

SCAN

Vol 22 Number 2 May 2003

Professional Support and Curriculum Directorate

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Raps and book raps

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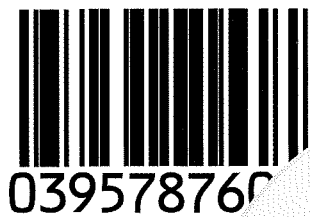
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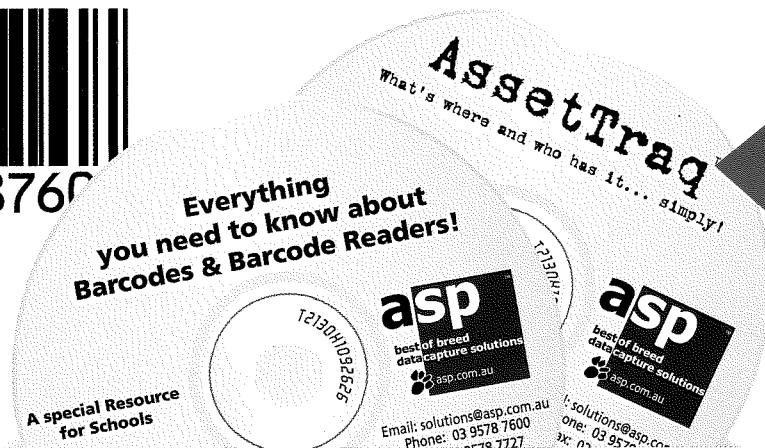


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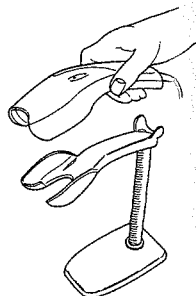


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It includes self help materials such as Manuals, product information, sample software, and even short book on Data Capture Technologies. A resource that should be in your library, and FREE! Just call Heather to request a copy.

AssetTraQ update

Thanks to all those Librarians who brought our new program for tracking assets in Schools to the attention of administration. But we still get calls like one from NSW the other day, asking how to print barcodes so assets could be tracked with a spreadsheet. When we pointed out we had a complete program that did the lot, including printing barcodes, and only cost \$500, the enquirer said something like "Wow". So IF you haven't drawn the attention of Admin to AssetTraQ "What's where and who has it...simply!", we'd certainly appreciate it. They can find more information at <http://www.asp.com.au/assettraq>.

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The value of loyalty

Client Loyalty allows ASP to do business our way, with genuine care for our clients. Our Loyalty Bonus prices are our way of saying "thank you". Once you have purchased from ASP you are eligible to take advantage of these prices the next time you buy. Just quote the serial number of existing ASP equipment and ask if there is a Loyalty Price on the equipment you are after (most usual school purchases are covered). There's no need to trade-in, saving you freight.

Special Resource CDROM?

Yes, "Everything you need to know about Barcodes and Barcode Readers" is still available.

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Front cover: Background image, "Walking - working together", taken from Professional Support and Curriculum mural designed by Connie Ah See.

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Scan

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SCAN

Vol 22 No 2 May 2003

Professional Support and Curriculum Directorate

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From the Editor



Term 1 has provided many of us with rewarding opportunities for professional learning. I have been fortunate to meet and communicate with many teacher-librarians and teachers at conferences, *OASIS Library* training sessions, during online activities (book raps) and online courses (our Quality Teacher Programs), and in discussions and meetings. Hearing about current research into pedagogy, and engaging in dialogue with colleagues enriches our teaching practice and inspires us to try new ideas. I thank you for sharing your collective experience and vision.

A focus of several articles in this issue of *Scan* is strategies for achieving syllabus outcomes through the integration of ICT across the curriculum. This is an ongoing priority for schools. Future articles in *Scan* will continue to support teacher-librarians and teachers in collaborative programming, planning and teaching strategies for the development of computer competencies in context.

This issue features Dulwich Hill Public School's participation in the Quality Teacher Program (QTP 3.7), which has enabled the staff to enhance the learning outcomes of their students through multimedia and web design. Another highly motivational activity for staff and students, that transcended key learning areas, was the making of mini movies at Matthew Pearce Public School. The article by Maurice Cummins and Estelle Lewis suggests a framework for using online resources effectively in the classroom, and the Principal and teacher-librarian at Nowra North Public School describe how they have facilitated the development of a culture that embraces information literacy at their school.

In *Research column*, Ross Todd asks "How do school libraries make a difference to student learning?" and presents the findings of Dr Liz Lamb on the impact of an information literacy framework on the learning of gifted students. Also in this issue, there is an interview with Peter Skrzynecki (which supports the Stage 6 English book rap which starts on 26 May), and an integrated approach to teaching and learning is the subject of the article from Dubbo College South Campus.

In this issue, you will find an annotated guide to the shortlisted nominations for the Children's Book Council of Australia Awards to be announced in Book Week 2003. Included in these annotations are the issues of *Scan* in which reviews of these books can be found. Online reviews of the shortlisted books can be found at our School Libraries and Information Literacy site at <http://www.schools.nsw.edu.au/schoollibraries/> then *Teaching ideas*, then *Book Week*.

2004 subscription renewal

For your convenience, the subscription renewal for 2004 will be included as an insert with the August issue of *Scan*. This is in response to requests from *Scan* subscribers that they would like their renewal forms earlier, to allow them to subscribe in Term 3 for the following year. This also means that there will be no separate mailout later in the year. If you prefer a later, separately mailed subscription renewal form, please let me know. If your school needs two subscriptions, contact me to discuss a discounted rate for additional subscriptions. Remember, *Scan* supports all key learning areas, and is valuable to share with the executive and staff at your school.

I am looking forward to future opportunities to collaborate with readers of *Scan* and I wish you all a stimulating Term 2!

Sally Rasaiah
sally.rasaiah@det.nsw.edu.au

Currents

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23 MAY 2003

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Colleen Foley is
Manager, School
Libraries and
Information Literacy
Unit (SCIS/Scan).

colleen.foley@det.nsw.edu.au

It has been a pleasure to work with so many of you at District professional development activities and conferences. Workshops, for example on: the role of the teacher-librarian today; using the information process to support syllabus outcomes and computer competencies; programming for teacher-librarians; teacher-librarians making a difference; integrating technology in teaching and learning; and mapping syllabus outcomes, information skills and computer competencies have been very rewarding. District professional development sessions and conferences are a great way for us to share our expertise and experience. If you would like members of our statewide support team to present sessions or workshops in your District, or if you would like suggestions of topics and presenters, please contact me.

Making a difference

Such professional development experiences remind us it is indeed important to reflect on our practice, how we teach and how learners learn, continue to build on what we do well and respond to the challenge of new ideas. This is an exciting aspect of the current discussion about pedagogy.

Integral to this is responding innovatively to the ongoing opportunity for collaboration as we explore ways the information skills framework can

support computer competencies in the context of syllabus outcomes. Making these connections is a key aspect of how we contribute to our school teaching program and learning community. *Scan* has already reported on many wonderful examples of teaching and learning integrating ICT, and will continue to do so as we share our ideas and practice.

You can view updated information, including the List of skills, for the Year 6 Computer Skills Assessment on the Department's intranet at <http://detwww.det.nsw.edu.au/directorates/schorepo/csa/whatsnew.htm>.

Important information about the Year 10 Computing Skills Assessment, including **Mapping of Information and Communications Technologies in current mandatory Stages 4 and 5 Syllabuses (Draft 2001)**, is available on the Board of Studies NSW site at http://www.boardofstudies.nsw.edu.au/syllabus_sc/computingskills_assessment.html

OASIS Library

The Department has commenced a pilot in twenty New South Wales government schools to determine the appropriate installation and training strategy for the implementation of a Windows interface for *OASIS Library*. This is a collaborative project of our Directorate, Professional Support and Curriculum Directorate, and Information Technology Bureau. The pilot is scheduled to be completed by October 2003. We will keep you informed of the pilot's progress.

It is also worth remembering that if you are considering purchasing any products that may impact on the running of *OASIS Library*, call the IT Help Services Unit on 1800 338 483 for advice.

SCIS services update

In NSW, government schools use SCIS for cataloguing. The statewide subscription provides access to *SCISWeb* and, currently SCISCD for this purpose. Schools also receive automatic updates to the SCIS Subject Headings Authority files via the *OASIS* updates delivered to schools from the NSW Department of Education and Training. It is proposed that the CD-ROM (SCISCD) component be phased out at the end of this year, mainly due to increased costs of the CD-ROM. NSW government schools would continue to receive *SCISWeb* and the Subject Authority file updates with the normal *OASIS* updates on CD-ROM. If you have any concerns about phasing out the CD-ROM component please contact me.

In response to user requests, Curriculum Corporation has already enhanced the *Results* report in *Create orders* so you can check your *Matched orders* according to title, author and ISBN. This increases the user friendliness of *SCISWeb*, providing readily available information at the time of ordering. Cataloguing using *SCISWeb* is very easy and is always up to date. Remember, if you cannot find an item on *SCISWeb* contact Anne Dowling and send it through for cataloguing. You can also view record details in SCIS OPAC.

There have been a number of *Introduction to OASIS Library* courses to date in a range of Districts. This course is delivered by our trained, approved presenters, in collaboration with the District Training and Development/Curriculum Senior Education Officers. Also available are modules on using *SCISWeb* and *SCIS OPAC*. If you would like to access these courses or further information about them please contact me. ■

Quality Teacher Program at

<http://www.qtp.nsw.edu.au/>

Cathy Nielsen, Senior Project Officer TILT and QTP, at Professional Support and Curriculum Directorate, provides an overview of a Quality Teacher Program (QTP) 3.7 **Using multimedia technologies with Indigenous students.** Cathy introduces this exciting project and the resources being developed which support it.

Our story-telling I.T. is being developed as part of the information technology priority area within the NSW Quality Teacher Program (QTP). This program provides Commonwealth funding to all states and territories to strengthen the skills and understanding of the teaching profession. The web site to view the projects of the focus schools is at http://www.qtp.nsw.edu.au/files/our_story.html

The purpose of the project *Our story-telling I.T.* is to enhance the learning outcomes of Indigenous students through the use of multimedia for communication. The project uses multimedia technologies to provide environments that can include: video, for example, dance, drama, or story; audio, for example music, or voice; graphic painting or diagrams; and written text. It aims to give teachers the skills and understandings to teach and promote local and global communication in the school, community and across state and national boundaries.

The multimedia technologies used by the project will assist Indigenous communities to collect, organise and publish information and artefacts, evidence or examples of heritage, history and culture deemed suitable by Indigenous Elders and other appropriate community members. In doing so, it will provide opportunities to support the development of a range of skills, knowledge and understanding within the context of a powerful new medium, with important implications for future job opportunities.

The process of developing and implementing the project emphasises collaboration with stakeholders at all

stages. The project also emphasises and supports the process of content creation for and by the local community. This strategic approach will support ongoing links between schools and communities. The forging of these links is fundamental to the theoretical framework and practical implementation of the project. The project relies on local commitment and is instrumental in setting up and maintaining lifelong learning communities.

New resources for schools

The project is developing two main products which will provide the basis of a sustainable Indigenous learning community.

A CD-ROM, available from Term Two 2003, will be a resource toolkit that enables users to collect, store, organise and publish information and examples of Indigenous heritage, history and culture. It will contain a framework and a set of software tools to construct, edit and upload web pages to the site and/or contribute documents, emails, PowerPoint presentations, and drawings to the site. The resources stored on the CD-ROM are designed to help teachers and students create and build their own web sites.

A web site will house a collection of web pages from a range of communities and schools and have links to local community sites. It will need ongoing maintenance and development of new pages. It will provide a way for the project to have an ongoing life, supported by and encouraged through the local community. ■



"Sea of hands" – Dulwich Hill school wide initiative on Sorry Day, 2000.

Telling I.T. – like it was



David Drew-Smythe is a classroom teacher at Dulwich Hill Public School and

was instrumental in the design and maintenance of the web site that was developed as part of the school's involvement in this collaborative QTP project.

Introduction

Dulwich Hill Public School is a multicultural school whose students come from a community where more than fifty different languages are spoken. All cultures are respected and celebrated at the school. The Indigenous families have a special day when they share many aspects of their heritage with the wider community. This is a day full of fun and learning and is organised and led by the students themselves, with a helping hand from their families and a team of visiting coaches, tutors and performers.

QTP

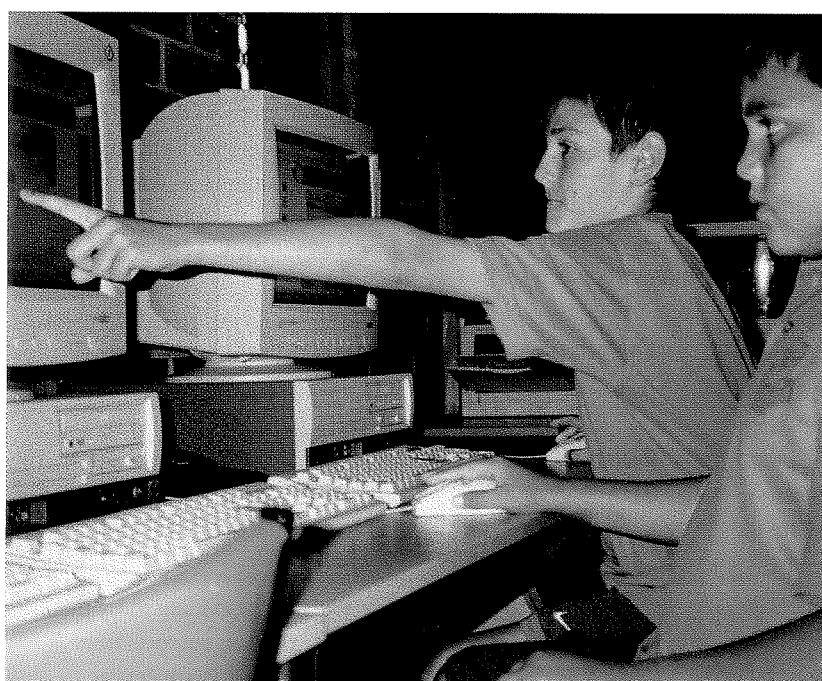
The opportunity to present our stories through this QTP initiative was viewed as a natural extension to the ongoing commitment by the school to serving a diverse and vibrant community. The finished web pages are the result of work undertaken by a group of senior Indigenous students in partnership with their teachers, peers, tutors and families.

Enthusiasm for the project

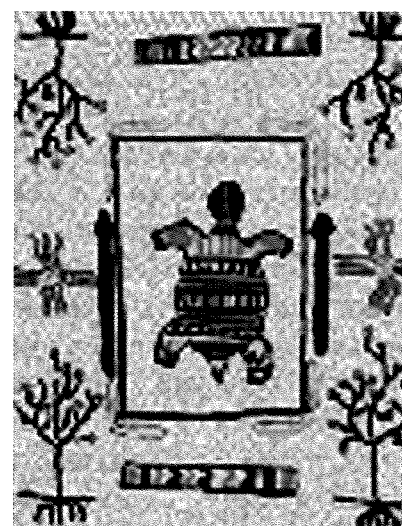
One of the greatest pleasures for staff and tutors working on this project was to observe the rising enthusiasm of the students as the project progressed. They grew in confidence and were able to embrace a variety of technologies from a new perspective: that of sitting on the other side of the screen, becoming creators instead of end users. They enjoyed the empowerment and freedoms that accompanied the making of creative and technical decisions. Above all, they participated in a very important process of visual literacy.

The importance of good web design

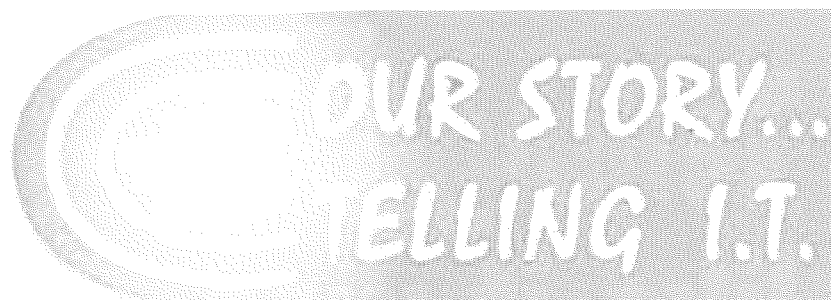
Web design is, to a great extent, a balancing act. So much web design today tends to rely too heavily on either flashy, content less pages or content rich unattractive designs. It was, therefore, a conscious goal for the school's contribution to this



Students reviewing the navigation links on the web site.



My grandfather's story.



<http://www.zipworld.com.au/%7Ekintore/ourstories/index.html>

Department initiative to integrate effective and interesting texts, which we knew would speak for themselves, with striking images and backgrounds that blended with both, in colour and design. This was underscored by seeking complete uniformity in visual flow after any user generated frame change. We also wanted to make use of existing artworks, to present them as part of our link iconography and to ensure that our site did not fall into the category of a world wide wait because of page or image size.

As the group comprised primary children with a variety of skill levels, it was important to approach the task from the most basic level of competence whilst,

at the same time, finding ways for those with more expertise to develop their work, whether of an artistic or technological nature, so that the outcomes of the project could be addressed in the most effective manner. We therefore achieved this project from back to front.

The planning

At the initial meeting, the design of the site was discussed, including the mechanical business of links and data flow, the style of pages and the purpose and potential of frames. Other sites were viewed and analysed for their merits and their disadvantages. Colour schemes and navigation

systems, download times and the use of images were also aspects that were considered.

The students soon developed a good idea of what they did *not* want to see! The design brief was set, therefore, by guided open ended discovery learning.

Artworks

The school is fortunate to have a rich supply of new and previously executed student artworks to draw

upon. The latter includes a number of ready made images on the main school web site, many of which were freely adapted for use in this project.

Over the years, students from this school have been involved in some

exciting, award winning initiatives. Several have had specific significance in the contribution of the Indigenous community to the life of the school. This gave these students the opportunity to link them as important adjuncts to their family's story.

The site was prepared and then fully analysed by the students with tutors and designers. It was carefully deconstructed so that the students could see, learn and then recreate the different processes used, in order to achieve the results found on the site.

Audio visual techniques

Some students were creating or editing images, or assembling the questions

and recording material for their family's stories, whilst other students worked on web design. The recordings were then worked on as texts while video and sound files were considered for inclusion. The latter was accomplished at the school with one of the parents who is a professional web designer, who modelled for the students how to prepare and present these specialist aspects.

Community involvement

Community consultation followed, gaining valuable feedback and important advice from all stakeholders. It was especially important for the school to have the approval and support of the New South Wales

We also recognised that making our stories available on the Internet would allow them to become an important information resource which may be accessed from anywhere in the world.

Aboriginal Education Consultative Group (AECG), which was enthusiastically given and their recommendations were included in the pages. Such was their enthusiasm for the work that they honoured the school with the use of the New South Wales AECG logo by way of imprimatur on the finished site. After the validation of the content and the gaining of permissions and credit formalities, the addition of the three family story sections fittingly completed this cultural and technological journey.

Student reflections

That the project was challenging and effective may be evidenced by the following random snippets from Learning Logs or Diary entries.



Nan's story.

- *We wanted to make our pages fun to use, good to look at as well as easy to follow and full of information for everyone.*
- **What I did:** *We listened to the cassette tape of the interview and we used MS Word to write down the words of the interview into a file so it could be put in the web site.*
- **How I felt about it:** *This was quite hard to do as it was difficult to understand some of the language in some places on the tape. We had to listen very closely to the words.*
- **What I learnt:** *We learned not to take things for granted. What you think you hear is not always what is said! We learned that the words on the page*



The original students who worked on the projects have now moved on to secondary school, leaving their younger friends, who worked on the web site last year, to follow up and explore avenues for additions or changes during 2003.

don't mean the same as when you hear them spoken. Spoken words have feelings with them.

Conclusion

Dulwich Hill Public School community believed that participation in this QTP initiative, presented an opportunity to make a significant contribution to understanding Australia's shared history. We also recognised that making our stories available on the Internet would allow them to become an important information resource which may be accessed from anywhere in the world. We are mindful, therefore, that our work should exemplify best practice in

the tradition of QTP. We choose to believe that it does and invite you to log on and share our journey. See also our statement on shared history on page 8. ■

References and further reading

- Aboriginal Education Policy, NSW Department of School Education, [1996].
- Atkins, H. 'Community participation through book raps at Nowra Public School', *Scan* 20(1), 2001, pp 13-15.
- Dulwich Hill Public School at <http://www.zipworld.com.au/%7Ekintore/ourstories/index.html>
- National information exchange on quality teaching [website] at <http://www.qualityteaching.dest.gov.au/Content/> (Cited 18.3.03)
- NSW AEGC inc. [website] at <http://www.nswaecg.com.au/> (Cited 18.3.03)

SCAN Do you have a great idea for a future *Scan* article?

Please ring The Editor on 02 9886 7501 or email editor.scan@det.nsw.edu.au

Shared history and critical literacy

In addition to learning about the technology involved, our Indigenous students and their families know that their stories are valued and that each story is a valid way of showing history. The three stories displayed (with more to be added as time and funding allow) provide a significant opportunity for *all* students to recognise the reality of Australia's *shared* history. Shared history recognises that Australia's history began long before 1788 and that since then, Aboriginal and non-Aboriginal Australians have occupied the same country with a shared destiny. That destiny must be based on recognising and respecting the rights of all Australians, beginning with Aboriginal people as the original inhabitants. Until quite recently, most Australians were presented with a version of this country's history that minimised or ignored events concerning Aboriginal people. Many violent and painful events have been part of a hidden history. It may have been taught for example, that Blaxland, Lawson and Wentworth were the first people to cross the Blue Mountains in 1813, yet both the Wiradjuri and the Dharug people had been making the crossing for thousands of years. The concept of shared history has been illustrated by Howard Groome, a respected lecturer in Aboriginal Studies, as *the view from the ship and the view from the shore*. Most Australians have learned about the view from the ship when they studied the history of Australia at school, but shared history means acknowledging that there was also a view from the shore.

Exploring what these views might have been is vital to students' understanding and it means leading them to the understanding that there are different points of view on the same set of circumstances, depending on the standpoint in relation to those circumstances.

In addition to learning about the technology involved, our Indigenous students and their families know that their stories are valued and that each story is a valid way of showing history.

Related reviews to support Aboriginal Studies K-12

The Dharug story: an Aboriginal history of Western Sydney from 1788

<http://www.penrithcity.nsw.gov.au/history/Aborigines/dharug.htm>

Developed in consultation with the local Aboriginal community, this ten page e-book outlines the history of the Dharug people from Western Sydney, and is part of the Penrith City Council's e-history collection. Identifying key aspects of different eras from precontact to Reconciliation, the primary sources, such as photographs and journal entries from 1788 onwards, support a range of HSIE subjects. This important site could be used in the classroom when teaching a number of topics including *Indigenous peoples, colonisation and contact history* in Stage 4 History, assimilation, and Reconciliation. Other information on the e-history site such as the land grants of the 19th century, Emu Plains agricultural establishment and the history of the City of Penrith would help build a complete picture of a changing Australia, and could support a related local area study. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5
SUBJECTS: Aboriginal peoples – New South Wales – History; Dharug (Aboriginal people) – History; Hawkesbury Valley (N.S.W.) – History
PUBLISHER: Christopher Tobin
REVIEW DATE: 17/04/03 [994.4] SCIS 1129086

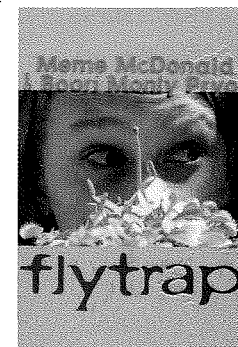
MCDONALD, Meme & PRYOR, Boori Monty

Flytrap

Allen & Unwin, 2002
 ISBN 1865086088

Warmth, humour and mischief pervade this enjoyable, inclusive tall tale. Nancy promised to show her class a Venus Flytrap. How will she explain to her teacher that she doesn't really have one? Will the truth help? This delightfully entertaining story is reflective of Aboriginal oral storytelling style and is ideal for reading aloud. Dreaming stories are interwoven into the main story and it could be shared with a range of readers. It offers possibilities for exploring language use, the importance of stories, and the use of visual imagery in text and illustration to create meaning. Useful teaching support ideas relevant to working with this book are available in the material accompanying the *My girragundji* book rap at <http://www.schools.nsw.edu.au/schoollibraries/teaching/bookrap3.htm>. Included are an extract from a *Scan* interview with Boori and Meme, which explores issues about the culturally significant process of collaborative writing, and a list of other helpful resources. C. Foley

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$13.95 SCIS 1088909



Kamilaroi - Gamilaraay dictionary

<http://coombs.anu.edu.au/WWWVLPages/AborigPages/LANG/GA MDICT/GAMDICT.HTM>

The Kamilaroi/Gamilaraay language belongs to the Kamilaroi people and to Kamilaroi country, northern New South Wales, and therefore its use should be guided by protocols related to the *New South Wales Aboriginal Languages Interim Framework K-10*, in consultation with the local Aboriginal community. Aboriginal languages hold and communicate the laws, knowledge, technology and survival of the world's oldest continuous culture. An important publication, this site helps preserve the remaining language of the Kamilaroi/Gamilaraay people. Beside the **Dictionary** and **Thesaurus**, sections on the impact of Europeans, **Translation**, grammar and pronunciations are available. The site could be useful to Stage 6 students investigating the relationship between language and Land, in the Stage 5 History classroom to develop an understanding of how Europeans took Aboriginal words from many language groups and applied them universally, or for Stages 1 to 3 students studying personal and cultural identity. C. Dorbis

LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; NSW Aboriginal Languages Interim Framework K-10
SUBJECTS: English language – Dictionaries – Kamilaroi (Aboriginal language); Kamilaroi (Aboriginal language) – Dictionaries – English
PUBLISHER: Austin and D. Nathan
REVIEW DATE: 17/04/03 [499] SCIS 1073193

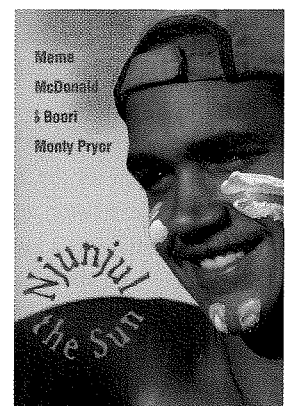
MCDONALD, Meme & PRYOR, Boori Monty

Njunjul the sun

Allen & Unwin, 2002
 ISBN 186508641

Exploration of Aboriginal adolescent male identity makes this a most valuable resource. While it stands alone, it is the third and probably best of a series about Njunjul, now a 16 year old Aboriginal boy. This story follows on from *My Girragundji* and *The Binna Binna man*. Written in the first person, it gives Njunjul's perspective of his shift from the country to the city and brilliantly evokes his naive cockiness, his growing depression and his eventual acceptance that he is responsible for his life and actions. Family, racism, identity, suicide and sexuality are among the issues sensitively addressed in this highly recommended story. B. Corr

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10
 Paper \$15.95 SCIS 1076548



Using an evidence based practice approach to extend the integration of ICT across key learning areas at Matthew Pearce Public School:

making mini movies in the library



Jan Black is teacher-librarian at Matthew Pearce Public School.

Syllabus outcomes

This activity was selected to address a range of syllabus outcomes, in particular: English

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well developed, well organised ideas dealing with more challenging topics.

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and compositions, uses effective oral presentation

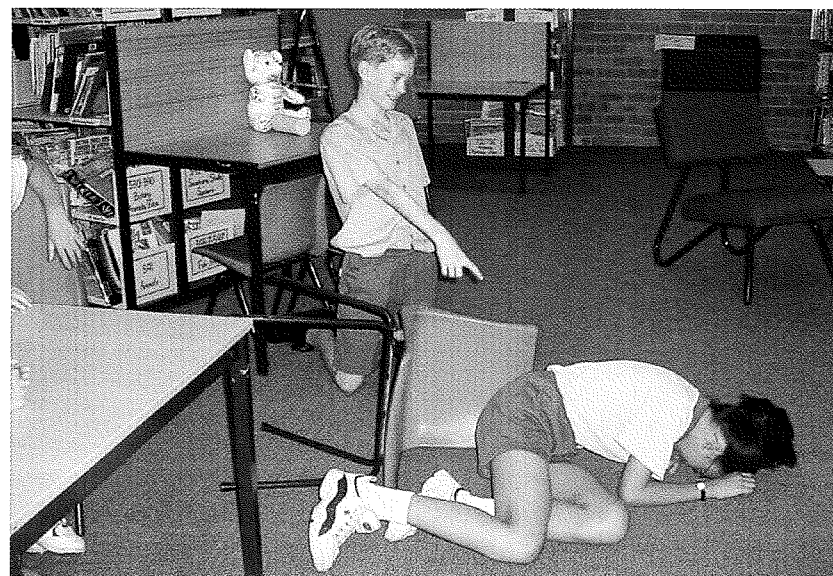
skills and strategies and listens attentively.

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

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

In 2002, a targeted Year 6 class at Matthew Pearce Public School created one minute mini movies in flexibly timetabled sessions in the library with the teacher-librarian and class teacher.

The success of this initial film making session resulted in the class incorporating the skills and knowledge gained to produce a film for the Year 6 farewell. This extension activity involved the students adopting a range of technology and strategies to produce the desired special effects for their movies, including using: three digital still cameras; a digital video camera; a tripod; iMovie software; Macintosh computers; and the Internet. The teacher-librarian collaborated with the class teacher and computer coordinator to plan and teach this program and evaluate its effectiveness for future use.



Students acting the mini movie 'The funky chair'.

Teacher expertise and experience

The school's computer coordinator, Ann Forbes, had attended a four day movie making course at the Innovative Technology Schools Conference (ITSC) in Wollongong during 2002. Following this conference, the Year 5 and Year 6 students were introduced to the iMovie software, *Maddie the dog*, a tutorial program which provides instruction in how to edit digital movies. The teacher-librarian and computer coordinator had also attended a one day Macintosh course on movie making at the National Institute of Dramatic Art. Most of the teachers involved in making mini movies at Matthew Pearce had previously been involved in making unstructured videos at the school; filming students participating in projects such as *Streamwatch*, and school events, for example the athletics carnival. From this informal approach to videoing, the decision was made to progress to a more formal approach to movie making, teaching specific skills towards the achievement of Drama and English outcomes.

[Editor's note: the next ITSC will be held from 24 November to 27 November 2003, at the University of Wollongong.]

Drama

DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.

DRAS3.3 Devises, acts and rehearses drama for performance to an audience.

The process

The class of 30 students was divided into groups of six. The library was booked by the class groups in flexible time slots to facilitate the sharing of resources. Having a cooperative approach to this activity allowed each group to receive the maximum amount of teacher assistance as each progressed through four stages:

1. devising the drama to be filmed, for example, *The coughing computer* and *The funky chair*, through taking on roles, improvising and rehearsing scenes
2. creating a storyboard (a plan in words and drawings): each group needed to fill out six boxes in the



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storyboard, each box represented a scene, and beneath each box the director wrote the kind of shot for example, close up or mid range shot

3. filming the movie with a digital movie camera and/or digital still camera to create still photographs used to animate their movie
4. editing the movie on iMovie software on the Macintosh computers in the library, embellishing with appropriate sound effects, transitions and music (downloaded as shareware files from the Internet).

Each group worked cooperatively and each student undertook one of the following roles: director; camera (two per group); editor; props organiser; or researcher. All students took part in the acting. Explicit teaching of how to construct a storyboard was done as a class lesson prior to the commencement of the activity. Staff involved

All four Year 6 teachers agreed to make mini movies to present to parents at a library and technology presentation.

were familiarised with the technology and took responsibility for the charging and care of the equipment needed for their particular session.

Directions for 2003

Buoyed by the success of the previous Year 6 students, who developed the skills taught in the mini movies sessions into a Year 6 farewell presentation, the teacher-librarian arranged a meeting of all Year 6 teachers, the Principal and computer coordinator to discuss a collaborative project for 2003. Evidence presented showed that the syllabus outcomes had been met.

The collaborative approach had indeed made a difference to teaching and learning and met a perceived need for gifted and talented students at the school.

All four Year 6 teachers agreed to make mini movies to present to parents at a library and technology presentation at the end of Term 2, 2003. Teachers elected not to give students a choice of topics, but to include movie making in their integrated units. Most of these planned units were from the HSIE K-6 syllabus.

Examples of planned mini movies include:

- *Take me away* a travel documentary about a different environment, for example, a rainforest or desert, supporting the HSIE outcome:

ENS 3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.



This extension activity involved the students adopting a range of technology.

- *Our favourite possession* explaining the origin and purpose of the possession, supporting the HSIE outcome:

SSS 3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

Once the students understand the basic skills involved in using the iMovie software, they can extend their efforts into presenting their research, creating short stories, retelling a fairy tale or legend, or filming science experiments.

The sky's the limit

Once the students understand the basic skills involved in using the iMovie software, they can extend their efforts into presenting their research, creating short stories, retelling a fairy tale or legend, or filming science

high or low angle shots, will be refined as the year progresses. The teacher-librarian will continue to act as a facilitator and involve the other staff in future ventures where information skills and innovative uses of ICT combine to support the achievement of syllabus outcomes. ■

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Thinking together:

exploring an integrated approach to teaching and learning in the middle years at Dubbo College South Campus.



Dianne Lane,
teacher-librarian at
Dubbo College
South Campus,



Daryl Healey,
Academic
Associate with
Charles Sturt
University in
Dubbo, and Paula



Payne, Linkages
Consultant for
Dubbo District,
share how an
integrated

approach to planning teaching and learning enhanced student engagement in learning at the junior campus.

Background

During 2001, the executive of the South Campus of Dubbo College (Dubbo College is divided into the Senior Campus, and Delroy and South Junior Campuses) debated the opportunities provided by the shift from a Year 7-12 to a Year 7-9 secondary school. There was a need to revitalise the significance of the junior secondary years within a standards framework provided by syllabus change and the current research around teaching in the middle years of schooling.

Introduction

With this in mind, the staff developed a program, the Integrated Learning Project, which was to be implemented for Year 7 students. This strategy involved the formation of two teacher teams which planned assessment tasks around an integrated curriculum (Fig. 1). This article reports on aspects of this project, with an emphasis on change in the learning environment. It is part of a continuing project examining issues related to assessment in an integrated curriculum.

Interest from teacher volunteers was high, resulting in the decision to form two teams and extend the initial pilot to more classes. Significant inclusions were the teacher-librarian, the linkages consultant as the critical friend, academic external evaluation and the leadership of the principal, in both

teams. Each team was allocated two classes randomly selected from Year 7, 2002, to implement the investigation into an integrated learning approach. One class was from the top band stream while the other was in the middle band.

Teacher team composition

Team	Curriculum Areas
One	Mathematics, HSIE, PDHPE, English, Science, Visual Arts
Two	Mathematics, HSIE, PDHPE, English, TAS, Science.

See opposite page.

Investigative learning

The focus of the initiative was to undertake tasks informed by the productive pedagogies approach developed by Education Queensland (QSRLS, 2001). This evolved from research undertaken overseas by people such as Newmann et al in 1996 on 'authentic pedagogy'. Essential to teacher understanding was the way in which the New South Wales standards framework impacted on this model and recognition of the elements of effective pedagogy.

"Teachers had a common desire to make learning engaging and inclusive for all students through shared expectations for students, their parents and each other"

Paula Payne

Planning for the project teams

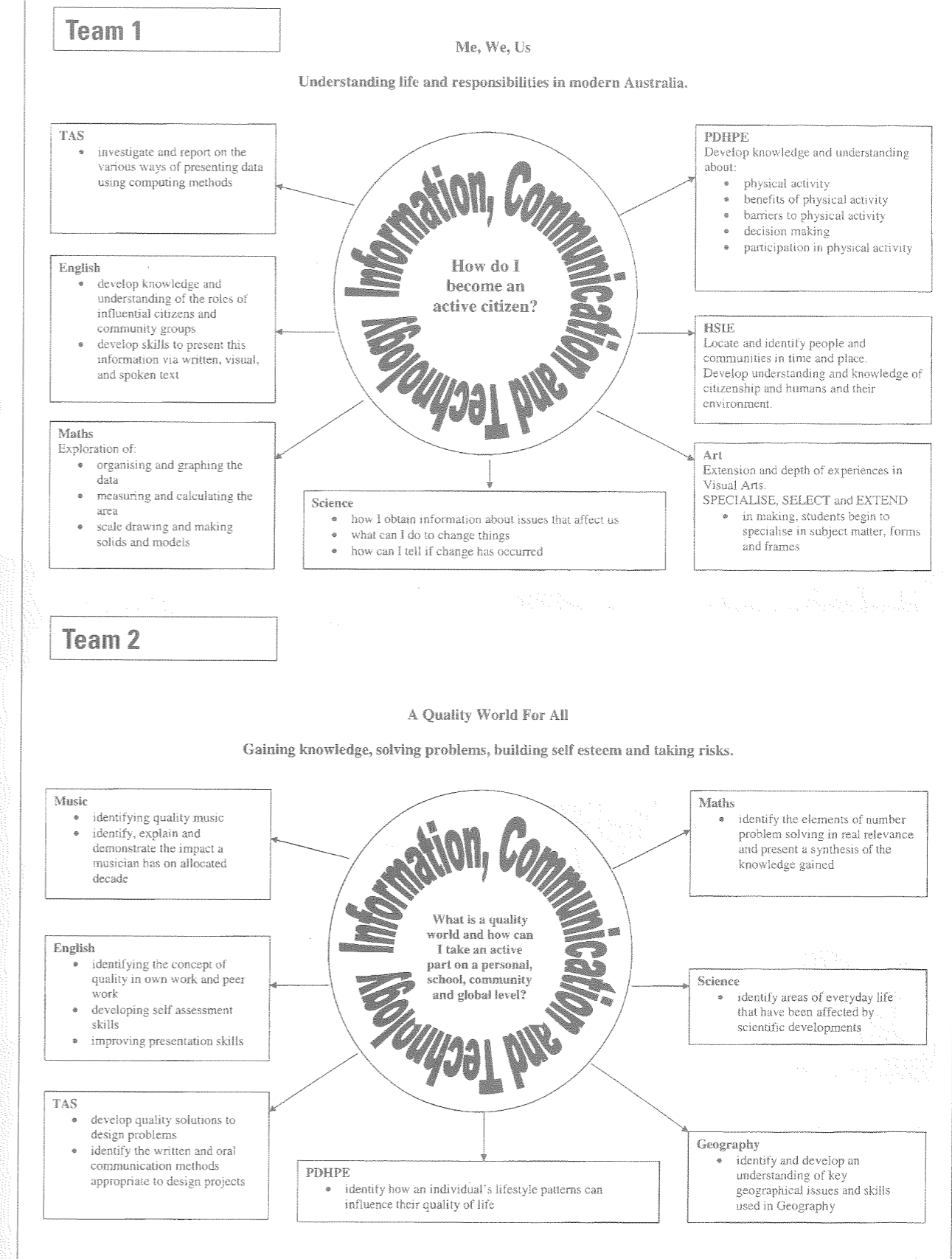


Figure 1.

A national study of effective programs highlighted the significance of three aspects of professional learning in effecting change in teacher practice, these were:

- learning together in professional teams
- learning through working with knowledge to develop an understanding of its practical application in the classroom
- evaluation of the efficacy of teaching strategies through professional learning.

(Cuttance 2001)

These conditions were evidenced in the teams as teachers built knowledge and understanding through collaborative planning, and through the value of collegial support in a learning context. Throughout the project, stages in professional development of staff were observed and these directed learning.

"The initial meetings led to an understanding of curriculum overlap for Stage 4 students, which is not commonly seen by classroom teachers."

Dianne Lane

In Term 4 2001, the focus was on team building. The process began with teachers examining current knowledge and understanding of assessment, evaluation of teaching units in Year 7, and recognition of the essential learning valued by each key learning area in that Stage. This led to the identification of elements which contribute to effective teaching as presented in the Queensland productive pedagogies approach. (see Figure 2).

Australian National Schools Network

Underpinning the team interactions were the norms of the Australian National Schools Network (ANSN), see web site at <http://www.nsn.net.au/>

The ANSN protocols proved very valuable for training and development in 2000, within the context of research into engaging adolescents as learners in the middle years.

Inquiry and resource based learning

Six participants from each teacher team, including the teacher-librarian and the Principal, visited the Waratah technology Campus, Callaghan College, at Newcastle, one day for each team, to observe the practices there and study student portfolios. The Dubbo South teams adapted what they had seen to suit the needs of their students. This visit and the School Development Days provided the teams with increased knowledge and understanding of each key learning area, the shared areas of importance, and possibilities for

The four dimensions of Productive pedagogy	
Intellectual quality	Higher order thinking Deep knowledge Deep understanding Substantive conversation Knowledge seen as problematic Metalanguage
Relevance	Knowledge integration Background knowledge Connectedness to the world Problem based curriculum
Social support	Student control Student support Explicit criteria Engagement Self regulation
Recognition of difference	Cultural knowledge Inclusivity Narrative Group Identity Citizenship

Figure 2 inform articles: Productive pedagogy [website].
See also Productive pedagogies (from QSRLS) [website].

only for this project and so a temporary collection was created. Partnerships were forged with the community, as parents and local groups supported the library in resourcing the project.

Interschool visits also supported the needs of the teams and continued to stimulate questions relating to teaching and learning, organisation and parent involvement. The School Development Days gave opportunity for these areas to be addressed in a coherent framework. They also provided reflection, through reporting to the Delroy Campus, the project purposes, practices and achievements, which could be and were, compared and contrasted.

Evidence of changed practice

There is strong evidence that teachers adopted common practices across the teams. A wide range of teaching strategies were adopted including: using specialists as guest presenters; group work; site visits; measurement, graphing and surveying; individual and group presentations; and a variety of oral and written tasks. The focus on applied knowledge was a different practice and student achievement, especially in the middle groups, seems to substantiate evidence of changed practice.

Leadership in the teams became shared and distributed rather than nested in positions or experience. Initiative on a number of issues, concerns and operational matters was generated variously across the teams with roles distributed according to expertise and interest. The overall design and planning of the pilot were key to the success of the Integrated Learning Project. The design elements comprised: small teams; the teacher-librarian; a critical friend; and evaluation research.

In developing a more student focused approach, the essential resource was the provision of time for teachers to

curriculum integration. Both teams identified a need to implement inquiry and resource based learning into teaching units to ensure that the information process was embedded in the context of the tasks. The role of the teacher-librarian in supporting this process was familiar to a few team members, but for many teachers this was a new experience.

Teacher teamwork

There was a clear pattern of development across both teams. They both engaged in formal interactions through a set meeting schedule as well as informal interactions which increased throughout the implementation phase. In addition, because of the separate and sequential formal meeting order, some of the issues raised by the preceding team were addressed and/or resolved through problem solving by the time the second team met. This process accelerated the understandings and enhanced the operations of the teams.

Each group evolved through the forming, storming, norming stages and, by the conclusion of the semester, demonstrated considerable evidence of the performing stage. Participation, commitment and output by teachers initially, then students, were observed in the two teams. The team discussion centred on a number of themes including: assessment; organisation; resources; professional needs; and curriculum.

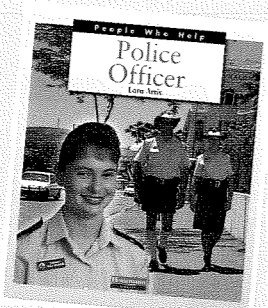
Resource requirements

In the initial phase, teacher needs were information based but evolved as issues and needs changed with a clearer understanding of the components. Increasing awareness that the information environment is multi dimensional drove the search for resources, both for student use, and professional use, into areas not addressed by the existing resources. This provided some challenges to the library collection policy as a number of the resources were likely to be used

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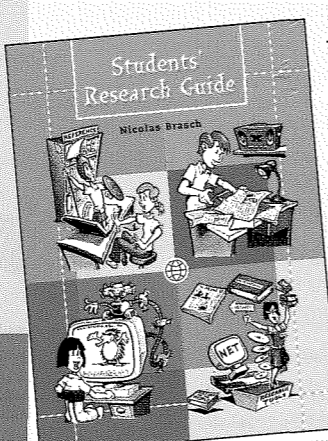
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work through issues. Following the pilot, organisational structures to support collaborative planning and professional dialogue are a priority in future planning.

"The leadership support of the Principal, whose passion is student centred learning, was critical."

Paula Payne

The leadership that the Principal's participation brought to the teams signalled its importance. Pragmatically, the provision of resources in the forms of time and money were critical, as was supporting the decisions made by the teams. These transformative leadership practices were evident throughout the project and ensured protection, support and resourcing. The role of monitoring and assessing team development meant that the critical friend provided advocacy internally and externally to the teams. The critical friend facilitated events external to the school, which benefited the project. The teams were very successful in coming together, in undertaking the integrated tasks and in bringing about improved student outcomes.

"The change evident in the project is indicative of a 'second order' change (Cuban, 1988) where there is an alteration in the relationships, goals, organisation and culture of a school."

Daryl Healey

After some initial issues, the teacher teams progressed on faith and good will. With persistence, came clarity and direction, which was validated by the high quality of student work from all abilities within the group. The literature, in particular current Australian research, is strongly supportive of varieties of teacher teaming in bringing about improved student outcomes, adopting new practices, reculturing schools and in professional development.

"These teams comprised volunteers, with an apparently positive change oriented mind set."

Daryl Healey

Redefining the role of the teacher-librarian

The collaborative role of the teacher-librarian was redefined for a number of teachers. The project allowed the teacher-librarian to build on existing positive and flexible relationships throughout the school and wider community. The integrated approach to planning teaching and learning provided an opportunity to introduce the explicit teaching of information literacy skills across key learning areas supporting syllabus outcomes. Significant learning occurs when the information process model and disciplines are fully integrated, in a collaborative learning environment where students are involved in a continuous, developing process of meeting diverse information needs as demanded by current syllabuses. While teachers recognised the value of collaborative teaching and saw the potential for working with the teacher-librarian more often in future, they cited lack of time for planning as a key limiting factor previously.

Information communication technologies (ICT) skills

It became evident that, although students expressed a preference for using the Internet as an information source, the majority showed little technical competence. Improving ICT skills to support syllabus outcomes is a priority. The information process is an invaluable framework for supporting the development of these skills. Students need to be aware of issues related to social and ethical responsibilities when using information, from electronic or print based sources.

Engaging students, parents and the community

Interviews with parents and students showed that, through the authentic tasks set for each team, a broader range of students was able to demonstrate engagement with the content as

well as produce quality work. Part of the integration learning involved students being engaged in a range of real life communication activities. The set tasks included activities such as:

- making telephone calls requesting information from agencies
- creating group presentations integrating knowledge and skills developed in English, PDHPE and Science
- inviting a development consultant to be a guest lecturer
- using authentic forms for submitting a development applications for a community site
- redesigning school spaces as activity areas
- creating individual presentations for an adult and peer panel
- participating in round table conferences.

"They've had more work, that's her (the student's) perception."

A positive comment from a parent during an interview.

Parents reported that the tasks required for completion of each project required more effort and energy on the part of students during out of school time. A home resource issue mentioned in the parent interviews, and validated through teachers' debriefing, related to student access to information and the selection of appropriate material. There appeared to be a reliance on American information and using *Encarta* with not many relevant resources available or known to parents. The extent of student use of the Internet, search engines, WebQuests, as resource tools, was not widely reported. Parents saw this as an area of some challenge in which they were unable to support their children, indicating they had telephoned experienced friends and community members for advice.

"The homework was more complex and students weren't able to do it at the last moment...have to learn time management. Bit by bit the organisation has happened."

Parent interview

Parents claimed that their children gained personal maturity and were better socialised through the group work requirement. This was despite the fact that group dynamics were a significant issue. Students were reported to have had a supportive social environment.

"They have developed strong interpersonal skills which allow them to manage conflict. They don't see this as learning."

"They learnt but they don't know it."

"She knows them better and she has become friends with the two boys."

Parent interviews

There was support for the socialising role that group work played, and for the lack of transitional problems to secondary education.

"I'm amazed at how quickly the change has happened. She's very positive about what has happened."

"They've learned a whole lot more than they know they've learned so ...it's not like when they go into maths class and at the end of the lesson they go...ok, I know what I've done this period."

Parent interviews

This was exemplified through learning being more opaque, faster maturation and acceptance of change. Students showed greater self responsibility and ability to articulate their learning.

The Integrated Learning Project (ILP) curriculum was engaging for students. Parents valued the integration acknowledging the seamless curriculum it offered their children and its transparency to the students. It was markedly different from the Year 7 experience of older siblings and it was felt to be exciting. It was strongly indicated by parents during their interviews that:

- students could not 'breeze through', tasks required more effort
- the take home tasks were demanding
- the level of challenge was correct
- timeframes were correct
- homework was challenging and could not be left until the night before.

Conclusion and evaluation

The synergy of the project occurred in the way teachers worked together. There were indicators of a collaborative and interactive professionalism, in these cross disciplinary teams. The teams utilised the strengths and abilities of teachers for the advancement of the project. The teacher-librarian is in a position to measure the amount of change through key indicators such as: changed library usage; resource demands; parent and student support needs; and increased planning with colleagues. Teachers now view the teacher-librarian as integral to planning units. Investigative research is now perceived as being research driven rather than being simply fact finding exercises. Such investigative research is scaffolded for explicit teaching of related skills, using the information skills process to support syllabus outcomes.

The ILP helped us to look inside our practices. Teachers had the chance to examine curriculum overlap as well as the professional support of working and learning with colleagues. The expertise of critical friends and a researcher added depth to the project. Some of the most powerful outcomes were the unintended ones, for example, partnerships developing between individual teachers, an increased level of usage for both the library and the teacher-librarian. There was enormous growth in cross KLA understandings. Initially, members had a limited idea about the content and methodologies employed by fellow teachers in other faculty areas. This changed as time went on and staff really came to understand how important it was to know and understand the work in order to ensure the best possible learning outcomes for students. Being a new and different idea created in a team environment allowed staff to try new and different practices, which valued the learning process, in their classrooms. A greater

array of teaching strategies, than would normally be seen, was observed during the course of the project. The project revealed training and development needs for the whole teaching staff.

This year we will build on our learning by examining teacher assessment practices, consistency of teacher judgement and quality unit planning, particularly in terms of ensuring academic rigour and relevance to student's lives.

Ann-Marie Furney, Principal ■

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Author **Peter Skrzynecki** lectures in Australian and American literature in the School of Humanities, University of Western Sydney and was a teacher with the New South Wales Department of Education and Training. **Lorraine Antonini**, recently retired from Willoughby Girls High School where she taught HSC English (ESL), spoke to Peter about his writing.

An interview with Peter Skrzynecki

Introduction

Peter's works include eight collections of poetry, two novels, two collections of short stories, and the editing of two volumes of contemporary Australian writing. One of Peter's anthologies, *Immigrant chronicle*, is a prescribed text for Stage 6 English Standard and Advanced (Area of Study: *Changing perspective*); and Stage 6 English ESL (Area of Study: *Perspective*). The selected poems for study from *Immigrant chronicle* are: *Feliks Skrzynecki*; *10 Mary Street*; *Migrant hostel*; *Post card*; *Kornelia Woloszczuk*; *Crossing the Red Sea*; *Chronic ward*.

Lorraine: Peter, last year you were honoured with the Order of Australia Medal (OAM). What did this mean for you?

Peter: Well, the obvious answer is it's an honour, but it's something that I felt really belongs more to my parents than to myself. They are the ones who made the sacrifices; they went without so I could have a good education. I also I think my parents belonged to that generation of immigrants who lived behind what I call the grey suburban paling fences: they worked hard all their lives, died without leaving debts, contributed to Australia in a very honourable way but never had medals pinned on their chests. They died unknown. So I think the honour really belongs to them.

Lorraine: Do you feel that your writing and/or poetic style has changed over the years?

Peter: I think my poetry style has probably remained the same though there might be more lyricism in the poems now than there was in the free verse of the early days. My themes aren't just immigrant themes. For example, there are probably more nature poems than anything else, but there are also poems about personal relationships, the search for spirituality (*Easter Sunday*), what I call my 'baby poems', poems about my kids. But the immigrant theme always keeps coming back, probably because of my background. I have just been invited to Germany as one of ten Australian poets and the poems selected for translation, work shopping and publication over there are mainly the ones about the immigrant experience.

Lorraine: What ideas, issues and experiences interest you in your current writing and why?

Peter: My current writing is my autobiography which has taken three years of writing and rewriting and should soon be published. Poetry wise, I have been working on a new book of poems, a mixture of family poems, about my parents, and there also seems to be quite a lot of "vegies and flowers" there, tomatoes, roses and snapdragons, for example, which featured largely in our home in the old days. These figure in my writing more than I was aware of. There are also more landscape poems which I seem to have gone back to.

My aim in the near future is to put together a book of selected poems, selected by myself and an editor from all of my nine books, as I have never done that. But I also have an idea in my head for another prose book. After all, I have published two novels and two collections of short stories. I write all the time. It just happens in my head all the time. I keep a pencil and paper in the car and I write down ideas wherever I go. It's never been any other way.

Lorraine: Are there any times when the inspiration doesn't come for writing?

Peter: You go for periods when you don't write all the time but then there are times like when I was in my twenties, when I wrote three or four poems a day. I think actually poetry is a young person's thing and you turn to prose when you get older because it's more reflective, you can meditate more. Drying up has never really happened to me, and when it does it's not depression it causes, but fear that I won't write again. And then something starts to bug me again, irritate me, like friends who lost their homes in the fires in Canberra earlier this year.

Writing verse of course is easy, but poetry is different, it has to be genuine and come from 'somewhere else'. I believe in what the Irish poet, Seamus Heaney, says in *The singer at the well*, "sing yourself to where the singing comes from", that place which we can't put our finger on, but which is where all poetry comes from. For me, Heaney and Les A. Murray are the only two poets in the world today who can be considered great. No poet can do with words what those two can.

Lorraine: You came to Australia as a young child and grew up here. What made you decide to write about the migrant experience, beyond the obvious reflection about your parents?

Peter: *Immigrant chronicle* was my third book and the first two were very much my response to my three years in one teacher schools in New South Wales, in the north west and on the north coast, mainly landscape and wildlife poems. Looking back on that time, it was three of the best years of my life though I hated it at the time, isolated and separated from my girlfriend and parents and all my mates were in Sydney. It was very lonely and threw you back on your own resources. So the first two books were in response to landscape, wildlife and environment, with a couple of family poems thrown in. That was early 1970s.

Then I got married, had a wife, two children, a house, mortgage, "the full catastrophe", as Zorba the Greek says, and I began to look at things differently. As a parent myself, I began to see my father and mother differently and to think about the sacrifices they had made, their migration and how that whole generation we were a part of, how they lived and settled in the western suburbs (of Sydney). And the poems came from that thinking, that meditating. A reviewer had

once said it was a pity I didn't write more about my European experiences and that must have been in the back of my mind too, acting like a trigger.

As a kid, many things pass you by, but as an adult later you start to appreciate things. When I visit schools I say to students, "you don't know what you've got until you lose it." I was at a school seminar once and heard a girl loudly criticising her father, on and on. I interrupted and asked her if she would rather have him or not have him. She stated, "Have him".

Lorraine: In some of the poems set for the HSC this year, could you explain what you mean in the final lines of the poem *Feliks Skrzynecki*, in particular the reference to Hadrian's Wall?

Peter: Hadrian's Wall, as you know, was built by the Romans to keep the Picts and the Scots out of England which they had conquered. So the wall is a division, a line of division, or generational gap if you like, that occurs between parents and children as the kids go into adolescence. The son is forgetting words, the father is helping him and sees that the education that his son is getting will one day take him away from home. The father says nothing because he knows there is nothing he can do to stop or change this. And the father has been through it all. The reference to "the dumb prophet" is a reference to Teiresias, the old man who had undergone metamorphosis. He had foreseen it all and suffered under the walls of Thebes. He does nothing and knows there is nothing he can do: what will be, will be. The movement south is towards education and the Australian culture and "civilisation", whatever that may be.

Lorraine: In the same poem why do you say of him "Happy as I have never been"?

Peter: As I say to students, if there is one word I could change in that book it would be that word "happy" to "content", because 25 years down the track, I think I have learned the difference between happiness and contentment. My father was always content in his life and I think that came from the fact that he had survived the war, he had had a second chance in life and he was his own man, working only for himself and his family, never to keep up with the Joneses. He was content. But when I wrote the poem as a young man, I didn't know what contentment was, so I used "happy". You learn the difference between contentment and happiness. Contentment comes at a price, I feel, when you go through all those stages of grieving and you realise that and value contentment as you age and experience life.

Lorraine: Is it fair to say that *Post card* seems quite a painful poem, with words like "haunts", "let me be" and "the gift of despair"?

Peter: I never thought of it as a poem that troubled me but when you throw up words like those it probably is more painful than I was ever prepared to think of it as being painful. Growing up, I was Australian, yes, but there was

this awareness as I got older of this other heritage and, having gone back to Poland and Germany, years after writing the poem, there is probably a fair bit of pain in it, yes. Of course, despite the connection to these places I could live in Ireland and I could live in Italy, I couldn't live anywhere else, but the irony is that I will never live anywhere else but Australia. It is home now.

Lorraine: Have you been to the Ukraine, to where your mother came from?

Peter: No, unfortunately I didn't realise how close I was on my earlier trip but it is not too late. I know the area she came from, the name of her village and I still have contact with the Ukrainian community, it's not too late.

Lorraine: And did you feel a sense of completion when you went back to Germany and Poland?

Peter: When I stood in the room I was born in, yes, very much so. That was like nothing else. The family my mother worked for as a domestic during the war was very good to us. They had wanted to adopt us and make us German citizens but she said "no, I've got my child and I want my freedom". Years and years later she tracked them down and I stayed with them for about two weeks when I went in 1989 and the daughter, my playmate, has visited here.

Lorraine: What is the significance of the bird imagery in your poem *Migrant hostel*?

Peter: Birds represent for me beauty and freedom and I love them. I've always had birds; finches and parrots. The birds in *Migrant hostel* are migratory birds which move from continent to continent with the seasons and we were like the migratory birds that came from one continent to another, then waited to move on; two years we waited in that camp before we moved on.

Lorraine: It has been reported that you were unhappy with the way *Kornelia Woloszczuk* has been interpreted by some critics. Can you explain why?

Peter: Because the critic paints my mother as some dark angel who had a chip on her shoulder because she only had one child. He's totally misinterpreted the poem and the Ukrainian/Polish saying at the end which he thought was a complaint. She is really paying me a compliment if you think of it. If you only have one eye and you lose it, your world becomes a world of darkness. She is actually saying "you are the light of my life". She always said to me "I wanted you" and a parent can't give a child any greater compliment than that. That's another way of saying "I love you".

Lorraine: How does the poem *Chronic ward* fit into the *Immigrant chronicle* collection? How do the ideas in this poem relate to the concept of perspective?

Peter: It was one of several poems that were put in that were not about the immigrant experience and I didn't make the final selection. *Chronic ward* is a response to Ken Kesey's

One flew over the cuckoo's nest. I saw the movie and read the book and had never read anything like it in my life. For example, I didn't know anything about lobotomies, I didn't know they existed. So the poem is a response to that. How does it fit into the *Immigrant chronicle* collection? Well, as a teacher said to me, the poem could be seen as a metaphor for suffering, which I think is the best explanation of all. A small marginalised group is treated differently.

It represents perspective because today we don't drill holes in people's heads and cut out parts of their brains. The key words are Jesus and Buddha, and their respective trees, the Cross and the Bodhi tree that Buddha sat under. Jesus taught love and Buddha taught compassion and we should treat people with love and compassion today. I also tell students if they want to broaden their answer they can talk about things today that once we could never talk about, like sexual abuse, domestic violence, and mental illness. We never talked about things like suicide, and depression, they were swept under the carpet. Now we know that depression is much more common, it's genetic and there's no shame. We know that these problems aren't going to go away. The way to overcome them is to confront them. In retrospect, times have changed, we no longer lock people up in asylums, we don't call them loonies or crazies, and we treat them with love and compassion, as human beings. ■

Book rap Term 2, 2003

Peter Skrzynecki Stage 6 English *Standard and Advanced* (Area of Study: *Changing perspective*); Stage 6 English ESL (Area of Study: *Perspective*). Peter will be available online during the book rap to support students participating in the book rap. This exciting online opportunity will run from weeks 5 to 8 in Term 2. The date for schools to subscribe will be posted on the **School Libraries and Information Literacy** web site at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>

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Developing a culture that embraces information literacy at North Nowra Public School



Sue Ellen Misfeld, Principal and **Karyn Knowles**, teacher-librarian at North Nowra



Public School have collaborated to develop a learning community in

which information skills are integrated across the curriculum in the context of syllabus outcomes.

North Nowra Public School was opened in 1998. Since the school opened, the Principal and teacher-librarian have been brainstorming, planning, encouraging and reflecting on the direction that their shared vision is taking. The result of this collaborative partnership is a model which excites students, staff and parents and embodies best practice in collaborative teaching and learning. It supports an integrated approach to developing higher order thinking skills and lifelong learning.

Background

As a classroom teacher, Sue-Ellen was aware of the *Information skills in the school* document. She used this document with the teacher-librarian and support teacher learning difficulties (STLD) to develop strategies that supported students, as they became information literate users and evaluators of information. This process was refined and consolidated in the following year and was instrumental in affirming the belief that Sue-Ellen holds that information literacy should be taught explicitly. When she became Principal of North Nowra Public School, Sue Ellen incorporated her beliefs about schools as evolving learning communities, into her leadership.

Principal and teacher-librarian working together

At North Nowra, the influence of the teacher-librarian and the library is felt throughout the school. The expertise of the teacher-librarian is utilised in developing opportunities with staff to implement the information process to support the curriculum. To enable this collaboration to take place, Sue Ellen implemented a range of strategies, including:

- ensuring that the teacher-librarian was a member of the school management team
- encouraging the teacher-librarian to contribute to training and development within the school

- supporting collaborative teaching during the time that classes spend in the library
- enabling the teacher-librarian to contribute to planning units of work in which information literacy and the information skills process are inbuilt to support relevant syllabus outcomes
- using the school's budget to support the collaboration between teacher-librarian, KLA contacts, and the literacy committee.

Management decisions

Sue Ellen uses what is best for the learning opportunities and program delivery for the students, as a baseline for all management decisions. Her teaching philosophy has a strong foundation in research and practice and she leads the staff in demonstrating that this style values and benefits all stakeholders. The key features of learning communities were drawn from a document distributed to all New South Wales government schools in 1995, *Schools as learning communities*. The staff was inspired to discuss and reflect on the development of a learning community.

Information skills are value added, not more work!

The integration of information skills into the curriculum was demonstrated to the staff by Sue Ellen and Karyn as

value added, not more work. This was achieved through systematic and explicit processes, for example:

- the language of the information skills process is incorporated into all literacy, numeracy and ICT documents and discussion
- there are posters in classrooms reminding staff and students of the steps in the process
- Karyn contributes to the planning of units of work which all include the information process supporting syllabus outcomes, and assessment and reporting to parents
- core values, roles and responsibilities, organisation, and practice underpin all teaching programs
- all the programs of support staff are linked into the classroom teaching programs and all reflect the same philosophy.

The role of the teacher-librarian in developing a learning community

The partnership that exists between the Principal and teacher-librarian is the key to the learning and teaching culture that exists at Nowra North Public School. The evidence for change that the teacher-librarian brought to the staff was informed by the research into the difference that teacher-librarians can make in a collaborative culture. The Principal enabled this culture to evolve, and the staff and students are the beneficiaries. ■

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Executive action

The principal and the executive ensure the integration of information skills into the curriculum by:

- coordinating
 - information distribution to staff, parents and the community
 - discussion of teaching issues relating to students' development of information skills
 - schoolwide staff development activities
 - involvement of parents and the community where appropriate
- promoting the teaching and learning of information skills as appropriate to student needs (See Appendix 1)
- providing directions for the purchase of appropriate, diverse sources of information to support specific curriculum plans (See Appendix 2)
- ensuring that the school's information sources are balanced and that they reflect Departmental policies (See Appendix 2)
- ensuring equality of access to information technology for staff and students (e.g. staff development courses on new computer software and new information technology)
- supervising systems in the school which ensure that information (school policies, teaching resources, library resources, equipment, etc.) is listed and can be easily located by all
- creating an atmosphere which encourages student-centred activities
- planning and supervising evaluation of the school's information systems and the integration of information skills into the curriculum.

Integrating information skills into the curriculum

In every classroom, every day, information skills are used by students. Many students display a limited knowledge of the information process, lacking confidence and control in their use of information skills.

Where teachers are aware of the information process and actively assist students in skill development, the rate and quality of learning can be greatly increased. Where teachers show students that the information process is a schema which they can deliberately employ in their own learning, they are promoting student independence.

The responsibility for integrating information skills into the curriculum rests with the whole school. This responsibility is reinforced by executive supervision of classroom and specialist teachers who are facilitators of the process with students.

Students at any stage from kindergarten to year 12 require opportunities to develop proficiency in using the information process. As students become more skilled in the steps of the process, they are able to complete increasingly sophisticated and difficult tasks. This also applies to the resources they are able to use.

A kindergarten student and a year 12 student may both use the same kinds of resources, such as plastic construction bricks, pictures, and computer software, to solve an information task related to house building. Both, however, will require resources which suit their own levels of understanding. Both will need to define their purpose, locate sources of information, select that which is useful, organise, present, and assess their information task. They will also need to develop and refine their information skills within the context of their task.

To create a learning environment which fosters the development of information skills, schools should provide a program which allows for teacher and student flexibility in exploring curriculum tasks and problems. Such flexibility would allow:

- consideration of available resources
- inclusion of students' existing knowledge
- provision for individual differences in skill development and learning styles when information skills are incorporated into student learning.

Evaluating online resources and incorporating them in the classroom: a framework for teachers



This article by **Maurice Cummins** and **Estelle Lewis** is



based on a presentation by **Maurice** at the *Information Online Conference*, January 2003.

Estelle and Maurice are both Education Consultants for The Association of Independent Schools NSW. Maurice has worked with The Department on cross sectoral projects.

Introduction

The integration of new technologies is a topical issue for educators Australia wide. The ever increasing presence of computers in schools requires teachers to provide meaningful, curriculum focused opportunities that integrate ICT. Online resources can enhance the curriculum by providing access to innovative global projects and information, resulting in new learning experiences once not considered possible within a classroom setting. John Abbott, Director for Education 2000 and President of the 21st Century Learning Initiative (United Kingdom), reminds us that it is important for teachers to first consider the

learning goals before focusing on how ICT can enhance learning.

First the learning

In supporting teachers to use and develop online resources, it is important to recognise the premise that teachers are using mandated curricula to guide them in working with their students. In New South Wales, each syllabus document incorporates:

- student learning outcomes
- a constructivist approach
- meta cognitive processes
- critical and visual literacy
- integration of new technologies

- tasks that address a variety of learning styles
- assessment for learning and accountability.

The NSW curriculum has direct implications for the teaching strategies that can best support the creation and use of online resources.

Beliefs about learning and their implications for the classroom

In *Figure 1* beliefs about learning are linked to the implications that these have for students.

IF	THEN
Educators believe the focus is on student learning outcomes NOT technology,	students need to be immersed in a learning process not lectured to.
Educators believe learning is not only about the transmission of knowledge,	students need to engage in tasks requiring higher order thinking, problem solving and creativity.
Educators believe there is value in reflecting on the learning journey,	students need opportunities to reflect on how they learn and what they've learnt.
Educators believe that it is important to have critical and visual literacy skills,	students need support in understanding how to critically evaluate information and interpret visual images.
Educators are committed to the integration of new technologies,	students need to engage with technology through meaningful learning tasks.
Educators believe that not all students learn in the same way,	students need to engage in multiple modes of learning (visual, verbal, symbolic, oral and kinaesthetic).
Educators believe that assessment supports learning,	students need to be involved in an ongoing assessment of their learning.

Figure 1.

There is a tendency for educators to use new technologies without considering whether the technology provides a better way of achieving the intended learning outcomes, compared to the strategies used in the past. The way technology is used needs to allow students to learn about things in ways not available when teachers use more conventional teaching strategies for example, the web site, *Froguts.com*, enables students to dissect a frog using interactive tools. This is pedagogy that incorporates online resources in a way that enhances student learning. Teachers need to ensure they provide quality teaching at least to the standard achieved when using the more traditional non digital mediums. Simply including online resources will not automatically lead to better student learning.

A new pedagogy or old wine in new bottles?

Today's educators need to create a new pedagogy based on what is known about effective learning that meaningfully integrates new technologies and online resources into the current curriculum. Educators need to use a variety of innovative, student centred teaching strategies that will support independent and group based student learning which utilises the information rich medium provided by the new technologies. Teachers need to resist the temptation to digitise existing worksheets and place online without considering the learning opportunities and capacity provided by new technologies. Another example of a student centred strategy is *I.N.K. Interactive news for kids*, an interactive resource that simulates the creation of a newspaper. Students experience various roles whilst the teacher facilitates the development of the online newspaper. The students explore a variety of roles such as editor, cartoonist and photographer whilst participating in this authentic online learning experience. This isn't a case of *old wine in new bottles*.

Adding value by using online resources

There is a huge amount of information available on the Internet that teachers can

access for their students to use. Teachers need a way of judging whether these resources will add value to their students' learning. By adding value the resource will enhance students' learning in one or more of the following areas: motivation; engagement; interactivity; or collaboration. An effective online resource can address these areas by providing learning opportunities not usually available in the classroom. An online resource adds value when new learning opportunities, that didn't exist before, are created, such as in *Travel buddies*. This web site allows students across the world to interact and explore a common topic.

Determining value addedness

Teachers can employ the following framework to decide if, how, and when to use an online resource in a teaching program. An effective online resource needs to incorporate a significant number of the components listed in the framework if it is to add value to students' learning experiences.

A framework to determine the value addedness of online resources

1. Does the online learning resource enable independent learning?

This can be achieved if the resource allows users to access the materials through multiple pathways within a self paced structure. The NSW Quality Teacher Program CD-ROM, *Using learning technologies across the primary KLAS* supports teachers to meaningfully integrate a range of new technologies into their classroom. To cater for the diverse range of teachers' needs in New South Wales, the resource was designed to be used in facilitated group workshops and by individual teachers. Support materials to assist teachers to work independently include: tutorials exploring the use of fourteen technologies; tasks to help teachers identify their

ICT skills; samples of teaching programs; and assessment tasks. The ICT integration frameworks assist teachers to identify an area of ICT to focus on for their own professional development.

2. Does the online learning resource provide an opportunity for a unique sort of collaboration?

The collaboration can be beyond the classroom and school, across the globe, between peers or across age cohorts and academics. Some examples of this are in *EdNA forums* where teachers can organise asynchronous discussions that include students outside the regular classroom and guests from around the world. The *TakingITglobal* web portal encourages students to believe in their ability to make a difference in the local environment, and world as a whole. This web site exposes students to new thinking, a diversity of voices, and opportunities for sponsorship of much needed community based programs which have been initiated by young people.

3. Does the online learning resource create an authentic context for learning?

This can be achieved by the resource enabling the students to address personal, local or global issues that are real, relevant and involve a real audience for the final product. *WebQuests* are inquiry based online resources that scaffold the learning process. They can provide students with an engaging, real life scenario and opportunities to use a range of problem solving strategies to access and present a response to the scenario. The e-learning section of the Professional Support and Curriculum Directorate's web site provides a range of Student quests and Teacher information on *WebQuests*. The San Diego State University presents a matrix of *WebQuests* on *The WebQuest page*. Many of these demonstrate excellent use of authentic contexts.

4. Does the online learning resource capture and sustain students' participation in the learning activity?

Student engagement and enjoyment can be created by providing:

- meaningful and relevant opportunities for students to access places and experiences not available by conventional means
- a task structured so that all students can achieve some success in their learning
- constructive feedback throughout the learning process.

5. Does the online learning resource support students in the learning process?

There are several ways the resources can provide support to students, including links to:

- relevant, valid, reliable and language appropriate information (students can access a range of resources through the use of hyperlinks which can be to information sources, investigations, publication information, other software programs that can be used to present and organise information, videos and audio files)
- templates
- scaffolds which enable students to identify and select appropriate pathways and resources and can be used to chunk extended projects into smaller, more manageable tasks
- timely assistance that encourages independent learning
- exemplary work samples.

6. Does the online learning resource enable students to assess the extent of their learning and the quality of the product they have generated?

This can be achieved by the resource including tasks for students that help them to:

- determine their existing knowledge and skills at the commencement of the task

- assess their progress towards the learning outcomes
- access explicit assessment criteria and rubrics (online assessment tools can be found on sites such as *Rubistar* which provide students at the outset with assessment criteria)

7. Does the online learning resource promote higher order thinking?

This can be achieved by the resource providing students with a task that:

- involves them using problem solving strategies
- models and explicitly teaches critical thinking
- encourages critical thinking and decision making
- requires the synthesis of new ideas based on information gathered from a variety of sources, such as first hand investigations and secondary materials including text, visual, multimedia and audio formats
- involves the creation of a unique product.

8. Does the online learning resource promote a constructivist approach to learning?

This can be achieved by the resource:

- helping students identify prior knowledge, skills and common misconceptions
- building on students existing knowledge and skills
- incorporating a range of tasks with different cognitive demands
- encouraging students to pose and address their own questions
- providing alternative pathways for students to achieve the syllabus outcomes
- identifying and supporting a range of ways for students to demonstrate their learning.

Online tasks that encourage students to describe their learning journey may include graphic organisers such as those found on the electronic resources, *Kidspiration* and *Inspiration*. By using

these tools, students can record their increased understanding of key concepts by completing pre and post concept maps and demonstrate their thinking processes to their teacher, peers, and parents.

Conclusion

The challenge for today's educators is to design teaching and learning programs, which incorporate online resources in a way that adds value instead of duplicating old worksheets in an online format. The framework presented in this article can be used to ensure that online resources truly add value to learning, encouraging teachers to use a new pedagogical approach rather than putting old wine in new bottles. By creatively blending new technologies with existing and new teaching strategies we can provide unique avenues for students to learn online using online teaching and learning opportunities. ■

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Dr Ross J. Todd is Associate Professor, School of Communication, Information and Library Studies at Rutgers

University, New Brunswick, New Jersey, USA.

In early January I had the opportunity to represent the International Association of School Librarianship at the *National forum on information literacy* in Washington DC.

(<http://www.infolit.org/>) This forum, chaired by Patricia Senn Breivik, Dean of the University Library at San Jose State University, was created in 1990 as a response to the recommendations of the American Library Association's Presidential Committee on Information Literacy. Its membership is made up of representatives from many diverse professional associations with a common interest in enabling people from all walks of life to engage effectively in our society's rich information and technology infrastructure, and understanding the information processes that enable this to happen.

The *National forum on information literacy* pursues activities in four primary areas. It:

- seeks to facilitate member organisations to integrate information literacy programs into their organisational agendas
- supports, initiates, and monitors information literacy projects both in the United States and abroad

Scan's regular *Research columns* feature is refereed by Dr Ross J. Todd. *Research columns* continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. In this issue, Ross gives emphasis to the way that online environments could be designed, with particular emphasis on gender inclusivity, to foster collaborative and effective learning.

- actively encourages the creation and adoption of information literacy guidelines by such regulatory bodies as State Departments of Education, Commissions on Higher Education, and Academic Governing Boards
- works with teacher education programs to ensure that new teachers are able to incorporate information literacy into their teaching.

There is considerable interest in how school libraries make a difference to student learning.

It was a marvellous opportunity to meet representatives from associations such as: the Institute of Museum and Library Services; The National Educational Association; American Psychological Association; Alliance for Public Technology; International Visual Literacy Association; National Association of Secondary School Principals; United States Department of Education's Office of Educational Research and Improvement; and the United States Small Business Administration.

Two important features of this meeting stood out; the commitment of the people outside primary and secondary schools who are working to foster the development of information literacy in many everyday contexts, and the importance of the school environment for providing the essential foundation for this endeavour.

How do school libraries make a difference to student learning?

There is considerable interest in how school libraries make a difference to student learning, particularly through their information literacy initiatives, and the instructional strategies used to achieve this. This was a key question posed to me by one member at the *National forum on information literacy*. I was curious as to why this question was asked, and the answer was interesting. Many professional organisations are looking to school libraries to provide clear evidence of how their information literacy initiatives impact on student learning, as well as their ability to navigate and utilise diverse and complex information and technological environments. This evidence is considered vital to their own organisations in developing effective and timely information literacy initiatives. This leads me to pose the same question I have been asking in many school library forums for many months: *What differences do YOUR school library and its learning initiatives make to student learning?*

Providing clear evidence of impact on learning not only demonstrates that your library is a vital part of the learning fabric of the school, but it ensures that the lifelong learning agenda, something school libraries espouse as a core value, can be built upon by interested stakeholders outside school, and can continue to do, well beyond the school years.

New research project

Professor Carol Kuhlthau and I are currently involved in an exiting research

initiative to document how school libraries impact on student learning outcomes in the state of Ohio. The research project, *Student learning through Ohio school libraries*, is funded through the USA Institute of Museum and Library Services, and is being conducted by: the Ohio Educational Library Media Association; *Leadership for school libraries*, a collaborative group in Ohio; a partnership between the Ohio Department of Education and the State Library of Ohio; the Ohio Educational Library Media Association; and INFOhio, Ohio's K-12 information network. It is hoped that this research will provide significant findings that show the multi dimensional relationship between an effective school library instructional program and student learning outcomes.

Results

There are two important outcomes of this research:

1. It will provide comprehensive and detailed empirical evidence of how school libraries help students learn.
2. It will provide recommendations for educational policy development

and tools for teacher-librarians to chart how their school library impacts learning.

We believe that *Student Learning through Ohio school libraries* will benefit many educational stakeholders by:

- providing state wide data on best practices and promising practices in teacher-librarianship
- helping us to identify pedagogy for teaching and learning in information based schools
- encouraging continuous improvement in effective library services which support academic content
- identifying professional development opportunities for reflective practice in order to build effective school library initiatives
- providing a framework for dialogue among parent communities, administrators, teacher-librarians and teachers on the value of effective school libraries.
- confirming for teacher-librarians that their role and their school libraries impact student achievement and life long learning.

Watch this space!

Against the international backdrop, the *Research column* comes from Dr Liz Lamb, who is Assistant Principal and Director of Learning and Teaching at Marist Sisters' College, Woolwich. Some of the earliest information literacy research published in Australia was undertaken at Marist Sisters' College in the early 1990s, when teacher-librarian Celeste McNicholas, Liz Lamb, classroom teachers and I undertook several research studies examining how the development of a range of information handling skills impacted on student learning outcomes. This current research focuses on the impact of an information literacy instructional framework on the learning of gifted students. ■

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Information literacy and gifted students

Dr Liz Lamb

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Introduction

Do gifted students benefit from a particular information literacy framework of learning, or not? This question informed the research reported in this paper. The question evolved from an interest in the learning of gifted students in the secondary school classroom, and in the possible impact of a particular framework on their learning. The research examined the impact of an information literacy framework on the

learning of gifted senior secondary students. It was conducted in Marist Sisters' College, Woolwich (MSCW). This secondary school for girls is a Catholic school owned by the Marist Sisters, operating within the system of schools run by the Catholic Education Office (CEO) Sydney.

Addressing the needs of gifted students is essential. Discussions with teachers suggested three reasons why it can be a challenge. First, teachers expressed a lack confidence in having girls in their

classes who were identified as being gifted. Second, most teachers had not done a 'gifted' component in their studies, and they felt they lacked the expertise to deal with gifted students. Third, there was real concern that planning and conducting activities for gifted girls in regular classes was yet another pressure on their already stretched time.

The research placed a group of girls who were identified as being gifted, into a learning environment that was

The syllabus sets down areas of study that require students to develop concepts and to investigate issues rather than study them within content based frameworks.

based on the New South Wales Department of Education and Training's information literacy framework (*Information Skills in the School*, 1989). The learning environment was *Society and Culture*, a conceptually based Higher School Certificate course in New South Wales. The syllabus sets down areas of study that require students to develop concepts and to investigate issues rather than study them within content based frameworks. The course is concerned with the processes, which students use to think and learn about the topics of the course, and integral to these two elements is the students' development as researchers.

The practice based issue

The distinguishing feature of our contemporary age (an information/communication age) is that information utilisation is a key component of knowledge formation. Quite obviously, being competent utilisers of information, or being information literate, is of great interest to educators who, in Australia, are being called on to provide an education that requires students to process information and to construct knowledge, not simply to re-present it. This mandate is presented in state education documents. In NSW, the mandate is expressed in outcomes that require higher order thinking and problem solving skills. This being so, then also of equal interest, should be a learning framework that successfully achieves that literacy.

The information literacy framework used in the research consisted of a set of six skills; Define, Locate, Select, Organise, Present, and Evaluate. This particular framework already had been shown to impact favourably on the learning of lower ability students (Todd, McNicholas, and Sivanesarajah, 1992) and on students taken as a group in mixed ability classes (Todd, Lamb and McNicholas, 1993). Gifted students frequently are members of those mixed ability classes (Moore, 1995). The teaching and learning methods set up in those classes are not necessarily the preferred learning options for gifted students. For example, when small group work happens in mixed ability classes a teacher may opt for heterogeneous groupings. Often the reason for such groupings is that the gifted students can act as tutors for the group. While this may be of benefit to the less able members of the group, the benefits of this approach to gifted students are not as clear. They are not extended in these groupings, and they are forced to assume responsibilities that have nothing to do with the learning task at hand. Whatever the reason for a teacher choosing heterogeneous groupings in a mixed ability class, research has shown gifted students prefer being grouped with other gifted students (Langrehr, 1994).

This research specifically investigated whether or not the information skills process had a favourable impact on the education of gifted students.

Literature review

The extent of the range of ideas on what giftedness might be is apparent when one considers Terman (Plucker, 1998) on one hand and Gardner (1993) on the other. For Terman, giftedness can be explained in terms

as narrow as attaining scores in the top 1% of an IQ test. On the other hand, Gardner (1993) allows for giftedness to present itself in any of seven intelligences that match areas of aptitude. Between these very different

Perhaps part of the difficulty in defining giftedness rests with the vagueness of the notion itself, and with the concept being so value laden.

ones, there is a range of definitions that considers the diversity of human abilities, and acknowledges the worth of different types of abilities.

Perhaps part of the difficulty in defining giftedness rests with the

vagueness of the notion itself, and with the concept being so value laden. The definitions basic to the identification of 'gifted', range from relating giftedness with intelligence as measured on a set of tests, to a much broader notion that what the word relates to covers a range of intellectual activities, and is developmental. The latter notion gives rise to its own set of definitional difficulties, it is hard to produce a definition that recognises a range of activities that are not static. This was commented on by the Directorate of School Education, Victoria: *It is difficult to isolate a single definition of giftedness that encompasses the broad spectrum of human abilities and accounts for culture, class, gender and domain* (1995, p 3).

The researcher's identification of the students rested on the spirit of Gagné's view of giftedness, a view that is rooted in his theory of domains of human endeavour. Gagné's five domains of ability are: intellectual, creative, socio-effective, sensorimotor and others (1993, p 78). Gagné defined giftedness as: *the ability of a person to perform in any domain of human endeavour at a level significantly at a higher level from what would be expected of the age-group* (1993, p 2). For Gagné, each of the domains is of equal standing; there is

no hierarchical arrangement of these domains of human endeavour: *Most of these definitions focus on giftedness, without specifying how it differs, if it does, from talent* (1993, p 74).

Even when the authoritative voices in the field of gifted education speak on the matter, they differ quite markedly. Braggett (1984) says that giftedness implies innate capacities that become manifest in individuals in an observable way when those natural abilities have been developed. Braggett's use of the terms is similar to Gagné who states: *Giftedness corresponds to competence (aptitude, potential) which is distinctly above average in one or more domains of ability; talent refers to performance which is distinctly above average in one or more fields of human performance* (1985, p 108).

This research used 'giftedness' in a way that is based on Gagné, and is present in the spirit of the Department of Education Victoria's policy (*Bright futures*) on gifted education (1996), namely that giftedness is excellence in any of the forms of academic, intellectual and creative endeavour. Talents are seen as observable realities that result from environmental and cognitive factors being coupled with practice. To identify giftedness using Gagné is achieved by formulating lists of characteristics that pertain to the aptitude domains. This method of identification is used by the Inner West Region of the Catholic Education Office to identify students for special programs for the gifted.

Just as definitions of what it means to be gifted abound so, too, do definitions of information literacy. The concept 'information literacy' currently is subject to vigorous debate in the field of information science, and complete agreement on what the term means is not yet forthcoming. Indeed, given the diversity of perspective from which literacy of any form can be viewed, the researcher wondered whether or not complete agreement was viable, or, in fact, desirable. The diversity allows

Ultimately, information literate people are those who have learned how to learn.

valid explication of any of the meanings, provided that this explication is informed, and cognisant of the competing proposals. Bruce's work (1997) successfully does this, in presenting seven ways in which information literacy can be presented, each with its own credibility.

According to the definition of information literacy that comes from the American Library Association (ALA), competence in utilising information is achieved not from a mechanical working through of a checklist of skill related tasks, but rather it stems from a higher order *in situ* intellectual process including metacognitive ability. The definition reads: *To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Ultimately, information literate people are those who have learned how to learn* (ALA, 1991, p 3).

The definition presented in the Ocotillo Group's 1994 report includes the key elements of the ALA definition. It also extends the 'use effectively' of the ALA definition by setting down two end products it expects of an information literate person: *the ability to identify what information is needed and the ability to locate, evaluate, and use information in solving problems and composing discourse* (Ocotillo, 1994, p 1).

The 1996 report of the group takes the definition further, to include quite specifically the recognition of the changing face of information resources available to students. The report includes the notion of 'process' in the definition of the term: *information literacy is the ability to effectively access and evaluate information for a given*

need. It includes an integrating set of skills and knowledge of tools and resources that expand learning beyond the classroom and the textbook. The process would teach students to think critically about paths to information and about the appropriateness of possible bias of materials (Ocotillo, 1994, p 1).

In its document pertaining to information skills in schools, the Department presents a *de facto* definition of information literacy, expressing it in terms of *people who use information successfully display the following characteristics* (*Information skills in the school*, 1989, p 3). The document then lists four characteristics. These characteristics indicate that successful users can and do add to their core knowledge, and are confident in their ability to process information gleaned from a variety of sources using the necessary technology. People who display these characteristics are said to be information literate.

The above definitions of information literacy focus on the skills that are needed for a person to connect with, interact with and utilise information after a need for information has been internalised. Irving (1995) and Bruce (1994) identified the person displaying information literacy, or the information literate person, in these terms as well as one who displayed a degree of competence in various information management skills. Irving and Bruce here focused on the skills that an information literate person would have. A person competent in the use of these skills would be able to use information to increase knowledge, and could be called information literate.

For the purposes of this study, the researcher used the definition of 'information literacy' as presented in the September 1991 report of the House of Representatives Standing Committee for Long Term Strategies, the: *ability to find, evaluate and use information for decision making* (Jones, p 3).

The research design and methodology

The research was a qualitative study using a case study design. The structure of the research accommodated the five points that Yin (1979) holds as underpinning a case study, namely that the inquiry is: empirical; contemporary; related to real life; not divided clearly in terms of phenomenon and context; and able to access multiple sources. These five points are complementary to the eight features that Miles and Huberman (1994) state are the requisites of qualitative research. Two elements of *Problem-based methodology* (Robinson, 1993), 'openness' and 'scrutiny', were incorporated in the research.

The research took a group of girls at a particular point in their learning, exposed them to a particular framework of learning, and investigated the impact of that framework on their learning. The three part nature of Vygotsky's *Theory of proximal development* (1995) was adapted and used as the theoretical framework for the research. The three elements in this framework were: the baseline (where the girls were in terms of information literacy at the start of the research); the mediation factor (intensive exposure to an information literacy framework); and the endline (where the girls were in terms of information literacy at the end of the research).

In seeking richness of data the researcher chose to administer a large number of data instruments, each related to the concerns of the research question. The bulk of this data was collected over a period of nine months, with follow up instruments being administered first at twelve months and then a further two years after the research meetings finished. The researcher had to establish a fine balance between having a strict regime of administering data instruments, and allowing for the natural flow of learning experiences to occur; there was flexibility in the timing of instruments. Data was collected from across six groups of

instruments: data providing general information involving biographical details; recapitulation after the long Christmas holidays and attitude to school; data on the issue of giftedness; data on information use and utilisation; data from interviews, incorporating general, gifted and information use and utilisation; data gathered from process journals kept by the researcher and each girl; and data collected from reports from staff members. The choice and timing of administering data instruments was guided by *logical tests* (Yin, 1994, p 40) that determine the worth of research designs, and by the criteria set down by Guba (1989) to judge fourth generation evaluation (1989).

The written nature of the data instruments, particularly those relating directly to information literacy, guided the researcher's approach to data analysis. This analysis began with several readings of the data. This repeated reading both established and reinforced the two fold grouping of data. During this reading and grouping the researcher conducted comparative reoccurring practice to seek words and phrases that indicated comment on the impact of the information literacy framework under investigation.

After identifying these key words and phrases, coded data was organised into a workable form, and plotted on a series of concept maps according to whether the words and phrases referred to the information literacy framework incorporating the six component skills, or to the skills discretely. This final plotting stage provided the information that became the framework of the findings. The researcher was convinced that analysis of the data would be well suited to being presented in vignette form

because of the longitudinal nature of the research, and the number and variety of data instruments. These two characteristics resulted in rich data that Lawrence-Lightfoot and Davis would see as crucial to writing vignettes: *For the portrait writer there is an ongoing reconciliation between what has been seen in the multi-dimensional context of observation and interview, and the final portrayal in narrative* (1997, p 40).

The longitudinal nature of the research and the number and variety of instruments enabled the researcher as the

negotiator on this scenario (Lawrence-Lightfoot and Davis, 1997, p 40) to produce a narrative that honestly portrays each of the girls as students of Society and Culture and as

increasingly competent users of the information literacy framework, both of which are integral to the research from which the vignettes evolve (Lawrence-Lightfoot and Davis, 1997, p 12).

Findings

As indicated in *Figure 1*, there is clear evidence that the girls experienced positive benefits from having worked in an information literacy framework.

At the beginning of the research the girls' work displayed characteristics noted by Gordon: *Even when there is no intention to copy 'word for word', many papers are the product of cutting and pasting information. They contain little creativity and virtually no discovery has been tested, analysed and internalised by the learner* (1998, p. 45). By the end of the research, after the girls had learned to work in the framework over a period of time, the formal outputs of their learning, such as writing tasks, assignments and project activities were of a much higher standard than they

were at the beginning of the research. Most significantly, their work showed higher levels of ability to construct personal understanding, as well as increased competency at information analysis and synthesis.

The researcher noticed individual differences in the learning and thus the progress of the girls. There was no lock stepping in the growth of competence in the use of the skills, as noted in the particular strengths and areas for improvement in the research tasks. Mindful of the Hawthorne effect (Franke and Kaul, 1978) the researcher acknowledges that the girls might have reached those points of development in ways quite distinct from working within the information literacy framework.

Discussion and implications

The findings, summarised in the chart on p 34 of this research, raise implications for curriculum design, the education of gifted students, education for lifelong learning, employment of teachers, assistance for the professional development of reluctant teachers of gifted students, and matters of duty of care, equity and litigation. It poses a series of critical questions, not just in relation to the importance of integrating information literacy instruction in the classroom, that are worthy of further research and schoolwide discussion. These include:

- Whether the framework would impact favourably on boys who were identified as being gifted?
- What are the impacts of such explicit and systematic instruction into mixed ability, slow learners and gifted groups in primary schools?
- What would encourage individual teachers, schools and education faculties to trial the information literacy as a framework to be implemented in their classes?
- How can the emphasis on content driven methodology be informed with reference to the information literacy framework?

- Would a concentrated use of the information literacy framework in a school mean that funding of faculties might need to be changed?
- At the systemic level, would funding for schools using the framework intensively need to be adjusted to provide more resource opportunities, both on and off school campus?

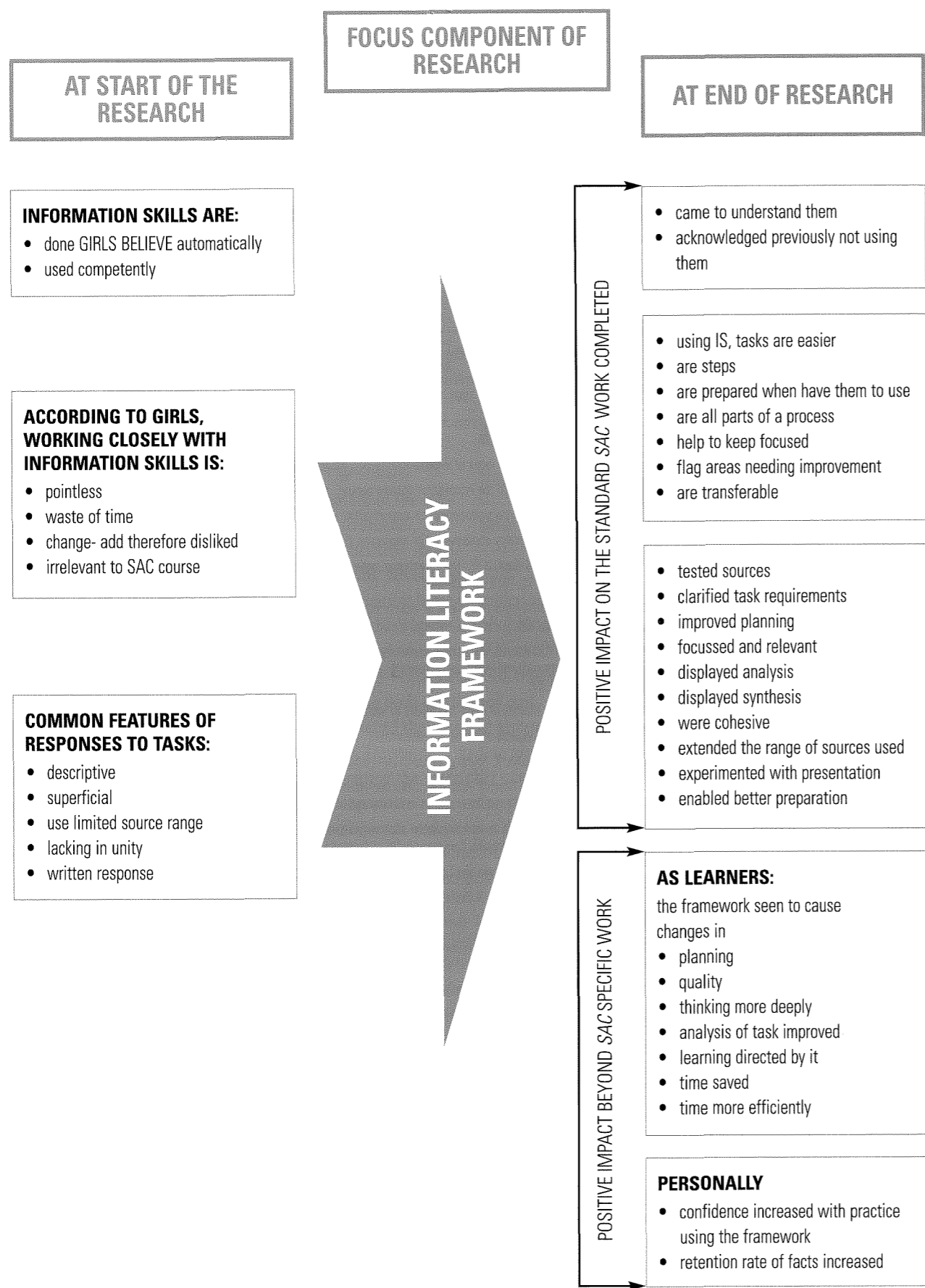
spectrum of research already undertaken in relation to information literacy, the study provides continuing evidence that students across all ability levels can benefit substantially from a sustained and coordinated program of integrating information literacy into curriculum content. The challenge is for every teacher-librarian and every classroom teacher to take action. ■

The findings are encouraging for all teacher-librarians, indeed for all educators. When situated in the broad

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SUMMARY OF FINDINGS



Abstracts

Jacobson Harris, F. 'There was a great collision in the stock market: middle school students, online primary sources, and historical sense making', *School Library Media Research*, Vol. 5, 2002. Available at: www.ala.org/aasl/SLMR/vol5/middle_school/middle_school_main.html

The availability of primary historical material on the Internet has grown considerably, and this growth has been accompanied by pedagogical decisions as how this material can be best incorporated into teaching and learning experiences for students. Such resources provide rich opportunities for students to interrogate a range of conflicting written and pictorial sources about a single historical event and construct a personal understanding of its history. Specifically, this paper examines the experiences of 53 academically gifted Grade 8 students and their use of online primary resources as part of an oral history unit on family farming. Although their school and town were situated in the middle of farm country, most of the students had little or no connection to farming in their personal lives. The research was conceived as an effort to improve teaching while observing and reflecting on how students develop history sense making skills through engagement with primary sources and creative writing. The project sequence involved classroom instruction, library centred research instruction using an online archive to develop searching and visual literacy skills, and field visits to area farms where students interviewed farmers.

Students generated creative short stories which addressed how people in the photographs survived the Depression and how the legacy of the farm stayed or did not stay with succeeding generations. These stories were analysed in relation to two types of learning: the historical information that students were able to construct and convey through their stories, and the construction of plausible sequences of events spanning three generations. The study showed that, with instruction, they were able to successfully navigate the

online archive and make selections that met the historical criteria of the assignment. However, in their analyses, they tended to view the artefacts from the vantage point of their personal experiences and contemporary time frame, indicating a need for further classroom modelling and discussion. The study also showed that the process of constructing historical knowledge needs considerable interventions. Without sufficient background knowledge and directed feedback, students often masked the gaps in their knowledge by inserting unrelated information or inappropriate writing devices such as melodrama. The study suggests that devices such as humour and irony could be explored as a means of increasing motivation and engagement.

Bawden, D. 'Information and digital literacies: a review of concepts', *Journal of Documentation*. 57(2), pp 218-259.

This paper is a detailed and thoughtful analysis and synthesis of wide ranging literature across many disciplinary areas related to information literacy and digital literacy, as well as related concepts such as computer literacy, library literacy, network literacy, Internet literacy, and digital literacy, and indeed its parent concept, that of literacy. It is important reading for all teacher-librarians, as it situates the study of information literacy in a wider learning and everyday context, and outlines the distinctions and shades of meaning between these different concepts. Despite the fact that these concepts are acknowledged as central to the fields of librarianship and information science, the paper concludes that they have not impinged much on the practitioner, and that the practical implementation of, and support for these sets of skills, understandings and attitudes, apart from library instruction setting, has been patchy at best. The paper suggests that this may in part be due to the confusion caused by the varied and overlapping terminologies and meanings as identified in this review. And that is precisely why it is essential reading. ■

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Focus on literacy: talking and listening



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When students begin formal education, they are communicating in different ways, for different purposes, with different people, and this makes huge demands on their use of oral language.

In Term 1 2003, teachers received *Focus on literacy: talking and listening*, the fourth in the series of *Focus on literacy* documents that have been published by the Department of Education and Training since 1997. *Focus on literacy: talking and listening* has been produced to support all K-12 teachers in using talking and listening in the classroom. This article will address the importance of planned opportunities for talk in school settings, and the importance of teaching listening skills.

Early, informal communication

Most students begin school already quite adept at communicating verbally, and with listening skills well honed for the purposes they have encountered in their home experiences, as well as other community related experiences. Many have been to preschool, so are already used to communicating with adults who are not relatives or family friends. Most students have an understanding that a range of contacts including siblings, caregivers, peers, older relatives, some

service personnel, are all spoken to in different ways and about different topics. They've also worked out, from first hand experience and their observations, that language is used differently if you want something, and that talking to more than one person at a time is much harder than talking to one person. Depending on their experience, they might expect to be listened to or expect that no one will listen.

Formal communication

When students begin formal education, they are communicating in different ways, for different purposes, with different people, and this makes huge demands on their use of oral language. What worked quite effectively in one setting might not work effectively in another. This is true for most contexts for talking and listening as we move into different key learning areas. For example, the talk we value about concepts in mathematics will differ from the talk that is valued in a book discussion. It is not just the subject matter which is reflected in the vocabulary choices: it is more than

that. The way we make meaning through the language is different.

Teaching about language

It is those differences we need to be explicit about with students. We need to be very clear about our purpose when setting up tasks, so that students are inducted into a broader, and at the same time, more specialised way of using language. In Early Stage 1 students are expected to...*use spoken language to mix informally with teachers, peers and known adults in the classroom.* (English K-6 Syllabus, 1994, p 12). By Stage 3, they should...*be aware of the ways in which the considered use of spoken language can entertain, inform and influence others. They plan, rehearse and reflect on the ways they listen and speak* (p 13, *ibid*). Secondary subjects require students to continue to develop talking and listening skills, knowledge and understanding, in increasingly complex ways.

Students also need to use spoken language as an active learning tool in key learning areas, including English. Setting up tasks so that students need to use spoken language in different ways is crucial as they become apprenticed into new ways of making meaning with different audiences. As students become more "distanced" from face to face, spontaneous interaction, their language changes and they often use more content words, and often, more specialised technical terms. This prepares them for more specialised, formal interactions on researched topics, and often has the benefit of preparing them for writing,

support students to expand their communication skills while, at the same time, giving them opportunities

to delve more deeply into the content of the key learning area.

The mode continuum

(*Focus on literacy: talking and listening*, p 31) is a

theoretical construct that is useful to keep in mind when planning activities in the classroom, and illustrates how the language changes as we go from using

"language as action" to "language as reflection." Some types of spoken language have many of the attributes we

associate with face to face communication, including frequent use of reference words that refer to things in the immediate environment. Also, with a familiar audience, common experiences can be referred to without verbose articulation for example, "where I live" or "the thing we went to". Other types of spoken language are more formal monologues. These have all the attributes we tend to associate with a densely written text, including:

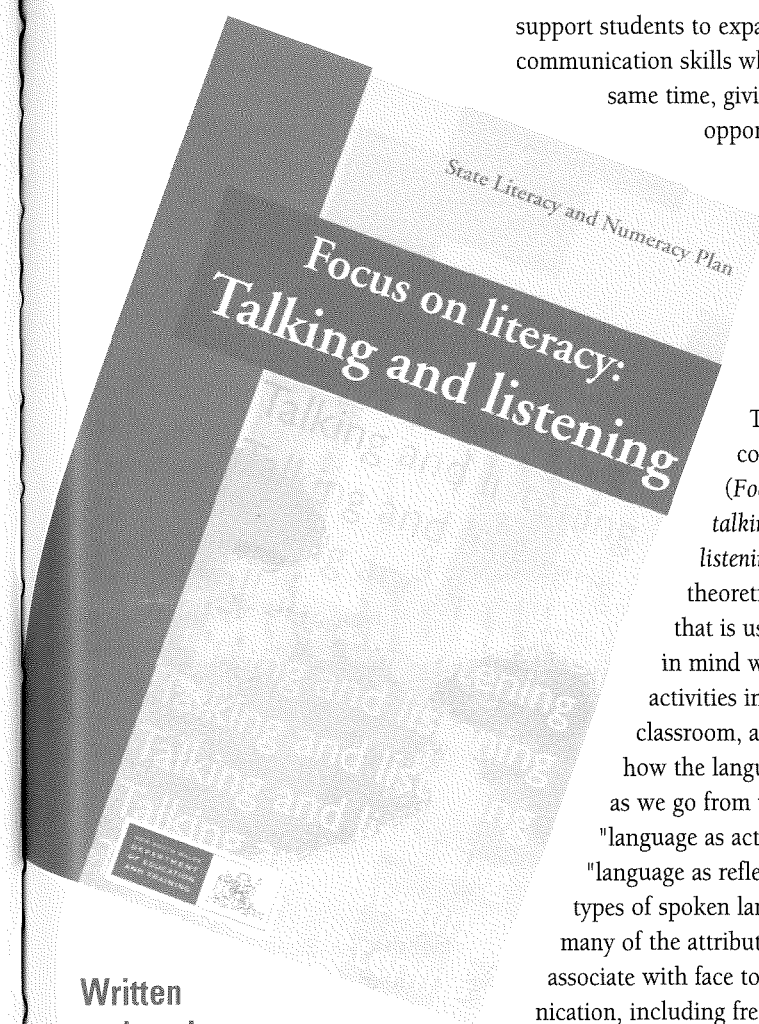
Some types of spoken language have many of the attributes we associate with face to face communication, including frequent use of reference words that refer to things in the immediate environment.

- no opportunity for feedback from the writer or speaker
- many content words closely packed together
- few clauses in a sentence.

We want to support our students to use language appropriately for a variety of purposes. This ensures that there is value for students to be able to use language effectively at the spontaneous interaction end as well as at the crafted, prepared monologue end of the continuum.

As we move along the continuum the shape of the text and the language choices change.

It is important to recognise one end of the continuum is not better than the other. The two ends serve different purposes. Students need to be able to move back and forth, using language flexibly for different purposes and audiences. ■



Written and spoken language

Many teachers have encountered texts written by students that are spoken texts written down. These often consist of sentences with several clauses (the too familiar "run on" sentences), many conjunctions that join independent clauses (and, but, then) and too many pronouns. Careful planning and programming can

Mode continuum





Using readers in the Discovering Democracy program



Amanda Whitfield is a Discovering Democracy Project Officer. Amanda

explains how the latest resources in the Discovering Democracy program can support teaching and learning in Stage 5 History.

In 1999, the Discovering Democracy program produced and distributed the first of *The Australian readers* to schools. The readers were designed to provide supplementary material for the learning areas in the Discovering Democracy kit. The publications now in schools consist of the *Australian readers lower secondary collection*, the

Australian readers middle secondary collection and the *Australian readers upper secondary collection*. Fifteen copies of each of these readers were distributed to schools, allowing for whole class, individual and small group work.

The *Australian readers* provide complementary materials for exploring civics and citizenship ideas and concepts using literature as a base and are intended for use

within the Human Society and Its Environment and English key learning areas. The readers contain extracts from contemporary and historical literature and visual texts and are a collection of thought provoking material, including factual and fictional texts. They consist of a range of types of texts, from a variety of cultures and periods, organised around the themes

established for the units. Extracts were selected for the richness and power of their writing and for their suitability for the age group. They record the experiences and views of men, women and children from the past and

present. The teaching notes are incorporated in the secondary student materials and discussion questions are included at the end of each chapter. These questions reflect

upon the civic ideas in each text, and across a group of texts, followed by an activity in the form of a dilemma or scenario in the lower secondary reader and **Big ideas** questions, in the middle secondary reader.

The themes in the *Australian readers lower secondary collection* are:

Who should rule? questions whether monarchs or people provide better

government. The texts explore the basis on which governments claim legitimacy and investigates the strengths and weaknesses of these two systems.

When law breaks down investigates the importance of the rule of law in society. The chapter looks at circumstances in which breakdown in the law can occur, at the frontier, in war and during revolution.

Stories we tell about ourselves studies Australian identity. This chapter looks at a variety of people who have helped shape our identity.

Unity and diversity explores our British heritage and migration experiences. This group of texts explores that heritage and, through immigration, the development of our multicultural society.

The themes in the *Australian readers middle secondary collection* are:

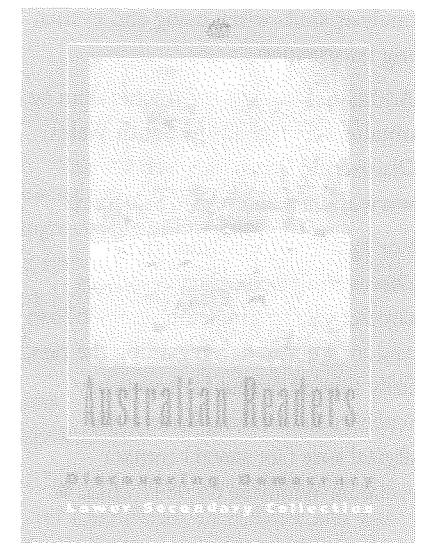
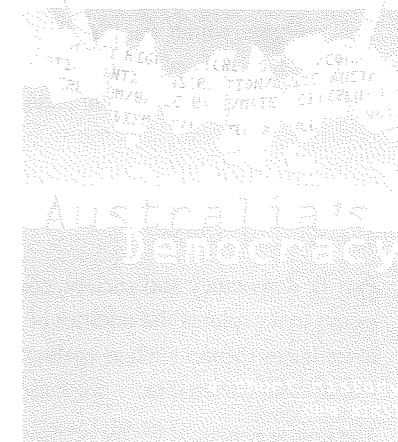
Political people discusses the pressures and rewards of political life. This chapter includes stories told by men and women in political life, providing information and insights into what motivates them, the pressures they experience, and strategies they use in political life.

Law and justice questions whether these terms mean the same thing. This section studies the origins of our justice system and whether our justice system conflicts with the law.

Equality and difference investigates how societies maintain equality and encompass difference.

The *Australian readers upper secondary collection* is specially designed for use in senior English and senior studies areas related to civics and citizenship, politics, sociology and history. There are three main themes in this resource:

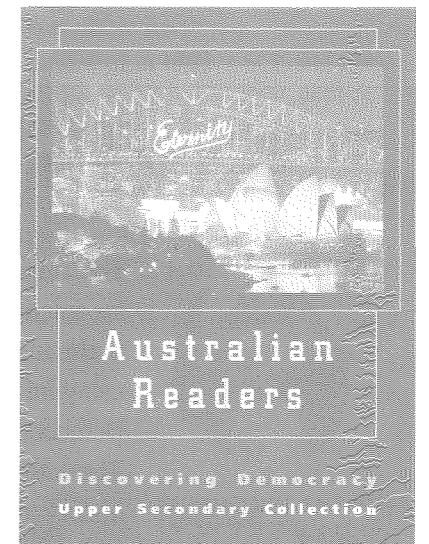
Words make worlds shows how language is used to describe and shape particular views of the world and includes: **Naming the land**, **The power of language** and **Persuading others**.



People make politics explains the foundations of civil society and the motivations for political behaviour and includes: **Being human**, **In the hot seat** and **Fighting for a cause**.

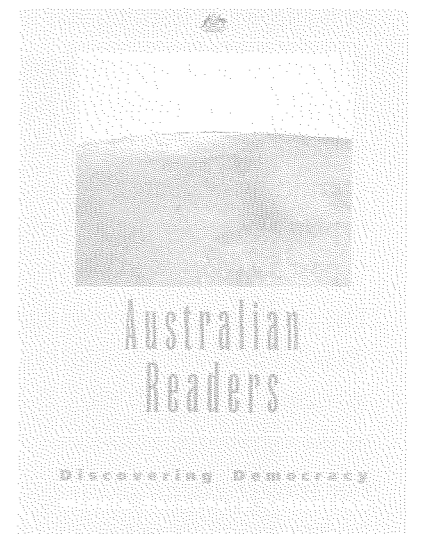
Shifting boundaries focuses on aspects of change and the future of a civil society.

Most of the texts have their own introduction offering essential contextual background.



A short introduction to each theme, and each of the subthemes, provides the focus for each text. Most of the texts have their own introduction offering essential contextual background. At the conclusion of each section are three features:

- **Text talk** poses questions about the workings of the individual text or group of texts
- **Making connections** provides discussion questions which explore the bigger civics issues arising from the texts within the theme
- **In your own words** encourages students to apply their reading and thinking by creating their own responses to new issues and



hypothetical situations arising from each theme. The resources provide opportunities for teachers and teacher-librarians to collaborate in developing critical

analysis skills when using and evaluating information.

Additional support for teachers can be obtained from the New South Wales *Discovering Democracy* web site at: www.abc.net.au/civics/democracy/

For further information about *Discovering Democracy* resources contact Lianne Singleton on 98867646 and for information regarding the new, fully funded course for secondary teachers *Researching history: the digital way* (see insert) contact Amanda Whitfield on 9847 2612. ■

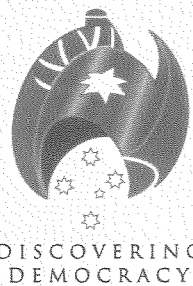
Australia's democracy: a short history

This resource, which was distributed to secondary schools in 2002, supports the study of Australian history and explains how Australians have created their democratic nation. The book is divided into: **Part I: making a democracy**, a narrative history which traces the democratic rights and freedoms from convict times to the present day. This section includes topics such as *Rights without votes, 1788-1850* and *Threats to democracy, 1920-1970*.

Part II: democracy and society, consists of a series of short, interpretative essays that explore the oddities of Australians' democratic society and investigates themes such as egalitarianism, loyalty to Britain, mateship and women and citizenship.

The text is enhanced by the addition of document extracts, historical photographs and cartoons.

Researching history the digital way



The cross-sectoral NSW *Discovering Democracy* program has developed a course for teachers of Stage 5 History. The aim of this course is to support teachers in the implementation of the *History: Stages 4-5 syllabus*. The focus is on using information and communication technologies (ICT) and *Discovering Democracy* resources to learn how to create and critique digital texts.

The course assists teachers to integrate research skills and the literacy demands of history into a digital context to support students in their study of history using technology. A CD-ROM has been created to assist teachers in using learning

technologies in learning and teaching.

The course will support students to:

- explore relevant internet resources for history tasks
- locate picture and manuscript resources using online databases
- critically evaluate the validity and currency of web sites
- plan and construct an online history based web site
- post a history web site on to the Internet

The course runs over two days throughout New South Wales in 2003. Teachers will learn to create WebQuests using the software, *Inspiration* and *Microsoft FrontPage*. The course will also guide the participants through the CD-ROM and demonstrate how to use it effectively in programming and in the classroom. Information will be sent to schools of dates and venues for 2003.

For further enquiries contact:

Amanda Whitfield
 Discovering Democracy Project Officer
 Telephone: 9487 2612
 Mobile: 0407 892 560
amanda.whitfield@cs0.brokenbay.catholic.edu.au

Learn languages



Nina Conomos
 is Senior Curriculum
 Adviser, Community
 Languages.

The *Learn languages* CD-ROMs are exciting resources designed for young learners of languages. The CD-ROMs can be integrated easily into existing teaching programs to support and extend languages learning by:

- providing sequenced language learning activities
- catering for a range of learning styles and abilities
- providing opportunities for self paced learning
- building on class work
- making repetitive tasks more interesting
- providing motivation
- refining students' listening skills.

The languages are learnt within an enjoyable and educationally sound language learning environment. The CD-ROMs combine text, audio and visual elements to teach and revise the target language and language skills are reinforced in authentic and motivating ways. The CD-ROMs are suitable for upper primary and junior secondary students. Each CD-ROM contains:

- 96 learning and assessment activities
- sequenced and progressive learning levels
- an in built scoring system providing constant feedback
- videos featuring background speakers
- custom dictionary
- teachers' section
- colourful animations
- printable reward certificates.

The *Learn languages* CD-ROM series is an initiative of the Professional Support and Curriculum Directorate and was jointly developed with Curriculum Corporation.

This CD-ROM series is available for:

Chinese <i>Tai Ha'o Le!</i> published in 1998	SCIS 947194
Indonesian <i>Hebat!</i> published in 1998	SCIS 947197
French <i>Chouette!</i> published in 2001	SCIS 1013044
German <i>Super!!!</i> published in 2001	SCIS 1013047
Italian <i>Ottimo!</i> published in 2001	SCIS 1013046
Japanese <i>Sugoi!</i> published in 2000	SCIS 1013048
Greek <i>Yia hará!</i> to be published in 2003 (see Figure 1)	

The Greek language CD-ROM will be in schools in Term 2, 2003. It will be provided free of charge to government primary schools where Greek is taught, and government secondary schools can purchase copies for \$20.00 each.

For further information contact

Languages Unit at Professional Support and Curriculum;
 Phone (02) 9886 7648
 Fax (02) 9886 7160. ■



Figure 1 –new Greek language CD-ROM, Yia hará!

About EdNA online



Kerrie Smith is
the Schools
Information Officer
for EdNA
(Education

Network Australia) online, a network for the Australian education and training community.

EdNA online is a database of online resources, related to the Australian education and training curriculum. In addition to the database, EdNA online provides a number of free services for the educational community. Teachers can use and adapt resources to suit syllabus outcomes and units of work.

Resources

New records are regularly added to the EdNA online database by information officers, as well as through harvesting arrangements with contributing stakeholders. The records in the database are checked for their active status on a weekly basis. This minimises the number of outdated web sites referred to by the records. Teachers and teacher-librarians can access records by visiting the following sections on the site:

1. **Browse:** a cascading browse structure enables users to select categories of interest. Items are organised by user group, for example, School education, which is useful for parents, teachers, and students.
2. **Search:** the database can be searched using keywords. The standard search enables restriction

or extension of the search and the search of external repositories. Advanced search searches specific metadata elements.

3. **Themes:** at <http://www.edna.edu.au/schools/themes/>. This contains thematic views of the database, displaying selected resources that relate specifically to school education. Themes include Australian identity, Endangered species, Murray River and ANZAC.
4. **Calendar:** *Calendar for Australian Schools* [web site] at <http://www.edna.edu.au/noticeboards/noticelist.html?id=1981>. This site identifies international and national events that Australian schools may wish to celebrate and research in the classroom. The notice about each event contains a description and, where possible, a URL for further information. The noticeboard can be sorted alphabetically or by date. Other noticeboards that teachers may find useful can be found at: <http://www.edna.edu.au/noticeboards/noticeboard.html>. This site includes details of Australian, international and online conferences. Conference organisers are able to submit conference details for display on the noticeboards.
5. **Customised views:** EdNA online supports related sites that provide customised views to suit the needs of specific groups, they include:
 - **NSEP—The National Software Evaluation Project** [web site] at <http://nsep.edna.edu.au/>. This is a collaborative project that identifies software which is suitable for use in schools. Software reviews have been contributed by state and territory systems and are

complemented by a forum and a noticeboard which collect information from teachers and software developers.

- **The Information Communication Technologies research** [web site] at <http://ictresearch.edna.edu.au/>. This site makes available research into the effects of ICT in schools in Key Learning Areas (KLAs), and as an agent of whole school change.
- **ICT leading practice** [web site] at <http://leadingpractice.edna.edu.au/>. This site identifies exemplary practice, innovation, and resources to assist professional development in the embedding of ICT in the classroom.
- **OzProjects** [web site] at <http://ozprojects.edna.edu.au/>. This enables systems and teachers to register quality online projects that relate to the Australian curriculum. Teachers can search for relevant projects according to time frame, grade level or KLA.

Newsletters

EdNA online produces a number of regular newsletters available via email and on the web site. The regular arrival of the newsletters to email subscribers assists in keeping educators up to date with news and trends in their field. Contributions to the newsletters from the public are welcome. The following newsletters are particularly relevant for teachers and teacher-librarians:

- **EdNA for schools**, published each Friday during the school year. The newsletter can be found at <http://www.edna.edu.au/whatsnew/schools/>. Each newsletter has a theme related

to a future event. It includes news from OzProjects and Planning calendar. Themes for coming newsletters can be found at <http://www.edna.edu.au/whatsnew/calendar.html>.

- **Early Childhood News** is published monthly. It is a useful way for educators to be aware of additions to the EdNA online database relevant to the early childhood sector. The newsletter is available at <http://www.edna.edu.au/schools/earlychildhood/>.
- **The Communicator** is a weekly newsletter that alerts its audience to significant education news, media releases, reports and research from both Australian and international sources. This newsletter is available at <http://www.edna.edu.au/communicator/index.html>.

Subscriptions to EdNA online newsletters are available at <http://www.edna.edu.au/system/tools/email.html>

Communication and collaboration

EdNA online provides communication and collaboration tools free to Australian educators. Some of these tools are:

- **Discussion lists:** many professional associations and special

Text

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- International Education

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

interest educational and training groups use an EdNA online email list. These can be distribution lists or interactive discussion lists. The administration of lists is carried out via email by the list owner. Discussion lists can be public or private. Public lists have an EdNA URL and can have a visible archive. For more information on how to set up a list visit <http://www.edna.edu.au/messaging/index.html>.

- **Forums and chats** at <http://forum.edna.edu.au/>. The EdNA online forum enables educators to set up

threaded discussions and chat rooms to support conferences, system projects, or professional association activities. The forums and chats can be locked so that participants need a password, or open so that anyone with an EdNA online forum login can participate. All EdNA online forums are given a URL for ease of usage. Forum administrators can set up new activities and chat rooms. Participants can choose to receive forum postings by email as they are posted into the forum. ■

from ITD
Information Technology Directorate

OASIS CD update v1.07

The OASIS 1.07 update contains the latest version of the SCIS references. For details, refer to the *OASIS Changes* document or *School systems* [website] at <http://schoolsystems.det.nsw.edu.au/schools/> or ring School Technology Support (phone 1800 338 483). Articles in *Scan*, and information in the FAQs section of *School Libraries and Information Literacy*, provide additional information on these issues. ■

CBCA 2003 shortlisted finalists in the Children's Book of the Year Awards

On the 1st April, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2003 Children's Book of the Year Awards:

EARLY CHILDHOOD

- ALLEN, Pamela *The potato people*, Penguin Books, Australia, SCIS 1076536, reviewed *Scan* 21(3)
- FRENCH, Simon (illus Donna Rawlins) *Guess the baby*, ABC Books, SCIS 1076558, reviewed *Scan* 21(3)
- LAGUNA, Sophie (illus Kerry Argent) *Too loud Lily*, Omnibus Books, SCIS 1107466, reviewed *Scan* 22(2)
- MATTHEWS, Penny (illus Andrew McLean) *A year on our farm*, Scholastic Australia, SCIS 1073827, reviewed *Scan* 21(3)
- SHANAHAN, Lisa (illus Emma Quay) *Bear and Chook*, Hodder Headline, SCIS 1073829, to be reviewed in *Scan* 22(3)
- TANNER, Jane *Playmates*, Puffin, SCIS 1109743, reviewed *Scan* 22(2)

BOOKS FOR YOUNGER READERS

- BATESON, Catherine *Rain May and Captain Daniel*, University of Queensland Press, SCIS 1107447, reviewed *Scan* 22(2)
- FIENBERG, Anna *Horrendo's curse*, Allen & Unwin, SCIS 1084861, reviewed *Scan* 21(4)
- FRENCH, Simon *Where in the world*, Little Hare Books, SCIS 1088965, reviewed *Scan* 21(4)
- HERRICK, Steven *Tom Jones saves the world*, University of Queensland Press, SCIS 1109848, reviewed *Scan* 22(2)
- MURRAY, Martine *The slightly true story of Cedar B. Hartley (who planned to live an unusual life)*, Allen & Unwin, SCIS 1073868, to be reviewed in *Scan* 22(3)
- NORRINGTON, Leonie *The Barrumbi kids*, Scholastic Australia, SCIS 1106941, to be reviewed in *Scan* 22(3)

BOOKS FOR OLDER READERS

(These books are for mature readers)

- ALDRIDGE, James *The girl from the sea*, Penguin Books Australia, SCIS 1105196, reviewed *Scan* 22(2)
- BATESON, Catherine *Painted love letters*, University of Queensland Press, SCIS 1076554, reviewed *Scan* 21(3)
- BONE, Ian *The song of an innocent bystander*, Penguin Books Australia, SCIS 1104462, reviewed *Scan* 22(2)

- BRUGMAN, Alyssa *Walking naked*, Allen & Unwin, SCIS 1100918, reviewed *Scan* 22(1)
- McDONALD, Meme & PRYOR, Boori *Njunjul the sun*, Allen & Unwin, SCIS 1076548, reviewed *Scan* 22(2)
- ZUSAK, Markus *The messenger*, Pan Macmillan Australia, SCIS 1107391, to be reviewed in *Scan* 22(3)

EVE POWNALL AWARD FOR INFORMATION BOOKS

- CREE, Laura Murray *Awesome! Australian art for contemporary kids*, Craftsman House, SCIS 1102480, reviewed *Scan* 21(4)
- NICHOLSON, John *The mighty Murray*, Allen & Unwin, SCIS 1095855, to be reviewed in *Scan* 22(3)
- SLATER, Pat (text) & PARISH, Steve (photographs) *Discover & learn about Australian forests and woodlands*, Steve Parish Publishing, SCIS 1075795, to be reviewed in *Scan* 22(3)
- TUCKER, Alan *Iron in the blood: convicts and commandants in colonial Australia*, Omnibus, SCIS 1081842, to be reviewed in *Scan* 22(3)
- WILKINSON, Carole *Black snake: the daring of Ned Kelly*, Black Dog, SCIS 1104447, reviewed *Scan* 22(2)
- WILKINSON, Rick *Endangered! Working to save animals at risk*, Allen & Unwin, SCIS 1092210, to be reviewed in *Scan* 22(3)

PICTURE BOOKS

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

- ALLEN, Pamela *The potato people*, Penguin Books, Australia, SCIS 1076536, reviewed *Scan* 21(3)
- GRAHAM, Bob *Jethro Byrd: fairy child*, Walker Books, SCIS 1099853, reviewed *Scan* 22(1)
- HARRISON-LEVER, Brian & JORGENSEN, Norman (text) *In Flanders Fields*, Fremantle Arts Centre press, SCIS 1078601, reviewed *Scan* 21(4)
- HOBBS, Leigh *Old Tom's holiday*, ABC Books, SCIS 1079442, reviewed *Scan* 22(2)
- MATTHEWS, Penny (illus Andrew McLean) *A year on our farm*, Scholastic Australia, SCIS 1073827, reviewed *Scan* 21(3)
- WHATLEY, Bruce & FRENCH, Jackie (text) *Diary of a wombat*, Angus & Robertson, SCIS 1099761, to be reviewed in *Scan* 22(3)

Remember that there is now a different entry process for Picture books. From 2001, all books are entered in one of the other categories, with publishers indicating if they wish a particular book to be considered for Picture book of the year. The CBCA judges have the ultimate responsibility for selecting these entries from all books submitted for the awards.

The winners will be announced on Friday 15th August, 2003. Book Week commences 16th August. The theme is *Oceans of stories*. Visit the official Children's Book Council of Australia web site at: www.cbc.org.au/

Reviews of many of the shortlisted books are already available in *Scan* and online. Go to the *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries and from the home page follow the path: Teaching ideas, then Book Week, then Book Week 2003. Additional reviews will be uploaded to the site as they come to hand. ■

Teacher-librarians in the media

The John H. Lee Memorial Award and John Hirst Award for 2003 were presented on 22.2.03 at the ASLA (NSW) State Library Day.



Congratulations to Jenny Scheffers, teacher-librarian at Marayong Public School, for being awarded the inaugural ASLA(NSW) John H. Lee Memorial Award. Jenny has made a significant contribution to teaching and learning through collaboration with teachers in her school and beyond. Jenny has been an online rap coordinator for a number of raps hosted by the NSW Department of Education and Training. Further information about raps and book raps is available at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>



Congratulations also to Sister Betty Brown, Curriculum Adviser, Information and Technology Services in the Catholic Schools Office Newcastle, for being the recipient of the John Hirst Award. Sister Betty is committed to supporting school libraries and teacher-librarians, particularly with technology and the integration of ICT into the curriculum. For further details about these awards visit *Australian School Library Association (NSW) Inc* at <http://www.asla.nsw.edu.au/> ■

Briefly...

Premier's Reading Challenge 2003

If you have not registered your students for the Premier's Reading Challenge in 2003, please do so immediately. If you experience any difficulties, please contact Rosie Charles, Special Projects, at Professional Support and Curriculum Directorate, on (02) 9886 7336. Rosie is also very interested in hearing from teacher-librarians and teachers on the ways they organise and integrate the Challenge in their schools. Student reading record sheets, directions on how to participate, and instruction on how to register are all available at *Premier's Reading Challenge* <http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm> ■

Conferences:

- Catholic Primary Teacher Librarians Association Inc. (CPTLA) 18th annual conference from 22-23rd May, 2003 at the Novotel Sydney Olympic Park. Further information can be found at <http://www.cptla.com.au/>
- Innovative Technology Schools Conference (ITSC) from 24-27th November, 2003 at the University of Wollongong.
- NSWCEG 21st annual conference from 14-16th July, 2003 at University of Western Sydney, Parramatta Campus. Further information can be found at <http://www.nswceg.org.au/pd/index.html#conferences> [NOTE: details of this event were altered after *Scan* 22.1 was published, please note new date and venue.] ■

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

USER LEVELS are given in stages as follows:

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

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

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

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

The subheading **ABSTRACT** indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses are referred to by their syllabus title in the review eg. *Aboriginal Studies: Stage 6*. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon eg *English Stage 6: Standard*. Core topic and option topic titles within syllabuses are italicised in a review.

Guest review editors: Jackie Hawkes and Cath Keane

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. 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 reviewed.

The title shown is the web page title as used by SCIS. Where a web site has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this Scan.

Mura gadi

www.nla.gov.au/muragadi

Essentially a database of manuscripts, sound files and pictures relating to Aboriginal Australia held by the National Library of Australia, this site is a valuable resource for History teachers and students undertaking research work in Stage 6 Aboriginal Studies and Stage 6 History Extension. Searchable by document or region, the site provides a description of the source, a brief discussion of its significance, and biographical and historical notes. Items include references to the Tasmanian conciliation campaigns in John Batman's diary, and interviews with Deborah Mailman. The site also provides details, and sensitivities that must be considered, when accessing the material. Navigation is easy making the site worth visiting when teaching research skills to Stage 5 History students. A. Byron

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History Stages 4-5; History Extension Stage 6
SCIS SUBJECTS: Aboriginal peoples – Bibliography; Torres Strait Islanders – Bibliography
PUBLISHER: National Library of Australia
REVIEW DATE: 30/3/03 [016.30608] SCIS 1126426

Mind mapping: basic rules

http://www.teamwork.demon.co.uk/mind_maps/mind_basic.html

Information from this site would make an excellent resource for students and teachers planning large scale projects such as Design and Technology and Industrial Technology major works, or for teaching units in programs. The site provides a step by step approach to producing a mind map of ideas based on a topic or a problem. This skill could also be utilised by students who need to produce reports, essays, solve design problems, and plan for interviews. Information is presented graphically and as text, to promote easy understanding by students of varying abilities. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
SCIS SUBJECTS: Problem solving; Thought and thinking
PUBLISHER: Teamwork International, UK
REVIEW DATE: 30/3/03 [153.4] SCIS 1118443

Australian Ethical Investment Ltd: for investors, society & the environment

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

For consideration of ethical and social responsibilities in the *Nature of business* topic, details of this company show how it has championed in fields of recycling, conservation, clean, green, energy efficient technology, and involvement in the preservation of endangered species, animal welfare and workplace relations. **Home** and **Background** present the structure and purpose of the company and provide an AEI Charter as the basis for investment selection, where environmental, social and ethical consequences get equal billing with finance. **FAQs** provide clear, concise definitions and explanations about environmentally responsible investing. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business ethics; Investments – Moral and ethical aspects; Management – Moral and ethical aspects
PUBLISHER: Australian Ethical Investment Ltd
REVIEW DATE: 30/3/03 [174] SCIS 1121452

Ethical business network

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

Useful background for social and ethical aspects, and particularly the *Global business* sections, of the HSC course, can be gained through the **Member directory**, **News**, **Events**, or **Forum** choices at this site. Of far greater potential, however, are two other selections: the **Environmental sustainability kit**; and the **Charter**. **Charter** is worth careful reading to help evaluate whether core businesses meet the ethical interests of all stakeholders in terms of: equity and justice; respect; a sustainable environment; sustainable prosperity; and responsibility. While parts of the site are still being developed, clear headings, **Case studies** of **Retail**, **Manufacturing**, **Construction & demolition**, **Office**, and **Food**

businesses, provide useful links and concise, practical information. It will be worthwhile revisiting this site, as ecological sustainability is an increasingly important consideration for business. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business ethics; Management – Moral and ethical aspects
PUBLISHER: Ethical Business Network, Australia
REVIEW DATE: 29/3/03 [174] SCIS 1117273

Message stick

<http://www.abc.net.au/message/>

An online presence for the television program, this site also provides the latest news stories on Indigenous issues, and information on other pertinent programs screening on the ABC. Media reports are updated daily, providing Stages 4-5 teachers with a great time saving resource. Stories from television broadcasts are outlined, and other Indigenous events and resources are discussed. Issues are regularly changing, so it is worth revisiting on a regular basis, or joining the email update list. Easy to navigate, this site also encourages feedback, providing an opportunity for students to engage with issues of interest. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5
SCIS SUBJECTS: Aboriginal peoples
PUBLISHER: Australian Broadcasting Corp.
REVIEW DATE: 30/3/03 [305.89] SCIS 1056906

Barani: Indigenous history of Sydney City

<http://www.cityofsydney.nsw.gov.au/barani/main.html>

Providing a good overview of Aboriginal Sydney this site examines a broad range of events and issues from colonisation to contemporary times. The interactive map of the Sydney region from an Aboriginal perspective is a practical and engaging resource for students. The availability of sound clips and images makes the site a useful resource for a range of teaching and learning activities. Key historical events such as the Day of Mourning are also addressed. Well constructed navigation and a thorough glossary add to the value of the site as a research tool for students examining Aboriginal history in the Sydney region. A. Byron

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Aboriginal peoples – New South Wales – History; Eora (Aboriginal people) – History; Sydney (N.S.W.) – History
PUBLISHER: Sydney City Council, Australia
REVIEW DATE: 30/3/03 [306.08] SCIS 1126513

Teaching heritage

<http://www.teachingheritage.nsw.edu.au/>

ABSTRACT

Focusing directly on the Stages 4-5 History and Geography curriculums, this site is divided into sections on **Resources** and **Teaching units**. The former includes written documents, audio and sound files relating to various aspects of teaching about

heritage. Interactive timelines of Australian heritage focus on the themes of Aboriginal heritage, environmental activism and twentieth century Australia. Units of work explore the theme of heritage across time. Issues examined range from Federation, to the changes in national identity between the wars, and the reshaping of our values, both cultural and environmental. The units of work are supported by images, audio and video files, and maps. This is one starting point for *Exploring heritage issues through a site study* for Stages 4-5 History. A. Byron

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5
SCIS SUBJECTS: Aboriginal studies; Australia – History – Study and teaching; Australia – Social life and customs – Study and teaching; Citizenship – Study and teaching; National characteristics, Australian – Study and teaching
PUBLISHER: NSW Heritage Office, Australia
REVIEW DATE: 30/3/03 [306.0994] SCIS 1126514

Homework helpers: government and politics

<http://www.canterbury.nsw.gov.au/library/homezone/govinfo.htm>

Here you will find a listing of resources, on government bodies and authorities, including Internet sites, books and videos, to support the investigation of Australian government and politics. Teachers will need to verify syllabus relevance for all suggested links directing students to current web pages. Many of these links are to very broad home pages, which may be useful for Stages 4 and 5 students. This material will support teaching towards outcomes for the HSIE strands *Change and continuity* and *Social systems and structures* as well as Stages 4 and 5 civics and citizenship education. A. Beedles

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Australia – Politics and government
PUBLISHER: Canterbury City Council, Australia
REVIEW DATE: 30/3/03 [320.994] SCIS 1126443

Parliament @ work

<http://www.parliament.curriculum.edu.au/>

ABSTRACT

Information for teachers and students about current State, Territory and Commonwealth parliamentarians and electorates is provided on this site. A **Search** facility allows searches using a number of variables including name, parliamentary position or postcode. **wwwlinks** provides links to web sites divided into categories such as **Electoral Commissions and offices**, **Commonwealth/State Parliament and Government**, and **Political parties**. Teaching towards outcomes for HSIE strands *Change and continuity* and *Social systems and structures* and Stages 4-5 civics and citizenship education may be supported by this site. A. Beedles

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Australia – Parliament; Australia – Politics and government – Study and teaching; Citizenship – Study and teaching; Democracy – Study and teaching
PUBLISHER: Curriculum Corp., Australia
REVIEW DATE: 30/3/03 [320.994] SCIS 1091267

Women's vote

<http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

Providing a broad overview of the suffragette movement from its foundation to the enfranchisement of women, the site is suitable for use with a broad range of students. Utilising quotes from prominent figures and historical sources such as cartoons, posters and extracts from parliamentary debates, the key arguments for and against voting rights for women are examined. The issue is also placed in an international context, providing excellent stimulus for classroom discussions. While not very interactive, this site is a valuable source of information and has extensive links to sites addressing other citizenship issues, which teachers will need to investigate for curriculum relevance. A. Byron

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Suffragists; Women – Civil rights; Women in Australia – History; Women in Australia – Political activity

PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 30/3/03 [324.60994] SCIS 1126498

Dollars and sense: making sense of your money

<http://www.dollarsandsense.com.au/index.cfm>

Get paid, **Get a job**, and **Get taxed** provide practical advice for young people on using money wisely. Other practical hints are found in **Spending it**, **Stashing it**, **Growing it**, **Protecting it**, and **Losing it**. In each topic a **Skill tester** provides review opportunities, and a **Forum** to pose questions to the experts. **Competitions** encourages additional motivation. **Tools** contains a **Savings** and **Foreign exchange calculator** and a **Budget planner** to help work out finances. **Tips & links** abounds in further detailed information. Financial terms are clearly explained in the **Glossary**, again with promising links to additional sites. Teachers will need to check all of these for syllabus relevance. **Teachers** also leads to a **Curriculum library** that supplies a useful guide to facilitating topic links to syllabus areas. K. Edge

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Mathematics
SYLLABUS: Commerce 7-10; Mathematics 9-10: *Standard*; *Advanced*; General Mathematics Stage 6

SCIS SUBJECTS: Finance
PUBLISHER: Commonwealth Bank of Australia
REVIEW DATE: 30/3/03 [332.024] SCIS 1101543

HSBC

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

Providing substantial background as a case study of an international business for the *Global business* topic, the HSBC site will complement the valuable resource kit already provided to schools about this institution. The two should be used in conjunction with each other. An easy to use **Site map** and **Search** facility allow specific content for this topic to be quickly located. The **Commercial banking** and **Corporate banking** selections yield important syllabus support material through **Global payments & cash management** and **International trade**. The contractual importer-exporter relationship is clarified in the form of a flow chart and further details are found in the **Trade tutorial**. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Banks and banking; Hongkong and Shanghai Banking Corporation

PUBLISHER: HSBC Bank Australia Limited, Australia
REVIEW DATE: 29/3/03 [332.1] SCIS 1117289

The Wilderness Society: defending Australia's wilderness

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

The Wilderness Society is a national community based environmental advocacy organisation. The web site has a clear social change agenda and illustrates a democratic way of working for the environment. Referenced and detailed information on issues often counters the industry view, and as such is a valuable resource for classes using activities such as those described on pages 76, 77 and 80, of *Implementing the Environmental Education Policy in your school*. Information is easily located under **Select an issue**. **Select a state** may enable students to find out about relevant local issues. The site celebrates conservation successes through **media** releases that include Kakadu, Daintree and Antarctica. These demonstrate that people with a common purpose can secure biodiversity conservation through democratic campaigning. J. Kennelly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Geography Stage 6; HSIE K-6; Science Stages 4-5; Senior Science Stage 6

SCIS SUBJECTS: Conservation of natural resources; Nature conservation

PUBLISHER: Wilderness Society, Australia
REVIEW DATE: 28/3/03 [333.78] SCIS 1120496

Energex: energy for a changing world

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

Energex, a large Australian electricity corporation, has developed this site to provide a service for its customers and information for the wider community. Job search and apprenticeship training links are easily accessed in the **Careers** section. Information can be accessed in the three prime areas of **home**, **business** and **service**, with the addition of four up to date interest areas of **news**, **environment**, **community** and **kids** site. The icon options: **Activities**; **Fun stuff**; **Project**; **Classroom**; **Safety**; **Screensavers**; and **Search**, located in the **Switched on** subsection, provide opportunities for students to learn and explore while having fun. Some valuable teaching resources with an energy and the environment focus, can be downloaded, printed and reproduced. C. Love

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
 Community Professional

KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Energy conservation; Energy consumption; Energy resources – Australia

PUBLISHER: Energex, Australia
REVIEW DATE: 29/3/03 [333.79] SCIS 1119600

Australian Water Quality Centre

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

There are many opportunities offered at this comprehensive site to help provide answers to the many questions students have regarding water testing, clarification and research associated with applied chemistry, biology and ecology. Students can research news articles and publications to present information on how science is used to promote the sustaining of natural resources and ecosystems. The students in class can model the processes used in testing, by

completing activities such as Streamwatch. Stage 6 students can learn more about national standards by researching the methods of testing and completing them, incorporating the use of data loggers and computer applications to analyse and present reports. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Science Stages 4-5; Senior Science Stage 6

SCIS SUBJECTS: Water – Analysis; Water purification; Water supply

PUBLISHER: Australian Water Quality Centre
REVIEW DATE: 30/3/03 [333.91] SCIS 1119834

Australian chamber of Commerce and Industry (ACCI)

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

The *Business management and change* topic is well served by the site's coverage of major policy issues affecting the Australian economy and business in general through the **ACCI policy areas**. This choice provides useful sample resource materials for **Labour relations**, **Occupational health and safety**, **Education**, **Training**, and **Trade** related policies. A number of **Issues papers** provide perspectives on a range of concerns that affect business at national and international levels. An outstanding feature for business planning is found in the **Modern workplace: modern future blueprint for the Australian workplace relations system 2002-2010** report. It provides a snapshot of Australia's industrial system, and outlines and summarises **Workforce**, **Conduct** and **Protection** policies. Teachers will appreciate this site when they prepare student research activities about unfair dismissal and grievance procedures for the *Employment relations* topic. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Australia – Industries – Policy; Business; Industrial relations – Australia

PUBLISHER: Australian Chamber of Commerce and Industry
REVIEW DATE: 29/3/03 [338.0994] SCIS 1117637

Small business centre

<http://smallbusiness.ninems.com.au/smallbusiness/>

For quality introductions of such diverse topics as management of personnel, cash flow management and accounting software, this site provides a solid perspective of information for *Business management and change*, *Financial planning and management* and *Employment relations*. Starting, costing, and running a business, as well as keeping in contact with customers, are obvious topics that are well explained. **Managing your biz** identifies reasons for business failure, and offers suggestions for avoiding common mistakes. **Managing**, **Benchmarking** or **Selling your business** are three excellent subsections that offer an explanation, plus practical tips, for all the management aspects spelled out in the syllabus. All selections have similar, high quality material, making this a superb and understandable business reference. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Corporate planning; Management; Small business

PUBLISHER: Ninems, Australia
REVIEW DATE: 29/3/03 [338.6] SCIS 1117279

Global education<http://gloaled.ausaid.gov.au>

Materials about world concerns that are specifically designed for primary and secondary schools are organised under **Global issues**, **Resources**, **Countries** and **Case studies** headings, and relate to developing countries covered by the Australian Government's aid programs. Such topics as **Agriculture**, **Economics**, and **Environment** are presented through background information, tables, statistics, graphs and images, and are complete with **Teachers' notes** and **Student activities**. These can be adapted for the Business Studies *Global business* topic; for aspects of Australia's role in the world in Stages 4-5 Geography, and for *Global challenges* in the *Geography: Stage 6 syllabus*. **Case studies** include reasonable detail, useful headings and access to further supplementary materials. **Links** include answers to basic questions about global issues, but teachers will need to check each of these for syllabus relevance. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Geography Stages 4-5; Geography Stage 6
SCIS SUBJECTS: Australia – Foreign relations – Developing areas; Economic assistance; Poverty
PUBLISHER: AusAid, Commonwealth of Australia
REVIEW DATE: 29/3/03 [338.91] SCIS 1117641

Die Bundesregierung Deutschland<http://www.bundesregierung.de/>

Well organised, this comprehensive site is available in both German and English, providing a wealth of information about the German political structure. It includes explanations of its organisation, the roles of ministerial departments, the ministers, with accompanying photos, the German legal system, and updated news of the German government's activities. Even the German national anthem can be downloaded. The information about the system of government and judicial structure is a valuable supportive resource and is particularly relevant to outcomes 1.2, 3.1, 4.2 of the *Continuers* syllabus. Topics within syllabus themes of *The German-speaking communities* and *The changing world* are covered. There are many articles dealing with environmental issues. S. Hauth

USER LEVEL: Stage 6
KLA: Languages
SYLLABUS: German Stage 6: *Continuers; Extension*
SCIS SUBJECTS: Germany – Politics and government
PUBLISHER: German Press and Information Office
REVIEW DATE: 29/3/03 [351.43] SCIS 1126437

NOHSC: National occupational health and safety commission<http://www.nohsc.gov.au>

Occupational health and safety (OH&S) for the *Employment Relations* topic make this a likely first stop for information. **About NOHSC**, **National OHS strategy** and **Standards and OHS legal obligations** are necessary selections. **Small business** presents **Small business initiatives** and details strategies suitable for small business operators in their effective management of OH&S obligations. **Unravelling the threads** in the **OHS guide for employers** adapts well for student research assignments. Additional information for *social and cultural* aspects, *varying business practices* and *ethics*, and *ethical practice-minimum standards of labour* of the *Global business* topic is available here. The **site map** and **search** facilities make this a worthwhile site indeed. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Industrial health and safety
PUBLISHER: National Occupational Health & Safety Commission, Commonwealth of Australia
REVIEW DATE: 30/3/03 [353.9] SCIS 1117241

Aboriginal Justice Advisory Council<http://www.lawlink.nsw.gov.au/ajac.nsf/pages/index/>

Examining law and justice issues for Aboriginal people, this site provides resources on women, community and culture, juveniles, police, prisons and custody. The section on international issues for Indigenous people internationally is an excellent starting point for the Stage 6 Aboriginal Studies topics on *Social justice and human rights issues*, particularly the criminal justice option. The student's section addresses current issues such as mandatory sentencing, and is an easily accessible source of statistics on Aboriginal people and the criminal justice system. These pages are written at a reading level suitable for Stage 4 and above, allowing students to explore these issues independently or as part of a class discussion. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5

SCIS SUBJECTS: Aboriginal peoples – Civil rights; Aboriginal peoples – Law and legislation; Aboriginal peoples – New South Wales; Aboriginal peoples – Social policy
PUBLISHER: NSW Attorney General's Department, Australia
REVIEW DATE: 30/3/03 [364.4089] SCIS 1126520

Helping your child succeed in school: with activities for children ages 5 through 11<http://www.ed.gov/pubs/parents/Succeed/index.html>

When parents and families are involved in their children's schools, the children do better and have better feelings about going to school. The purpose of this booklet is to make available to parents information about things they can do at home, to contribute to their children's educational success. It has graded activities for children throughout the primary school years which could help them acquire the skills to succeed at school. Many of the activities could be useful for teachers to involve parents in teaching their children such essential skills as turn taking and listening. The booklet begins with tips on encouraging children to read, talking to children, and monitoring homework and TV viewing. It has excellent materials. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Child psychology; Education; Educational psychology; Parent and child; Parent participation
PUBLISHER: Department of Education, USA
REVIEW DATE: 29/3/03 [370.15] SCIS 119703

Helping your child through early adolescence: for parents of children from 10 through 14<http://www.ed.gov/pubs/parents/adolescence/index.html>

How can parents of ten to fourteen year olds help their children succeed in and out of school? This new resource provides information for parents, middle school teachers and year advisors to

address their concerns about developing independence, **Values** and attachment to school. There are pages on **Communication**, **Independence**, **Friendships**, **Media**, **Parent involvement**, **Reading**, **Motivation** and the **Problems** of early adolescence. The pages can be downloaded separately and handed out, as appropriate, at parent teacher meetings or used in school newsletters. They give teachers new to the middle school, a good overview of early adolescence. There are links to other resources, which would need verification for curriculum relevance, for parents, teachers and students. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Adolescents Education; Educational psychology; Middle schooling; Personal development
PUBLISHER: Department of Education, USA
REVIEW DATE: 29/3/03 [370.15] SCIS 1119702

Live it! Use it!<http://www.liveituseit.nsw.gov.au/html/flashed.html>

Providing a wealth of information for planning school excursions that focus on **Transport-heritage** and **British colonisation-Indigenous peoples**, this site should prove to be a valuable resource. Relevant **Activities**, **Worksheets** and **Factfiles** are available to support visits to the various venues, by selecting the student **Level**, **KLA** and **Syllabus theme**. Nine packaged **Learning trails** combine locations and possible modes of transport. Each suggestion comprises an **Overview** and **Syllabus outcomes**. An **Itinerary** link for each learning trail is helpful for planning the time components of the excursion. Time would be required to verify the **Transport-Heritage** curriculum relevance of hypertext links in **Factfiles**. Trails for Stages 4 to 6 are not yet complete. The site's relevance in supporting learning outcomes, and the ease of navigation, will certainly enhance student learning. C. Keane

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; ST; TAS
SYLLABUS: Design & Technology 7-10; HSIE K-6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Aboriginal Studies; Australia – History; Colonisation – Study and teaching; Transport – New South Wales
PUBLISHER: State Transit Authority, Sydney
REVIEW DATE: 29/03/03 [371.3] SCIS 1125877

Mindmatters National Conference 2002: after the conferencehttp://online.curriculum.edu.au/mindmatters/conference_after/mm_conf_report.htm

The 2002 MindMatters National Conference focused on partnerships between health and education professionals to promote social and emotional well-being in school communities. This site contains the opening address and a snapshot report of each workshop followed by a series of focus questions which could be used by schools to guide further professional development. Conference papers are being added to the site. The conference workshops include: **Addressing bullying and harassment**; **Understanding mental health**; **Celebrating diversity**; and **Loss and grief**. **Whole-school development and change** poses questions such as: how do you actually get started? This site is highly recommended for schools looking for staff development materials. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Bullying; Child psychology; Educational psychology; Mental health; Students

PUBLISHER: Curriculum Corp., Australia
REVIEW DATE: 29/3/03 [371.7] SCIS 1119711

Dr. Karl's homepage<http://www.abc.net.au/science/k2>

Dr. Karl, renowned for providing answers to the most idiosyncratic of questions, has provided a colourful site that communicates fascinating applications of science. The site promotes students' interaction by allowing emails to be posted and access to the radio schedule of Dr. Karl's appearances. **Science forum** allows an open line of communication for students and teachers to seek answers from scientists and fellow students, developing technology skills for all students. A comprehensive **Homework** section catalogues some of the more interesting questions that have been answered by Dr. Karl. **Tech talk** caters for students and teachers who are more interested in digital technology, and a moderated forum allows for ideas to be shared and improved upon. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Chemistry Stage 6; Design & Technology 7-10; Design & Technology Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Science
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 30/3/03 [500] SCIS 1118419

Science image online<http://www.scienceimage.csiro.au/>

A plethora of science images are available from this image library that specialises in science and nature. The data bank is constantly being expanded and the site has the facility for users to suggest future additions. There is no charge if the images are being used for educational purposes. Images cannot be downloaded or placed in the lightbox unless you have registered. A **Search help** section provides extensive and detailed examples that guide and assist you in simple, complex and relevant searching. Also available is the opportunity to access the photo researcher at CSIRO. This service enables you to provide your image requirements to a researcher and a list of images will be forwarded to you. C. Love

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Science – Pictorial works
PUBLISHER: CSIRO, Australia
REVIEW DATE: 30/3/03 [502.2] SCIS 1119440

CIESE online classroom projects<http://www.k12science.org/currichome.html>

Links to a collection of authentic, scientific investigatory projects, offering a broad choice of opportunities for student engagement K-12, are provided at this site. The projects are organised in the categories of **Past projects**, **Partner projects**, **Projects using primary sources** and **archived collections**, **Real time data projects**, and **Collaborative projects**. All the projects have been or are currently sponsored and designed by the publisher. A short description of each project is provided, accompanied by a recommended grade application, and links to online resources and support. Clear instructions, sample worksheets, and facilities for students to publish their work are available online. In

Collaborative projects, students are provided with a host of opportunities to participate in environmental studies and real life investigatory activities, that enable them to gather and share local information with a global audience. This site could easily be used to support learning outcomes in a range of science syllabuses. C. Love

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Science experiments; Science problems, exercises, etc.
PUBLISHER: Stevens Institute of Technology, Center for Improved Engineering and Science Education, USA
REVIEW DATE: 30/3/03 [507.6] SCIS 1119437

Fun science demonstrations and fun science experiments

<http://www.makegizmos.com/science.htm>

Makegizmos is based on do it yourself experiments and models to allow students to learn about the physical world in which they live. Each project addresses a different theme such as engineered models, fun facts or problem solving. Links to software demonstrations for programs called SciFun and SciStuff, will need to be checked for syllabus relevance. These allow students in Stages 4 and 5 to use simple materials to experience and test scientific theories such as using Astrolabes for navigation. Teachers of Life Skills courses in science will be able to produce entire student centred discovery units from the included practical exercises. Higher ability students can be extended by setting tasks or WebQuests for them to apply theories of simple machines or problem solving skills to the exercises. B. Maher

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Science – Experiments
PUBLISHER: Slickditty Software, [USA]
REVIEW DATE: 30/3/03 [507.8] SCIS 1118459

Mathematical fiction

<http://math.cofc.edu/faculty/kasman/MATHFICT/Default.html>

Fiction books which contain mathematical concepts or refer to mathematicians are arranged under several pertinent categories on this interesting site. Teachers promoting links between literature and mathematics, and what society thinks of mathematicians, will relish these reviews and listings of works of fiction. Categories such as: **Child**; **Fantasy**; **Mystery**; **Film**; and **Historical**, provide a huge range of well researched and rated material in this genre. Users can search the database by author or keywords in title or description. **Links** are provided to other sites about mathematical fiction, and teachers should allocate time to verify the curriculum relevance of these. S. Rasaiah

USER LEVEL: Professional
KLA: English; Mathematics
SYLLABUS: English K-6; English 7-10; Mathematics K-6; Mathematics 7-8; Mathematics 9-10
SCIS SUBJECTS: Mathematics – Fiction; Mathematics in literature
PUBLISHER: Dept. of Mathematics, College of Charleston, USA
REVIEW DATE: 30/3/03 [510.7] SCIS 1125475

Coolmath.com

<http://www.coolmath.com/home.htm>

A vibrantly coloured home page sets the tone for this site: to enhance the enjoyment of mathematics. Interactive **Calculators** provide fascinating activities in which **Atmospheric pressure**, **Blood alcohol level**, and **Wind chill factors**, amongst others, can be calculated. An interactive **Graphing calculator** provides a GraphApplet on which to carry out scientific calculations. Challenging and exciting online **Games** will appeal to interested students. Helpful mathematical activities such those found in **Get ready for kindergarten** are in **Parents**, and topics for **Coolmath algebra** as found in **Teachers** are provided to help with lesson ideas. While a link to **Science** by the same creators shows promise, teachers should allow extra time for checking the syllabus relevance of this related site. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5 Community Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-8
SCIS SUBJECTS: Mathematics – Problems, exercises, etc.
PUBLISHER: Coolmath.com, USA
REVIEW DATE: 30/3/03 [510.76] SCIS 1125529

Mathsisfun.com

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

Easily navigated, with selections from the colourful home page or via a side bar, this British site was established to foster an interest in mathematics in students in the eleven to sixteen year age ranges. An **A-Z listing** shows the extensive collection of mathematical explanations and challenges from **Acute angles** to **Zero point nine recurring is equal to one**. Worked examples and extension activities such as **Logic puzzle—who owns the fish?** are available to a range of students. Teachers need to be aware that **Discussion board** may contain inappropriate posts, despite the moderator's warnings against such misuse. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-8
SCIS SUBJECTS: Mathematical recreations; Mathematics – Problems, exercises, etc
PUBLISHER: Mathsisfun.com, UK
REVIEW DATE: 30/3/03 [510.76] SCIS 1125515

Astronomy for kids

<http://www.dustbunny.com/afk/>

This site achieves its goal of simplifying astronomy for children. It should be noted that Imperial measurements are used, although some perspective for Australian students is given, with approximate driving times between planets as an example. Summary and detailed information is provided, along with great pictures of the planets. Unfortunately, **Sky maps** will not be relevant to the Southern Hemisphere. **Sky facts** contain many questions and answers which are bound to be of interest to budding young astronomers. Prior to going online, teachers will need to preview the answers provided for the **Puzzles**, which are wordy searches, and introduce related topics to students. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Astronomy
PUBLISHER: Rick Morris
REVIEW DATE: 30/3/03 [520] SCIS 1100261

Mars Academy

<http://www.marsacademy.com/index.htm>

This fantastic and extensive site provides science teachers with current and factual resources for studies of Martian ecosystems and exploration. **List of classroom activities** resources includes units structured on themes such as **Life support systems**. Internet skills can be focused on by guiding students into interactive tours of Mars, with archived images and accompanying detailed explanations of previous explorations. The inclusion of simple graphics based games provides an avenue for younger students to learn about Mars. Further links to: the Mars Global Surveyor site; information on the Pathfinder mission; magazines; and up to date media articles, all provide resources for student centred research. Teachers will need to allow time to investigate these for syllabus relevance. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Mars (Planet); Planets – Exploration; Space flight
PUBLISHER: Mars Academy, Argentina
REVIEW DATE: 30/3/03 [523.43] SCIS 1118432

Conjure creative chemical computations

<http://www.chem.vt.edu/chem-dept/field/chemcomp.htm>

The content of this resource, when applied to the field of chemistry, provides students with essential skills and useful examples in: producing simple computer programs or algorithms; and graphing techniques using data. Included resource tables for binary coding and number systems allow students to complete most assigned tasks. Students can model flowcharts to complete simple tasks such as averaging data and searching data by following the simple tutorial exercises. An included concise BASIC manual makes a great resource for Stage 5 Computing Studies students, to extend their knowledge of the use of programming languages and their applications in the computing industry. Due to this site being predominantly text based, modelling of exercises for lower ability students is essential. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Chemistry – Data processing; Programming (Computers)
PUBLISHER: Department of Chemistry, Virginia Polytechnic Institute and State University, USA
REVIEW DATE: 30/3/03 [542] SCIS 1119972

Follow a drip through the water cycle

<http://www.ga.usgs.gov/edu/followdrip.html>

By following a drop of water, an explanation of the water cycle is provided at this easily navigable site. Links to a water science glossary of terms appear throughout the text. A large graphic of the water cycle is also available. An interactive **Activity centre** offers **Questionnaires**, **Surveys** and **Challenge questions**. Students can complete these online and compare their answers with those of other students worldwide. This material will provide stimulus for discussion of many topics, including how to handle water shortages. **Special topics** covered include **salinity**, **acid rain**, and

water quality. This site will provide support for the K-6 Science and Technology strand *Earth and its surroundings*. A. Beedles

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Water cycle
PUBLISHER: U.S. Geological Survey, USA
REVIEW DATE: 30/3/03 [551.48] SCIS 1126420

Water in the city

<http://www.fi.edu/city/water/water.html>

When first accessed, an attractive, colourful home page, featuring water fountains and posing questions regarding water supplies and systems, appears. From here it is possible to select topics such as **Water basics**, **Water science**, **Philadelphia water ways**, **Worldwide water ways** and **Reference and Activities**. As it is an American site, some of the information on water ways is not particularly relevant to Australian students. **Water basics** does contain some useful information on water power and conservation, while **Water science** has excellent diagrams and a movie of the water cycle. **Reference and activities** provides background resources and simple water experiments. This site would be useful in teaching towards outcomes in Stage 2 Science and Technology units *Cycles in our world* and *Material world* and the Stage 3 unit *What's the weather?* J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Water; Water – Experiments; Water cycle; Waterways
PUBLISHER: The Franklin Institute, USA
REVIEW DATE: 20/02/03 [553.7] SCIS 1126503

International Organisation of Palaeobotany

<http://iop.biodiversity.org.uk/>

A professional and factual site, this details the current worldwide **Plant fossil records** database, a record of all plant life known to science today. It is divided into plant descriptions, the degree of occurrences, and where they are found on the planet. This site could be used as the basis of Senior Science students' WebQuests into the study of extinct plant life, or the role science plays in our society. A comprehensive Internet site directory for Environmental Science can be accessed covering areas such as **Biodiversity**, electronic journals; **Global change** and **Collections management**. Teachers will need to investigate these for curriculum relevance. **IOP newsletters** explains current issues and research in easy to understand language. With no included glossary of terms, some students may find some information hard to translate into assigned tasks. B. Maher

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6; Senior Science Stage 6
SCIS SUBJECTS: Fossil plants
PUBLISHER: IOP, UK
REVIEW DATE: 30/3/03 [561] SCIS 1118450

UCMP exhibit halls: welcome to the evolution wing

<http://www.ucmp.berkeley.edu/history/evolution.html>

Not since Darwin has the Theory of Evolution been more clearly explained than in this web resource. Students can access informa-

tion on the various theorists from Aristotle to Wegener, by using **Timeline of evolutionary thought**, with linked notations, or by embarking on a geological time exploration of the earth and its species. The link to classroom activities and lessons page, assists teachers of Stages 4-5 Science to introduce information at various levels, through the use of prepared units covering the basics of palaeontology, fossil records and natural selection. Syllabus relevance of these will need to be verified. Online units and WebQuests provide the opportunity for students to extend their computer literacy skills by researching and presenting information. Available graphics would make excellent additions to electronic presentations. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Evolution
PUBLISHER: University of California Museum of Palaeontology, USA
REVIEW DATE: 30/3/03 [576.8] SCIS 1119639

The discovery of longitude: an historical account of maritime navigational practice and the subsequent invention of the chronometer

<http://rubens.anu.edu.au/student.projects97/naval/home.htm>

Presenting extensive material on the invention of the marine chronometer, the site provides an historic account of maritime navigational practices. It is stated that navigation around the site can be facilitated via clicking the topic of choice on the imagemap to the left of the information, however every time the site was accessed this did not work. Several of the pictures can be clicked to bring up further information. Presented as an information report, there is no opportunity for reader interaction. Curriculum relevance would be limited to special interest project work, the study of navigation, the art of early sailing navigation, associated physics concepts, and a study of changing navigational technologies. C. Love

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Latitude and longitude; Navigation – History
PUBLISHER: Johnathan Medwin, Australia
REVIEW DATE: 29/3/03 [623.89] SCIS 1119449

Space history

<http://www.thespaceplace.com/history/space.html>

Space history is part of *The ultimate space place* web site. Students in Stages 4 and 5 will be able to access extensive information on the implications of space travel and technology on our society, and discussion of future developments in science and technology. Science skills, such as: researching information from secondary sources; processing information; and presenting information, can be developed by setting WebQuests or class based media activities based on the various themes within the site. Students can extend their knowledge of the application of astronomy by joining an online analysis group, providing experience in data analysis and reporting. *NASA spinoffs* provides students with information on how space technology has been applied to other fields such as health, medicine, and transportation. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science

SYLLABUS: Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Life on other planets; Radio astronomy; Space flight – History; Space technology
PUBLISHER: Ultimate Space Place, USA
REVIEW DATE: 30/3/03 [629.4] SCIS 1119629

Detailed business plan

<http://www.national.com.au/Agribusiness/0,,882,00.html>

Agribusiness planning provides first class coverage of *Swot analysis*, *Situation analysis* and *Benchmarking*, with concise treatment of the benefits and purpose of this analysis in an agribusiness context, essential for the *Business planning process* content of the *Developing a business plan* topic. Practical guidelines for conducting this type of review are explicit. Important strategies to apply this to syllabus topics are clearly explained in *Detailed business plan*. *Reviewing your progress* suggests techniques to monitor progress. The site is easily navigated and presented simply so that students of differing abilities will easily find something useful. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Agricultural productivity; Farm management; Planning
PUBLISHER: National Australia Bank
REVIEW DATE: 29/3/03 [630.68] SCIS 1117231

Accel-team.com

<http://www.accel-team.com>

The *Business management and change* topic can present challenges for students studying effective means and models of change. *Management techniques* provides a clear explanation of the *Force-field analysis* concept, Lewin's assumptions about driving and restraining forces, and the concept of *Equilibrium*. Diagrammatic models add to the clarity of the explanation and the application of Lewin's concepts to the real business world. Further material is found in the *Team building exercises*, *human resource management* and *motivation* resources to improve *productivity*, and provide information on basic concepts that can be supplemented with further purchases. Articles under these headings will serve as useful introductions to many basic management concepts. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Change (Psychology) – Management; Employees – Training; Group relations training; Human resources – Management; Organisational change – Management
PUBLISHER: Accel-Team.Com, USA
REVIEW DATE: 30/3/03 [658.3] SCIS 1121572

Forrester research

<http://www.forrester.com>

Analysis of the application of technology to marketing, business and specific industries is available through a range of topics on the home page. Summaries of such reports and specific products may serve as relevant case studies for class discussion and further research. Both *Marketing* and *Product life cycle management* provide access to useful examples of reports for particular industries. As part of studies for the *Global business* topic, students can be involved in researching potential opportunities or threats for

existing businesses due to the impact of technology. A *Glossary* provides brief definitions of key business terms used in the reports. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business – Research; Marketing; Product management; Technological innovations – Management
PUBLISHER: Forrester Research Inc., USA
REVIEW DATE: 30/3/03 [658.5] SCIS 1121582

Welcome to the marketing plan workshop

www2.deakin.edu.au/bowater/Case_2/SITE/workshop.htm - 5k

Elements of a plan for the *Marketing* topic is covered with access to a wealth of business materials, first through the *Deakin intranet search* and then by selecting *Marketing plan*. Notes and individual models provide a comprehensive rationale and planning ideas to support the syllabus content for: executive summaries; market segmentation and targeting; situation analysis; company objectives and goals; strategies; budgets; and control measures. The *Workshop* selection makes it easy to find out more about any of these aspects. The site provides a clear and sufficiently detailed explanation of all plan considerations, as well as concise summaries of the value of each plan component. SWOT analysis and *Situation analysis* receive particularly good coverage, and will help review an organisation's current circumstances. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Marketing
PUBLISHER: Deakin University, Australia
REVIEW DATE: 29/3/03 [658.8] SCIS 1117259

Carmine's introduction to line and shape

<http://www.sanford-artedventures.com/play/lineshape/flash3page.html>

Designed to help students explore aspects of *Line* and *Shape*, this visually appealing site provides activities to assist their understanding of these concepts and could be useful for the achievement of visual arts outcomes. On selecting *Line* from the main menu, various paintings are displayed depicting the use of different kinds of lines: straight, curvy, wavy, zigzag; dashes and dots; thick and thin; vertical, horizontal and diagonal. These different aspects are highlighted when the paintings are chosen. The use of lines in displaying movement and motion is also addressed. The *Shape* section features the difference between geometric shapes, and organic shapes found in nature. Activities include finding correct geometric shapes to place in an unfinished artwork, and turning organic shapes into pictures. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Composition (Art); Shape perception; Size and shape in art
PUBLISHER: Educational Web Adventures, USA
REVIEW DATE: 29/3/03 [701] SCIS 1116916

Carmine's introduction to portraits

<http://www.sanford-artedventures.com/play/portrait1/portrait.html>

The colourful graphics, simple language and clear links in this site entice students to investigate portraiture to determine what a

portrait is, and how to distinguish it from other art forms. Questions about why artists produce portraits and the use of visual cues to interpret different techniques for representing people are posed and examined. The concepts of realistic and abstract art along with different media used in portraiture are also presented with appealing graphics. The site could assist in providing frameworks for teaching towards outcomes VAS1.4, VAS2.1, VAS2.4, VAS3.1 and VAS3.4. It is interactive, easy to navigate, and concludes with a section in which students create their own portraits online. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Portraits
PUBLISHER: Educational Web Adventures, USA
REVIEW DATE: 29/3/03 [701] SCIS 1116526

Carmine's landscape adventure

<http://www.sanford-artedventures.com/play/landscape1/index.html>

Aspects of landscape design are explored in this interactive site. Famous landscape paintings are depicted and students are asked to investigate how artists portray various moods, types of weather and the time of day. A series of multiple choice questions provides assessment opportunities for online responses. The concepts of reality, fantasy and perspective are also presented. Three activities, which involve the creation of a sleepy environment, a grand adventure using perspective, and a landscape that portrays weather, provide an enjoyable and worthwhile assessment opportunity. This site would be valuable in supporting outcomes VAS1.4, VAS2.4 and VAS3.4. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Landscape painting; Perspective
PUBLISHER: Educational Web Adventures, USA
REVIEW DATE: 29/3/03 [701] SCIS 1116517

Sculpture

<http://www.childrensmuseum.org/artsworkshop/sculpture/index.html>

A concise introduction clearly defines *Sculpture*, with graphics and written navigation tools that will readily engage students' interests and imagination. To encourage exploring the range of purposes, materials and techniques used in the creation of sculpture, several examples are showcased with brief background information supporting each image. Opportunities for appreciating individual artist's techniques, and acknowledgment that interpretations of artworks vary, allow teachers an alternative method for presenting information relevant to outcomes VAS2.3, VAS2.4, VAS3.3 and VAS3.4. Clearly accessible information on this well designed site should also allow independent student research. C. Keane

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Sculpture
PUBLISHER: Children's Museum of Indianapolis, USA
REVIEW DATE: 29/3/03 [730] SCIS 1125866

The art of crime detection

<http://www.sanford-artedventures.com/play/crimedetection/index.html>

Providing two crime solving scenarios and a drawing tool to assist students in understanding the differences between the right and left sides of the brain, this site would be relevant to both the

visual arts, and the *Living things* strand of the Science and Technology syllabus. Following each crime, the student is challenged to identify the perpetrator. This is achieved by the use of the PD artist that guides the user through the process of using either side of the brain, or both sides simultaneously. Students are encouraged to apply rules of portraiture drawing and to understand that, to draw realistically, the right side of the brain must be used. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; Science; ST
SYLLABUS: Creative Arts K-6; Science & Technology K-6; Science Stages 4-5; Visual Arts 7-10
SCIS SUBJECTS: Brain; Criminals; Drawing; Portraits
PUBLISHER: Educational Web Adventures, USA
REVIEW DATE: 29/3/03 [743.4] SCIS 1116930

The land that design forgot

<http://www.sanford-artedventures.com/play/id1/index.html>

The creation of specialised environments to meet specific needs is investigated in this interactive site. Students must consider the design principles of function, safety and appeal when redesigning play equipment for a playground. Repositioning the slippery dip's rungs or the see-saw's fulcrum; revamping the bicycle; and designing a water fountain, which is suitable for use by the physically impaired, are featured activities. Students are also invited to create their own industrial designs. This site would be a valuable resource to support the teaching of the units *Indoors, outdoors* and *The best place to live*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Industrial design
PUBLISHER: Educational Web Adventures, USA
REVIEW DATE: 29/3/03 [745.2] SCIS 1116921

Rabbit-proof fence

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

Three courageous Aboriginal girls, who are taken from their family, travel over 1500 miles on foot in their quest to return home. **The story** of this compelling film is well supported by this web site. The detrimental effects of government policy on Aboriginal people in the 1930s are revealed. A **historical context**, as well as the story behind the film's production, casting, screenplay, research and soundtrack, engages interest in the story and the techniques portrayed in the film. Film critic **Reviews**, and newspaper articles from various papers, reflect public reaction to the film. This powerful resource supports the *History Stages 4-5 syllabus* and *Aboriginal Studies: Stage 6 syllabus*. It could be used as a reference before or after the students have viewed the film. L. Pratt

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Photography Stage 6
SCIS SUBJECTS: Australia – History; Australia – History and criticism; Australia – Race relations; Films, Children, Aboriginal; Rabbit-proof fence (Motion picture); Stolen generations
PUBLISHER: Becker Entertainment
REVIEW DATE: 30/3/03 [791.43] SCIS 1123521

Lights, puppets, action

<http://www.childrensmuseum.org/artsworkshop/teachertips.html>

The teacher tips at this site relate primarily to the **Lights, puppets, action!** activity which incorporates: writing; drama; music; and dance, in the creation of a three act puppet play that may be published on the web. A variety of sets, music and puppets, allows students to choreograph their own productions. The opportunity to create multimedia published works makes this site relevant in teaching towards English outcomes WS2.12 and WS3.12. A multicultural theme is also evident and supports HSIE outcomes CU2.3 and CU3.3. Overall, this site has much to offer. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
SCIS SUBJECTS: Puppets and puppet shows
PUBLISHER: Children's Museum of Indianapolis, USA
REVIEW DATE: 29/3/03 [791.5] SCIS 1116938

Carol Hurst's children's literature site

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

Created by an American teacher-librarian who is also a storyteller and author, this value added site contains a wealth of information about children's literature organised in an expanded table of contents. **All reviewed children's books** is arranged under **Title, Author, and Grade level**. **Featured books** contains a review of each book, discussion points, activities, related books and links to supporting sites. **Curriculum areas** lists subjects and topics which reveal articles on how fiction and non fiction books can be used to teach students about each topic. Well designed and quick to load, this site could be used by students seeking biographies in **Authors**. S. Rasaiah

USER LEVEL: Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Literature – Study and teaching; Reading
PUBLISHER: Educational Web Site Design, USA
REVIEW DATE: 30/3/03 [807] SCIS 1125404

Creative writing process

<http://www.nzcal.com/hp/adk/index.php>

Devised and maintained by a Canadian teacher, this logically set out site has much to offer teachers, parents and students seeking to improve English writing skills. Organised under sequential steps including: **Brainstorm; Web map; Outline; Revision; Draft copy; Proof read; and Editing**, the stages of writing are explained and examples provided. **References** explains citing and bibliography writing for books, articles and web sites. All information is clearly written and would be useful for students of English as a Second Language (ESL). Explicit, illustrated instructions for using word processing to present the **Final copy** is particularly valuable for students. S. Rasaiah

USER LEVEL: Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: English language – Composition and exercises; Writing (Authorship)
PUBLISHER: Pines Senior Public School, Canada
REVIEW DATE: 30/3/03 [808.3] SCIS 1125422

National Geographic.com

www.nationalgeographic.com

Focusing on nature, history and culture, this site offers a large volume of resources for both students and teachers. While a huge site, it is easy to navigate, and features sections **For kids**, suitable for K-6 HSIE, **For students**, applicable to Stages 4-5 Geography and History, and **For teachers**, which features a wide range of documents, images and other materials. The section on maps is particularly useful for Stages 4-5 Geography, and step by step projects such as making an Egyptian tomb can be great timesavers for teachers. While the site does have an emphasis on American history and issues, there are still many fantastic international examples that can support independent student research and provide easy access to resources for teachers. A. Byron

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Civilisation; Geography; History, Modern; Wildlife conservation
PUBLISHER: National Geographic Society, USA
REVIEW DATE: 30/3/03 [900] SCIS 1126433

Film Australia's outback

<http://www.filmaust.com.au/outback/>

Created as promotional and support material for Film Australia's DVD kit *Outback*, this site is a useful teaching tool. The main menu provides easy access to a synopsis of each of the films. A background piece about the producer/director/editor Denise Haslem explains her motivation for creating the kit. **Transcripts** of each of the filmmaker's interviews are also provided for closer study, as are **Biographies**. The **Storyboard extract** from *The story of rosy dock* and the **Script extract** for the documentary *Outback supply*, offer students an insight into the production process of these works. Teacher's notes, that can be downloaded, are included for each film, and contain a thematic rather than subject specific approach. L. Pratt

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6; Photography Stage 6
SCIS SUBJECTS: Film Australia's outback (Motion picture); Films, Australian – History and criticism; Outback; Outback life
PUBLISHER: Film Australia
REVIEW DATE: 30/3/03 [919.4] SCIS 1123512

In Flanders fields

www.inflandersfields.be

Utilising archives and exhibits from the museum of the same name in Belgium, this site explores aspects of World War I from the perspectives of soldiers and civilians from both sides. Stage 6 Modern History students will enjoy the interactive timeline with images and details of key battles, tracing World War I from the planning stages to the Treaty of Versailles and the aftermath of the war for Europe. Life during the war is explored through trench life, weapons, medical care, propaganda and the homefront. Personal stories from soldiers, nurses and people who were displaced by the fighting make this site engaging for students, and an excellent site to

encourage students to see World War I from a wide range of viewpoints. A. Byron

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS: World War, 1914-1918 – Campaigns and battles
PUBLISHER: In Flanders Fields Museum, Belgium
REVIEW DATE: 30/3/03 [940.4] SCIS 1126444

Ancient history: Vikings

<http://www.bbc.co.uk/history/ancient/vikings/index.shtml>

An excellent resource for use with Stage 4 History students, this site provides information on all aspects of Viking life. The home page provides links to a range of topics including religion, women and the Vikings in Britain. Each topic consists of text and images exploring information from both primary and secondary sources. Reports from archaeological digs of Viking sites make a stimulating resource for class work or research on using primary sources. Multimedia links include a tour of the British Museum Viking artifact collection, a 3D exploration of a Viking farmhouse, and an interactive map tracing the legacy of these people throughout Europe, make this a very useful and comprehensive resource for the study of Vikings. A. Byron

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Vikings
PUBLISHER: BBC, UK
REVIEW DATE: 30/3/03 [948] SCIS 1126438

Ziptales

<http://www.ziptales.com/home.htm>

Designed by a committee led by Dr Christina Davidson, PETA chair and Senior Lecturer in Education at the University of Ballarat, this site aims to provide literacy and ICT support for teachers and students. Interactive, animated techniques ensure a high level of motivation and engagement by users. Schools would need to preview the freely available **Sample stories** and **Kids' stories** before taking out a subscription. The range of genres includes: **Yucky yarns; Scary stories; Myths and legends** and **Choose your own adventures**. **Classroom materials to use with the stories** provides downloadable worksheets to accompany the stories. Each story is aimed at eight to ten year old students with a Reading Recovery level twenty and above. Sections of the site are currently being developed. S. Rasaiah

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Children as authors; Short stories
PUBLISHER: Ziptales, Australia
REVIEW DATE: 30/3/03 SCIS 1121127

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to:
 Elizabeth.Maxwell@det.nsw.edu.au

Literacy resources

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

Inside stories [series]

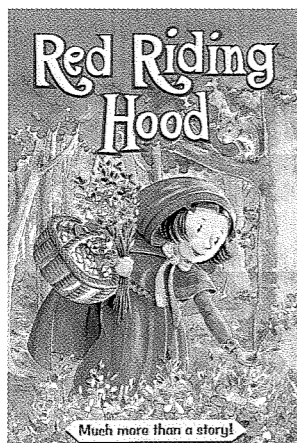
Mimosa Shortland, 2003

An interactive CD-ROM accompanies each book in this series of big books based on easy to read versions of traditional tales. The format of the books represents a range of text features including: poems; information reports; letters; activities; discussion questions and maps. Clear, easy to read text boxes, well organised layout, and expressive illustrations and photographs matched closely to text, make these big books a useful resource for early years' classrooms. The CD-ROM accompanying each book adds a further dimension, providing well structured activities that can support children to apply and extend their literacy and ICT skills. L. Rowles

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$55.00 each

Titles in this series include:

The three little pigs SCIS 1105330
Red Riding Hood SCIS 1105338



Lift the flap [series]

Dorling Kindersley, 2002

This delightful series of hardboard books addresses the concepts of colour, size, shape and number in an easy to read and handle format. In each book a double page is dedicated to a learning concept, based on the book's theme, and a series of bright, colourful photographs, many with flaps, is supported by simple captions. Although easily read by young children, when shared with an adult, the photographs both above and below the flaps will generate a lot of discussion and thought beyond the initial concept title. As an early learning resource this series will capture young readers' enthusiasm and be a springboard for an interest in the world around them. H. Doust

USER LEVEL: Early Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
\$9.95 each

Titles in this series are:

Colours SCIS 1100667
Numbers SCIS 1100669
Shapes SCIS 1100664
Sizes SCIS 1100665

SEYMOUR, Simon

See more readers (Level 1) [series]

Seastar, 2002

The individual books in this factual series for beginning readers contain vibrant full page colour photographs accompanied by written text in large font. Information about each topic is provided, with both everyday and more technical terms used. The detachable collector cards, whilst having appeal for younger readers, may need to be assessed for durability in a classroom or library collection. Without a table of contents, index and glossary, this series may be better suited to recreational and personal interest reading. There are two other levels in the series which cater for developing readers and contain more detail and more challenging concepts. N. Chaffey

USER LEVEL: Stage 1
Paper \$6.95 each

Titles in this series include:

Giant machines SCIS 1104625
Killer whales SCIS 1104614
Planets around the sun SCIS 1104635

Start-ups [series]

Lothian, 2002

The compact books in this series are distinctive for their clever, witty texts and quirky, amusing illustrations. Inside the books, each double page features a range of figurative tools such as alliteration, rhyme, and word chains, and supportive, engaging illustrations in stark black and white. The layout is clear and easy to read, with full page illustrations that complement the one or two sentences in large font on the opposing page. The books in this series will appeal to readers who are launching into independent reading. L. Rowles

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 each

Titles in this series include:

Rock starfish SCIS 1092433
Stumpy grumpy grasshopper SCIS 1109770

Picture books

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

AHLBERG, Allan & BRIGGS, Raymond

A bit more Bert

Penguin, 2002 (Puffin Books)
ISBN 0670893315

Simple language and colourful illustrations combine to create short chapters in this picture book, which narrates the life of Bert. Following *The adventures of Bert*, this delightful sequel contains comical situations and characters in the distinctive styles of Ahlberg and Briggs. The clear, short sentences provide captions for the illustrations which are also visual stories. Pre reading students would be able to read the pictures and tell the stories in their own words and predict the endings to the chapters. Written in a humorous, conversational style, this book interacts well with its audience and would appeal to beginning readers. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
\$23.00 SCIS 1109860

BLAKE, Quentin

Loveykins

Random House Children's, 2002
ISBN 0224064711

In this cheerful picture book, executed in Blake's familiar breezy style, an eccentric elderly female character firmly and confidently pursues her own course, and when events turn out rather differently from her expectations, she recovers and is able to embrace the change. Humour abounds, tempered by compassion and understanding, with illustrations extending, developing and illuminating the text. Young readers will enjoy the deliciously absurd fantasy, and appreciate the return to reality in the last sentence. This sly, witty story is highly recommended for itself alone, and may be used in discussions of the appropriate care and treatment of orphaned animals and birds in our own environment. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$29.95 SCIS 1112588

BUTTERWORTH, Nick

Albert Le Blanc

HarperCollins, 2002
ISBN 0007119704

Albert Le Blanc, the new bear, appears to the other toys in the toyshop to be sad and preoccupied, so they take it upon themselves to cheer him up, despite Albert's protests. The solution to this situation is amusing and cleverly depicted in the well sized illustrations which perfectly capture the personalities of the different toy characters. This picture book is likely to be enjoyed as

a shared story and would lend itself to prediction activities. It also raises the issues of speaking up and being heard and making a newcomer feel welcome. The cover is simple, stylish and will invite questions from curious young readers. S. Bremner

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1114905

CLARK, Margaret & LOBBECKE, Eric

Galumph

Hodder Headline Australia, 2002 (Mark Macleod books)
ISBN 0733612598

Pets have a knack for selecting prospective owners and Clark relates such a tale in this vibrant and charming picture book. Alice has convinced her parents that the family needs a pet dog, so they come up with a list of small dog attributes. Unfortunately, this list matches Galumph: a huge, black, boisterous canine! Lobbecke's beautiful paintings feature highly detailed caricatures of dogs and humans against unique, blurred backgrounds.



The pictures spread across each double page and, together with judiciously varied font sizes, convey much kinetic energy to the written text. The book is a useful springboard for introducing size perception, or in discussions about pet ownership, responsibility and decision making. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$27.95 SCIS 1095846

CREW, Gary & WILSON, Mark

The castaways of the Charles Eaton

Lothian, 2002
ISBN 0734403437

What really happened to seventeen shipwreck survivors, and how did their skulls come to be displayed in such an arrangement? Crew's latest picture book, illustrated with moody paintings and reproductions of old maps and clippings, is a blend of fact and speculation. Based on an 1834 Torres Strait shipwreck and unproven accusations of headhunting, Crew's tale demonstrates that discrimination is international. He presents evidence that a dark skinned Indian woman was seemingly spared the same fate as European survivors, and that another ship's captain punished all black men for the alleged crimes of a few. Teachers should consult with local Indigenous community groups before using this book to support units of work. I. McLean

USER LEVEL: Stage 3 Stage 4
\$24.95 SCIS 1104472

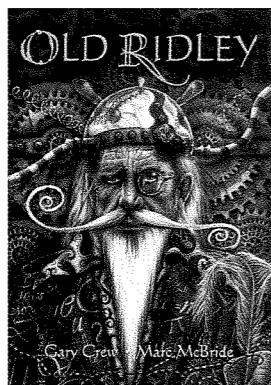
CREW, Gary & MCBRIDE, Marc

Old Ridley

Hodder, 2002
ISBN 0733613101

Denying any argument that picture books are always for the very young, the dark, sombre and intricate illustrations in this picture book for older readers forebode sinister, mysterious and mystical

events. To comprehend this tale, an understanding is essential of the Greek legend of Eos and Tithonus, doomed to immortality without the benefit of eternal youth. Coincidence, the observance of life's cycles in Ridley's garden, and the powerful and magnificent glass window depicting Eos and Tithonus, still do not prepare the reader for the startling climax. A wonderful blend of magic, logic and splendour in both the illustrations and the text, combine to create a haunting, enigmatic story. E. Maxwell



USER LEVEL: Stage 4 Stage 5 Stage 6
\$27.95 SCIS 1107467

DOYLE, Malachy & RINALDI, Angelo

Cow

Simon & Schuster, 2002
ISBN 0689827865

Told from the cow's perspective, this large format picture book follows the experiences of a cow throughout the day. The use of highly descriptive, lyrical language enables the reader to understand the cow's feelings. The use of subdued colour and somber tones in the double page illustrations helps to create the restful mood of the book. The artist has made clever use of perspective in the photograph quality of his oil on canvas illustrations. The depth of detail in the close up images of cows' faces and bodies makes the pictures appear tactile. Students living in the city will be enthralled by this lifelike depiction of a farm animal that they may see only infrequently. J. Hancock

USER LEVEL: Early Stage 1 Stage 1
\$26.95 SCIS 1092597

FIENBERG, Anna, JACKSON, Mark & POTTER, Heather

Hans Christian Andersen's Thumbelina

Pan Macmillan Australia, 2002
ISBN 0732911338

Charming watercolour illustrations characterise this large, attractively presented picture book. Andersen's classic story is cleverly retold by Fienberg, with some felicitous and attractive modernisations of language, while preserving the tone and style of the original. Superficially, this seems a sweet story of magic, mice, birds and fairies. Reading more closely reveals Thumbelina to be a powerless, yet strong willed and confident young woman, who successfully resists unsatisfactory life choices, made for her by others. Through persistence, compassion and endurance, she finally achieves a satisfactory identity and life of her own. W. Smith

USER LEVEL: Stage 1 Stage 2
\$25.00 SCIS 1109846

HARDING, Brenna & HARDING Vicki

Going to Fair Day

Vicki Harding, 2002
ISBN 0958129010

The two early readers in this series present a different family structure in an affirming way. Both stories, told in the first person,

introduce a girl's family of same sex parents and tell a simple story. They each reveal a subtheme of how a family meets the needs of its members. Colourful, strong illustrations match the content of the story. These books provide opportunities for discussions on understanding and celebrating diversity. When exploring the concept of families, these books contribute to an understanding of how families can be different and provide confirmation for children of same sex parents. L. Fitzgibbon

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
Paper \$14.95 each Feminist Bookshop
SCIS 1117902

Titles in this series include:

My house SCIS 1117906

HOBBS, Leigh

Old Tom's holiday

ABC Books, 2002
ISBN 0733310737

Angela wins a luxury holiday for one. Old Tom, her artful cat, is supposedly left behind, but Angela is nostalgically reminded of him in unusual places on her travels. Young readers will delight in finding clues to Old Tom's whereabouts in this highly recommended, entertaining picture book. The brightly coloured illustrations, now in full colour with their distinctive, comical characterisation, let the viewer into a part of the story and the humour not exposed by the written text. Many opportunities are presented for discussion on illustrated cultural and geographic icons. E. Derouet

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$25.95 SCIS 1079442

LAGUNA, Sofie & ARGENT, Kerry

Too loud Lily

Omnibus, 2002
ISBN 1862914664

Cleverly portrayed in animal guises, the characters of this insightful picture book behave and react as humans. Students may relate to the situations in which Lily, the young hippopotamus, is over exuberant and has to be repressed. Lily is finally able to be herself when a new teacher arrives who understands Lily's enthusiasm for performing. Teachers and parents may use this message to demonstrate how students may possess often misunderstood unique talents. Expressive and colourful, the illustrations in this book complement the story perfectly and almost explode with the noises that are Lily's forte. This is a delightful book which says much about valuing the differences in a diverse group of individuals. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1107466

LUM, Kate & HELLARD, Sue

Princesses are not quitters!

Bloomsbury, 2002
ISBN 0747550263

In this cheerful, attractive picture book, a light hearted fantasy of role reversal carries a subtle message about the dignity of work, and the necessity of fair working conditions. Three good natured princesses, in their enormous palace, are bored and restless.

Deciding that their servants have more varied and interesting lives than their own, they volunteer to become servants for a day themselves. The valuable lesson they learn subsequently benefits all the palace workers. The humorous illustrations and comic detail will engage young readers and generate lively observations. This story supports the *Social systems and structures* strand of HSIE, in a discussion of individual needs, and whose labour contributes to meeting those needs. W. Smith

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1099476

O'NEIL, Dave & MORRIS, Kiran

Raised by Frank

Lothian, 2002
ISBN 0734403577

The distinctive style of the illustrations, combined with the original storyline in this picture book, will attract those readers who delight in something different. Not for those who expect conventional characters, a predictable plot, or lilting language, this book breaks with tradition to present a vibrant contemporary tale. Frank the cat is left to raise the two children of parents who are vulcanologists. With the cat taking on home duties and the children emulating the cat's habits, humorous situations arise, which will not be lost on an audience. Frank's unwavering devotion and the loyalty amongst the members of this unusual family unit, create positive models for students. S. Rasaiah

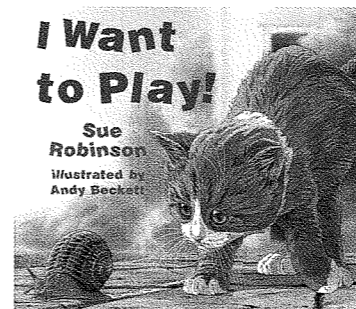
USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1104444

ROBINSON, Sue

I want to play!

Koala, 2002
ISBN 086461411X

The presentation of this picture book about a bold kitten called Bonnie who wants to explore, has appeal for very young children. It features text that is clear,



well sized, and easy to read. Close up, delicately coloured illustrations support the descriptive language and create the atmosphere around Bonnie's adventures with a range of animals. This is an ideal book for parents and teachers to share with young children, who will enjoy hearing and following the text as it is read and immersing themselves in the beauty of the illustrations. L. Rowles

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
\$11.95 SCIS 1093948

ROWE, Don

The sand tray

A & C Black, 2002
ISBN 0713662824

Presented in big book format, this picture book expertly explores the concepts of conflict and fairness through a simple, open ended narrative about an everyday classroom experience. The book has

language that is clear, easy to read and consistently positioned at the top of each page. Featuring clever, colourful line drawings by Tim Archbold that graphically convey the expressions and body language of its characters, this book depicts the themes of play, feelings, friendship and cooperation. There are searching questions provided for teachers, which could prompt children to think about and discuss the issues raised. L. Rowles

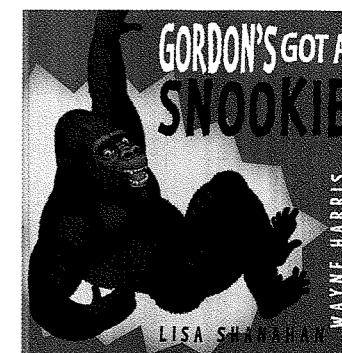
USER LEVEL: Early Stage 1 Stage 1
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
Paper \$49.95 SCIS 1103142

SHANAHAN, Lisa & HARRIS, Wayne

Gordon's got a snookie

Allen & Unwin, 2002
ISBN 1865086916

Gordon and the other gorillas in the zoo experience human emotions as expectations and image conflict with reality. Gordon does not live up to the preconceived ideals of the female gorillas and the other zoo animals because he has a comfort blanket. Gordon's rejection results in him experiencing extreme loneliness, until an act of bravery and kindness



reveals his true character. Humour in Wayne Harris' larger than life illustrations adds to the visual appeal of this picture book. The message portrayed in this story of how group acceptance influences feelings, is reiterated in *Interpersonal relationships* in the PDHPE K-6 syllabus. S. Rasaiah

USER LEVEL: Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$24.95 SCIS 1108418

SIBLEY, Irena

Greta the garbo

Lothian, 2002
ISBN 0734403704

Greta's mother is an environmentalist and her father is a librarian, who likes everything to be neat and tidy. Both parents allow Greta to be herself and indulge in her passion for collecting junk, from which she constructs amazing sculptures. Skilfully written and superbly illustrated, this detailed picture book evokes discussion and can be appreciated on several levels. Inclusive of community, sensitive to the needs of families and individuals, and mindful of the importance of recycling, this story assists in the achievement of a range of syllabus outcomes and supports the units of work, *Kids care*, and *Material world*. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
\$24.95 SCIS 1106011

All prices in the availability statement include GST.

TANNER, Jane

Playmates

Puffin, 2002

ISBN 0140541470

The strength of this realistic picture book lies in its simplicity. The stark illustrations have a photographic quality detailing facial expressions and texture in clothing and fur. With Ben, Teddy and Rosie the puppy playing out a cameo of belonging, rejection, and resolution, the minimalist language speaks volumes in a few words of giant sized print. The layout is designed to draw the eye from left to right, enabling beginning readers to make connections between print and pictures whilst following the words across each page. The double page illustration of a damaged teddy bear marks the climax of a tug of war and provides teaching opportunities for narrative writing. S. Rasaiah

USER LEVEL: Early Stage 1
Paper \$14.95 SCIS 1109743

VAN GENECHTEN, Guido

My grandparents

Koala, 2002

ISBN 0864614373

The vibrancy and life that springs from this book's strong, colourful illustrations and the warmth implicit in its text cannot help but engage young readers. This simple, happy story celebrates the pleasure that can be experienced by doing everyday things with people you love. It tells of a small boy's wonderful day spent with his grandparents: finding worms; collecting eggs; picking cherries and then making Grandma's cherry cake. Each double page opening explodes with brilliantly illustrated pictures that precisely mirror the clear, easy to read text at the top of the page ensuring this picture book will be loved and enjoyed by all who open it. L. Rowles

USER LEVEL: Early Stage 1
Paper \$12.95 SCIS 1095880

VYNER, Tim

World team

Random House Children's, 2002

ISBN 0099427583

Beautifully illustrated and cleverly written, this picture book could prove to be a great favourite among sports enthusiasts. The text represents the embracing spirit of the World Cup soccer, hence the story is told in the full circle that the soccer ball symbolises. Children from thirteen different countries are linked by their desire to play football. The rich, detailed illustrations provide a wonderful entry to a discussion of cultural difference. Similarly, the inclusion of a time reference on every page reinforces the notion that even youngsters so far removed geographically can simultaneously share the same dream. S. B. Taylor

USER LEVEL: Stage 1 Stage 2
Paper \$14.95 SCIS 1094443

WALSH, Melanie

My nose, your nose

Doubleday, 2002

Differences and similarities between people are examined in this well designed, attractive and highly recommended picture book. On each double page spread, a simple statement about physical features, with qualification or elaboration, is extended by a bright,

clear, simple illustration. The book can be easily adapted to the Australian setting. As well as providing useful specific content for young readers to use alone, or for classroom discussions, the book offers an excellent model for students' own writing in various key learning areas. Its companion book on animals is another delightful picture book in the same vein. W. Smith

USER LEVEL: Early Stage 1 Stage 1
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
\$29.95 SCIS 1102088

Other titles in this series include:
My beak your beak SCIS 1102091

WILD, Margaret & BENTLEY, Jonathan

Mr Moo

ABC Books, 2002

ISBN 0733307833

A gentle story of friendship between a cow and a duck is brought to life by the skilful text and design features in this picture book. Succinct language ably describes the animal characters and the setting, while the oil painted illustrations are bold and appear three dimensional. The format of each page is designed to draw the reader's eye towards the focal points and strengthens the relationship between text and graphic. Teachers may find this story useful to illustrate to students how good friends behave towards each other and how potential conflict can be avoided in the interests of camaraderie. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
\$25.95 SCIS 1106744

Fiction for younger readers

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

AHLBERG, Allan

The improbable cat

Puffin, 2002

ISBN 0670912891

Reminiscent of Jenny Wagner's *John Brown, Rose and the midnight cat*, this is the story of how a new feline pet, whose arrival is sudden and unexplained, disturbs the son of the family, and seems to bring out strange and destructive behaviours in each household member. The new family dynamics are almost black comedy, with the ever growing cat at the centre stage as both the main actor and director. The unusual narrative is entertaining and curious and might incite discussions about the author's intended underlying themes and symbolism. Captured in a compact book format with gold embossing, this new, stylishly illustrated tale by a well known author, has immediate visual appeal. S. Bremner

USER LEVEL: Stage 2 Stage 3
\$19.95 SCIS 1110286

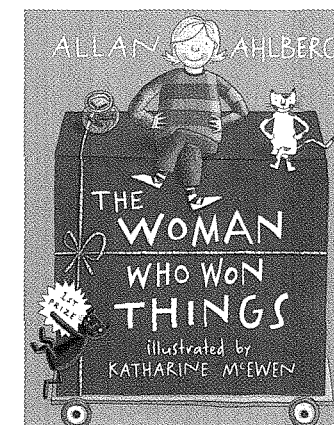
AHLBERG, Allan

The woman who won things

Walker, 2002

ISBN 0744581273

The scene is set from the first page where the sign on a domestic fridge invites all readers to enter and continue to enjoy the endearing characters of the quirky, but decidedly well anchored, Gaskitt family. It is the second in a delightful series and this time the nine and a half year old Gaskitt twins need to solve the mystery of an unusual casual teacher at their school. A warm, reassuring plot drives steadily towards a happy ending, combining perfectly with terrific illustrations and sideline comics. A delightfully unpretentious text that rejoices in the humour of everyday life, this book is a highly satisfying read. S. B. Taylor



USER LEVEL: Stage 1
\$24.95 SCIS 1096778

BATESON, Catherine

Rain May and Captain Daniel

University of Queensland Press, 2002

ISBN 0702233374

In this first person narrative, Rain, the likeable twelve year old protagonist, must grapple with parental separation, a move to a new town and a new school, and the struggle to make new friends. Much of this will be familiar to young readers, but is freshly and engagingly told. The crisis prompted by Daniel's illness forces Rain and others to reassess what is really important in their lives. Believable and realistically portrayed characters and recognisable situations at home and school will appeal to young readers. The personal eccentricities of some characters add verisimilitude, with Daniel's addiction to *Star Trek* strongly influencing the plot outcomes. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1107447

BELL, Krista

No regrets

Lothian, 2002 (Takeaways)

ISBN 0734404301

A gifted student, eleven year old Julia wins a scholarship to a prestigious school and is immediately accelerated into classes where the other students are teenagers. The author raises the issue of the profoundly gifted younger student not fitting into the peer group and having to cope with jealousy and bullying by other students. Socially, Julia is ostracised as she is not interested in boys and can't understand why she irritates her classmates with her abundant knowledge of just about everything. Teachers and parents may find this novel touches on familiar circumstances and may give them an insight into the very real problems that can arise for gifted and talented students. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1101659

CATRAN, Ken

Something weird about Mr Foster

Scholastic, 2002

ISBN 1869435818

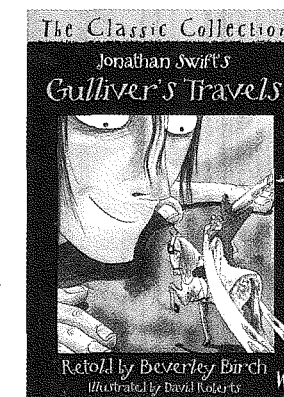
Although Mr Foster is the most popular teacher at school, he is not really what he appears to be. It is only when twelve year old Joe Bennett hides from his nemesis, Raymond the bully, that Mr Foster's secret is revealed. As a result of Joe's discovery, a succession of strange yet humorous events impact upon regular school life. The themes of bullying, accepting difference and the stereotyping of people could be the focus for lively class discussion. The short chapters end in such a way that prediction skills can be taught. In addition, story mapping of the chapters would allow for close study of narrative structure. The novel is most appropriate for independent reading by students. H. Gardiner

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$14.95 SCIS 1107407

The classic collection [series]

Hodder Children's, 2002

Although classic novels often appear daunting to younger readers, this versatile series of adaptations allows easy access to some of the world's most renowned stories. Each novel summarises the original plot in a concise manner without compromising integrity. Organised into short chapters, each title is interspersed with a combination of black and white and colour illustrations. In addition, a short biography of the writer sets the context for each adaptation. Such an inclusion adds to the overall appeal of the series. Teachers may find the titles to be an ideal resource for guided or independent reading during a balanced literacy session. H. Gardiner



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$16.95 each

Titles in this series include:

Charlotte Bronte's Jane Eyre SCIS 1103872
Geoffrey Chaucer's The Pardoner's tale SCIS 1103844
Jonathan Swift's Gulliver's travels SCIS 1103838

D'ATH, Justin

Astrid Spark, fixologist: the girl with incredible magnetic fingers

Allen & Unwin, 2002

ISBN 1865087181

Solving environmental problems is a challenge for the world today. Astrid is endowed with unusual powers and is sought after by the members of the local community who have small jobs for her and

by scientists who hope to utilise her powers. Her parents are reluctant to let her become involved in scientific projects. With her friends, she makes a valiant attempt to rectify one of the greatest issues confronting mankind. Astrid's adventures, brought to life through innovative writing techniques and illustrated by Terry Denton, explain environmental issues. Students will be enthralled as they read what happens when she and her friends try to fix the hole in the ozone layer. J. Hancock

USER LEVEL: Stage 3
Paper \$13.95 SCIS 1101979

DENTON, Terry

Storymaze [series]

Allen & Unwin, 2002
ISBN 1865087831

A comic adventure series features a group of weird creatures and their nefarious travels in a bizarre, alternate, bovine centred universe. The stories revolve around the antics of three friends and a character called MIT (Mental Image Transfer) who takes them to various galaxies, often in search of surfing championships, but not always at the right time. Each book contains pages of narrative text interspersed with comic strips and is full of jokes, puns, action and adventure. This series is not for those who enjoy a straight forward narrative, but rather for those who appreciate the unusual and offbeat. As these books are loosely based on Greek myths and legends, some readers may be inspired to investigate the original tales. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 each

Titles in this series include:

The wooden cow SCIS 1107250
The golden udder SCIS 1107537

EDWARDS, Hazel

Fake id

Lothian, 2002
ISBN 0734404425

Confronting the death of her grandmother on her own, brought about by the absence of her mother in Antarctica, Zoe is distressed to discover a mysterious void in her grandmother's past. With the assistance of Luke, her computer literate and sporting friend, Zoe embarks on a cyber journey that leads her to an understanding of overseas conflicts and dangers. Researching on the Internet, and the inclusion of a *Dead persons' society* web site where wills can be deposited, provides a contemporary feel to the story. Reflections on the opaque nature of identities and relationships are revealed during Zoe's investigations into genetics and genealogy. E. Maxwell

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1104913

ENGLAND, Kathryn

New Bjorn

Lothian, 2002 (Takeaways)
ISBN 0734403925

This fast paced book, excellent for reading aloud, rewards readers and listeners with numerous wacky puns. Adults will notice and

enjoy them, even if the students don't. Erik Nerdenberger has turned twelve years old and, being a Viking male, he must prepare to shoot a moose as a test of his manhood. Just his luck that the first moose this young Nerd meets is actually the bewitched former suitor of an enchantress! Together, Erik and Bjorn journey to Dorkland on a seemingly impossible rescue mission. Striking book design and bold cover art make this an appealing entry in the reliable and popular *Takeaways* series. Chapter headers are whimsically illustrated by Michelle Mackintosh. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1100908

GATES, Susan

The revolting Rabbles: bringing the past to life warts and all [series]

Scholastic Children's, 2002

After losing his job at the local history museum, Richard Rabble establishes a family business that re-enacts rustic life in medieval England. Told from the point of view of Rae, Richard's daughter, each title chronicles the humorous exploits of the unfortunate troupe as it performs at historical fairs. Disaster seems to strike at every opportunity with little brother Ryan discovering revolting facts or older brother Rupert inventing gadgets that wreak havoc. Presented as short chapter books and with their appealing layout, a number of language features could be highlighted during modelled reading. With suitable content for independent reading sessions, students should be amused by the high jinks of the quirky Rabbles. H. Gardiner

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$9.95 each

Titles in this series include:

Boils and blisters SCIS 1098368
Ruffs and ruffians SCIS 1098366

GOODWIN, John

Nice one, Sam!

Oxford University Press, 2002 (Football mad)
ISBN 0192751824

Metallic cover ink, comic strip features and sporty themes ensure that the target audience will be attracted to the slim, humorous tales typical of the *Football mad* series. In this story, Sam has managed to add the highly coveted sticker of a famous soccer goalie to his collection. Although Sam's colleagues consider him to be hopeless on the playing field, the sticker seems to have magical qualities. Sam is seemingly transformed, and an impossible dream of playing for the school team may yet be within his grasp. Clive Goodyer's small illustrations are well placed, and often used as bold repetitive icons throughout the story. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1109622



Titles in this series include:
The worst team in the world

SCIS 1109634

JAMES, Anthony

TimeStorm [series]

TimeStorm, 2002

After the tragic death of his father, ten year old Maximillian Manton moves from a farm to Ballarat. There he befriends watchmaker Mr Apollo, who gives him a XeroGraph. As Max learns to use this watch-like device that can transport him through time, he must make decisions about the consequences of changing the past, and ultimately his own destiny. The style of each book is simple, sometimes humorous, but with a level of didacticism at odds with the age of the protagonist. The series could lead to discussions about the value of life, decision making, the nature of friendship and family relationships, and the ethics of technological advancements. H. Cobban

USER LEVEL: Stage 3
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
Paper \$12.95 each

Titles in this series are:

Believe SCIS 1110320
The gift SCIS 1110332
The oracle SCIS 1110325

McFARLANE, Peter

Bomber Boy

Penguin Books Australia, 2002 (Puffin)
ISBN 0141309539

This is a funny story about a group of young friends whose expectations of a snorkelling adventure take a turn for the bizarre. The group end up playing detectives for real, investigating several explosive incidents. This includes trying to trap pirates using dynamite to catch fish, an illegal practice which is endangering the reef. The cleverly written novel begins with unusually abbreviated dialogue between two characters, eventually revealed as the author emulating text messages from a mobile telephone call. Even more challenging are the many examples of Cockney rhyming slang peppering the rest of the work, making this an interesting book for a range of language activities. I. McLean

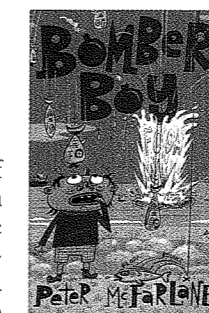
USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1101664

MONTANO, Josie

Chickenpox...yuck!

Lothian, 2002 (Takeaways)
ISBN 0734403356

Welcome to the fast moving, action packed life of Vinnie Di Santo. Vinnie has complications at home and at school. With trouble as his second name and creative and lateral thinking among his strengths, Vinnie sets out to survive his Mum's bout of chickenpox, while he and his friend Gaz attempt to outsmart and rid themselves of the class bullies. During the hilarious series of problem solving escapades that result, the reader is both entertained and carried along by the



energy and immediacy of the first person running commentaries. The personal journal format enhances both the plan and duration of the illness aspects of the plot. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1101661

PARRY, Glyn

Harry & Luke

Hodder Headline Australia, 2002 (A Mark Macleod book) (Hotshots)
ISBN 0733614841

Delightfully whimsical, this illustrated chapter book invites readers into a world enjoyed by children growing up with friends within a positive and stable family environment. The characters in the story know that they are valued, can express their points of view and enjoy family fun and adventures. This is a story that leaves the reader with a smile. The magic in this tale comes from the heart of its sensitive hero and is enhanced by Caroline Magerl's humorous drawings. Harry's engaging interactions with his loving parents and an assortment of tragic and eccentric characters, drives the action while exploring the nature of friendship and the human need to belong and to be loved. N. Chaffey

USER LEVEL: Stage 2
Paper \$10.95 SCIS 1098267

PRYOR, Michael

Bruno Trask and the Dark Lady's jewels

Hodder Children's, 2002
ISBN 0733614418

A timely novel for students swept away by *Harry Potter* and *The lord of the rings* books and movies, and seeking similar styles, this story is a lot of fun. With efficient and economical writing, the author deftly immerses his readers into a thoroughly believable fantasy world, one that is populated by fairies, werewolves, zombies, sorcerers and gnomes, yet is juxtaposed against contemporary shopping centres, television shows and the Internet. Bruno's job handing out pamphlets in a tatty dragon costume embroils him in a mystery concerning a rare jewel, which belongs to an elf known as the Dark Lady. The pace is relentlessly swift and the jokes free flowing. I. McLean

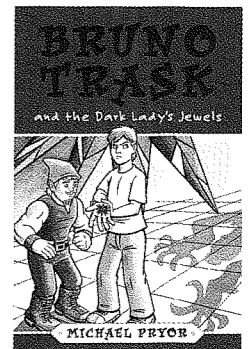
USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1108378

REID, Sue

Mill girl: the diary of Eliza Helsted, Manchester, 1842-1843

Scholastic Children's, 2002 (My story)
ISBN 0439981182

Eliza Helsted's worst fears were realised when her mother informed her that she had to work in the local mill. This is an historical fiction recount, written in diary form, of Eliza's experiences in the dreaded mill in Manchester during the 1840s. Working in the carding room, Eliza graphically details the stifling conditions and long hours which lead to premature chronic illnesses among many of the young girls. Meanwhile, a number of mass meetings encouraged by the Chartist movement lead to strikes at the mills. Historical notes, a timeline and



pictures at the end of the book all contribute useful background information to this believable story. This book would provide support for Stage 2 HSIE discussion of British colonisation in Australia, explaining the role of the industrial revolution in Australia's history. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
 Paper \$16.95 SCIS 1104321

RUBINSTEIN, Gillian

The whale's child

Hodder Headline, 2002
 ISBN 0733614450

Ken is a better than average swimmer who is part of a small Australian seaside community. When a close female friend gets her driver's licence, enabling her and Ken to practise with a swimming squad 50 kilometres away. Ken is perplexed as to why the will to become an excellent swimmer keeps eluding him. When Ken meets his Japanese aunt, and finds out more about his family history, things begin to fall into place. Rubinstein guides readers to make the connections and locate the patterns. Young readers are given insights into relevant history, discouraging quick judgements about fashionable political stances. Most characters are recognisable and credible. S. Bremner

USER LEVEL: Stage 2 Stage 3
 Paper \$14.95 SCIS 1108681

Fiction for older readers

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

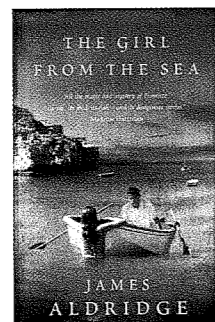
ALDRIDGE, James

The girl from the sea

Penguin, 2002
 ISBN 0143001124

Readers familiar with Aldridge's St Helens stories will be very comfortable with this similarly engaging and magically inspiring story of mutual dependence. This is the sun drenched, ozone washed coast of Provence, where recuperative near blind and crippled Beau, and dyslexic Lelee, the mermaid like daughter of the dead Breton smuggler and ailing Rabo, provide support and friendship. Aunt Mimi relentlessly cooks the cuisine in preparation of the definitive Provence cookbook, the rapacious arms smuggling contrabandists intimidate the children, and Jacques Cousteau pops in to save a fish. Unforgettable, iridescent and simple, these are halcyon days recollected in tranquillity, through this testament to the restorative power of love and friendship. W. Bowie

USER LEVEL: Stage 3 Stage 4



KLA: English
 Paper \$16.95 SCIS 1105196

ASHTON, Wayne

Under a tin-grey sari

Fremantle Arts Centre Press, 2002
 ISBN 1863683771

Khalid has the extravagant dreams worthy of a cook just come into his manhood and the design for a revolutionary tandoor. The tension between his vibrant optimism and the predatory treachery of the world is a powerful medium through which to explore the love for him of the young aya, Zeythi. Broad sweep and inventiveness of narrative; depth of characterisation; and psychological truth, in joyous and masterful language, convenes art to consider the meaning of life for young adults in East Pakistan in 1967. Densely poetic with a virile passion for imagery and allusion, its elements are not tersely presented but are an admixture of languid and seething adolescent perspective at the outset of the monstrous monsoon. W. Bowie

USER LEVEL: Stage 5 Stage 6
 Paper \$24.95 SCIS 1111369



BONE, Ian

The song of an innocent bystander

Penguin, 2002
 ISBN 0140299904

This gripping novel tells the story of nineteen year old Freda and her struggle to come to terms with a traumatic situation she experienced ten years earlier. She was innocently caught up in a siege at a fast food restaurant with a crazed gunman wanting to free the world from the tyranny of globalisation. The characters, including Freda's parents, are very well drawn through portrayal of their emotions, confusion, and interaction, thus creating very real tension throughout the story. While there is no actual resolution at the conclusion of this book, a hopeful realisation emerges that life can go on, with continuing family support and love regardless of the fact that all parties concerned are imperfect. Older readers will become engrossed in the story. A. Beedles

USER LEVEL: Stage 5 Stage 6
 Paper \$18.95 SCIS 1104462

BURTINSHAW, Julie

Adrift

Raincoast, 2002
 ISBN 1551924692

Many students lead two very different lives. At school they are children learning about the world while at home they are carers for mentally ill parents. This is the story of one such boy, David, who takes full responsibility for looking after himself and his younger sister when his mother lapses into deep depression. It raises many issues about children's responsibility for adult depression and their relationship with the healthy parent who leaves the family. Students grappling with parental separation and new partners will find this a helpful book. Although it is set in Canada the story is universal. It will certainly interest junior secondary students who will find it difficult to put down. A. Soutter

USER LEVEL: Stage 4
KLA: PDHPE
SYLLABUS: PDHPE 7-10
 Paper \$17.95 SCIS 1112515

CASWELL, Brian & CHIEM, David

The full story

University of Queensland Press, 2002
 ISBN 0702232998

Multiple narrative voices in mixed person and frequent shifts in time, generation and place, make this powerful and moving love story a challenging and rewarding experience for independent readers. This collaboration successfully blends those cultural perspectives that contribute to the Australian experience in the best tradition of multi-cultural writing. A tantalising prologue presages the mysteries of this journey and whets the appetite with a parable that weaves through the narratives of Libby and Anh Ho (Andy) in their growing self awareness and deepening love for each other; and Nguyet, the still grieving father of Andy. Moving between first and third person effectively achieves a zoom like flexibility, while compelling manifestations of love in varied contexts are primal and beautifully composed. W. Bowie

USER LEVEL: Stage 5 Stage 6
 Paper \$18.95 SCIS 1107455

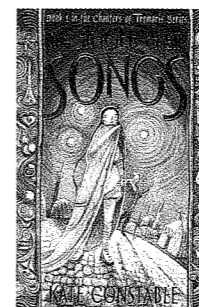
CONSTABLE, Kate

The singer of all songs

Allen & Unwin, 2002 (Chanters of Tremaris)
 ISBN 186508820X

Calwyn, a young novice soon to be priestess, lives securely in the narrow but happy world of Antaris. The unexpected rescuing of Darrow, a hostage from the Outlands, throws Calwyn's life into chaos and she flees her safe world with him in his quest to disempower the evil sorcerer Samis. This is a fantasy world, closely echoing our own, but giving insights into a young woman's burgeoning self realisation and maturity. Its soft, gentle, delicacy of expression is highly suitable for young female readers making Calwyn a sympathetic character with which they will identify. Issues deal with love, loyalty and learning to trust one's instincts. B. MacKinnon

USER LEVEL: Stage 4 Stage 5
 Paper \$17.95 SCIS 1104453



CROGGON, Alison

The gift

Penguin, 2002
 ISBN 0140293434

The first book of the Pellinor trilogy will engage readers in the young heroine's search for her true identity, as she travels with her mentor Cadvan across a threatening, desolate landscape, to reach the city where she can be inducted as a Bard of Pellinor. In this fantasy quest novel, Maerad and Cadvan struggle against a variety of well drawn foes, attempting to bring light and order to a terrifyingly deceptive world. Detailed description brings each battle to life, allowing responders to empathise with Maerad's growing understanding of treachery and betrayal, courage and loyalty. Historical notes and a bibliography add a level of credibility, and will allow for discussions about the blurred distinctions between fact and fiction. H. Cobban

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
 Paper \$22.00 SCIS 1111341

DICKINSON, Peter

The ropemaker

Macmillan, 2002
 ISBN 0330397133

This lengthy and quite challenging tale involves a dangerous quest to find the powerful magician who can re-establish the magic that for generations has protected the Valley from marauding tribesmen and the pillaging armies and tax collectors of greedy empires. Unbeknown to the four travellers, they are stalked by the Ropemaker, a powerful sorcerer who can weave time itself. Dickinson's storytelling is finely honed with bold and original ideas, artfully conceived characters, and fluid language. Suspense is carefully built and sustained within a well controlled, action packed pace to keep lovers of high fantasy eagerly turning the pages and wanting more. Bring on a sequel: the epilogue suggests there are other stories to be told. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5
 Paper \$14.95 SCIS 1112555

DORNEY, Sylvan D

Enigma libras: the book of symbols

Longueville Books, 2002
 ISBN 1920681027

The journey of Sherem, a young philosopher, takes him through a passageway in his dreams to a strange realm of beauty and wonder in search of the mysterious Lapis, the symbols of wisdom and freedom. In his quest, Sherem is given a special staff that contains varying powers that become known as the Sight. As the adventure unfolds his two travelling companions assist him as he tries to outwit Erubus, the dark lord of chaos. Set between Sherem's dreams and reality, this narrative takes readers on a mythical journey that shows promise of providing a sequel. Pencil drawings enhance reader's visualisation and understanding of the text. The language and format are suitable for a range of students. A. Frost

USER LEVEL: Stage 3 Stage 4
 \$16.95 SCIS 1093803

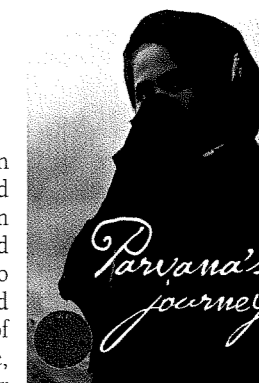
ELLIS, Deborah

Parvana's journey

Allen & Unwin, 2002
 ISBN 1865089990

Bent on traversing a war torn country in search of her mother and the rest of her family, a young Afghan girl displays her courage and resilience. A sad tale, this sequel to *Parvana* conveys the suffering and hardships experienced by refugees of war. Parvana's optimism and hope, along with her compassion for others, make her an admirable focal character. Disturbing experiences are counter balanced by moments of gentle humour and the camaraderie that develops amongst the small band of travellers that Parvana collects along her way. A moving narrative that will raise the consciousness of young readers, this book is well worth considering as a class text. C. Sly

USER LEVEL: Stage 4 Stage 5
 Paper \$15.95 SCIS 1111047



FISHER, Catherine

Corbenic

Random, 2002

ISBN 0099438488

Set in contemporary Wales, this compelling novel of human courage and perseverance interweaves the tale of Cal with that of Sir Percival's Grail quest. Cal abandons his Bangor home to live and work with his more prosperous uncle, he becomes lost and inadvertently enters Corbenic, home of the Fisher King. Tormented by his denial of the Grail vision, Cal struggles with his sanity, shame, guilt, grief, and personal concerns before undertaking his own perilous Grail quest. The writer deftly and compassionately deals with the themes of reality, family, friendship, change, mythology and the issues of mental illness, alcoholism, belonging, and personal values. Evidence of intertextuality and the range of issues integrated into the story make it suitable as a class text for Stage 6 students. F. Crum

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$17.95 SCIS 1102004

GERVAY, Susanne

The cave

HarperCollins, 2002

ISBN 0207198144

Cleverly and humorously portrayed in this adventure are the strongly contrasted strengths and vulnerabilities of young males in contemporary society. Themes examine that, whilst conformity and acceptance may require bravado and allure, stereotyping our youth often denies them the opportunity to demonstrate true mateship, compassion, fear or grief. In this novel, the challenges of the school camp with its journey through the dark, subterranean cave, provide a backdrop for exorcising demons, and expose vindictive bullying in all its ugliness. The excellent portrayal of youth culture, and the role of significant others in one's life, compounded with a focus on unpleasant aspects of male group behaviour, render this a moving and incisive read for all. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$14.95 SCIS 1090884

GILES, Maree

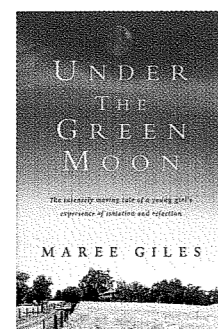
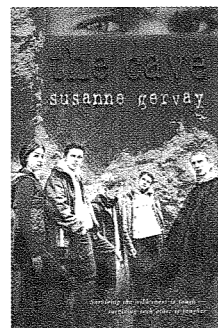
Under the green moon

Time Warner, 2002

ISBN 186049904X

It is 1932 and young tomboy, Daisy Entwistle, is tenaciously teasing out the truth about her grandmother from the knotted skein of tantalising adult gossip, innuendo and angry silences. Every day of her life in New Sands, Botany Bay, she is struggling with isolation and rejection.

A careful construction of this period of her life highlights the vulnerabilities of a girl approaching puberty. It also highlights the vulnerabilities of veterans with disabilities, the unemployed and small business people. The strength and marginality of Aboriginal people is powerfully portrayed, although, unfortunately, in the



writing of the story, attempts to consult with Aboriginal people did not eventuate. Daisy's generosity of spirit is in very sharp contrast to the bigotry, racism and ignorant fear of her contemporaries. The issues canvassed in the book include sexual abuse, racism, the Stolen Generations, growing up, depression; and family relations. W. Bowie

USER LEVEL: Stage 6
Paper \$21.00 SCIS 1082709

HAWKE, Rosanne

Zenna Dare

Lothian, 2002

ISBN 0734403569

Jenefer's palpable sense of Cornish ancestry tied to place is a successful portal to Indigenous Australian spirituality relating to the reconciliation of all Australians through active investigation and understanding. Replete with genealogy, tables, maps and a wide range of text types, this story offers much to patient readers. At its heart is the mystery of the disappearance of Regency songbird Zenna Dare. Jenefer's engrossed unravelling of her story ranges the world, five generations and the very contemporary issues of identity, family and multicultural reconciliation. Her labours to piece together the past of her grandmother shed light on those of Caleb's mum to search her roots past the fact of her membership of the Stolen Generations. W. Bowie

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1095857

HEARN, Lian

Across the nightingale floor

Hodder Headline, 2002

ISBN 0733615627

After the murder of his family, Tomeshu of the Hidden Tribe knows that the only means of stopping Iida Sadamu, the bloodthirsty Tohan lord, is to cross the nightingale floor and exact vengeance. It is only under the guardianship of Lord Otori Shigeru, however, that Tomeshu, renamed Takeo to hide his real identity, can end Iida's despotic campaign to rule the Three Countries. In a complex web of passion, loyalty, fragile political alliances and betrayal, Takeo discovers his startling birthright. Beautifully written in the first and third person, the intricate plot presents many teaching opportunities for older competent students of English. With its shocking twists and unpredictable conclusion, this challenging novel presents an exceptionally rewarding reading experience. H. Gardiner

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
\$29.95 SCIS 1105720

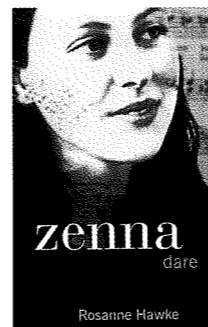
HOFFMAN, Mary

Stravaganza: city of masks

Bloomsbury, 2002

ISBN 0747560935

Lucien, a teenager terminally ill with cancer, is a Stravagante, a wanderer between worlds, whose swirly red and purple notebook enables him to slip out of his bedroom and his sickness into sixteenth century Bellezza, the Venice of the parallel world of Talia.



There Lucien is immediately caught up in a dangerous web of political intrigue with a plot to get rid of the Duchessa, the Bellezzans' elected leader. The stunning cover will certainly attract readers who will find this time slip fantasy interesting and different. Although some may find the rather disjointed and episodic nature of the narrative off putting, those who accommodate will be rewarded with a well conceived and fascinating fantasy adventure. The story is the first of a trilogy. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1111278

KILWORTH, Gary

Spiggot's quest

Atom, 2002

ISBN 1904233015

After having been long disabused of the notion of trolls, faeries, and more, it is truly upsetting for Jack to have to accept their reality. Spiggot, the young boggart and apprentice blacksmith who would wear armour, is helpful to a point. Until Jack understands that nothing in Liofwende is conventionally logical, he cannot be helped back to his own world. This frightening and fascinating excursion into a chaotic parallel universe is the product of a truly fecund imagination with a powerful leavening of fun, humour and serendipity. There is more than one allusion to *A midsummer night's dream*. The quest and the growth of both young adults is a treat and the best part about it all is that it is to be continued! W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1100958

MURRAY, Kirsty

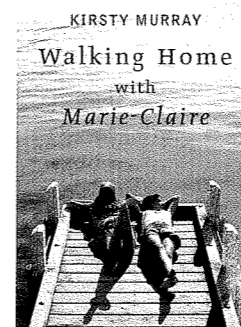
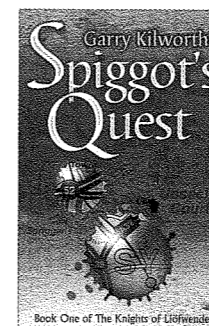
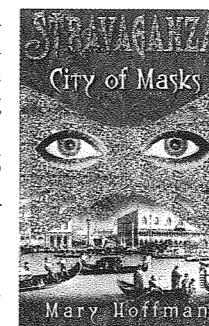
Walking home with Marie-Claire

Allen & Unwin, 2002

ISBN 1865085464

The exploits of two young girls in Australia in the early seventies in this fast moving, believable and quite thought provoking story, are bound to be popular with adolescents. Pauline, PJ, finds that her safe, predictable, law abiding behaviour is challenged when feisty newcomer Marie-Claire becomes her friend. She also finds that life at home is changing as her older siblings leave home with her sister wanting independence and her brother, a conscientious objector, living in sin with his girlfriend. The issues of growing up and being true to oneself; friendship and loyalty; making choices; and realising that with rights come responsibilities are interwoven. Today's readers are also provided with an interesting perspective on attitudes and values in the seventies. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1107460



PITTAWAY, Kal

Falling into place

Lothian, 2002

ISBN 0734404182

Austin O'Connell has committed a terrible crime. Why else would he be registered in the Hanlow Mist Down's Rejuvenation Program? Initially, readers are not quite sure what has happened in Austin's troubled past, but snippets are revealed throughout this compelling snapshot of a teenager's harrowing experience. Deep mistrust of adults, unhealthy friendships and fractured families characterise the lives of Austin and the other young detainees. As a result, a sense of helplessness and despair permeates the plot. Careful consideration of the novel's impact on some younger students would be necessary, as references to drug abuse and coarse language are frequent. Particularly useful for inclusion in an Area of Study, this excellent novel ultimately offers hope in a harsh world. H. Gardiner

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$16.95 SCIS 1100925

PRIESTLEY, Chris

Battle of Britain: Harry Woods, English 1939-1941 (My story)

Scholastic Children's, 2002

ISBN 0439994233

Presented in the style of a diarised autobiography, this historical fiction details the experiences and reflections of a young Royal Air Force pilot during World War II. The style of the narrative seems somewhat stilted with a formality which may have been chosen to reflect the historical and cultural context of the story. The detailed descriptions of aircraft used in World War II and the personal narrative point of view add to the appeal of this book for readers who enjoy adventure. The book includes photographs, an historical timeline and endnote written from a British perspective. These provide a fruitful starting point for further research on the people and events of World War II, the question of what constitutes reliable history, and imaginative recreation of the events during this period. E. Vale

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1100421

RIPPON, Sally

Chenxi and the foreigner

Lothian, 2002 (Lothian YA fiction)

ISBN 0734404166

The concept of being a foreigner is explored through the self centred character of Helen, as she experiences a brief stay in China. She is a foreigner in many senses: she cannot speak Chinese, and does not understand the local customs, traditions and situations. Her reactions to these are presented to the reader through the themes of: friendship; family; love; betrayal; cultural diversity; and freedoms. For mature readers, this book introduces the concepts of political repression and teenage pregnancy. This could be a worthwhile related text for the current English Stage 6 Area of Study: *Change* and for the future Area of Study: *The journey*. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English

SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced*
Paper \$14.95 SCIS 1095871

The road to Camelot

/ edited by Sophie Masson
Random, 2002
ISBN 1740518012

While not unified by a discrete narrative thread this collection of short stories by established Australian authors maintains its integrity through: clear enthusiasm and expertise; the commitment of its contributors to a venerable tradition of scholarship; and storytelling in the Arthurian tradition. Author's notes append each contribution, revealing something about their craft and fixing these tales as exemplars of good writing on a common subject. Of particular interest is Isobelle Carmody's promotion of Guinevere from pawn, faithless and fickle, to the equal of Arthur and agent of the rehabilitation of modern humanity. An exciting concept, this action packed collection of fourteen stories is magical and spiritual, multi-layered and richly hybrid. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1107459

ROBERTS, Katherine

The Babylon game

Harper Collins, 2002
ISBN 0007112793

The wonders of ancient Babylon are brought to life in this compelling novel in which the adventures of mischievous Tiamat unfold in a flurry of twists and turns. As a member of the Twenty Squares Club, Tiamat should have little trouble assisting her team win the prestigious Garland. After an encounter with the mystical sirrush, however, she finds that a myriad of powerful and dangerous forces have been unleashed. The chapters are organised according to the phases of the Twenty Squares game and headed with excerpts from ancient prayers. With maps and an extensive glossary as a guide, readers are orientated to Babylonian geography and culture. This outstanding novel should prove to be a satisfying read. H. Gardiner

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
Paper \$12.95 SCIS 1097814

VALENTINE, James

JumpMan

Random House Australia, 2002
ISBN 174051789X

As if trying to work out his exact relationship to fourteen year old childhood friend Genevieve is not already difficult enough, Jules also has to develop a proper working relationship with his brain, yet another new school, and now his Dad. So why does Theodore have to materialise to add to the confusion? This rollicking tale is funny, energetic, graphic, integrated and dramatic. Although Genevieve is marginalised, this work will resonate with all readers who enjoy the challenge of unpacking parallel worlds usually associated with *Hitchhiker's guide to the galaxy*, *Back to the future*, and *Harry Potter*. It is interesting to notice that future folks too are as infested by unsolicited advertising as dogs are by fleas. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$14.95 SCIS 1105633

WHITEBEACH, Terry & BROWN, Michael

Bantam

Fremantle Arts Centre Press, 2002
ISBN 1863683739

The narrative of this story follows the life of Mick as he moves from the city back to Bantam, his small home town. Deciding not to move in with his mother, and unable to cope with living with his hippie father, Mick decides to live on his own. Written from Mick's viewpoint, the story portrays a realistic depiction of life in a small country town and the issues faced by many school leavers today, including: racism; depression; a sense of hopelessness; unemployment; relationships; and difficulties within a contemporary youth culture. The matter of fact prose may appeal to some readers, however teachers need to be aware there is some coarse language. E. Derouet

USER LEVEL: Stage 5 Stage 6
Paper \$14.95 SCIS 1099225

WRIGHT, Joshua

Plotless, pointless, pathetic

Allen & Unwin, 2002
ISBN 1865087858

Knight defender, Sir Glame and his trusty steed, Bill, are hot on the trail of the author of *Saucy McRascal's big book of fun*, in the kingdom of Sausagopolis. Along the way they test their wits against traditional fairy tale villains, anachronistic robots, and the good intentioned, Sir Quacksalot. Their adventures are told in a series of cartoon panels that alternate with sections of prose. The language is pitched at young adolescents. Readers are introduced to mini adventures between each chapter to maintain interest and further explore character traits. This is a refreshing approach to the traditional tale of knightly quests. S. Hughes

USER LEVEL: Stage 4
Paper \$12.95 SCIS 1093868

ZUSAK, Markus

The messenger

Pan Macmillan, 2002
ISBN 330363883

Forced to journey beyond his comfort zone by confronting and solving challenges, the main character re-examines his own existence and his relationships with others. The complex combinations of themes are well presented and constructed by the author. Various scenarios presented throughout the novel including: accepting responsibilities; respecting others; use of violence and love, all provide a range of stimulus material for further discussion and classroom application. While the nature of the subject matter targets the more mature student, the strong central character and his unsuspecting transformation and final realisation, make it an ideal related text for the Stage 6 English *Standard* and *Advanced* courses Area of Study: *Change*. It is a text that has a lot to offer the readers in re-assessing their own attitudes. B. Kervin

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$16.95 SCIS 1107391

Information, poetry and drama

Resources are in Dewey order.

KNAPP, Brian

Visual science encyclopedia [series]

Atlantic Europe, 2002

Presented as well illustrated glossaries of individual science and technology subject areas, this encyclopaedia would make excellent reference material for students and teachers studying the *Science Stages 4-5 syllabus*. Each volume contains an alphabetical glossary of subject specific vocabulary with cross references shown with the use of bold print. Attractive layout and exceptionally clear diagrams make this series very user friendly. This resource could be used to provide valuable, structured practice in information location for junior students. The *Plants* volume, however, would be better served with some Australian examples. The information is current, accurate and clearly explained, covering a wide range of interesting topics from chat room abbreviations to soil structure. B. Sampford

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: Science; TAS
SYLLABUS: Computing Science 7-10; Science Stages 4-5
\$33.00 each

Titles in this series include:

Computers and the Internet SCIS 1079190
Elements SCIS 1075486
Heat and energy SCIS 1079138
Plants SCIS 1079195
Rocks, minerals and soil SCIS 1075491

WILSON, Carole

Software design and development: the HSC course

Cambridge University Press, 2002
ISBN 0521006457 [005.1076]

Providing material on all syllabus topics, this excellent HSC resource and its accompanying CD-ROM, will be well used by both teachers and students. As in the Preliminary course book, blue highlighted text indicates major headings, and table presentation format is used extensively. Student activities are varied in style, and are suited to both classroom and private study contexts. Questions are included to prompt students to explain, justify and evaluate their work in line with the standard expected of band 5-6 students. While no chapter summaries are provided, the format and diagrams will encourage both teachers and students to create them for themselves. Included in the CD-ROM are: Powerpoint presentations for most of the book's chapters; additional projects and activities; a test maker component which would allow teachers to create their own revision questions very quickly; and answers to work presented in the text. These will save teachers much time. This set will be of benefit to new and more experienced teachers of computing, although the CD-ROM could be used alone as an alternative reference source. C. Shand

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
Paper \$42.00 each SCIS 1097668
CD-ROM \$229.95

Titles in this series include:

Software design and development. Teacher CD-ROM: the HSC course SCIS 1114921
Software design and development: the preliminary course SCIS 1064770

APEL, Melanie Ann

The let's talk library [series]

Powerkids, 2002

Issues that arise from time to time in the classroom, such as children being excluded from games or not being able to deal with losing, may be aided by reading to the class as a discussion starter, the appropriate book from this series. The books cover topics very thoroughly. They are sensible and practical, but require sound literacy skills. While the photographs throughout are largely of students in the early years of schooling, the text is quite demanding with words like *anxiety*, *ritual* and *attitude*. Parents and teachers could find the books very useful to read with individual children or groups of students in order to help them deal with specific issues. A. Soutter

USER LEVEL: Stage 1 Stage 2
\$24.95 each

Titles in this series include:

Let's talk about being in a wheelchair SCIS 1101980
Let's talk about feeling defeated SCIS 1101992
Let's talk about nightmares SCIS 1101985
Let's talk about when you think nobody likes you SCIS 1101987

9.11.01: terrorists attack the US

Raintree Steck-Vaughn, 2002
ISBN 0739860216 [303.6]

The events of 11 September, 2001 have been a discussion topic in many homes and schools. New names and concepts, such as *terrorism*, *bin Laden* and *al-Qaeda*, regularly appear on television and in newspapers but what do they mean? This book attempts to provide an easy to read explanation of the events, to help students reach some understandings about these global issues. The information in this book is very subjective and simple in its depth and treatment, especially in dealing with topics such as *Islam* and *Afghanistan and war*. Despite the lack of curriculum relevance for primary students, teachers and parents may find that this book provides them with background understanding to enable them to explain events if and when questions arise. This book should be used in conjunction with other sources as care needs to be taken to provide an accurate and balanced account of these events. L. Singleton

USER LEVEL: Stage 3 Professional Community
\$33.00 SCIS 1104825

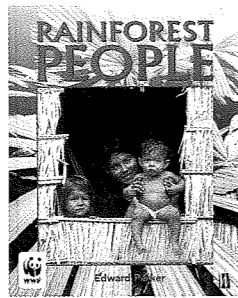
PARKER, Edward

Rainforest people

Hodder Children's, 2002
ISBN 0750235047 [304.2]

In seven chapters, this well researched book describes and explains the cultures, peoples, history, development and exploitation of

rainforest areas. While concentrating on the Amazon rainforest, other areas and groups in Africa, Asia and Central America, are also mentioned. Conservation of natural resources is emphasised, as is the need for education, self help, and empowerment of local people, and for political and economic action by citizens of the developed world. Profusely illustrated with well chosen, appropriate photographs and maps, this book is written in age appropriate language, in short sections easily accessible to young readers. A glossary and index enhance its potential for classroom use. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; Geography Stages 4-5
 \$36.95 SCIS 1092682

People in the past [series]

Heinemann Library, 2002

Using a two page per topic layout, this easy to read series offers an overview of aspects of the ancient Greek world. The *Ancient Greek children* volume covers such areas as **work** and **transition to adulthood** while jobs such as **bankers** and **thinkers** are included. **Troublemakers** and **women with names** are some of the topics of the third book. Further reading and web sites are included; the latter would have to be assessed in terms of curriculum relevance. While these are clearly junior texts that could be used as very accessible references for the Stage 4 History topic, *Ancient Societies*, Ancient History students could find the illustrations of pottery and statues and quotations from plays and authors ready source materials for the Greek society options of the *Ancient History: Stage 6 syllabus*. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
 \$33.00 each

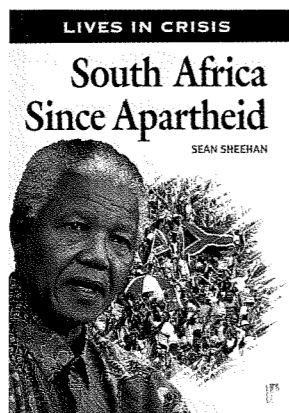
Titles in this series include:

Ancient Greek children SCIS 1103308
Ancient Greek jobs SCIS 1103294
Ancient Greek women SCIS 1103283

Lives in crisis [series]

Hodder Wayland, 2002

Complex issues and incidents of social conflict are presented with well illustrated historical and contemporary pictures, clear maps, and text that includes highlights of key quotations. *The African-American slave trade* is detailed in its examination of the reasons for slavery, motivation of slavers, slave revolts, abolition and effects of slavery in the Americas. *South Africa since apartheid* covers South Africa's colonial past and the rise of apartheid and addresses: inter-racial relations; the Truth and Reconciliation Commission; economic and social conditions; and the future of a country still riven by colonial issues. Inclusion of a table of contents, a glossary of key concepts, and an index make information user friendly. Web sites would need



to be evaluated for specific curriculum relevance. The text is objective and can be used to introduce further explorations of controversies related to inequality and poverty, and to promote consideration of the enormity of the issues covered in this series. B. Corr

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
 \$39.95 each

Titles in this series include:

The African-American slave trade SCIS 1007338
South Africa since apartheid SCIS 1109230

Parenting

/ edited by Justin Healey. Spinney Press, 2002 (Issues in society 172)
 ISBN 1876811811 [306.874]

An investigation of the responsibilities of parenthood and how the ways in which children are raised has evolved with social change, is presented in this outstanding resource. The roles of mothers and fathers are discussed along with issues about work and its impact on child rearing, teenage parents, gay parenting, divorce, sole parents, and step families. Clear language and format make this an essential resource when studying the responsibilities and issues of parenting for the *Exploring Early Childhood* course Stage 6. Key points are highlighted in boxes, information is summarised on a single page, and a list of possible references for further research is provided. A. Frost

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; CEC Exploring Early Childhood Stage 6
 Paper \$17.50 SCIS 1104761

HERON, Carmel

Picture Australia's past [series]

Heinemann Library, 2002

With its historic photographs depicting commonplace scenes, and activities described by short sentences and simplistic language, this series suits younger students. Supporting the outcomes of the *Change and continuity* strand of HSIE K-6, the information in each book is attractively presented in a bold format. Terms that require explanation are printed in bold type and are included in a simple glossary. It is disappointing that inferences are drawn from the photographs and generalisations are made that are not authenticated by further examples or references made to the context in which the photographs were taken. Footnotes on each page verifying the source of materials used would have been a valuable research tool for students. S. Rasaiah

USER LEVEL: Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 \$28.60 each

Titles in this series are:

Entertainment SCIS 1105469
Home SCIS 1105472
School SCIS 1105475
Work SCIS 1105480

The forestry debate

/ edited by Justin Healey. Spinney Press, 2002 (Issues in society 168)
 ISBN 1876811773 [333.75]

In keeping with other titles in the series which serve to raise awareness of a wide range of social issues, the debate about the state of Australia's forests is covered in the context of sustainability issues, logging, climate change, wood chipping, plantations, timber as an energy source, and preservation. The easy to read format and language provide students with useful and current information and statistics. Arguments for and against the issues are summarised on a single page. This essential resource will be valuable when studying environmental issues in the modules for *Global environments* and *Managing global environments* of the *Geography Stages 4-5 syllabus* and *Biophysical interactions* of the *Geography: Stage 6 syllabus*. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; Geography Stage 6
 Paper \$17.50 each SCIS 1091120

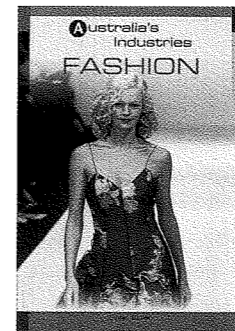
Other titles in this series include:

Alcohol use SCIS 1091106
Australia's immigration debate SCIS 1104758
Parenting SCIS 1104761
Poverty SCIS 1104756
Stress SCIS 1091107

Australia's industries

Echidna Books, 2002

This informative series highlights a range of Australian industries and the services or goods that they provide. Each book in the series looks at the historical development of the industry, as well as product, employment and environmental issues. The use of colour, graphics and clear subheadings allows both teachers and students easy access to the information. The future viability of each industry is also discussed and a glossary of terms and web addresses is also included. Teachers would need time to investigate these for syllabus relevance. The fashion and wool titles are particularly relevant to the *Textiles and Design: Stage 6 syllabus*. V. Smith



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Textiles & Design 7-10
 \$28.60 each

Titles in the series include:

Fashion SCIS 1090697
Gold SCIS 1090695
Music SCIS 1090692
Wool SCIS 1090699

HAMPER, David

Legal Studies HSC

Pearson Education, 2002
 ISBN 0733929168 [340.94]

Written specifically for the Stage 6 Legal Studies course, this comprehensive text provides relevant and up to date information that closely parallels the syllabus headings. Additional summary

listings identify key Commonwealth and NSW legislation and international treaties and protocols. Both introductory and additional focus studies topics are explained through clear language and explanation of key concepts. Featuring recent cases relevant to specific legal issues, comprehensive review questions and student centred activities, hypothetical scenarios, summary points and topic reviews, this resource will provide students with a detailed, self directed reference text that has a range of information that is useful for discussion. A. Fisher

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
 Paper \$50.00 SCIS 1105872

WILKINSON, Carole

Black snake: the daring of Ned Kelly

Black Dog, 2002
 ISBN 187637215X [364.15]

Adopting a sympathetic voice, this book presents Ned Kelly as a victim of circumstances, injustice and police harassment, and as an advocate for the poor and the disadvantaged. **What if you were there...** introduces each chapter with a reconstructed first person narrative account of the events or roles described in the chapter. This format provides a range of perspectives by different participants in the story, and balances the objective description of history's events of the familiar folklore. Unfamiliar vocabulary is explicitly explained in the course of the narration. Boxed annotations, maps and photographs are supported by anecdotes and information on locations, events and characters. Aided by an **Index** to people and places, this is a highly accessible and enjoyable account of a significant episode in Australia's bushranging past. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
 Paper \$15.95 SCIS 1104447

Small world [series]

Zero to Ten, 2002

Children participating in daily rituals such as dressing and going to bed are portrayed in extraordinary photographs in each of these compact books. The activities are described in rhyming verse, which adds to the appeal of this series for younger students. Ideas are provided for parents and teachers on how to use each book and a helpful picture index describes each photograph and its country of origin. Conveying the message that children all over the world have the same needs but may do things differently, this series supports the achievement of outcomes in *Cultural diversity* in the *HSIE K-6 syllabus*. The language concepts and visual techniques used in this series ensure a range of uses for teachers and students. S. Rasaiah

USER LEVEL: Early Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 \$23.10 each

Titles in this series include:

Bedtime! SCIS 1110350
Get dressed! SCIS 1110371
Tidy up! SCIS 1110373
Washing! SCIS 1110347

Two-Can discovery guides [series]

Two-Can, 2002

The range of titles in this series supports several units of work in the Science and Technology and HSIE K-6 syllabuses. Text features, including cross referencing, a glossary, **Chatterbox**, and captioned photographs, facilitate use by beginning researchers. **Quiz corner** asks leading questions that can be answered from the facts on each double page. The Science and Technology content strands, *Living things* and *Earth and its surroundings*, as well as *Cultures* in the *HSIE K-6 syllabus*, are particularly well supported by this series. High content level leads to a lack of detail in some areas, but provides starting points at an ideal level for individual research by the capable Stage 2 student. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$19.95 each

Titles in this series include:

Celebrations and festivals SCIS 1098865
Polar lands SCIS 1099601
Space exploration SCIS 1098724

LANKFORD, Mary D.

Birthdays around the world

Harper Collins, 2002
 ISBN 068815431X [394.2]

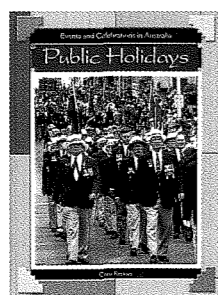
Beautifully illustrated, this picture book is packed with information about the diverse ways birthdays are celebrated in a number of countries around the world, including some of Australia's neighbours such as Malaysia, New Zealand and the Philippines. The book examines special aspects of the birthday celebration such as: the birthday song; special games; or foods. In some countries certain gifts are given. This is a useful resource to support *Celebrations* in the *HSIE K-6 syllabus*. Teacher guidance would be needed as language used in this book may be difficult for younger students working independently. L. Singleton

USER LEVEL: Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 \$33.95 SCIS 1112632

Events and celebrations in Australia [series]

Echidna, 2002

Clear, concise, basic information characterises this interesting series focusing on the many festivals and events, including public holidays and shows, which annually take place around Australia. Each topic is attractively presented and comprises coloured photographs with captions and various fact boxes. A wide range of topics contains information on such diverse topics as: **Birdsville Cup**; **Henley-on-Todd Regatta**; **Floriade**; **The Tamworth Country Music Festival**; **Passover**; **Muharram**; **Regatta Day**; and **Anzac Day**. There is a final section in each book which includes a calendar of events, a **Glossary**, and **Further information** which directs readers to other useful books and authoritative web sites. These would need checking for curriculum relevance. This is a useful resource to support *Cultures* in the *HSIE K-6 syllabus*. M. Busch



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$28.60 each

Titles in this series are:

Public holidays SCIS 1091513
Religious events and celebrations SCIS 1091516
Shows and festivals SCIS 1091514
Sports events SCIS 1091511

FITCHETT, Gordon

Snow white and the seven dwarfs

Random House Australia, 2002
 ISBN 1740517199 [398.2]

This text provides a thought provoking interpretation of the traditional fairytale. Readers will find humour and interest in the interplay of its visual and verbal elements at the turn of each page. The written text remains faithful to the original, with no reference to altered character appearance. The illustrations, however, boldly depict an Australian landscape where Snow White is a kangaroo surrounded by bush animal friends and is kindly cared for by seven adoring koalas. The excellent attention to detail creates delightful native bush scenes. Only the time setting could confuse younger readers and perhaps slightly affect the fluency of the tale. S. B. Taylor

USER LEVEL: Stage 1
KLA: English
 \$25.95 SCIS 1112465

BARBER, Antonia & HESS, Paul

Hidden tales from Eastern Europe

Lincoln, 2002
 ISBN 0711219494 [398.2094]

Celebrating the reopening of Eastern Europe to the West, this handsome picture book presents seven delightfully unfamiliar tales, cleverly illustrated in appropriate European style. In the familiar language and tone of folk tales, universal themes, firmly embedded in a pre urban landscape, are approached through unfamiliar characters, settings and plots. Folklore aficionados will recognise the styles and purposes of the stories. Sources in original languages are cited, and the translator is acknowledged. These stories, from seven different countries, are highly recommended for use within the *Cultures* strand of the *HSIE syllabus*, and may be compared with more familiar tales with similar themes in an analysis of a narrative type of text. W. Smith



USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$27.95 SCIS 1110519

RANDALL, Daniel

Tales of King Arthur

Bookmart, 2002
 ISBN 1843220679 [398.20941]

Containing an illustrated collection of the legends of King Arthur, this book includes the tales of **Uther and Igraine**, **Excalibur** and **Lancelot**. Written in highly abridged form, the depictions focus on

content at the expense of style. The plain prose format with Disneyesque illustrations could be used to familiarise less confident readers with the stories and characters of Arthurian legend, prior to an in depth study of film and short stories of the myths and legends of Arthur. The illustrations provide an opportunity for exploration of the ways good and evil, beauty and bravery are depicted in Anglo Celtic culture. E. Vale

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; History Stages 4-5
 \$14.95 SCIS 1103441

HOUGH, Lyndall

English A to Z: the essential handbook

Heinemann, 2002
 ISBN 0864628072 [428.1]

Key words and phrases relevant to contemporary studies in English are collected in this clearly produced handbook. Presented alphabetically, **Part one** provides ready access to terminology associated with reading, writing, and viewing texts. The second part begins with a two page timeline that chronicles the development of significant movements in Western literature from ancient Roman influences to Postmodernism. Subsequent sections model various text types with specific contemporary examples and analyse their form and notable features. A useful resource, this publication would be a valuable addition to a high school student's reference collection. C. Sly

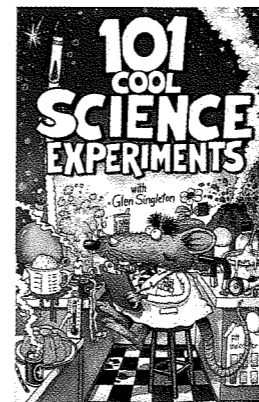
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard*; *Advanced*
 Paper \$23.10 SCIS 1103017

CHAPMAN, Helen

101 cool science experiments

Hinkler, 2002
 ISBN 1865156043 [507.8]

Simple, intriguing and safe, this is a marvellous collection of activities. The experiments are well designed using only common household materials yet cover a wide range of scientific ideas. Baked ice cream, bouncy eggs and dinosaur food are just some of the things to make. Each experiment has clear instructions and a list of materials. Amusing cartoon style graphics, and some dreadful jokes, add to the appeal. The **Why** section gives a concise, straightforward explanation of the underlying science along with some fun facts and history. Students looking for ideas for their independent project or science teachers looking for new activities would find this an entertaining starting point. B. Sampford



USER LEVEL: Stage 3 Stage 4 Stage 5 Community
KLA: Professional
 Science
SYLLABUS: Science Stages 4-5
 Paper \$7.95 SCIS 1091881

WILLIAMS, Brian

About time [series]

Cherrytree, 2002

[526]

All facets of time are explored in this series of single themed resources developed for junior secondary students. Focal points include measuring and recording time and the historical development of recording time. Using a broad general theme each title explores in detail the various linking concepts. *Earth Time*, for example, concentrates on geology, fossils, and evolution. The series is clearly set out and well supported by time lines, illustrations, extensive glossaries, indexes and facts that focus the reader. The two page sectional format will encourage student use. The scope of the information provides good material to also serve as stimulus for other curriculum areas not mentioned. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Mathematics; Science
SYLLABUS: History Stages 4-5; Mathematics 9-10; Science Stages 4-5
 \$33.00 each

Titles in this series are:

Calendars SCIS 1105629
Earth time SCIS 1105635
Latitude & longitude SCIS 1105626
Measuring time SCIS 1105615

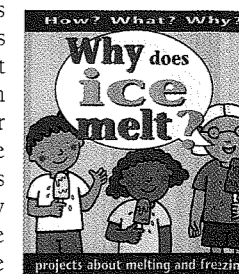


PIPE, Jim

How? what? why? [series]

Watts, 2002 (Aladdin books)

The large font and active illustrations in this series invoke the reader's curiosity. Features such as direct speech in speech bubbles and cartoon like child figures attract younger readers. Through investigation, the junior scientist gains understandings and is prompted to investigate a new puzzle. The answers to each are provided at the end of the book. The four books in this series cover the simple physical phenomena of floating, sinking, balancing, rolling, sliding, melting and freezing. Teachers could use these resources to introduce the investigation process to students in Early Stage 1 and to further explore sequencing of events and procedural text structures in Stage 1. C. Love



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$32.95 each

Titles in this series are:

How does a ship float? SCIS 1091777
What does a wheel do? SCIS 1094975
Why does ice melt? SCIS 1094971
Why does it fall over? SCIS 1091762

ROSS, Stewart

Michael Faraday

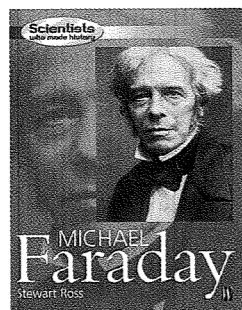
Hodder Wayland, 2002 (Scientists who made history)
ISBN 0750239395

[537.92]

A range of illustrations and extracts from original source documents help bring this biography of Faraday to life and place his work in context with that of other great scientists of his day. The text is concise and simple with short sentences and interesting examples given. Students of the *Science Stages 4-5 syllabus* considering focus area 5.3: *evaluates the impact of applications of science on society and the environment*, would certainly find Faraday's work on electricity and electrochemistry a relevant example. The last section makes clear links between his work and its legacy in our world: motors; electricity; generators and transformers. B. Sampford

USER LEVEL: Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
\$36.95

SCIS 1104850



OXLADE, Chris

Chemicals in action [series]

Heinemann Library, 2002

Students of the *Science Stages 4-5 syllabus* studying *atomic theory and compounds and reactions* in the 5.7 domain, will find a useful discussion of the changing models of the atom that scientists from Democritus to Bohr have developed. Elements, compounds, mixtures, separations and the reactions that cause chemical change are examined in straightforward text with clear, colourful photographs. Experiments throughout the books use common school laboratory equipment or can be done at home. These books would also make useful revision material for students beginning the *Chemistry: Stage 6 syllabus*, giving a clear outline of the assumed knowledge for this subject. B. Sampford

These books would also make useful revision material for students beginning the *Chemistry: Stage 6 syllabus*, giving a clear outline of the assumed knowledge for this subject. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Science Stages 4-5
\$35.20 each

Titles in this series include:

Atoms SCIS 1103366
Elements and compounds SCIS 1103398
Materials changes and reactions SCIS 1103393

Earth files [series]

Heinemann Library, 2002

Providing a basic overview of information about a range of natural environments on earth, including such topics as **Islands**; **Mountains**; and **Oceans**, this factual series provides explanations of the many unique features that are characteristic of aspects of the

Earth. Mention of the physical geography, geographical processes and ecology is made. Answers to common questions about each habitat are given through easy to read text, colourful illustrations, maps and simple diagrams. A basic glossary and index adds further support to key themes and issues related to *Geography Stages 4-5 syllabus* topics about management of global environments. A. Fisher

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5
\$35.20 each

Titles in this series include:

Islands SCIS 1104532
Mountains SCIS 1104529
Oceans SCIS 1104520

Storms [electronic resource]

Two-Can Publishing, 2002

ISBN 1854349155

[551.55]

Exploring the phenomena of storms and weather patterns, this book and CD-ROM combine to entertain and inform students. The clear, colourful illustrations, annotated diagrams and student activity sheets help develop concepts and understandings about: **Snowstorms; Hurricanes, typhoons and cyclones; Tornadoes and waterspouts; and Thunder and lightning**. Each chapter contains a **Disk link** which involves an interactive activity. The CD-ROM contains a series of interactive games for individual or group activities through which the students' understandings can be tested and extended. Users may find that the CD-ROM is slow to respond in some sections. This kit supports the study of the *Earth and its surroundings* strand of the *Science and Technology K-6 syllabus*. J. Hancock.

Minimum requirements

Macintosh: System 7.0; 16MB RAM
Windows 95/98: Pentium 100; 16MB RAM

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
\$24.95 SCIS 1097025

Endangered and introduced species

/ edited by Justin Healey. Spinney, 2002 (Issues in society 174)

ISBN 1876811838

[578.680994]

Up to date information on invasive species in Australia and threatened native species is provided in this diverse collection of articles from government and non-government organisation reports, web sites and newspapers. The articles provide a basis for development of critical skills in analysing the purpose of the writer. They are a valuable source of information and views that could be used to develop understandings about ecosystems, human impacts and the role of political and market forces in decision making. The social dimension of environmental problems is made clear. This book provides the statistical data, opinion and scientific detail, that enable an environmental issue to be incorporated in Key Learning Areas beyond Science and HSIE, in accordance with the Department's policy. J. Kennelly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE; Science
SYLLABUS: English 7-10; Geography Stages 4-5;
Geography Stage 6; Science Stages 4-5
Paper \$17.50 SCIS 1104768

Microhabitats [series]

Evans Brothers 2002

The structure and function of living things and the way in which these interact with their environment is demonstrated in these excellent resources. Each book in the series examines a different microhabitat in depth. Although not specifically Australian, this series contains a wealth of clear, easy to understand, information. Authentic labeled diagrams, colourful illustrations and photographs add to the value of each book for primary students. **Guess what** in each chapter contains fascinating facts for the reader and could motivate them to investigate further. Simple experiments are provided for the reader to further develop understandings. J. Hancock.

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
\$29.70 each

Titles in this series include:

Life in a cave SCIS 1091521
Life in a garden SCIS 1091519
Life in a rock pool SCIS 1091524

WILKINSON, Rick

Endangered!: working to save animals at risk

Allen & Unwin, 2002

ISBN 1865086649

[591.68]

Authenticity is achieved in this informative book by the inclusion of the perspective and quotes of individuals involved in the research and recovery teams of different endangered animals. It scientifically describes rescue procedures, identifying the difficulty of working with wild animals and the ingenious techniques devised by field workers. In doing so, it looks at the habitat requirements and human threats to the survival of each animal. The enthusiastic, dedicated and caring individuals involved in rescue work provide role models for readers, consistent with the career objectives of the NSW Department of Education and Training *Environmental education policy for schools*. A sense of teamwork with common purpose provides a note of excitement. The stories, focusing on the work of scientists, zoos and other conservation groups in many locations, would be useful for classes studying global contexts. J. Kennelly

USER LEVEL: Stage 4
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
\$24.95 SCIS 1092210

TAYLOR, Barbara

Insects and other minibeasts

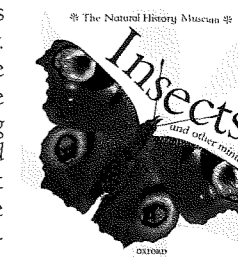
Oxford University Press, 2002 (The Natural History Museum animal close-ups)

ISBN 0199107920

[595.7]

Combining excellent, large action photographs of small animals, with a simple, precise text, this book encourages close inspection, understanding, query and an informed way of looking at otherwise inconspicuous creatures. The purposeful activity, food source and structure of each small animal are explained. Photographs and explanatory text illustrate the concepts of adaptation and interde-

pendence. The selection of animals provides a snapshot of diversity. Habitat and conservation issues are not included. This book supports the study of *What's alive* in the *Living things* strand of the *Science and Technology K-6 syllabus*. The text features included in this book provide a useful model for producing information reports. J. Kennelly



USER LEVEL: Early Stage 1 Stage 1
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
Paper \$16.95 SCIS 1096413

SAVAGE, Stephen

Amphibians

Hodder Children's, 2002 (What's the difference?)

ISBN 0750241527

[597.8]

Clear photographs and fascinating facts about selected amphibians worldwide, make this an enjoyable and interesting book for young readers. A simple diagram introduces the notion of classification of animals. Accurate, age appropriate information about various frogs, toads, salamanders and newts gives an overview of amphibian diversity, adaptation and habitat diversity. Whilst the content is not exclusively Australian, explanations about amphibian needs and habits would alert students to features they could look for when observing these creatures. The book has use for science classes but, without consideration of conservation issues, its usefulness in integrated studies is dependent upon teacher initiative. J. Kennelly

USER LEVEL: Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$16.95 SCIS 1103746

WHEELHOUSE, Frances

Dart: scientist and man of grit

Transpareon, 2001

ISBN 0908021275

[599.9]

Meticulous research and first hand knowledge make this biography of Raymond Dart a valuable resource for all those interested in the history of notable Australian scientists. Students of the *Biology: Stage 6 syllabus, Option 9.8 - The human story* will find this a comprehensive account of Dart's life and work, including his discovery of *Australopithecus africanus* in 1924. Many HSC students may find the extensive footnoting and constant conversions between metric and imperial measurements make the text difficult to follow. More editorial effort could have been made to remove the grammatical errors and to develop a direct and accessible style so that the work of this Australian pioneer could be more widely appreciated. B. Sampford

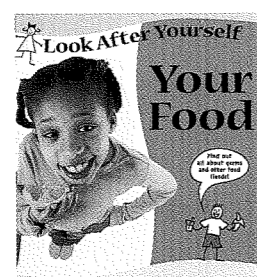
USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
Paper \$43.95 SCIS 1110186

Do you have a great idea for a future *Scan* article?
Please ring The Editor on 02 9886 7501 or email
Sally.Rasaiah@det.nsw.edu.au

Look after yourself [series]

Franklin Watts, 2002

A useful resource for the study of *Personal health choices* in the PDHPE K-6 syllabus, this series demonstrates how to care for your body, and explains the body's basic health, nutrition and hygiene requirements. Text features which add to the appeal of this compact series to teachers and students include: animated drawings; coloured photographs; wrap around captions; clear headings; and suggested teaching activities. Short sentences, fascinating, magnified images, humorous cartoons and appropriately sized fonts ensure that this series will engage independent readers. Teachers may find sections such as **Head lice** and **A healthy start** useful. J. Hancock



USER LEVEL: Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$29.95 each

Titles in this series include:

Your body SCIS 1119608
Your food SCIS 1106999
Your hair SCIS 1107000

GIPLIN, Rebecca & ATKINSON, Catherine

Chocolates and sweetsOsborne, 2002
ISBN 0746047789 [641.5]

A colourful and effective confectionary recipe book suitable for use by both students and teachers of Food Technology and Hospitality, this text makes excellent use of bright colours, clear photos and sketches. Each recipe clearly shows ingredients, steps for production, information on use by dates and appropriate storage. Recipes include: creamy coconut ice; peppermint creams; chocolate fudge; mini florentines; chocolate dipped fruit; and tropical fruit cups. The book concludes with colourful wrapping ideas such as sweetie bags, wrapped lollies and gift tag designs. V. Smith

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7-10; Tourism & Hospitality
Paper \$12.95 SCIS1107305

WOLFE, Gillian

Look!: zoom in on art!Frances Lincoln, 2002
ISBN 0711219052 [701]

Most suited to primary pupils or lower secondary students, this book uses the concept of looking: up; down; inside; and again, to introduce young people to an increased awareness about how to view their own and the painter's world. Many of the well known examples of art included for focus are full page size, and therefore easy to share in group discussions. Although not an Australian publication, the questions asked about each artwork often deal with the subjective and structural frame, and the artist's practice, concepts featured in current approaches to teaching visual arts. Suggestions for practical exercises and a brief biography on each artist are found in **Look it up**. K. Ashley

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6
\$27.95 SCIS 1106736

SHEPHERD, Rowena & Rupert

1000 symbols: what shapes mean in art and mythThames and Hudson, 2002
ISBN 0500283516 [704.9]

For those intrigued by the concepts or ideas behind literary or art related symbols, this collection offers a myriad of possible explanations. The three column per page layout and crisp blue cut out symbolic depictions of each concept, provide an easy access and explanation of each graphic symbol included. Chapters cover topics such as the body, actions, mythical animals, living creatures, and abstract shapes. While this book does not relate to any specific school syllabus, it could easily be used with visual arts, history and English classes to develop visual literacy and to provide examples of the importance of clear graphics used for communication. K. Ashley



USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: English 7-10; History Stages 4-5; Visual Arts 7-10; Visual Arts Stage 6
Paper \$66.00 SCIS 1107801

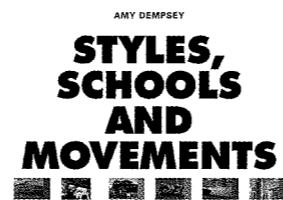
DEMPSEY, Amy

Styles, schools and movements: an encyclopaedic guide to modern artThames and Hudson, 2002
ISBN 0500237883 [709]

Unique information and background about such topics as a Russian art association in 1910 called Jack of Diamonds, or a 1960's art movement known as Fluxus, will enlighten the reader about the motives of the two groups above, as well as other lesser known movements in the world of modern art. Critical influential styles and movements are organised chronologically, and are clearly explored with foldout time lines that link social, political and world events of the time. Quotations related to each style begin each chapter. There are many apt examples to illustrate each movement, in addition to a number of unusual photographs of artists at work. A concise dictionary that includes mention of key artists or characteristics of styles is also included. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
\$88.00 SCIS 1098774

An Encyclopaedic Guide to Modern Art



Thames & Hudson

HONOUR, Hugh

A world history of art6th ed. Laurence King, 2002
ISBN 1856693155 [709]

In this well known reference, previous information has been updated in the light of contemporary research. The sections on art movements and influences since World War II have been extensively expanded to include details of possible directions for artistic expression in the new millennium. Presentation of sources, documents and examples from the relevant periods of time is of assistance for the *Visual Arts: Stage 6 syllabus*. The inclusion of: additional coloured photographs to illustrate the chapters; expansion of additional topics such as urban planning in Ancient Rome and Renaissance Italy; a concise glossary; and an effective index, continue to make this a core reference for libraries. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
Paper \$88.00 SCIS 1109535

WOOD, Paul

Conceptual artTate, 2002
ISBN 1854373854 [709.04]

Published in Great Britain, the content of this book does not focus on any particulars in the NSW Visual Arts syllabus. However, it could be an excellent resource for senior students. It clearly outlines problems related to conceptual art, looking at larger questions including: who may still be considered a conceptual artist; why produce an art movement focusing on ideas and not practice or permanency; and what are the boundaries of conceptual art? An interesting chapter is that highlighting the development of the strong political comment made by conceptual artists. Thoughtful ideas are supported by interesting visual examples. K. Ashley



USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
Paper \$29.95 SCIS 1098590

THIEBAUT, Philippe

Gaudi: builder of visionsThames & Hudson, 2002
ISBN 0500301085 [720.92]

Uniquely fluid designs such as imposing air ducts adorning the roofs of buildings are characteristic of Gaudi's architecture. Wonderful images revealing his imaginative, organic and often elaborate sculptural style are liberally interspersed throughout the book. Fascinating photographs of his storeroom and office are also included. The text traces his career, the historical events and the cultures that influenced him, and includes insightful quotes by Gaudi. Detailed explanations are given of the photographs and diagrams. Documents at the end of the book contain tributes by well known artists and architects such as Salvador Dali and Le

Corbusier. While it could have some application for Stage 6 Design and Technology, this is most useful for those who study architecture as part of the Visual Arts Stage 6 course. L. Pratt

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Design & Technology Stage 6; Visual Arts 7-10; Visual Arts Stage 6
Paper \$14.95 SCIS 1103932

LEE, Justin

How to draw animals of the rain forest [series]PowerKids, 2002
ISBN 0823957934 [743.6]

Children can learn a lot about rain forest animals by following the directions on how to draw them. All the drawings begin with the basic shapes of ovals, circles, rectangles and triangles. The text, underneath each step, gives clear instructions, and also encourages children to observe the photograph at the bottom of the left page for clues to complete the drawings. Skin texture, patterns and other details are given attention. The text offers a full description of the animal, its lifestyle, habits and predators. A useful book, it could be used to provide links between key learning areas. A. Wisdom

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
\$24.95 each SCIS 1102120

Other titles in this series are:

How to draw insects SCIS 1102095

PINSON, Peter

Elwyn Lynn: metaphor and textureCraftsman House, 2002
ISBN 1877004170 [759.994]

Lynn's works make you want to run your fingers across the page. The introduction explains how Lynn's travels through Europe viewing artworks in their state of decay led to texture becoming a prominent part of his work. Chapters are divided into periods of time that reflect significant changes in his life and his artworks. Growing up in the windswept country town of Junee, his education, early career as an English and History teacher, his involvement in the Australian arts as a painter, critic and curator, are outlined. His earlier works are also featured, revealing the transformation of his style, post European travels. A biography near the index provides a good summary of his life for quick referencing by students. L. Pratt

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
\$100.00 SCIS 1111407

DODDS, Deana

Music theory for cool cats. Beginner book B, treble clef theoryBushfire, 2002
ISBN 1876772050 [780.1076]

The writer of this book has succeeded in making music theory interesting as a pen and paper activity, as distinct from associated listening and playing activities. Cool cat characters explain each

new concept, using coloured or bold text to emphasise key words. The concept is then reinforced by a selection of puzzles, mazes, tables and drawing activities. Each of the three sections in the book ends with an evaluation activity or challenge which teachers may find useful as an assessment tool. The reference section at the end of the book is also useful for programming. The book is an excellent resource for group work in a classroom situation. A. Wisdom

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
Paper \$16.45 SCIS 1095052

PICKERING, James

Sound trackers [series]

Heinemann, 2002

By concentrating on the performers and their influences, rather than on their music, this series aims to place the main styles of popular music in an historical context. The information is presented through short biographies for main artists or groups within each book's category, and a brief discography of their major recordings. Additional anecdotes about the artists, historical facts about the music, lifestyle, events and fashions, are presented in separate coloured boxes. Information is presented attractively and to the point. While Stage 3 students will enjoy reading about the musicians, Stage 4 students will find the information a useful starting point for researching topics about the influence of these various artists. A. Wisdom

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
\$34.10 each

Titles in this series include:

1990s pop SCIS 1091582
Blues SCIS 1091585
Jazz SCIS 1091583
Rock and rap SCIS 1091614
Soul SCIS 1091604
World music SCIS 1091609

GOGERLY, Liz

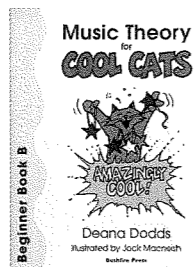
John Lennon: voice of a generation

Hodder Children's, 2002 (Famous lives)

ISBN 0750239743 [782.42]

The life of John Lennon is examined from his childhood days in Liverpool to the success that brought him superstardom. Background of his home life, family relationships, friends and the band members of The Beatles is included. The text is brought to life with quotations from Lennon's personal letters, interviews and diaries highlighted in separate windows. Various aspects of his life are presented through well laid out chapters that make information very accessible. While it does not address Lennon's music specifically, it mentions the importance of his beliefs in the struggle for peace and their influence on his music in later years. A date chart, glossary and index are included. A. Wisdom

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
\$36.95 SCIS 1107294



MEAD, Jeff

Start singing with the Cool Cats Kids [kit]

Bushfire, 2002

ISBN 1876772107 [782.42]

Classroom and choir teachers will find this resource has everything needed to develop a good choral sound with their group. The exercises are organised in sections to develop specific vocal and choral techniques, for example, **Voice exploration, Warm ups, Diction and Harmony**. The excellent accompanying compact discs contain tracks on which each of the chants, rhymes, exercises and songs are modelled. Accompaniment tracks can be used for performance once the choir is familiar with the repertoire. The introduction of the concept of harmony is particularly well sequenced with very good musical examples. Highly recommended as a very useful resource, this kit can support implementation areas within the new *Creative Arts K-6 syllabus*. A. Wisdom

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
\$54.45 SCIS 1101925

CAESAR, David

Dirty deeds: the screenplay

Currency, 2002

ISBN 0868196835 [791.437]

Set in Sydney, 1969, the screenplay of the film is a violent and often indelicate depiction of a gangster/western genre played out in scenes from Vietnam, Sydney's underworld, and the outback. Parallels are drawn between Australia and America in such things as fast food and television, as two American gangsters arrive in Sydney to do business with the local poker machine operators. Expressive Australian colloquialisms and behaviour highlight the cultural differences, and corrupt legal and political identities add to the colour. Discrepancies between the screenplay and the film are explained. A detailed introduction by Caesar tells how the text was researched and offers interesting insights into a writer's choices in composition. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Drama 7-10; Drama Stage 6
Paper \$21.95 SCIS 1100441

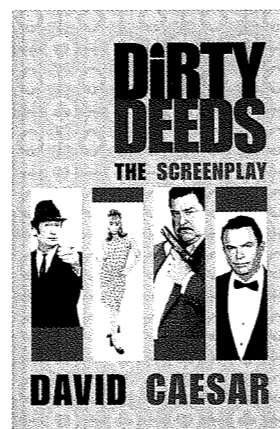
HOGGARTH, J

How to be a DJ

London: Penguin, 2002

ISBN 1107503 [791.44]

Students interested in becoming a DJ will find information that is invaluable and entertaining. Based on the author's personal experience within the industry, this account gives a comprehensive guide to the various aspects of a DJ's role, including selecting the right turntable and mixer, choosing the songs, describing styles of



music, learning the skills of scratching and beat mixing, and preparing for the first gig. The range of information covered will be useful for helping musicology students and teachers understand and recognise the many different styles and tone colours employed in this field of work. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music 1 Stage 6
Paper \$12.95 SCIS 1107503

MEYRICK, Julian

See how it runs: Nimrod and the new wave

Currency, 2002

ISBN 0868196517 [792.09944]

Born in 1970 in a disused stable in Nimrod Street, Kings Cross, Sydney, the Nimrod theatre company spawned some of Australia's most significant contemporary playwrights and directors. This publication traces the history and contribution of the Nimrod theatre which had a powerful impact on Australian theatre through the 1970s and 1980s. Directors like Ken Horler, John Bell, and Richard Wherret rose to fame during their association with this avant garde theatre company. Moving to larger premises in 1974, the Nimrod retained its name which had become synonymous with new wave theatrical productions. An important reference for HSC Drama Topic 2: *Contemporary Australian theatre*, this book offers a valuable historical account of a significant theatre company. C. Sly

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$39.95 SCIS 1099611

Seeing the blue between: advice and inspiration for young poets

/ compiled by Paul Janeczko. Candlewick, 2002

ISBN 0763608815 [808.1]

From 32 poets, including Australians Duggan, Ford and Herrick, comes a mixture of poetry and guidance for young writers of verse. The advice is clear, concise and reflective upon the writers' personal journeys, and varies from: listening to and discovering your own voice; the use of sound quality; heightened language; making the ordinary special; honesty; exaggeration; sensory recall; coping with being an outcast, because of the need to be creative; and poetry as art. The poetry ranges in style and subject. Themes cover adolescence, school, nature poetry, poems on fishing, animals, and love. Shape poems are included in this excellent resource for students with an interest in poetry. F. Crum

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
\$29.95 SCIS 1092602

PHINN, Gervase & MOULD, Chris

The day our teacher went batty

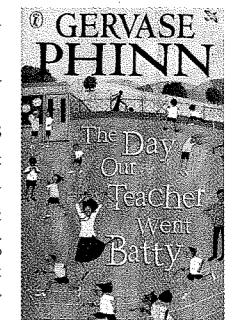
Penguin, 2002

ISBN 0141314451 [821]

Mostly funny, but sometimes sad, this poetry collection reflects the innocence and honesty of young children. Examples abound where students catch out adults being silly and hard to understand, by

their observance of double entendre and other ambiguities of figurative language. Some poems are song like, others are in rap form, but most depend on rhyme. Although some events like Guy Fawkes night and school personnel including the headmaster, school inspector are traditionally British, young Australians would be amused and entertained when reading these poems. Mould's illustrations are superb, with facial expressions suitably matching the content. D. Doust

USER LEVEL: Stage 1 Stage 2 Professional
KLA: English
SYLLABUS: English K-6
Paper \$12.95 SCIS 1093959



SHAKESPEARE, William

Macbeth [videorecording]

/ directed by Jeremy Freeston. Cromwell, 1996 (125 min.)

ISBN 1869435214 [822.3]

Excellent performances by Jason Connery as Macbeth, Helen Baxendale as Lady Macbeth and Graham McTavish as Banquo make this a sensitive and watchable retelling of a classic tale. The savage nature of the times is highlighted in the opening moments with non-stereotypic witches overlooking the battle. Macbeth is portrayed as a seasoned warrior pressured to kill without mercy. Full use of the filmic medium is made through skilful editing, cutting and use of flashback to sustain interest, to foreshadow Lady Macbeth's role, and to highlight many of the text's intricacies. Scottish accents, simple set and costumes, and cinematography that shows the wild beauty of the landscape, all add an air of authenticity and realism. F. Crum

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard*
VHS \$55.00 SCIS 1093282

SHAKESPEARE, William

Othello [videorecording]

/ directed by Geoffrey Sax. London Weekend Television, 2001 (98 min.)

ISBN none [822.3]

This fascinating interpretation of a Shakespearean play for contemporary audiences captures the essence of *Othello* while presenting the story in a modern socio-political context. In this adaptation, the protagonist, John Othello, is a high ranking police officer in a racially tense metropolis. His promotion to Commissioner raises the ire of his close colleague, Jago, who plots to destroy Othello. Renamed characters and modernised dialogue do not obscure the issues and intent of Shakespeare's play. This version is a valuable resource that exhibits a sound example of the way in which historical texts can be reworked to suit a contemporary context. Students familiar with Shakespeare's play should find this production a most interesting rendition. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
\$66.00 SCIS 1108088

All prices in the availability statement include GST.

HERRICK, Steven

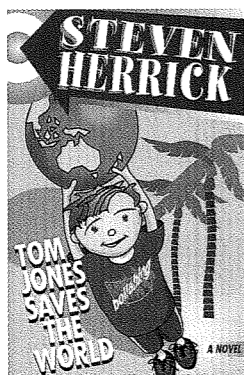
Tom Jones saves the worldUniversity of Queensland Press, 2002
ISBN 0702233366

[A821]

Emotional and physical liberties are universal rights, and in this verse novel, the young and the elderly unite, communicating the importance of freedom's expression. Written from Tom's perspective, there are numerous snapshots of a child's naive and honest views of life. Readers will enjoy the humorous, exaggerated hobbies and habits of Tom's parents that symbolise every adult's phobias and eccentricities. Tom and Cleo's determination to seek fun and adventure and to restore a little sanity to a silly world, emphasises current dislocation from reality. The novel provides an excellent vehicle for discussing the importance of friends and family, and understanding the priorities in our lives. E. Maxwell

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$16.95

SCIS 1109848



CLAUSEN, Matthew

Class acts: plays for funHeinemann, 2002
ISBN 0864628080

[A822]

Suitable as a class set for Stages 4 and 5 Drama, this collection of eight comic plays are fast paced and 20 to 30 minutes in length. Contemporary language, user friendly format, highlighted stage directions and an excellent glossary are all very useful. Detailed information at the beginning of each play includes: performer's information; play length; director's notes; scene dock; character and rehearsal information; and notes on costumes, movement and props. Follow up activities deal with performance skills specific to each play. Themes include science fiction, Christmas, television, school, Ancient Egypt, Wizard of Oz, holiday camp and rescuing a clubhouse. F. Crum

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10
Paper \$22.00

SCIS 1108889

COLBERT, David

The magical worlds of The lord of the rings: the amazing myths, legends, and facts behind the masterpieceWakefield, 2002
ISBN 1862545812

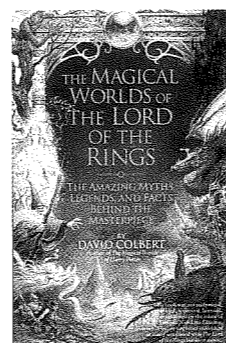
[823]

The strange, yet musical languages of Old English, Welsh and Finnish are judged to have provided much inspiration for Tolkien's masterpiece, *The lord of the rings*. Also providing inspiration were: legends from Scandinavia; the Bible; Roman times; Beowulf, and caves from Homer, symbolising an arena for moral and physical challenges. More than an analysis of a remarkable tale, this fasci-

nating book illustrates for readers, particularly Stage 6 *Advanced* English students studying appropriation of text, or Extension 2 English students creating their own major work, the depth of research and detail necessary in the evolution of writing for the fantasy genre. The rich sourcing of traditional material could also be used in discussions with junior secondary classes studying myths and legends within a popular context. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Advanced*, *Extension 2*
Paper \$19.95

SCIS 1104504



WILDE, Oscar

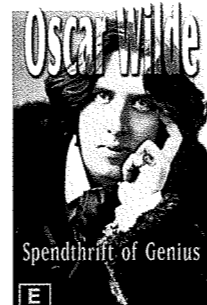
Oscar Wilde: spendthrift of genius [videorecording]/ directed by Sean O Mordha. RTE International, 1986 (60 min.)
ISBN none

[828]

Plays, prose, and poetry composed by Oscar Wilde are surely the product of his upbringing, his temperament, and the social context in which he lived and worked. Born in Ireland in the Victorian Era, he was an able scholar, influenced by a learned father and an iconoclastic mother. His writing brought him fame and his relationships brought him notoriety. This biographical video recording offers a sound basis for a study of Wilde's work. His paramount wit is celebrated through the quotation of many of his remarkable utterances and his paradoxical life of genius and pathos is evidenced. For senior students this resource conveys useful background on the historical context of this significant member of the literati. C. Sly

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6: *Advanced*
\$77.00

SCIS 1108075

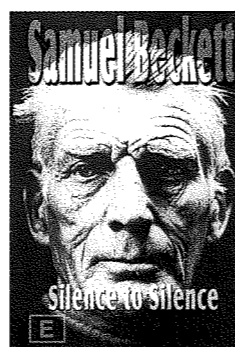


BECKETT, Samuel

Samuel Beckett: silence to silence [videorecording]/ directed by Sean O Mordha. RTE International, 1986 (80 min.)
ISBN none

[842]

Known for his enigmatic characters, who display the misery of humanity to the point of farce, Samuel Beckett is a most significant writer of the twentieth century. This program traces the life of the Irish born writer who moved to France and joined the French Resistance during World War II. Awarded the Nobel Prize for Literature in 1969, Beckett is best remembered for his plays that changed the course of modern drama. A highlight of this somewhat dour audio visual resource is sighting the playwright's original script of *Waiting for Godot*, written in French in a simple exercise book. Mainly of biographi-



cal interest, this resource captures the melancholic tone of Beckett's work. It would best be used with avid scholars. C. Sly

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: Drama Stage 6; English Stage 6: *Advanced*
\$77.00

SCIS 1108076

SHEPPARD, Barrie

The origins of Australia's place names [series]

Echidna Books, 2002

Place names provide an important insight into the historical significance and social origins of the Australian environment and its people. This series provides detailed reference to such geographic features as rivers, islands, seas and desert regions and the historical origins of their titles as well as providing an informative insight into the naming of major settlements within Australia. Formatting includes: full colour detailed maps and illustrations; information boxes, highlighting key people and events of historical significance to names; bold text is used to identify relevant terms and concepts, which are defined in a practical glossary. Ideally this series could provide a valuable reference resource for Stage 5 Geography, *Investigating Australia's identity*, applicable to *Australian communities and the factors contributing to a sense of identity*. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
\$28.60 each

Titles in this series include:

Natural features SCIS 1102462
States, cities and towns SCIS 1102463

Everyday life in the ancient worldKingfisher, 2002
ISBN 0753406829

[930]

Written as a travel guide, this book takes the reader through four ancient societies: Egypt; Greece; Rome; Central and South America. The social aspects such as: clothing; food; leisure; and religion of each civilization, form the basis of the simple descriptions. In a two page per aspect format, text is minimal, grouped around central pictures which have detailed captions. Sightseers' tips provide quirky facts, such as the sniffer baboons used in ancient Egyptian markets and the Aztec delicacy of green slime skimmed from the lake. This high interest overview also includes a **Survival guide** and **Souvenir quiz** for each society and would be a fun adjunct to the Stage 4 History topic *Ancient societies*. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$24.95

SCIS 1108702

HILL, Anthony

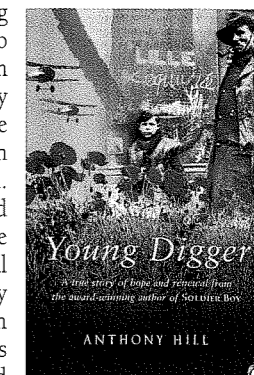
Young diggerPenguin, 2002
ISBN 0141000627

[940.4]

Just before Christmas, 1918, a young French orphan attached himself to No. 4 Squadron of the Australian Flying Corps and subsequently became known as young Digger. He was smuggled back to a new life in Australia on the unit's return. Painstakingly well researched, and fleshed out with some artistic licence in details and speech, this is a well written and remarkable true story from the war. The author's notes on his own writing process, based on his interviews with descendants and various organisations, plus examinations of artefacts including letters, helps demonstrate how biographical novels are developed. The text, supported with family photographs, provides insight into a human aspect of the war and into Australian attitudes of the period. G. Spindler

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$17.95

SCIS 1104455



HUGHES, Monica

Remembrance DayHeinemann, 2002 (Don't forget!)
ISBN 0431154023

[940.4]

A comprehensive explanation of Remembrance Day and its associated customs is presented in a concise format in this resource. The inclusion of a contents page, glossary and index, as well as captioned photographs, enhances the user friendliness of this text, enabling its use by students of various ability and interest level. Stage 2 independent readers will have no difficulty comprehending this text. Subject matter relates directly to the *Cultures* outcomes of Stage 2 and Stage 3 in the *HSIE K-6 syllabus*; although the main focus of information provided is British. Boxed information is appealing to the eye and provides the reader with additional information relating to the text. This is a useful reference for both students and teachers. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$33.00

SCIS 1110292

Countries of the World [series]

Evans, 2002

Examining the character and changing nature of specific countries throughout the world this series provides both introductory information on each country and key data on relevant themes such as population size, currency and location. Each volume contains clear and comprehensive information on such topics as landscape, climate, natural resources,



population and the environment. Some of the challenges facing each country and its people into the future are also discussed. Features such as colour illustrations, additional text boxes with supplementary information, and brief informative case studies relevant to each chapter provide additional relevance to electives in the *Geography Stages 4-5 syllabus*. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
\$36.30 each

Titles in this series include:

Kenya SCIS 1105655
United Kingdom SCIS 1105696
USA SCIS 1105678

Countries of the world [series]

Times Media Private, 2002

For each of the countries presented in this series, an **overview** includes: geography; history; government; the people and their lifestyle, and is at times quite detailed. A **closer look** provides a much sharper focus. Indeed, the contents page, index and glossary are very comprehensive. A map of each country is positioned towards the back. The information provided links to the *Cultures* outcomes in Stage 2 when focusing on *Identities*, as well as the *Cultural diversity* outcomes of Stage 3 in the *HSIE K-6 syllabus*. The level of language in the text will challenge Stage 2 readers, but is appropriate for independent readers at Stage 3. As a teacher reference these texts are quite useful. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$33.00 each

Other titles in the series include:

Pakistan SCIS 1103413
Sri Lanka SCIS 1103488

LATIFA

My forbidden face: growing up under the Taliban

Vigaro, 2002
ISBN 1860499600 [958.104]

Latifa was sixteen years old in 1996 when the Taliban took control of Kabul. On the brink of womanhood, Latifa finds herself imprisoned in her home, with her hopes of studying journalism completely shattered. Under this cruel and oppressive Islamic regime, women were not allowed to go to work, to study, or to leave the home unless accompanied by a male guardian. Penalties for opposing Taliban rules were dreadful, including torture and often death. With a friend, Latifa courageously set up a clandestine school for neighbourhood children. With help, Latifa was finally able to flee to Paris and tell her story of the appalling suffering of women under the Taliban. This moving nonfiction account is an excellent choice for senior English students and may also be a very valuable study in Stage 6 Society and Culture. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced; Society & Culture* Stage 6
Paper \$19.95 SCIS 1111348

COX, John

The miraculous lives of a man called Jack

Lime Leaf, 2002
ISBN 0957955669 [994.009]

These stories of an ordinary digger who contributed to the legend of ANZAC are worth reading. Jack was of a different age. It was an age of Empire and loyalty to that empire. Some feel it was a time when there was no angst or self doubt in this world, no self reflection about national identity. It was about getting on with the job, and Jack's job was with the military, serving in the Boer war, World War I, and a short spell in World War II. It is also the awakening of something truly Australian, the basis of our modern selves. This resource would be useful as a library reference about individual responses to war and the battle conditions that faced our troops. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
Paper \$20.00 SCIS 1099618



BRASCH, Nicolas

Signposts and milestones: understanding Australian culture [series]

Heinemann Library, 2002

The four volumes that comprise this series provide brief and simple descriptions and definitions of a range of aspects of Australian culture including: terms; phrases; events; and icons, such as the **Coat of arms**, the **Cowra breakout**, and the **Hills Hoist**. The books are well illustrated using coloured photographs, maps and diagrams. Included with each entry is a glossary of terms and **Website watch** which provides supportive web site addresses. The information in each book is up to date and succinct. Colloquialisms and references to many Australian cultural symbols make this a useful reference tool for ESL students and students newly arrived in this country. L. Singleton

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$28.60 each

Titles in this series are:

Volume 1 A-C SCIS 1102483
Volume 2 D-L SCIS 1102484
Volume 3 M-R SCIS 1102485
Volume 4 S-Z SCIS 1102486

JONES, Noreen

Number 2 home: a story of Japanese pioneers in Australia

Fremantle Arts Centre, 2002
ISBN 1863683682 [994.1]

Within 24 hours of war with Japan in 1941, almost every Japanese person in Australia was interned. Most survivors were deported at war's end, virtually ending that episode in Australian immigration history. From Broome Pearl divers to business people, to brothel workers and miners, Noreen Jones has tracked most of the thousands

of Japanese inhabitants of Western Australia from the 1900s to 1941. The thematic chapters collect some of these stories together, beginning with contemporary connections, sometimes with aged survivors from those days. Well documented and comprehensively illustrated with photographs, this is a fascinating aspect of the story of multicultural Australia for HSIE and for background studies in Japanese. G. Spindler

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Languages
SYLLABUS: History Stages 4-5; Japanese 7-10; Studies in Society 7-10
Paper \$24.95 SCIS 1091255

PILKINGTON, Doris & GARIMARA, Nugi

Under the wintamarra tree

University of Queensland Press, 2002
ISBN 0702233080 [994.104]

Nugi, the daughter of Molly Millungga whose story was told in *Follow the Rabbit-Proof fence*, was born under a wintamarra tree on Balfour Downs station. The station owner's wife gave her the name Doris. Her White father disappeared, and later Molly was separated from her Aboriginal husband and sent with her two daughters to the Moore River Native Settlement near Perth. Molly left Doris with her Aunt Grace at the settlement, and taking the baby walked 1600 kilometres home along the rabbit-proof fence for the second time. This is a moving read of Doris growing up in institutions, her escape from domestic servitude by taking a nurses' aide position, her marriage and the eventual return to home and her family. She places her story of pain and suffering within the context of both government policy and traditional Aboriginal values. The epigraph is a light at the end of a long and tortuous tunnel. B. Corr

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$24.00 SCIS 1111299

Professional reading

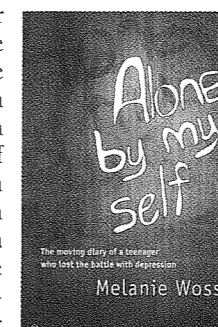
Resources are in Dewey order.

WOSS, Melanie

Alone by myself

Penguin 2002
ISBN 0143000802 [362.28]

Less than two weeks before her eighteenth birthday in 1989, Melanie Woss killed herself. This book is the second edition of the diary she kept from her fourteenth year. It has a lot to teach us, as educators, about the importance of the whole school environment in maintaining the resilience of students in the face of depression. Melanie was a bright young person whose teachers were supportive but she never received recognition from a school that found her



critical stance threatening. The diaries show that one of the complex reasons for her suicide was that she needed to be needed. This book should be required reading for school counsellors and year advisors. A. Soutter

USER LEVEL: Community Professional
Paper \$22.00 SCIS 1102662

POHL, Michael

Infusing thinking: into the middle years: a resource book for schools

Hawker Brownlow, 2002
ISBN 1740256212 [370.15]

Structures and planning frameworks for constructing learning experiences for students in the middle years of schooling are provided in this resource. Descriptions about a range of models of learning that promote: the integration of higher order thinking skills; Bloom's Taxonomy; Gardner's Multiple Intelligences; Renzulli's Enrichment Triad; and Pohl's Infusion Matrix, are included. Frameworks for applying a range of creative problem solving skills contribute to the repertoire of activities for engaging students in higher order thinking. Sample units of work are constructed to apply a range of approaches to add variety, interest and depth to learning tasks, across a range of learning abilities and KLAs. Ideas for extension activities are included to challenge gifted students. The content ideas in these units would need to be cross checked with the current syllabus documents for relevance. F. Plummer

USER LEVEL: Stage 3 Stage 4 Professional
Paper \$49.95 SCIS 1102606

WILLIAMS, R. Bruce

Multiple intelligences for differentiated learning

Hawker Brownlow, 2002
ISBN 1740256492 [370.15]

Providing a short and concise introduction to Gardner's theory of eight multiple intelligences, this resource explores the potential of applying the theory to practice through curriculum design, instruction, assessment for learning and the school environment. The author uses a series of diagrams to explain the theoretical and practical integration of brain based learning and constructivism. The ideas emphasise that learning needs to be both active and experiential, within a relevant and rigorous curriculum framework. The text is rich with ideas for creative, reflective environments, in which students construct meaning from their learning experiences. The use of graphic organisers, and reflective questioning and writing, offers opportunities for students to make connections. The extensive bibliography summarises the body of literature on the thinking curriculum and provides a springboard for researching further the design of differentiated learning experiences for students. F. Plummer

USER LEVEL: Professional
Paper \$9.95 SCIS 1114940

BRANDES, Donna

Apples for everyone: learning for the 22nd century [videorecording]

Synergy Works, 2002 (28 min.)
ISBN None [371.1]

The handbook and video set provide a guide to introducing **Student-centred learning** as a systematic approach to teaching, by

giving students responsibility and ownership, to plan, organise and evaluate their learning experiences. The video provides a context for understanding the rationale, learning environments and changes in teacher behaviour that support experiential learning. The recorded interviews with teachers explore classroom contexts, that create trust and partnerships to ensure the success of **Student-centred learning**. Attention is given to guiding the development of negotiated learning, by providing clear guidelines and instructions about how to create this alternative teaching strategy, within a supportive learning environment. The ideas and activities, while classroom based, could be used to stimulate discussion with teachers at a professional learning level to cooperatively plan units of work. F Plummer

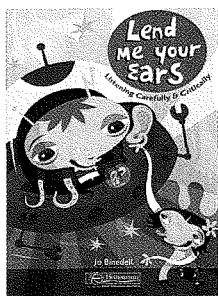
USER LEVEL: Professional
\$49.95 SCIS 1114687

BINEDELL, Jo

Lend me your ears: listening carefully and critically [computer software]

Heinemann, 2002 [428.007]
ISBN 1740810430

Containing a CD-ROM and course book, this teacher pack provides practical activities, advice and ideas that can be used to develop students' knowledge, understanding and skills in listening and speaking. The CD-ROM includes audio sound bites, transcripts, scaffolds and teacher's notes. The course book is divided into nine chapters with activities that range from introductory tasks, exploring the nature of listening, to tasks that require students to listen for information; to different types of texts; for different purposes; and beyond the literal level. This is a useful and enjoyable classroom resource that could be used to supplement a unit on listening and speaking, or complement units that explore aspects of register, inferential comprehension, telling stories and idiom through spoken texts. E. Vale



Minimum requirements
Windows 95: Pentium 166; 32MB RAM

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
\$74.80 SCIS 1103533

STAMMERS, Kay & PARRY, Tristan

Fighting meningococcal disease [videorecording]

Media One, 2003 (33 min.) [616.8]
ISBN None

A comprehensive examination of the issues surrounding meningococcal disease is provided in this resource. The video includes information about transmission, risk factors, recognition of signs and symptoms and action to be taken with suspected cases. The style of presentation involves survivors and the parents of children who have died, presenting emotive warnings of vigilance for parents and carers of children and young people. This approach reduces its suitability in the school setting. The information contained within the video is confronting and could arouse anxiety for some staff if there is no health professional available to answer questions and put the information into the context of health support at school. It is recommended that planning should occur with a health professional prior to any use with staff so that these issues can be

addressed. A health professional should attend such a session if possible. The video is not recommended for use with students. H. Kerr-Roubicek

USER LEVEL: Professional
\$29.95 SCIS 1121901

Who reviews?

Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:

Ann Arnott, Ryde Primary
Kristin Ashley, VA, Newcastle High
Aveen Beedles, teacher-librarian
Bill Bowie, English, Dulwich High
Sue Bremner, SCA, English K-6
Michèle Busch, HT Welfare, Erskine Park High
Angela Byron, NSW Board of Studies
Nell Chaffey, Tamworth Primary
Heather Cobban, HT English, Fort Street High
Barry Corr, Aboriginal Consultant
Francis Crum, Drama teacher
Elizabeth Derouet, Lightning Ridge Central
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Helen Doust, Maitland District Office
Jan Eade, Turramurra North Primary
Ken Edge, HT Social Science, Cardiff High
Andrew Fisher, HSIE, Bowral High
Lyndall Fitzgibbon, Student Welfare Consultant
Colleen Foley, Manager, School Libraries and Information Literacy Unit
Amanda Frost, Grantham High
Heather Gardiner, SEO2 Curriculum/Training & Development
Jan Hancock, ET, Peshurst West Primary
Sabine Hauth, Languages, Thomas Reddall High
Simon Hughes, English/Drama, Goulburn High
Bronwyn Hull, Goulburn High
Cath Keane, Parramatta East Primary
Julie Kennelly, Thalgarrah Field Studies Centre
Bede Kervin, Bowral High
Helen Kerr-Roubicek, Manager, Student Welfare
Christine Love, ST K-6 Consultant, Maitland DO
Beverley MacKinnon, English, Barrenjoey High
Brendan Maher, TAS, Brewarrina Central
Elizabeth Maxwell, SCIS Review Coordinator
Noel McFayden, Business Studies teacher
Ian McLean, Penrith Primary
Frances Plummer, Principal Project Officer QTP
Louise Pratt, Visual Arts, Cranebrook High
Sally Rasaiah, Editor *Scan*
Beverley Richardson, teacher-librarian/literature specialist
Lorraine Rowles, SEO1, Early Learning Unit
Beverley Sampford, TAS, Henry Kendall High
Lianne Singleton, Senior Curriculum Adviser, Civics & Citizenship K-12
Cathy Sly, English/Drama, Barrenjoey High
Vicki Smith, HT, Home Economics, Erina High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Graham Spindler, Parliamentary Education Liaison Officer
Susan B. Taylor, Lindfield Primary
Carol Thomas, English/History, Fort Street High
Emma Vale, Project Officer Stage 6 English ESL Course
Anne Wisdom, SEO1, Creative Arts

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and raps

hosted on the New South Wales Department of Education and Training's web site feature collaborative planning and units of work written by teachers.

These raps support literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes. The reflection sheets available could be used or adapted to support evidence based practice, to provide feedback on the difference made to student learning gains for particular syllabus outcomes.

Term 2, 2003

- *Peter Skrzynecki*. Stage 6 English *Standard and Advanced* (Focus: *Changing perspective*), Stage 6 English *ESL* (Area of study: *Perspective*).
- *Wilfrid Gordon McDonald Partridge* (Mem Fox & Julie Vivas). Stage 1.

Term 3, 2003

- **Book Week** rap. Stage to be advised
- *Jeffrey*: a shared book with road safety messages. Stage 1 PDHPE
- *To kill a mockingbird*. (Harper Lee). New Stage 5 English syllabus.

Term 4, 2003

- *Harry Potter and the chamber of secrets*. Stage 3 and Stage 4 English. WebQuest also available.
- **Rail safety** rap. Stage 2 PDHPE.

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

Raps and book raps can be viewed at: www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School libraries: empowering learning** at: www.schools.nsw.edu.au/schoollibraries (Click on **Teaching ideas** from this home page, and then select **Raps** or **Book raps** and then the rap of your choice). When visiting the site remember to hold down the **Shift** key and select **Refresh** or **Reload** from your browser to view the latest version of each web page.



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