information skills, and to use them as second nature.

OVERVIEW OF OUTCOMES:

Change and continuity outcomes	p 20
Cultures outcomes	p 20
Environments	p 21
Social systems and structures outcomes	p 21.
The mandatory pages, Content overview – subject matter , of HSIE are:	
Early Stage 1	pp 42-43
Stage 1	pp 48-49
Stage 2	pp 54-55
Stage 3	pp 60-61.

Why are information skills so important?

Often, traditional teaching suits the 'born to be mild'. Teacher-librarians, however, tend to teach in interactive ways to ensure the information process is inculcated into learning. Hence, students enjoy HSIE topics that are linked with an inquiry process that encourages interaction and risk taking.

In order for children to develop as lifelong learners, they need: knowledge of specifics; knowledge of *dealing* with specifics; and knowledge of universals and abstractions. Intellectual skills are needed to do this. These are the well known skills of: comprehension; translation; interpretation; extrapolation; application; analysis; synthesis; and evaluation. These translate into the information skills.

The skills underpinning the K-6 HSIE syllabus are: acquiring information; using an inquiry process; and social and civic participation. These skills link beautifully with the information skills process (in *Information skills in the school*), with which students are already familiar:

Information skills	Syllabus inquiry process
Defining	Initiate investigation
Locating Selecting	Identify and gather information
Selecting Organising	Analyse, organise and store information
Presenting	Synthesise and communicate
Assessing (Reflecting, evaluating)	Apply, plan and implement
	Reflect on learning

Critical literacy and HSIE

A working knowledge of critical literacy and strategies to help students acquire information is essential.

What is critical literacy? A number of different ideas exist. At its core is the belief that literacy is not just about how to decode texts to understand their meaning but also about understanding how language works to empower some and exclude others. Critical literacy seeks to develop the skills to look critically at texts that put forward views about how things should be, but in a selective way.

The multitude of texts surrounding us all present a version of the world: someone's version of reality, knowledge, culture, ideology or power. Authors place their readers, listeners or viewers within that world.

Critical literacy has become acutely important in the Internet age, but we have always needed it. Critical literacy has always existed and teacher-librarians have always taught it. We used to call it 'assessing the authority of the text'! With the development of the World Wide Web, it is imperative that teachers and teacher-librarians facilitate students' development of critical literacy skills. Keep your eyes open; examples to teach critical literacy are all around us!

Probably one of the best speakers you can hear on literacy, and also critical literacy, is Allen Luke, now Assistant Director of Education in Queensland. In 1998, at a conference at the National Gallery entitled *Educational leadership in the information age*, Luke suggested a set of questions useful when teaching skills of critical literacy. I have found these invaluable when arming students to deal with information from questionable sources. They are:

- What is the topic?
- How is it being presented?
- Who is writing to whom?
- Whose voices and positions are being expressed?
- What is the text trying to do to you?
- What other ways are there of writing about the topic?
- What wasn't said about the topic?

This is a crucial part for teacher-librarians to play, especially as the new HSIE document asks staff to cover controversial issues and current affairs.

What other things are great about the HSIE document?

In addition to giving every teacher the ultimate goals (outcomes) for their students, the document also states the mandatory subject matter, and suggests teaching strategies and student activities. Most importantly for teacher-librarians, are the planning and programming ideas (on pages 79-82), and numerous exemplars of **Teaching strategies and practices** that work with full sized classes (p 153 of the support document, *Units of work*).

The excellent **Glossary** (p 84-96 of the syllabus) is perfect for busy teacher-librarians to orient themselves about the specifics of a given topic, especially during the initial stages of a collaborative grade planning session.

If the document is so good, what should teacher-librarians be doing?

Answer: More of the same! Think laterally and 'up your image'! Use the document to be pro-active. Show what you have achieved. Put the students' work up in the library, but take over the foyer too! Let the Principal see all that you do.

The *HSIE K-6 syllabus* document encourages us to become more active in collaborative planning and teaching by expecting a mix of inquiry and knowledge. The teacher-librarian is well placed to keep the balance between the two.

I recommend that the school HSIE committee is the one for teacher-librarians to join. Often, the teacher-librarian is the one staff member who really knows topics and resources across the whole school. In the schools I've visited as HSIE Consultant, to assist the teachers with the scope and sequence, having the teacher-librarian present the whole time has been invaluable.

As Sue Field, Senior Curriculum Adviser HSIE, has said (in *Scan* vol 18 no 2), "teacher-librarians are in a unique

position to assist teachers to absorb all the material that is being given to schools" in relation to the teaching of HSIE. Remember that a flexible outlook to resourcing will ensure that you can use some existing resources within the school. Careful planning with teachers will enable schools to select new resources wisely.

Finally, the document is fun to use. It offers many exciting opportunities for teacher-librarians in primary schools to be intrinsically involved with whole school, grade and class HSIE programs.

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A book rap for secondary students: 1999 Children's Book Council Older Readers' shortlist

A book rap is a book discussion conducted via electronic mail. In Scan vol 17 no 4, we presented two articles about book raps for infants and primary students. What follows is a description of the organisation and progress of a book rap on the 1999 Children's Book Council of Australia (CBCA) shortlist for older readers.

Lee FitzGerald is a teacher-librarian at Trinity Grammar School in Sydney, and a former editor of Scan. This is Lee's second time hosting a book rap on the shortlisted books. As a teaching strategy, book raps complement her school's involvement in literature circles (Scan vol 16 no 3). Also included is a perspective from Jo Carrozzi, the teacher-librarian at Knox Grammar School.



The awards-99 book rap and the judging-99 book rap have just finished. This ends what has been a three month process, during which ten schools participated in a dialogue about this year's CBCA shortlisted books. The debate was heated at times, from secondary school students scattered across systems and across Australia, and added a freshness of perspective to our students' participation in a literature circle on these books.

During this time, 108 messages were sent to awards-99 book rap, and 30 to the judging-99 book rap, which was the second part of the unit and involved students in coming to a

decision on the ranking of the books. This part was timed to coincide with the CBCA awards committee announcing its decisions.

The participants

The schools joining Trinity Grammar School's Year 9 English students for the rap were:

- Merriwa Central School in the Tamworth District
- St George Girls High School, Kogarah, in Sydney (a group of from each wide reading class, Year 7-10)
- Knox Grammar School in Wahroonga, Sydney (Year 10 English)

- Academy of Mary Immaculate in Fitzroy, Victoria
- Frankston High School in Victoria
- Koonung Secondary College in Box Hill, Victoria (a group of students in a Challenge program)
- Moonta Area School on the Yorke Peninsula, 175 km from Adelaide (Year 10 English)
- Ogilvie High School for Girls in Hobart, Tasmania (Year 9 English)
- Reece High School, a Years 7-10 secondary school, in Devonport, Tasmania (a small group from three different Year 9 English classes)

Ernie Tucker, the NSW CBC judge, also participated in the debate and gave a CBC perspective on the

process of reading and judging these awards, as did Jill Midolo, the WA CBC judge. An illustrious and humorous visitor to the rap was author John Marsden, who provided an enthusiastic vote for *Deadly unna?* and a laconic comment or two about the other books.

The book rap took place on oz-TeacherNet's *Book rap* Web site at: <<http://rite.ed.qut.edu.au/oz-teachernet/projects/book-rap/index.html>>. Here you will find: a **Book rap calendar** of other raps available; clear instructions about joining book raps; a step by step guide to coordinating one in your school; and hints for book rap hosts when **Writing successful rap points**.

How book raps can be used

Teacher-librarians can add book raps to the already impressive array of strategies to involve the school library and information technology in whole school planning, collaborative teaching and the achievement of student learning outcomes.

Most book raps deal with one book only (such as the *Maddie book rap on School libraries: empowering learning*), but there are also raps for multiple titles, such as this one and in the case of an author study. Sometimes a book rap will incorporate special events such as: author/illustrator involvement; content area experts as online guests; and live chat sessions.

Book raps can be:

- integrated with activities in a collaborative unit of work; the cross curricular nature of primary themes, and the extra availability of classes (not arranged in subject areas) to come to the library, opens up many possibilities.
- part of a literature circle; theme or author based literature circles benefit from the added dimension of book rapping
- a support for English teachers' programs and class set novels
- an activity for a school based reading club; our *RAGE (Read and get educated)* students really enjoyed this book rap.

A warning probably almost goes without saying: Don't rely on a book

rap by itself! Integrate it as part of a wider unit, so that if the technology happens to fail, all is not lost. As we all know, Murphy's Law is alive and well in cyberspace!

Outcomes

Our learning outcomes for this rap were:

- to read, in concert with other students and other schools, the 'best' young adult literature
- to engage in group discussion, and formulating of opinions
- to use email and other technologies to participate in the discussion and evaluation of literature, following the processes and protocols of a book rap
- to consider the CBCA awards process and judgments against the process undertaken by students to evaluate literature.

Book raps and the English syllabus

Like literature circles, book raps can bring together in one process the four strands of the English 7-10 syllabus: **Reading; Writing; Talking and listening and Viewing**. This accords with the New South Wales State Literacy Strategy (*Focus on literacy*, 1997), by targeting: variety and student appeal in text types; student talk as an essential element of effective learning; and critical literacy as a fundamental standpoint when engaging with any text.

Raps have added a dimension to the established literature circle process at Trinity, and are particularly suited to the group structure of literature circles. Fundamental to literature circles is the notion that participation in a group to discuss literature produces a deeper understanding than a solitary experience of a book. Widening the discussion to include groups of students, from around Australia, can deepen understanding dramatically. Student debate on the books in the rap certainly contained evidence of this.

Reading reluctance and technology

Book raps integrate technology into a reading program. Familiarising

students with technology as part of a unit of work, rather than out of context, is as effective as teaching students information skills at the point of need. 'Doing' technology is not an isolated course. Learning the conventions of email, and following on screen instructions, are more effective when the student has a real need to know.

Book raps are another weapon in the arsenal for fighting the reading war! At Trinity, typical of many secondary schools, we often face a core of resistance to reading from those in the middle years. Students who enjoyed reading in primary school, often develop a perception that reading is "uncool". There are many reasons, including: a lack of time for leisure reading; strong competition from other media; and a mistrust of some young adult literature as written by "try hard" adults who seem out of touch with how it is to be a teenager today.

The school does, of course, have many devoted student readers. Most of these tend to choose fantasy when reading for pleasure, ripping into the considerably weighty tomes of Sarah Douglass, Phillip Pullman, Raymond E. Feist, David Eddings and their ilk. The teachers are delighted that they are reading, and with their choices.

How to encourage all the others, who might otherwise miss out on the pleasures of a life long reading habit? We bring out the arsenal! The students tend to be particularly adept at technology on the whole. Integrating technology in an area where there is some resistance is usually a positive experience, we have discovered.

Do the staff ever win this reading war? Sometimes. Just today we scored another small victory when one of the boys who had participated in the book rap came to tell me that he had loved *Deadly unna?*, approved of the CBCA's choice, and had now read *all* of the shortlist.

Why did we choose to do this particular book rap?

The shortlist provides a ready made literature circle, with the added seal of approval of having been chosen to be on the shortlist. There are six titles, which is the number we usual-

ly have in a literature circle. Adding the book rap to the program certainly heightened interest in the CBCA Awards and Book Week.

Additionally, we hoped to address the current issues surrounding young adult literature. Many of our students who engage in reading adult literature, whether for English requirements or by choice, seriously question the place of literature that is specifically intended for young adults. It is often noted by them that most young adult fiction is written by older adults. Reading and rapping about 'the best' of what was available for 1999 was an excellent opportunity to test these students' theories. The results I think, show a greater respect for the genre, due mainly to this concentrated look at 'six of the best'.

What was the process for the book rap coordinator?

- reading the books
- establishing the intended student learning outcomes
- sharing the job of writing rap points with a teacher-librarian colleague, Jo Carrozzi of Knox Grammar School; (there are instructions on the oz-TeacherNet *Book rap* site about writing rap points that require students to use higher order thinking)
- letting the oz-TeacherNet Book Rap Project Manager, Cherrol McGee, know of our intention to host a rap four weeks in advance
- advertising the book rap on the OZTL_NET listserv and oz-TeacherNet home site early enough to allow schools time

enough for their students to read the books

- starting the literature circle, making sure students have enough time to read all books in the rap
- advertising again just before the rap was to start.

Students needed to have most of the reading done before the *awards-99 book rap* started. We used the rap points as prompts for journal writing, and set up some folders for each of the groups in the literature circles. The folders contained reviews of the books and the rap points, and this material was added to during the literature circle and book rap. At the end of the whole process, we ended up with quite impressive mementos for the groups of the whole process.

How did it go?

The book rap process went quite smoothly, with some interesting debate over some of the books:

Re *A place like this*:

"Today, life is a continual labyrinth of deadlines, burdens and stress. *A place like this* helps us to remember those simple things in life, of apple picking and Sunday strolls. The pleasures few of us ever indulge in, and when we do, it is normally with some trepidation. So, it makes for a pleasant change to read a book with no complex story lines, no stressful situations, and no confusing messages to unravel. It is a simple message for a simple story: stop and take time to pick the apples."

Re *Deadly unna?*:

"... we think we have good knowledge of the events occurring in *Deadly unna?* You see, Port (Port Victoria) is just down the Peninsula from us (we live in Moonta, South Australia). Moonta has six football teams that participate in the competition mentioned in the book. Aboriginal players from Port Victoria have just started playing for us, and are every bit the same as the characters in the book. They are very talented. The author, Philip Gwynne, was a resident at Maitland, a town 35km from us. And he even played in the same competition he wrote about in the book. The book *Deadly unna?* helps city teenagers to understand what it is like to live in a small country town. The book does relate to many country kids' lives and how some people in country towns are against Aborigines and people of other cultures."

Camphor laurel was the book that sparked the most interaction, providing lots of opportunities for discussions about sexism. Here is some of that controversy:

Re *Camphor laurel*:

"The ending of this book is absolutely terrible. A normal make up best of friends just like they have in all the girls' romance books. Just doesn't work for boys. The writer's only attempt to make the story possible is by having Julietta run away. They can quite often prefer to leave the books with issues at the end. The tortured relationship in the novel is just girls having a bitch about each other like they do in normal life. A storm in a teacup is just what the whole book is about... PS: We are expecting to get ripped apart by all the girls' schools."

A reply:

"I couldn't agree more... with your teacher, you have some serious issues. *Camphor laurel* is... a story of how girls deal with their relationships with other girls, and how people change as they grow, and how this changes the way they treat people. The fact it's about how GIRLS change does not make it a girls' book. Many boys could learn a lot from this book if they wanted to. PS: I am a girl."

Re Judging:

"And the winner is... Phillip Gwynne for *Deadly unna?*... The honour books are... Judith Clarke for *Nighttrain* and Sarah Walker for *Camphor laurel*. As a judge, I read 316 books during nine months so you might think I'm looking forward to a rather less busy reading timetable now..."
Ernie Tucker, NSW CBC Judge.

A selection of student quotes:

1. "Almost unanimously we decided that the judges would give the award to *A place like this*... We have just heard that *Deadly unna?* is the winner. It would be interesting to hear from the judges as to why they chose that particular book over the others."
2. "When I first found out *Deadly unna?* won, I was angry. I believed *All my dangerous friends* should have won. It was exciting and kept me in suspense. But now that I have thought it over, *Deadly unna?* did have a good storyline and gave me a lot to contemplate."

The results

In general, we noted positive aspects such as:

- enjoyment of the integration of technology into a literature circle
- some really good interaction and debate by students on the books
- a new recognition of the shortlisted books
- a new awareness of young adult books and of the CBCA selection process.

There were also a few issues that arose:

- The learning curve for teachers and students using technology was steep. We learnt that students are at very different stages of proficiency using technology.
- On screen instructions are rarely, if ever, read. The fact that there was a judging page on the Web site went unnoticed by many! The students tended to ignore the idea of replying to a message, and the advantages of filing messages under the same heading.
- Sending individual emails takes longer than you would expect, even when the students have prepared their response before class. The students' emails were the assessment tasks for this literature circle. We learnt that a very different style of writing is the norm for

emails; it can be very informal and colloquial. Putting aside two emails that were inappropriate, there were still difficulties in "allocating marks" because of the nature of the language in email.

Student assessment of the unit

At the end of the literature circle and book rap, the students at Trinity were given a "Plus, minus, interesting" evaluation sheet to fill out. The student comments speak for themselves.

Pluses and Interests:

- I was able to see what the rest of Australia thought of the books, and to see how the Book Council works.
- It exposes people who don't usually read Australian literature for the teenage bracket, and allows students the opportunity to hear what other students have to say.
- Knox emailed so much(!).
- I enjoyed the contradiction between the views of the different schools, and the disagreement between the opinions of the Book Council and the real teenagers.
- This was a good opportunity to read from an already chosen list of guaranteed good books.

- I feel that the project was successful, and more classes should get to experience what our class did.

Issues:

- The program took a lot of time to complete and used up a lot of class time.
- Some of the books weren't very interesting.
- There was not enough time to read all of the books.
- Our opinions don't make any difference to the CBC final results.

REFERENCES AND FURTHER READING

Book raps [online] at:

<http://rite.ed.qut.edu.au/oz-teachernet/projects/book-rap/index.html>

Book rap - Children's Book Council Awards [online] at:
<http://rite.ed.qut.edu.au/oz-teachernet/projects/book-rap/awards-99.html>

Carr, J. 'For a rapping good time...', *Scan* 17(4) 1998, pp 9-11.

Chapman, W. 'Literacy through book raps for Years 1-2', *Scan* 17(4) 1998, pp 12-15.

The Children's Book Council of Australia [online] at:
<http://www.slsa.sa.gov.au/cbca/>
Clarke, J. *Nighttrain*. Penguin, 1998.
Disher, G. *The divine wind*. Hodder Headline, 1998.

FitzGerald, L. 'Literature circles: linking literature and information literacy', *Scan*, 16(3) 1997, pp 17-20.

Focus on literacy: a position paper on the teaching of literacy, NSW Department of School Education, 1997.

Gwynne, P. *Deadly unna?* Penguin, 1998.
Hartnett, S. *All my dangerous friends*. Penguin, 1998.

Herrick, S. *A place like this*. University of Queensland Press, 1998.

oz-TeacherNet home [online] at:
<http://rite.ed.qut.edu.au/oz-teachernet/>

OZTL_NET [main] [online] at:
http://www.csu.edu.au/research/cstl/oztl_net/

School libraries: book rap [online] on

School libraries: empowering learning at:
<http://www.det.nsw.edu.au/schoollibraries> (Click on Teaching and learning, then Book rap.)

Walker, S. *Camphor laurel*. Pan Macmillan, 1998. ■

awards-99 book rap

a perspective from Knox Grammar School

Jo Carrozzi is teacher-librarian and Janeane Waters is an English teacher at Knox Grammar School. A Year 10 English class from Knox participated in the book rap coordinated by Trinity Grammar.

Imagine presenting 21 Year 10 boys with six books to read, in addition to preparing for their Common Tests. This is exactly what we did with the 1999 Children's Book Council Shortlist in the Older Reader category, and yes, we received predictable responses. However, being bolstered by a positive experience last year and loving a challenge, we bravely faced and countered all their concerns: "Will this count towards our assessment?"; "What about exam practice?"; "They're too thick!"; "Will we be behind the other classes?" By making explicit the skills they would continue to develop through their participation in a book rap, we managed to convince most of them about the merits of the project. Overcoming this initial reaction was the most difficult part. The shortlist this year included some popular choices, so once the students began to read most of them were hooked.

The class was booked into the library for one period per week. During Term 2, the students were placed in groups. They had time to read, discuss and record their initial responses in group journals. These lessons were relaxed and enjoyable. Throughout, we discussed the notion of criteria rather than simply reacting to a story or cover or typeset or size or length. On one level, they simply read and responded to these six books. On another, however, they reflected on, argued about, defended, criticised, evaluated and interacted with others about the books.

In Term 3, we prepared for the **awards-99 book rap**. To increase interest we presented a handout of some excerpts of student and teacher comments from last year's CBCA rap, which we read and discussed. We also described the *Battle of the books* excursion to Trinity Grammar, which was highly successful.

Although all the students had access to computers for word processing during lessons, we decided that only

one computer terminal would be allocated for postings and this one was connected to the data/video projector so that all messages and responses were public at all times. Initially, we encouraged the boys to post group responses, but quite a number of them preferred to post individual messages. This highlighted for us their growing confidence.

The students became more motivated the more they participated in the book rap. The rap itself forced them to move away from their typically egocentric way of responding to the novels and characters. Via the Internet, they were able to see other viewpoints and deal with those contrary to their own, challenging them to re-examine some of their ideas, and perhaps even increase their understanding of the prevalence of personal biases and prejudices.

Not all boys read all the books; some read only three. But what an achievement in itself! The teachers did play 'Devil's advocate' on several occasions (such as when Janeane added a post script to one group's response apologising for their ignorance, or when we highlighted gender issues), but the discussions the class had as a result were amongst the most enjoyable.

We believe that what made this a successful venture was the good working relationship between the class teacher and the teacher-librarian, and our enthusiasm. A book rap is a terrific opportunity for collaborative partnership between the library and English department, and for the integration of technology into the curriculum in a meaningful way.

A book rap is a particularly useful project to undertake with secondary students. Our thanks to Lee, Cherrol and oz-TeacherNet. ■

Information Technology

Our series of Internet reviews continues. Sites for a range of Key Learning Areas are included in each edition of Scan to help maintain currency, and ensure teachers from each KLA are provided with helpful information to support technology in learning. Sites are listed alphabetically by title. 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>>.

ABS - Australia now - a statistical profile.

<http://www.abs.gov.au/websitedbs/c311215.NSF/20564c23f3183fdaca25672100813ef1?OpenView>

Teachers and students studying most aspects of the core economics course will find this section of the Australian Bureau of Statistics site particularly useful. It provides a comprehensive overview of the economic and social conditions of contemporary Australia. All the latest statistics may be easily accessed. Of particular note are: **Labour; Income and welfare; Agriculture; Mining; Government finance; Prices; National accounts; and International accounts.** Information is provided to help in understanding and interpreting the statistics provided. K. Jackson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Commerce 7-10; 3U Business Studies; 2U/3U Economics

SCIS SUBJECTS: Australia - Economic conditions - Statistics; Australia - Social conditions; Australia - Statistics; Balance of payments; National income; Work

KEYWORDS: ABS; income; labour, national accounts; statistical

PUBLISHER: Commonwealth of Australia

REVIEW DATE: 9/9/99

Access excellence activities exchange.

<http://www.accessexcellence.org/AE/>

Teachers wishing to broaden their repertoire of biology practical work will find this site invaluable. Most useful is **Activities-to-go**, which presents activities developed by

teachers. Searching this section under **Life sciences** will access suggestions for new ways of teaching key concepts, many of which rely on open ended, student centred approaches, covering areas including: cell structure; diversity; ecology; adaptations; reproduction; genetics; and evolution. Titles such as **Candy DNA replication, Easter egg genetics, The kingdom of pasta, and Rat islands**, are just a few of the innovative approaches presented. The **Fellows collection** describes the best activities developed since 1994. Useful links are also provided, but exploration is required to justify curriculum relevance of these. It is a rewarding site, well worth investigating. J. Morgan

USER LEVEL: Professional

KLA: Science

SYLLABUS: 2U Biology; Science Stages 4-5

SCIS SUBJECTS: Biology - Study and teaching

KEYWORDS: Activities exchange; excellence; practical work

PUBLISHER: Genentech Inc. USA

REVIEW DATE: 7/9/99

EVAL: Highly recommended

Art of Indonesia by Windsong.

<http://www.windsong2.com>

Insight into the culture and religion of Indonesia can be gained at this commercial site. Summaries of popular Indonesian myths, and a varied collection of statues, **Masks and Paintings** relating to the **Stories**, and the ideas and characters embedded in them, are available. The high quality photographs and material presented has particular relevance to the traditions and lifestyle component of the 2U Z Indonesian course, and relates to the knowledge of crafts and entertainment required in 2 Unit and 3 Unit Indonesian. **Wayang Wong, Barong, Calonarang (Rangda), Masks, and Ramayana** are of particular interest. K. Anstis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: LOTE

SYLLABUS: 2U/3U Indonesian; 2U Z Indonesian

SCIS SUBJECTS: Art, Indonesian; Folklore, Indonesian; Indonesia - Social life and customs; Indonesian language - Study and teaching

KEYWORDS: Art; Indonesia; Windsong

PUBLISHER: Windsong Gallery, USA

REVIEW DATE: 7/9/99

Auschwitz alphabet.

<http://www.spectacle.org/695/ausch.html>

Researched from secondary sources, this site presents information in an alphabetical index (sometimes contrived) about Auschwitz Concentration Camp. Many detailed accounts of atrocities and genocide, supplied by former prisoners, are highly explicit and care may need to be taken when students are using it. The user learns about medical experiments, the Death Wall, krematoria, the cunning necessary for prisoners to survive, and the characters of Mengele, Clauberg and Hess (sic). Headings are printed on a morbid, crimson background, showing a single barbed wire strand, but most of the other graphics are in black and white. Unfortunately, some of these are not specific to Auschwitz. Information is relevant to studies of twentieth century Germany. D. Doust

USER LEVEL: Stage 6

KLA: HSIE

SYLLABUS: 2U Modern History; 2U People & Events
SCIS SUBJECTS: Auschwitz concentration camp; Holocaust, Jewish, 1939-1945; World War, 1939-1945 - Atrocities; World War, 1939-1945 - Prisoners and prisons
KEYWORDS: Auschwitz; concentration camps
PUBLISHER: Jonathan Wallace (Jonathan Blumen)
REVIEW DATE: 13/9/99

Australian Alps National Parks - minimal impact recreation.

<http://www.anca.gov.au/protecte/alps/minimal.htm>
Part of a much larger site on Alpine National Parks, this site has interesting environmental information about this grouping of cooperatively managed parks nestled across three states. The site covers appropriate recreational usage of the parks with codes of minimal impact for, for example: bushwalking; horse riding; snow camping; river use; and mountain biking. The site uses a simple mix of text and artwork, and a systematic approach that is easy to read and quick to search. The information level is basic, but further reference is given for those who need greater detail. I. Hancock

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: 2U Geography; Geography Stages 4-5; HSIE K-6; Australian Alps
SCIS SUBJECTS: Environmental protection; National parks and reserves; Nature conservation; Outdoor recreation
KEYWORDS: Australian Alps; minimal impact; national parks
PUBLISHER: Department of the Environment and Heritage/ Australian Nature Conservation Agency
AUTHOR: Australian Alps Liaison Committee
REVIEW DATE: 14/9/99

Colonial Limited: financial solutions, banking, insurance, investments, superannuation, pensions.

<http://www.colonial.com.au/>
The Economics section of this site provides invaluable information on Australian macroeconomics. **Eleven most important graphs of the economy** can be saved as GIF files for use in a presentation, or to vary the size of the graphs. **Weekly updated graphs** and **Medium-term economic forecasts** are available. Links are provided to a number of useful sites, including: the **Australian Bureau of Agriculture and Resource Economics**; **Australian Bureau of Statistics**; **Australian Government Treasury**; **Reserve Bank of Australia**; **National Library of Australia**; and **US Federal Reserve Board of Governors**. Time may be required to locate specific information in these sites. A number of **Economic publications** are available for download through a free *Adobe Acrobat* reader. They include: *Economic calendar*; *Monthly economic report*; and *Quarterly economic report*. Easily navigated, and regularly updated, this site is a worthwhile resource. R. Lees

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U/3U Economics
SCIS SUBJECTS: Australia - Economic conditions; Economics; United States - Economic conditions
KEYWORDS: Australian economy; banking; Colonial Limited; economics

PUBLISHER: Colonial Limited, Australia
REVIEW DATE: 7/9/99
EVALUATION: Highly recommended

Computer art.

<http://tqd.advanced.org/3543/>
For students of art or computing studies, this site provides instruction and examples on a broad range of computer art techniques. The **Lessons** link leads to **History** (a brief, informal look at the past 20 years); **Art 101** (which provides some basic background); **Fractals**; **Moirés**; **3D effects**; and **Manipulation**. These latter sections make effective use of applets to provide interactive demonstrations and animated illustrations. The notes are very informative, well organised, and also pose questions concerning the nature and appreciation of this art form. An extensive, fully credited **Art gallery** offers self running and interactive presentations. G. Donaldson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Computing Studies 7-10; 2U Computing Studies, Preliminary; 2U Computing Studies; Visual Arts 7-10; 2U Visual Arts, Preliminary; 2U/3U Visual Arts
SCIS SUBJECTS: Art, Modern - 20th century; Computer art; Fractals
KEYWORDS: Computer art; gallery; lessons; moirés
PUBLISHER: Thinkquest, USA
AUTHOR: MILLER, M.
REVIEW DATE: 14/9/99

Convicts to Australia ... a guide to researching your convict ancestors.

<http://carmen.murdoch.edu.au/community/dps/convicts/>
Were any of your ancestors "Bound for Botany Bay"? Although designed as a database for people interested in genealogy, students and teachers will benefit from this well structured site. Information is presented on: **Trial and imprisonment**; **Transportation**; and **Convict life**. A **Time line** is included. A list of convict names, ships, and some short convict tales are also presented. This information is brief, but does include Australian references for locating historical documentation. The site is relevant to the new HSIE K-6 units on *British colonisation of Australia and Identity and values*. The best feature of this site is the **Convict quiz**, which can be completed online with instantaneous results. S. Taylor

USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia - History - 1788-1851; Convicts; Convicts - Transportation
KEYWORDS: Australia; convicts; colonisation; first settlement
PUBLISHER: Murdoch University, Western Australia
REVIEW DATE: 14/9/99

CSIRO human nutrition factsheets list.

<http://www.dhn.csiro.au/factsheets.html>
These brief fact sheets and accompanying reference lists may be a good starting point for the 3 Unit Food Technology independent research project. A list of **eatSmart** nutrition fact sheets, with a postal contact for obtaining them, provide relevant topics for senior students. Also included are: other sources of information on nutrition; resource lists; and reputable organisations pro-

Information Technology

ducing resources about food, nutrition, and safe food handling. Some direct links are available, though such sites would need exploration to verify curriculum relevance. An index to agency entries (in **Where to find the facts on nutrition**) provides an outline of the publications from various organisations, and contact points, most of which are in Victoria and South Australia. *Advantage*, a food industry newsletter, has excellent articles on recent issues, suitable for units for senior students on the Australian food industry, nutrition, and food manufacture. G. Buttel

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: 2U/3U Food Technology
SCIS SUBJECTS: Food; Food industry; Nutrition
KEYWORDS: CSIRO; food industry; nutrition
PUBLISHER: CSIRO, Australia
REVIEW DATE: 9/9/99

Discovery online, Earth alert - the week of August 30 - September 3, 1999.

<http://www.discovery.com/news/earthalert/earthalert.html>

Earth alert provides good general information on disasters around the world. Navigation is easy, via an image map that allows users to click on the various types of disasters. Alternatively, information can be accessed by icons, which provide worldwide information on the selected type of disaster. Information on a specific disaster includes brief details and a picture or satellite image. Students in Stage 2 and Stage 3 will find this site supportive during units on weather or disasters. Information is updated daily (and the dates in the site title adjusted accordingly), allowing users to track the progress of the disaster. S. Taylor

USER LEVEL: Stage 2 Stage 3 Professional
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Disasters
KEYWORDS: Disasters; earth; weather
PUBLISHER: Discovery Communications, USA
REVIEW DATE: 14/9/99

Disneyland Paris online.

<http://www.disneylandparis.com/disney/smain.htm>

A well constructed, graphics intensive site, this contains information on the famous theme park in Paris. The information is available in French, English, German, Dutch, Italian, and Spanish and includes: opening times; prices of entry tickets; and arranging hotel rooms. Languages teachers can find useful, real world information for topics such as: *Holidays and leisure time*; *Social interaction*; *Services*; and *Getting around*. Within **Kid's area**, students could email their favourite character in the relevant language; play with some interactive games in the language being studied; and create a journal for a trip to Disneyland Paris. K. Nowacki

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: LOTE
SYLLABUS: German 7-10; HSIE K-6; Italian 7-10; 2UZ Italian; Spanish 7-10; 2UZ Spanish
SCIS SUBJECTS: French language - Study and teaching; German language - Study and teaching; Italian language - Study and teaching; Spanish language - Study and teaching
KEYWORDS: Amusement parks; Disneyland Paris; Mickey Mouse; Walt Disney
PUBLISHER: Disneyland Paris

REVIEW DATE: 13/9/1999

Eat well live well research and information centre homepage.

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

As part of a program to provide up to date nutrition and food resources, and to identify the food and nutrition needs of at risk groups, this site is a joint initiative of the Australian Nutrition Foundation (Victoria) and Monash University. As such, it caters to a wide range of people including children, students, and health professionals. Relevant activities incorporate: calculating body mass; rating physical activity levels; checking food variety scores; consulting **Food composition tables** (in **Students**); and playing the **Healthy eating picnic panic game** (in **Kids**). A range of general, text, and visual information on nutrition is provided on this attractive, well organised site, offering potential interactive learning experiences. J. Redfern

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7-10; 2U Food Technology; PDHPE K-6; PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Food habits; Nutrition
KEYWORDS: Healthy eating; nutrition
PUBLISHER: Healthy Eating Healthy Living Program, Monash University, Australia
REVIEW DATE: 9/9/99

Egypt history-pharaonic dynasties.

<http://interoz.com/egypt/ehistory.htm>

An excellent resource for all senior students of Ancient Egypt, this site will be of particular interest to 2 Unit candidates and teachers of all Egyptian historical periods in the current and new syllabuses. Extensive information is provided covering almost all the dynasties, and students can access additional information on specific pharaohs or archaeological sites by selecting key words in hypertext. The authors have used many sources to present a range of theories and ideas about Egypt's history. In addition to pharaohs, tombs and religious sites, such as Abydos and Karnak, are dealt with in some detail, as are important gods. This is a site to bookmark and revisit many times. External sites which are linked would require exploration time to verify curriculum relevance. R. McDowall

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Ancient History
SCIS SUBJECTS: Egypt - History; Egypt - Antiquities; Pharaohs
KEYWORDS: Egyptian history; Egyptian pharaohs; pharaonic dynasties
PUBLISHER: Ministry of Tourism, Egypt
REVIEW DATE: 13/6/99
EVAL: Highly recommended

Electronic desktop project - virtual flylab.

<http://vflylab.angis.org.au/edesktop/VirtApps/VflyLab/IntroVflyLab.html>

Simulations of genetic experiments using fruit flies are available at this site. Students can perform virtual experiments by selecting the genotypes of parent flies, performing crosses, analysing experimental results and making conclusions about how the traits are inherited. Clear, step-

wise instructions are provided, and the possible phenotypes are clearly illustrated. The site provides an effective supplement to lessons and laboratory exercises on Mendelian genetics, and is highly relevant to the genetics section of 2 Unit Biology. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology
SCIS SUBJECTS: Genetics; Mendel's Law
KEYWORDS: Fly; genetics
PUBLISHER: California State University, USA
AUTHOR: DESHARNAIS, Robert
REVIEW DATE: 7/9/99
EVAL: Highly recommended

Environment Australia – Biodiversity group home page.

<http://www.biodiversity.environment.gov.au/index.htm>
 Information about Australian ecosystems and introduced species is provided at this site. **Environments** links to worthwhile information on the conservation and management of terrestrial and marine areas. **Plants and animals** provides information on causes of endangerment and fact sheets on endangered Australian species. Also on this page is **Management of plants and animals**, which accesses general information on introduced species, and details about feral animals and environmental weeds. This includes history, impacts, and control methods for a range of species, such as cats, goats, pigs, foxes, rabbits, bitou bush, and mimosa. The site is particularly relevant to the core topic, ecology, and the electives, *The Australian environment* and *Human environmental impacts*, of senior biology. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; 2U Biology; Geography Stages 4-5; Science Stages 4-5

SCIS SUBJECTS: Biodiversity – Study and teaching; Ecology – Australia; Endangered species; Introduced species

KEYWORDS: Australia; biodiversity; environment
PUBLISHER: Environment Australia, Department of the Environment and Heritage
AUTHOR: Australian Nature Conservation Agency

REVIEW DATE: 7/9/99
EVAL: Highly recommended

Extreme science home page.

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

The "biggest, baddest and the best" of the natural world is explored by this site. It gives data, descriptions, explanations and diagrams of, for example, the largest mountain, the deepest cave, the largest creature, or the deepest place in the ocean. Some lessons are included on topics such as plate tectonics. **Gallery of scientists** describes the life and career paths of typical scientists such as oceanographers, entomologists, and geologists, while **Krystal Cool adventures** features a cartoon scientist who undertakes various scientific expeditions involving activities such as diving, climbing, or jungle exploration. The attractive graphics and interesting themes will appeal to a broad range of student interests and ages, and could inspire some interest in science careers. Useful links are also provided, but require exploration to verify curriculum relevance. J. Morgan

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

SCIS SUBJECTS: Animals; Earth; Science; Scientists
KEYWORDS: Biology; geology; oceanography; science; scientists
PUBLISHER: Elizabeth Keller, USA
REVIEW DATE: 13/9/99
EVAL: Highly recommended

FEMA for kids: the disaster area.

<http://www.fema.gov/kids/dizarea.htm>

Relevant information for Australian students studying natural disasters is available at this easily navigated site. Topics covered include: **Floods; Hurricanes; Thunderstorms; Tsunami; and Earthquakes.** Simple definitions and explanations are provided for each disaster. In addition, practical advice on **How to protect your home from disasters** and **Pets and disasters** is supplied. **Photos** contains interesting pictures of the various disasters. Users may access information from within the site, through the **Search** facility. **Main icons** provides links to teaching resources and activities, but these require verification for curriculum relevance. This attractive and well designed site offers support for the science and technology *What's the weather?* unit. J. Scheffers

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Disasters
KEYWORDS: Natural disasters
PUBLISHER: Federal Emergency Management Agency, USA
REVIEW DATE: 14/9/99

From sideshow to genocide.

<http://edweb.gsn.org/sideshow/index.html>

Inspired by the author's travels in Southeast Asia, this well presented site was created to give an overview of the Cambodian holocaust, and publish the stories of the survivors. For students of 20th Century Indochina, this site provides an extensive collection of primary source materials, both photographic and written. Although appropriate within the context of the course, some of the material is disturbing and it would be advisable for teachers to preview the site before using it with senior students. Suggested resources offers an interesting range of additional material, including: recommended reading; lesson plans and questions for discussion; and links to briefly annotated sites, which would require exploration to verify curriculum relevance. R. McDowall

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Modern History
SCIS SUBJECTS: Cambodia - History
KEYWORDS: Cambodia; genocide; holocaust
PUBLISHER: Andy Carvin/EdWeb, U.S.A
AUTHOR: CARVIN, Andy (New Media Program Officer, Corporation for Public Broadcasting, Washington)
REVIEW DATE: 13/9/99
EVAL: Highly recommended

Impact of insects on human history.

<http://www.ento.vt.edu/IHS/>

The new Stage 4-5 Science syllabus has an emphasis on teaching in context, and on learning about science from an historical point of view. This on line lecture series caters for both of these aspects of the course by describing the development of our knowledge about insects and disease throughout history. Information is clearly presented using some point format and tables. Included are descriptions of how insect-vectored diseases have changed major battles, altered governments, and shaped human history. The contributions of individual scientists such as Leeuwenhoek, Darwin, and Pasteur are briefly discussed. Detailed information is provided on malaria, bubonic plague, and typhus, making the site also relevant to 2 Unit Biology. Useful links to additional information and external sites (exploration time required to verify curriculum relevance) are embedded in the text. J. Morgan

USER LEVEL: Stage 4 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology; Science Stages 4-5
SCIS SUBJECTS: Insects; Insects as carriers of disease
KEYWORDS: Disease, entomology; history of science; insects
PUBLISHER: Department of Entomology, Virginia Tech, USA
REVIEW DATE: 13/9/99
EVAL: Highly recommended

Inside Indonesia: widely read, inside and out!

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

The superb quarterly magazine on which this site is based is invaluable to all those interested in issues confronting Indonesia today. The site provides a comprehensive index to major issues dealt with in the magazines from 1984 onwards, along with a search engine allowing access to the magazine's archives. The articles, generally written by a group of Australian based contributors, are informative and thought provoking. A list of provocative opinion pieces written by the editor is indexed and available in **Digest**. The self correcting, interactive exercises, based on the Indonesian language inserts from the latest magazines, should be particularly useful for both 3 Unit and advanced 2 Unit students. K. Anstis

USER LEVEL: Stage 6 Professional
KLA: LOTE
SYLLABUS: 2/3U Indonesian Background Speakers; 2U/3U Indonesian
SCIS SUBJECTS: Environmental protection; Indonesia – Biography; Indonesia – Politics and government; Indonesia – Social life and customs; Indonesian language – Study and teaching
KEYWORDS: Indonesia
PUBLISHER: Inside Indonesia/Indonesian Resources and Information Programme, Australia
REVIEW DATE: 7/9/99
EVAL: Highly recommended

Internet ArtResources.

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

Artists will find this regularly updated site very valuable. Currently covering predominantly American art events and issues, the site may well expand to include a more worldwide perspective. This resource provides invaluable

coverage of a range of contemporary art images and is an excellent source of unseen images for Section 2 of the HSC examination. There are: a large, searchable database of information relevant to Visual Arts; listings of the locations of artwork and artists; exhibition and book reviews; reports on controversial art events; information on art schools; and much up to date, contemporary, critical art writing. The many links (including Australian) offer much potential but require further exploration to determine curriculum relevance. While there were no problems at the time of review, the site is constantly changing and there may at times be Child Protection issues to consider. T. Schlenker

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Visual Arts
SCIS SUBJECTS: Art – Galleries and museums, Artists
KEYWORDS: Art; resources
PUBLISHER: Sound Data Inc., USA
REVIEW DATE: 7/9/99
EVAL: Highly recommended

Internet modern history sourcebook: 19th century Germany.

<http://www.fordham.edu/halsall/mod/modsbook22.html>

Teachers in particular will find this site useful for locating a variety of course material to explore issues related to Prussia, German unification, and the role of Bismark. There is a direct link to the **German Text Archive**, and many links to sources such as letters or proclamations from the key players, for example: Bismark; von Moltke; and Friedrich Wilhelm VI of Prussia. **The unification of Germany and Italy in maps** is very useful. This is an attractive and easily navigated site that provides valuable primary and secondary sources on nineteenth century Germany in an alternative format. V. Harmer

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Modern History
SCIS SUBJECTS: Germany – History – to 1866; Germany – History – 1866-1918
KEYWORDS: 19th century Germany; German unification
PUBLISHER: Fordham University, USA
AUTHOR: HALSALL, Paul
REVIEW DATE: 9/9/99

Internet modern history sourcebook: French Revolution.

<http://www.fordham.edu/halsall/mod/modsbook13.html>

Students and teachers of the 3 Unit *Revolutions* course will find much relevant information at this site. A compact **Summary** of the events could be used as a starting point or for revision. Of most interest are the documents and multimedia (enter via **Multimedia** on the side bar and select **French Revolution**). Fascinating primary sources cover all phases of the Revolution, from lead up, through the Liberal and Radical stages, until the Napoleonic phase. Listening to **The Marseillaise**, viewing maps, and accessing movie titles about the Revolution will help to bring this period to life for students. V. Harmer

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 3U Modern History
SCIS SUBJECTS: France – History – 1789-1799, Revolution

KEYWORDS: French Revolution; modern history
PUBLISHER: Fordham University, USA
AUTHOR: HALSALL, Paul
REVIEW DATE: 9/9/99

The Internet pathology laboratory.

<http://www.medlib.med.utah.edu/WebPath/webpath.html>
Although intended for students at university level, much of this site is suitable for use by students of the *Human disease* core topic of 2 Unit Biology. The site provides text, images, tutorials, and exercises that demonstrate the gross and microscopic pathology of normal and diseased tissue for topics including infection, inflammation, and atherosclerosis. **Organ system pathology** shows quality photographs of normal and diseased tissues and organs. **Mini-tutorials** covers diverse topics such as: **Breast cancer**; diabetes; and **Tuberculosis**. Information is clearly presented and up to date. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology
SCIS SUBJECTS: Diseases; Pathology
KEYWORDS: Disease; pathology
PUBLISHER: Department of Pathology, University of Utah, USA
REVIEW DATE: 14/9/99

John Donne (1572-1631).

<http://www.luminarium.org/sevenlit/donne/index.html>
Period music sets the mood on entering this well devised site, which contains a vast array of useful information. Categories such as **Quotes**; **Life**; **Works**; **Essays**; **Books** and **More** present some wonderful resources on this greatly admired and frequently studied metaphysical poet. The wealth of information available on this site includes: biographical details; critical essays and commentaries; pictorial representations; segments of original manuscripts; and poems. Texts of the poems are available for printing, and some also have audio presentations. A great deal of fruitful and enjoyable research time could be spent at this location. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: 2U Related English
SCIS SUBJECTS: Donne, John; English poetry; Metaphysical poetry
KEYWORDS: John Donne; metaphysical poets
PUBLISHER: Luminarium Book Store/Amazon, USA
AUTHOR: JOKINEN, Anniina
REVIEW DATE: 9/9/99

The learning Web at the U. S. Geological Survey.

<http://www.usgs.gov/education/>
A broad range of topics related to geology are treated at a level suitable for high school students at this site. **Geology** provides fact sheets and FAQs on topics such as: the nature and cause of **Earthquakes**; earthquake prediction; the San Andreas fault; earthquake severity; **Volcanoes**; and **Plate tectonics**. **Fact sheets** provides fact sheets listed by environmental theme, which discuss natural resources, natural hazards, and environmental issues. **Teaching in the learning Web** suggests innovative activities and lessons on: fossils; faulting; geologic ages; mapping; and geological careers. This site is highly relevant to the geology out-

comes described in the new Science Stages 4-5 syllabus. J. Morgan

USER LEVEL: Stage 4 Stage 5
KLA: Science; VOC ED
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Earthquakes; Geology - Study and teaching; Plate tectonics; Volcanoes
KEYWORDS: Earthquakes; geology; volcanoes
PUBLISHER: U.S. Geological Survey
REVIEW DATE: 13/9/99

Magazine art & design's - miscellaneous illustration portfolio.

<http://www.magazineartanddesign.com/illus/misc/index.html>

Graphic design for printed and electronic formats is presented by this commercial organisation. The pages show examples of the work in the areas of: **Woodworking**; **Marine**; and **Home & landscape**. Relevant to students of design, graphics, and technical drawing, these images show excellent communication techniques, with clear annotation and rendering. As an example to all students preparing a portfolio, they give clear messages about the clarity and brevity of the images. Work shown is from technical and non technical fields. Exploded views, pictorials, rendered orthographics, and cutaways are shown. The exploded rocking horse is an excellent example of a working drawing. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology; Technical Drawing 7-10; Technics 7-10
SCIS SUBJECTS: Design; Industrial design; Technical drawing; Woodwork
KEYWORDS: Art; design; drawing; graphics; illustration; portfolio; woodworking
PUBLISHER: Magazine Art & Design, USA
REVIEW DATE: 14/9/99

The Mariners' Museum - Newport News, Virginia.

<http://www.mariner.org/age/cook.html>
An easily read site, this page does justice to Captain James Cook, an exceptional mariner. Teachers and their students in upper Stage 2 and Stage 3, will find the information supportive for the new HSIE K-6 units: *British colonisation of Australia*; and *Identity and values*. The map of Cook's voyages is very clear and allows easy reference for students. There are also short, clear definitions and explanations of important people of the period. This uncomplicated site, with its simple text, is appropriate for student access. S. Taylor

USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Cook, James; Explorers
KEYWORDS: Australia; Captain Cook; Endeavour; explorers
PUBLISHER: The Mariners' Museum
REVIEW DATE: 14/9/99

Math Forum: famous problems in the history of Mathematics.

<http://forum.swarthmore.edu/~isaac/mathhist.html>

Teachers will find this a good source of extension or project material for secondary students. The six sections all provide an historical context for the problems and are well illustrated. There are quality links to extensive information on the mathematicians involved. Some problems included are: **The bridges of Konigsberg**; **The value of pi** (which includes a table of values of Pi over the centuries); **Puzzling primes**; **Famous paradoxes**; **A proof of the Pythagorean Theorem** (which provides an algebraic and geometric solution); and **A proof that e is irrational**, by contradiction, which is more applicable to senior students. Most of the material is presented in language suitable to students. G. Donaldson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: Mathematics 7-8; Mathematics 9-10; 2U/3U Mathematics
SCIS SUBJECTS: Mathematicians; Mathematics - History
KEYWORDS: Math Forum; math history; math problems
PUBLISHER: Swarthmore College, USA
AUTHOR: REED, Isaac
REVIEW DATE: 14/9/99

Math Forum - Suzanne Alejandre: factor lesson.

<http://forum.swarthmore.edu/alejandre/factor1.html>

Through the use of concrete materials (tiles), this collection of sequential pages provides teachers with concise lesson details. **Objectives** and **Materials** are listed, and the presentation is clear and well illustrated. The lessons build towards a geometric treatment of factorisation by associating numerals with areas of rectangles, and factors with side length. The last five pages in the series deal with quadratic trinomials, including perfect squares, and the difference of two squares. Throughout the lesson students are asked questions. Teachers may use the entire suite or begin part way through, depending on their students' needs. G. Donaldson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: Mathematics 7-8; Mathematics 9-10; 2U/3U Mathematics
SCIS SUBJECTS: Algebra - Study and teaching
KEYWORDS: Factor; geometry; graphs; Math Forum
PUBLISHER: Swarthmore College, USA
AUTHOR: ALEJANDRE, Suzanne
REVIEW DATE: 14/9/99

Mission to the planets - Earth.

<http://ispec.sciibernet.com/station/earth.html>

A worthwhile site about planet Earth, this is presented in language well suited to young users. Highlighted keywords are helpfully linked to additional text and visual information, or brief explanatory illustrated text. The planet is treated in controlled detail, with excellent images, suited to older primary students. From **Go home** users can access **Mission to the planets**, which includes information on each planet, using the same structure. Graphics take a while to load, but are worthwhile. Additional information is available by email. The resources are helpful and additional class activities are available from the home page.

Space trivia challenge is valuable, and gives instant positive responses. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Planets; Earth; Solar system
KEYWORDS: Earth; planets; space
PUBLISHER: International Space Physics Educational Consortium, USA
REVIEW DATE: 9/9/99

Musician's health.

<http://www.musicianshealth.com/default.htm>

An enlightening Web site, this provides valuable information about the cause and prevention of injuries commonly suffered by musicians. Many of the articles were written by a chiropractor, who specialises in the prevention, diagnosis, and treatment of repetitive strain injuries suffered by musicians. **Common musculoskeletal problems** provides concise outlines of a range of conditions, each linked to more detailed information from a variety of sources. Other worthwhile information covers **Environmental issues**; **Nutritional issues**; and **Recommended books**. **Links** includes sites on techniques such as the Alexander technique, sites addressing hearing problems for musicians, and sites devoted to specific instruments. These require further exploration to verify curriculum relevance. J. Montague

USER LEVEL: Stage 6 Community Professional
KLA: CA
SYLLABUS: 2U Music Course 1; 2U/3U Music
SCIS SUBJECTS: Health - Environmental aspects; Musicians - Care and health
KEYWORDS: Alexander technique; carpal tunnel syndrome; Feldenkrais method; hearing loss; musician's health; RSI
PUBLISHER: Timothy Jameson, Bayshore Chiropractic Holistic Health Centre, USA
REVIEW DATE: 9/9/99

Nucleus.

<http://www.nor.com.au/business/sustain/>

Architect designers who offer courses in environmentally friendly and sustainable house design operate this site, offering excellent discussion of these and related issues. The site includes an outstanding slide show, which illustrates the main environmental issues to be dealt with in urban and city development. These slide shows present alternative models for the future development of society. They also highlight a range of architectural styles. This site could provide excellent stimuli for the discussion of environmental issues, and assist in understanding; social and environmental impacts; cradle to grave analysis; and the developing world. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology; Technical Drawing 7-10
SCIS SUBJECTS: Architecture; Design; Environmental engineering; Technical drawing
KEYWORDS: Architecture; environmental design; sustainable architecture
PUBLISHER: Nucleus/Design

AUTHOR: BUTCHER, Martin and others
REVIEW DATE: 14/9/99

Parliament of Australia: Parliamentary Library: historical parliamentary information.

<http://www.aph.gov.au/library/parl/hist/histinfo.htm>
 A fact file of Australian Federal Government since 1901, this homepage does not offer any interpretations. It lists facts, such as: **Governors-General since 1901; Chronology of parliaments since 1901; Fathers (sic) of the house; State of the parties in the House of Representatives since 1901; and First women in Australian Parliaments - historical note** (Parliamentary Library research note no.55 1996-97). The facts could be used by teachers to make judgments about causes of change or provoke thought on linking the past to the contemporary, for example, what issues led to the formation of the Protection party? It is a simple, easily navigated home page, providing student researchers with an abundance of facts. It is also relevant to civics issues. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
SCIS SUBJECTS: Australia. Parliament - History
KEYWORDS: Australia; government; parliament
PUBLISHER: Commonwealth of Australia
REVIEW DATE: 14/9/99

Real science! home page.

<http://www.realscience.org/>
 The new science syllabus requires students to explore various scientific careers. This American site provides one method of addressing this by presenting information about individual scientists and their career paths. A comprehensive list of scientific careers is available, ranging from acoustical research engineer to aerospace engineer, or from biochemist to wildlife psychologist. Students will be informed about training for various careers, the types of activities scientists undertake, and the lifestyles of various scientists. It is a worthwhile starting point for students interested in pursuing a scientific career. J. Morgan

USER LEVEL: Stage 5 Stage 6
KLA: Science; VOC ED
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Science - Careers
KEYWORDS: Careers; science
PUBLISHER: KTEH Public Television California, USA
REVIEW DATE: 13/9/99

Reserve Bank of Australia teachers seminar. (Monetary policy in Australia)

http://www.rba.gov.au/publ/pu_teach_98_3.html
 A detailed explanation of the main features of Australian monetary policy, and monetary instruments and objectives, can be found at this site. The trade off between low inflation and full employment, and the economic impact of monetary policy, are also covered in detail. The narrative text is well supported with statistics and graphical information. This site is particularly useful for the economics preliminary course topic, *The financial sector*, and the HSC course core section, *Contemporary macroeconomic management in National economic management*. K. Jackson

USER LEVEL: Stage 6 Professional

KLA: HSIE
SYLLABUS: 3U Business Studies; 2U Economics
SCIS SUBJECTS: Monetary policy - Australia
KEYWORDS: Cash rate; interest rates; monetary objectives; monetary policy
PUBLISHER: Reserve Bank of Australia
AUTHOR: EDEY, Malcolm
REVIEW DATE: 9/9/99
EVALUATION: Highly Recommended

Rotten truth (about garbage): home.

<http://www.astc.org/info/exhibits/rotten/rthome.htm>
 What is garbage? This question is explained within this excellent site, and supported with relevant classroom activities, such as making a soda bottle bioreactor. The site is constructed around four sections: **What is garbage?; There's no "away"; Nature recycles; and Making choices.** Throughout the site, students are able to discover that there are many alternatives to waste management, not just recycling. The only drawback of this resource is the American content, which is most noticeable in the statistics provided, and the account of the history of America's relationship with garbage (pre 1800 to 1993). Overall, this is a great resource for teachers and students who are studying waste, with much information that is relevant to our curriculum. S. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: HSIE; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Recycling (Waste, etc); Rubbish disposal
KEYWORDS: Environment; garbage; recycle; rubbish; waste
PUBLISHER: Association of Science-Technology Centers/Smithsonian Institution, USA
REVIEW DATE: 14/9/99

Seeking the source.

<http://educate.si.edu/migrations/seeking/seekhome.html>
 A site which shows students how to collect and use primary source material, this offers ideas adaptable to the NSW curriculum, and which could complement Australian sources such as those available from the State Library. **Getting to know the grand generation** provides guidelines for gathering material from family and friends, including: guides for conducting an interview; sample lists of questions; and ideas for presenting findings. **Family folklore** gives students some directions on how to collect the folklore of their own family, how to present their findings and the ethics of collecting and using these sources. The information available on this site could be used to help students answer the inquiry questions for the Stage 4 topic *Introducing history* or for the development of historical skills for a number of Stage 5 topics. R. McDowall

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Genealogy; Historiography; History - Sources
KEYWORDS: Family folklore; primary sources; sources
PUBLISHER: Smithsonian Institution, USA
REVIEW DATE: 13/9/99

StarChild: a learning center for young astronomers.

<http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html>

At this site users are greeted with a clear menu and a large, colourfully enticing graphic. All information is separated into two levels (**Level 1** and **Level 2**), depending on the depth and the language used, offering the flexibility to direct students to the level best suited to them, or structure activities with increasing difficulty. Topics include: **Solar System; Universe; Space stuff** (astronauts, space travel, etc.); and a **Glossary**. Attractive, well structured pages offer much potential for systematic learning activities, with relevant question boxes linked to **The facts, Did you know?** and **The answer**. Teachers will find the staged classroom activities, downloadable activity booklet, and lesson plans (more suited to Stages 3 and 4), supportive. The wonderful graphics will provide enjoyment and motivation. S. Taylor

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Astronomy; Planets; Solar system
KEYWORDS: Astronomers; NASA; planets; universe
PUBLISHER: NASA Goddard Space Flight Center, USA
AUTHOR: The Starchild Team, Lakeside Middle School, USA
REVIEW DATE: 14/9/99
EVAL: Highly recommended

Study Questions for Shakespeare's Macbeth.

<http://www.jetlink.net/~massij/wssq/macbeth.html>

The study guide offered on this page is very useful, challenging junior secondary students to consider theme, characterisation, symbolism, social and historical context, and structure in this most popular of Shakespeare's tragedies. Some questions guide students to consider closely aspects of theatre in *Macbeth*, while others suggest a more open ended approach to motivation and even authorial intent. Some would be very useful in conjunction with student searches on other Shakespearean Web sites. A variety of purposes, including small group work, and individual assignments, could certainly be served by this guide. W. Bowie

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7-10; 2U Drama; English 7-10; 2U General English
SCIS SUBJECTS: Shakespeare, William. *Macbeth*
KEYWORDS: *Macbeth*; Shakespeare
PUBLISHER: Doctor J. M. Massi
REVIEW DATE: 9/9/99

Study guide for Sophocles' Antigone.

<http://www.temple.edu/classics/antigone.html>

A compact, but handy overview of this ancient Greek tragedy, along with brief notes on setting, are the main contents of this site. Presented in the form of a study guide, it divides the play into scenes, and poses questions to assist students to focus their reading and direct their analysis of the script. Although somewhat limited in itself, the site does provide links to the more extensive **Perseus project** (previously reviewed), which offers additional sources that

may be consulted. These locations do not cater for students who are seeking critiques of the play. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 2U General English; 2U Related English
SCIS SUBJECTS: Greek drama; Sophocles; Antigone
KEYWORDS: Antigone; Greek drama; Sophocles
PUBLISHER: Temple University, Philadelphia, USA
AUTHOR: MITCHELL-BOYASK, Robin
REVIEW DATE: 9/9/99

Supermarket to Asia home page.

<http://www.supermarkettoasia.com.au/index.htm>
 An overview of the export potential of the Australian food industry is available at this well constructed site. **Quarterly magazine** provides access to a variety of articles related to the export industry. *Acrobat reader* is required to view these files. Helpful information for students is available in **Trade statistics**, which are tabularised (**All figures**) or displayed as graphs under the various categories. Included here is an interesting, colourfully presented food market profile of each of the Asian countries. All students will find information here relevant to their product study. K. Heap

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: 2U/3U Agriculture
SCIS SUBJECTS: Agriculture - Economic aspects; Farm produce - Marketing; Food industry
KEYWORDS: Asia; supermarket
PUBLISHER: The Supermarket to Asia Council, Canberra
REVIEW DATE: 14/9/99

The tech | visit | the robot zoo!

http://www.thetech.org/exhibits_events/traveling/robotzoo/

A wonderful site, this is full of innovative ideas in science. It is primarily aimed at visitors going to the museum, but has a plethora of on line information. For each of seven animals in the robot zoo (including a platypus), clear, colourful graphics of the biomechanical animal are available, revealing how the animal works, along with specific explanations of segments and operating parts. Additional general, factual information about each animal is also provided. **Teacher's guide** offers suggested previsit activities with worthwhile research cues and excellent ideas for units of work. Gallery lesson plans in **Teach** provide additional creative ideas for teachers. The site offers excellent potential for supporting science and technology K-6 and design issues in Design and technology 7-10. G. Cale

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; ST
SYLLABUS: Science & Technology K-6; Design & Technology 7-10
SCIS SUBJECTS: Robots
KEYWORDS: Design; Tech Museum of Innovation; robot; science
PUBLISHER: The Tech Museum of Innovation, USA

Untitled. (3D dictionary)

<http://www.maran.com/dictionary/index.html>

The front page of this dictionary provides alphabetical links to a list of terms. These then link to illustrated defin-

itions of a broad range of computer related concepts. Navigation is not always consistent, as the home and back keys alternate their effects. Each item is on one page, and has a simple written definition and an illustration intended to enhance the meaning. The presentation is clear and attractive. The dictionary does not cover all terms in the HSC computing studies syllabus list though it would be a good reference tool for students and a helpful starting point. G. Donaldson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: ST; TAS
SYLLABUS: Computing Studies 7-10; 2U Computing Studies, Preliminary; 2U/3U Computing Studies
SCIS SUBJECTS: Computers - Dictionaries
KEYWORDS: Computers; dictionary
PUBLISHER: maranGraphics, USA
REVIEW DATE: 14/9/99

USA gymnastics online.

<http://www.usa-gymnastics.org/>

An ideal resource for all aspects of gymnastics, this site offers good support for the *Movement skill* content strand of PDHPE 7-10. The site's purpose is to support and enhance the sport of gymnastics. Coverage is comprehensive in relation to American events, athletes, and organisations. The top box of the **mostly text version** provides the clearest entry points, with the **Table of contents** on the side panel of this version leading to additional choices. Careful selection of options accesses information on a range of gymnastics topics, including: history; programs; safety; athlete profiles; artistic gymnastics, rhythmic gymnastics; and trampolining. **Guide to gymnastics** is the best starting point. **Springboard links** accesses some informative pages regarding sports science, biomechanics, sports nutrition, sport psychology, and goal setting, but exploration time is required to verify curriculum relevance. This site would also benefit students studying 2 Unit PDHPE. Time is required to locate specific information. Teacher guidance would enhance effective use of the site. R. Lees

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Gymnastics
KEYWORDS: artistic gymnastics; rhythmic gymnastics; trampolining
PUBLISHER: USA Gymnastics
REVIEW DATE: 9/9/99

The Wall Street Journal classroom edition.

<http://info.wsj.com/classroom/>

The Wall Street Journal newspaper and video subscription service is introduced to American schools through this site. Easy to navigate, it proves useful as an interdisciplinary classroom tool without the need for a subscription. Users access the journal via **The teacher guide**, which contains: the classroom newspaper (includes a yearly edition guide); and another entry point to a **Student center**. Sample copies of the newspaper can be downloaded, and accompanying vocabulary lists, questions, extension activities, and topics are suitable for Australian students. These editions are colourful and have a language level suited to Stage 5 and Stage 6 students. **Teacher resources** is available and the site also includes a glossary of economic terminology and key economic indicators. M. Saphin

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE; Mathematics
SYLLABUS: 2U/3U Business Studies; Commerce 7-10; 2U Economics; 2U General Studies; Geography Stages 4-5; 2U Legal Studies; 2U Mathematics in Society
SCIS SUBJECTS: Economics - Study and teaching; Wall Street - Study and teaching.
KEYWORDS: Classroom; newspaper; Wall Street
PUBLISHER: Dow Jones and Company, Inc. USA
REVIEW DATE: 9/9/99

Water science for schools.

<http://ga.water.usgs.gov/edu/>

Water in all its forms is explored at this site. **Earth's water** presents colourful text and diagrams on the water cycle, groundwater, and glaciers. **Water basics** investigates the properties of water at a simple level, and **Special topics** discusses environmental issues such as acid rain, water shortages, soil salinity, and water quality. Terms related to water science are explained simply in a glossary. Students studying water or environmental management in Stage 4 or 5 science will find this site very informative. Useful links are also included but require exploration to verify curriculum relevance. J. Morgan

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
SCIS SUBJECTS: Water
KEYWORDS: Hydrology; salinity; water
PUBLISHER: U.S. Geological Survey
REVIEW DATE: 5/9/99

Web elements periodic table of the elements.

<http://www.shef.ac.uk/chemistry/web-elements/>

A comprehensive amount of information on each of the elements of the periodic table is presented here. Clicking on each element in the coloured periodic table allows the user to access numerical data such as atomic number, atomic radius, binding energies, and ionisation energies. A description of each element and its compounds is included, as are properties such as crystal structure and the chemistry of radioisotopes. Data is supplemented by appropriate graphs, diagrams and tables, and is very easy to navigate. The history of our knowledge about each element is presented. Highly relevant to 2 Unit Chemistry, this site also has applications to the science Stages 4-5 syllabus. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Chemistry; Science Stages 4-5
SCIS SUBJECTS: Chemical elements; Periodic law
KEYWORDS: Elements; periodic table
PUBLISHER: University of Sheffield, England
AUTHOR: WINTER, Mark
REVIEW DATE: 13/9/99
EVAL: Highly recommended

Welcome to Australian agribusiness.

<http://www.agribusiness.asn.au/>

Australian agribusiness is involved in developing existing and new markets for agricultural products, domestically and internationally. This concept is studied in the 2U Agriculture course, giving this site high relevance. **Perspectives articles** and **Agribusiness review papers**

(lower left frame) provide articles on a number of different agricultural industries. Up to date, authoritative information on a range of industries, and related issues such as export capabilities and potential markets, is discussed by the refereed articles. The wool trade, livestock, potato seed technology, and the wine industry are among the topics examined. *Acrobat reader* is required to access these files. There are **Links** to other related sites, but exploration is required to verify their curriculum relevance. K. Heap

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: 2U/3U Agriculture
SCIS SUBJECTS: Agriculture; Agriculture - Economic aspects; Farm produce - Marketing
KEYWORDS: Australian agribusiness
PUBLISHER: Agribusiness Association of Australia, NSW
REVIEW DATE: 14/9/99

Welcome to Recycle City!

<http://www.epa.gov/recyclecity>

Offering good information about how to live a greener life, this site contains an imaginary, environmentally friendly city. Each part of the city has information about a different aspect of green living. From the home page **Go to Recycle City!** displays an illustration of a city. Children can click on objects inside the buildings, such as a pile of papers in the factory, and discover how the city has been made greener. Comprehensive lesson plans are included in **Information for teachers**, which is accessed from **Activities**. Most suited to planned activities with upper primary students, this site could also be used with younger children. C. Burden

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Pollution; Recycling (Waste, etc)
KEYWORDS: Pollution; recycle
PUBLISHER: United States Environmental Protection Agency
REVIEW DATE: 14/9/99
EVAL: Highly recommended

Welcome to the combined health information database.

<http://chid.nih.gov/welcome/welcome.html>

The United States sources for this site are the Center for Disease Control and the National Institute of Health. The site allows easy access to information on eighteen diseases or conditions. These include: **AIDS education**; **Cancer prevention and control**; and **Diabetes**. In **Centers for disease control and prevention**, users are able to view **Health topics** and **Data & statistics** for a range of diseases including **Sexually transmitted diseases** and **Tuberculosis**. It is a good starting point for researching diseases, as required by the *Human disease* core topic of the biology syllabus. It also provides useful links to other health related sites, but exploration is required to verify curriculum relevance of these. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: PDHPE; Science
SYLLABUS: 2U Biology, PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS: Diseases
KEYWORDS: Disease; health
PUBLISHER: Center for Disease Control, USA
REVIEW DATE: 7/9/99

Welcome to the computer museum.

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

Providing an opportunity for students to learn about computers, this site offers three relevant choices: **Computer History Resources**; **Interactive Exhibits**; and **Educational Materials**. **Computer History Resources** presents **This day in history**, or students may choose to explore the **Timeline** (1945-90). The **Interactive exhibits** on **Robots and Networks** provide opportunities to explore via puzzles, which are downloadable, and suggested activities. **Educational materials** includes: **Careers in computing**; and **Kids and computers**. Activity packets on **How does a computer work?**; **Can a computer think?**; and **How do computers affect our lives?** are also available within the educational materials directory. The information is comprehensive in range. Some sections are overly simplified but on the whole there is much helpful information here. Taylor, S.

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST; TAS
SYLLABUS: Computing Studies 7-10; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Computers; Robots
KEYWORDS: Computers; computer education; computer history; museum
PUBLISHER: Boston Museum of Science/The Computer Museum, USA
REVIEW DATE: 14/9/99

Women in world history curriculum.

<http://home.earthlink.net/~womenwhist/index.html>

An interactive site, this contains worthwhile information and resources about women's experiences in world history. Teachers and students of Stage 4 will find this site particularly useful, since it offers material on ancient, Medieval, and Renaissance women. For teachers, the site provides: **Lessons**; **Reviews**; and **Links to other resources**, which may be worth exploring. Students researching the role of women in history can: access biographies of important women through **Female heroes**; read women's **Words of wisdom**; and find answers to their questions under **Q & A**. Of particular interest for the new syllabus, are the lessons on: **Women and Confucianism**; **Ancient tablets**; **Ancient graves**; and **Tools uncover women's work**. The fascinating range of information would also offer background information across a range of topics for HSC students of modern and ancient history. R. McDowall

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Ancient History; History Stages 4-5; 2U Modern history
SCIS SUBJECTS: Women - History
KEYWORDS: Curriculum; women; women in world history
PUBLISHER: Women in World History Curriculum, USA
AUTHOR: REESE, Lyn
REVIEW DATE: 13/9/99
EVAL: Highly recommended

Worm world.

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

Specifically aimed at primary school students, the graphics of this site will delight children and adults alike. Information is presented attractively, in appropriate amounts for young learners. Some of this information is

provided as interviews with worms or associated human experts. Much is relevant to recycling and environmental issues. Images are clear, and diagrams simple and well labelled. Video links are available, but are slow to download. **The Teacher center** offers a range of interesting activities and useful support materials for **Teaching with worms**. **Ask Wendell** allows students to email additional questions. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Earthworms; Invertebrates; Worms
KEYWORDS: Worms
PUBLISHER: New Jersey Online, USA
REVIEW DATE: 9/9/99

The write site home page.

<http://www.writesite.org/default.htm>

Although originally intended for Ohio State Schools, these resources are easily adaptable for teaching the writing and researching skills necessary for producing newspapers. While they used a video and kit, these are not necessary for our purposes. Sufficient teaching steps are outlined for this to work well. *Acrobat Reader* is required to download the **Checklists** and **Task cards**, which are designed for individual and group work. These are available from the **Editor's desk**. All learning styles are addressed, and the use of multiple formats, such as the Internet, books, and periodicals, is expected. The Ninth Grade Proficiency Test outcomes (in *Extra, extra!!* in **Editor's desk**) equate closely to DET outcomes for the our corresponding stage. J. Whyte

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Communication; Journalism; Mass media; Newspapers – Study and teaching
KEYWORDS: Newspapers; newsroom; write
PUBLISHER: Greater Dayton Public Television, USA
REVIEW DATE: 13/9/99

Zoom whales – Enchanted Learning software.

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

The information on whales and other marine mammals in this comprehensive site is useful for teachers and students. Topics include: **What is a whale?**; **Anatomy and behaviour**; **Classification**; **Whale information sheets**; **Whale myths**; and **Whale evolution**. The language is appropriate to all primary aged students, while the colourful graphics are abundant and enjoyable to view. Teachers will be able to use the **Classroom activities**, **puzzles**, and **links** to provide fact sheets and develop activities for their classes. S. Taylor

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: CA; English; Mathematics; ST
SYLLABUS: Creative Arts K-6; English K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Whales
KEYWORDS: Whales
PUBLISHER: Enchanted Learning, USA
AUTHOR: COL, Jeananda
REVIEW DATE: 14/9/99
EVAL: Highly recommended

The Zuzu's petals literary resource homepage.

<http://www.zuzu.com>

An eclectic range of worthwhile literary resources can be found at this extensive links site for teachers wishing to browse. With over 7000 links, primary and secondary English teachers will find a plethora of continually updated possibilities for literature, media, and the visual arts. After entering **Organised links**, **Teachers** provides an interesting list of **General teaching resources** ranging from literary magazines and research journals to study guides. **Creative kids** leads to site links logically organised in categories the selector deems useful. There is much potential here for teachers looking for sites to support developing a love of literature in their students. Time is required to locate sites relevant to teaching and learning programs. H. Gardiner

USER LEVEL: Professional
KLA: English
SCIS SUBJECTS: Literature
KEYWORDS: Literary; resources
PUBLISHER: Zuzu's Petals Literary Resource, USA
REVIEW DATE: 14/9/99

Internet reviewers for this issue were:

Karen Anstis, Open High
 Carolyn Burden, Blairmont Primary
 Bill Bowie, Dulwich High
 Georgina Buttel, Corrimal High
 Gayle Cale, Engadine West Primary
 Greg Donaldson, Westport Technology High/TILT
 Chris Dorbis, Project Officer, Internat. Civics & Citizenship
 Diana Doust, Lismore High
 Karen Heap, Muirfield Technology High
 Ian Hancock, Longneck Lagoon FSC
 Vicki Harmer, Bradfield College
 Heather Gardiner, Literacy Consultant
 Kim Jackson, Kingsgrove North High
 Bob Lees, SEO1, PDHPE
 Ray Lees, James Ruse Agricultural High
 Rosemary McDowall, Project Officer, TILT
 Julie Montague, Music Consultant
 Judy Morgan, Sefton High
 Kanitha Nowacki, Open High School
 Janelle Redfern, Karabar High
 Mary Saphin, Blacktown Boys' High
 Jenny Scheffers, Merrylands East Primary
 Cathy Sly, Barrenjoey High
 Simon Taylor, Wakool Primary
 Peter Thompson, Bossley Park High
 Ruth Thompson, Bossley Park High
 Judy Whyte, Port Macquarie High

A classroom without walls: acquiring information literacy skills through a Web competition



In 1998, a group of students from Years 7-10 created an Internet site about bushfires, which won state and national recognition in the Australian Schools Web Challenge. In this article, Daphne Gonzalez reports on how her students achieved information literacy outcomes through purposeful learning by entering this World Wide Web competition. Daphne is a teacher in the history faculty at Sydney Secondary Distance Education Centre, which provides quality education to students whose circumstances prevent them from attending regular school.

Most teachers see their students in class every day. At Sydney Secondary Distance Education Centre (SSDEC), we don't! Our classrooms have no walls and the students live all over the greater Sydney area. The majority of our students are at home, ill with some chronic disease. Some are in juvenile justice centres or in special schools. A few are gifted, spending most of their time developing their extraordinary talent in music, dance or sport.

At SSDEC, the staff are acutely aware that "we are the last generation to be reared within a culture in which print is the primary information medium. Because we have grown up and become skilled in a print based community, we have developed certain ways of making sense of the world. We are, to some extent, what print made us. And now we have to change" (Spender, 1995).

Change is a scary word! It implies venturing into things unknown, exposing our ignorance, and gaining new skills. The staff bit the bullet and jumped onto the information superhighway. We discovered that many of the students had already left the curb before us.

The Australian Schools Web Challenge

Early in 1998, while surfing the Internet, I discovered a Web competition: the *Australian Schools Web Challenge*. In just two years, this competition "has become an integral part" of information technology (IT) education in schools "by helping many thousands of students and teachers learn more about the endless possibilities of the Internet" (Ruddock, 1999).

I consulted a colleague who was also a keen Internet user, and she agreed that we should make the leap together. The competition had a fast approaching deadline. Without the luxury of time to devise a whole unit of work around the competition, we integrated it into our existing programs.

A virtual team

From the very beginning, more challenges rose up to meet us. For a distance education school to take on any team project with the students, the disadvantage is always not being able to assemble the group in the school's computer room. Therefore, we organised a teleconference, can-

vassing those students who had Internet access at home and were willing to join the team.

Team strength was an additional hurdle to overcome. The number of students fluctuated depending on their health and other commitments. Starting out with about twelve student members, we ended up with an active team of seven committed individuals, "The Homers", ranging in age from twelve to fifteen.

Achieving student learning outcomes

Through this project, the students learned and practised:

- the control of electronic media (very different from paper and print)
- worldwide research skills, including the need to gain permission from copyright holders to use their material
- selecting skills, as they rejected useless items from information overload
- technology skills, using unfamiliar software, to create Web pages with text, graphics and animation

- aesthetic skills, judging what looks good and works effectively on a computer screen
- social skills, such as valuing the contributions of team members
- problemsolving skills, as they dealt with the fickleness of technology
- the planning and discipline required to meet a deadline.

The students also came to appreciate the need for quality. Their audience was no longer the forgiving group of familiar teachers and friends, but a worldwide gallery of Internet users, many of whom have extremely high expectations and display sharp evaluation skills.

At a more personal level, several members of the Web site development team experienced a morale boost to low self esteem, and a tonic against debilitating illness.

The theme

The theme of the competition in 1998 was *Cool solutions for hot issues*.

Entrants were free to choose any topic that fitted the theme. After considerable deliberation, our students chose to develop a Web site entitled *The hottest problem: bushfires*.

Thematic pages on the final site include: **Define problem; Extent of problem; Bushfire timeline; Cool solutions; Managing fires; Fire fighting; and Bushfire links.** Other pages which were developed described: **Who we are; About our site; Hints and tips; Thankyou list; and Our school.** There is also **Competition**, a link to the *Australian Schools Web Challenge* Web site and its current theme.

View the site at:
<http://www.angelfire.com/pq/hottestprob/>

The process

Weekly project meetings were held by teleconference. Teacher advisers and students kept in touch with each other by regular email, occasional chat sessions and many telephone calls. The teacher advisers had to walk a fine line; we could advise and comment, but the students had to do the work of brainstorming, researching, creating and editing.

The students also came to appreciate the need for quality.

It was the team of students who planned the structure of the Web site; researched sources of information; and decided what information was of use to them. They allocated tasks amongst themselves and worked through their disagreements. Through this project, the students truly came to know what was involved in working as a team.

Towards the conclusion of the project, communicating at a distance was not enough. The team members and their teachers decided to meet for several face to face sessions. Two such rewarding sessions were held at the homes of students. As some members of the team had chronic health disorders which could subject them to rapid declines in energy, quick mood changes and a fear of meeting strangers, these sessions proved to be inspiring and very suc-

cessful. (One session started at 11.00 am and finished at 1.00 am the following morning!)

The results and the rewards

Parents played a big role in the success of these meetings, offering hospitality, being supportive and often accompanying students hundreds of kilometres to the meeting sites. Successful parental involvement in such projects strengthens the link between home and school and can lead to other collaborations.

The hottest problem: bushfires won awards at both state and national levels. But the awards are only the icing on the cake; the real rewards were the substantial skills gained for the information age in developing the Web project as a team initiative.

COLLABORATION, TEACHER-LIBRARIANS AND DISTANCE EDUCATION



Jennifer Nisbet is a teacher-librarian at Secondary Distance Education Centre.

The library staff at Secondary Distance Education Centre (SSDEC) do not often see members of the school's student population. Borrowing and returning of resources, and consultations as to research etc, are all done by telephone, fax, post or email. However, the teachers are located on site, so this situation offers many opportunities for fruitful collaboration between teacher-librarian and teachers.

Daphne and the other teacher advisers in the first *Australian Schools Web Challenge* approached me to be part of the team supporting our students. We met to evaluate resources, work through problems, brainstorm ideas and discuss progress. We discovered that the newness of the Internet as a medium: encourages experimentation; is forgiving of mistakes; and provides an ideal environment in which to learn.

We also discovered that creation of a Web page is an open ended activity in the sense that many different skills are involved, and such a project is ideally suited to teamwork. Among the skills the teacher-librarian brings to this are his or her background in research and the evaluation of information, and traditional competencies such as familiarity with navigation tools.

This collaboration was my first involvement in the creation of Web pages by students, and the experience was invaluable for all involved. Observing the way in which our talented students handled the complex interaction of text and images, in addition to the formal elements of the pages, was a learning experience in itself. It also opened the way to an ongoing exploration of the changes that will be needed in our teaching practices if we are to accommodate a new generation of students for whom a wired environment is the norm. ■

FROM THE STUDENTS

Our team was organised by one of our teachers who contacted us by email. Our main communication was the teleconference, which was a bit temperamental at times but was basically a good tool. We tried out different ways of communicating, chatting on the Internet and corresponding by email through a listserv.

As our local area is Sydney, we chose *Bushfires* as our "hottest problem". Each of us took different areas to research and different ways of doing it. We got information through the Internet, interviewing people and by contacting various organisations. We found information on Web sites, in newspapers, in pamphlets and from stories of personal experiences.

By the middle of May we decided to meet to put it all together. Because we are from all parts of Sydney, it was hard deciding on a good place and time to meet. But we managed to organise it. We met at the home of one of the team. Two people came from the Central Coast and we had the meeting in Sydney. Of course the day we picked was May 18th, the rainiest day in a long time, but the downpour did not stop us. We planned the structure of our site, shared out the jobs and had a lot of fun! It was great finally seeing the team mates we had so far met only electronically.

Our next meeting was on the Central Coast just to get things finalised and put our work on the 'Net.

As distance education students we don't have a lot of face to face contact with each other, so we had to rely on electronic methods of communication. Our team comprised students from Years 7-10. The students were (in

This year, inspired by our previous successes, two teams of students from Sydney Secondary Distance Education Centre entered Web sites in the Australian Schools Web Challenge theme, *Great celebrations*. The new sites are *The Sydney Women's Festival*, by "The SSDEC Team", and *Celebrations big and small*, which is a second effort by members of "The Homers".

Feedback on the new sites has been extremely positive. A Sydney Secondary Distance Education Centre staff member, travelling through the United States, was able to access the sites when meeting other educators. Many Internet users of these sites assume, at first, that they have been produced by adults.

Both teams' Web sites have been announced as finalists in the competition. We are thrilled that "The SSDEC Team" has been selected for an award!

Teachers as learners

The teacher advisers and library staff at SSDEC also learned a lot from this project. To use a popular term, we definitely felt the 'paradigm shift' towards the student centred model that is taking place in education.

Our role is ever changing; teachers and teacher-librarians are no longer the font of all knowledge, but are evolving into guides and partners in the learning process. In help-

alphabetical order): Allister; Ashley; Chantel; Danielle; Elizabeth; Marguerite; and Michelle. All are students of Sydney Secondary Distance Education Centre (SSDEC).

HINTS AND TIPS

- Research and write up all the information that you want to include on your site. You then have to organise your site into main pages and sub pages.
- Get a program like *Microsoft Frontpage* to help you convert your notes into hypertext markup language (HTML). It is helpful to know a bit of HTML because then you can manipulate things better to your advantage.
- Make sure your images aren't too large because they take a long time for the person viewing to upload them. You could probably compress them to make it easier. *GIF wizard* will reduce the size of your images. If scanning images, use a setting of 72 dpi (dots per inch).
- Make each page fit on every kind of screen size. Don't make the page too long so your viewer doesn't have to scroll through endless pages.
- Keep things simple. Don't go for flashy effects because people get sick of too many animations and flashing colours. Aim for plain, simple, neat and nice pages.
- Make sure your pages are well linked with no broken links to annoy the viewer.
- Put links on every page. The viewers must always know where they are and how to get back to the main page.
- Check out the online tips at *Web design cram course*. ■

ing students gain skills in the new technologies, we gained many skills ourselves.

Now whenever I am asked for the best way to tackle the new technologies, I like to quote Nike's slogan: "Just do it."

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<http://www.gifwizard.com/>
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<http://www.angelfire.com/pq/hottestprob/>
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<http://www.ssdec.start.com.au/>
- The Sydney Women's Festival* [online] at:
<http://www.comcen.com.au/~gemzilla/swf/>
- Web design cram course: Part 1* [online] at:
http://www.schoolpc.acp.com.au/features/web_tut1.htm ■

Researching on the Internet: HTML worksheets for students



Willawarrin Public School is a small school near Kempsey. Anne McLellan is the teacher-librarian one day per week, with the other days being made up of varied roles: support teacher learning difficulties (STLD); classroom teacher on Year 5/6 for the Principal's release; and literacy projects support teacher. Anne's unique perspective on the whole school program has given her a sound understanding of students' literacy needs. The development of Web based worksheets, to help students when using the Internet for research activities, has proven to be a successful strategy.

How can teachers and teacher-librarians assist their students to navigate the Internet purposefully and successfully? How do we ensure that students do not lose interest during long, unproductive searches? At Willawarrin Public School, the teacher-librarian, in collaboration with classroom teachers, has been producing a range of curriculum relevant student worksheets to support learning. These 'clickable' activity sheets, created with hypertext markup language (HTML), are accessed via the browser program of any computer that has a live Internet connection.

An HTML worksheet does not need to be uploaded to a Web site (although it can certainly be shared with a larger, international audience that way). The worksheet acts as an interface for the Internet, providing students with a scaffold that embeds a purpose for using the Internet. Other features are: highly relevant questions and instructions; and hyperlinks to specific, teacher vetted Web sites.

Using such worksheets, Willawarrin's students are 'directed' to Web sites of suitable reading levels and, most importantly, of sufficient relevance, without the concern that they may end up at highly inappropriate sites. In this way, their Internet work is

very structured. I know which sites the students are looking at, and what information they are likely to find there. In our experience, HTML worksheets also foster a more centred, cooperative approach, as the students work together in small groups.

Integrating technology

My interest in HTML worksheets came about as a result of my five years experience as a teacher-librarian, in combination with my other support roles at this school. When I began as a teacher-librarian, I knew nothing about computers. OASIS was introduced into the school and, of necessity, I commenced my steep learning curve, commencing with an OASIS library training course. These days I share the role of computer coordinator at Willawarrin. As in many other small schools, we had no 'computer expert' on staff; it was a case of 'sink or swim' and I chose to start swimming.

Several enlightening steps along the learning curve were due to my attendance at Technology Training Co-operative (TTC) workshops, organised by Greg Davidson, who was our District Technology Adviser at the time. It was at one of these courses that I was introduced to Web authoring tools and the concept of HTML, those mysterious codes that tell an

Internet browser how to display information. (Of course, with Web authoring programs, one doesn't need to learn the actual codes.) Soon I had learned how to adapt a typical paper research worksheet into browser readable form, and was delighted when I created an interactive, 'clickable' worksheet page that actually worked!

The students feel in control of their own learning and enjoy working in cooperative groups.

My first effort had a Christmas theme. It was readily adaptable to students of different abilities, and guided its users to various Internet sites that: explained Christmas traditions and customs; took students on a tour of Santa's village; and encouraged them to draft and email a Christmas letter to Santa Claus. The students thoroughly enjoyed using the worksheet and, at the same time, were consolidating computer skills and learning new ones.

A collaborative approach

Encouraged by this success, the staff and I developed many such worksheets over the years, each one complementing a particular unit being taught in classrooms. Students worked through the suggested tasks during library lessons. Alternatively, I would take a small group across to the library while the rest of a class worked on other aspects of the topic, or engaged other resources for their research.

This year the school is networked, so every class has access to the Internet in their own rooms, which has given the teachers and students more flexibility in the way the worksheets are used.



Willawarrin students complete an online HTML worksheet.

HTML worksheets mainly assist students with the locating and selecting stages of the information skills process. In library lessons, we work on the other stages as well. Since the class teacher has collaboratively planned their human society & its environment (HSIE) and science & technology units with me, the information skills are embedded in the class program. For example, Year 1 students at Willawarrin are currently working on the integrated unit, *Change*. In library lessons, we are investigating life cycles and I will be modeling how to label a diagram. In class, the students will research the

Internet using an HTML worksheet about living things. The teacher and I are moving these students towards being able to use a labeled diagram of a particular life cycle to write an explanation.

Constructing an HTML worksheet

To develop a worksheet, the teacher and I work out what student outcomes will be anticipated, and what information is needed to answer their research questions. We consult the Internet reviews in *Scan* and do a search for other relevant sites using online search engines. I have discovered that, when preparing work-

background 'wallpaper' and relevant, colourful graphics and are added. Using the browser, I can preview the Web page's appearance and edit my work offline. I then go online to test all of the hyperlinks.

Exploring Antarctica on the Web

In my professional reading about the changing role of educators due to technology, I have become aware of how I am now more of a facilitator of students' learning. With the structure provided by the HTML worksheets, the students become more responsible for their own learning. For example, I am only with my Year 5/6 class one day per week but, last term, the

The worksheet acts as an interface for the Internet, providing students with a scaffold that embeds a purpose for using the Internet.

sheets for younger students, search engines designed expressly for students, such as *Yahooligans!* and *KidsClick!*, are excellent sources of sites specifically aimed at early reading stages.

After bookmarking the relevant sites for a unit, I use *Netscape communicator* to construct the worksheet. I open up a page in *Composer* and begin to create a Web page. Through trial and error, we have discovered that a table format works well, with the introductory instructions for students appearing in the first 'box'. The research questions are entered, with hypertext links to our selected sites. Headings,

students were able to work independently, using: their *Antarctica* worksheet via a Web browser; and individual contracts as extension work each day. This could occur even when I was engaged elsewhere in the school. Contracts are also excellent for guiding students to make use of other research sources, such as CD-ROMs and books.

Technology has been integrated into many aspects of the *Antarctica* unit. The students used a spreadsheet program to record daily temperature at Mawson Station (with figures gathered from the Internet). Eventually, this information was converted into a

graph. The text type of exposition was explored on the topic of mining in the Antarctic. The students were presented with numerous options for the tasks they selected and had the freedom to tackle most activities in any order.

Sharing our successes

Willawarrin is in an area where not many families have access to the World Wide Web at home. Those that do usually cannot get local call rates. This means that for the majority of students, their only experience with the Internet is at school. One of the school's literacy projects has been to familiarise parents in the use of the Internet. The students' parents have learned new skills, which has empowered several of them to volunteer their time to come into the school and assist groups of students.

Anne Smith is currently our district's Technology Adviser. Anne has developed a Web site for the Port Macquarie TTC (see *Scan* vol 18 no 3), and our school's HTML worksheets are now on that site for other teachers and students to use. Go to: <http://www.midcoast.com.au/~ttc/>

As more schools in the Port Macquarie District create their own Web based worksheets, it is intended that categories will be developed for the key learning areas and different outcome stages. Teachers are busy people and sharing our efforts in this efficient and motivating way makes our jobs easier and promotes inter-school communication.

The time spent preparing the worksheets for Willawarrin's students has been well spent. The worksheets are easily adaptable for different ability levels. The students feel in control of their own learning and enjoy working in cooperative groups, yet the

staff and parents have fewer worries about the sites the students are accessing.

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The library plan at Mudgee High School



The development of the management plan for the coming year is an integral part of school planning at Mudgee High. From the school plan, teacher-librarian **Birgit Smith** and the library committee are able to design a library plan which reflects and supports teaching and learning 7-12. A library plan can also: anticipate staff development needs, technology and other resources; and suggest a range of roles for the teacher-librarian to be involved in the school plan.

The process for developing the whole school management plan for each year is an integral part of school planning at Mudgee High School. It is a process which involves the entire staff and, increasingly, the School Council and the Student Representative Council. The process we undergo is not dissimilar to that described by Joy Pogson, of Beresford Road Primary School, in *Scan* vol 16 no 1.

The school management plan reflects our purpose

Mudgee High School's purpose is to "provide a high quality education in a stimulating and caring environment" and is achieved through goal setting in seven major focus areas:

- welfare
- professional development
- curriculum
- school/community
- administration/planning
- extended curriculum
- environment.

(School management plan, Mudgee High School, 1999.)

Taking into account the four or five mandatory Departmental *Agenda* priorities, the focus areas are addressed through action plans. These target a number of aspects or areas and are proposed by the stakeholders. They are voted on to determine which become the ten priorities for the ensuing year.

The development of the action plans occurs at meetings of working groups headed by a staff member. Each participant has the opportunity to be involved in the strategic planning for two priority areas; and can indicate a willingness to be active in other areas.

Action plans involve:

- determining goals and the strategies for achieving them
- establishing a timeframe
- determining personnel, resources and costs
- stating success indicators.

Each staffroom, all offices and the library have been provided with a folder. The folders are divided into sections for the school's mission statement, focus areas, current priorities, action plans, and each faculty's plan. This makes it easy to see how the faculty plan relates to the school plans and Departmental agendas. An evaluation committee considers success indicators and targets reached for incorporation into the school's *Annual report* and for further action. This process then continues the cycle into the next year.

Participation in the working groups is an ideal opportunity for the teacher-librarian to provide input into the school plan and help set its direction. This year, I was joint coordinator of the technology group and a member of the literacy group. Such participation ensures that I know what is happening in the school in those areas. Moreover, it can ensure the inclusion of current and future library initiatives into the school plan, meaning that the library is recognised for its contributions to the school as a learning community.

For example, my involvement in devising the 1999 technology plan meant that it was possible for me suggest that the expertise of library staff was utilised for workshops on school development days. In the literacy plan, I was looking for an opportunity and assistance to development some Year 7-12 collaboratively planned and taught units which focussed on particular aspects of information literacy. I perceived a niche in our action plan, and made a proposal to this group that was accepted and included in the school plan.

Developing the library management plan

Aligning the library plan with the whole school plan is extremely important. This is the best way to ensure that the library truly reflects the school's mission and makes a sound contribution to student learning outcomes. It provides the direction needed to drive your programs and efforts toward the intended goals.

At Mudgee High, our thinking around the library plan covers six areas, adapted from James Henri's suggested "roles of the teacher librarian" (1988). These are:

- management
- instruction and cooperative program
- collection development
- program advocacy
- consultation and information services
- professional development.

Using this format is an efficient way of ensuring that all aspects of library services and programs have been considered in planning. Pro formas, with sections for goals, strategies, success indicators and recommendations, are used for planning in each area. The planning for collection development, for example (see *Table 1*), shows the process and its relationship to the *Agenda 99* priority areas.

The first step for developing the new library management plan is to consider the whole school plan and determine those priorities where the library can contribute to the school mission. This year, school priorities in technology, literacy, the new Higher School Certificate (HSC), peer mediation and drug education were all addressed, to some extent, by the library plan.

The next step is to consider the success indicators of the current library plan and evaluate the extent to which goals have been reached. Some goals may have been achieved and therefore require no further action. For others, the recommendation may be to continue the aspect into the new plan, perhaps with revised strategies. Other goals will be suggested by the evaluation of the previous year's plan. For example, a recommendation from our 1998 library plan was to trial some online journal services, such as *World Magazine Bank*, with a view to increasing access to current information. This became a goal for the current management plan.

Finally, other goals may be included as a result of input by library staff, teachers and students. The plan is committed to paper and becomes a working document.

Knowledge of the school plan also means that you can be ready for events that are going to occur during the year.

Table 1: Excerpt of a sample page of the 1999 library plan. The Recommendations column is filled in at year's end.

Mudgee High School
1999 library plan

Agenda 99: Laying strong foundations

In 1999, we will: give students and teachers better access to learning resources through new technologies.

Goals	Strategies	Responsibility	Success indicators	Recommendations
Acquisition of suitable software for use across the network	<ul style="list-style-type: none"> Ascertain curriculum needs through Tech. Committee Determine suitability of software from journal reviews and suppliers' notes 	Teacher-librarian Teacher-librarian and faculty reps	<ul style="list-style-type: none"> CD-ROMs and software run successfully on network and are utilised 	
Provision of suitable teacher resources to support use of technology in classrooms	<ul style="list-style-type: none"> Select and acquire appropriate resources from bibliographies and journal reviews 	Teacher-librarian and faculty reps	<ul style="list-style-type: none"> Resources accessioned, catalogue reports printed Resources used by staff 	
Update Internet sites entered onto OASIS	<ul style="list-style-type: none"> Check accuracy of cataloguing information, with particular reference to: URL; Last update 	Teacher-librarian	<ul style="list-style-type: none"> OASIS reports by subject produced Reports distributed to staffrooms and used in library 	
Supplement the collection by free trial of online magazines	<ul style="list-style-type: none"> Organise free trials for EBBSCO World Magazine Bank by staff and students Publicise through school communication channels Cost benefit analysis 	Teacher-librarian Teacher-librarian Teacher-librarian	<ul style="list-style-type: none"> Free trial used by staff and students Evaluation to make decisions regarding future subscription 	

Why plan?

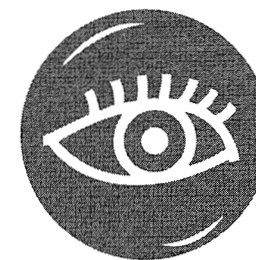
As Michelle Ellis put it so succinctly in a recent *Scan* (vol 18 no 1), "a library management plan can help teacher-librarians to sift through programs and services, and make decisions about what can be deleted, maintained or expanded", particularly in the light of Departmental agendas. Apart from being a part of your professional responsibility as a teacher-librarian, it can also be a great advocate of the contribution you make to student and teacher learning. It helps prioritise items for the budget. More importantly, it can be the basis for negotiation for additional funding.

Knowledge of the school plan also means that you can be ready for events that are going to occur during the year. For example, my knowledge about *schools.net* meant that the library could prepare teaching staff for Internet access in staffrooms through workshops and small group tuition well beforehand. At present, the senior executive is undertaking a review where each faculty has been asked to show how their plans related to school priorities. Given the way the planning process was undertaken in the library, it has been a relatively simple matter to show how our goals, strategies and success indicators are aligned to those of the school as a whole.

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Reading the future:



Knowledge management 4.
Towards a
community of
learning



As we approach the new millennium, *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, Faculty of Humanities and Social Sciences, at University of Technology, Sydney.

"The late twentieth century has been described as the Age of Information, where an emphasis is placed on the external organisation, transformation and communication of information. It has been suggested that the twenty-first century will be the Age of the Mind, where the focus on the externally observable features of information will have been replaced by a completely different set of rules and customs and modes of delivery and where people will use it according to judgements made on a different set of criteria."

Heilprin (1989)

With almost a year down the track since my first *Reading the future* article on knowledge management in *Scan* (Todd, 1999a), I am very pleased to see the interest, enthusiasm and action centring on this important arena in schools. All education springs from some image of the future, and the emerging discussion on knowledge management (KM) is playing a part in shifting our attention from the actual information environments in schools to support learning, to the possible information environments. Learning to explore what is possible, in the context of providing the best learning opportunities for our students, is an important step. And knowledge management must have that broader objective at its centre.

In this paper, I want to provide some ideas on "enablings" that focus particularly on building a sense of community. Hansen (1999) argues that knowledge management is "about people, their work practices and their work culture", and comprises "developing new knowledge, "securing new and existing knowledge", "distributing knowledge" and "combining available knowledge". This statement highlights that underpinning knowledge management is the assumption that people's accumulated knowledge, as experiences, best practices, competencies, skills and ideas, is worth identifying, capturing, structuring, sharing and using as part of, and natural progression towards, a school's holistic information environment to support high quality learning outcomes.

Recently, I took part in *ISIS 99 (Information Services in Schools)*, an online conference for teacher-librarians and teachers, organised by Lyn Hay at Charles Sturt University. The conference was titled *Enter the millennium: reflections and strategic intentions*, and as part of that conference, I participated in an *AussieMoo* virtual workshop on knowledge management, where issues and ideas were vigorously discussed. I am greatly encouraged that people are talking about it; thinking about how it might contribute to their school; and identifying potential knowledge management practices that address concerns and issues in their schools.

In the emerging knowledge management literature, and certainly emerging out of the virtual workshop, a central building block for effective knowledge management practices in schools is 'community': collaboration; collegiality; interaction; team spirit; unity rather than uniformity; and networking. Where these are valued and actioned, a community of practice is evolving where individuals are creating knowledge together, sharing it together, and learning together.

One of the key issues that emerged from the KM virtual workshop was how to create a knowledge sharing community:

- How do you encourage people be a part of a learning and knowledge sharing culture?

Consider the success indicators of the current library plan and evaluate the extent to which goals have been reached.

- How do you change attitudes from a view that possessing knowledge is power for one person, to a view where sharing knowledge is power to a whole community (that is, moving from information and knowledge as dividing, to information and knowledge as liberating and empowering)?
- How do you maintain an environment conducive to effective communication among knowledgeable people?

The creation of a knowledge sharing culture, breaking down the knowledge fiefdoms that exist, and recognising the value of a collective base of knowledge capital is fundamental to the success of knowledge management initiatives. I have been reading two thought provoking books that focus on building a sense of community, and they have provided input on the ideas I will suggest here. The first, by Peter Senge and colleagues, is entitled *The dance of change: the challenges of sustaining momentum in learning organizations* (1999). It provides a model (see Diagram 1) and identifies some of the key building blocks for creating and maintaining a sense of a community of practice where knowledge sharing and knowledge using is an integral part.

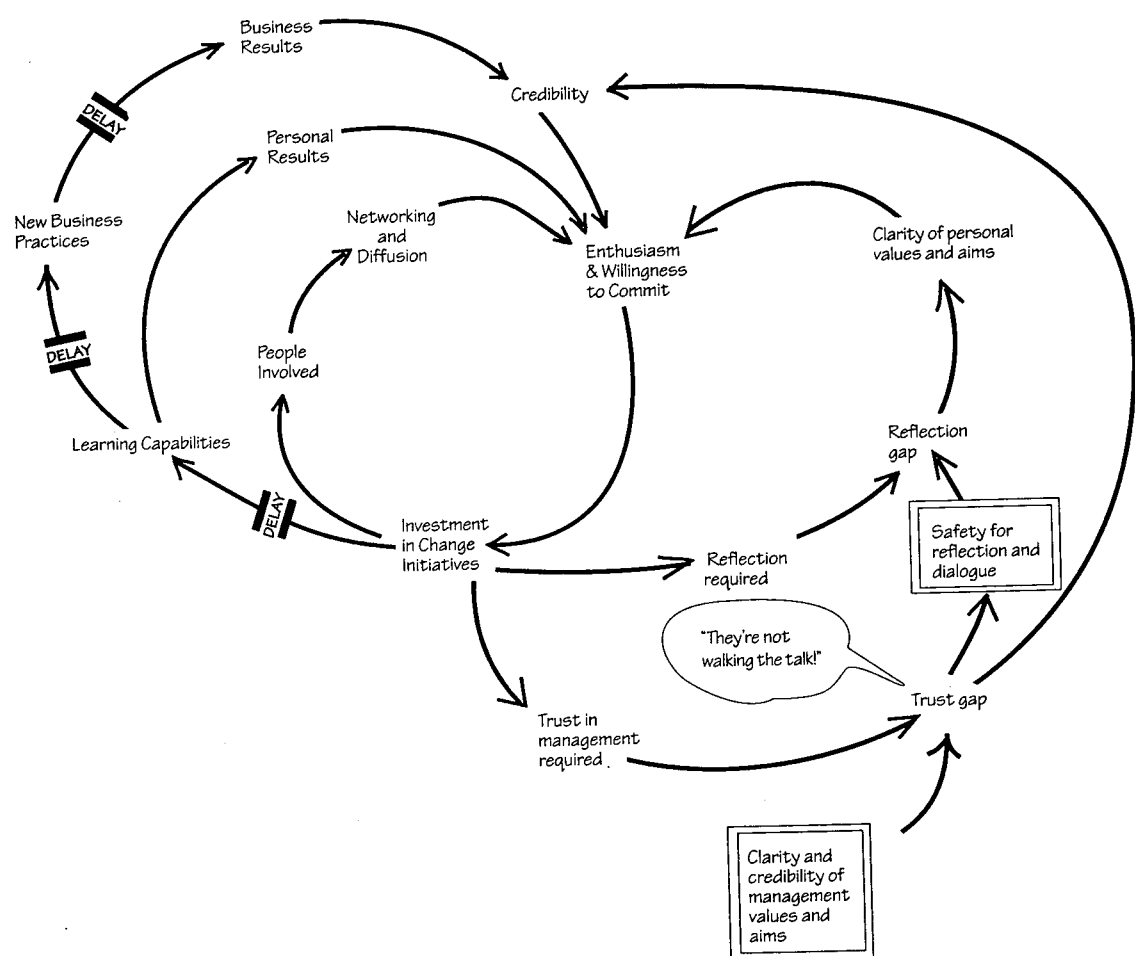
The second book, by Etienne Wenger is *Communities of practice: learning, meaning and identity* (1998). This book presents the theory that engagement and participation in social practice is the fundamental process by which we learn and so become who we are (Wenger, 1998: 4). It posits three notions of belonging to a community:

- *Imagination*: creating images, creating possibilities, and seeing connections by extrapolating from our own experiences. It involves: recognising our experiences in others; knowing what others are doing; seeing ourselves in new ways; sharing stories, explanations, experiences; visiting, observing, talking; generating scenarios; and exploring other ways of doing what we are doing.
- *Engagement*: actual involvement in mutual processes of negotiation of meaning. It implies a sustained intensity and mutuality; and involves: defining a common starting point; accumulating shared experiences; developing interpersonal relationships; and managing the boundaries.
- *Alignment*: coordinating our energy and activities in order to fit within broader structures and goals of the school. It involves: creating a focus; negotiating and reconciling different perspectives; finding common ground; convincing, inspiring, trusting, uniting; and devising procedures.

(Wenger, 1998: 164-187)

Wenger claims that communities of practice are "organizational assets that represent investments in mutual engagement. The learning that they embody constitutes the competence of the organization, and the development of communities of practice is essential to developing this competence" (Wenger, 1998: 251). Wenger highlights that mutual engagement is, in itself, building competences

Diagram 1: Growth processes of profound change (Senge, 1999: 197)



and skills, which can become part of the knowledge infrastructure of the school. Here are some ideas that I have gleaned from literature and experience in building a knowledge sharing culture. Some of these aspects have been referred to in my previous papers, and I want to draw them all together here.

- Focus on what you share in common.* Communities are built on common ground, and the connections and networks are very important. Commit to something worthwhile where its link to the vision and strategic goals of the school is very clear. For example, if the school has negotiated a strategic set of priorities for the year, capitalise on one or more of these priorities as a KM initiative. Speak the common language, the language of syllabus outcomes. Avoid the language of 'library land', as this can be very alienating at times.
- Demonstrate passion about the shared vision:* "Share and celebrate the mission on the inside of the organization – not just on the outside" (Covey & Crawley, 1999). People are motivated by individual initiative, passion and creativity. This contributes to morale building and provision of support.
- Don't make KM initiatives a demand.* Use incentives, not mandates. Incentives can range from mentoring teachers in new skills, such as Web page design; meetings with fresh croissants; opportunities to speak at a professional development day; and so on.
- Choose KM initiatives that benefit many rather than a few.* These need to be connected with real work goals and processes, and connected to improving performance. One way to do this is to utilise project teams that are cross disciplinary, so that it has visibility across the school and so that the disciplinary fiefdoms are broken down.
- Start small, grow steadily.* Don't plan to conquer the whole knowledge world in one go. As Gell-Mann claims, "Knowledge is often sprawling and messy, and the ways in which knowledge workers use it are manifold and unpredictable" (in Davenport, 1997). Test, trial, experiment with a defined and contained project.
- Recognise that nothing happens without commitment,* and that initial commitment is almost always limited to a small group of interested people. Make explicit why, who wants it to happen, establish deliverable deadlines, and the expected results it will produce. Not all people come ready to contribute to such initiatives. Involve people who have the power to take action, and utilise the different skills and talents of this team, and encourage team members to develop new skills through the project, enabling and empowering individuals for the benefit of the whole. Diversity becomes a key asset.
- Don't be a "know all".* Admit uncertainties and seek help. Admit problems and seek help. Invite critique and feedback. Invite ideas and suggestions. Appreciate and bring out the many dimensions and sides to every issue. Explicitly raise questions about the relevance of the project, and make ongoing information available about its progress. Work for commit-

ment rather than loyalty. Lead, rather than control. When difficulties are encountered and issues arise, cultivate patience and reflective openness, and respect people's inhibitions. Don't blow a fuse, as this signals that the new initiative is just a fad, rather take the time to address obstacles.

- Start small and grow steadily to build momentum.* As Senge says: "Don't give speeches. Find a few partners who share your values and passions. Identify key practical issues and get to work on them. Remember that profound change is a self-reinforcing process" (Senge, 1999: 55). Demonstrate, don't articulate. Demonstrate, don't procrastinate. Don't hit management with a campaign, but give them action. Sometimes this might mean taking a working example, or prototype, to a group in the school where the outcome matters. If you want to create a staff *Yellow Pages* which illustrates the competencies, skills and experiences of staff that can be made available, create a working model of a *Yellow Pages* using the library staff or the history teachers, for example.
- Be a strategist when working to get people on board.* Don't create an environment of 'insiders' and 'outsiders', marginalising people who may be disinterested or opposed to the initiative. Underpinning sustained, across school action is emotional engagement, and emotional engagement is built on intellectual understanding. Communicate. Communicate. Communicate. Expose the project at all stages. This often captures attention, arouses curiosity, and people get motivated to jump on board. Openness rather than secrecy is important.
- Deliver on promises.* Keep the project within manageable boundaries so that it doesn't become bigger than *Ben Hur*. This is particularly important on the first initiative. At the same time, keep the project on track to ensure coherence, momentum and continuity. Projects that fizzle out before they get up and running further signal that this is just a passing fad, without real substance.
- Deliver a tangible output,* and one that is immediately accessible and usable without much effort. Formalise the structures for sharing knowledge in ways that reflect teachers' information seeking and use behaviours. This is responsive management of knowledge. Avoid excessive structures and misplaced precision. Celebrate the achievement together, recognising the talents that have contributed to the effort, and even inviting a new project team to get going. The building of professional esteem and pride, and acknowledging this in the school community, contributes to developing a sharing community.

The knowledge sharing environment

In summary, there are three keys to the development of a successful knowledge sharing environment in your school. Prusak (1999) refers to them as: knowledge visibility; knowledge infrastructure, and knowledge culture. Knowing who knows what in your school, and letting

others know and use this knowledge is central to making knowledge visible.

While there are many technical applications that can foster effective knowledge capture, organising and sharing, it is important to realise that at the heart of knowledge sharing is interactions with people. Any knowledge infrastructure involves connectivity and access, but a successful knowledge infrastructure brings people together in new and dynamic ways. Identifying the knowledge and information networks, and finding creative ways to bring these networks together, further contributes to building a knowledge sharing culture. I think Kahlil Gibran (1999) got it right in saying: "A little knowledge that acts is worth infinitely more than much knowledge".

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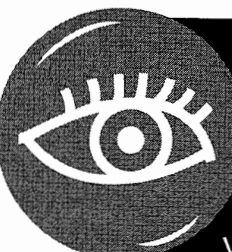
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Reading the future in 2000: *Scan* explores visual literacy!

New format for SCIS subject headings

With the publication of SCIS subject headings (4th edition) imminent, Anne Dowling and Cherryl Schauder present some key features. This article also offers important advice for teacher-librarians when implementing the changes to the list. Anne is Cataloguing Coordinator for the New South Wales Agency of SCIS (School Catalogue Information Service). Cherryl is SCIS National Cataloguing Coordinator at Curriculum Corporation.

The fourth edition of the SCIS subject headings list is due for publication towards the end of 1999. New headings have been added, terminology has been updated, and the instructions have been expanded. The format of the list has been redeveloped to reflect current international indexing practices. This edition will be the most comprehensive list of curriculum based subject headings yet produced for Australasian school libraries.

Main changes

To make the changes easier for teacher-librarians to implement in their school library catalogues, summary listings of new and replaced headings will be included in the new edition. Some of the changes are minor and can be made as time permits. However, one major area of revision is the headings for **Aboriginal peoples**, formerly **Aborigines**. The headings for **Aboriginal peoples** have been developed in consultation with the Aboriginal Studies Consultants in each state, and the New South Wales Aboriginal Education Consultative Group (AECG). This is one area of change that is important to implement immediately so that acceptable language for Aboriginal peoples is used in all school catalogues.

Some library systems, such as *OASIS*, provide a 'global change' facility that changes each occurrence of a heading in the catalogue when the authorised version (the authority) for the heading in the system is changed. With other systems these changes have to be done for each bibliographic record.

Changes in presentation between the third and fourth editions are illustrated in the example in Table 1 (right)

While the revised list may look somewhat different to the previous editions, the actual content has not been radically changed. In this edition the symbols used to represent

the *See* and *See also* relationships between the headings have been altered to conform to current international practice. An explanation of the new symbols (USE/UF, BT, NT, RT) is provided at the bottom of each page of the list:

UF=Used for or Seen from **USE**=Use or See **BT**=Broader terms **NT**=Narrower terms **RT**=Related terms.

The headings provided in the list as broader, narrower and related terms will be examined on an ongoing basis to refine them further, and to check them for relevance in the school environment. Cataloguers will use them to locate a heading that is more appropriate to represent a particular topic. If catalogues were to display these references as broader, narrower and related terms, catalogue users would be able to use them to expand their searches upwards, downwards and laterally.

See and See also references in the catalogue

The way that references are presented in catalogues tend to differ from library system to library system. The *see/USE* reference in the above example might, for instance, be presented as:

- Education, Safety
- Use Safety education
- OR
- Education, Safety
- See under Safety education
- OR
- Education, Safety
- Reference information
- See: Safety education

See also references are similarly presented in different ways in different catalogues. It has been one traditional practice to economise on *See also* references by only making them downwards (broad to narrow) and to/from related headings. SCIS has followed this policy in the past.

In previous editions of the list, the suggested catalogue *See also* references to be made to and from a heading when entering it in the catalogue for the first time were represented by the *See also* note which referred the user from the lead heading towards narrower and related headings,

and the *xx* headings which referred the user from broader and related headings towards the lead heading. Again using the above example, and assuming that all the headings referred to were used headings in the catalogue, *See also* references would be made as follows:

- Safety education
- See also
- Accident prevention; Protective behaviours; Road safety.
- Accident prevention
- See also
- Safety education
- and
- Industrial health and safety
- See also
- Safety education

Ideally, with rigorous application of this approach to *See also* references, the full hierarchies and associations were expressed right through the catalogue, working from broad to narrow, and from related to related.

When using the fourth edition with its new format, these practices could be continued by making *See also* references in the catalogue from the heading being introduced towards the headings listed as narrower and related; and from the headings labelled as broader and related towards the heading being introduced.

After completion of the fourth edition, SCIS will be working hard to finalise policies about these issues and to make available the *See* and *See also* references on disk to facilitate the creation of these in individual catalogues.

Headings to be devised by the catalogue

The new edition highlights categories for which headings may be devised by the catalogue by using an asterisk within an instruction. For example, the subject heading **Navies** has an instruction 'See also names of specific navies', eg. Australia. Royal Australian Navy'. Thus the names of other navies which cannot be found in the list or on the database can be assigned when needed, using the example provided as a guide.

Table 1

Previous format	New format
SAFETY EDUCATION x Education, Safety See also ROAD SAFETY; ACCIDENT PREVENTION xx ACCIDENT PREVENTION; INDUSTRIAL HEALTH AND SAFETY	Safety education UF Education, Safety BT Industrial health and safety NT Road safety RT Accident prevention
See reference	USE reference
Education, Safety See SAFETY EDUCATION	Education, Safety USE Safety education

Examples of names

There are many new names in the list so that when you follow the instructions to add a name, there is an example to follow. Some of the new examples are: **Lisu** (Asian people); **Tenzin Gysato, Dalai Lama XIV**; **Fraser, Malcolm**; and **Ramu River Region** (Papua New Guinea).

Filing in the fourth edition

As with the third edition, the filing of the list is generally alphabetically word by word, with hyphenated words filed as if they were two separate words. In the fourth edition, however, a heading and all of its subdivisions (ie. headings after the long dash) are filed together. Inverted and phrase headings follow the heading and its subdivisions, but are interfiled alphabetically as before. This arrangement will make it easier to identify those headings which have a pattern of subdivisions that may be applied to other similar headings, eg. the subdivisions at the headings **Bible** and **Shakespeare, William**. This filing will not affect the filing in the library catalogue.

Ongoing revision process

The revision of a controlled vocabulary is an ongoing process that requires considerable resources in terms of staff time, knowledge of cataloguing and indexing principles, and expertise about a wide range of topics. Terminology and attitudes change over the years, and compilers of a list like this need to constantly review the appropriateness of terminology and of links between headings. At the same time revisers need to maintain a balance between responsiveness to new concepts and terms, and the stability and search predictability of each school catalogue.

This list has established the new format and made a number of important revisions. It provides a snapshot of headings at a given point in time, but many areas have been signalled for ongoing and further review. Over time, the list will benefit enormously from ever increasing dialogue between the cataloguing agencies and teacher-librarians. This two way communication process is steadily being enhanced by information technologies both in schools and in the SCIS agencies. The dialogue will help to ensure that the list serves the needs of teacher-librarians in our fast changing educational environment.

Several online discussion board topics about SCIS subject headings, products and services can be accessed on the *School libraries: empowering learning* Web site. Go to <http://www.def.nsw.edu.au/schoollibraries> and click on **Discussion** from the menu on the home page.

The SCIS/*Scan* team will be working with *OASIS* Technology Support to ensure that the most efficient way of making the changes in *OASIS*, particularly for the **Aboriginal peoples** subject headings, is identified. As soon as the information is developed, it will be uploaded to the *School libraries: empowering learning* site and featured in *Scan*. ■

RESEARCH COLUMNS

4, 1999



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I must confess that sometimes I am a little late in catching up with my professional reading. Just recently, I came across the book *Orientations to curriculum and transition: towards the socially-critical school*, published in 1983! The book focuses on the role of education in society, and analyses three orientations to curriculum that reflect different views about education and its role in society. Briefly, the book explores:

- the **vocational/neo-classical orientation**, in which education is understood as a preparation for work, and one which identifies the sense of vocation students reveal through their participation in school life, and through acquiring skills and disciplinary knowledge
- the **liberal/progressive orientation**, in which education is seen as a preparation for life rather than work; it is for the whole person, developing a sense of the good, true and beautiful in every child, and preparing each child to participate in ongoing social change and improvement
- the **socially-critical orientation**, in which education is seen to engage students in social and cultural issues and give them experience in working on them, through experience in critical thinking, interaction, reflection, interpretation and action. Collaboration, construction, critique, cooperation, and community are key concepts.

The development of students as information literate, as independent lifelong learners who are able to engage purposefully and actively in their society, strongly reflects the socially-critical orientation to education. This development is something that can only be achieved through a sense of community, and a community of teachers being empowered to understand, critically evaluate the practices of school life and school work, and make informed commitment to collaborative action that will empower learners.

Collaborative interaction, negotiation, self reflection and community are key dimensions of the research reported in this *Research columns* article. The research, by Dr Penny Moore and Noeline Pouloupoulos, focuses on the development of a school community in New Zealand oriented to the development of information literate students. I have recently had the pleasure of reading the

manuscript of the book, soon to be published, which tells the full journey of this school.

Dr Penny Moore is not new to readers of *Scan* (see vol 15 no 1). Her background includes research management and lecturing in education and librarianship. She has considerable experience in education research that has substantially focussed on information problem solving. In recent years, Penny has undertaken information literacy research for the New Zealand Ministry of Education and the New Zealand Council of Educational Research.

Noeline Pouloupoulos is an experienced *Reading Recovery* teacher at Island Bay Primary School in Wellington, New Zealand. Noeline has been working with At Risk readers and students with non English speaking backgrounds (NESB).

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BUTTERFLIES AND ELEPHANTS IN THE CLASSROOM:

TEACHERS RESEARCHING INFORMATION LITERACY

Dr Penny Moore & Noeline Pouloupoulos

"There is no learning without a learner. And there is no meaning without a meaning maker. In order to survive in a world of rapid change there is nothing more worth knowing, for any of us, than the continuing process of how to make viable meanings."

Postman & Weingartner (1969: 85)

Over the past decade or so, perspectives on information handling have been emerging fairly rapidly, like butterflies from chrysalises. Successive generations have evolved in this short time span, partly in response to rapid changes foreseen in the above quotation. For example, library and study skills at one time flew separately, then came together to emerge as information skills (but both are far from extinct in their own right). At the same time, researchers have looked at the demands of information handling in terms of research skills, inquiry skills, critical thinking skills and information problem solving skills among others, all different, but evidently related and part of the genus *Information literacy*. Like butterflies, these skills cluster in the warmth of the sun, grouping, dispersing and regrouping, forming different patterns according to situational demands and current conceptions. Their habitat is filled with activities like inquiry methods, discovery learning, resource-based learning, topic work, problem-based learning and the like.

Current questions include: What do we mean by all these terms? How are they different and what do they add in practice? Have the associated learning activities really made a difference to learning? And how, as we engage in

scholarly discussion, can we minimise confusion and miscommunication in describing this wealth of attractive life forms? A focus on any one of the species of information literacy provides a unique perspective on the genus as a whole. However, as Woolls (cited Loertscher & Woolls, 1997) implies, some of these component concepts are so closely related that distinction between them is difficult. Langford (1999), in discussing critical literacy, strikes a chord by alluding to the tale of the seven blind men describing an elephant: understanding of the concept depends on which part of the elephant you have in your grasp.

Some effects of defining concepts are recalled in points made by Postman & Weingartner (1969: 36): "Find the right label for some process, and you know about it. If you know about it, you needn't think of it any further". Those who are seeking relationships among species within information literacy keep developing understanding. Those who equate its components with tightly defined labels may be in danger of assuming that somewhere a box alongside the curriculum can be ticked, ie. we took/did/covered information skills last term. This is a variety of what Postman & Weingartner call the "Vaccination Theory of Education"; if you've had it, you are immune and therefore need not take it again!

Several authors, for example Holloway, Doyle & Lindsay, have commented that "information literacy is best thought of as a verb, a way of doing information" (cited Loertscher & Woolls, 1997). In considering information literacy this is a critical point, to which a further quote from Postman & Weingartner (1969: 30) makes a useful addition. They remind us that sense making is a survival skill and more importantly, it "is not what you say to people that counts; it is what you have them do. In order to understand what kinds of behaviours classrooms promote, one must become accustomed to observing what, in fact, students actually do in them. What students do in the classroom is what they learn (as Dewey would say), and what they learn to do is the classroom's message (as McLuhan would say)". The question then is what are teachers getting children to do with information? What are the classroom's messages about 'doing information literacy'? A consequential question is what can teacher-librarians do to help teachers focus on, and if necessary modify, the information literacy messages of their classrooms?

An earlier study (Moore, 1998) examined primary school teachers' understanding of information skills and resource based learning. Some of the meanings apparently assigned to information skills echoed a statement by Hopkins (1987), "There is an unresolved dichotomy and confusion between the notion of information skills as (a) the retrieval and location of information, and (b) the analysis and synthesis of information. The former aspect of the term is most commonly the focus of information skill programmes, but the latter is arguably the more important." In the study referred to, analysis and synthesis were found to be understated by teachers. Indeed, some expected information skills to emerge unaided and fully formed from their chrysalis. A second phase of that project centred on information literacy workshops and followed these with classroom observations. Two findings are of central interest here.

The first is that in schools where teachers' understanding of information skills was most confused, it was more difficult to implement information problem solving approaches to learning and teaching, to 'do information literacy'. Some teachers spontaneously acknowledged that they had not thought through the meanings they assign to information skills, implying that the words had become the thing. The second was that workshop participants in all four schools placed a high value on receiving detailed observations of how children in their classrooms were interacting with information. Knowing what children do with information was a tool in thinking about information skills, and seeing changes in learning outcomes, however small, was instrumental in encouraging teachers to apply information literacy principles.

In that study, teachers tried systematically to observe children themselves, but pressures of the school day overwhelmed them and most observations were carried out by the researcher. A second study (Moore, 1999), this time involving all teachers in a single school, recognised and used staff strengths in seeking the best teaching practices. It aimed to identify teachers' needs as learners and to provide experience and guidance in conducting information literacy research in the classroom. A central concern was to begin with the teachers' perceptions of information literacy issues for the children they taught, rather than with any particular model of information literacy. In other words, it began with viable meanings of information skills in their classrooms and created a framework for observing children as information problem solvers. This prompted reflection on teaching practices.

This approach is in accord with that suggested by Lincoln (1987) who identified the following essential ingredients for a whole school approach to information skills teaching:

- It must develop from where teachers are and not be imposed upon them.
- It must respect the fact that teachers are individuals with their own classroom 'style'.
- It should be descriptive rather than prescriptive.
- It should be expressed in terms of practical classroom techniques and strategies so that teachers can see the relevance of it to their own work.

The findings of the study are rich and varied. For the purposes of this report however, one teacher led project will be detailed to explore the questions:

- What are teachers getting children to do with information?
- What are the classroom messages about information literacy?

Implications for teacher-librarian collaboration are discussed.

Method

The school's senior management group had determined that information literacy issues would be an appropriate focus for a whole school professional development initiative, thus opportunity to participate in this study fitted existing school goals. At the beginning of the project, information literacy had an understated profile in the use of both traditional, print based materials and information and communications technology. Information technology

and library developments were underway, but there were technological teething problems. No qualified library staff were available to assist teachers in grappling with the information world.

The study involved thirteen teaching staff, including the Principal, in a series of workshops and brief action research projects. Conducting formal research is a special case of the information problem solving process. It demands sound planning, systematic data collection from a variety of information sources, analysis and evaluation, and having a basis in previous research and theory. Work at the adult level of this process can be constantly compared with similar activities in children's topic work. Thus, teacher driven research projects provided: a vehicle for reflecting on personal information literacy; the support required for personal success; and the implications for supporting information literacy development.

According to Hopkins (1996), it is when teachers are recognised as learners who need support that professional development can move from a peripheral, 'add on' activity to being part of the central life of the school. In this case, staff knew little about information literacy and were not skilled or experienced researchers. Therefore, the author provided workshops and personal mentorship to:

- increase teachers' skills and knowledge in the field of information literacy
- increase teachers' skills, knowledge and confidence in conducting action research
- promote the value of educational theory and familiarity with relevant educational literature.

Following an overview of information literacy, discussion of information skills and information problem solving, staff identified information literacy issues of concern for their particular students. Eleven action research projects were then designed conforming to the overall plan as follows:

- Classroom evidence was gathered to test the basis of the concern identified.
- Following analysis and interpretation, the focus for information skills development was refined.
- Lesson plans were examined to identify underlying expectations for students' information skills.
- Ways of explicitly supporting target information skills were developed by teachers.
- Specific sources of evidence of children's performance on those skills were identified.
- Data was collected in parallel with teaching and learning (documentary, observational, etc).
- Evaluation of teaching and learning led to further development of information skills support mechanisms which were similarly monitored and evaluated.

The projects varied in content from a focus on students as peer tutors to use of multimedia reference materials and print based information sources. Some focussed entirely on gathering and using verbal information, and data collection methods varied accordingly. In some cases, teachers were able to collect all data independently; in others the author acted as research assistant and, in a few cases, other teachers assisted by record keeping and observing children.

By way of illustration, one project will be discussed in detail. It concerned just four students, representing a group of considerable interest to teacher-librarians.

Objective

Noeline Pouloupoulos, as a specialist reading teacher, had had a longstanding concern to create greater cooperation with classroom teachers. She was working with four boys (aged 8-10) who were reading at a level two to three years below their chronological age. The students came from three different classrooms, three different teaching programs, thus making it difficult to ensure small group reading activities reflected those of the classroom. Noeline was concerned to discover whether withdrawal programs are successful. In particular, could the students transfer skills taught in a small withdrawal group to their own classrooms? The same question could be asked of 'library lessons'.

Phase One method

Previously when working with At Risk readers, the focus was solely on improving reading skills, but in the context of this initiative, it was widened to include information skills. While the students' reading needs were known, little was known about them as learners in general. The first phase of the project, therefore, involved interviewing teachers about the boys as learners. This was done fairly informally and provided a general overview (but few points upon which data were strictly comparable). Much was learned about the value of interview schedules and semi structured interviews.

The boys were also interviewed individually to assess their perceptions of themselves as learners. An interview schedule ensured that data gathering was more systematic in this case and the boys gave permission for interviews to be recorded for future reference.

Phase One findings

The teachers provided a picture of these students as often being reluctant participants in class topic studies, and as needing lots of teacher support when involved in information seeking using texts. They needed guidance in the selection of relevant text and text that they could read. They were functioning at a lower reading level than the rest of the class and teachers needed to work hard to involve them in learning. The boys were not motivated learners, found schoolwork difficult and often used work avoidance techniques.

The boys generally viewed themselves as poor learners. One student's understanding of learning involved "listening to your teacher" and when you had difficulty learning, it was "because you were not listening". The other students' focussed on learning how to read, reading itself was for "knowing more words and being able to read" and when learning was difficult, it was "because the book was too hard".

When asked what they did when they did not understand something, the students focussed on reading strategies, and asking the teacher or someone else in the class. None of the boys identified gaining information as a pur-

pose for reading, although they recognised that one asks questions to gain information.

Asked about the processes they used to find information in texts, all were able to talk about the use of content pages and indexes. They thought they knew what to do, but in the classroom often were unable to access information. They were confused about library organisation too, with all four expecting to find books on dinosaurs under "D" in the fiction section.

Based on interview findings, a program incorporating concepts of reciprocal reading (Palincsar & Klenk, 1992) was developed to encourage the students to:

- take responsibility for their learning
- generate their own questions
- use reading as a tool in finding answers to their questions.

Phase Two

Over a period of five weeks, meeting for 30 minutes each day, the students focussed on:

- asking questions (to clarify understanding; to gain more information)
- finding information in texts (using contents tables, indexes, headings and pictures)
- extracting relevant information from text
- evaluating information (Can I read it? Can I understand it? Is it on the topic? Does it answer my question?)
- using brainstorming and word webs to record information already known, and information gained from reading (Using coloured pens for additions allowed the children to see what they had learned from reading.)

The students also reflected on what had been learned by writing about what they already knew, what they learned and what was most interesting.

During this period, classroom teachers recorded their impressions of the students' ability to: select books, find relevant information; ask questions to clarify meaning; contribute to class brainstorming; and offer topic information. A simple checklist was provided to make this task quick and easy (See Pouloupoulos, 1999).

Phase Two findings

In the withdrawal group, all four boys contributed to discussion but verbal input to brainstorming and word webs was greater than their written work suggested. With an adult scribe, far more was recorded.

Overall, the students became more skilled at verbally summarising information. Two, in particular, asked more questions to clarify understanding. The students began to bring books from home and from the library. One announced, "There was another book there and it had more information, but I couldn't read it and it had no contents or index, so I didn't take it out." Another brought an encyclopedia from home, complete with the bookmarks he had inserted on a topic. He sought extra books on animals to take back to the classroom and checked to see when a book was published, commenting on how old it was. Although one boy continued to need help to stay on task, he contributed to the group, although not with the same level of interest in the topics covered. All became

more skilled at finding relevant information in texts, although sometimes they needed support because of the demands of a particular book's layout.

The teachers' checklists and observations were generally positive. Three students had made marked progress, with their teachers commenting they there were now contributing more confidently to class brainstorms. They were offering topic information voluntarily and sometimes asking questions on the topic and to clarify understanding. The fourth boy was reading more fluently, but had shown little change in other areas.

For two of the students, in particular, there had been an increase in motivation. They were also interested in sharing information they had found. However their ability to use contents pages, indexes, headings and pictures in class was not consistently reported on, perhaps because this demands close observation which is difficult in a class of 30 students.

Conclusion

So what were the teachers getting students to do with information? Previously, withdrawal group reading sessions had focussed on word attack strategies and actually learning to read. The message was apparent in the boys' assessment: one reads to know more words. Reading to gain information did not a feature in discussions about learning.

In classroom activities requiring information seeking and reading to learn, teachers found it difficult to get these boys involved and, from their own reports, the students were not very successful in accessing information. The message for these students was that tasks demanding information skills were not very rewarding.

During the information skills intervention, although learning to read was still being addressed, the emphasis was on doing something with information. Attention was on gaining information and answering questions arising from disputes as the boys discussed crocodiles and other self chosen topics. Seeking information now received a high level of support accompanied by information about strategies to find and evaluate sources on a variety of levels. Success levels rose and were visibly recorded on word webs and in writing.

It is apparent that the boys not only transferred newly gained skills to the classroom, but that they also exercised them voluntarily at home and in the library to find books to share. However, it is also apparent that while withdrawal programs can be effective, added support is still needed in the classroom. In this case, all three classroom teachers were also focussing on different aspects of information skills development, and buddy reading systems were in place as a further aid. It is therefore likely that skills gained (and information literacy messages) were being reinforced in classroom and withdrawal settings.

Throughout this research project, there was more communication between the classroom and reading specialist teachers. This in itself increased the opportunities for coordination of effort. The initial interviews with teachers contained their own information literacy message: we are supporting these students together and can collaborate on a variety of levels. Teachers learned more of the tech-

niques each was using to help these children and could apply them to the whole class.

Involving the students in discussion of how they learn, and how they handle information, sent information literacy messages too. It was at this level that the major changes appear to have occurred. 'Doing information skills' became more obvious to the students and was a legitimate topic for discussion. Strategies for coping with failures to find relevant information or being unable to read a particular text were developed and confidence rose.

What does this schoolwide project imply for teacher-librarians?

At this time, the teachers (as with some teachers in schools with more highly developed libraries) did not see the library as central to learning. This does not mean that they were unconcerned about information literacy; on the contrary: all quickly identified aspects of information skills that that required attention.

In this school, however, much information seeking took place in the classroom using borrowed resources. Thus, classroom observation would reveal more about information skills than was seen during library activities. Teachers were hampered by lack of experience in examining information literacy in detail. They initially had neither an in depth knowledge of the concept, nor ways to gather concrete evidence of student performance.

Starting with their concerns about students' learning provided a purpose for exploring information literacy. Providing an array of views on information problem solving, critical thinking, and affective aspects of information seeking, allowed teachers to clarify the meanings they had assigned to information literacy. Teacher-librarians are in a position to promote the concept in ways that allow for a plurality of understanding. In this context, the "Vaccination Theory of Education" is untenable, and discussion between colleagues is enriched.

In this study, independently created lesson plans were analysed in terms of underlying information skills. This 'after the fact' curriculum design may be used as a precursor to future collaborative planning with those unused to working closely with teacher-librarians. The critical point was that while the whole raft of underlying information skills could not be addressed at once, those of greatest concern to the teacher were targeted. This takes us back to viable meanings of information literacy in the classroom based on the teacher's perspective. Teacher-librarians' experience of looking for aspects of information handling can facilitate discussion of meaning and points in learning activities where particular information skills will be most evident.

Workshop participants in an earlier study had valued receipt of detailed descriptions about children interacting with information. Through the lesson analysis described above, teachers in the current project directed the focus of observations of children. Considerable attention was paid to creating simple ways of recording those observations, the intention being to ensure that research was not a burden for busy teachers. In several cases, the author or another teacher acted as observer. Teacher-librarians could offer this collegial service centred on students' learning.

Involvement in collaborative planning and evaluation of information skills development is a long standing and desirable goal for teacher-librarians, one that has often been difficult to achieve for a variety of reasons. Many strategies are needed, but here it is suggested that collaboration can be increased by offering to observe what children actually do with information and by examining the information literacy messages of the classroom. The key however, is that one must begin with the species of information literacy most salient to the teacher. Discovering the shifting patterns in the flight of related species can then prompt ever-deeper thinking about information literacy. When combined with knowledge about one's own class as information problem solvers, classroom messages may undergo change.

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ABSTRACTS

FITZGERALD, M. A. "Evaluating information: an information literacy challenge". *School Library Media Research*, 2, 1999. Available at *SLMR online* © 1999 ALA at: <http://ala8.ala.org/aasl/SLMR/evaluating.html>

Recent research and discussion on information and critical literacies have highlighted the importance of developing students' abilities to critically evaluate and synthesise information for a wide variety of sources and formats. There is recognition that this is a complex and difficult pedagogical process. There is a certain urgency in developing this key intellectual scaffold, given the diverse and ambiguous nature of information now available on the Internet, and the importance of accessing reliable and authoritative information for effective learning. This

paper is a synthesis of the theoretical and research based literature on the process of evaluating information. Drawing from cognitive psychology and critical thinking theory, it first explores central concepts in the evaluation process, such as: prior knowledge; problem structure; metacognition; goals and motivation; disposition; signals; deliberation; and decision. This exploration provides a strong understanding of the intellectual and learning processes involved in evaluating information.

The second part of the paper explores how this theoretical framework translates into classroom practice, highlighting some of the key ways that this might translate into a school library context and the educative work of teacher-librarians in developing information skills including evaluation. Particularly useful is the list of explicit teaching and learning strategies that might be used in classrooms. Some of these ideas can be easily built into collaborative teaching activities.

TALLMAN, J. I. & HENDERSON, L. "Constructing mental model paradigms for teaching electronic resources", *School Library Media Research*, 2, 1999. Available online at *SLMR* © 1999 ALA at:

<http://ala8.ala.org/aasl/SLMR/mental.html>

If you have been following and participating in the virtual conference on Internet searching (*School libraries: empowering learning* Web site, NSW Department of Education and Training) you may have read my paper where I suggested that we may need to rethink our whole approach to searching and accessing information on the Internet. Tallman & Henderson's paper supports the approach I have taken. The paper argues that effective teaching of electronic information sources requires teachers and teacher-librarians to have appropriate mental models of the characteristics and protocols of these sources. It suggests that these mental models are somewhat different to the mental models used when teaching about intellectual and physical access to print resources.

This study was undertaken in Georgia, USA, using a sample of teacher-librarians, and replicated in Queensland. Interviews, and video/audio taping of teaching and learning sequences were used to gather data. This data were used to construct the mental models utilised by teacher-librarians in the teaching sequences. These models not only focussed on the search process, but also on teaching roles, learning roles, desired outcomes of lessons, and teaching strategies. What clearly emerged in the findings was the problematic nature of existing models of accessing, researching and retrieving information from electronic databases, transposed from models of working with traditional print environments. Their conclusion provides much food for thought: simply acknowledging that current mental models to searching are flawed is an inadequate response to developing future effective teaching and learning strategies for electronic information searching. It might be timely to re-read my paper, *Reconceptualising the search process in electronic information environments*, available online at:

<http://www.det.nsw.edu.au/schoollibraries> (Click on **Teaching and learning**, then **Virtual conference 1**) ■

CLIFFORD, Deborah
The friends' secret. [kit]
 Mandol, 1998
 ISBN none [428.6]

The kit, consisting of a big book, set of classroom readers and teacher resource book is an attempt to provide phonics practice within an attractively illustrated but unrealistic story. The story itself lacks any real social purpose, characters are introduced without regard to plot development, and the events and descriptions within it are contrived. The phonics patterns, too, are contrived. One particularly insensitive example sees the name of one of the friends, José, placed to rhyme with the words Rose and hose. While some activities in the teacher's resource book attempt to address outcomes from the English K-6 syllabus, they rarely move students beyond the code-breaker role. S. Humphrey, I. Balcomb

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
AVAIL: \$119.50

Components of this kit are:
The friends' secret - big book SCIS 965822
The friends' secret - little book SCIS 965845
The friends' secret - teacher's resource book SCIS 965823

COREY, Megan
Story starters for upper primary.
 Macmillan Education, 1998
 ISBN 0732947057 [808]

Written and pictorial scenarios which upper primary students could develop into story plots are contained in this resource. While the idea of supporting students in producing interesting stories is commendable, the support offered here is limited, both by the quality of the scenarios and by the lack of teaching suggestions. The pictures by Craig Smith are sketched in heavy black ink, which contributes to overly busy and confusing scenes. Teachers would need to carefully assess the relevance of the context of the scenes, particularly for targeted equity groups such as Aboriginal students, students of low socioeconomic status (LSES) and English as a second language (ESL) students. The introduction provides some suggestions for writing successful stories but does not provide any explicit support on how to incorporate these features into successful stories. S. Humphrey

USER LEVEL: Stage 3
KLA: English
SYLLABUS: English K-6
AVAIL: Paper \$21.95 SCIS 946859

WYSE, Dominic
Primary writing.
 Open University Press, 1998
 ISBN 0335198139 [808]

Although Australian teachers have long been familiar with the process approach to teaching writing, this interesting book from the UK examines its recent implementation in whole school contexts. Comprehensive chapters outline the effectiveness of writing workshops in primary classrooms and provide clear explanations of the links between reading and writing. Practical teaching ideas and examples of writing development are given. It would be important for teachers to consider how the learning experiences and the continuum of writing development presented in this book align with the English K-6 syllabus. For teachers wishing to

further explore language and literacy development, this detailed book gives an insightful account of the process approach. H. Gardiner

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$39.95 SCIS 950595

Oral language and the teaching of English: an inservice package based on a series of papers and workshops. [kit]

Australian Association for the Teaching of English, 1999 (English discipline renewal seminar series)
 ISBN none [808.5071]

The teaching of oracy can be quite complex, but it is an essential skill required by all members of society according to this invaluable professional development resource. Providing a contemporary theoretical framework for teaching oral language, the resource comprises four workshops addressing storytelling, drama and assessment. The practical and adaptable teaching ideas suggested support the view of language and literacy learning of the State Literacy Strategy. In particular, the workshop on engaging reluctant speakers provides secondary English teachers with an excellent balance of theory and useful activities. A number of background readings are easily loaded from a disk, and workshop activities are readily reproducible from the booklet. The video cassette, two computer disks and comprehensive booklet are easy to use workshop materials which could be delivered by school based personnel. H. Gardiner

USER LEVEL: Professional
KLA: English
SYLLABUS: English 7-10; 2U Contemporary English; 2U General English
AVAIL: \$55.00 SCIS 969156

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.

STANGER, Donna
Sky Island mysteries. [computer software]
 Edmark, 1998 (Thinkin' things)
 ISBN 1569264449 [428.2076]

The CD-ROM is a collection of loosely focussed activities, using the metaphor of a spy on a mission to attempt to develop thinking skills. The user is taken to a fantasy location, which contains four islands. A guide presents the user with a mystery to solve, and prompts them to collect clues by engaging in a variety of activities on each island. The activities are in three modes: question and answer; explore; and challenge. Because of the expectation that the user will be able to understand the purpose of each activity with a minimum of guidance, and the lack of clear educational outcomes for most tasks, this CD-ROM is unlikely to be a useful addition to any teaching and learning programs unless such experiences are specifically structured by the teacher. S. Robinson

Minimum requirements
 Macintosh: 68040; System 7.0.1; 8MB RAM
 Windows 3.1/95: 486; 8MB RAM
USER LEVEL: Stage 2 Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$69.95 Dataflow SCIS 966641

JumpStart math for first graders. [computer software]
 Knowledge Adventure, 1997
 ISBN 1569974179 [510.76]

Students battle with life sized insects in this CD-ROM, as they explore the oversized backyard of Frankie the dog, who has been shrunk by the Queen Bee herself. They are motivated by the story to complete mathematical tasks, and collect bones as rewards which will help restore Frankie to his true size. Navigation throughout the backyard is by trial and error. Transition between activity screens can be slow, and repetition of instructions and commands could be frustrating for some students. The mathematical skills and understandings of: addition; subtraction; basic geometry and spatial relations; counting money and telling time; sorting and grouping; weight and measurement; and sequences and patterns, are developed through interaction with a variety of insect characters. The interaction is enjoyable, but could distract from mathematical learning. Teachers will need to explain the American systems of measuring money and weight so that students gain meaning from these tasks. Each task is presented at three levels of difficulty, which can be preselected for students. J. Fenech

Minimum requirements
 Macintosh: System 7.5.1; 8MB RAM; 15MB hard disk
 Windows 3.1/95: 8MB RAM; 15MB hard disk
USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$69.95 Dataflow SCIS 969687

Math for the real world. [computer software]
 Knowledge Adventure, 1997
 ISBN 0784913765 [510.76]

In this CD-ROM, the aim is for the band members to travel around USA to make a music video. While on the road, the player is challenged with real life problems associated with food, gas, and money. The game is quite entertaining, as the player has the excitement of the journey and the making of the music video. The educational value of this resource is limited, as the questions are based on imperial measurements. Simplified fractions are not accepted as correct answers. The topic area can be loosely connected to the K-6 mathematics syllabus, but the game could not be seriously used as an educational tool. L. Wilson

Minimum requirements
 Macintosh: System 7.5.1; 16MB RAM
 Windows 95: 486; 16MB RAM
USER LEVEL: Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$69.95 Dataflow SCIS 969756

Reader Rabbit's math ages 6-9. [computer software]
 Learning Co., 1998
 ISBN none [510.76]

Students will be motivated by the variety of games and activities, in this CD-ROM. During their exploration of Pirate Island, students practise mouse and keyboard skills as they encounter nine settings in the context of pirates and boat building. Each task is designed to improve mathematical skills and problem solving strategies. Three of these are designed to provide practice in memorising basic facts. The other six encourage use of problem solving strategies. Skills and understandings included in the tasks are: number patterns; addition and subtraction; multiplication and division; greater than and less than; geometric shape identification; measurement; place value; fractions; time; and money. Teachers can set difficulty levels throughout the adventure, or use automatic settings where levels of difficulty are adjusted as the student progresses through the learning tasks. A practice mode enables teachers to set specific tasks for students and monitor their progress. An option of printing out a workbook to support student learning requires *Adobe Acrobat* software. J. Fenech

Minimum requirements
 Macintosh: System 7.1; 16MB RAM; 20MB hard disk
 Windows 3.1/95: 16MB RAM; 20MB hard disk
USER LEVEL: Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: \$69.95 Roadshow SCIS 965275

Reader Rabbit presents math journey for grades 1-3. [computer software]
 The Learning Company, 1998
 ISBN none [510.76]

Students are invited to explore ten "Math Lands" in this CD-ROM, as they venture on a problem solving journey in search of the Math Magician. Each land has a mathematical focus: patterns and shapes; addition and subtraction; measurement; fractions; and multiplication. Two levels of difficulty are evident in each mathematical area, as students move from the first of five lands into the second. Level 1 concepts include skills in: recognising shapes and patterns to create patchwork designs; addition and subtraction to 20; estimating and measuring length; fractions as equal parts of a whole; and the exploration of multiplication facts. Level 2 concepts include skills in: recognising shapes in order to solve geometrical puzzles; addition and subtraction of large numbers; place value exploration; estimation and measurement of height and weight; fractions; and multiplication. There are many mathematical tasks available to students as they practise precise mouse skills along their journey. Student/teacher interaction throughout the journey will ensure that students are developing the intended mathematical skills and understandings. J. Fenech

Minimum requirements
 Macintosh: System 7.1; 16MB RAM; 20MB hard disk; quad-speed CD-ROM drive
 Windows 3.1: 486 DX; 16MB RAM; 20MB hard disk; quad-speed CD-ROM drive
USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
AVAIL: Bonus disk with *Reader Rabbit's math ages 6-9* SCIS 965275

day party. The story is an excellent way to introduce the topic of good manners to students. L. Crofts
USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$24.95
EVAL: Highly recommended SCIS 967381

COSGROVE, Matt
Birds, birds and more birds.
 Weldon, 1999
 ISBN 1875875565



An elderly woman, Nancy Cornflower, lives alone enjoying the company of her many feathered companions, who visit regularly for food and a chat. Nancy gives a casual invitation to a galah to return with friends at any time, and so unleashes an unprecedented cacophony of guests. Mayhem and havoc abound in the garden and home until, dishevelled and harassed, Nancy eventually calls a halt to proceedings. Nancy is beautifully and sensitively drawn, and the vibrant colours of the huge variety of Australian birds make this a spectacular picture book. The final page will make all readers smile! This book is a celebration of life, particularly of the elderly. K. Chauncy
USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$18.95 SCIS 972648

DE LYNAM, Alicia Garcia
When the world was new.
 Lion, 1998

ISBN 0745939260 [221.09]
 The creation story in this picture book zooms through a number of useful discussion questions that could easily be presented to young groups of children. Each inquiry suggests a jumping off point for a wider look at such areas as: racial harmony; equality; and caring for the land and natural resources. The quirky, helpful, grandfatherly God (shown in the pictures but not mentioned in the text) engenders a gentle, caring world, and embraces many races and countries, offering a multicultural perspective. Children will respond to the highly evocative watercolours and the softness of the wet paper techniques that balance the boldness of the colour. K. Ashley
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: CA; English; HSIE; PDHPE
SYLLABUS: English K-6; HSIE K-6
AVAIL: \$22.95 SCIS 966949

GOODALL, Jane & LITTY, Julie
Dr. White.
 North-South, 1999 (A Michael Neugebauer book)
 ISBN 073581063X

Based on a true story about a little white dog adopted by a children's hospital in London, this picture book tells of Dr White's love and affection which gave comfort to many suffering children. Carefully observed and realistically executed watercolour illustrations enhance the story. At Stage 1, this book would be useful in examining the relationships between pets and their owners, which is the basis for pet assisted therapy. Teachers of Stage 3 students may use it as a stimulus for looking at: the role of health services; the need for shared responsibility and decision making; and the guidelines implemented in pet assisted therapy which protect the health of individuals. G. Penn

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$22.95 SCIS 969713

GRAHAM, Bob
Buffy: an adventure story.
 Walker, 1999
 ISBN 0744561922



A small, charming, independent hero, a series of amusing incidents and situations, and a family focussed, loving happy ending are again combined by this author and illustrator in another masterly picture book. Buffy and the Kellys are made for each other: the conflict and suffering in the book lie in his long and complex search for what he does not know he needs, what we all need: loving acceptance for who and what we are. Buffy's picaresque adventure will amuse children and adults alike, and offers much scope for discussion about personal talents and the search for fulfillment and acceptance. The story also lends itself particularly well to dramatisation for classroom performance. W. Smith
USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
AVAIL: \$24.95
EVAL: Highly recommended SCIS 970892
 *Overseas publication: BUFFY ©1999 Bob Graham. Reproduced by permission of the publisher, Walker Books Ltd, London.

HARTMAN, Bob & JONKE, Tim
The Easter angels.
 Lion, 1999
 ISBN 0745938779 [220.9]

A serious picture book for older primary students, this examines the nature and implications of death, for the living and the dying, in the context of the crucifixion and resurrection of Jesus. The significance and consequences of these events for Christians is reinforced and reflected in the story by the transformation of the Angel of Death, Shakkath. The earthy grey tones, which dominate the illustrations, enhance the initial mystery and developing sense of expectation, while reflecting the conflicting emotions of sadness and joy of the Christian doctrine regarding death. This resource is of use as a discussion starter for religious studies and topics. N. Chaffey
USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$24.95 SCIS 968827

HICKCOX, Ruth & SOMAN, David
Great-grandmother's treasure.
 Dial Books for Young Readers, 1998
 ISBN 0803715137

Like Great-Grandmother's wonderful gifts to her family, this book is a treasure. While it is a little sentimentalised, few would deny that the story is both moving and memorable, one that hopefully will help children understand that old people were not always thus, and that their histories are worth investigating. Through carefully written text and warm, engaging illustrations, Great-Grandmother's life story is revealed in telling incidents from her birth, childhood, adulthood, old age and ultimately her death. Readers learn much about living, loving and caring as they discover the child and the woman, share her loves, sorrows, hopes, fears

and memories, and appreciate the priceless treasure she bestowed on her family. B. Richardson
USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$22.95
EVAL: Highly recommended SCIS 970279

KIRK, David
Nova's ark.
 Hodder Children's, 1999
 ISBN 0733610544

Extremely beautiful, vividly coloured, complex computer enhanced images are the initial focus of this picture book. Inventive robots and robotic animals inhabit wonderful settings on populated and isolated planets. Nova is a young robot, whose adventurous spirit results in him crashing a spaceship. He builds a collection of robots, based on his memories of the ancient wooden animals he treasures. This lengthy story of the child robot's discovery of his father, and finding the long sought after crystal, unfolds more as a secondary element to the illustrations than as a cohesive story. Colour and design are strong features of this work, the visual techniques of which will inspire discussion. J. Buckley
USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Visual Arts K-6; Visual Arts 7-10
AVAIL: \$29.95 SCIS 970981

McCORMICK, Wendy & EACHUS, Jennifer
Daddy will you miss me?
 Orchard, 1999
 ISBN 186039017X

Carefully observed and beautifully drawn illustrations reflect the emotions suggested by the expressive language of the story, in this picture book which portrays the affectionate relationship between a boy and his father. Young children will identify with the little boy and his relationship with Daddy, while older readers will appreciate the richness of language and images. The emphasis on the caring and trusting relationship between the boy and his father would make this book a useful adjunct to Child Protection lessons. Discussion of the bond between the boy and his father, and their communication when apart, may be particularly helpful in examining changing relationships. G. Penn
USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$24.95 SCIS 967075

MILLER, Virginia
Be gentle!
 Walker, 1999
 ISBN 0744563291



In this fourth picture book in the *Bartholomew* series, which endeavours to identify and treat personal development issues for young children, Bartholomew the bear is given a little black kitten and warned to be gentle with her. True to his toddler nature, Bartholomew begins by treating it anything but gently, but comes to realise the virtues and rewards of gentle care. Although written essentially for preschool children, the simple text and large, clear illustrations allow this book to be used in small group reading situations. It would provide a useful stimulus for group discussions on the con-

cepts of care and protection, and power in relationships, two key concepts in Child Protection Education. G. Penn
USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: Paper \$9.95 SCIS 966230
 *Overseas publication: BE GENTLE! ©1997 Virginia Miller. Reproduced by permission of the publisher, Walker Books Ltd, London.

PALMER, Raenette & COOK, Dylan
Santa quits.
 Sage Creek, 1998
 ISBN 1890394084

Soft, pastel, but brightly coloured illustrations on each page work together with the text of this picture book to provide an interesting tale about Santa Claus and his struggle to quit smoking tobacco. There is quite a lot of text which, although simple, will challenge newly independent readers. A drug education theme in the story explores the difficulties faced in trying to give up smoking, and the effort required to establish a healthy lifestyle. In this case, Santa Claus, with the help of his elves, demonstrates that one can succeed, with determination and a little help. Teachers will find this story complements very well their drug education lessons on tobacco, especially the issue of quitting. L. Crofts
USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$31.95 SCIS 965547

SANSONE, Adele & MARKS, Alan
The little green goose.
 North-South, 1999
 ISBN 0735810710

Mr Goose, who loves children but has none of his own, adopts a very unusual egg, caring for it until out hatches a strange green chick. Beautifully observed charcoal and watercolour illustrations enhance the text. The story deals sensitively with the relationships between parents and children. It could be used to highlight some of the issues about belonging and self identity that may face a child who has been adopted. Teachers could use this picture book as a focus for group discussions which would help students to develop deeper understandings of difference, acceptance, and belonging, and how they affect an individual's sense of worth and dignity. G. Penn
USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
AVAIL: \$22.95 SCIS 970914

SCHEIDL, Gerda Marie & UNZNER, Christa
Tommy's new sister.
 / translated by J. Alison James. North-South, 1999
 ISBN 0735810567

There are many books which describe the feelings of jealousy and hurt experienced by an older sibling on the arrival of a new baby in the family. In this picture book, a brother's innovative solutions to this baby problem will have students seeing the funny side of this very real dilemma. The resolution is predictable, and reassuring for parents and children alike. Teachers could use this book as an adjunct to life education and personal development programs in schools. The full colour illustrations depict the changing emotions of each character, and the expressions on the face of Muffin the dog are a delight. S. Rasiaiah
USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE; PDHPE

SYLLABUS: HSIE K-6; PDHPE K-6
AVAIL: \$22.95 SCIS 970826

SCHUURMANS, Hilde
Plotter doesn't want to swim.
 Koala, 1999
 ISBN 0864611935

Plotter's reluctance to participate in his first swimming lesson is examined in this picture book. Although it offers some scope to consider this common childhood concern within a personal development framework, its usefulness is limited by a fairly weak ending where Plotter still hasn't reconciled his fear of the water to any significant degree. Detailed watercolour illustrations use soft colours and fine line drawing to extend and enhance the text. Although the book does touch on aspects of bullying and caring for others, Plotter and other characters do not demonstrate strategies for dealing with these: thus the opportunity is lost for teachers and students to engage in genuine discussion and learning after reading the book. J. MacDonald

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95 SCIS 966416

SHIPTON, Jonathan & NASCIMBENI, Barbara
What if?
 Koala, 1999
 ISBN 0864611722

A charming and wistful trip through the imagination, this richly coloured picture book fairly rollicks along as a young boy climbs a giant sunflower, rides clouds across the sky and meets the amazing Arabella, a girl who firmly believes that "You can do anything if you try!" The text's thick, black font is most effective floating against the bright blues, oranges and reds of the painted pages. Not unexpectedly, the book concludes on a delightfully inviting "What if?" twist, which almost demands to be followed up with drama, writing or visual arts lessons based on the ideas in the story. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
AVAIL: Paper \$9.95 SCIS 966211

SMYTH, Gwenda & HARVEY, Roland
The six wonders of Wobbly Bridge.
 Roland Harvey Studios, 1999
 ISBN 0949714607

The author of the *Mrs Arbuckle* stories and ubiquitous cartoonist Harvey combine their talents to produce a quirky and involving tale of unexplained phenomena in the tiny town of Wobbly Bridge. Highly detailed illustrations and endpapers of this picture book have numerous tiny elements that will outlast several re-readings. One member of the population may hold the key to the mystery, but with so many other eccentrics in town, such as Clyde the cat burglar in his ginger tabby suit, students will enjoy debating the answer. I. McLean



USER LEVEL: Stage 1 Stage 2
AVAIL: \$22.95 SCIS 963826

VAN GENECHTEN, Guido
My daddy.
 Koala, 1999
 ISBN 0864612079

The role of a father, and the impact of the time spent with his child, is explored through the eyes of a little boy in this picture book, illustrated with large, bold, simple acrylic pictures in primary colours. Intended for reading by and with early readers, the book portrays a range of enjoyable activities, shared by parent and child, in a warm, caring relationship. Each double page spread reinforces the message of the book, which is highly suited to reading in small groups. Opportunity is offered for further discussion, and enhancement of reading skills, through the visual cues given in each illustration. C. Maher

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
AVAIL: Paper \$9.95 SCIS 970881

WATSON, Joy & CRAIGHEAD, Annabel
Foster dog.
 Scholastic, 1999
 ISBN 1869433688

A range of relationships, with a particular emphasis on nuclear and extended family relationships and those shared with pets, is examined through the eyes of a young boy. At one level this picture book is a well constructed story which would be enjoyable and interesting to read aloud to students. It is also an excellent vehicle for examining the *Growth and development* and *Interpersonal relationships* content strands of the PDHPE curriculum. Issues examined include: types of families; rights and responsibilities in relationships; and coping with and feelings about change. J. MacDonald

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$22.95 SCIS 963828

WATTS, Bernadette
Harvey Hare postman extraordinaire.
 North-South, 1999
 ISBN 0735810966

No matter the season, no matter the weather, Harvey Hare delivers the mail: letters; parcels; invitations; even bundles of twigs sent to the sparrows. He is so dedicated, and the animals are so appreciative, that they decide to reward his efforts by making him a gift, a beautiful protective umbrella fashioned from leaves and twigs and flowers and grasses. Charming, soft edged pastel illustrations reflect the seasonal colours and characteristics of the northern hemisphere, providing backgrounds for an assortment of appealing little creatures: field mice; hedgehogs; moles; squirrels; badgers; sparrows; robins; and rabbits. The simple prose narrative reads aloud well. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$9.95 SCIS 970925

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

WEIGELT, Udo & REICHSTEIN, Alexander
Hiding Horatio.
 North-South, 1999
 ISBN 0735810672

Horatio, the hippopotamus, is particularly scary when he opens his enormous toothy mouth, so it is only to be expected that the forest animals hide as he lumbers into their territory. After realising that he is friendly and polite, however, they soon welcome him and devise a very clever ruse to trick hunters who have tracked him down and want to recapture him. Wonderfully expressive illustrations complement and extend a well written translation that includes substantial dialogue. Children will enjoy the humour in the illustrations, and appreciate the animals' cleverness and the hunters' consternation and confusion. This work is ideal for sharing and dramatising. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$22.95 SCIS 970895

WHYBROW, Ian & BIRMINGHAM, Christian
A baby for Grace.
 Kingfisher, 1998
 ISBN 0753402068

Change can be mystifying and unsettling, especially when it involves the arrival of a new baby, and you want to be part of the excitement and action. This perceptive and insightful picture book gently explores the group dynamics of the family unit when a new baby is introduced. Christian Birmingham's soft pastel illustrations, although idealised, respond to and reflect Grace's changing moods, while simultaneously heightening the reader's emotional response to the text. This is a warm and useful book to be shared, especially with young children and families welcoming new siblings into their ranks. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Community
KLA: English; HSIE; PDHPE
SYLLABUS: English K-6; HSIE K-6; PDHPE K-6
AVAIL: \$22.95
EVAL: Highly recommended SCIS 965558

WILLIS, Scott & PACKER, Jenna
Tip the stomper.
 Scholastic, 1999
 ISBN 1865040681

The need for some young children to stamp, shout and make lots of noise is addressed in this picture book. Tip is a young Vietnamese girl who stomps so much she turns into an elephant. After experiencing some initial advantages in being an elephant, she soon discovers some disadvantages and so returns to being a little girl. As Tip hops away, the last illustration suggests that perhaps she has turned into a grasshopper. The illustrations use bright, primary colours, effectively placed on white backgrounds. While the story itself is banal and tedious, interesting use is made of typography to suggest sounds, movement and size. J. MacDonald



USER LEVEL: Stage 1
AVAIL: \$22.95 SCIS 963829

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Fiction for younger readers

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

BARWICK, John
Nigel the terrible.
 Omnibus, 1999
 ISBN 1862913951

A humorous pirate adventure told with witty dialogue is a recipe for success in this first chapter book. Characters such as Arnold Rottenegger the Muscle-bound and Pungent Pete, supported by Mitch Vane's wonderfully silly illustrations, make the wacky plot believable. The use of short snappy sentences and well sized font encourages independent reading, whilst the language used has a nautical flavour and would spark a class discussion of the theme and word meanings. The comic dialogue lends itself to dramatic representation of the story, which is well suited to reading aloud. The piracy theme, while dealt with in a comic manner, may disturb students whose families suffered such experiences during their journey to Australia. S. Rasiaiah



USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95 SCIS 967547

BATES, Dianne & CONDON, Bill
Bushranger Bob and the nude Olympics.
 Hodder Children's, 1999 (Bushrangers)
 ISBN 0733610382

In this predicably zany, raucous, and timely book for reluctant readers and those gaining confidence, Bates repeats the naked hilarity of *My wacky gran*, teaming with Condon in this story about the bushrangers of Gunkyloo. To improve their boring town's reputation, but concerned about hidden weapons, the bushrangers decide to host an Olympic Games in which all competitors and audience members must be naked. Imaginative use of text fonts, book design, Australian expressions, and character names and attributes, plus amusing cartoons by Caroline Magerl, combine in a polished package. Teachers may find sections of the book useful as models for students trying to make their own narratives more humorous. I. McLean

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$7.95 SCIS 968356

BODSWORTH, Nan
Peg Leg Meg.
 Penguin, 1999 (Aussie Bites/Puffin)
 ISBN 041303441

Meg (who has a peg leg as the result of an encounter with her odious cousin and a crocodile), is the daughter and granddaughter of two pirates. In this highly imaginary tale of high seas adventure, kidnapping and betrayal, Poll the talking parrot helps rescue Meg from Maude the Marauder, the worst grandmother in the world. This fast moving tale of a bold and resourceful heroine will appeal to newly independent readers. Such themes as deliberate sinking of ships, slavery, and other violence, while dealt with in a comic manner, may disturb students whose families suffered such experiences during their journey to Australia. R. Murray

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$9.95 SCIS 967677

GRAHAM, Pamela

Bail up!

Macmillan Education, 1999 (Australia's bushrangers)

ISBN 0732947081

[364.1]

Detailed stories of four Australian bushrangers are provided in this resource. Students will find the combination of large print, clearly reproduced high quality photographs, action filled drawings, and stimulating layout interesting. This high interest level is supported by the presentation of many interesting aspects of the topic, though there are some gaps. The book attempts to address issues, eg life for women of the period, but falls short of an accurate representation. The text is at an appropriate level for the targeted age group, but the simplistic presentation of information reinforces stereotypes. The linking of the bolded word, rum, to the glossary in a section about Aboriginal people is a disappointingly unfortunate choice. The labelling of photographs and illustrations is at times misleading, with some labels inappropriate or outside the timeframe of the text information presented. Supplementary material to balance this resource and a critical approach in using the book would enhance learning. L. Ward

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$24.95

SCIS 964316

O'HARA CALLAN, Georgina

The Thames and Hudson dictionary of fashion and fashion designers.

Revised ed. Thames and Hudson, 1998 (World of art)

ISBN 050020313X [391.003]

This is an updated and expanded edition of *The encyclopaedia of fashion*. Wonderful black and white and colour photographs and drawings, on virtually every page, make it irresistible for browsing and invaluable for reference. The alphabetical listing (accordion pleats to zouave jacket), provides detailed information on fashion terms, trends, accessories, techniques and designers from the 1840s through to the late 1990s. Australian designers are largely overlooked. It is a useful size, although the print is necessarily small. Many of the listings are cross referenced and there is an extensive **Bibliography**, divided into sixteen topics, at the back of the book. J. Redfern

USER LEVEL: Stage 5 Stage 6 Community

Professional

KLA: TAS; VOC ED

SYLLABUS: 2U Textiles & Design

AVAIL: Paper \$24.95

EVAL: Highly recommended

SCIS 956130

Lebanon: a portrait of the country through its festivals and traditions.

Moondrake, 1999 (Fiesta!)

ISBN 1840440104

[394.2]

Eight major festivals, three from Islam, four from Christian traditions, and one general, are each named in Arabic and discussed in illustrated double page spreads. Food, clothing and family customs are described. A map, essential information, and a brief explanation about the major religions are included. Two stories, one from each religion, add background and understanding, and recipes and craft activities offer scope for classroom group work. Unfortunately, the attractive illustrations are poorly captioned, limiting their use. The book

may be useful in supporting the *Cultures* strand of the new HSIE K-6 syllabus.

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$24.95

SCIS 971766

Festivals of the world. [series]

Times Editions, 1999

The aim of this series is to focus on a specific country and explore why and how people celebrate significant national and religious festivals. These are useful resources to support the implementation of the HSIE K-6 (1998) syllabus, although there are some unfortunate gaps in the information. For example, photographs portray Australia as being an anglo-celtic rather than a multi-cultural society. The descriptions of how national and religious festivals are celebrated fail to recognise diversity and difference, and sometimes focus on the exotic. Used appropriately, these resources could provide an invaluable point of entry into discussions about inaccurate monocultural stereotypical values, practices and beliefs. R. Fugaccia



USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$24.95 each

Titles in this series include:

Australia

SCIS 969945

Philippines

SCIS 968586

Madagascar

SCIS 968601

Mongolia

SCIS 968598

GRIMM BROTHERS & WATTS, Bernadette

The wolf and the seven little kids: a fairy tale.

North-South, 1999

[398.20943]

ISBN 0735810990

The illustrations in this picture book edition capture a charming, anthropomorphised rural community. Their naive style complements the classic tale of the resourceful wolf able to trick the little kids. Suspense builds, the predicament is dire, and the resolution satisfying, as the mother goat, of course, outsmarts the wolf. There is a timeless quality to the illustrations, many of which contain amusing details. This translation by Anthea Bell provides a simply written, straightforward text. The extensive use of dialogue makes this work well suited to reading aloud or dramatisation. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3

AVAIL: Paper \$9.95

SCIS 970931

PERRAULT, Charles & KOOPMANS, Loek

Cinderella.

North-South, 1999

ISBN 0735810516

[398.20944]

Colour, style and movement are expertly realised in this book's double page spreads, which, while referring to no specific time or place, offer a vision of characters and setting far removed from the mundane. Freshly illustrated in the European style, this favourite tale focuses almost entirely on Cinderella herself, with the other characters in the

background. The message of her passivity and goodness is reinforced, and even the stepmother and her daughters seem unthinking and uncaring, rather than cruel and vindictive. The soft, feminine illustrations, which will have initial appeal for some girls, do not develop the subtext of the story, nor do they point out any of its social or symbolic resonances W. Smith

USER LEVEL: Stage 1 Stage 2

AVAIL: \$22.95

SCIS 970863

TOLSTOY, Aleksei & SHARKEY, Niamh

The gigantic turnip.

Puffin, 1999

ISBN 0140565906

[398.20947]

A most satisfying edition of the old folk tale, this picture book sets its simple repetitive elements in a contemporary, well designed work. The strong narratorial voice and cumulative elements build suspense. The ending, satisfying with the addition of humour, and a new final emphasis on one small animal, adds to the strength and completeness of the tale. Stylised colour illustrations and strong graphic design contribute greatly to the story but do not overwhelm it. A pleasure to read aloud, this classic folk tale is given a new life by this edition. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$12.95

SCIS 967033

TABACK, Simms

There was an old lady who swallowed a fly.

Viking, 1997

ISBN 0670869392

[398.8]

An old favourite is given new life in this cheerful, rollicking picture book. Lively, colourful, busy mixed media and collage illustrations include visual jokes, comments by characters and passers by, and an increasingly enlarged old lady. A novel feature is the cutout showing the contents of the old lady's stomach. Once the tale is read and enjoyed, there is much to pore over and discuss in the illustrative detail. The rhyme is extended beyond the original, into similarly rhyming comments, offering opportunities to explore the concept and practice of making rhymes. Collage items suggest further exploration of the text types shown. W. Smith

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: \$22.95

SCIS 972513

Spanish. [computer software]

Global Software Publishing, 1996 (Speak fluent series)

ISBN none

[458.0076]

A language learning CD-ROM, based entirely on spoken Spanish, this resource offers learners graded opportunities to imitate and consolidate pronunciation, and participate in dialogues with or without text support. These dialogues simulate real life situations. Lessons cover **Describing yourself, Counting, Using nouns and adjectives, and Meeting people**. A range of exercises, based on the dialogues, is included in each lesson, to develop pronunciation, broaden vocabulary and improve grammar and listening comprehension. Learner support in the form of translations of text is available. Through a graphic representation facility, learners can compare their attempts with a model version, and see how text, sound and image are related. The topic areas are appropriate to the Spanish 7-10, Spanish Beginners and Spanish Continuers syllabuses, although the approach and

level of language are definitely better suited to Stage 6 Beginners and Continuers. C. Dettino

USER LEVEL: Stage 6

KLA: LOTE

SYLLABUS: 2UZ Spanish (Spanish Beginners);
2U Spanish (Spanish Continuers)

AVAIL: \$89.95 Scholastic

SCIS 920860

Revista. [kit]

BBC Educational, 1996

ISBN 0563375116

[468.007]

For beginners learning Spanish, this is a good, magazine style resource. The ten television and radio programs, supported by a resource book and photocopiable worksheets, offer structured language learning and practice across a range of appropriate themes. Young Spanish speakers from the Spanish speaking world deliver a variety of reports, consumer items, competitions and music. The programs provide a variety of listening items, with reading and writing follow up provided by the worksheets. Speaking skills will need to be further developed from other sources. The topic areas are appropriate to both the Spanish 7-10 and Spanish Beginners syllabuses, although the approach is better suited to Stage 4 and 5 learners. C. Dettino

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: LOTE

SYLLABUS: Spanish 7-10;
2UZ Spanish (Spanish Beginners)

AVAIL: \$199.00 BBC

SCIS 927986

Isabel. [videorecording]

BBC Education, 1997

ISBN 0563375973

[468.307]

A series of television programs for intermediate learners of Spanish makes up this resource. This is a practical and up to date kit for teachers of Spanish. The five programs focus on aspects of everyday Spanish life, especially that of teenagers, and are a rich source of authentic conversation. The photocopiable worksheets offer activities, which range from straightforward to challenging. They enable learners to practise the four macroskills: reading; writing; speaking; and listening. The teacher's notes for each program provide background information, and suggest additional class and group activities. The topic areas are appropriate to both the Spanish 7-10 and Spanish Beginners syllabuses, although the approach is better suited to Stage 5 learners. C. Dettino

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: LOTE

SYLLABUS: Spanish 7-10;
2UZ Spanish (Spanish Beginners)

AVAIL: \$199.00 BBC

SCIS 921917

BIRCH, Robin.

The Australian skies.

Macmillan Education, 1999 (Macmillan highlights)

ISBN 0732948452

[520]

An excellent resource when studying the solar system and space phenomena, this easily read reference book contains good colour photographs and well labelled diagrams and illustrations. It focuses on the southern skies, and contains interesting factual information in each area of focus: stars; constellations; galaxies; the Antarctic sky; the solar system; and astronomy in Australia. This work is an excellent model for writing explanations. The book highlights the importance of the sun in our universe as the source of all energy. It details the process of photosynthesis in simple language, and illustrates the food chain through simple text. An easy

to read reference, this work is capable of being adapted to integrated themes. J. Hancock

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$27.95
EVAL: Highly recommended SCIS 964070

BIRCH, Robin
Watching the skies.

Macmillan Education, 1999 (Focus on Australia)
ISBN 0732948460 [520]

The simple text in this book is an easy way to assimilate information about space and its effect on the earth. Space and time are not covered in great detail, rather the emphasis is on the understanding of the concepts raised. These include day and night, seasonal changes, star constellations and the planets. This is a valuable Australian resource with well designed pages, colourful and detailed illustrations, and appropriate use of photographs. It is a good introduction to the subject. K. Heap



USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
AVAIL: \$24.95 SCIS 964134

HEWITT, Sally
It's science. [series]
Franklin Watts, 1999

Science comes to life in this series, which explains aspects of physics, human anatomy, chemistry, and biology in a format that children can understand. Bright colours and high quality photographs enhance the large printed text on each glossy page. The information is presented in an enquiring style, with experiments to try, and cross referencing activities to refine information skills. There are cross curricular links to information literacy and English as the resources illustrate good practice in organising and presenting information. The highlighted words in each short chapter compile the glossary and enable facts to be easily located by Stage 2 researchers. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$26.95 each
EVAL: Highly recommended

Titles in this series include:
Time SCIS 973694
Water SCIS 973696

BIRCH, Robin
Ancient Australia.

Macmillan Education, 1999 (Focus on Australia)
ISBN 0732948487 [560.994]

An overview of Australia's formation, and the development of its unique landscape, flora (**Ancient forests**) and a wide range of prehistoric fauna, from trilobites to the ancestors of echidnas and platypuses, are attractively presented in this book. The information about pre Aboriginal time reveals a comprehensive but brief overview. Simple, factual text is

well supported with good colour photographs and illustrations of an ever changing and living continent. Designed for younger readers, the text is easily read, and most ideas and facts are clearly communicated. The Aboriginal content is simplistic, and demeans the complexities and richness of an ancient culture and its shaping of Australia. C. Dorbis

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$24.95 SCIS 964155

AXWORTHY, Anni
Peephole books. [series]
Walker, 1999

In this series, readers are invited to guess the habitat and adult forms of selected animals through identification of textual and pictorial clues. An indication of the correct answer is provided through a "peephole" glimpse of the following page. Consistent format and predictable text allow students to use prior knowledge to help word recognition. The repetitive nature of the questions posed also provides some structure for less capable readers. The lively and attractive illustrations are particularly appropriate, and independent readers should have little difficulty reading these books. The series would also be enjoyable to read aloud, provoking much discussion about animals and their habitats. J. MacDonald

USER LEVEL: Stage 1
KLA: English; ST
SYLLABUS: English K-6; Science and Technology K-6
AVAIL: \$19.95 each

Titles in the series include:
Guess where I live? SCIS 973618
Guess who my mummy is? SCIS 973623

Touch and feel. [series]
Dorling Kindersley, 1998

Tactile sensations are effective teaching and learning tools in this hands on introductory series. These compact and colourful board books use a variety of materials for feeling. These include a luxurious lion's mane, the sticky pads of a tree frog's fingers, the warm, cuddly fleece of a parka, and even a furry pink feather in a hat. Each material is synthetic but the sensations they offer are realistic enough to intrigue young children. Two simple sentences describe each animal, with the adjective for the skin covering enlarged and bolded. While these concept picture books are educational and entertaining, they will deteriorate from over handling. B. Roberts

USER LEVEL: Early Stage 1 Stage 1
KLA: English; ST
SYLLABUS: English K-6; Science and Technology K-6
AVAIL: \$12.95 each

Titles in this series are:
Clothes SCIS 970364
Wild animals SCIS 970368

OLIVER, Narelle
Sand swimmers: the secret life of the Australian dead heart.

Lothian 1999
ISBN 0850917689 [591.40994]
Illustrated with coloured lino cuts and pencil drawings, this handsome picture book follows Charles Sturt's journey north

from Adelaide in 1844. Large pages combine illustrations of desert animals and their habitats, descriptive text and sketches of Sturt's expedition (annotated with quotations from Sturt's diary). Much information is conveyed in the illustrations; masterly depictions of the animals' adaptation and camouflage techniques. The book acknowledges the skills, knowledge and understanding of Aboriginal peoples living in a desert environment. It includes names for many plants and animals from Pitjantjajara, Arrernte, and Pintubi languages. The book has significant potential for use in Aboriginal studies, and learning about desert environments and Australian explorers. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE, ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6
AVAIL: \$24.95
EVAL: Highly recommended SCIS 961580

MURDOCH, Kath
Animal feet and legs.
Macmillan Education, 1999
ISBN 0732954177 [591.47]

Featuring Australian animals, this is one of a series dealing with specific information on various aspects of animal body parts and their uses. In introducing each animal, the reader is presented with a photographic clue and a question. On turning the page the answer is revealed with a photograph of the animal and a sentence in large red text containing the animal's name. A further sentence explains how the animal uses its feet. Specific terms such as claws, talons and pads are used throughout the book and further explained in a glossary. The book is attractively presented, and the large, simple text makes it ideal for younger students studying animal behaviour. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$99.95 set of 6 SCIS 964283

Other titles in this series are:
Animal coverings SCIS 964278
Animal eyes SCIS 964280
Animal homes SCIS 964285
Animal mouths SCIS 964289
Animal tails SCIS 964288

PIPE, Jim
The giant book of bugs and creepy crawlies.
Aladdin/Watts, 1998 (The giant book of)
ISBN 074963135X [595.7]

A great deal of interesting scientific information could be hidden behind the distracting cover blurb and introduction of this book. It describes a range of creatures including insects, spiders, scorpions and centipedes, and the contents are organised according to everyday but useful groupings. Good models of information reports are provided, and technical terms are effectively introduced. However, teachers would need to point out the particular personal language used to appeal to children. The clear and realistic illustrations provide great support in developing scientific understandings. This book would be a very useful resource book for students and teachers. S. Humphrey

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
AVAIL: \$29.95 SCIS 942250

NOONAN, Diana
The green turtle.
Macmillan Education, 1999 (Life cycles)
ISBN 0732950511 [597.92]

The cohesive, simple and clear text of this resource is effectively matched with excellent colour photographs. Small format pages, featuring one idea and one large photograph per page and limited text, make this work most appropriate for independent reading and research. All aspects of the life cycle of the green turtle are sequenced and explained. A conservation message completes the work. A meaningful glossary assists information retrieval. Page design is clean and attractive, with strong and integrated use of marine colours on borders, headings, and the cover and endpapers. This is an excellent, informative and accessible resource. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$17.95
EVAL: Highly recommended SCIS 964069

NOONAN, Diana
The emperor penguin.
Macmillan Education, 1999 (Life cycles)
ISBN 073295052X [598.47]

The life cycle of emperor penguins of Antarctica is the fascinating subject of this book. Necessary background information is included throughout, giving the reader insights into all aspects of life as an emperor penguin. There is also a useful diagrammatic summary. This is an information book in which well labelled, colourful photographic illustrations enhance and support the clearly expressed, simple, yet appropriate text. These, combined with the size and overall layout, make it a user friendly resource for young information gatherers and nature lovers, and for senior primary students needing additional support, as they explore units of work on Antarctica. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$17.95
EVAL: Highly recommended SCIS 964075

THOMAS, Ann
Dingoes.
Macmillan Education, 1999 (Australian animals/Macmillan young library)
ISBN 0732948584 [599.77]

With clear fresh design and illustrated with excellent coloured photographs and maps, this book is devoted to the dingo's history, lifestyle, habitat and relationship with humans. Each chapter is of one or two pages, with appealing photographs and short sentences. Bolded key words are explained in the glossary. It could easily be read to and understood by Stage 1 stu-



1999 Children's book of the year awards

The Children's Book Council of Australia Awards were presented in Canberra on Friday 20th August, 1999.

PICTURE BOOK OF THE YEAR

(Some of these books may be for mature readers; arranged in alphabetical order, illustrator listed first)

- WINNER: TAN, Shaun (text John Marsden) *The rabbits*. Lothian, SCIS 948298
 HONOUR: McLEAN, Andrew (text Nadia Wheatley) *Highway*. Omnibus, SCIS 921941
 HONOUR: YOUNG, Noela (text Lilith Norman) *Grandpa*. Margaret Hamilton, SCIS 948285

BOOK OF THE YEAR FOR YOUNGER READERS

- WINNER: McDONALD, Meme & PRYOR, Boori (illus Meme McDonald) *My girragundji*. Allen & Unwin, SCIS 950484
 HONOUR: HILTON, Nette (illus Chantal Stewart) *A ghost of a chance*. Penguin, SCIS 940391
 HONOUR: RODDA, Emily (illus Craig Smith) *Bob the builder & the elves*. ABC, SCIS 952314

BOOK OF THE YEAR FOR OLDER READERS

(These books are for mature readers)

- WINNER: GWYNNE, Phillip *Deadly unna?* Penguin, SCIS 935400
 HONOUR: CLARKE, Judith *Nighttrain*. Penguin, SCIS 931582
 HONOUR: WALKER, Sarah *Camphor laurel*. Pan Macmillan, SCIS 930598

EVE POWNALL AWARD FOR INFORMATION BOOK OF THE YEAR

- WINNER: EDWARDS, Yvonne & DAY, Brenda *Going for kalta: hunting for sleepy lizards at Yalata*. IAD Press, SCIS 939531

(Note: No Honour books were selected in this category in 1999.)

Further information: National President, CBCA (Phone/Fax: 02 6287 5709)
 Awards Coordinator (Phone/Fax: 02 6259 6011)

Visit the official CBCA Web site at: <http://www.slsa.sa.gov.au/cbca/>

Edusales online catalogue

Did you know that there is an **Information and library resources** section in the online *Edusales catalogue* from the New South Wales Department of Education and Training?

Included in this catalogue are: packets of videotape labels (for meeting video copyright regulations); and publications of interest to teacher-librarians, such as *Information skills in the school* and *Handbook for school libraries*. To download a PDF copy and **Order form** of the *Edusales catalogue*, please go to: <http://www.det.nsw.edu.au/schoollibraries> and follow this path from the home page: **Resources**, then **NSW Education and Training sales catalogue**, then **Information and library**.

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STOCKTAKE AND THE NEW FILESERVER

The question of whether a stocktake should be done before the arrival of the new fileserver has been asked by a number of people. The arrival of the new YR2K server is advised by the contractor approximately one week prior to installation at the school.

If a full *OASIS Library* stocktake is being processed that will take longer than a week, it is probably best to postpone the stocktake until after the YR2K server installation. If a partial stocktake is being processed that can be completed in a couple of days, then there is no reason not to complete it. Schools which have the YR2K server can process a full or partial stocktake as normal once post migration tasks have been completed.

Further detail on this issue can be accessed under **Stocktake** in the **Discussion forums** on the Web site for teacher-librarians, *School libraries: empowering learning* at <http://www.det.nsw.edu.au/schoollibraries> (select **Discussion** then **View discussion forums**). ■

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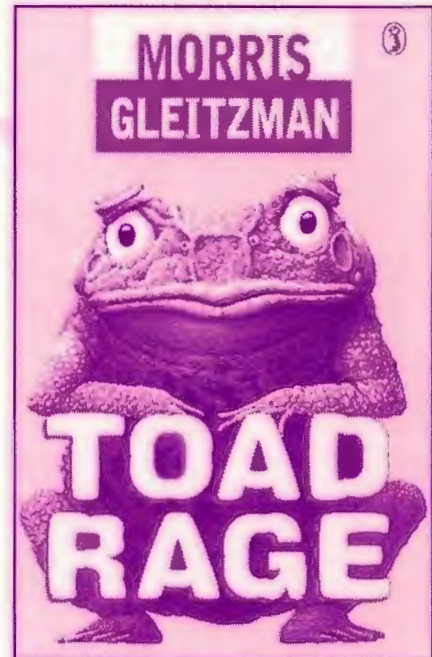
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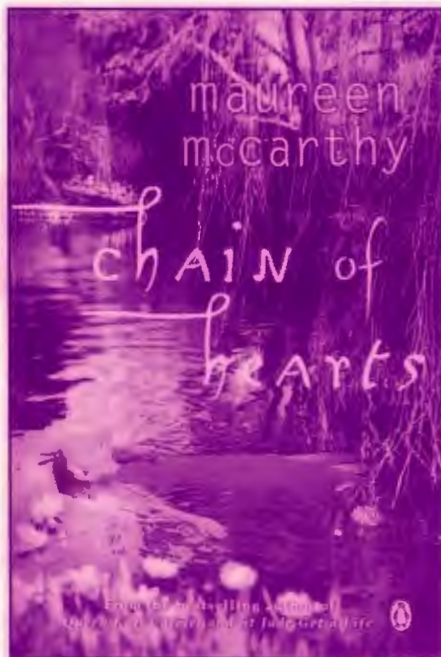
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