

SCAN

Vol 23 Number 3 August 2004

Curriculum K-12 Directorate

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significance

numeracy pedagogy

Creating

deep knowledge

high expectations

ICT

netiquette

higher order thinking

online learning

email

FAQs

quality teaching

narrative

forums

the

literacy

structure

Empowering

collaboration

student direction

engagement

knowledge integration

learning

web publishing

learning community

cultural knowledge

connectedness

internet

Book raps 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 *Quality Teaching* literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes.

The raps and book raps are jointly managed and supported by teams from K-12 Curriculum Directorate, including the Library and Information Literacy team, Key Learning Area (KLA) and cross curriculum 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.

Term 3, 2004

- **Athens Olympic Games** Stage 2 PDHPE K-6 (Years 3 and 4). Now live.
- **Book Week 2004: picture books**. Stage 3 (Years 5 and 6) English K-6. Now live.
- **The rabbits** by John Marsden and Shaun Tan. New Stage 5 (Years 9 and 10) English syllabus with a component to support Visual Arts. Shaun Tan is joining part of this rap. Now live.

Term 4, 2004

- **Indij readers for little fullas**. Stage 1 (Years 1 and 2) and Stage 2 (Years 3 and 4) English. Some of the authors and illustrators will join us for this rap. Live approximately 20 September 2004. Starts 8 October 12004.

Now planning for 2005. Do you have a request or suggestion for a rap or book rap? Would you like something a little different? What time of year suits you best?

Please send your suggestions and requests for future raps and book raps to the Rap Coordinator:
colleen.foley@det.nsw.edu.au or fax (02) 9886 7413.

Planned raps and book raps for 2005: update

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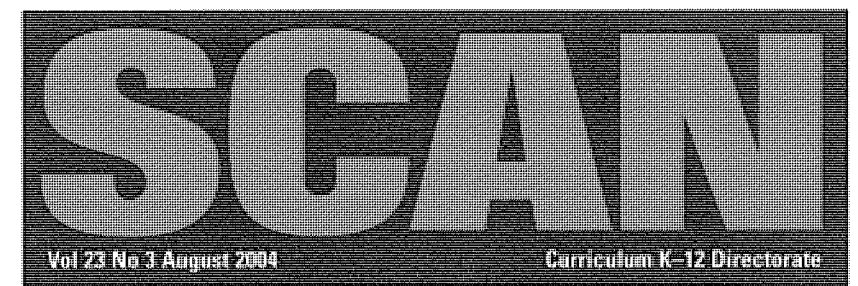
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From the Editor



Some highlights of the education year for teachers, students and parents present themselves during Term 3, namely: Book Week; Education Week; and National Literacy and Numeracy Week. During such special occasions the ongoing teaching and learning support provided by teacher-librarians is again highlighted. *Scan* welcomes your news about such events for inclusion in Noticeboard as well as your success stories about the related teaching and learning programs for longer articles. I hope you will all be able to enjoy the coming weeks and be invigorated by the events in your schools, School Education Areas, and Regions across NSW.

John Gore's article in this issue of *Scan* indicates potential areas for teacher-librarian support and explains how the elements of *Quality Teaching* are directly linked to the new HSIE Years 7–10 syllabuses, to be implemented in NSW secondary schools from 2005. All of the new Years 7–10 syllabuses provide teachers and teacher-librarians with collaborative opportunities for enhancing teacher professional learning using the NSW *Quality Teaching* model.

Also in this issue is a compilation of articles from primary school teacher-librarians showcasing some of the ways that they have successfully integrated ICT for K–2 students. The recently completed book rap, *Possum magic*, is the subject of Ian Mclean's entertaining contribution. Using the intranet at Bilgola Plateau and Marayong Public School and emailing a school overseas at Bradbury Public School provide interesting examples of how ICT can be incorporated into teaching and learning programs for students.

Secondary schools using periodicals and serials to support the curriculum is the subject of other articles in this edition. These are supported by related reviews of some possible online databases that schools may choose to use.

In Research columns, Ross Todd shares important research findings with us from the *Student learning through Ohio school libraries* research project which he conducted in 2003 with Dr Carol Kuhlthau.

I hope you enjoy this issue of *Scan*,

Sally Rasaiah
A/Editor

Currents



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Information Literacy
Unit (SCIS/Scan).

In working with teachers over time, teacher-librarians have had a passionate commitment to critical literacy and higher order thinking. These are also part of the conceptual framework underpinning such forward thinking documents as *Information skills in the school* (NSW Department of Education, 1989), *Libraries in New South Wales government schools: Policy statement 1987*, and the *Handbook for school libraries* (2nd edition, NSW Department of School Education, 1996).

Critical literacy

Reflect for a moment on the current definition of critical literacy as included in the new English 7–10 syllabus:

Critical literacy: *The ability to question, challenge and evaluate the meanings and purposes of texts. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as gender, ethnicity and class. A critical literacy approach to teaching English has students composing, responding to, analysing and evaluating written, spoken, visual and multimedia texts from various perspectives in order to learn how they operate as cultural products.*

English Years 7-10 syllabus. (2003) Board of Studies NSW, p. 78

Think about this also in relation to how it might relate to other KLAs and what it might mean for possible planning and teaching collaborations between teacher-librarians and teachers.

Quality Teaching

The NSW *Quality Teaching* model confirms the significance of critical literacy and higher order thinking in teaching and learning programs supporting intellectual quality. *Quality Teaching* leads us into a transformative view of learning. This is a logical progression as we continue to build on the successes we have experienced through explicit teaching and learning strategies learned through supporting the NSW Literacy and Numeracy Plan, the outcomes based curriculum and an evidenced based practice approach. This means the ongoing research conducted by and reported by Dr Ross Todd, including that in this issue of *Scan*, has a particular synergy for us.

Literacy

I recently had the pleasure of attending the *Get real and all that spiel: real texts, real lives, real learning, real pleasure* annual conference jointly convened by the Australian Association for the Teaching of English (AATE), Australian Council of TESOL Associations (ACTA), Australian Literacy Educators' Association (ALEA), and Primary English Teaching Association (PETA). It confirmed the excitement and challenges facing us in explicitly teaching multi literacy for texts in all media as now demanded by all syllabuses. There were some wonderful quotable quotes, such as *No text is innocent* (Betty Noad, *Does critical literacy have an image problem?* Conference session, 6 July, 2004).

At the core of literacy is making meaning. It was great to see and hear confirmation of how students enjoy the intellectual rigour of systematically exploring the *what* and *how* of a diverse range of texts in all media. This is what helps students understand and interact with their world, be empowered to make informed decisions, and be (inter)active citizens making a difference.

Using ICT

The book raps are a wonderful resource for teacher-librarians working with teachers integrating ICT and explicitly teaching aspects of literacy including visual literacy. Currently live at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm> are:

- *Book Week 2004 – Picture Books* for Stage 3 English
- *The rabbits*, by John Marsden and Shaun Tan for the new Stage 5 English syllabus with a component to support Visual Arts

as well as:

- *Athens Olympic Games rap* for Stage 2 PDHPE.

And forthcoming in Term 4 is:

- *Indij readers for little fullas* for Stages 1 and 2 English.

You can also find valuable support material to use and adapt in the archives of the raps and book raps. ■

Quality Teaching: and implementing the new HSIE Years 7-10 syllabuses



John Gore is the Chief Education Officer, Human Society and Its Environment at Curriculum K-12 Directorate.

The new syllabuses have significant implications for teacher-librarians. John explores some of the ways that teacher-librarians can support student learning with their colleagues in implementing these syllabuses, with a focus on History, Geography and Commerce.

New Years 7-10 syllabuses in Commerce, Aboriginal Studies, Work Education and revised syllabuses in History and Geography will be implemented in Years 7 and 9 from the beginning of 2005. In the case of History and Geography, these syllabuses will be tested at the School Certificate in 2006.

Some of the key features of the new Years 7-10 syllabuses are:

- the description of cross curriculum content located within each syllabus
- the requirements within each Stage for information and communication technologies (ICT)

- the categorising of the learning into *learn to* and *learn about* statements within each topic
- the inclusion of a Life Skills course for students with intellectual disabilities
- Stage statements describing student learning at the end of each Stage
- assessment advice.

For teacher-librarians, the description of the cross curriculum material for each syllabus is important to note. With an eye on the whole curriculum, especially the mandatory courses, teacher-librarians need to develop an overview of which syllabuses focus most on the various areas identified as cross curriculum content. For example, the *Geography Years 7-10 syllabus* is very strong in ICT, civics and citizenship and environment.

Teacher-librarians will also be interested in the ICT requirements within each Stage of these syllabuses because they often work with teachers to support the development of related skills pertinent to ICT and information literacy.

The revision of Years 7-10 History and Geography

Containing mandatory Stage 4 and Stage 5 courses leading to a School Certificate test in Australian history, Australian geography and civics and citizenship, the 1998 History and Geography syllabuses were the subject of much debate during the writing and consultation stages and throughout

their short implementation stage. Teachers were concerned about the amount of content required in the time available and the effect that these expectations were having on the way these subjects were being taught. Other concerns included the way civics and citizenship was represented in the Geography syllabus, the possibility of overlap with other subjects, the way content was expressed and how these impacted on the test development process, and the continuum of learning K-6 to Years 11-12.

As a result, the main feature of the revisions is the reduced content requirements in the mandatory courses. This reduction has been achieved by deleting content, by including some content as a series of options and by restructuring some topics to improve their internal consistency. More manageable syllabuses have resulted from these actions.

In History, the most significant changes have been in the Stage 5 course:

- the more equal division of content between the first and second halves of the 20th century
- Topic 5, *Australia in the Vietnam War era*, provides an overview of life in Australia during the 1950s to 1970s
- the study of Aboriginal history in Topic 6, *Changing rights and freedoms*, and one option selected from migrants or women

In relation to the ICT requirements, the implications of the above mentioned possibilities for presentations and information requirements offer opportunities for collaborative teaching support from teacher-librarians.

- the range of options within Topic 7, *People, power and politics in the post war period*
- the focus on change and popular culture in Topic 8.

Teacher-librarians need to be aware of the range of options available, as this would inform collaboration with teachers to ensure resources appropriately support preferred options, and for planning and implementing collaborative teaching eg to support Research skills, Key competencies, and Literacy in context, and related support for outcomes 4.8 and 5.8.

In Geography, the changes have occurred across both Stages 4 and 5 mainly in the form of reduced content. Some of the features are:

- a new focus on world heritage areas in Topic 1, *Investigating the world*
- a stronger emphasis on civics and citizenship throughout the topics, requiring students to understand levels of government, details about groups and individuals involved in civic action and a need to evaluate the effectiveness of their actions
- in choosing case studies, teachers are increasingly selecting environments and communities that can be studied over more than one topic as a means to coping with the content demands of the course, there are resource implications for these choices
- the use of the word *include* indicates that all listed aspects are to be taught, teachers will be

seeking resources that provide this breadth within the topics but also provide significant in-depth case studies of one or more aspects

- the ICT requirements, such as those for multimedia presentations, will result in students increasingly wanting to scan, and appropriately reference, pictures, tables and graphs for inclusion in their presentations. More than ever, they will be seeking up to date information and looking for it on the Internet.

In relation to the ICT requirements, the implications of the above mentioned possibilities for presentations and information requirements offer opportunities for collaborative teaching support from teacher-librarians. For example, explicit development of skills in:

- collecting, analysing and organising information from a range of sources, including the Internet, and teaching related skills and strategies for independent learning
- literacy skills relevant to Geography
- explicit teaching of information skills to support components of the Research Action Plan
- related teaching support for outcomes related to developing 'skills in acquiring, processing, and communicating geographical information' (*Geography Years 7-10 syllabus* 2003, p 23).

Both the History and Geography syllabuses contain a *Life Skills* course for students with intellectual disabilities. These students and their teachers may seek additional support from teacher-librarians. The *Life Skills* courses are a modified version of the syllabus and the differences need to be noted for these students.

In addition, the History and Geography syllabuses contain elective courses. Not many schools have been successful in mounting these courses within Stage 5. Should a course commence, teacher-librarians would collaborate with teachers to ensure relevant resource and collaborative teaching support.

Commerce

Although revised in the early 1990s, Commerce has remained relatively unchanged from the 1981 syllabus. Since that time, the nature of the commercial environment has changed remarkably. The deregulation of the banking system and the alternative players in the money market, have expanded consumer options about money and how to use it. Financial literacy has become the "new literacy" and business, consumer groups and governments all want to improve the understanding and skills of individuals to manage their financial affairs.

The new Commerce syllabus, although an elective course, is studied in some form and at some time by about half the students in Years 7-10 and this new course picks up on the social and commercial changes by designating two cores. Core 1 is about consumer choice and personal finance and Core 2 is on the law and society and employment issues. Students will be seeking the latest information in these areas. Textbooks and other references date quickly and therefore other options should be explored. The Internet, newspapers and the promotion and advertising material of financial and government institutions will be the main sources of information.

After studying the core, teachers will select options to complete either 100 or 200 hour courses. The options are wide in their content, ranging from understanding the economy, to running a small business and include a school option of its own making. Teacher-librarians and Commerce teachers need to discuss the choice of options with regard to available resources, and collection development needs especially for the school option, if used, which could be in a narrow field of study. Teacher-librarians may be interested in exploring opportunities to collaboratively support teaching colleagues in the outcomes related to developing 'skills in effective research and communication', and 'skills in working independently and collaboratively' (*Commerce Years 7-10 syllabus* 2003, p 12).

Programming, planning and assessment

To assist teachers implementing these syllabuses, the Curriculum K-12 Directorate is publishing teaching programs on its web site at www.curriculumsupport.nsw.edu.au

Theses have been produced by teachers working with Directorate officers and will be available as downloadable Microsoft Word files in the secondary HSIE area of this site from the beginning of Term 3 2004.

The programs have been developed to support the Quality teaching in NSW public schools: discussion paper, and contain a number of tasks to cover a topic. The tasks are generically written and do not require any particular resource available only commercially. Teachers will be able to choose their own case studies and resources to help students attempt these tasks.

The focus on providing quality tasks means that each task can be used for either assessment for learning or assessment of learning. As teachers provide feedback to students about their achievement on these tasks, they fulfil the assessment for learning criteria. In addition, teachers may choose to designate some tasks as assessment of learning tasks leading to some summative assessment and reporting within the school's assessment and reporting framework. Either way, the quality of the tasks will allow both forms of assessment to be enacted, if desired.

Teaching and learning

HSIE subjects are underpinned by enquiry learning. Students study areas of knowledge, developing investigation, communication and presentation skills and exploring a range of values and perspectives. The sheer amount of content in the 1998 History and Geography syllabuses has made this

study difficult. Teachers have often related the dot points of the syllabus content to the teaching periods available, which resulted in some shallowness of teaching, in an effort to cover the material outlined in the syllabus.

The new syllabuses have addressed this matter and teachers will be able to develop the enquiry skills that are the basis of study in history and geography. The reduced content, combined with the large tasks of the recommended programming, will allow students to take more control and more responsibility for their learning. Teachers will need to explicitly teach some subject matter

but, for much of the time, they will facilitate learning and provide feedback of student progress and achievement.

In this context, students will engage all the ICT requirements as they prepare their work for teacher assessment. In most schools, it will not be possible for teachers to allow all students to work on one form of ICT presentation at the one time, for example, multimedia. Teachers will need to monitor each student's work to ensure that, over the stage, they have been given the opportunity to meet the ICT requirements.

The teacher's goal is to develop teaching and learning that engages the students in the area of study so that they can develop a deep appreciation of the subject and the contribution it makes to our society and to individual lives. From this appreciation will come enthusiastic students to engage further study in senior years and young citizens with an understanding of their part in developing a nation and a commitment to active citizenship.

Quality Teaching and HSIE

The Quality teaching in NSW public schools: discussion paper is directly linked with the new HSIE syllabuses.

For some time, the focus on content and time has drawn teachers away from a focus on pedagogy, the way they teach. This paper puts that focus back and provides teachers with a confident expression of national and international research and practice based on classroom observations. It is also timely, coinciding with the renewed interest of teachers in how they can better engage students in the curriculum through these new syllabuses.

Currently, there remain some issues to be addressed within the HSIE learning area. These are the disengagement of students, the associated tendency to dumb down the curriculum and over emphasis on the School Certificate test. Quality Teaching has the power to address all three. A greater focus on pedagogy can engage students, keep them within the mainstream and prepare them differently to cope with the test.

Quality tasks based on the three dimensions of the Quality Teaching document: Intellectual quality; Quality learning environment; and Significance, have the potential to engage students within the mainstream curriculum and better prepare them for the School Certificate test. In addition, students are more likely to develop a greater sense of responsibility for their own learning, develop an interest in the subject and pursue that subject in the senior years of schooling.

Intellectual quality

The new syllabuses are intellectually demanding and able to meet the learning needs of the full range of students. The task for teachers is to create access for students by stretching the challenge of the content of the syllabuses to include all students. That access is achieved by creating tasks that are explicit in their learning criteria to assist students to move to new levels of knowledge and understanding while being open ended and catering for the full range of students. Tasks that require engagement with and analysis of information and ideas,

and not only the gathering and recording of information and ideas, will challenge students to learn. Tasks that seek only simple description, the repetition of existing information and recording of facts do little to deepen student understanding.

Quality tasks are those that require students to analyse information, ideas, perspectives and data and to form, justify and present reasoned opinions based on their analysis. The understanding of students in HSIE subjects is rarely progressed by cloze exercises, findawords, the simple listing of data and other such "busy work". Tasks should require the investigation of a range of sources and perspectives with a view to students forming their own opinions and being required to justify such outcomes. Such tasks are always going to provide greater intellectual quality that takes the learner into deeper learning experiences, developing enquiry skills and forcing the consideration of their own and others values. Teacher-librarians have much to offer teachers to support tasks of this type, which foster higher order thinking skills.

For these reasons, teachers should avoid using the Life Skills courses except with students who have an intellectual disability and should not dumb down their strategies to cope with students who are disinterested or lazy. Making the task easy can equate with boring and still fail to engage students in learning.

While Deep knowledge, Deep understanding and Higher order thinking need to be carefully prepared for in teaching programs and tasks in the HSIE subjects, Problematic knowledge is bread and butter in this learning area. History and Geography demand attention to the range of perspectives, opinions and ideas that characterise each topic. Students learn to work with the ambiguity that reflects real life, where few issues are black and white. And students should not be discouraged from taking a

rational position and defending it, even when that position unpopular.

The revised syllabuses provide a stronger focus on Metalanguage through a glossary and through a cross curriculum literacy focus that emphasises subject specific language, text types and concepts. Students can have the opportunity to demonstrate their understanding of the metalanguage through tasks that require Substantive communication, indicating how students have engaged with the problematic knowledge and extended their deep knowledge and understanding. This communication does not have to be written.

Quality learning environment

The hallmark of good learning tasks is that they set Explicit quality criteria for students who need to know exactly what is expected and how what they are producing reflects standards. In the sample programs for teachers (to be available at http://www.curriculumsupport.nsw.edu.au/hsie/index.cfm), this has been one of the guiding principles for writers.

As indicated above, properly constructed learning tasks allow students to take more responsibility for their learning and therefore provide some degree of Self direction where students can choose certain courses of action. The teacher's role is one of setting High expectations by providing the feedback and explicit criteria so that students know how they are going against other students and the syllabus standard. These high expectations are implicit in the syllabuses in HSIE where knowledge and understanding, skills and attitudes, and values are set out in learn to and learn about statements to make explicit the intention of the syllabus outcomes.

The role of the teacher is very important in achieving a quality learning environment. The teacher establishes the boundaries for learning relationships between teacher and student and between student and student. The Social support of this environment is directly related to how well the teacher focuses

the students on learning within the context of the classroom. A product of this focus can be the Engagement of students working on task and displaying Students' self regulation.

Significance

It is this dimension that has posed the greatest challenge for teachers in the HSIE learning area. The syllabuses have always been of high intellectual quality and teachers have been good at providing a supportive learning environment, but the engagement of all students has proven elusive. Now released from some of the content demands of these syllabuses, teachers can address Engagement by concentrating on tasks that are of significance to students.

These tasks will take account of students' background knowledge, for example, what they have studied and achieved in primary schools. This assessment may change considerably how teachers approach the first topic in Stage 4 in both History and Geography. Not taking account of Background knowledge may lead to early disengagement from the subject.

Both Stage 4 History and Geography take a global focus and students can bring Cultural knowledge to the task they perform in these courses. For many migrant students, the lack of cultural knowledge about Australia makes the Stage 5 course difficult for them and they will often seek assistance from teacher-librarians to get basic background knowledge about Australia and its history. One of the key appraisals of the quality of learning tasks is Inclusivity, how well they include boys and girls and students' backgrounds, including cultural backgrounds.

To help students make connections with the subject between one subject and another, tasks can be constructed to allow for Knowledge integration. This is common across the HSIE subjects, with geography contributing to an understanding of history, and vice versa. While it is important to recognise the curriculum relatedness, curriculum integration

is not about constructing tasks that draw on one or more subject so that the discipline base is lost. This may be a feature of the "rich task" literature from Queensland but is not the focus of the NSW curriculum. Here the recognition of subject links and how one can support the other is the intended meaning of curriculum integration.

History, Geography and Commerce all rely on current events and current interpretations of previous events. It is in the integration of current events into classroom tasks that the element of connectedness is brought to the fore in these subjects. Given opportunities, students will engage in the news of the day and be able to relate it to their studies.

Traditionally, good teachers in the HSIE learning area have engaged Narrative to capture the interests of students. People, events and issues abound in these subjects and students have the opportunity to engage both sequential and issue based narrative to understand the topic at hand. Real life

is a masterful teaching aid to capture the interest of students and help them to engage complex subject matter.

Implementation support

By the end of Term 2 2004, Curriculum K-12 officers in HSIE will have completed over seventy professional development courses to support the implementation of the new Years 7-10 syllabuses. At the beginning of Term 3 2004, teaching programs in History, Geography and Commerce will be available electronically to form the basis of school programs. These

programs will have a series of large tasks for each topic and illustrate the elements of *Quality Teaching*.

Officers will continue to work with regional curriculum officers to identify the needs of teachers within the HSIE learning area and to tailor courses to meet those regional needs. As schools explore *Quality Teaching* and begin to assess their own work against the elements, the new programs and support will help them to raise the standard of student achievement in the HSIE subjects in Years 7-10, through improved teaching and learning. ■

References and further reading

- Commerce Years 7-10 syllabus* (2003), Board of Studies, Sydney, SCIS 1144356
- Geography Years 7-10 syllabus* (2003), Board of Studies, Sydney, SCIS 1154331
- History Years 7-10 syllabus* (2003), Board of Studies, Sydney, SCIS 1147136
- Information skills in the school* (1989), NSW Department of Education, SCIS 488633
- 'Quality teaching in NSW public schools' [kit] includes:
- Quality teaching in NSW public schools: a video introduction*
- Quality teaching in NSW public schools: discussion paper*
- Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography* [kit] ISBN 0731382552 SCIS 1131553
- Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityTeaching/index.cfm>
- Human Society and Its Environment* [website] <http://www.curriculumsupport.nsw.edu.au/hsie/index.cfm>

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eLibrary Australasia - ProQuest's web-based general reference tool for schools - is the perfect resource for delivering full-text and multimedia reference resources.

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Also featured are Wetson's Encyclopedia of Australia and resources from the ABC and AAP News.

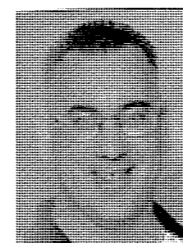
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Using ICT with K-2 students

Book rap diary: *Possum magic* at Penrith Public School



Ian McLean,
former Editor of
Scan and currently
a teacher of Stage
1 students at

Penrith Public School, based this article upon teaching and learning activities, including posts to the teacher rap that accompanied the recent Possum magic book rap. Ian collaborated with Trish Ryan, teacher-librarian at Penrith Public School, during this popular online activity.

Background

In 2003, Trish Ryan worked with a Stage 1 teacher and her class on the *Wilfrid Gordon McDonald Partridge* book rap. Their results were inspiring. My Stage 3 students were "buddy reading" with that Stage 1 class at the time, and we were able to write some book reviews of *Wilfrid* to share with their younger buddies and with the rap. It was exciting to see how my students leapt to the challenge of writing for a tangible purpose and a real audience. It presented me with measurable indicators of their achievement of outcomes in English and resulted in a unique work sample for the students to share with their parents.

Possum magic

In 2004, I have been able to timetable the *Possum magic* book rap into an already busy term. The rap activities complemented the writing strand of my English program. In preparation, Trish printed out the Program and planning information and the rap sheets from the web site at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/possum/welcome.htm>

I purchased a copy of the 21st Anniversary edition of *Possum magic* and realised that the students would enjoy comparing it to the school library's well loved previous edition.

Preparing our introduction to the rap

My English class is the highest graded group in Stage 1, and there is a huge range in the reading, writing and ICT abilities of the students. It can be a challenge to keep some of them extended; one Year 2 student, for example, has read every *Harry Potter* novel and can discuss them in depth, while others are reading quite simple texts.

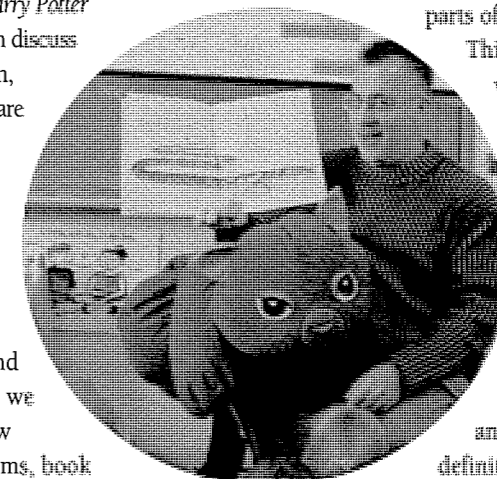
We read *Possum magic* on the first day of Term 2 and shared what we already knew about possums, book

raps, emails and the Internet. It was then that I realised that several of the Year 2 students were veterans of book raps, having tackled *Wilfrid Gordon McDonald Partridge* the previous year. They were great ambassadors, as if we needed much encouragement!

On the first day of the rap, we deconstructed a range of other schools' introductory email messages, brainstormed key points that had to be covered by our own group response and checked our list with hints in the coordinators' messages. The archives of the class email discussion page is particularly useful for seeing all messages posted to the rap, in order of their receipt. Then we had an attempt at writing individual responses. Some students who seemed overwhelmed, were encouraged to concentrate on opening or closing comments, or interesting school news that could be included.

Later in the week, we spent an English session creating a single class response on butcher's paper from the best parts of everyone's drafts.

This was a messy draft, with asterisks, crossings out and elaborate arrows to indicate parts of text that need to be moved. We discussed how this "messiness" was a good sign, and that this draft was definitely not yet ready for



A reading corner bean bag did double duty as Grandma Poss.

posting. We also discussed how expensive it would be to post our response to every school in the rap via "snail mail".

We took our group response to the library to share (reading orally, as a group) with the teacher-librarian. Trish then read to the students from the library's copy of *Possum magic*. There followed an almost impromptu comparison of the two editions. We were all enthralled by the subtle differences between the two editions in colouring and sizing of the images, plus the new paragraphing and placement of several sections of text. Trish and I realised that there were some great visual literacy considerations here. I had already noted that the new edition was much easier to read, but I hadn't considered that the revisions had helped to improve the flow of the written text.

Several students used the library computers to type up the introductory email and we posted it. (Figure 1). For many of the students, using the keyboard to type parts of the final copy into *Microsoft Word* was their first ever attempt at writing for an audience outside of the school community.

Rap point 1

This week saw us drafting our own verses of bush magic poetry. When I first read the rap point question, the task seemed overly simple and I was concerned that, without sufficient input and thought, the students might simply substitute each Australian animal for another animal, and each action word for another action word. Would just rereading the book provide enough inspiration?

Going back to the Suggested sequence of teaching strategies, I noted the suggestion to brainstorm ideas about magic. After reading the rap point together, including the extract from *Possum magic* and the sample student variation of the passage, we decided to explore other

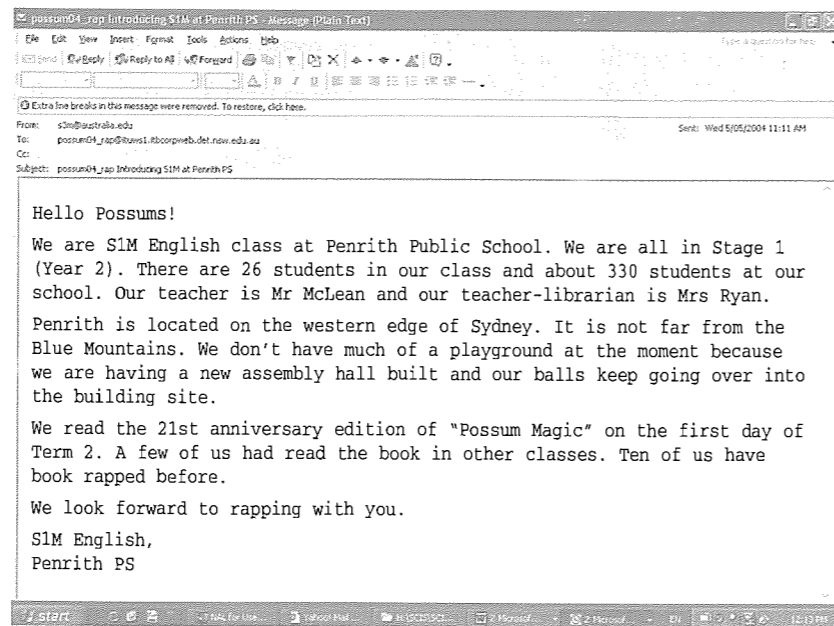


Figure 1.

famous fictional characters who could do magic. Our partial list included: Sabrina (*Sabrina the teenage witch* TV series and Archie comics); Harry Potter and Professor Dumbledore (the *Harry Potter* novels and films); Samantha, Endora and Tabitha (*Bewitched* TV series); Wally (*The Wiggles* movie); and Gandalf and Galadriel (*The lord of the rings* novel and films). We also discussed the various ways these characters worked their magic, such as waving a hand, chanting, wriggling nose, reading from a book, using a wand or staff, and using magic water as a mirror.

'Perhaps these characters and their methods for making magic will inspire us' I said.

Then we reread *Possum magic*. By the time we finished the book, the students were keen to suggest their own versions of bush magic poetry. Students were selected to be scribes to record suggestions in their groups.

One group surprised me, not only with their efficiency in drafting a response, but with the high quality of their talking and listening:

'I saw Gandalf in *The lord of the rings*', said one student. 'And there were talking trees. They could talk and walk.'

'Hey, they are rhyming words!' said another and the scribe quickly wrote down 'And trees talk' as the last line.

'What animal can we make walk?'

'It should be an animal that can't usually walk.'

'A shark!' came the suggestion.

I went off to assist at other group tables and, by the time I returned, they'd added a spider as the next suggested animal; last term we had done an extensive unit on spiders, both fictional spiders and factual ones. They'd also added a line, 'She made pigs fly.'

'Why did you choose a pig for this line?' I asked.

'Because people say, 'Pigs might fly.' But they can't really.'

'Are pigs an Australian animal?' someone asked.

Just as the scribe was about to cross out the whole line, which would have been a shame, I suggested they make it a 'bush pig'. So the rhyme now read:

*She made spiders fly and sharks walk
She made bush pigs fly
And trees talk.*

'Can we think of other rhyming words for 'fly'?'

Several verbs were suggested.

'It's a shame the tree line couldn't be more Australian', I said. 'Gum tree!' several students exclaimed.

So the next day, our class posted the following poem, among others, to the rap:

*She made spiders cry and sharks walk
She made bush pigs fly
And gum trees talk.*

Rap point 2

This was a deceptively complex rap point. If only the entire week's timetable could be devoted to *Possum magic* related activities, what fun a class could have! The beauty of this style of Internet activity is that teachers can choose to attempt as much, or as little, as is manageable. To prepare us for writing our own local adventure for invisible Hush to experience, I borrowed a large wall chart of a map of Australia and prepared flashcards of the names of the foods featured for each capital city.

First, we revised the capital cities and reminded ourselves what we knew about foods such as pavlova, mornay

and Vegemite. The discussion on Anzac biscuits was made easier because rolled oats had been mentioned the previous month during a mini language unit on *Goldilocks and the three bears*, and our Anzac Day commemoration. The students very quickly agreed that the foods we selected for our own piece of writing should be alliterative with the word "Penrith" and that this was preferable to just listing students' favourite foods.

I explained that we needed to think back to our introductory message to the rap. What had we said about Penrith to help identify the city for other schools? One of the students mentioned Grandma Poss on her bicycle, racing down High Street, our city's main street. This visual sparked an idea, Pizza! Of course! We put down those visuals in writing, and in storyboard form, using Rap sheet 5. (Figure 2).

I split my English class into five groups to undertake the first rap point. With a copy of Rap sheet 3 (for Rap point 2) and a pencil per group, the new scribes selected their group members. I was able to place students with special

needs into particular groups that I knew would support them. The groups quickly listed recognisable Penrith icons to locate our text firmly in Penrith and illustrate it with words. I remembered a lecture by author Libby Gleeson, on the importance of *place* in successful narratives, to make a story seem real. The students suddenly found wonderfully alliterative 'p' food words rolling off their tongues and onto the planning sheets.

We were disappointed not to have one completed story ready in time to send to the rap during our lesson in the library, but this meant that we had extra time to read some more of the many excellent rap responses from over 80 schools and class groups. Trish had bookmarked the appropriate page on each of the school library's Internet computers, and was awaiting our arrival. As we read Trish our list of alliterative foods, we realised that most of the items were party foods and our story ideas were becoming more and more vivid.

Revisiting our list of local foods a few days later, we combined the students'

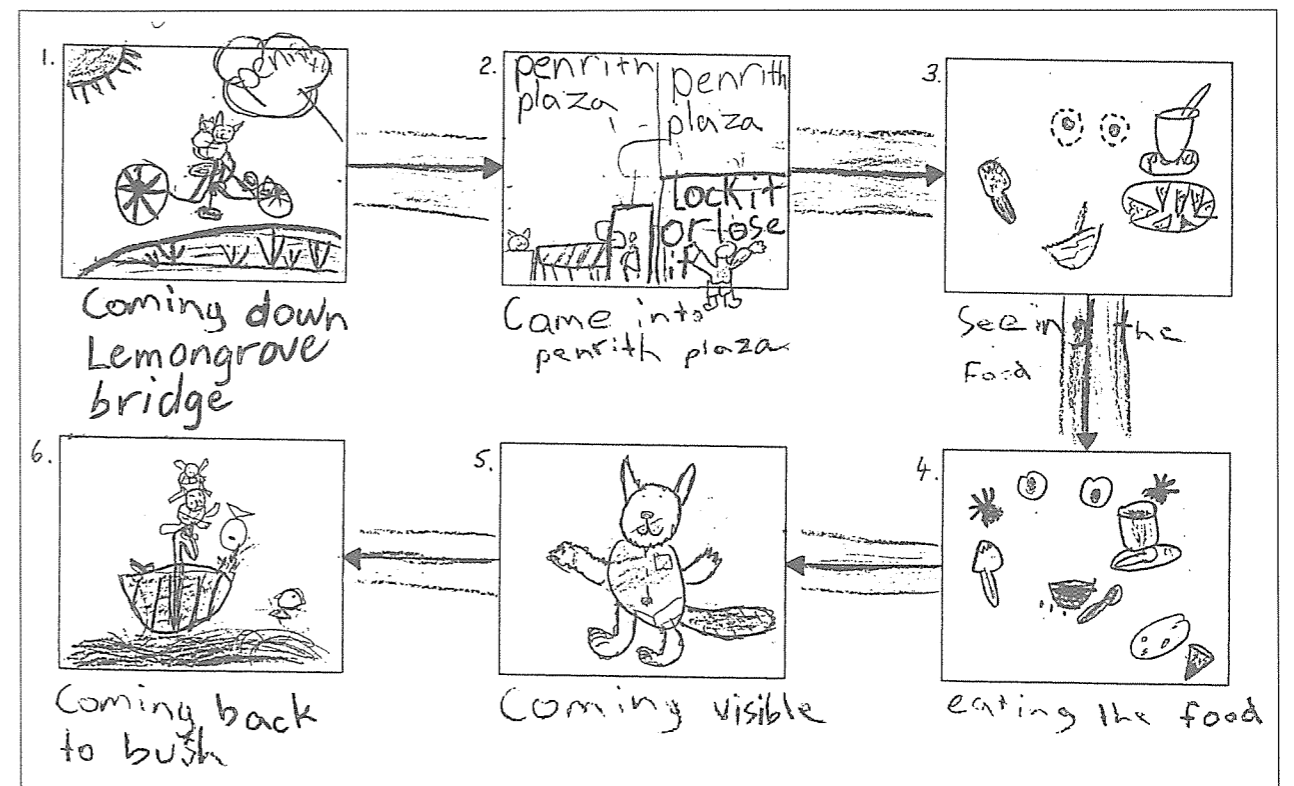
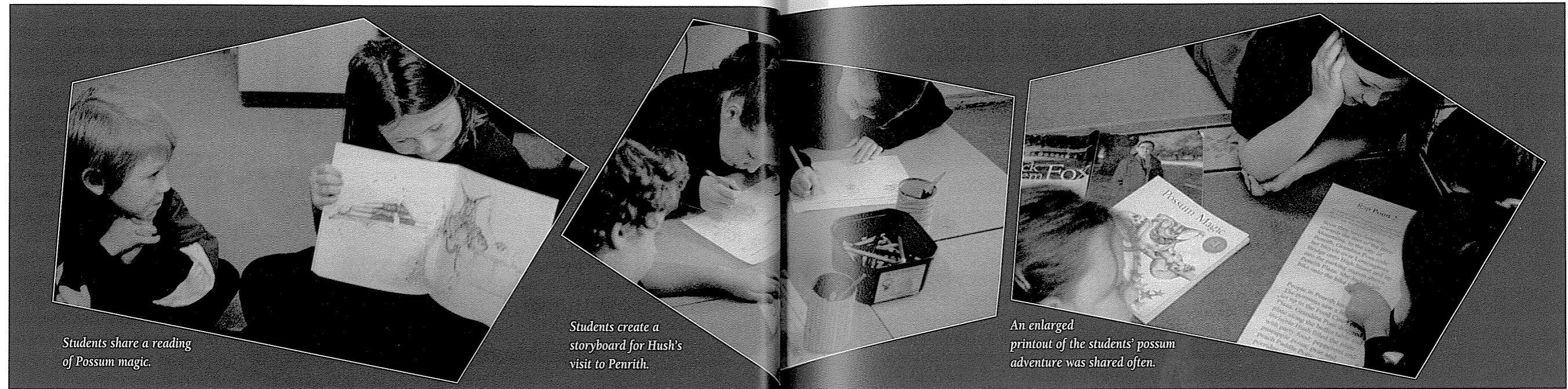


Figure 2. A storyboard was created for Rap point 2.



Students share a reading of *Possum magic*.

Students create a storyboard for Hush's visit to Penrith.

An enlarged printout of the students' possum adventure was shared often.

favourite sentences and ideas on butcher's paper as there was not sufficient time to attempt Rap sheet 5 (for Rap point 2), the storyboard, as a pre writing exercise. We hit a stalemate quite early. Of course, everyone had started on Panel #1, with Grandma Poss riding down High Street. The solution again was visualisation. Every time the students hit a blank, or tried to suggest one or two words instead of a longer, more descriptive sentence for our narrative, I reminded them to visualise the two possum characters and the Penrith citizens who would be noticing, or not noticing, them. This worked surprisingly well and, the whole group rap response was polished by the six students of my home class, who are also part of my English class. The students read the story with me, aloud, to the rest of our home class. Several members of this first audience suggested some wonderful

additions. For example, 'You can't leave your bicycle in the car park, you have to lock it to the bike rack.' and 'A possum couldn't pick up a plate. She'd have to drag it.' These ideas were enthusiastically accepted by the six students on behalf of the other English students. Later, the English class incorporated some of those new elements into their storyboards.

This became the group response for Rap point 2 (Figure 3).

Rap point 3

The next activity required the students to vote on their favourite pages of *Possum magic*, and suitably imaginative, appropriate gifts to give to Mem Fox and Julie Vivas if they visited our school.

This was a more relaxed, yet equally challenging, rap point, and there were some very clever aspects to it. The talking and listening skills and outcomes in the *English K-6 syllabus* were especially highlighted in this activity, as was explicit teaching of visual literacy. Very quickly, the students realised that the lack of pagination in most picture books meant that explicitness was required to describe the page to which they were referring. Deliberating on a fair way to select the responses to post to the rap was also very important.

The selection of a gift was just as challenging, but the early responses rolling in from other schools were so clever, I wondered how my students would equal such great ideas. We loved the concept of Widemere Public School's origami Aussie animals, and Rydalmere East Public School's *Possum magic* charm bracelet! Ultimately, my class voted to give a *real* possum over handmade character puppets.

The students were also excited about deciding what two questions they could ask guest celebrity rapper, Julie Vivas, and used the same voting method they'd designed. Getting an email response from Julie Vivas was an unexpected highlight for many students.

Rap wrap up

The students evaluated their learning for another group negotiated message to the rap. It was delightful to see the students calling up schools' responses from the archive, reading the emails, and commenting on their favourites with such enthusiasm. Trish has offered the students opportunities to come back to the book rap archives during lunchtimes in the library.

The students are also planning to mount a library display of our rap materials and our responses to the rap points, and to draft a brief article for our school newsletter. Trish and I hope to make a presentation about this rap experience to a staff meeting. We also can't wait for the next Stage 1 book rap.

(See also Noticeboard, page 45 in this issue for other *Possum magic* book rap news). ■

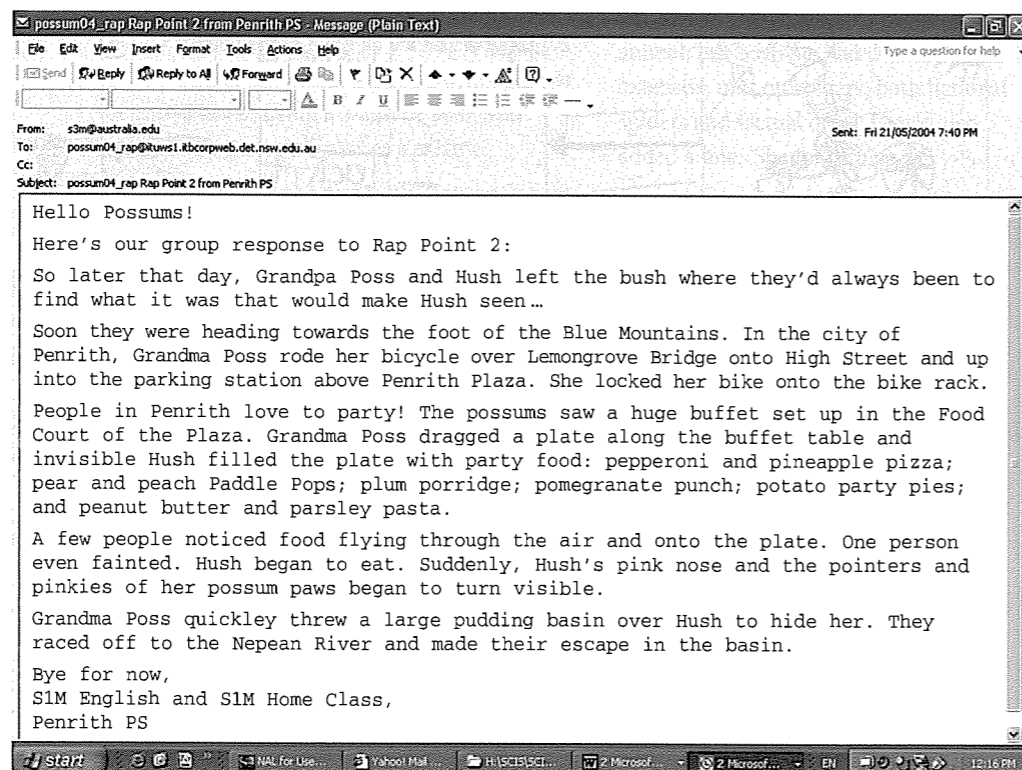


Figure 3.

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Developing Internet skills with Year 1 students



Jenny Scheffers is the teacher-librarian at Marayong Public School. Jenny and the teachers at

Marayong planned and taught a unit of work leading up to an excursion to Taronga Zoo. This unit incorporated the use of the Internet as a research tool, to achieve syllabus outcomes.

During Term 4 2003, the Year 1 teachers and the teacher-librarian at Marayong cooperatively planned and taught a Stage 1 Science and Technology unit to support the content strand, *Living things*. Two focus outcomes were INV S1.7 *Conducts guided investigations by observing, questioning, predicting, collecting and recording data and suggesting possible explanations.* (*Science and Technology K-6: outcomes and indicators 2000*, p 34.)

LT S1.3 *Identifies and describes ways in which living things grow and change.* (*ibid*, p 24.)

One of the teaching strategies planned was for the students to access an Internet site to research African animals, in the context of a planned visit to Taronga Zoo. This was part of a task to: *Observe the characteristics of different animals, in the playground, on a farm, or at a zoo.* (*Science and technology K-6 syllabus and support document 1991*, p 75)

Students were also working towards developing the following *English K-6 syllabus* (1998) outcomes:

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

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

Planning

At a grade meeting, the teacher-librarian and the three Year 1 classroom teachers examined the African animals section of the *EnchantedLearning* web site. Four African animals were selected for study. These animals were ones which the students would most likely see during their visit to the zoo. The teacher-librarian then designed simple student research proformas based on each of these animals as preparation for observation to take place at the zoo.

Utilising the library's flexible timetable, each of the three Year 1 classes visited the library for a thirty minute lesson per week, for five weeks. This was the first time the Internet had been used with the classes as a teaching and learning tool. The relevant section on the *EnchantedLearning* site was bookmarked on the school's intranet and was already opened on the library's fifteen networked computers prior to the classes' arrival at the library. The structure of each lesson incorporated components of the information skills process, namely defining, selecting and organising.

Lesson outline

Week 1: Demonstration and exploration of the African animals section of *EnchantedLearning*

As a class, students brainstormed names of African animals and the class teacher recorded these animals on butcher's paper. Using a networked laptop computer and data projector, the teacher-librarian demonstrated how to navigate this site.

The classroom teacher, drawing on her knowledge of the students' differing reading abilities, organised students into pairs (a less able student working collaboratively with a more able student). Students then explored and navigated the site themselves, selecting and clicking on African animals that they expected to see at Taronga Zoo. This Internet activity involved students clicking on relevant hyperlinks, using the forward and back buttons, viewing the diagrams, scanning the text and working cooperatively with their partners.

Week 2: Modelling note taking

As a class, students examined the site's hippopotamus page which was screened using the data projector and laptop computer. The concept of *keywords* was introduced and discussed with the students. Reading one sentence at a time from the site, students selected relevant keywords. The classroom teacher then recorded the keywords on butcher's paper. The accompanying hippopotamus diagram was also examined by the class and additional keywords nominated and added to the data bank.

Upon returning to the classroom, the library research activities were consolidated and extended by the class jointly constructing a simple report based on the keywords. The report of this background

research was written on butcher's paper, then displayed in the classroom.

Week 3: Note taking in pairs

Students sat with their assigned partners at a computer to view the elephant web page. The class read aloud one sentence at a time and then selected and discussed the relevant keywords from the site. Students recorded these keywords on their individual research proformas. As some of the sentences were too difficult for the Year 1 students, the classroom teacher nominated which sentences were to be read and used for note taking. Additional keywords from the elephant diagram were also selected, discussed and recorded on students' proformas.

A follow up report writing activity, similar to Week 1, was conducted later in the classroom.

Week 4: Consolidating note taking skills and labelling diagrams

Focussing on a new animal, the previous weeks' library and classroom follow up activities were repeated. An extension activity was introduced, where students used keywords from the text to label the giraffe diagram.

Week 5: Constructing a simple report

This lesson was the reverse of the previous two lessons. Pairs of students were supplied with a gorilla proforma, which listed relevant keywords and which included a labelled diagram. The teacher-librarian had selected keywords from the site.

Students were assigned the task of drafting their own group's report. For this lesson, students sat with their partner at a table, not the computer. As report writing had been modelled previously in the classrooms, students were very confident, excited and capable of drafting their own reports. Students shared their reports with the class and later back in the classrooms, the teachers checked the students' drafts, which were then formally published by the children in their writing books.

Conclusion

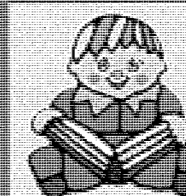
This cooperatively planned and taught unit provided a valuable opportunity

to introduce the Internet to our junior primary students. The program helped students to develop a deep understanding and knowledge of living things. It also consolidated their preparation for the visit to Taronga Zoo where they would observe the animals. The students' research and computer skills were enhanced in a meaningful context, whilst the activities supported literacy and social skills, engaging students in conversations about their learning. The teachers were surprised with how quickly their students grasped the concept of keywords and note taking. One memorable moment was when a pair of boys couldn't contain their eagerness to select and record their keywords about the elephant. They raced ahead of the class, reading one sentence at a time and correctly recording the keywords, including those from the more difficult

sentences. This program also provided a valuable opportunity for teachers to reflect on *Quality Teaching* and develop further professional skills. ■

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Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553
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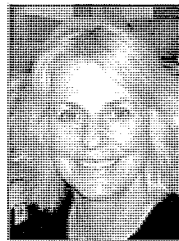
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Planning units integrating ICT using Quality Teaching at Tathra Public School



Roz Bannon,
teacher-librarian at
Tathra Public
School, describes
the process that

she followed with the Stage 1 teachers, planning a unit of work for K-2 students integrating ICT, and the elements of the Quality Teaching model.

- refine our teaching strategies
- reflect on evidence gathered which could measure the achievement of student learning outcomes.

The Stage 1 teachers and I had previously endeavored to develop units which required students to use the Internet to gather information. Accessing age appropriate sites has always been an issue. With a reliable fileservier, and the beginnings of an effective intranet at Tathra, we have overcome some of these problems.

Planning a unit of work

In Term 2, 2004 Stage 1 students were studying a unit in Human Society and its Environment. For this article, I will only address those aspects which involve the use of technology,

although the unit is designed to be integrated into other aspects of the curriculum and takes children out on several excursions in our local area. View the whole unit at <http://www.tathra-p.schools.nsw.edu.au/staff/teachsupport/mainteachsup.htm>

In the following table, where reference is made to *Quality Teaching*, the elements are in square brackets.

We used the *Quality Teaching* model as our framework, and then developed rich learning tasks using tools and strategies to incorporate the elements of the model. We then examined our tasks and decided which student data and processes would be used as evidence that powerful learning had taken place.

Background

Creating a culture of thinking in teaching and learning has been a focus for the Tathra school community for several years. Through the Country Area Program, our staff has had many professional learning opportunities. In 2003, we received a grant through the Australian Government Quality Teacher Program to plan units of work, utilising the dimensions of *Quality Teaching* to guide our planning and teaching. This project has provided us with an important impetus for our teacher professional learning. Our planning led us through three stages. We needed to:

- design powerful learning tasks for students, using tools and strategies which cater for diverse learning needs and styles



All students participate and input is valued.

Wet and dry environments

ENS1.5

Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

Tasks	Strategies integrating ICT and the NSW Quality Teaching model
<p>Focus questions: What is an environment and what is in our local area?</p>	<p>[Background knowledge] [Metalanguage] [Connectedness]</p>
<p>Assessment criteria</p>	<p>Students are given a proforma with the negotiated criteria for their investigations and presentation of their research and they will self assess their results based on these criteria. [Explicit quality criteria] [Student direction] [High expectations]</p>
	<p>Students use:</p> <ul style="list-style-type: none"> • affinity diagram (Langford, 2001) to categorise pictures into <i>Built</i> and <i>Natural</i> (all students participate and input is valued). [Inclusivity] [Engagement] • <i>Kidspiration</i> to define 'What is an environment', selecting appropriate pictures from the program. [Knowledge integration]
<p>What is a desert environment?</p>	<p>Students will examine several photographs of Australian deserts, gathered using the search engine, <i>Google</i></p>
<p>What do you always find in a desert environment? What do you never find in a desert environment? What do you sometimes find?</p>	<p>Students will:</p> <ul style="list-style-type: none"> • complete a Y chart (<i>EnchantedLearning</i>) [Higher order thinking] as they gather data about desert environments • study mapping and topographical terms using information provided on the school's intranet [Metalanguage] • conduct a paired interview with students in pairs which share their knowledge with each other and then with another pair. [Deep understanding] [Substantive communication]
<p>What makes this animal special?</p>	<p>Students will work in learning pairs to access the information on the intranet. Kindergarten students have pictorial clues and Year 1 students deal with written information in greater detail. Appropriate links have been provided for students in Years 1 and 2 to access further information with guidance from teachers and teacher-librarian. [Student direction]</p>
<p>How can humans live in the desert?</p>	<p>Students will investigate this aspect with support from teachers and compare the findings with the data from their animal research. [Deep knowledge]</p>
<p>Presentations</p>	<p>Students will present their research findings as an oral report, supported by slides in <i>Microsoft PowerPoint</i>. A template from <i>Microsoft PowerPoint</i> will be placed in each student's folder on the intranet. Photographs of animals will be saved in a folder on the fileservier and the skill of inserting an image will be explicitly taught. Photographs and captions showing human activity in desert environments will also be placed in folders for students to access in their presentations. [Substantive communication]</p>

Tasks	Strategies integrating ICT and the NSW Quality Teaching model
	<p>Kindergarten students will:</p> <ul style="list-style-type: none"> • use four slides in <i>Microsoft PowerPoint</i> • create a title slide; a slide of their drawing of an animal (scanned); a slide of a drawing showing human adaptation (scanned); a slide concluding the presentation (<i>The end</i>). <p>Years 1 and 2 students will:</p> <ul style="list-style-type: none"> • insert photographs from folders into their presentations • word process their information in a report format (this type of text has been explicitly taught in these classes) [Knowledge integration] <p>The <i>Microsoft PowerPoint</i> presentations will be linked to the school's intranet (with students' permission) for all classes to view. [Connectedness]</p>

The *Quality Teaching* model has provided our school with a powerful framework for working on enriching student learning.

Conclusion

The *Quality Teaching* model has provided our school with a powerful framework for working on enriching student learning. Our understanding of all of the elements of the model is developing gradually as is our grasp of tools and strategies integrating ICT to achieve engagement in learning. It is an exciting journey. ■

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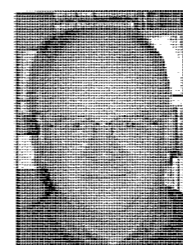
'Quality teaching in NSW public schools' [kit] includes:
Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553

Randall, R. (2003) 'A renewed focus on pedagogy', *Scan* 22(3), pp 38–39.

Tathra Public School [website] <http://www.tathra-p.schools.nsw.edu.au/>

Tony Ryan [website] <http://www.headfirst.com.au>

Using the Internet with Stage 1 students at Bradbury Public School



Roy Crotty, teacher-librarian at Bradbury Public School, was involved in an

online activity using email with Year 2 students. This collaborative unit supported the literacy program and integrated ICT in developing a meaningful and engaging learning experience for the students at Bradbury Public School.

Introduction

Over the past few years, quality software has been developed that can be used effectively to achieve syllabus outcomes with K–2 students. In addition, the Internet provides quality sites that can be easily accessed through the developing high speed LAN networks in schools. What is a little harder is the use of email activities for these younger students. Outlined below is a demonstration of how email can be integrated into Stage 1 learning activities.

A teacher in a school in Ohio, USA, contacted me asking if Bradbury Public School teachers were interested in being involved in an exchange program with their Year 2 class. This class was studying Australia and its unique animals, using the literature of Mem Fox. I approached a Year 2 teacher at Bradbury Public School, who was keen to be involved. As I had been contacted via email, I wanted to do something that involved the use of email across a number of key learning areas.

Planning

After communicating through a series of emails, the teachers at both schools decided upon the following. Our first activity was to receive and answer any questions that the Ohio class had about Australian animals. There were to be three emails from Ohio, each containing three questions. The questions were printed in large font and posted on the wall of the Year 2 classroom. I then took three groups of ten students in the library to research the questions and provide answers. The answers were word processed and the responses emailed. The students felt a great sense of pride in being able to help students in another country learn about Australia. We also asked

questions about Ohio, similar to the ones sent to us and the answers and responses were posted on the classroom wall.

Our approach supported teaching towards aspects of the *Learning to write – producing texts* substrand in the *English K–6 syllabus*, in particular:

WES1.9 *Plans, reviews and produces a small range of simple, literary and factual texts for a variety of purposes on familiar topics for known readers.*

Audience

- reads own writing to a variety of audiences and responds to questions seeking elaboration and clarification

Resources

We looked to see if we had the same books in our library as they were

reading in Ohio, and began reading the books during class reading activities. Mem Fox, the author of *Possum magic*, became quite a hit as the students appreciated the

way that the animals in her stories reflected the life of our country.

The Bouncing story

We also decided to begin a story writing activity that would involve both groups, in Australia and in Ohio. We called it the *Bouncing story*. The name was inspired by one of the

The students felt a great sense of pride in being able to help students in another country learn about Australia.

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The student engagement was high during this activity.

students as it would involve kangaroos and would 'bounce' between the two schools. We began by writing the first paragraph on large sheets of paper to be hung on the library walls. The paragraph was to introduce some of the characters, Australian animals of course, and a journey they were to go on which would involve some danger. We wrote five sentences and left the last sentence hanging (What would happen next?). This paragraph was emailed to Ohio. While we waited for the other school to add the next paragraph, we spent some time predicting what would happen next in our story. When the reply was received, usually within a few days, we never predicted correctly what the other school had written! This added to the excitement and involvement in the task. The student engagement was high during this activity.

This process continued, until we had each written three paragraphs, always with a hanging final sentence. As we had begun the story, we offered Ohio the opportunity to finish the story. High excitement awaited the arrival of the final paragraph.

As we wrote each paragraph, an awareness of the role of the audience became more apparent. By the time we were writing the third paragraph, the students were taking greater responsibility for the end product; ensuring that the sentences made sense, that they related to the previous paragraph which had been sent by the other school, that the grammar was correct and that each sentence was polished.

At the same time as the story writing was happening, we were using world

maps to find the state where our companion school was located. We looked at email addresses and what they meant and related this to writing addresses on envelopes to post in the traditional way. We discussed letter writing and its place in keeping in contact with family and friends.

The conclusion of the activity

After approximately five weeks, the exchange was concluded. It had reached its expected objectives and the class moved onto other activities. There was a feeling of great excitement that we had been participants in such an enriching, and engaging, learning activity.

Key components

From the teacher's perspective, the exercise had proven that such simple exercises could achieve so much in terms of learning outcomes. The key to the success was the careful planning between the two schools. Each activity was thoroughly thought through, timeframes established with clear beginnings and endings and simple, yet effective, objectives were established.

As we wrote each paragraph, an awareness of the role of the audience became more apparent.

The key to the success was the careful planning between the two schools.

Future planning

Now we are preparing to use email again, this time with a Year 3 class studying the Stage 2 Science and Technology unit, *Keep in touch*, and working towards an outcome in the *Information and communication* strand:

IC S2.2

Creates and evaluates information products demonstrating an understanding of the needs of particular audiences. (Science and technology K-6 syllabus and support document 1991, p 96)

Bradbury Public School is arranging an exchange of emails

with a school in Dublin. Overseas addresses add to the excitement of this type of activity for students, and an exchange with a school within Australia can be just as effective.

Other online activities: raps and book raps

The interaction of schools subscribed in a book rap shows the effectiveness and levels of student engagement that online activities can engender. Examples of rap and book rap activities, including archives of class discussions, can be accessed at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm> ■

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How a school's intranet can support teachers and K-2 students



Alison Lawrenson is the teacher-librarian and Computer Coordinator at

Bilgola Plateau Public School (BPPS). Ali uses the school's intranet, in collaboration with teachers, to teach ICT skills in the context of syllabus outcomes. In this article, Ali describes how Stage 1 students were introduced to the Internet, building on the skills learned using the intranet at BPPS.



The intranet facilitates the integration of ICT into our teaching programs.

educate teachers and students about the value of having an intranet, and how an intranet can be used to support the curriculum and achieve student learning outcomes. As a teacher librarian, one of my roles is to be:

...involved in the provision of the information-related resources integral to the planning, implementation and evaluation of the curriculum of the school. (Libraries in New South Wales government schools: policy statement 1987, p 4)

In addition, I am responsible for:

...selecting, developing, organising and managing information sources, services and appropriate technology to meet the educational, cultural, recreational and professional needs of the school community. (Handbook for school libraries 1996, p 11)

Henri, Hay and Oberg (2002) believe that other aspects of a teacher librarian's role are to:

- teach skills in information literacy, including ICT use
- work with individual teachers to design and assess learning and to integrate ICT skills.

The introduction of the intranet at BPPS provided an opportunity for me to fulfill these criteria.

Henri (1997) said that the first step in making teachers literate in information technology is to teach them appropriate skills and share the vision with them so they will see how the style and quality of learning in schools will be enhanced. Teachers' ownership of a resource is possible if they can readily see its benefit to their classrooms. McCulloch (2004) believes

that, as with any computer infrastructure in a school environment, an intranet is only of any value if it is able to support the curriculum, and contribute to improved student learning. The teachers at BPPS are now using the intranet because:

- it provides access to sites linked to the syllabus that have been pre selected by teachers and found to be accurate, current, authoritative, age appropriate and without bias
- it helps teachers to model ICT use and teaches students how to use technology in the context of syllabus outcomes
- it enables students to publish their work without privacy concerns (We use *EduWeb* as a platform to publish student work on the school's intranet)
- it facilitates the integration of technology into our teaching programs.

Using the intranet with K-2 students

The target groups for the introduction of the intranet were the Stage 3 pupils and teachers. Following this success, the staff was keen for the junior classes and teachers to use the intranet to support their learning and teaching.

The Kindergarten teachers and I collaborated and planned how we could use the intranet with their students. Several Year 6 students were paired with Kindergarten students in the computer room to share their knowledge and to prompt the Kindergarten students when needed. This peer mentoring was invaluable; the Year 6 students helped with the demands of teaching twenty five year olds on sixteen computers, while having their own learning reinforced. The staff saw opportunities for the intranet to be used in several ways, as a tool to:

- explicitly teach ICT skills in context (one focus was on improving word processing skills)
- use sites which supported the HSIE topic, *Meeting needs*
- improve literacy skills.



The students used their page to practise word processing in their story writing.

Explicit teaching of ICT skills using the intranet

In a collaborative teaching situation in the computer room, the students were shown how to access the intranet and then directed to their own student page. This involved five steps before they were in their own page. Using the data projector, the teacher demonstrated the steps required and taught students how to edit their own page using *Microsoft FrontPage*. This was a challenging task and required the most direction, but with practice, it was achievable.

The students also used their page to practise word processing in their story writing. The class teachers wrote the sentences on cards for the students to type and save to their electronic folders. They were also taught how to

insert an image from the *Clip Art* files. Students were given a card with the name of a farm animal on it, which they then typed into the search facility in *Clip Art* in *Microsoft Word*.

I added Internet links that support the HSIE unit, *Meeting needs*, to the library page. Students were shown how to access and use those links. One example was *The kindergarten farm concert*. In this lesson, the students were required to read the story; a tall order after only thirteen weeks at school, but they managed well. The class teacher and I displayed the site using the data projector to model reading. We read the story to the class and then with the class before the students went to their computers to share the reading with a partner. ■

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Using iSELECT at Wollumbin High School



Terry McCullagh
is the teacher-librarian at Wollumbin High School. In this

article he reports on the use of iSELECT as a research tool.

Introducing staff and students to iSELECT

After seeing what it offered, I chose to trial it for one year, knowing that it takes time for students and staff to be aware of its possibilities. The first people to use iSELECT were individual students, after being shown it during Year 12 study periods or from the posters in the library. Self motivated and independent learners liked it as a ready source of information, but often failed to transfer its use to other subjects or tasks. I had informed teachers via the school's newsletter and staff meetings, but felt it was necessary for a demonstration to be arranged. The HSIE Head Teacher was approached to work with the teacher-librarian on a specific task using iSELECT as a resource. This teacher had set an assessment task for his Year 12 Business Studies class for HSC topic 1: *Business management and change*. The outcomes to be addressed were:

The student:

- H2.1 describes and analyses business functions and operations and their impact on business success
- H3.2 evaluates the effectiveness of management in the organisation and operations of business and its responsiveness to change
- H4.1 critically analyses the social and ethical responsibilities of management
- H4.2 evaluates management strategies in response to internal and external factors. (Business studies: Stage 6 syllabus, p 25)

Assessment task:

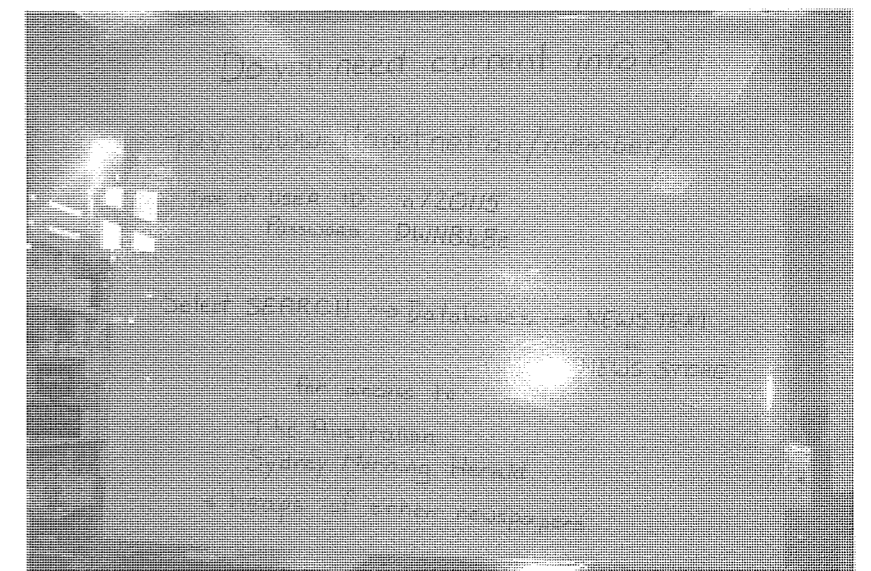
Students need to:

1. select four external factors that affect businesses, collect five or six articles on each factor over a period of at least four weeks
2. maintain a scrapbook, with articles dated and sources acknowledged.

Introduction

Students at Wollumbin High School need to access and use sources of information about current events and issues. Previously, we had relied on traditional sources such as *Time* magazine, *The Bulletin* magazine, newspapers, and electronic sources such as the Internet and CD-ROMs.

The *Sydney Morning Herald* on CD-ROM was a popular source of information, and when this stopped being produced, I went in search of an alternative source of current information. I soon found that many publications required expensive subscription fees to fully access their archives, free access being limited to the current issue or only a short time period in the past. It was an advertising blurb accompanying an update of *Infocus* that started me investigating iSELECT.



Posters in the library at Wollumbin High remind students how to access iSELECT.

3. use the Business Report format to write a report
4. analyse the impact of each of the four factors on the business or industry chosen (this should be a major focus)
5. discuss how the business or industry has changed as a result of these factors
6. note that the response should synthesise textbook theory with the information from the newspaper articles.

After discussing the task in the classroom, the class came to the library to search for articles. A few weeks' supply of newspapers helped get the students into a frame of mind that had them wishing for more. A brief overview to the whole class was followed by small group demonstrations. The use of a data projector enabled a whole class demonstration of boolean operators. The explicit teaching of certain details was left for group and individual treatment, as the need arose.

It was at this point that students became aware of certain important issues:

- the need to have a clear understanding of what is required before commencing searches
- that search parameters are critical: identifying when to narrow or broaden a search, key terms to use, accepted spellings and abbreviations to use
- the need to carefully select search results to contain costs.

Student feedback was positive, stating that *iSELECT* was their major, but not only, source of articles.

Students readily grasped the techniques needed and could concentrate on selecting articles and applying them to the task. Printouts of articles

Using *iSELECT* as a research tool has proved very successful, particularly for the HSIE faculty staff and students.

contained all the necessary bibliographic details. Student feedback was positive, stating that *iSELECT* was their major, but not only, source of articles. The *Herald in the classroom* articles were also well used.

The Business studies teacher was very positive about *iSELECT*. He is certain that the assessment task would not have been possible without it. The library at Wollumbin High does not hold subscriptions to multiple databases and the students saved valuable time by using *iSELECT*. Accessing newspaper archives, not normally available through an Internet search, allowed access to objective third party analyses of a business or industry's performance, rather than relying on company web sites or other

sources which may have presented a biased viewpoint.

Feedback from staff and students

Using *iSELECT* as a research tool has proved very successful, particularly for the HSIE faculty staff and students. The teachers in this key learning area recommend that the students use it for numerous tasks assigned to classes from Year 8 to Year 12. The Personal Development Health and Physical Education, Creative Arts, and Science faculties at Wollumbin are also becoming aware of *iSELECT*'s capabilities for supporting student learning.

iSELECT was particularly useful in studying the local area, as the *News text* database allowed access to a local newspaper, the *Gold Coast Bulletin*. Numerous other local newspapers, covering much of the state, are accessed by this database. Students are encouraged to use *iSELECT* from home, if they wish. Concerns about cost are unfounded; students have been very responsible in their use of *iSELECT*. ■

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Infocus [website] <http://infocus.sl.nsw.gov.au/res/home.cfm>

iSELECT [website] <http://www.ilanet.net.au/>

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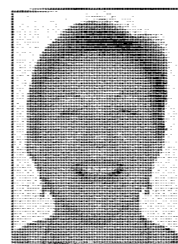
iSELECT

<http://www.ilanet.net.au>

ABSTRACT

iSELECT is offered to schools via the State Library's *Ilanetweb* service, designed to give affordable access to online commercial databases. It is available via subscription, with usage fees charged according to the database used. Fees can be much lower than the normal database fee. It enables access to a large number of databases, including all major newspaper archives and some that offer full text searches and retrievals from hundreds of national and international journals. A newsletter, *elagon*, is also part of the package. The site gives a full description of all the services offered and covers most questions people may ask. Any questions or problems can be answered by phoning the **Help desk**. It is a well constructed site, easily understood by staff and students, and gives excellent guides to search methods. As a means of accessing a wide variety of databases and current information, it is an affordable and useful tool for schools. A trial request can be made by schools or *Infocus* members by ringing the help desk on 1800 801 659 (or email infocus@ilanet.net.au)

iSELECT



Maggie White is a librarian at the State Library, currently working as a Service

Development Officer at ILANET.

i *SELECT* for schools is a school specific version of ILANET, a State Library of New South Wales service that delivers affordable access to online information resources, coupled with advice, training and user support.

Launched in 2001, *iSELECT* offers Australian and international databases that have been chosen for their relevance to the secondary school curriculum. These include Informit, Fairfax and News Ltd databases and *ProQuest*. Document delivery options, an online interlibrary loans management system and access to the National Library's *Kinetica* database are also included in the *iSELECT* service. *iSELECT* staff offer technical and reference support for subscribers and can help with search strategies or the selection of a particular database.

To join *iSELECT*, schools must first be members of *Infocus*, the State Library's popular HSC resource service. *iSELECT* members pay an annual subscription fee of \$220.00 (including GST), which includes both *Infocus* and *iSELECT*. Members are then invoiced monthly for any use they may make of commercial databases or document delivery services. If databases are not used in any one

month, there is no invoice for that month. Access to all of *iSELECT*'s online services is via a single login; all usage charges appear on a single invoice, in Australian dollars, and invoices, including those of previous months, can be viewed online.

Teacher-librarians who subscribe to *iSELECT* use the service in different ways. These include: sourcing journal and newspaper articles for students and staff; complementing and extending the library's collection; and as a valuable resource for students to use in developing search strategies. Many teacher-librarians find *iSELECT* a very cost effective way to expand access to online resources and reduce their periodical expenditure. *iSELECT* can reduce time spent on cataloguing and processing, as well as saving on the space required for storing print resources.

A free trial of *iSELECT* and an exploration of how *iSELECT* can support schools are available from <http://www.ilanet.net.au/FREE/t3.cfm>

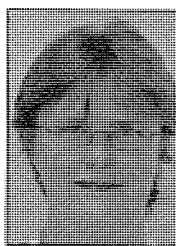
For more information about *iSELECT for schools* and database costs contact ILANET staff by phone on (02) 9273 1424 or by email at ilanet@ilanet.net.au ■

SCAN

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Using online databases and periodicals in a secondary school



Anne Lockwood,
serials librarian at
Pymble Ladies
College, delivered
a presentation

entitled 'Serials – using or using well' at the ASLA State Library Day in February, 2004. This article is an adaptation of that presentation and provides teacher-librarians with a rationale and strategies for using periodicals in a secondary library.

Background

Our school library receives 220 subscriptions (including 28 memberships) and has access to several online services for use by staff and students. These online services include a range of encyclopaedias, programs, and subscription databases such as:

- Turnitin
- SchoolKit REX
- XSIQ
- Janison toolbox
- EBSCO
- Factiva
- CS Monitor
- ProQuest
- Questia.

Other online services available to schools include NewsStore, News text, MacquarieNet, MagPortal.com, AUSTGUIDE, Newslink.org, Informit and APAIS.

Financial considerations

Online services can be expensive, so it is important to continually review their usage patterns to maximise cost effectiveness. To this end, I surveyed all the faculties at Pymble Ladies College, supplied them with a list of the current subscriptions relevant to their faculty, and asked them which ones they recommended to their students or used themselves in developing assessment tasks. The results of this survey informed my collection development decisions regarding subscriptions to print and electronic publications. Other online services are available through

the State Library and sometimes attract a charge per item for delivery. Many print subscriptions come with free access to their own online version and often their archival material as well.

The use of serials in key learning areas at Pymble Ladies College

The Science faculty has a large research based assessment task in Year 10 that requires the use of both print and online subscriptions. Looking at our shelves proves that this is a most successful assessment. I have conducted a whole year presentation, ten whole class, and countless individual lessons on the use of our print and online services for this assessment.

In 2003, the TAS faculty ran a research task that required our help in sourcing particular journal articles. I worked with the students, teaching them about the use of related journals, abstracts and reviewing articles for their assessment task.

The English faculty this year introduced a literary research task for a Year 8 class. This task required the girls to use many sources of information for research and allowed me to work with them, utilising both our print and online subscriptions.

The History faculty was so impressed with one online subscription that they signed up a whole course of senior students to individual memberships. This will last for one year and can be renewed by the student at the end of this time, if they so wish.

I hope to encourage another faculty in the areas of stimulus case studies this year. It may develop into another great relationship and further collaborative effort.

Managing subscriptions

Here is a list of questions that could be taken into consideration when organising these services. Many of these cross the boundaries between print and online.

Print subscriptions:

- What are the most suitable and affordable titles for required curriculum support?
- Will these resources be borrowed (if so, additional clerical time needs to be allocated for accessioning and processing)?
- Is there sufficient shelf and display space to house print journals?
- How long should back issues be kept?
- Where should back issues be kept?

Online subscriptions:

- Who does the searching, staff or students?
- Will remote access be allowed?
- How will licence agreements be decided; on school enrolments or unlimited access for payment?
- Is the school's server space sufficient?
- Will the network support sufficient student access?
- Are there enough machines for student access?

Teaching strategies:

- What strategies will be adopted in offering support to faculties?
- How will the use of these resources be integrated into teaching and learning programs?
- What explicit teaching is required for information literate use of the resources in syllabus context?

The answers to some of these questions are dependent on financial constraints. The overarching financial considerations are linked to the duplication of resources (if the school has access to online journals, are print editions necessary?) and the usage made of print journals by staff and students that justifies the expense. ■

References and further reading

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CS Monitor [website] <http://www.csmonitor.com/>
EBSCO [website] <http://www.ebsco.com/home/>
Factiva [website] <http://www.factiva.com/index.asp>
Informit [website] http://www.informit.com.au/informit_search.asp
Janison toolbox [website] <http://www.janison.com.au/janison/default.asp>
MacquarieNet [website] <http://www.macnet.mq.edu.au/anonymous@FFA20994024+0/-/p/macnet/index.html>
MagPortal.com [website] <http://www.magportal.com/>
News link [website] <http://newslink.org/>
News store [website] <http://newsstore.f2.com.au/apps/newsSearch.ac>
News text [website] <http://www.newstext.com.au/>
Questia [website] <http://www.questia.com/>
SchoolKit REX [website] <http://www.new-waverly.k12.tx.us/res/microsoft/classroom/school.htm>
Turnitin [website] <http://www.turnitin.com/static/home.html>
XSIQ [website] <http://www.xsiq.com/splash.htm>

Related reviews to support using online databases

Informit search

http://www.informit.com.au/informit_search.asp

Citations and abstracts from over sixty key Australian research databases, including APAIS, are available to subscribers on this site. Covering issues relating to the social sciences, law, health, education, Indigenous affairs, business, and the environment, searching is relatively simple once the required database is selected. Site users can search by keyword or phrase using Boolean operators. Full text items are limited to databases supplying a url. Within School/TAFE libraries, teachers will find lists of available sources and material, which will allow them to assess the site's usefulness. Teacher librarians would find this site useful for sourcing Australian information from scholarly journals, newspapers, and magazines. J. Mayne

USER LEVEL: Stage 6 Professional
SCIS SUBJECTS: Business – Indexes; Databases; Education – Australia – Indexes; Environment – Indexes; Health – Indexes; Indigenous peoples – Indexes; Law – Australia – Indexes; Social sciences – Indexes
PUBLISHER: RMIT, Australia
REVIEW DATE: 12/07/04 [016.3] SCIS 1179887

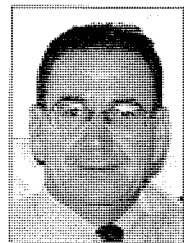
Questia

www.questia.com

Self described as the world's largest online library, this is a huge collection of scholarly books, journals, magazines and newspapers, searchable by author, title, keyword, or phrase. Focusing on, but not exclusive to, the humanities and social sciences, results are listed according to publication format, providing a citation and brief abstract. Complete texts are only available to subscribers, with a preview of each book or image given to non subscribers. Potential users can gauge the worth of the site with **Explore the library** in **About questia**, and by the audio visual **Take the library tour**. Features include a work file, where folders can be created to save information on research projects, and the ability to write notes and highlight texts online. Students would find this most useful as an individual subscriber. J. Mayne

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English Stage 6; History Extension Stage 6; Modern History Stage 6; Studies of Religion Stage 6
SCIS SUBJECTS: Databases; Humanities – Indexes; Social sciences – Indexes
PUBLISHER: Questia Media America
REVIEW DATE: 12/07/04 [016.3] SCIS 1179903

three 2004



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

University, the State University of New Jersey.

I have just returned from Dublin, Ireland, where I attended the joint conference of the International Association of School Librarianship (IASL) and School Library Association (SLA) of the United Kingdom and Ireland. The theme of the conference, *From Aesop to e-book: the story goes on...*, centred on the power of the story, including storytelling, children's literature, poetry, and myths and legends to engage young people in the world of ideas, and how school libraries can play a crucial role in developing motivated, engaged and effective readers. The conference brought together many researchers, authors, illustrators and teacher-librarians from 38 countries. Speakers included: Margaret Meek (Reader Emeritus in Education, University of London); the award winning author and current SLA President, Aidan Chambers, who spoke of his many visits to Australia and the power of image and story to engage and transform ideas and viewpoints; Michael Morpurgo

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. This issue focuses on the findings of the research project, *Student learning through Ohio School libraries*, undertaken in 2003 by Ross and Dr Carol Kuhlthau.

(award-winning author and the United Kingdom's Children's Laureate for 2003-2005); and Gervase Phinn (former Schools Inspector, writer and raconteur) whose humour and charisma brought to life his days as inspector of schools in the Yorkshire Dales. It was wonderful to catch up with so many Australians and to see them sharing their expertise in many of the workshop sessions, paper presentations and in the Research Forum. I believe that Australian teacher-librarians have so much to offer, and hope that many of you will make it to the next IASL conference in Hong Kong in July, 2005.

One of the themes that seemed pervasive in many sessions was the role of information technology in fostering motivation for reading, sustained engagement in reading for pleasure, and meaningful reading to meet curriculum objectives. Considerable discussion in some sessions focused on effective pedagogy for reading involving information technology. It was clearly acknowledged that information technology can play a role in improving reading efficacy, fostering reading challenge, engaging curiosity, and building aesthetic enjoyment. It was also clearly shown that the pedagogical context of this technology and its use are critical to success. A pervasive overall theme was that sustained, effective and intellectually rigorous learning does not happen by chance. Students need to be supported.

The notion of scaffolding is now increasingly being used to describe the support provided to students to learn successfully and productively in such quality learning environments. Dodge

(2001) refers to three types of scaffolds which embrace behavioral, cognitive and affective dimensions of learning within a social constructivist framework:

- **Reception Scaffolds:** these are helps provided to assist learners in garnering information from the diverse sources we put before them. They are designed to direct learners' attention to what is important, and to help them organise and record what they perceive.
- **Transformation Scaffolds:** these are helps provided to assist learners in transforming the information they've received into some other form. According to Dodge, they involve *imposing structure* on information, while reception scaffolds help learners *perceive structure* already in the information.
- **Production Scaffolds:** these are helps provided to assist learners in actually producing something observable that conveys the complexity and richness of what they have learned.

The research reported here is based on the *Student learning through Ohio School libraries* study undertaken by Dr Ross Todd and Dr Carol Kuhlthau in 2003. Full reports of this study are available at the Ohio Educational Library Media Association at <http://www.oelma.org/StudentLearning/default.asp> The paper presented here focuses on perceptions of how the school library has helped students through information technology.

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Learning through information technology: insights from Student learning through Ohio school libraries research study

Introduction

The emergence of the information age school has raised critical questions centring on the delivery of quality teaching and learning that is responsive to rapidly changing information and technological environments. These questions focus on the dimensions of effective pedagogy that integrate information technology into learning to ensure the development of knowledge, skills, attitudes and values for productive and fulfilling lives, as well as:

- how information technology may be responsive to individual learning needs
- how students can be empowered to use information and communications technologies confidently, creatively and competently to enhance their own learning
- how information technology can contribute to developing a love of learning and a strong sense of belonging and self worth

- how information technology can enable students to develop social, civic and leadership skills to enable them to live, work, contribute to, and benefit from, a culturally diverse global and networked society.

At the heart of achieving these complex goals (high quality student learning and improved knowledge outcomes) in an information age school, is the need for all students to be skilled, critical and discriminating users of information technology and the information that it provides, and competent in the process of transforming this information into meaningful knowledge.

Quality pedagogy

Concepts such as authentic and productive pedagogy have contributed to the NSW model of pedagogy realised in *Quality teaching in NSW government schools*. In such an understanding of pedagogy, it emerges as an holistic way of thinking about appropriate teaching and learning that is challenging, intellectually rigorous, and enabling all students

to build towards meeting learning and life goals. The integration of networked information technology into the fabric of teaching and learning provides an opportunity for all teachers and teacher-librarians to reflect on how pedagogy is interpreted, implemented and supported to ensure the development of deep knowledge. Gore posits that such a view of pedagogy "draws teachers' attention to what really matters in helping kids to learn. ... It's very comprehensive and doesn't focus on just one aspect of teaching. It requires attention to many essential aspects of classroom teaching." (Inform, 2002). Additionally,

Research has consistently shown that, of all the things that schools can control, it is the quality of pedagogy that most directly and most powerfully affects the quality of learning outcomes that students demonstrate. (Quality teaching in NSW public schools: discussion paper 2003, p 4)

The NSW model embraces three dimensions, each with six elements, as shown in Table 1:

	Intellectual quality	Quality learning environment	Significance
Elements	Deep knowledge	Explicit quality criteria	Background knowledge
	Deep understanding	Engagement	Cultural knowledge
	Problematic knowledge	High expectations	Knowledge integration
	Higher-order thinking	Social support	Inclusivity
	Metalanguage	Students' self-regulation	Connectedness
	Substantive communication	Student direction	Narrative

Table 1: The dimensions and elements of the NSW model of pedagogy.

The model of pedagogy is built on the assumption that the construction of personal complex understanding from a myriad of information sources and formats, including people, requires effective information seeking and use, problem solving, higher-order thinking, critical reflection, communicating ideas and arguments and the formulation of personal perspectives and viewpoints. In this model, such pedagogy engages the whole person's previous knowledge and experiences within and beyond schooling, in relevant, connected, open and supportive ways, establishing high expectations, fostering risk taking with learning, and cultivating a shared mindset of inquiry and inclusiveness, yet recognising and celebrating differences. This view of pedagogy is also about providing mediation and instructional intervention in helping students to learn in powerful and rich ways.

Developments in access to networked information technology and digital information environments provide opportunities for teacher-librarians to engage in quality pedagogy to make a difference to students learning and also to the professional learning community in the school. The need to understand students' use of networked information technology is critical in light of transformative promises, often made in relation to it. In the early years of the development of the World Wide Web, for instance, numerous promises were made that it would: stimulate students' development of reasoning, problem solving, and decision making; foster their creativity; encourage them to engage in deep learning rather than surface learning; encourage greater intrinsic and spontaneous interest in learning tasks; help them develop optimising rather than satisfying search strategies; promote more cooperative and interactive classroom behaviour; and provide a meaningful context and mechanism for the effective construction of new ideas and knowledge. In essence, these are the promises of

quality pedagogy. Since these claims were made in the mid 1990s, our understanding of how students interact, how they negotiate its vast stores of information, how they make sense of this information and make use of it in their learning, is gradually being articulated.

Since the late 1990s, there has been a substantial number of research studies published which focus on students' use of the World Wide Web. Studies of children's use of search engines and web sites (McNicholas & Todd, 1996; Bilal, 2003, Bilal, 2002; Bilal, 2001; Bilal, 2000; Bilal, 1998; Large, Beheshti, & Rahman, 2002; Dresang, 1999; Fidel, 1999; and Kafai & Bates, 1998) show that while students enjoy searching for information on the Web and are motivated to use it as a communication and entertainment tool, they exhibit interaction patterns which suggest a number of barriers to effective information seeking and knowledge building. Collectively, these studies show dilemmas related to:

- low or extremely high hit counts
- information overload and inability to manage and reduce large volumes of information
- constructing appropriate and effective search strings to retrieve highly pertinent sources
- navigating complex subject hierarchies
- understanding and using Boolean logic
- tendency to conduct simple searches
- crafting poor searches
- considerable guessing of appropriate search terms
- considerable insecurity and uncertainty when searching
- preferences for browsing techniques over systematic techniques
- analytic based strategies superficial assessment of web sites for quality and relevance
- demonstrating a range of coping strategies such as filtering, simplification, accepting of errors, delegating searches to someone else

- often inappropriately favouring visual cues, such as looking at pictures rather than textual information as signs of relevance
- pasting chunks of text without regard for and understanding of ethical practices of information use
- willing to construct answers on limited information
- being satisfied with somewhat relevant hits rather than the best hits.

A consistent theme emerging out of all of these studies is the need to develop learners' informational and transformational scaffolds: the scaffolds to appropriately engage with this information, to successfully access, interrogate and critique the information to meet their learning needs and desired knowledge outcomes; to question and challenge the ambiguous world of ideas made available through this information; to understand and analyse the ways different information works to empower some and exclude others; and to have the capability of managing and effectively utilising the quantities of information they confront in their quest for new knowledge and understanding. These scaffolds are fundamental to assisting learners in making decisions about, for example, what information to believe, what to doubt, what to pay attention to, what to be concerned with, and what to reject. At a more specific level, these scaffolds enable students to ask important questions such as: What is this information trying to say? What is this information trying to do to me? Whose interests are being served here? What are the possible meanings of this information? What do I already know about this information and how does this relate to it? How does this relate to other sources of information? What are some alternative or opposing views, and where might I find them? How does this information help me construct an alternative position? What do I do with this information now? Who can I talk to about this information? Which voices are silent here? What actions can/should/will I take? (modified from Freebody & Luke, 1990). The need for

quality pedagogy is embedded in all of these questions, and embraces the three dimensions as defined by the NSW model. They clearly raise aspects such as intellectual quality; significance (or connectedness); socially supportive classroom environment; and recognition of difference. They are the informational, transformational, and formational dimensions essential to meaning making and knowledge construction.

Student learning through Ohio school libraries

The research study *Student learning through Ohio school libraries* was undertaken from October, 2002 to December, 2003, and funded by the State Library of Ohio through a Library Services and Technology Act (LSTA) grant from the federal Institute of Museum and Library Services (IMLS) to the Ohio Educational Library Media Association (OELMA). With an increasing focus on standards based education, accountability, performance excellence and school improvement, this study sought to identify more specifically how students benefit from school libraries through elaborating conceptions of help and providing a measure of these helps as perceived by students. On the basis of this insight, the study sought to provide recommendations for professional practice, instructional intervention, educational policy development, and tools for teacher-librarians to chart how their school libraries impact learning.

Research methodology

Thirty nine schools across Ohio participated in this study, and were selected on the basis of providing an effective school library program. The criteria for selection centered on meeting guidelines for effective school libraries based on building level presence of credentialed staff, curriculum centeredness, adequate, appropriate and diverse resources, information technology infrastructure for accessing and using information in diverse media and formats, information literacy instruction and reading enrichment programs. An International Experts Panel comprising distinguished leaders in school librarianship around the world validated these criteria. Following a nominations process across Ohio public schools, an Ohio Experts Panel, (leaders from the school library and educational community of Ohio), made the sample selection.

Student data was collected through the *Impacts on learning survey*, made available online for students from Grade 3 to Grade 12 to identify, from their perspective, how the library has helped them in their learning. The survey consisted of 48 statements of helps derived from the literature and grouped into seven conceptual categories (Blocks). The study also provided an open ended, critical incident question to enable students to articulate specific instances of helps and their outcomes, in their own voice. This free writing question asked: *Now, remember one time when the school library really helped you. Write about the help that you got, and what you were able to do because of it.* This question provided opportunity for students to give witness, if possible, in their own way about the relationship between the school library and student achievement, as well as serving to identify perceptions of help and its outcomes not identified in the 48 statements. This report focuses on student data in relation to using information technology. The seven conceptual categories (Blocks) were:

1. *How helpful the school library is with getting information you need.* This block focused on the process of finding and using information; steps that students equate with doing library-based research.
2. *How helpful the school library is with using the information to complete your school work.* This Block focused

on the cognitive and metacognitive dimensions of engaging with and using information.

3. *How helpful the school library is with your school work in general.* This Block more explicitly focused on cognitive information; utilisation understanding some of the cognitive drivers and outcomes of engaging with information.
4. *How helpful the school library is with using computers in the library, at school, and at home.* This Block focused on the school library's provision of a technological infrastructure, instruction in its use, and the provision of information technology tools to create and produce representations of their learning.
5. *How helpful the school library is to you with your general reading interests.* This Block focused on tapping into perceptions of how the school library supports wider reading interests and fosters the development of reading literacy.
6. *How helpful the school library is to you when you are not at school.* This Block focused on understanding how the school library fosters independence and transfer of learning in and to other contexts and situations
7. *General school aspects.* This Block sought to gather perceptions on the school library's links to academic achievement.

For each statement in the survey, students were asked to reflect on the statement and click the box that matched best how much they thought the school library has helped them. The following guidelines were provided in the survey to guide students in working out their responses:

☑ ☑ ☑ ☑	= most helpful (you think you got a great amount of help)
☑ ☑ ☑	= quite helpful (you think you got a good amount of help)
☑ ☑	= some help (the help you got was ok, so so)
☑	= a little help (you think you got just a bit of help)
If you do not know an answer, or if something does not apply to you, click the box "Does not apply".	

Student demographics

The findings are based on a data set of 13 123 valid student responses from 39 public schools across Ohio (elementary, middle and high schools), including 10 316 valid statements in response to the critical incidence question. 6 294 boys (48% of sample) and 6 702 girls (51.1% of sample) participated in the study. The ages ranged from seven to twenty years, with an average age of 14.18 years. The students were primarily white (78.5%), with smaller groups of African-Americans (5.5%) and of mixed race (4.1%). 62% of the students came from schools with a Report Card Performance Category of "Excellent", 22.9% from "Effective" schools; 12.8% from "Continuous Improvement" schools, and 2.3% from "Academic Watch" schools. 80.9% of the students came from urban/suburban districts, 9.8% came from rural areas, 7% from small cities, and 2.3% from large cities.

Findings

Only 73 students out of 13 123 indicated that none of the 48 statements applied to them. This is 0.56% of the

total sample. In other words, 99.44% of the sample (13 050 students) indicated that the school library and its services, including roles of school librarians, have helped them in some way, regardless of how much, with their learning in and out of school as it relates to the 48 statements. 25.54% of the sample (3 352 students) said that the library has helped them, regardless of how much, with their learning on all 48 statements. This would indicate that the school library plays a major and obvious role in helping students with their learning in and out of school.

Seven of the 48 statements presented to the students focused on dimensions of how helpful the school library is to students in relation to the use of computers in the library, at school and at home. (Block 4). Table 2 identifies these statements, and the percentage distribution of responses, followed by a brief discussion of the findings in relation to each of these.

Table 3 shows descriptive statistics and rank (1 = highest mean) for each of the seven conceptual categories (Blocks).

The students clearly value the role of information technology provided through the school library. As shown in Table 3, this block was ranked highly by the students in this study, with the helps provided through information technology being ranked the second highest overall. Based on both the quantitative and qualitative data collected, the following commentary is provided to highlight key findings in relation to information technology, with illustrative comments collected through the critical incident question. Each of the seven helps will be discussed here.

Q41: Computers in the school library have helped me do my school work better

Students see a very strong role of the school library's computers in helping them to do their school work better. 84.9% of the sample indicated that school library computers help them do their school work better. This dimension also had the second highest mean score in the data set (mean=2.8). The students' statements made over 3 000 references to computers, the Internet, online

BLOCK	NUMBER	MEAN	STANDARD DEVIATION	RANK OF MEAN FROM HIGHEST TO LOWEST
1	13 123	2.535	.895	1 (getting information)
2	13 123	2.251	.971	3 (using information)
3	13 123	2.070	.999	4 (knowledge outcomes)
4	13 123	2.529	1.042	2 (information technology)
5	13 123	1.907	1.242	6 (reading)
6	13 123	1.772	1.100	7 (independent learning)
7	13 123	1.966	1.179	5 (achievement)

Table 3: comparative statistics for each Block.

4. How helpful the school library is with using computers in the library, at school, and at home?	Most helpful	Quite helpful	Some help	A little help	Does not apply
41. Computers in the school library have helped me do my school work better.	41.6	24.0	14.3	12.5	7.6
42. The school library has got or gotten??? me more interested in computers.	24.9	20.5	18.2	20.2	16.1
43. Computers have helped me find information inside and outside of the school library.	49.0	21.4	13.8	10.1	5.7
44. The school library has helped me search the Internet better.	33.2	23.0	16.9	16.5	10.4
45. The school library has helped me be more careful about information I find on the Internet.	24.8	22.7	18.9	19.2	14.3
46. Computer programs (like Microsoft PowerPoint, Microsoft Word, and Microsoft Excel) in the school library help me do my school work.	39.7	20.8	14.3	12.7	12.5
47. The school library has helped me feel better about using computers to do my school work.	29.5	22.3	17.0	17.0	14.2

Table 2: Percentage distribution of responses for helps statements relating to information technology.

information, and the world wide web. Two key ideas stand out in the students' comments:

1. Students see a clear relationship (albeit a simplistic one) to being able to access information through information technology and achievement in research assignments and projects.
2. The instructional intervention of the teacher-librarian in developing students as effective users of information technology to search for information, and the development of students as discerning evaluators of web information, plays a role in achieving good grades.

33: *The school library helped to teach me about the Internet. I learned how to surf faster and more proficient than ever accomplished before hand. I learned about citing pages and what to look for when surfing to make the most of what little time I have to spare, which in the long run helps out with research projects and getting better grades for them.*

1 248: *The school library helps me mostly helped when I had a project for Social Studies. We researched up in the library and I found a lot of useful information that I was able to use. I used the computers which were very helpful to me. I was able to receive a good grade on that project and I was very happy. The Library at my school is somewhat interesting because the can help with all these things. I probably wouldn't have gotten the grade I did if I hadn't used the library at this school especially the computers.*

1 491: *When we came in the library in the beginning of the year and had a little review lesson about the computers, that really helped me do my school work. Even though I already knew how to use the computers, it really made it even easier to do my word even better than before I had this class as I learned about good and bad web sites. A couple of weeks ago when I came in to get some science information, I was able to get my information very fast and easy.*

Q42: The school library has got me more interested in computers

The data show that the school library has contributed to students being more interested in computers. However, of all the statements relating to how helpful the school library was in relation to using computers in the library, (seven statements) at school and at home, this was ranked lowest in terms of the mean scores (Mean=2.18). The presence and use of computers in the school library plays a role in maintaining and increasing interest in computers, but this aspect did not feature at all in the students' comments. As shown in the following questions, interest in computers was not for the sake of being interested in them, but in serving other requirements and needs.

Q43: Computers have helped me find information inside and outside of the school library

This statement is one of the strongest statements in the data set. 94.3% of the students said that computers have helped them find information inside and outside the library, with almost half of the sample (49%) indicating that this dimension was most helpful. The mean score was 2.98. Students' comments affirm this helpfulness, enabling them to continue their school work at home, and to access information in other places, such as public libraries.

1 236: *The one time I remember when the school library helped me is when we learned about places you can go on the Internet for information. They told us some sites to go to like the Infonet or infOhio. They taught us that we can even do this at home too which I often do now. This is how the school library has helped me.*

6 582: *Our library is phenomenal at culling online resources. We subscribe to many online collections of magazine and newspaper articles. In addition, the school library has opened up many possibilities available through online resources at the local public library, such as EBSCOhost or Proquest. These*

resources have been invaluable in many projects, when called upon to justify the credibility of an author or book.

9 467: *One time the library really helped me was when I had to write my research paper. I found a lot of help in how to find good sources and how to use those sources. I learned how to find the best places to get information and how to best put that information together and could search at home and in the public library better.*

Q44: The school library has helped me search the Internet better

89.6% of the students indicate that the school library has helped them search the Internet better, with 33.2% as most helpful. The students' comments indicate that the explicit and systematic teaching of internet searching and research strategies is a key mechanism in this help, both at an individual and class level:

1 232: *The Internet is probably the most useful source in the library for me. Since I really enjoy computers, I mainly go to computers to research. When I really needed sources on biographies of ancient Romans, I went to the online resources for the middle school and found several different people I could report under Galenet. The organisation of this particular section of the media center is organised well, and I appreciate the help it gives me when I need to research, especially showing me how to be a better researcher on the internet.*

1 259: *When they taught us how to use Google and other search engines and some stuff like that. I learned to use the internet better*

3 442: *It was when I was working on my research project for I think my eleventh grade English. The library teacher guided me through certain websites to find what I was looking for. I evidently found it after looking through a mass of websites. Our classes have helped us find internet stuff easier*

3 863: *The library has helped me learn how to use the internet better and when my printer at home is broken, its nice to come to library and print the*

paper fast and easy. I would say I have used the library for research paper and essay which has helped a great deal by teaching the ways to do good research.

Q45: The school library has helped me be more careful about information I find on the Internet

The data shows that the school library plays a strong role in enabling students to be more careful with finding Internet information. Almost half of the students (47.5%) said that this was quite or most helpful. Two things emerge from the students' comments: first, students indicate that this is enabled by instruction which develops the skills of Internet information evaluation; second, it enables them to save time in the research process by not having to deal with junk information and improves their researching strategies.

1 168: Our librarian was teaching us how to get on the Internet and search it better. After we were taught, I was able to get on the Internet and find good stuff after a lot of effort. We were learning about animals and I was looking for information and I remembered I could get on the Internet and do better searches! If she hadn't taught me how to get on the Internet, I wouldn't have finished my project in time because I wouldn't have had enough information. Because of her teaching me, I got a lot of information on my animal and I got an A on my project!

2 773: I had a research paper on what influenced Robert Frost's poetry and the librarians were able to help me use certain search engines to find the information that I needed to complete my paper. I've learned to be very careful with Internet info

4 242: One time the school library really helped me was when I was doing a project on the famous scientist, Gregor Mendel. I found a lot of information about him on the Internet. I also found information on him in the other library resources, such as books and encyclopedias. The school library helped my to get a good grade on the project because

they have taught us how to write up a good project and find good info on the www instead of bad stuff. This was just one of the times that they helped me.

6 365: I used the Internet for a project. The sites I used were fantastic because we were shown how to search good on it and choose the sites more critically, and this helped me to receive a very good grade on the project. The library sure did help me out in that situation.

9 564: For my French history project the library had a lot of information for my project which helped me get a better grade on the project. The best help though was when the librarian showed us how to know if the information is OK by having us go to some web sites that seemed to be good and in the end were pretty bad. The library does have a lot of sources and information for almost any topic that you would want to research.

Q46: Computer programs (like Microsoft PowerPoint, Microsoft Word, and Microsoft Excel) in the school library have helped me do my school work

The availability of technical tools in the library for enabling students to create information products clearly and strongly helps students to do their school work. Almost 40% of the sample indicated that this was most helpful, with 60% of the sample indicating that this was quite or most helpful. Consistent with other technology related statements, this helpfulness is not achieved by their mere availability, but through instruction in their effective and efficient use, which appears to be provided by some school libraries. Students make links between this help and success in projects, as demonstrated by good grades.

4 13: I needed anatomy drawings scanned for a test, and the librarian was extremely helpful with showing me the easiest way to go about doing this on the computer. The books did not ever help me; the internet, scanning mechanisms, and Microsoft Word were very helpful throughout my high school career.

2 291: The school library has helped me to complete a PowerPoint presentation by teaching me how to write

bullet summaries of all of my info. I did real well on that particular assignment, and wouldn't of been able to without using the library computers and information.

2 257: The one time when I had a world cultures project and I didn't have the program PowerPoint at home. So I had to do the work in school on the library computers and it helped me get it done with good advice on layout and organising the facts I wanted, without a hard time and it got me an A.

2 612: When we were working on a PowerPoint presentation in English I had no idea what I was doing and then on of the librarians came to me and helped me with my project. Now I am the one helping students do their PowerPoints. Thanks.

3 542: When I was creating a poster for a special varsity basketball game on PowerPoint, the school library helped me insert graphics and manipulate the text to the font I desired. It really helped me finish the poster on time, and the poster was a very admirable piece of work (so my teacher thought).

9 466: The school library helped me dramatically in my ability to make creative and visually appealing projects for an array of classes through I-movie and various other software programs that are made available to me at the high school library

Q47: The school library has helped me feel better about using computers to do my school work

While there is a public notion that students are gurus in an information technology environment, the finding here suggests that the school library contributes to the development of students as feeling more positive about the use of information technology to do their school work. Almost 85.8% of the students indicated that the school library helps them feel better about using computers. As indicated in the students' comments, these feelings include becoming more comfortable, less stressed, less worried about using them.

The students identify personal intervention of the teacher-librarian working with them as an enabling mechanism.

1 463: The computers can be so frustrating giving you loads of useless stuff. Our lessons on searching have made it a little less stressful and easier to get good info

3 482: The library staff was very helpful and helped me learn how to use the computer and feel easier about using them. Computers available to students in the library has drastically improved the student body's knowledge of how to use the internet to find information as well as present it in an organised manner using Microsoft 2000 programs. The computers are a real treat to work with and I am incredibly thankful that the school library is able to provide them to the students. it is my hope that students will continue to be able to have access to the computers.

4 049: Because of my school library, I have learned how to find information on my topics by simply looking on-line. I can find at least five sources in 20 minutes of library searching. This has helped me incredibly in the past when I was running short on time to find information. Also, because of the classes I have taken on typing, and computer skills, I have been able to increase my comprehension skills of computers and I can finish projects and assignments quicker and more efficiently than I ever had before, and now feel very good about using them. Now if only it could teach me how to spell.

Commentary

The availability of large networks and electronic sources of information does not replace a teacher-librarian; indeed, the cognitive, behavioural and affective demands of using this technology information in the knowledge construction process places considerable emphasis on the teacher-librarian to humanise this often hostile and confronting environment and explicitly intervene with the development of intellectual and technical scaffolds to enable students to effectively master and manage this environment for their learning. This is an essential base for the develop-

ment of quality pedagogy. Students clearly value the formal, learning centered interventions in their information experiences. Structurally, this intervention happens in three clear ways: formal classes with planned, targeted interventions that develop information scaffolds for using information, with and for students, working with groups, and working with individuals at point of need. The study indicated that some students come to recognise that effective information searching and use of information technology are not superficial activities or busy work; that they involves time and effort, as well as reflecting on the research process and learning from it. Information reflection and information action from that reflection is developed through systematic instructional intervention that focuses on quality pedagogy. Students saw little value in information literacy instruction that was repetitive, not building on existing knowledge and skills,

not contextualised by specific curriculum content and required learning tasks, and which was not clearly and explicitly linked to their goal of completing the research efficiently and successfully. Students valued instruction that made clear and explicit links to the outcomes; both content and product. Students indicated, for example, that lessons on the dos and don'ts of the Internet are meaningless unless it conveys to them clearly and concretely how it helps them reach their objectives, particularly the successful completion of the research task they are undertaking. Targeted instructional intervention, set within the context of achieving curriculum tasks and meeting curriculum standards emerges as the key. When this instruction is planned and implemented in the framework of productive pedagogy, meaningful learning and knowledge outcomes can be achieved. ■

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Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityTeaching/index.cfm>

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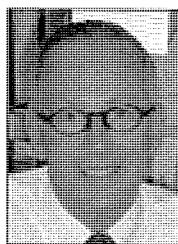
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Quality Teaching Support Unit



Bill Spence
is Manager,
Quality Teaching
Support
Unit.

- Continuing the discussion about classroom practice
- Continuing the discussion about classroom practice: lesson extracts K-6 (video)
- Continuing the discussion about classroom practice: lesson extracts 7-10 (video)
- Continuing the discussion about classroom practice: lesson extracts K-10 (DVD).

A third phase of support will be available in 2004 to assist the development of teacher understandings and enrich professional dialogue about the NSW model of pedagogy as it applies to assessment practice.

For further information go to www.curriculumsupport.nsw.edu.au/qualityteaching

The Quality Teaching Support Unit, based at Ryde State Office, has statewide responsibility for the implementation and support of the Department's (DET) initiative *Quality teaching in NSW public schools*. The unit comprises:

Bill Spence Manager	Ph: 98867398 bill.spence@det.nsw.edu.au
Therese Doyle Senior Project Officer	Ph: 98867726 therese.doyle@det.nsw.edu.au
Lyn Martin Project Officer	Ph: 98867315 lyn.martin@det.nsw.edu.au

In 2003, every public school in NSW was sent the Phase 1 support materials, consisting of the *Quality teaching in NSW public schools: discussion paper*; *A video introduction*; *Starting the discussion and the Annotated bibliography*.

Phase 2 materials were offered to schools on request, consisting of:

- A classroom practice guide

For future interest

In future editions of *Scan*, a series of articles that looks at the practical implementation of the *Quality Teaching* framework in schools is being planned. One article will focus on using the *Quality Teaching* framework to enhance effective literacy strategies, within a unit of work. Many teacher-librarians and

Many teacher-librarians and teachers have been successfully incorporating the explicit teaching of literacy in their programs.

teachers have been successfully incorporating the explicit teaching of literacy in their programs. This article will highlight the congruence between effective literacy practices and *Quality Teaching*. The article is being written by Bill Spence, Manger *Quality Teaching* Support, in collaboration with a group of literacy consultants.

Scan would like to ensure that these future articles best meet your needs and invite you to tell us what aspects of *Quality Teaching* and its implementation you would like to read about. We are also interested in hearing about what you are doing, and invite you to tell us. You never know, there could be an article in what is happening at your school. Please contact Bill Spence, by telephone on (02) 988 67398 or email bill.spence@det.nsw.edu.au

Pedagogy in Practice conferences 2004 and 2005

The highly successful *Pedagogy in Practice* conference was held in Newcastle in January of this year. *Pedagogy in Practice 2004* was designed to provide an opportunity for Australian educators to share ideas about improving the quality of teaching, with a specific focus on the

Conference activities included workshops from NSW government schools currently exploring the NSW model of pedagogy through action learning and other projects focused on improving teaching.

implications of the NSW *Quality Teaching* initiative. A highlight of the conference was a rare opportunity to hear directly from Professor Fred Newmann, one of the founders of Authentic Pedagogy, on his first visit to Australia. The conference was designed to focus on two key questions: *How can teachers bring new models of pedagogy to life in their classrooms?* and *What can schools*

do to promote teacher learning and development in the effort to improve classroom practice? Conference activities included workshops from NSW government schools currently exploring the NSW model of pedagogy through action learning and other projects focused on improving teaching.

The DET is again joining with the University Of Newcastle to hold a *Pedagogy in Practice* conference on

19-20 January 2005. The conference will provide opportunities for teachers and school leaders to share stories, resources and experiences in the latest phases of implementation of the NSW model of pedagogy.

For further information, and to register interest in receiving advance notice regarding registration, go to www.newcastle.edu.au/education/news/pedagogyinpractice2004 ■

References and further reading

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Quality teaching in NSW public schools: a video introduction
Quality teaching in NSW public schools: discussion paper
Quality teaching in NSW public schools: starting the discussion: ideas for using the discussion paper, the video and the annotated bibliography [kit] ISBN 0731382552 SCIS 1131553
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Resources to support science and technology in the primary classroom

Suzanne Ziems, Australian Government Quality Teacher Programme Science and Technology K-6 Project Officer, and **Eleanor Igoe**, Senior Curriculum Adviser Science and Technology K-6, describe how a new interactive resource can support students and teachers of Science and Technology K-6.

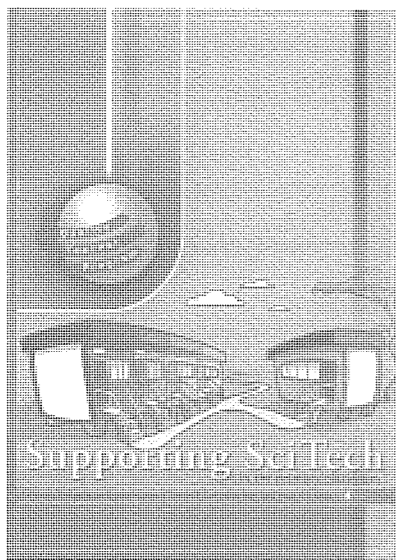
Science and technology education provides opportunities for students to become creative, critical, innovative and enterprising as they systematically engage with science and technology processes and content. From Kindergarten to Year 6, students become increasingly sophisticated in their conceptual understandings about science and technology and their ability to apply the processes of *designing and making* and *investigating (scientifically)*, with increasing independence, and in new contexts.

Students participate in the process of *investigating (scientifically)* by observing, classifying, exploring, predicting, testing, modifying and applying understanding to reach a conclusion. Through scientific investigation, students develop conceptual understandings about physical phenomena, living things and earth and its surroundings.

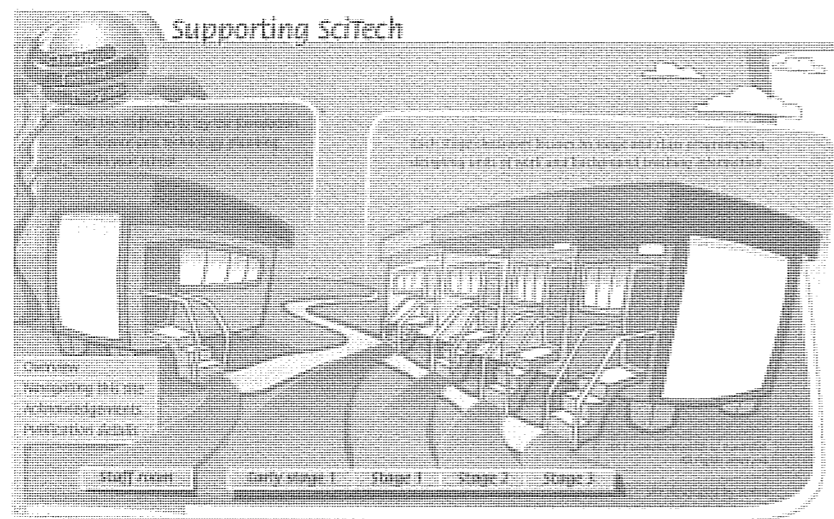
Students learn to meet needs and create opportunities by applying a design process to develop products, systems and environments. They explore needs, generate ideas, model,

test, produce and reflect. Through designing and making, students develop conceptual understandings about products and services, information and communication and built environments.

Science and Technology K-6 provides an area of learning where students can explore the way our world functions and changes. Students develop the attitudes, skills and knowledge that enable them to be productive participants in their world.



The *Supporting SciTech in the primary classroom* CD-ROM was developed through the K-6 Science and Technology Project funded by the Quality Teacher Programme (2000-2003). The CD-ROM contains interactive professional development materials to support science and



The CD-ROM opens with a main menu.

technology education in New South Wales primary schools. The materials focus on the processes of planning, programming, teaching and learning.

Supporting SciTech in the primary classroom provides a rich resource of information and ideas to support teachers in primary schools as they plan and implement rewarding and stimulating learning experiences in Science and Technology for students from Kindergarten to Year 6. (*Supporting SciTech in the primary classroom* 2003, p 2)

Supporting SciTech in the primary classroom provides professional learning experiences for teachers implementing the *Science and Technology K-6 syllabus and support document*. The CD-ROM can be used by school teams for whole school planning or by an individual teacher

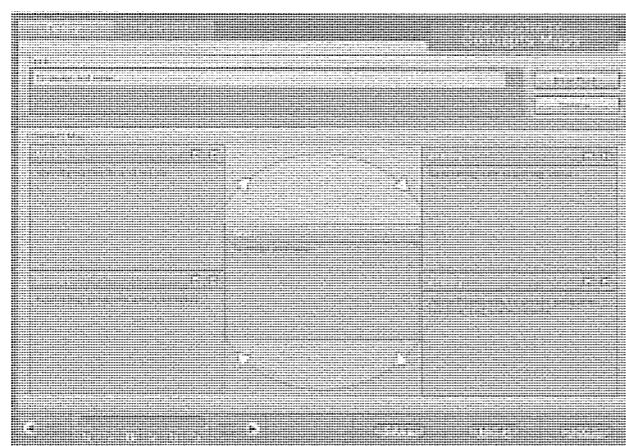
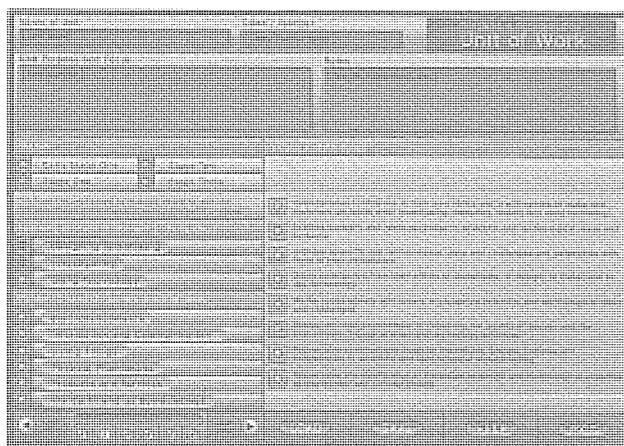
wishing to improve teaching and learning programs in science and technology.

The professional development materials assist teachers to:

- establish a deeper understanding about technology education and science education, with a particular focus on the processes of *designing and making* and *investigating (scientifically)*
- provide a whole school planning approach for the development of a progression of learning for science and technology from Kindergarten to Year 6
- support teachers in the development of effective teaching programs.

Teachers can use the CD-ROM to

- clarify their understanding of syllabus documents, especially the outcomes



Concept maps and units of work on the CD-ROM can be viewed, saved and printed.

- further their understanding of student progression in science and technology
- plan class programs
- construct units of work
- print out templates, scaffolds and other resources
- read a range of professional articles on teaching, learning and assessment
- view video clips of classroom practice and consider the ideas and responses of teachers and students.

In support of whole school planning, *Supporting SciTech in the primary classroom* provides a range of sequenced activities that assist schools to develop a progression of learning in science and technology. The activities allow users to view the responses from pilot schools and to enter their own ideas and plans that can be saved and printed. The CD-ROM also incorporates a planning matrix for science and technology.

***Supporting SciTech in the primary classroom* includes authentic classroom based video and audio materials for each stage for the processes of *designing and making and investigating (scientifically)*.**

Supporting SciTech in the primary classroom includes authentic classroom based video and audio materials for each stage for the processes of *designing and making and investigating (scientifically)*. The associated structured activities can be used to stimulate discussion about how students' learning progresses in science and technology and how to plan programs that support this progression. An outline of each



Designing and making a helicopter.

teacher's unit of work and student work samples is also included.

An important aspect of *Supporting SciTech in the primary classroom* is a resource called the *Big ideas* that provide a link between the science and technology outcomes in Stages and the syllabus. Activities and materials based around the *Big ideas* provide support for teachers to focus on when planning, teaching and assessing the outcomes.

Supporting SciTech in the primary classroom includes an electronic

programming tool that will assist teachers to generate teaching programs based on the revised outcomes and their associated *Big ideas*. The focus of the tool is the facility to enter the steps of the *designing and making and investigating (scientifically)* processes and the assessment focus. The tool allows the user to identify the Stage, outcomes, big ideas, links to other KLAS and resources. The data can be saved and edited at a later time or printed immediately.

Supporting SciTech in the primary classroom includes a variety of useful Microsoft Word and pdf files that can be viewed, saved and printed. There are also links to Internet sites related to the syllabus content statements and professional learning materials. A range of work samples of assessment strategies is also included in the Bookshelf section.

Supporting SciTech in the primary classroom has been distributed to all NSW Department of Education and Training schools by the Regional K-6 Science and

Technology Consultants. Many consultants conducted workshops to facilitate distribution and familiarise teachers with the resource.

The materials contained on the *Supporting SciTech in the primary classroom* are available on the Australian Government Quality Teacher Programme (AGQTP) web site at http://www.qtp.nsw.edu.au/qtp/files/QTP_Primary/index.html ■

Activities and materials based around the *Big ideas* provide support for teachers to focus on when planning, teaching and assessing the outcomes.

Programming Civics and Citizenship education: writing learning sequences in HSIE K-6



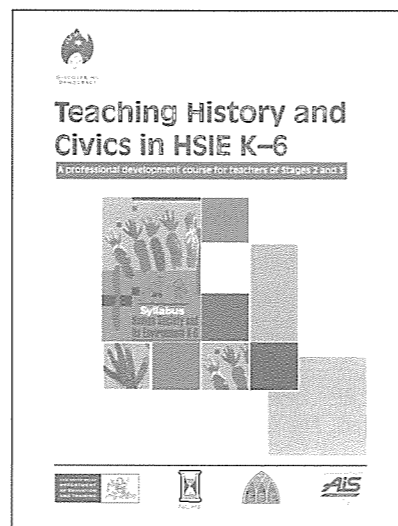
Lianne Singleton, Senior Curriculum Adviser, Civics and Citizenship at

Curriculum K-12 Directorate.

The outcomes and content are organised with suitable, age appropriate concepts assigned to each stage of learning, culminating in effective foundations of knowledge, skills, values and attitudes.

There are eight outcomes for each stage of learning in K-6: Stage 1 (Years 1 and 2), Stage 2, (Years 3 and 4) and Stage 3 (Years 5 and 6) with the exception of Early Stage 1, (Kindergarten), which has four outcomes. The outcomes and content are organised with suitable, age appropriate concepts assigned to each stage of learning, culminating in effective foundations of knowledge, skills, values and attitudes.

A NSW Board of Studies support document was released with the syllabus. This document included units of work that demonstrated ways of using the subject matter and outcomes to teach HSIE. Teachers are now more confident with teaching HSIE K-6 and are looking for additional and alternative support materials.



Rather than writing a new unit of work around an existing topic or theme, an alternative is to develop a learning sequence beginning with one or more outcomes. This process is recommended as one approach that teachers can take. Teachers, who have used this approach, praise it because it helps them to really understand the outcome, to focus their teaching on meaningful and engaging pedagogy suitable to their students' needs and abilities and avoids trying to make an existing unit of work fit. The approach also encourages professional dialogue and discussion about what teachers are teaching.

Unpacking outcomes

It is necessary to unpack the outcomes in order to establish a teaching focus and the learning experiences students require to achieve outcomes.

Outcomes are unpacked by exploring the key concepts, skills and values and attitudes implicit in the outcome. In HSIE K-6, achievement of outcomes

does not occur in isolation. Teachers refer to the subject matter in the syllabus as well. The following is an example of unpacking:

SSS3.8 Explains the structures, roles, responsibilities and decision making processes of state and federal governments and explains why Australians value fairness and socially just principles. (ibid, p 60)

This is an explicit civics and citizenship outcome, as the major concepts to be developed in the outcome are the roles, rights and responsibilities of state and federal governments and concepts of fairness and social justice.

The concepts in this outcome are:

- state and federal government, structures, roles and responsibilities
- responsibilities of people in government, voting public, representation, election process, representative democracy, voting and elections
- social justice and injustice, case studies, participation, fairness
- having your voice heard, strategies for change, protest etc
- Australian identity.

Subject matter from the syllabus includes: (ibid, p 61)

- organisations that support employers and workers, eg associations, federations, unions
- state and federal government structures and the relationship between them
- processes by which laws are made and changed in state and federal governments
- electoral processes
- community, school and class decision making and democratic processes
- contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia.

Values and attitudes implicit in this outcome (ibid, p 13)

The syllabus identifies and expands six values and attitudes. The two most

applicable to the achievement of this outcome are:

- social justice
- democratic processes

Skills promoted in this outcome (ibid, pp 11-12)

The syllabus promotes the development of three skills, *Acquiring information, Using the inquiry process, and Social and civic participation.*

These are further clarified for teaching purposes. Components of the three skills will be developed in achieving this outcome.

Some experiences the students should have to achieve this outcome could include:

- learning about current affairs; reading and talking about current issues
- having the opportunity to explain and demonstrate the structure, roles and responsibilities of state and federal government
- investigating the people and processes involved in legislative, executive and judicial functions of state and federal governments
- modelling the election process
- studying case studies of examples of people power
- learning about strategies for change
- learning about Australian and global human rights issues, how they are addressed, and when there are abuses of human rights
- defining the meanings of terms such as *discrimination, equality, and fairness* and having opportunities to consider these terms in relation to possible conflicts and solutions.

SSS3.8 is one of eight outcomes for Stage 3 students (Years 5 and 6) and comes from the *Social systems and structures* content strand of the syllabus. It is not the only outcome that addresses civics and citizenship for Stage 3. By unpacking the outcome, teachers are developing a professional understanding about the outcome.

Writing the learning sequence

Following consideration of the process of *unpacking an outcome*, teachers can now design the learning sequence.

The learning sequence set out below, is not a unit of work but a sequence of learning designed to provide meaningful opportunities for students to engage with and achieve the outcome, SSS3.8. A unit of work can be developed from this learning

In order to determine whether students are achieving an outcome, teachers need to identify ways that students demonstrate this achievement, that is, what students will do to demonstrate the outcome.

sequence, in combination with another unpacked Stage 3 outcome(s). This learning sequence can replace existing components of a unit of work or be further developed into a new unit of work. At this stage, a topic has not been assigned to the learning sequence

as the starting point is the outcome and subject matter, rather than a topic of study. Direction is provided by the outcome and corresponding subject matter.

Outcomes and the ways students demonstrate achievement

In order to determine whether students are achieving an outcome, teachers need to identify ways that students demonstrate this achievement, that is, what students will do to demonstrate the outcome. The ways that students demonstrate achievement

explicate the outcome into manageable and observable tasks and behaviours. The teaching and learning activities should derive directly from these statements, and therefore, provide opportunities for assessment of student achievement.

Teachers can refer to the syllabus for suggestions of ways students demonstrate achievement for each of the outcomes. Alternatively, teachers can write their own or look for them in students' work. The ones listed below are a combination of syllabus suggestions and additional ones.

Teaching and learning activities

The teaching and learning activities are designed to develop skills as well as teach the subject matter from the syllabus. These activities should be

As well as writing their own activities, teachers are encouraged to access suitable activities from resources already in their school, eg, *Discovering Democracy*.

meaningful and well planned, designed to develop Deep knowledge and Deep understanding in students, as outlined in the *Quality teaching in NSW public schools: discussion paper*.

As well as writing their own activities, teachers are encouraged to access suitable activities from resources already in their school, eg, *Discovering Democracy*. Activities in the

Discovering Democracy middle and upper primary units of work provide stimulating and interesting support materials along with engaging pedagogy. The teaching and learning activities listed below include a selection from the *Discovering Democracy* materials. They also use a variety of *Discovering Democracy* support materials including the *Australian readers upper primary collection* and the video from the primary kit.

Learning sequence based on the outcome SSS3.8

The following learning sequence uses a recommended programming proforma for HSIE K-6. It shows the outcome and the ways students demonstrate achievement and how the teaching and learning activities are derived from these.

Outcomes and ways students demonstrate achievement

SSS3.8 – the student:

- researches and gives examples of how civic action has improved local communities
- describes the means by which citizens influence the decisions and actions of their governments, eg media, protest.

This activity develops the skill of *Using an Inquiry Process*: plan and implement action individually and in groups (p12 HSIE K-6 syllabus).

- researches and gives examples of how civic action has improved national communities
- describes the contributions of some groups, movements and policies to the development of fairness and social justice in Australia

Teaching and learning activities

Using newspaper articles from local papers, students work in groups to find and record the following information:

- Headline; Issue; Community group;
- Strategy/strategies; Further possible action;
- Final outcome.

Record each group's response in a matrix. Discuss matrix, eg community groups, issues in the community, strategies used and the outcome of the action (is it ongoing?), etc

Using the strategies identified above and Handout 16 on p 145 *Discovering Democracy* upper primary units discuss and define the different strategies. Record positive and negative aspects of each strategy and situations when each strategy would be most/least effective.

In groups, students list community issues they are aware of and ways in which they may be able to change the situation. Issues listed in the matrix may be used.

Students watch the video, *People power* from the *Discovering Democracy* primary kit.

Using Handout 1 p 129 from *Discovering Democracy* upper primary units, discuss the following questions (whole class):

- Why the campaign began?
- How did the campaign use people power to achieve civil rights?
- What were at least two important consequences of the rights campaign?

Teaching and learning activities derived from the ideas listed in *experiences students should have to achieve the outcome*.

Activity relates to syllabus subject matter, *contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia*.

Outcomes and ways students demonstrate achievement

Provides students with the opportunity to clarify and express their own values relating to *social justice and democratic practices*.

- examines instances where democratic beliefs have not been met

A syllabus suggestion of ways students demonstrate achievement.

Teaching and learning activities

Students present an opinion about the campaign supported by reason.

Using *Australian readers upper primary collection* pp 38-39, and a recording of *From little things big things grow* (Kelly, 1997), students read and discuss the meaning and purpose of the song.

- What strengths and weaknesses did Vincent Lingiari bring to this protest?
- What strengths and weaknesses did Lord Vestey have?
- Whose side is the songwriter on? What clues are in the text?
- What does the chorus mean?
- List the steps in the Gurindji protest and the response each time
- This song refers to support from other people. How did Vincent Lingiari gather this support? Discuss the value of publicity and support in such cases.

References and further reading

Discovering Democracy [website] <http://www.curriculum.edu.au/democracy/>

Discovering Democracy: middle primary units (1998), Curriculum Corp., Carlton.

Discovering Democracy: primary kit (1998) Curriculum Corp., Carlton.

Discovering Democracy: upper Primary units, (1998), Curriculum Corp., Carlton.

Discovering Democracy: Upper primary collection (1999), Curriculum Corp., Carlton.

Human Society and Its Environment K-6 syllabus (1998), NSW Board of Studies.

Kelly, P. *Greatest hits* (1997), Wise, London. SCIS 1027462

'Quality teaching in NSW public schools' [kit] includes:

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Selected components are available at <http://www.curriculumsupport.nsw.edu.au/qualityTeaching/index.cfm>

Singleton, L. (2002) 'Using readers in the Discovering Democracy program', *Scan* 21(4), pp 28-29.

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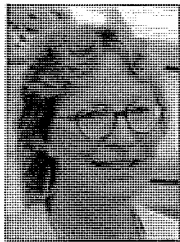
SCAN

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NSW HSC online: an update <http://hsc.csu.edu.au/>



Sue Martin,
E-learning
Strategy, Centre
for Learning
Innovation.

NSW HSC Online was launched in 1997 with resources for six subjects. Seven years later, with 48 subject nodes covering 76 courses, (including the nine VET Curriculum Frameworks), the web site has firmly cemented its place in the Favorites or Bookmark list of Higher School Certificate (HSC) students and their teachers. To date, in 2004, NSW HSC online at <http://hsc.csu.edu.au> has an average delivery rate of more than one million pages each month.

The web site was developed to support HSC students and their teachers, especially those in rural and isolated areas, and provides supplementary material on a wide range of HSC subjects. Users can rely on the accuracy and appropriateness of the material, developed by experienced HSC teachers and consultants and quality assured by the Chief Education Officers in Curriculum K-12 Directorate.

The most recent addition to the site has been the Entertainment Curriculum Framework. VET teachers and students will notice that the Tourism and Hospitality course has been replaced by the two separate VET courses of Hospitality and Tourism.

The site contains tutorials, interactive quizzes, sound files, video files and links to a range of web sites identified for their relevance to the syllabus. From each subject node, students can access the syllabus, past papers and exam reports. Study and exams also provides valuable information.

Beyond the HSC provides an eclectic range of resources. There is a significant section on careers, as well as links to web sites for tertiary institutions, government departments, libraries, the arts and the media.

Professional development at [http://hsc.csu.edu .au/pro_dev/index.htm](http://hsc.csu.edu.au/pro_dev/index.htm) provides resources and opportunities for teachers to enhance their skills and knowledge in online learning and teaching, as well as the development of professional portfolios.

In Term 2 this year, the project team developed a ten week series of HSC study guides for more than twenty

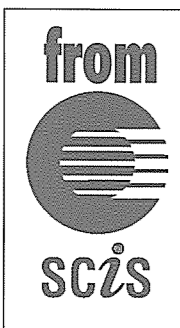
HSC subjects. These were published in a range of metropolitan, regional and rural newspapers. The web versions of these articles are currently available from *The Sydney Morning Herald* web site at <http://www.smh.com.au/> as well as via the subject nodes of NSW HSC online.

A number of discussion forums are also being conducted this year. These include forums for students of Dance, Food Technology, Community and Family Studies and PDHPE. Students can register and post questions about various topics. Subject experts provide support and responses. At the conclusion of the discussion forums, the questions and answers are compiled into FAQs which are then published on the web site.

In Term 4 each year, the NSW HSC online project team distributes an HSC Student Planner to all HSC students in NSW schools. This is an additional resource to assist students in their planning, preparation and successful completion of the HSC.

As a recent web site reviewer stated 'This site has a wealth of resources and should be top of the bookmark list of any HSC student.' ■

Cataloguing web sites and SCIS



Anne Dowling
is Cataloguing
Coordinator
for the New
South Wales
agency of
SCIS (Schools

Catalogue Information Service).

Almost 6 000 SCIS records for websites are now included on the national SCIS database. These records

are for educational sites suitable for teaching and learning in Australian schools. To locate suitable records to build your library collection you can:

- browse through the monthly lists of websites on the SCISWeb site <http://scis.curriculum.edu.au/scisweb/> and then select appropriate sites from the lists
- browse through the New SCIS records on the SCIS OPAC main menu and select those that are appropriate
- use the SCIS OPAC guided search to combine a subject term with the term *website* to display a list of

titles. When you select one of the titles by clicking on it, you will see the SCIS number at the top of the record. You can use the SCIS number in the Create orders program instead of an ISBN and create orders in the usual way

- browse web site reviews in *Scan* or the online Resource reviews database at <http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/> and use the SCIS number in your order for those sites you select (see notes about downloading web site records to OASIS Library below).

Scan 20(2), May 2001 contained advice on how to download the records into OASIS Library. The advice included information on using a separate order for web site records, using a unique barcode sequence and overtyping the barcode offered with a number from the new sequence, and blanking out the accession number the system offers so that no accession number is allocated.

SCISWebSites in SCIS Customer Centre is a product for libraries that do not have a subscription to SCISWeb. All New South

Wales government schools already have a subscription to SCIS which includes the website lists on the SCISWeb site.

It is a quarterly list of records for websites and can be purchased from the Curriculum Corporation by those who do not have a subscription. Further information is available in SCIS Customer Centre.

SCIS bulk subscriptions

All New South Wales government schools are part of a statewide

subscription to SCIS products, including SCISWeb. The subscription includes access to order catalogue records including website records, use the SCIS OPAC, and the subject authority file, which is delivered by CD-ROM twice a year to New South Wales government schools as part of the OASIS update. ■



Travelling possums join the Possum magic book rap!

Jenny Scheffers is teacher-librarian at Marayong Public School

Photograph courtesy of Barbara Braxton, Palmerston District Primary School.

Seven classes from Marayong Public School recently participated in the Australia wide *Possum magic book rap*, hosted on the School Libraries and Information Literacy site of the NSW Department of Education and Training at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>

The classes involved were three Year 1 classes, three Year 2 classes and a Year 3-Year5 IM Support class. The book rap program was conducted as part of the Library's CPPT program, which incorporates flexible timetabling.

The teacher-librarian and the class teachers initiated several exciting and valuable collaborative extensions of the book rap program. In response to Rap point 3, which involved classes voting on a gift for author Mem Fox or illustrator Julie Vivas, the Support class designed a beautiful bush jewellery set. Students collected natural materials from the school playground, including gum nuts, seed pods, leaves and bark and used these to create a necklace, bracelet, clip on earrings and even a toe ring! Photographs were taken of the students and class teacher together with the jewellery set and a rainbow snake, which the class had also constructed. The jewellery set and photographs were then posted to Julie Vivas, who eagerly responded with a very special *Possum magic* thank you card and stickers for the students. The class was thrilled with Julie's reply!

The school also enjoyed a visit from the travelling Grandma Poss and Hush, who were organised by teacher-librarian Barbara Braxton (Palmerston North Primary School, ACT). The toy possums spent time with each of the seven classes, including a 21st birthday party with the Support class. The possums were guests of honour at the annual K-2 Parents' Day Assembly and were introduced to staff and students at the Primary Assembly. As a special memento of their visit, a school badge was presented to Grandma Poss and Hush.

Such dynamic extensions of the book rap engaged students to support achieving a range of learning outcomes. Students and staff at Marayong Public School have some very fond memories of this special book rap! (See also pages 9-13 in this issue of *Scan*.) ■

Briefly...

Conferences

The Australian School Library Association (NSW) Inc Fifth Conference, *The tide is turning: Trawling the tributaries together*, will be held at The King's School, North Parramatta on Friday 22nd and Saturday 23rd October 2004. For further information go to <http://www.asla.nsw.edu.au/asla2004/> or email Registration inquiries at conference@asla.nsw.edu.au

Book Week 2004

The Children's Book Council of Australia Book of the Year winners will be announced on August 20th 2004. For further information visit the website at <http://www.cbc.org.au/bookweek.htm>

For reviews of all the short listed books visit **Book Week** in the **Teaching ideas** section of the *School Libraries and Information Literacy* website at <http://www.schools.nsw.edu.au/schoollibraries/teaching/bookweek04.htm>

The *Book Week 2004 - Picture Books* rap at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/bkweek04/bkpict04.htm> is now live and includes a teaching unit and resource materials. From here you can also visit the archives of past Book Week raps for other Book Week teaching ideas. ■

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 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd 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 Preschool/Early Childhood)
- Stage 1** (for Lower primary)
- Stage 2** (for Middle primary)
- Stage 3** (for Upper primary)
- Stage 4** (for Lower secondary)
- Stage 5** (for Middle secondary)
- Stage 6** (for Upper secondary)
- Community** (for Community/Parent/Adult)
- Professional** (for Teachers)

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

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

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

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 editor: 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 and Numeracy 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*.

Computer stuff

<http://www.adrianbruce.com/computers>

Adrian Bruce, a teacher, photographer and web designer, provides information on computer resources and their classroom applications on this site. Collaborative task job descriptions can be downloaded. These comprise *Operator*, *Manager* and *Recorder* and contain detailed information on the responsibility of each of these jobs in a project. Bruce offers **Free webpage backgrounds**, whilst a **Freeware workshop resource page** provides a wealth of sites containing useful programs which are free for educational use. An explanation of group work leads to **Examples of what we have achieved using this method**, and a large number of work samples and ideas from the Byron Community School. Time would be needed, however, to verify the curriculum relevance of these links. This could be a valuable site for teachers who wish to enhance their computer skills. J. Eade

USER LEVEL: Professional
SCIS SUBJECTS: Computer education; Educational resources

PUBLISHER: Adrian Bruce, Australia
REVIEW DATE: 10/06/04 [004.071] SCIS 1171018

The graphic organizer

<http://www.graphic.org>

Graphic organisers are visual representations which show relationships. Loosely based on acceptable information structures, including information skills, concept mapping and flow charts, this site provides the user with methods for organising information. This practical product offers a range of formats suitable for most student research needs. The site is user friendly with clear graphics, headings, and information links. Topics from basic cause and effect structures, to desktop management strategies, are all displayed in this broad treatment showing how to store information effectively. The site is a good starting point for students engaging in search strategies to better their learning experiences. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS: Computer programs; Graphic arts – Data processing
PUBLISHER: Greg Freeman, USA
REVIEW DATE: 08/06/04 [006.6] SCIS 1111910

Electronic Text Center collections

<http://etext.virginia.edu/uvaonline.html>

The University of Virginia's online Library has extensive multilingual holdings. These comprise 70 000 humanities texts in thirteen languages, with German and Japanese languages being a particularly interesting source for Languages teachers. English texts are limited for online users, but a large range of complete e-books and shorter writings in many languages can be downloaded. The emphasis is on American texts, and there is plenty of primary source material in this area for historians to investigate. General access to material is limited, but it is still worthwhile to have a browse through the database, as some treasures can be found here. S. Hauth

USER LEVEL: Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Library resources
PUBLISHER: Electronic Text Center, UVA, USA
REVIEW DATE: 10/06/04 [027.7] SCIS 1166689

Oxford University Press : welcome to children's and reference

<http://www.oup.co.uk/oxed/children>

Primarily commercial, this site does have some useful aspects for educators. In Fiction, site users will find information on selected authors, such as Gillian Cross and Jacqueline Wilson, and extras such as tips on writing from Cross. **Like this? Love this...** gives examples of books similar in style to a popular author, such as J. K. Rowling, and would be useful for students in extending their reading repertoire. **Children's mini sites** has a number of books with summaries and sample chapters. **Dictionaries** is suitable for various age groups and contains a **Fun zone** where it is possible to play games. Examples of Poetry and Picture books are also on the site, making the entire resource useful for supporting reading and writing outcomes in the English K-6 syllabus. J. Eade

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authors; Books and reading
PUBLISHER: Oxford University Press, UK
REVIEW DATE: 10/06/04 [028] SCIS 1171026

Urie Bronfenbrenner

<http://www.psy.pdx.edu/PsiCafe/KeyTheorists/Bronfenbrenner.htm>

Scholarly but interesting explorations of the work of Urie Bronfenbrenner and his studies of human development within the context and influences of family and the broader community, provide background for the theoretical study of family. Diagrams of interaction between the child, family and community, as found in **Overheads/images**, could be adapted by teachers and simplified for students. Despite the sophisticated research papers included on site, careful reading does provide insight into the broader variables that affect families and the flow on this has for children, and will reinforce principles found in other less academic sources. J. Hawkes

USER LEVEL: Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Child psychology; Developmental psychology; Psychologists – Biography
PUBLISHER: Psi Café, USA
REVIEW DATE: 10/06/04 [155.4092] SCIS 1168575

Arthur's classic novels: various religious books

<http://arthurwendover.com/arthurs/religious.html>

A fascinating site, this resource includes original texts and analytical works. Users will discover some esoteric literature on the nature of religion, philosophy, and the scriptures, from a range of religious traditions. Original works include **The Book of Mormon**, the official 1908 version, and **The I Ching**. Poetry and dissertations on the nature of religion also feature. Authors include William James, Spinoza, and John Stuart Mill, and the range of texts includes Buddhism, Christianity, Hinduism, and Baha'i. Some information on the site is difficult to source elsewhere, making this a very interesting site at a professional level, and it could also be useful to students who are willing to research sources. The site's limitation is that the only books available are those with expired copyright in the public domain. E. Searle

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; Studies of Religion Stage 6
SCIS SUBJECTS: Religious literature – Collections
PUBLISHER: ArthursClassicNovels.com, Canada
REVIEW DATE: 10/06/04 [291] SCIS 1172650

Sophie Cunningham: Buddhism archives

http://www.sophiecunningham.com/archives/cat_buddhism.html

For students wanting access to recently published articles on Australia and Buddhism, this site provides articles from the journalist, Sophie Cunningham, who writes for the Melbourne newspaper, **The Age**. The articles, written in a conversational style, deal with two Australian converts to Buddhism, Monica Joyce and Robina Courtin, and contemporary issues to do with Buddhism. The Australian content on the site is important for students, as this is often hard to find, and site users will gain a clear understanding of the practice of Buddhism in Australia today. I. Summers

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Studies of Religion Stage 6
SCIS SUBJECTS: Buddhism – Social aspects
PUBLISHER: Sophie Cunningham, Australia
REVIEW DATE: 10/06/04 [294.3] SCIS 1173533

Celebrate with us<http://www.joi.org/celebrate/index.shtml>

The religious holidays in Judaism are briefly described on this site, in direct address and simple language aimed at a young audience. Information on the festivals, including **Shabbat**, **Yom Kippur**, and **Passover** describe various aspects, such as **Tips on fasting**, for **Yom Kippur**, stories and traditions. This part of the site is very easy to navigate and is a useful resource for the Studies of Religion syllabus. The information is not detailed but is very accessible to students. More detailed information for students is found in **Intermarriage Q&A**, where the basics of Judaism are explained, and in **News and events**, where articles and reports present perspectives on current affairs. E. Searle

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Studies of Religion Stage 6
SCIS SUBJECTS: Festivals – Judaism
PUBLISHER: Jewish Outreach Institute, USA
REVIEW DATE: 10/06/04 [296.4] SCIS 1166866

Commanding heights: the battle for the world economy<http://www.pbs.org/wgbh/commandingheights/hi/index.html>

Providing a detailed discussion of the information presented in the American television series *Commanding heights*, this outstanding site is essential for the study of globalisation, world trade, and economic development. It has best application for the *Economics Stage 6 syllabus* topics *Consumers and business*, and *The global economy*. A **Time map** from 1914 to the present outlines the evolution of the global economy, and the site explores the theories, facts, and trends underlining economic forces and events. The impact of war and depression, deregulation, Keynesian theory, **Reaganomics**, privatisation, Thatcher's legacy, Russia's reform, Chile's restructuring, and capitalism are discussed. Episode transcripts and interviews are available, plus profiles of twenty **Economic architects**. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Economics Stage 6
SCIS SUBJECTS: Developing areas – Economic conditions; Economic development; Globalisation – History
PUBLISHER: WGBH Interactive, USA
REVIEW DATE: 10/06/04 [303.48] SCIS 1171108

Migration Heritage Centrehttp://migrationheritage.nsw.gov.au/search/search_identity.html

Exploring stories of individuals and families and their experience of migration to Australia, this site can be searched by **Cultural groups** or by **Region**, which will locate family **Stories**, and stories of relocation from overseas into an established Australian community. Many of the stories can also be read in the first language of the people telling their experiences. Thematic stories, such as getting married, also explore the experience of contemporary migrants to Australia. Users are invited to share own stories of migration, which could form the basis of a class project or oral history activity in the local community. Students can also join forums to discuss issues around migration. This is an engaging and personal site. A. Byron

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Community
KLA: HSIE

SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Immigration and emigration
PUBLISHER: Migration Heritage Centre, NSW
REVIEW DATE: 10/06/04 [304.8] SCIS 1172200

Money<http://finance.ninemsn.com.au/money/Default.asp>

Containing a plethora of information on **Shares**, **Funds**, **Property**, **Credit cards**, **Banking**, **Loans**, **Insurance**, **Tax**, and legal issues, this site is an essential resource for students of finance. Within each of these choices, users will find **Calculators** and helpful advice in **Education**. The site is particularly applicable to the subject areas of *Business*, *Consumers*, and *Money*, in *Commerce 7–10 syllabus*, and the topic *Financial planning and management*, for *Stage 6 Business Studies*. In addition to stories from the television show and magazine entitled *Money*, the site contains up to date information and practical finance tools. This is a clearly written, useful, and comprehensive resource. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7–10
SCIS SUBJECTS: Finance – Management
PUBLISHER: Ninemsn, Australia
REVIEW DATE: 10/06/04 [332.1] SCIS 1167199

Welcome to AXA Australiawww.axa.com.au/axa/axaaustralia.nsf/Content/Home+Page

Providing specific information on AXA products, the site is also a great resource for students, particularly those working with the *Investment* module. It contains a range of information on **Investments**, **Superannuation** and other incomes, loans, portfolio information, and **Financial advice**. Within **Answers**, students will find clear and structured definitions of terms and procedures, to facilitate understanding of the terminology of investment. **Calculators** can be used to determine the cost of living, as well as education, home loans, and insurance. Various investment options are outlined, including saving, shares, and managed funds. The site is easy to use and downloads quickly, with language and format suitable for student use. A. Frost

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Investments
PUBLISHER: AXA Australia
REVIEW DATE: 10/06/04 [332.63] SCIS 1167189

Upper Parramatta River Catchment education resource kit, 2002http://www.uprct.nsw.gov.au/ed_kit_index.htm

An outstanding collection of environmental resources for schools, this kit includes **Field trips**, **Maps**, **Information sheets**, and **Activities**, for the Upper Parramatta River. Topics examined include biodiversity, demographics, geology, hydrology, land use, rainfall, soil types, and vegetation. Specific creek systems are examined and environmental issues discussed. A **Virtual field trip**, **Ganges River, India** provides a comparative study. Written to cater for NSW schools, the site particularly targets the *Geography Years 7–10 syllabus*, modules 4G2, 5A2, 5A3, and 5A4; the *Geography Stage 6 syllabus*, module 8.2.1; and the *Science Years 7–10 syllabus*, modules 4.8.2, 4.8.4, 4.10, 5.10, 5.11.2, 5.13, and 5.14. The site would also be useful for modules within the *Biology Stage 6 syllabus* and the

Earth and Environmental Science Stage 6 syllabus, and the topic *Water for living: pollution in my day* in *Senior Science*. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Biology Stage 6; Earth and Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Biodiversity; Parramatta River (N.S.W.); River basins – Management; Water pollution;
PUBLISHER: Oz Green, Australia
REVIEW DATE: 10/06/04 [333.91] SCIS 1171093

GlobalEDGE: the battle for the world economy<http://globaledge.msu.edu/ibrd/ibrd.asp>

Containing current information on business in nearly 200 countries, this interesting site covers business climate, history, news, statistical data, political structure, and economic landscape. Statistic indicators can be used to compare countries. Information on trade, *Government resources*, *Social responsibility/sustainability*, the *Globalization debate*, *Stock exchanges*, and *Finance* are included. *Culture* references enhance understanding of countries and their business climate. The site is quick to download and could be a useful resource for when studying the role of business in the economy in the *Economics Stage 6 syllabus* topic *Consumers and business*; and the topic *Global business* in *Business Studies*. A. Frost

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Economics Stage 6
SCIS SUBJECTS: Business; Economic development; Globalisation
PUBLISHER: Centre for International Business Education and Research, Michigan State University, USA
REVIEW DATE: 10/06/04 [338] SCIS 1171112

Great Southern Plantations<http://www.great-southern.com.au/>

The environmental and economic benefits of hardwood plantation timber is described in this visually appealing site. An **Industry overview** discusses the need for plantation timber, and its economic benefit to Australia. The **Environmental benefits** of plantation timber are reviewed, and the means of **Government support** is outlined. Investment potential in the company is briefly described in **Benefits**, as well as **Shareholders**. An excellent case study of the Great Southern Group of Companies, the site would be useful in the *Business* module of the *Commerce 7–10 syllabus* in gaining an appreciation of the workings of an environmentally responsible business. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Forests and forestry – Australia; Timber industry – Australia
PUBLISHER: Great Southern Plantations, Australia
REVIEW DATE: 10/06/04 [338.7] SCIS 1167204

Australians working together: helping people to move forward<http://www.together.gov.au/>

Information about initiatives in areas of government welfare and employment services is useful for the core: *Families and communities*. The welfare reforms, detailed here, endeavour to promote effective participation in the workforce, provide additional training

in skills and confidence for those making the transition to work, and outline intensive help available for those with significant problems that hinder their attempts to gain employment. Specific groups targeted for support include **Parents**, **People 50+**, **People with a disability**, **Indigenous Australians**, and **Youth**. Questions and answers under each category provides insight into the issues that affect each group and gives detail and contacts about the support available. J. Hawkes

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Employment – Australia; Social policy; Social welfare – Australia; Voluntary work
PUBLISHER: Commonwealth Government, Australia
REVIEW DATE: 10/06/04 [361.6] SCIS 1168472

Children of parents with a mental illness: Worker Resource Centre<http://www.copmi.net.au>

Schools need information and management strategies to enable the best possible support for students who are affected by a parental mental illness. This site gives specific and separate advice to teachers and school support staff on what to do if a student or parent reveals such information. The site covers concerns such as identification, caring responsibilities, safety, bullying, and the need to refer the student to outside agencies. It emphasises the importance of partnerships and collaboration, and all teachers will find this site to be a useful tool. A. Soutter

USER LEVEL: Professional
SCIS SUBJECTS: Children; Psychiatric illness
PUBLISHER: Australian Infant, Child, Adolescent and Family Mental Health Association
REVIEW DATE: 08/06/04 [362.2] SCIS 1175451

Itsallright.org<http://www.itsallright.org/>

The dilemma of having a mental illness or having a family member with mental illness is explored on this interesting and informative site. The site uses a fictional diary format to show four young people touched by mental illness. The diaries are updated each week and cover many of the issues which face young people in this situation. The site has useful fact sheets, information, and referral services on mental illnesses, including schizophrenia, depression, and anxiety disorders. Students can email specific questions on mental illness to a confidential information service, and a reply is promised within three working days. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Adolescents; Psychiatric illness
PUBLISHER: SANE Australia
REVIEW DATE: 08/06/04 [362.2] SCIS 1175442

Bringing them home: learning about the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Familieswww.humanrights.gov.au/bth

Making students familiar with the report, findings and recommendations of the *National inquiry into the separation of Aboriginal and Torres Strait Islander children from their families*, is the aim of this site.

Track the history has numerous links to other sites that provide a thorough coverage of related historical events. Personal accounts are probably the most harrowing, but are good teaching tools as they provide relevance for students. Read the stories supplies an overview for a comparative study of the removal of indigenous children from their families in South Africa, New Zealand and Canada. Teaching resources provides activities and resources for junior and senior students with comprehensive Curriculum links. Teaching notes for the play *Stolen*, by Jane Harris, offer an excellent resource with an Aboriginal perspective. L. Pratt

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; English Stage 6; History 7–10; HSIE K–6
SCIS SUBJECTS: Aboriginal peoples – Civil rights; Aboriginal peoples – History; Aboriginal peoples – Social policy; Children, Aboriginal; Stolen generations
PUBLISHER: Human Rights and Equal Opportunity Commission, Australia
REVIEW DATE: 10/06/04 [362.7] SCIS 1167946

Barnardos

<http://www.barnardos.org.au/barnardos/html/>

The comprehensive listing with details of diverse Services offered by the Barnardos organisation to alleviate the effects of abuse, neglect and homelessness of children and young adults provides a most useful example of a community support agency for the option *Family and societal interactions*. Summaries of programs for families in difficult situations are provided in *Family support*, *Adolescent support*, *Mentoring and tutoring*, and *Disability*. Examples of case studies that demonstrate practical applications of support services for specific problems affecting families are found in *Barnardos stories*. Both *R & D projects* and *Monographs*, found on the Site map, could serve as stimulus for students planning their HSC independent *Research project*. All information is readable and easily accessible for students. J. Hawkes

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Children – Institutional care; Social welfare – Australia
PUBLISHER: Barnardos Australia
REVIEW DATE: 10/06/04 [362.73] SCIS 1168442

Information sheets about child protection law in NSW and how it relates to families

<http://www.acwa.asn.au/infosheets>

As part of the *Partnership with Parents* project, a series of information sheets have been developed for parents and workers regarding NSW child protection law and how that law relates to families. On this web site is a user friendly outline for running a two hour session for parents and volunteers such as community mentors. The site covers the issues of children's needs and adults' needs, why families need help if children are not safe, and the role of the Department of Community Services and other agencies in child protection. Topics covered in the sheets include: what happens if a report is made; going to case meetings with DoCS; and foster care issues. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Child protection – Law and legislation; Children in Australia – Law and legislation; Law – New South Wales

PUBLISHER: ACWA, Australia
REVIEW DATE: 08/06/04 [362.76] SCIS 1175459

Dating Violence Resource Center

<http://www.ncv.org/dvrc>

Up to twenty percent of teenage girls and young women have experienced some form of dating violence such as controlling, abusive and aggressive behaviour. This site complements the Child Protection curriculum and school anti-harassment programs by providing a range of useful information and materials for students and teachers. There is a useful brochure with a questionnaire to help students identify dating violence, and a list of things students can do in that situation. Similar information is provided on flirting and sexual harassment, letting students know how to respond effectively. A. Soutter

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS: Bullying; Child protection; Dating (Social customs); Protective behaviours; Sexual harassment; Violence and non-violence
PUBLISHER: National Centre for Victims of Crime, USA
REVIEW DATE: 08/06/04 [362.88] SCIS 1175373

Future farmers: a rural health & safety resource for high school students

http://www.acahs.med.usyd.edu.au/Future_Farmers/

Although originally designed for use on agricultural field days, the materials contained here are easily adapted for classroom use. Written to educate students about safety in agriculture, this thorough site is packed with relevant and detailed information on a variety of topics. Each of the thirteen modules contains detailed and useful teacher notes, overhead masters, student sheets, suggested answers, and numerous colour pictures. This resource is very relevant to the *Agricultural Technology Years 7–10 syllabus* in covering outcomes 5.6.1/2 on applying OH&S principles to ensure correct management of animals and the safe use of agricultural machinery. Each module concludes with a useful detailed summary sheet. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Agriculture Stage 6; Agricultural Technology 7–10; Primary Industries Stage 6
SCIS SUBJECTS: Accident prevention; Agriculture – Safety measures; Agricultural machinery – Safety measures; Industrial health and safety; Safety education
PUBLISHER: Australian Centre for Agricultural Health and Safety
REVIEW DATE: 10/06/04 [363.11] SCIS 1168420

True Food Network: you can say no to genetically engineered food

http://www.truefood.org.au/q_and_a2.html

The focus of this site is genetic engineering and its applications in agriculture and food production. The site defines genetic engineering, and then provides information on the types of foods currently produced using this technology. In a question and answer format, the site explores potential effects on the environment and health, whether GE technology can feed the hungry, and the labelling of engineered foods. Teachers and students who access this site should

be conscious of the heavy bias against genetic engineering in this site. However, the site is useful for those who wish to make comparisons between mass media and scientific publications. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Agriculture; Genetically engineered food
PUBLISHER: Greenpeace Australia
REVIEW DATE: 10/06/04 [363.19] SCIS 1173656

Ollie's world: an interactive sustainability resource

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

A wealth of information for a sustainable environment can be found here. To fully appreciate all that the site has to offer, users should first go to the Site map from the main page. Ollie's club provides students with games, puzzles, an excellent movie, practical information on composting, worm farms, packaging, waste, water, energy, plastic, glass and steel, and quizzes. In *Educators*, teachers will find case studies and professional information in Ollie saves the planet educator, and this section also contains a downloadable CD-ROM. This site is invaluable in supporting outcomes in the *Environment* strand of the *HSIE K–6 syllabus*, and *Environmental matters* in the *Science & Technology K–6 syllabus*, as well as supporting DET's *Environmental Education Policy* for schools. J. Eade

USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE; ST
SYLLABUS: HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Environmental protection; Recycling (Waste, etc); Sustainable development
PUBLISHER: Sustain Ability International, Australia
REVIEW DATE: 10/06/04 [363.7] SCIS 1171025

Educational theory on the web

http://www.ed.uiuc.edu/EPS/Educational-Theory/Journal_contents.asp

Providing full text articles encouraging exploration across a range of educational theory and philosophies, this online quarterly publication is operated by the University of Illinois, with subscription information available via <http://www.blackwellpublishing.com/edth>. *Journal contents* contains links to all issues from 1992 to 2003 and each article is annotated. Articles such as *What do pragmatists have to say about critical thinking?* may be relevant as an academic discourse. The site is updated regularly with additional papers and corrections. Simple citation help is included on the site, beneath the four *Indexes* which facilitate advanced searching. B. Maher & S. Rasaiah

USER LEVEL: Professional
SCIS SUBJECTS: Education – Periodicals
KEYWORDS: Educational theory
PUBLISHER: University of Illinois, USA
REVIEW DATE: 10/06/04 [370.105] SCIS 1070143

Australian Flexible Learning Framework: supporting flexible learning opportunities

<http://www.flexiblelearning.net.au/guide/index.htm>

Teachers of Vocational Education are often faced with juggling several students at various levels while assessing multiple outcomes. Flexible Learning is a way for teachers to accommodate various learning styles, and to collect resources for VET subjects. Flexible Learning is technology based e-learning, allowing

professionals and students to access information, activities and products to assist in the achievement of competencies. Case studies include VET, providing ideas for course structure and delivery. Products includes *Building blocks to reality*, which is a program to allow construction modelling, and *NurseryLive* which is an interactive Primary Industries nursery. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VET
SYLLABUS: Business Services Stage 6; Construction Stage 6; Information Technology Stage 6; Primary Industries Stage 6
SCIS SUBJECTS: Flexible delivery of education; Vocational education
PUBLISHER: Flexible Learning Advisory Group, Australia
REVIEW DATE: 10/06/04 [370.11] SCIS 1170225

Adventures of CyberBee: curriculum ideas

<http://www.cyberbee.com/intclass.html>

Students and teachers learning methods of working with Internet sources will find this site offers a range of source material. Material covers the main curriculum subject areas, although the content is orientated towards American needs. Lesson plans, question and answer strategies, and focus points are all employed as part of the site organisation to teach computer skills. Although the site relies heavily on the use of print information, the search component and content options allow easy navigation. The site has limited classroom application, unless there is some degree of teacher involvement and reshaping of source material. B. Kervin

USER LEVEL: Stage 3 Stage 4 Professional
SCIS SUBJECTS: Computers in education; Internet (Computer network); Teaching – Aids and devices
PUBLISHER: L. C. Joseph, USA
REVIEW DATE: 08/06/04 [371.33] SCIS 1174927

EnhanceTV

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

Focusing on recent film, television and radio programs, this comprehensive site provides detailed resource material for teachers on a range of subject matter across curriculum areas. The site is most accessible through keyword and title search options as choices number more than 20 000. Simply designed, the site's strength lies in quality of information, its practicability, and the amount of source material available. Content options include study guides, articles, film reviews, suggested approaches to media texts, interviews, and information regarding curriculum applicability. The currency of information makes this an important resource tool for senior students, especially those engaged in courses with a strong demand for media support material. B. Kervin

USER LEVEL: Stage 5 Stage 6 Professional
SCIS SUBJECTS: Films; Films in education; Television in education; Television programs
PUBLISHER: Screenrights, Australia
REVIEW DATE: 08/06/04 [371.33] SCIS 1076688

Lighting the dark ages

<http://www.districtadministration.com/page.cfm?p=300>

Raising awareness about the features of electronic whiteboards is the aim of this article. The experiences of American teachers who have used *Smart boards*, *Active boards* and *CopyCams* are cited, and all espouse the relevance and time saving capabilities of this interactive technology. The site describes how the technology is used: as a large computer screen for teaching information search skills to a

resources

large class; for saving hand written notes; and creating concept maps and discussion points, which can then be posted to other sites, and used for future lessons. Fourteen linked sites offer the homepages of businesses who sell this technology but who also advertise the features of these tools with relevance to programming and teaching. C. Keane

USER LEVEL: Professional
SCIS SUBJECTS: Interactive media; Teaching – Aids and devices
PUBLISHER: Professional Media Group LLC, USA
REVIEW DATE: 10/06/04 [371.33] SCIS 1170380

Eco'tude

<http://www.powerhousemuseum.com/ecotude/>

Teachers looking for ideas for the *Student research project* in the *Science Years 7–10 syllabus* may find this site relevant for research activities related to the school environment. Designed for 'changing your school's ecological attitude', activities show students how to consider energy, water and consumer goods usage when investigating their school site, people and buildings from an ecological point of view. The school's environmental impact can then be assessed. **Action at school** offers strategies for **Reducing waste**, **Improving school grounds** and **Reducing energy use** to change the ecological attitude. The clarity of presentation and variety of activities make this a useful site. R. Dircks

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Ecology – Problems, exercises, etc; Schools – Environmental aspects
PUBLISHER: Powerhouse Museum, Australia
REVIEW DATE: 10/06/04 [371.6] SCIS 1171364

School safety and security resources

<http://www.ncpc.org/besafe>

There are over 4 500 crime prevention and community building resources on this searchable site. **Crime prevention** brings up many useful sheets including a dozen practical things regarding school violence, bullying, anger management, and maintaining a drug free school. The anti-bullying resources provide a slightly different and valid perspective for an Australian context. Schools with peer mediation programs will find the article on conflict resolution contains materials for training mediators and for strengthening classroom behaviour management. Both primary and secondary teachers and SRC committees will find practical material on this site. A. Soutter

USER LEVEL: Community Professional
KLA: HSIE; PDHPE
SYLLABUS: HSIE K–6; PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS: Bullying; Crime prevention: safety; Schools – Safety measures; Schools – Security measures; Violence and non-violence
PUBLISHER: National Crime Prevention Council, USA
REVIEW DATE: 08/06/04 [371.7] SCIS 1175379

Herzlich willkommen auf den internetseiten des gymnasiums Ulricianum in Aurich

<http://www.ulricianum-aurich.de/>

Australian students can find out about life in a German high school on this site. Information and graphics include subject choices, extra curricular activities such as concerts, the chess club, science excursions, and photographs of this 350 year old school with its

many historic and recently constructed buildings. The site is useful for investigating syllabus topics relating to individuals, schools, German speaking communities, youth issues, as well as people and places. Different types of text, such as recount and reports can be found on the site. This site is in German only. S. Hauth

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German K–10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Education, Secondary – Germany; Schools – Germany
PUBLISHER: Gymnasium Ulricianum Aurich, Germany
REVIEW DATE: 10/06/04 [373.43] SCIS 1168596

Tracking trains

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

Designed as an additional resource to support the *Follow the safety trail kit*, developed for NSW schools, this comprehensive site educates students about safety when travelling by train. The web site is easy to navigate. In **Careers in rail** StateRail employees outline their roles and responsibilities; **Inquiries** provides a facility to check employment opportunities; **Trains and rail** highlights safety priorities, including environmentally friendly initiatives such as noise reduction; and **Rail history** includes the 1855 rail line from Sydney to Parramatta. Student artwork can be submitted to the **Art gallery**, and in **Activities**, quizzes and games test safety knowledge, students can plan holidays and practice using a timetable. Online activities are linked to the Stage 3 *Safe living* strand of the *PDHPE K–6 syllabus*, and Teachers outlines a variety of syllabus links being developed for K–12 students. C. Keane

USER LEVEL: Stage 3 Professional
KLA: HSIE; PDHPE; VOC ED
SYLLABUS: CEC Work Education 7–10; HSIE K–6; PDHPE K–6
SCIS SUBJECTS: Railways – Careers; Railways – Environmental aspects; Railways – New South Wales; Railways – Safety measures
PUBLISHER: State Rail Authority of New South Wales
REVIEW DATE: 08/06/04 [385] SCIS 1173881

Hanukkah

<http://www.historychannel.com/exhibits/holidays/hanukkah/index.html>

A fairly basic but interesting outline of the holiday of Hanukkah, the site is suitable for young students who could easily navigate their way through this information. Entertaining reading is found in **Amazing Hanukkah feats**. The site gives an outline of the History and the Traditions of Hanukkah, explaining the Menorah and Dreidel. A description of the game of spinning the Dreidel could provide students with the chance to set up and play the game themselves. Popular food at Hanukkah is also described, including potato latkes and jelly doughnuts. I. Summers

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Hanukkah (Feast of Lights)
PUBLISHER: A&E Television Networks, USA
REVIEW DATE: 10/06/04 [394.267] SCIS 1164078

Hanukkah: Festival of Lights

<http://www.umkc.edu/imc/hanukkah.htm>

Background information and cultural knowledge about the Jewish holiday Hanukkah is available on this site. In a simple layout and

linear presentation, the site provides an etymological account of the key words, a brief history of the roots of this festival, information about the historical role of women and Hanukkah, food, and language used in Hanukkah, such as greetings. The site is easy to navigate and the reading level appropriate for teenagers. There are also lyrics, stories, mathematics and craft activities, all of which are suitable for primary students. E. Searle

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: HSIE K–6; Studies of Religion Stage 6
SCIS SUBJECTS: Hanukkah (Festival of Lights) – Study and teaching
PUBLISHER: Instructional Materials Centre, School of Education, University of Missouri-Kansas, USA
REVIEW DATE: 10/06/04 [394.267] SCIS 1164081

The third man in the German classroom

<http://german.about.com/library/weekly/aa020527b.htm>

Although a little convoluted in presentation, this site will be of interest to teachers using the film *The third man*. The site includes a review of the **Restored DVD** version, and a review of Charles Dranzit's text *In search of The third man*. **Dialogue Worksheets** transcribe parts of the script and are most useful for German students. Following the worksheets is a short but readable review of Graham Greene's novel. The site gives clear explanations of how teachers can use the film's German language and Austrian culture in the classroom. For English students, descriptions of film noir techniques could be useful in introducing the study of *Citizen Kane*, and the film's script is also shown to be relevant as a supplementary text for Elective 2: *Crime fiction* in English Extension 1. History students could also be enlightened by the film's realistic depiction of post-war Europe, and suggestions for using the film for this purpose are found on the site. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English; HSIE; Languages
SYLLABUS: English Stage 6 *Advanced*; English Stage 6 *Extension 1*; German Stage 6: *Beginners; Continuers; Extension*; Modern History Stage 6
SCIS SUBJECTS: Films – History and criticism; German language – Study and teaching
PUBLISHER: About.com, USA
REVIEW DATE: 10/06/04 [438.3] SCIS 1173044

TJF

<http://www.tjf.or.jp>

In Japanese and English, this site was developed to assist secondary school teachers of Japanese, promoting mutual understanding among elementary and secondary students the world over. The main contribution is a **Japanese language education** newsletter, published quarterly as an e-book in English and Japanese, which can be viewed in PDF file format. Sample lessons and articles are accessible from the home page and include headlines such as: **The meaning of fashion**; **Japanese culture and daily life**; **Japanese fast food part 3: Kaitenzushi**; and **The lives of Japanese high school students**. The latter has its own web site and kit, which is available from the DET Japanese Language Consultant. S. Hauth

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: Japanese K–10; Japanese Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Japanese language – Study and teaching
PUBLISHER: Japan Forum, Japan
REVIEW DATE: 10/06/04 [495.6] SCIS 1166682

KLE: Korean Language Education Clearinghouse

<http://arts.monash.edu.au/korean/klec/about.html>

Incorporating a wide range of resources and services for Korean language educators and learners, the web site contains computer assisted learning materials and activities. Students will find many enjoyable activities, such as describing various graphics. All activity descriptions are in English, so beginners can use the website without major problems. There are four levels of difficulty to choose from. Educators will find advice, resources and services for lessons available at the site. Korean language teachers will also find useful information through an online workshop. There is also an online discussion **Forum** for educators and students to share ideas of teaching and learning. S. An

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Languages
SYLLABUS: Korean 7–10; Korean Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Korean language – Problems, exercises, etc; Korean language – Study and teaching
PUBLISHER: Monash University, Australia
REVIEW DATE: 10/06/04 [495.707] SCIS 1171908

Molecular expressions: optical microscopy primer: virtual microscopy: interactive Java tutorials

<http://micro.magnet.fsu.edu/primer/virtual/virtual.html>

Using many different types of microscope techniques, this outstanding selection of virtual tours will allow both students and teachers to fully experience and appreciate the microscopic world. This excellent web site allows students to choose an object, and then physically adjust the focus, contrast, and magnification of the specimen. Adjustments occur quickly and picture quality is excellent. Particularly useful for the topic *Patterns in nature* in the *Biology Stage 6 syllabus*, the site includes **Basic concepts** for students learning microscope use. Images in the **Photo gallery** will also intrigue art students. Most of the information is detailed and advanced, yet this web site is guaranteed to capture the imagination and sustain the interest of students. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: CA; Science
SYLLABUS: Biology Stage 6; Science 7–10; Visual Arts 7–10
SCIS SUBJECTS: Microscopes and microscopy
PUBLISHER: National High Magnetic Field Laboratory, USA
REVIEW DATE: 10/06/04 [502.8] SCIS 1168430

Classrooms of the 21st century

<http://accessexcellence.org/21st>

The main function of this site is to support the teaching of science related topics through the practical presentation of source material and teaching ideas. Simple in structure, with easy and relevant access points, it provides teachers with a range of options on various topics, including bioethics, rainforest biology, tuberculosis, and **Developing curriculum**. The level and depth of information is well suited to senior levels, and the range of material, including grading parameters, could easily be adapted to NSW curriculum structures. The site gives teachers and students worthwhile opportunities to utilise technology in the course of their classroom activities. Teachers will also find the online scientific articles useful for their own professional interest. B. Kervin

resources

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Science 7–10; Science Stage 6; Senior Science Stage 6
SCIS SUBJECTS: Science – Study and teaching
PUBLISHER: National Health Museum, USA
REVIEW DATE: 08/06/04 [507] SCIS 1174932

Cool science sites and printables for your class

<http://www.adrianbruce.com/science>

Some interesting science resources can be found at this site. The Science reader theatre scripts involves a Spanish, American, and Australian school working with science experiments presented in the form of readers' theatre scripts. Random science links contain a different site every day, and numerous annotated science links can be found in Science links. All of these links would have to be checked for syllabus relevance. The site also includes an excellent Design process poster, which can be printed. This is a useful and entertaining site for primary teachers. J. Eade

USER LEVEL: Stage 2 Stage 3 Professional
KLA: ST
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Educational resources; Science – Study and teaching
PUBLISHER: Adrian Bruce, Australia
REVIEW DATE: 10/06/04 [507] SCIS 1171020

Online activities

<http://www.exploratorium.edu/explore/online.html>

The activities in this site vary in quality but some are excellent. There are nine categories across all the science disciplines, covering over 50 activities. Topics are diverse, and the best include an animated illustration of the break up of Antarctica: Gondwanaland, a Sheep brain dissection and excellent illustrations of a range of mutant fruit flies. Those activities that involve measurements, such as one on Collisions on the ice, have the disadvantage of using non SI units. For this reason the site is best suited for biological and astronomy related topics. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Science – experiments; Science – problems, exercises etc
PUBLISHER: Exploratorium, USA
REVIEW DATE: 10/06/04 [507.8] SCIS 1171367

PlanetScapes

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

Animations, high quality graphics, statistical tables, and astronaut interviews are some of the features of this large and intriguing site. Very easy to navigate, it provides an exciting look at all the planets and solar phenomena, and it is geographically comprehensive on the Earth, including the interior of the Earth and various types of volcanoes. The site also includes a section of puzzles but few are concerned with the solar system. Computer generated art, cloud photographs from space, and 3D planetary modeling, such as the first lunar landing, will sustain student interest. Visually appealing and entertaining, the site also contains enough complex detail to be useful for the Space science option in the Senior Science syllabus. Of interest too is the site's availability in five European languages, providing a real context for language students. R. Dircks

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; Languages; Science
SYLLABUS: French Stage 6; German Stage 6; Portuguese Stage 6; Science 7–10; Senior Science Stage 6; Spanish Stage 6; Visual Arts 7–10
SCIS SUBJECTS: Earth sciences; Solar system
PUBLISHER: Calvin J. Hamilton, USA
REVIEW DATE: 09/06/04 [520] SCIS 1175127

MarsQuest online

www.marsquestonline.org

Students will enjoy using this site because it features so many interesting interactive activities. The site map is clear and the user can choose to visit Volcanoes and Canyons or look for evidence of Floods. There are activities within How big?, Fast facts, and to Drive a rover over Mars. Information is clearly and attractively presented, particularly in the 3D views of flying over the various Martian features. Investigations include What does life need?, Where do you find water on Mars? and Where would you land a rover to look for life?. This is a relevant site that can be used for both motivation and as a source of information for a study of the solar system. R. Dircks

USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Mars (Planet)
PUBLISHER: TERC, USA
REVIEW DATE: 10/06/04 [523.4] SCIS 1173865

SeaWIFS Project

<http://seawifs.gsfc.nasa.gov/SEAWIFS.html>

Providing data on global ocean properties to the science community is the beautifully realised brief of this site. Including descriptions of how satellites can be used to study oceans from space, and of the satellites and receiving stations themselves, the written text ranges from scientific jargon to laypersons' language, and the images are vibrant. Information includes descriptions of ocean chemistry, ocean biology, land and atmospheric processes, the Remote sensing of coral reefs, and navigation. The site has a wide range of wonderful maps and images, as well as data sets that students can analyse. Computing students can learn the Steps used to create the images, among other software and design information. The very useful Teachers resources includes online presentations and activities. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Earth & Environmental Science Stage 6; Science 7–10; Software Design and Development Stage 6
SCIS SUBJECTS: Ocean; Oceanography; Satellites
PUBLISHER: NASA Goddard Space Flight Center, USA
REVIEW DATE: 10/06/04 [551.46] SCIS 1173662

The wildlife business website

<http://www.wildlifebiz.org/index.asp>

Promoting some of the organisations and individuals who are working to save the earth's endangered animals and plants, this site has linked all of the projects covered to the National Curriculum, and many projects have links to K–6 syllabuses. Wildlife conservation at a national and international level, and also as an aspect of active national and global citizenship, is a focus. Research information about projects on different species of birds and animals is available, along

with useful maps and photographs looking at the most critically endangered species. The site is interactive, and students can practice ICT skills to email their own conservation news or ideas for posting. The bright and engaging design supports K–6 users, but only sections of the site contains enough detail for secondary students. A. Byron

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; ST
SYLLABUS: Geography 7–10; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Endangered species – Problems, exercises, etc.; Wildlife conservation – Problems, exercises, etc.
PUBLISHER: Wildlife Business Foundation, UK
REVIEW DATE: 10/06/04 [578.68] SCIS 1172193

SAPS: science and plants for schools

<http://www.saps.plantsci.cam.ac.uk>

Most of the activities described in the Practical investigations section of this site are too advanced for use with NSW syllabuses, although some may provide ideas for able students. From Student sheets, the Student sheet index option contains descriptions of 25 activities which could be suitable for Stage 5 research projects. The topics are diverse in content and degree of difficulty, and the worksheets give a clear indication of what is needed and what the activities involve. Supermarket science describes activities that could be used for Stage 4 student research projects. Although this site is a source of ideas for student projects, teachers may wish to guide students in its use. R. Dircks

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Botany
PUBLISHER: SAPS, UK
REVIEW DATE: 10/06/04 [580] SCIS 1045488

Fossil Hominids: the evidence for human evolution

<http://www.talkorigins.org/faqs/homs/>

It is risky to encourage students to look for sites related to evolution because of the number of well disguised creationist sites. This site has the advantage of being very upfront about creationism and deals in detail with many creationist arguments in espousing the prevailing scientific view of creation. The contents are clearly displayed, and there is an excellent timeline of Hominid species, including details of brain size, teeth and pedalism, and a comprehensive set of illustrations of the major fossils. The Paleoanthropology links are well chosen and it contains much information that is relevant to the The human story option. Students will enjoy using this site because of the friendly approach of the author and the comprehensive range of the content. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Creation; Evolution
PUBLISHER: Jim Foley, USA
REVIEW DATE: 11/06/04 [599.93] SCIS 1171432

Devices of wonder: from the world in a box to images on a screen

<http://www.getty.edu/art/exhibitions/devices/flash/>

Students can explore a variety of cultural devices from the past, many of which they would not have seen before, on this animated site. Interesting information is provided with each object, detailing

its function and purpose. Students are given the opportunity to experiment with how each item works, in interactive activities that require RealPlayer. Early photographic principles, such as the book camera obscura, and examples, such as a film by Thomas Edison, make this site useful for art students. The art making activities, involving manipulating the objects, will also interest students. This site is easy to navigate, written in simple language, and provides a suitable entrée to historical examples of design. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; ST; TAS
SYLLABUS: Science & Technology K–6; Technology (Mandatory) 7–8; Visual Arts 7–10
SCIS SUBJECTS: Photography – Equipment – History; Puppets and puppet shows – History; Technology – Exhibitions; Technology – History
PUBLISHER: J. Paul Getty Trust, USA
REVIEW DATE: 09/06/04 [609] SCIS 1175013

Total knee replacement

<http://www.goldsteinortho.com/knee.htm>

There are many sites for users of biomaterials or biomedical devices and this one is solely devoted to total knee replacements. The advantage of this site is the animated step by step explanation of the replacement procedure. This makes it possible for students studying Medical technology – bionics to appreciate the complexity of the operation. Site users can relate each step of the operation to the structure of the knee and examine techniques needed to introduce metals and synthetic materials to the body. The illustrations are clear and well labelled. Alternatively, students could use the Education section to link to a similar explanation of the Total hip replacement procedure. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Senior Science Stage 6
SCIS SUBJECTS: Biomedical engineering; Knee
PUBLISHER: Illinois Bone & Joint Institute, USA
REVIEW DATE: 11/06/04 [612] SCIS 1171418

Hematology

<http://www.psb.org/education/hematology/default.htm>

The clear layout of this site makes it very easy to work through the various sections. A side menu appears on each page, providing easy navigation through Course topics including What is blood?. Section topics, such as How blood cells are made and Plasma, clearly present background information on cell differentiation leading to the specialisation of blood cells, blood groups and diseases of blood cells. The labelled illustrations, including light and electron micrographs, are excellent, and there is a very good explanation of the movement of red cells through capillaries. The site is particularly appealing because of the clarity of presentation and the appropriateness of the level of the content. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Blood
PUBLISHER: Puget Sound Blood Center, USA
REVIEW DATE: 11/06/04 [612.1] SCIS 1171416

Pacemakers

<http://www.chfpacients.com/implants/pacemakers.htm>

Designed for people who have received, or will receive, pacemaker implants, the site contains information appropriate for Section 9.3

resources

Medical technology – bionics. Easy to navigate, the site presents 12 different questions or topics that are addressed, which provide a comprehensive overview of the subject. The section on **Your heart's electrical system explained** includes a good illustration of the heart and the associated text clearly explains the production of electrical signals and how they trigger muscle cell contractions. Students who are looking for information on biomedical devices will find this a useful site. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Senior Science Stage 6
SCIS SUBJECTS: Biomedical engineering; Heart
PUBLISHER: CHFpatients.com, USA
REVIEW DATE: 11/06/04 [612.1] SCIS 1171417

Healthy Eating Club: creating a healthier universe one byte @ a time

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

An exciting, easy to navigate, interactive site which is full of colourful moving images, this resource is an educational tool for Food Technology lesson planning. Students are able to assess their diets by researching nutrients and the dietary pyramid, and they can calculate their BMI using charts. A changing menu of recipes is available for each of the food groups, and links are provided to other food sites and resources. Interactive video clips help clarify food fads, misconceptions, and controversies, and a games link allows students to play food based games. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS: Diets; Health; Nutrition
PUBLISHER: Healthy Eating Club, Australia
REVIEW DATE: 15/06/04 [613] SCIS 1174881

NHMRC: National Health & Medical Research Council

<http://www.health.gov.au/nhmrc/>

Ethical issues associated with a range of health and medical topics are explored on this site. Issues include human genetics, xenotransplantation, human cloning, and Embryo research. Advice on general health issues is also included. Although the language used and topics covered could be challenging for students, the site has some application to the topic *The blueprint of life* in the *Biology Stage 6 syllabus*. It also provides some useful bioethics material for teachers gathering contemporary resources for biotechnology in the *Science Years 7–10 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Medicine – Research; Public health – Australia
PUBLISHER: NHMRC, Australia
REVIEW DATE: 10/06/04 [614.0994] SCIS 1119796

Solar system exploration

<http://solarsystem.nasa.gov/educ>

An enormous amount of current information is included in this site but much of it appears as pages of script with small illustrations, making it unlikely to appeal to most students. The discovery of Sedna and a discussion on whether it is a planet looks promising but the search facility does not lead to this information. It is not an

easy site for students to explore and the material that is included specifically for teachers is geared to U.S. National Science Education Standards. **Kids** provides several interactive and entertaining options, such as the **Road trip to Mars!** cartoon, and a wealth of information about the planets in **All about the planets**, which would support the Stage 3 unit, *Out in space*. The best use for the site is as a source of answers to specific questions about the solar system and its exploration. R. Dircks

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; ST
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Solar system
PUBLISHER: NASA, USA
REVIEW DATE: 10/06/04 [629.4] SCIS 1173854

Bet the farm

<http://www.cosi.org/onlineExhibits/farm/farmFrame.htm>

Making decisions about what products to raise, farm management, and marketing are the focus of this exciting game where the site user becomes the farmer. Beginning the game with two million dollars, the farmer aims to keep the farm operating in profit. The game runs for four seasons, with weather, market events, crop diseases, and insect infestations, being some of the uncontrollable factors that impact on farmers. Players decide the use of raw materials, livestock, and equipment, and advice is provided that may help with those decisions, such as the benefits of crop rotation. While this site is very slow to download, it is an interesting interactive game when studying human communities in the Geography module *Global environment*, and when using a farm as a case study in the *Commerce Years 7–10 syllabus*. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10; Geography 7–10
SCIS SUBJECTS: Agricultural productivity; Educational games; Farm management
PUBLISHER: COSI Studio, USA
REVIEW DATE: 10/06/04 [630] SCIS 1171104

The farmshed

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

Providing up to date news and information on a range of agricultural enterprises conducted in Australia, this site has potential for use within some key content areas in the Agriculture and Primary Industries syllabuses. In **Industry information**, students can research detailed price, sales, and commentary information, particularly for **Cotton**, **Sugar**, **Grain**, and **Livestock**. In **General information**, there are extensive sections on **Weather** and **Finance**, plus a **Features** section, which examines some areas of cutting edge technology. A password is required for some sections, but this is free. G. Dunmore

USER LEVEL: Stage 6
KLA: TAS; VET
SYLLABUS: Agriculture Stage 6; Primary Industries Stage 6
SCIS SUBJECTS: Agriculture – Australia; Farm management
PUBLISHER: Farmshed, Australia
REVIEW DATE: 15/06/04 [630.68] SCIS 1175890

Transgenic crops: an introduction and resource guide

<http://www.colostate.edu/programs/lifesciences/TransgenicCrops/teachers.html>

The most useful parts of this site are **What are transgenic plants**; **History of plant breeding**; and **Risks & concerns**. These topics

are particularly suitable for the *Biology Stage 6 syllabus* study *Blueprint of life*, but they could also be used for discussions on controversial issues. The site includes many examples of transgenic crops and the arguments for and against the use of the technique is well covered. This is supported by **Lessons and assignments** that have been designed by teachers and are easy to follow. The section on **How do you make transgenic plants?** provides good background to the topic, so that all aspects of transgenic plants are very well covered. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Genetically engineered food; Plant breeding
PUBLISHER: Dept. of Soil and Crop Sciences, Colorado State University, USA
REVIEW DATE: 11/06/04 [631.5] SCIS 1171369

CropGen

<http://www.cropgen.org.databases/cropgen2.nsf/homepage?Open>

The acknowledged bias in this site's welcome message means that the site should be used with caution. As a source of information in the GM debate, the site is useful for providing clear information in favour of genetic modification and the benefits of biotechnology. The site is well constructed and kept current with **News** and information. **GM around the world** includes an article on an Australian cotton trial. The explanation of how genetic modification works is much too superficial for senior students, but there are links to sites that provide more detailed information. The **Question and answer** section is a quick way of finding specific arguments for and against GM crops, but answers to questions about implied criticisms are defensive and lack detail. R. Dircks

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Agricultural productivity; Farm produce; Genetically engineered food
PUBLISHER: CropGen, UK
REVIEW DATE: 09/06/04 [631.5] SCIS 1175048

Parenting NSW

http://www.parenting.nsw.gov.au/public/s01_homepage/

A variety of information about parenting for families, ranging from those being planned to those with older teenagers, is easily accessible and relevant for students of *Parenting and caring*. Hints, and concise, practical articles, found in **Tips & case studies**, are also available through **Publications**. Both sections can be searched by categories of age groups and specific topics, including: **Child development/behaviour**; **Health**; **Parenting-general**; and **Relationships**. Brief annotations are given of the online articles. Details of support services available in local community areas are accessed through the **Parenting services directory**. Brief summaries and locations of these individual agencies are provided and will certainly raise awareness of community support for families in students' local areas. J. Hawkes

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Behaviour modification; Children – Management; Parent and child
PUBLISHER: Centre for Parenting and Research, NSW Department of Community Services
REVIEW DATE: 10/06/04 [649] SCIS 1168462

Whole cloth: discovering science and technology through American history

http://www.si.edu/lemelson/centrepieces/whole_cloth

Textile technology and invention are used here to provide a brief yet informative review of early American industrialisation. Comprehensive teacher notes and units designed for student centred learning could be useful for technology subjects. Students are provided with opportunities to debate the invention of the cotton gin for example, along with a range of activities in **The student zone**. The activities are designed so that individuals can use them at their own pace. Information on synthetic fibres and dyeing will interest teachers, while senior textile students may find it rather basic. M. Timperley

USER LEVEL: Stage 4 Stage 5 Professional
KLA: TAS
SYLLABUS: Design & Technology 7–10; Technology (Mandatory) 7–8; Textiles & Design Stage 6
SCIS SUBJECTS: Fabrics – History; Textile crafts – History; Textile industry – History
PUBLISHER: SHOT; USA
REVIEW DATE: 15/06/04 [677.009] SCIS 1175970

Songlines Aboriginal Art Gallery, museum quality Australian Aboriginal paintings

<http://www.aboriginal-art.com/>

The two galleries depicted on this commercial site deal solely in Australian Aboriginal art. The site includes images of artists' **Paintings** on canvas and **Barks**, as well as **Prints** and **Didgeridu**. Most of the works are accompanied by extensive explanations. The artists includes **Artist portraits** and photographs of the **Artists at work**, with descriptors explaining their methods. **The Dreaming** includes information and an extensive photographic gallery of traditional sites from **Arnhem Land**, **Delamare**, **Kakadu** and the **Kimberley**. L. Pratt

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Visual Arts 7–10; Visual Arts Stage 6
SCIS SUBJECTS: Art – Aboriginal; Art – Australian; Art – Galleries and museums
PUBLISHER: Songlines Aboriginal Art, USA
REVIEW DATE: 10/06/04 [709.94] SCIS 1168110

Sculpture by the sea

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

The information and images here offer insight into Australia's largest site specific sculpture exhibition, staged along Sydney's Bondi to Tamarama coastal walk. Images of works can be found in the **Gallery**, and the **History** of the development of this exhibition provides crucial facts on the development and curation of an exhibition. Onsite material could be interestingly adapted by the classroom teacher to present the study or creation of sculpture, using frames and conceptual framework. **Visitor information** will help plan an excursion to the site. Although the exhibition ends November 14, this is an annual event, and the web site will assist in planning a 2005 excursion. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10

SCIS SUBJECTS: Sculptors – exhibitions; Sculpture, Australian – Exhibitions; Sculpture, Modern – 20th century – Exhibitions
PUBLISHER: Sculpture By The Sea, Australia
REVIEW DATE: 08/06/04 [730.994] SCIS 1175017

Hearts in San Francisco: a project benefiting The San Francisco General Hospital Foundation

<http://www.heartsinsf.com>

The role of art in community fundraising is displayed on this interesting site. The composition and design of heart sculptures, shown here by photography and template diagrams, may be useful for technology explanations, formation of ideas, and projects. Artist statements on their work provide insight into artistic intentions and practice. The notion of site specific sculptures and the use of sculpture in landscape design could also be addressed by teachers. Students will find the images vibrant and more interesting than the text, hence teacher direction will probably be needed. N. French

USER LEVEL: Stage 3 Stage 4 Professional
KLA: CA; TAS
SYLLABUS: Creative Arts K–6; Technology (Mandatory) 7–8; Visual Arts 7–10
SCIS SUBJECTS: Fund raising; Sculptors – exhibitions; Sculpture, American – Exhibitions; Sculpture, Modern – 20th century – Exhibitions
PUBLISHER: Hearts in San Francisco Committee
REVIEW DATE: 08/06/04 [730.97] SCIS 1174978

Art Cloth Studios

<http://www.artclothstudios.com>

The web site of artist Jane Dunnewold, this resource is an interesting and informative site for students. *Demonstrations* explains the use of felted beads and expanded squares, using the Japanese Notan technique, with full instructions provided. *Guest artists* preview their work, including history, inspirations, and techniques, and *Exhibitions* holds a *Tao te Ching* inspired show. The *Cloth gallery* contains a vibrant range of images, and the *Glossary* is a useful tool for textiles users. Students investigating fabric manipulation or researching ideas for their *Major textile project* will find this site a useful part of their study. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7–10; Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Fabrics; Textile crafts
PUBLISHER: Art Cloth Studios, USA
REVIEW DATE: 15/06/04 [746] SCIS 1175943

Contemporary Cloth

<http://www.contemporarycloth.com>

Abstracts, geometric designs, and colourful florals feature on this visually appealing site. An *Online catalogue* and *Art gallery* provide photographs of fabrics, each one individually designed by an artist. The site's list of *Great places to visit* is an extensive annotated list of similar industries, plus there is commercial and artistic information, and the option to have regular newsletters by email. The images represented can be very useful as inspirations when designing textile projects and creating ideas. Senior students studying surface design units or needing inspiration for their *Major textiles project* will find this site useful. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional

KLA: TAS
SYLLABUS: Design & Technology 7–10; Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Fabrics; Sewing; Textile crafts
PUBLISHER: Contemporary Cloth, USA
REVIEW DATE: 15/06/04 [746] SCIS 1175921

Design Institute of Australia

http://www.dia.org.au/content_design_career.htm

Design & Technology is based on application of design principles to solve various problems or commercial needs. There is no better source of professional input to assist students and staff than to visit the DIA web site. Experts from all design fields explain the careers available and the history of the design industry, with articles about the latest innovations and technologies. Students can improve their technological and communication skills by downloading information on each type of design, from architecture to textiles, and then speak to designers from each area. Student centred case studies can be used to promote independent research and reporting skills. Membership of the DIA is required to access archived articles, but there is enough information available here for students to start their discovery of the design industry. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; VOC ED
SYLLABUS: CEC Work Education 7–10; Design & Technology 7–10; Design & Technology Stage 6
PUBLISHER: Design Institute of Australia
REVIEW DATE: 10/06/04 [745.4] SCIS 1170251

Shrek

<http://www.digitalmediafx.com/Shrek/index.html>

The News is old, but the analysis of the film on this site is excellent. Four full *Reviews* model the genre well, and short reviews add interesting information and perspectives on this popular movie. The site is suitable to use for the animation component of the *Photography, Video and Digital Imaging Stage 6 syllabus*. Easy to navigate, and pleasant to explore, teachers will find a range of crosscurricula material here, including articles on marketing, intertextuality, animation technology, and the workings of the film industry. Some sections require *QuickTime* to view. Written in simple, descriptive language, there is also an array of movie stills in the *Gallery*. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: CEC Photography, Video & Digital Imaging Stage 6; English 7–10; English Stage 6
SCIS SUBJECTS: Film animation; Shrek (Motion picture)
PUBLISHER: Digital Media FX, USA
REVIEW DATE: 09/06/04 [791.43] SCIS 1175036

Film Australia

<http://www.filmaust.com.au/default.htm>

The site provides a strong and structured resource for teachers wishing to access a comprehensive audio visual record of Australian life. A myriad of films, fiction and non fiction, are listed, with varying degrees of analysis. *Film Australia library* offers a variety of methods to access and pay for the material. *Online Teaching notes* offer quality resources for selected films. These include the large number of *Film Australia* biographies, and such resources as the *Bush mechanics review: teaching with an Aboriginal perspective*. The notes are syllabus related, content

reflective, and provide apt questions pertinent to students. Resources provides an accessible preview of the television production *Twentyfour seven*. K. Ashley

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Film making; Films
PUBLISHER: Film Australia
REVIEW DATE: 10/06/04 [791.430994] SCIS 1114224

CycleASIA

<http://activated.decs.act.gov.au/cycleasia/>

ABSTRACT

In cooperation with the ACT's Department of Education, Youth & Family Services, this interactive web site is a multimedia learning resource. The site is documenting the cycling adventure of two young Australians in a year long journey across Central Asia. Their journey began in Istanbul in April 2004, and the site now has *Diaries*, an *Interactive map*, a *Multimedia* area with *Photographs* and *Videos*, lesson plans for teachers, student activities, and electronic *Newsletters*. The latter combine travellers' tales with historical notes and cultural information about places visited. Information about the travellers' motivation, plus their equipment and their chosen route, is found in *About*. Students may track the cyclists' journey online and talk with them via satellite interviews, and the journey is supported by a forum, hosted on *EdNA Online*.

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6; Geography 7–10; HSIE K–6
SCIS SUBJECTS: Asia; Bicycles and cycling; Voyages and travels
PUBLISHER: ACT Education, Youth & Family Services
REVIEW DATE: 22/06/04 [796.6095] SCIS 1177411

Welcome to Freddy Frog's pond on the web

<http://www.greenweb.com.au/freddo/html/index2cadbury.html>

Freddo Frog, an Australian icon synonymous with children and fun activities, is used here to promote water safety and awareness of the environment. Teachers can construct a *Microsoft Paint* exercise. Students can extend their technology skills and knowledge by interacting with online games and activities. Science and Technology activities can be enriched by setting tasks for students to access linked sites, such as the *Melbourne Water's new frog census website*, or by watching *FrogsLive!*, an online video. All online activities require *Shockwave* to be installed. This web site provides a fantastic concept for communicating important facts about child safety and the care of the environment. B. Maher

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; S & T
SYLLABUS: Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Frogs; Swimming – Safety measures
PUBLISHER: Greenweb, Australia
REVIEW DATE: 10/06/04 [797.2] SCIS 1113082

Nationalatlas.gov

<http://nationalatlas.gov>

Although this site contains information and maps specific to the United States of America, it is an interesting resource for maps and mapping skills. Site users will find a multitude of maps with scientific, historical, and societal data about the USA. The maps show

such things as changes in terrain over the past six billion years, current terrain relief and elevation, vegetation, volcanoes, and geographic disease distribution. The multimedia and interactive maps facilitate student map making, the understanding of maps, and the promotion of map reading skills. *Shockwave* is required to view the maps, which are relatively quick to download. This is a motivating site for students completing mapping skills and the module 4G1 *Investigating the world in the Geography Years 7–10 syllabus*. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10
SCIS SUBJECTS: Map reading; United States – Geography; United States – Maps
PUBLISHER: US Geological Survey
REVIEW DATE: 10/06/04 [917] SCIS 1171062

Fabulous facts about Australia

<http://www.ga.gov.au/education/facts/>

Information is provided about Australia's dimensions, sovereign rights over oceans and seas, and climatic extremes that impact on human activity. A range of resources are provided for teachers, including media clippings from *Geography in the news*. Useful for Stage 5 Geography topics are a wide range of maps, including topographic and boundary maps, satellite images and mineral sources. The earthquake section allows students to map seismic activity and examine recent data. The *Palaeographic atlas in Maps of Australia* would suit a Stage 3 HSIE study of *An ancient land* and *Place name search in Related links* provides a good research tool for the Stage 2 HSIE unit, *Australia: you're standing in it*. Teachers and students will make great use of the *Online mapping tool*. A. Byron

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE; ST
SYLLABUS: Geography 7–10; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Australia – Geography; Australia – Maps
PUBLISHER: Geoscience Australia
REVIEW DATE: 10/06/04 [919.4] SCIS 1167210

Colosseum: a gladiator's story

<http://dsc.discovery.com/convergence/colosseum/colosseum.html>

An excellent interactive resource for independent Stage 4 students, the site explores ancient Rome, allowing users to closely examine each area of the building as they *Tour the Colosseum*. Pop up windows from a map explain the function of each area, and the *Colosseum through time: a slide show* provides an overview of ancient Rome through text and pictures, allowing students to contextualise the role of the Colosseum and gladiators. *Take the quiz* is an engaging tool for students to check their knowledge, and the answers provide extensive background on each topic covered. *Video fly-through* allows students to see the Colosseum being built, indoor sea battles, and the life of a gladiator. A. Byron

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Civilisation, Roman; Colosseum; Gladiators
PUBLISHER: Discovery Communications, USA
REVIEW DATE: 10/06/04 [937] SCIS 1167253

Teen Korean: Korean language study

<http://www.teenkorean.net/edu/wow/board.asp>

Targeting teenagers, the site is designed to interactively enhance

their appreciation of the Korean language, as well as their knowledge and interest in Korean culture. The site can be browsed with *Flash Player* to see animated depictions of living in Korea, or, using a more structured approach, students are encouraged to set aside a certain time each week to complete the various assignments. The assignments are corrected online for members. Other services include Pen-pal, and a forum that allows students to post their local news. Teachers should be aware of language mismatches and cultural oddities on the site, and links will need to be investigated for syllabus relevance. S. An

USER LEVEL: Stage 4 Stage 5
KLA: Languages
SYLLABUS: Korean 7-10; Korean Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Korea – Social life and customs; Korean language – Problems, exercises, etc
PUBLISHER: Overseas Koeans [sic] Foundation, Korea
REVIEW DATE: 10/06/04 [951.9] SCIS 1171946

The dong-A ilbo

<http://www.donga.com>

Providing a thorough view of contemporary Korea, this extensive web site has a number of sections dealing with such topics as Entertainment, Politics, Business, and Travel. The information is also available in English. Through the latest news, the current political climate of Korea can be understood. Current affairs essays and columns help in understanding different opinions and ideas of Korean issues. Korea's commerce, its products and the companies behind them are discussed, and information regarding famous tourist sites, currency details, and the weather are outlined. Travel and cultural information is extremely useful for educators planning teaching strategies and projects, both for individual or group learning. S. An

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: Korean 7-10; Korean Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Korea – Social life and customs
PUBLISHER: donga.com, Korea
REVIEW DATE: 10/06/04 [951.9] SCIS 1171923

Virtual Bangladesh

<http://www.virtualbangladesh.com>

Packed with detail about every aspect of this country's Art and culture, the Bangla language, Climate, Economy, Education, Flora and fauna, Geography, History, and Politics, this interactive site is a definitive reference resource. Students may take The grand tour which provides numerous links to facts and illustrations within each major category. Supported by intriguing photographs, the information is current and updated. Teachers should be aware that some images in the Holocaust Memorial Museum are disturbing, and the chat lines in Live and Virtual Bangladesh forums should also be noted. With supervision, this site is useful in supporting the *Cultures, Environment and Social systems and structures* strands of the *HSIE K-6 syllabus* and the Stage 4 Focus Areas 4G3 and E4 in the *Geography Years 7-10 syllabus*. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
SCIS SUBJECTS: Animals – Bangladesh; Bangladesh; Plants – Bangladesh
PUBLISHER: Virtual Bangladesh
REVIEW DATE: 10/06/04 [954.92] SCIS 1175396

Frog and toad's Indigenous Australia

<http://www.frogandtoad.com.au/aboriginal.html>

Sponsored by the Australia Council, this site is written entirely by Aboriginal people. Sections include: Language which gives an explanation of Language groups and Oral traditions; Culture which provides information about Corroboree and ceremonial dress; and Festivals which lists the dates of national cultural gatherings. The Dreaming, Social organisation, and Land and achievement also provide teachers and students with appropriate material required for the achievement of outcomes in a number of HSIE syllabuses. Well thought out and easy to navigate, the simplicity of the site adds to its usefulness in the classroom. One of the strengths of this resource is that it deals with modern issues such as cultural appropriation and achievements of Aboriginal Australians, rather than failures of the white systems. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography 7-10, History 7-10; HSIE K-6
SCIS SUBJECTS: Aboriginal peoples; Australia – History; Torres Strait Islanders
PUBLISHER: Accom.Com.Au, Australia
REVIEW DATE: 10/06/04 [994] SCIS 1167842

Convict trail: the Great North Road

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

Providing excellent stimulus material, this site explores the life and work of convicts on the Great North Road and is particularly relevant to outcome CCS2.1 and its indicators. Focusing strongly on the history of Convicts in Sydney and its surrounding area, resources on the site include a range of Maps of the area of the trail, an extensive History of the building of the trail, and general information about convicts in NSW. Teachers can explore the Tours link for ideas on visiting the site, and the language of the site and its clear organisation make it accessible to students undertaking research tasks. Through the site, schools can participate in the Adopt a convict program. A. Byron

USER LEVEL: Stage 2 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Convicts; Roads – New South Wales – History
PUBLISHER: Convict Trail, Australia
REVIEW DATE: 10/06/04 [994.4] SCIS 1167219

Click & learn: lernen per mausclick

<http://www.awi-bremerhaven.de/ClickLearn/index.html>

The Alfred Wegener Institute is Germany's leading institute for polar and marine research. With this site they try to answer their vast number of enquiries from school children, teachers and parents about the Arctic and the Antarctic. Questions cover polar fauna and flora, what it is like to work on a polar research station, life in the sea, life on board a research vessel, and how to become a marine scientist. There are many photographs illustrating such topics as Whales, Krill, and the Ice melt. Many articles are available in German only, for instance the Expedition reports from the Arctic/Antarctic and Glaziologie für Anfänger, which has interesting potential for combining a science lesson with a German lesson. S. Hauth

USER LEVEL: Stage 5 Stage 6
KLA: Languages; Science
SYLLABUS: German K 10; German Stage 6: *Beginners; Continuers; Science 7-10*
SCIS SUBJECTS: Arctic regions
PUBLISHER: AWI, Germany
REVIEW DATE: 10/06/04 [998] SCIS 1168594

Literacy and Numeracy 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. Please note all syllabus references apply to the most recent or upcoming new syllabuses for implementation in 2004-2005.

Uupababa series [series]

Magabala Books, 2003

Useful as resources in the classroom for developing students' own stories and understanding the evolution of indigenous culture, these books will bring a smile to the faces of readers and listeners. *What makes a tree smile?* reflects the simplicity of a child's understanding of the connection between land, flora, and fauna. Written in the Walmajarri language and English, *The cowboy frog* is a modern tale, mixing traditions of ancient and modern story-telling, as reflected in its title. The story imparts a male perspective of hunting as natural part of life. The simple text is well supported by colourful illustrations, making these suitable as early readers. C. Dorbis

USER LEVEL: Early Stage 1 Stage 1 Stage 4
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English K-6
 Paper \$5.45 each

Titles in this series include:

The cowboy frog SCIS 1150746
What makes a tree smile? SCIS 1150744

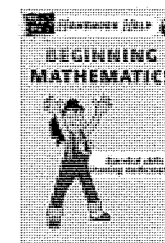
Homework help [series]

Burrabooks, 2003

[428.4076]

Designed as homework practice, each levelled book in this series promotes skill development through repetition. Times tables facts are presented in a variety of interesting and fun ways; including vertical and horizontal algorithms, number puzzles and games. Concepts in *Space and Geometry, Measurement, and Number* are

treated but *Working mathematically* is overlooked. Initial sounds, tracing, and directional movement activities offer support for emergent readers and writers, and there are many outlines for children to colour in as a reward for completing pages. Owing to the absence of syllabus links, these resources have limited classroom use but may appeal for consolidation and practice. J. Hancock



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
 Community
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
 Paper \$9.95 each

Titles in this series include:

Beginning mathematics: essential skills for learning mathematics SCIS 1119408
Beginning to read: essential skills for learning to read SCIS 1119406
Beginning to write: essential skills for learning to write SCIS 1119403
Learning times tables: rules, games, activities to learn tables SCIS 1119404

Maths power: high school mathematics

[electronic resource] [kit]

Back to the Future Education (Australia), 2004

ISBN none

[510.76]

Offering a series of lessons on eight CD-ROMs, this program is structured in year levels and is very simple to install. Each unit is supported with a short video and audio sequence, formatted as a power point tutorial. The audio describes the processes involved in easy to understand language, and, after viewing the tutorial, which demonstrates solutions, the student is offered a worksheet which can be printed. The student types the answers into the program and results are provided. There is also a troubleshooting section to assist technological support. There is no mention of outcomes, nor is there a discussion on conceptual development. Although designed for a home environment, this program may be useful to complement classroom teaching, for example as revision by individuals or in a small group drill situation. The explanations of processes are very clear and this will suit some students. L. Wilson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Mathematics
SYLLABUS: General Mathematics Stage 6; Mathematics 7-10; Mathematics Stage 6: *Extension I; Extension II*
 \$400.00 SCIS 1172665

McSEVENY, Alan & CONWAY, Rob & WILKES, Steve

New signpost mathematics. 7. Stage 4

Pearson Longman, 2003

ISBN 0733936849

[510.76]

What a striking new look revision text! Syllabus outcomes are stated, and each chapter of the coursebook has a colour code allowing for quick referencing. Examples are well graded and specified at three levels of difficulty. Icons alert the reader to entertainment spots, challenges, investigations, diagnostic tests, assignments and cross references. The homework booklet, produced in black and white, matches the chapters in the coursebook, with detachable double assignment pages. The interactive CD-ROM includes the course-

book, multiple choice questions, self correcting magic squares, and links to the Internet. Print size is appropriate, the cartoon characters add humour, but the layout is a little busy. D. Doust

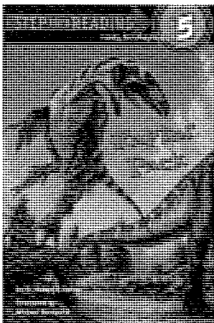
USER LEVEL: Stage 4
KLA: Mathematics
SYLLABUS: Mathematics 7-10
 Paper \$45.00 SCIS 1148572

Titles in this series include:
New signpost mathematics. 7. Homework book SCIS 1153849

Step into reading [series]

Random House, 2003 [594]

Containing a mixture of fact, fiction, mystery and adventure, the books in this reading series cater for a range of reading abilities and interests. Text difficulty increases with each suggested reading level progression, yet the font size remains constant. Each book is well supported by illustrations or photographs and labelled diagrams. These features, combined with pronunciation guides for unusual words and technical terminology, support the use of cueing strategies to promote meaning and fluency for independent readers. Titles about famous people and scientific discoveries provide appealing content for older readers needing support, but teachers would need to view the range of texts to check their relevance for Australian schools. C. Keane



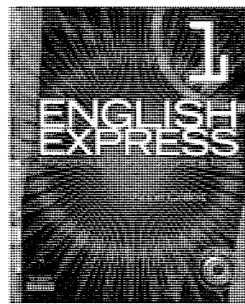
USER LEVEL: Stage 1 Stage 2
 Paper \$8.95 each

Titles in this series include:
Joan of Arc SCIS 1152898
Raptor pack SCIS 1152901
Tentacles: tales of the giant squid SCIS 1153308

English express 1: responding to and composing texts

Pearson Longman, 2004
 ISBN 0733937969 [808.007]

The fundamental aim of this comprehensive course book is to support the implementation of the new *English Years 7-10 syllabus*. Varied learning activities in each thematic chapter have clear links to syllabus outcomes and content. Many opportunities for student self reflection and peer assessment are also provided. A diverse range of fiction and non fiction texts are treated throughout, and the use of technology is emphasised. An accompanying CD-ROM contains excerpts and printable worksheets for numerous listening activities. The colourful, appealing layout is easy to follow, with hints and language features included. English teachers will find this text an excellent resource for ideas. H. Gardiner



USER LEVEL: Stage 4 Professional
KLA: English
SYLLABUS: English 7-10
 Paper \$40.00 SCIS 1153212

Picture books

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

ALLEN, Pamela
Grandpa and Thomas

Penguin/Viking, 2003
 ISBN 0670041572

Totally relaxed and content, Thomas and his Grandpa enjoy sharing each experience on their day at the beach. This loving relationship needs very little conversation as actions speak louder than words, especially when aptly supported by black outlined illustrations, subtly coloured with a wash to match the gentle mood of the text. Setting up the umbrella and towels, building and decorating a sandcastle, sharing a picnic lunch, feeding the seagulls, and splashing along the water's edge, demonstrate the passing of time against the constant alliterative background of the waves as they *swish, swash, swoosh*. Observant young readers will be eager to point out the creeping advance of the waves which threaten the sandcastle and herald the end of another enjoyable day. This gorgeous picture book is a must to share. C. Keane

Grandpa and Thomas



Pamela Allen

USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1150648

BALIT, Christina
Escape from Pompeii

Frances Lincoln, 2003
 ISBN 0711220603

Through Tranio's eyes we see daily life in Pompeii, the city he loves. The narrative is descriptive rather than poetic, and provides a historically accurate look at buildings, costume, food, the wharves, and forum, immediately prior to the eruption of Vesuvius. Then Tranio and his friend Livia watch from a boat as all that they know and love is destroyed. Earthy colours dominate this picture book in the large, stylised illustrations; the simple, rather bland text is a strip on each page, allowing the images to dominate and successfully tell the story. An end map and historical postscript relates the history of the city from 79AD to the present day. C. Thomas



USER LEVEL: Stage 3
 \$27.95 SCIS 1154443

BARBALET, Margaret & McLEAN, Andrew
Reggie, queen of the street

Penguin/Viking, 2003
 ISBN 0670040576

McLean's familiar illustrations portray Regina, a much loved pet, her genteel owners, and the friendly cricket playing children in their

idyllic city suburb, in an engaging light. Appealing to all, and offending no one, this picture book has all the hallmarks of a safe read aloud, complete with mild doggy adventure and happy family ending. The transition from urban to semi rural environment presents no real contrast between the monocultural neighbours in both settings. The reader is imbued with homogenous characters and a fairly predictable story told in gentle language throughout this award winning book. S. Rasaiah



USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1141778

CARMODY, Isobelle & McBRIDE, Marc
Journey from the centre of the earth

Lothian, 2003
 ISBN 0734403763

Inspired by a movie version of Jules Verne's, *Journey to the centre of the earth*, this innovative picture book relates the return journey of the little duck that was left behind. The story is imbued with imagination and adventure in a fantastic setting, ably brought to life by the incredible illustrations of Marc McBride, and is told as a discussion between two characters. The journey, related colloquially by an imaginative adult, reflects the emotions of the lonely young boy who listens attentively to the story and plays a critical role in its development. The colourful landforms and strange creatures that inhabit the centre of the earth in this engrossing tale will entertain lovers of fantasy, young and old. C. Keane

USER LEVEL: Stage 2 Stage 3 Stage 4
 \$26.95 SCIS 1149576

COLE, Babette
Mummy never told me

Random, 2003
 ISBN 0224047361

This is an unusual picture book which deals with issues that fascinate students. Cole's illustrations add to the humour portrayed in a variety of questions. Questions asked include: *Why do adults have hair in their ears?*, and *What does the tooth fairy really look like?* The book offers a basis for discussion about a wide range of topics that will appeal to those students seeking answers to difficult questions, and it will certainly be a springboard for further discussion. Teachers should be aware that there are specifically illustrated sex education topics, and same sex relationships are included in the range of family life scenarios. L. Seaton

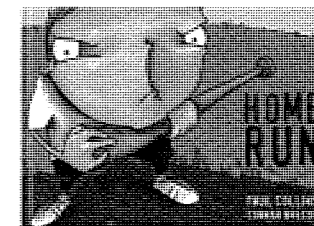
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$27.95 SCIS 1131317

COLLINS, Paul & BRECON, Connah
Home run

Lothian 2003
 ISBN 073440526X

Based on a true story, this picture book recalls the memorable day when Robbie, a boy with cerebral palsy, overcomes rejection by his

peers through joining a local baseball team and scoring a match winning home run during his first game. Glowingly illustrated, this wonderful book is to be especially commended for the positive messages it sends readers about overcoming a disability, and for the insights it provides about living with a disability. The central character of Robbie is sensitive and courageous. This would be an excellent resource for teachers wishing to explore themes such as living with a disability, overcoming adversity, and heroes. A. Anderson



USER LEVEL: Stage 2 Stage 3
 \$26.95 SCIS 1147768

DOHERTY, Berlie & CLAREY, Tim
Blue John

Penguin, 2003
 ISBN 0140568727

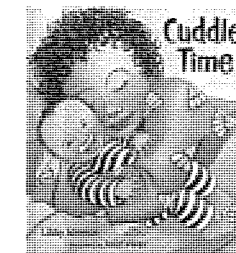
A wonderful gathering of figurative language is woven into this fantasy. A boy lives a surreal existence in a mystical cave in this magical picture book. John is perceived as the light of the cave by the Queen of Darkness, who warns him to stay with her, for his own safety. The outside world beckons, and John is restless to leave the oppression of the cave. The illustrations are superb, as are the word choices that effectively convey the magic of the story. The descriptive language is worthy of a close study, and parallels with other stories would be worthwhile to discuss. S. Bremner

USER LEVEL: Stage 2 Stage 3
 Paper \$14.95 SCIS 1143187

GLEESON, Libby & VIVAS, Julie
Cuddle time

Walker, 2004
 ISBN 0744596637

Rollicking, rhythmic language connects with the round cuddly images in this charming picture book. The faces of the family reflect the familiar Julie Vivas style, with expressive eyes and exaggerated features portraying the softness of pyjama clad babies. Minimal language appears at exactly the right moment to pick up where the illustrations leave off. Words and pictures carry the morning adventure from the children's room into the parents' bed, where the family ends up *...all tangled, all mingled and mangled*. Elements of visual design are subtly applied to position the reader inside the story with the children. Humour and familiarity combine to make this a delightful book to share. S. Rasaiah



USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1171912

GODON, Ingrid & SOLLIE, Andre
Hello, sailor

Macmillan Children's, 2003
 ISBN 0333992903

Translated from the Dutch, this picture book deals with a same sex relationship between a sailor and a lighthouse keeper. In a disjointed narrative, Matt the lighthouse keeper receives visits from

a number of people as he yearns to hear from his friend Sailor. Rosa and Felix, both gender stereotypes, are good friends who Matt is neglecting. The story's truncated conclusion, with the welcomed arrival of Sailor immediately followed by his departure with Matt, leaves the lighthouse in disarray and Matt's friends bemused. The book could be read as a simple narrative, or it could be very successfully used as a picture book within the *English Years 7-10 syllabus*. At either level, the text will provoke much discussion on images and written text, as well as the issues of gender, friendship, and love. J. Nielsen

USER LEVEL: Stage 2 Stage 3 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$14.95

SCIS 1163895



HEFFERNAN, John & BLACKWOOD, Freya

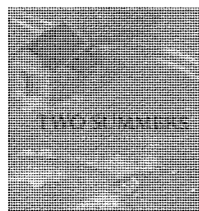
Two summers

Scholastic, 2003
 ISBN 1865045969

Bridging the gap between city and country experiences and knowledge of life on the land, this picture book is ideal as an awareness raising discussion starter. Employing the anticipation and excitement of a much loved city cousin's holiday visit to the farm, while contrasting the colours and activities of a good season and a bad season, the narrative highlights the effects of drought on a farm. The illustrations enhance and give real detail to the story, through the images portrayed and the judicious tones of green and brown. This is a highly visual text which touches on the joys and hardships of farm life. N. Chaffey

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

SCIS 1150440



KARTINYERI, Doris & McINERNEY, Kunyi June-Anne

Bush games and knuckle bones

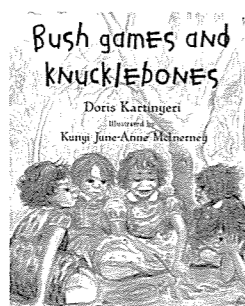
Magabala Books, 2003
 ISBN 1875641815

[305.89]

During the 1950s, at a home run by the United Aborigines Mission in Oodnadatta, the author was one of many children who used their imagination to create games. This picture book describes that daily play, giving us another perspective on the Stolen Generation. Alternating drawings with the written text of short, well written sentences, makes this a good resource as a class reader. There are autobiographical notes of writer and illustrator, formal descriptions of how the two main games were played, and a historical page about the institution, Colebrook Home. The book is a suitable introduction to the history of the Stolen Generation. B. Carr

USER LEVEL: Stage 3 Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History 7-10;
 HSIE K-6
 Paper \$18.95

SCIS 1150806



MADONNA & FULVIMARI, Jeffrey

The English roses

Penguin, 2003 (Puffin)
 ISBN 0141380470

Attractive packaging and Madonna's name probably guarantee an audience for this picture book which carries important messages about prejudging, jealousy, friendship, caring and kindness. Four young girls have a change of heart when they discover that Binah, whom they have excluded through jealousy, is motherless and living a far from ideal life. The narrative is occasionally interrupted by a quirky voice which challenges with comment and question. Vibrantly coloured, highly decorated illustrations featuring wide eyed, doll like figures, will have definite appeal to the targeted audience of junior primary girls. Perhaps younger children will be more appreciative of the Cinderella and fairy godmother elements of the story, which older and more sophisticated girls might find somewhat unbelievable. B. Richardson

USER LEVEL: Stage 1 Stage 2
 \$29.95

SCIS 1149177



MARIN, Gabiann & BEVINGTON, Nancy

Mad dog the chef's cool down caper

New Frontier, 2003
 ISBN 095814639X

Winston, also known as Mad Dog the Chef, loves preparing exotic dishes for his fellow dogs. One hot summer's day he is invited to a cool party at his friend Coco's house. All the dogs are having a wonderful time until Buster the bulldog arrives and takes over the cooking. He decides the meal has to be barbecued and this leads to a series of incidents ending in more than one surprise. Colourful cartoon illustrations provoke thought, however, the unusual font style is distracting and could be difficult to read. When used as a teacher read narrative, this quirky picture book should stimulate discussion. The cited web site provides online support and amusement. J. Hancock

USER LEVEL: Stage 1 Stage 2
 Paper \$16.95

SCIS 1147273

MITTON, Jacqueline & BALIT, Christina

Once upon a starry night: heroes and gods of the constellations

Lincoln, 2003
 ISBN 0711221065

[398.2]

Constellations of the northern and southern skies are beautifully drawn in this intriguing picture book. In landscape format, nine star groups are each depicted within a bold and brilliant illustration of their mythological source. Thus, Orion is shown striding the sky, and beside that evocative illustration is a short narrative explaining the origin of the constellation's name. Visual and written descriptions of how the figure depicted matches the star grouping will help young astronomers understand what they are seeing. Scientific informa-



tion at the end of the text will inspire those who are imaginatively looking skyward. Star maps of both hemispheres place the constellations in heavenly context. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: English; Science; ST
SYLLABUS: English K-6; Science 7-10; Science & Technology K-6
 \$27.95

SCIS 1161715

OBIOLS, Anna & SUBIRANA, Joan

Dali and the path of dreams

Lincoln, 2004
 ISBN 1845072820

Using Salvador Dali's trademark motifs, this large scale picture book tells a story of the artist as a boy. Imagination and creativity abound as Salvi sees unusual shapes and conjures up fantastic images in the most ordinary objects. Seeing things differently inspired Dali's career as artist, writer, stage designer, jeweller, book illustrator, and film director. Students studying surrealism may find interesting examples in the illustrations in this book. The story is simply told, introducing inviting and unexpected characters who are tucked into a drawer until the adult Dali can paint their story. Supporting *Appreciating* outcomes in Visual Arts, and a suitable choice for a picture book study in English, this enjoyable introduction may prompt students to delve further into Dali's life and work. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; English 7-10
 \$24.95

SCIS 1171933



PLATT, Richard

The vanishing rainforest

Frances Lincoln, 2003
 ISBN 0711219605

The intent of this picture book with its environmental message about rainforest preservation is indeed admirable, as is much about the book itself, although its presentation and somewhat stilted narration may be off putting for some young readers. The style of the illustrations is dark and sombre, but it does capture the sultriness of the rainforest and express the mood of the scenes observed by the young child Remaema, as she witnesses the coming of the nabè to her land. These white strangers cut down the rainforest trees, take what they want, then disappear leaving desolation. Remaema discovers, however, that there are some willing to work with the indigenous population and that, maybe with cooperation, development and conservation can coexist. B. Richardson

USER LEVEL: Stage 2
 \$27.95

SCIS 1151984



QUAY, Emma

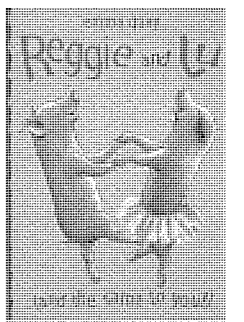
Reggie and Lu (and the same to you!)

Hodder, 2004
 ISBN 073361664X

Two role playing young pigs assume increasingly bizarre identities and insult each other with increasingly complex scenarios in this funny and entertaining picture book. The text is a conversational game in which the pigs dress up and engage in banter to see who will win the game of insults. Pencil and chalk pastels cleverly depict the pigs' quirky improvisation of common materials for the costuming to match their imaginative dialogue. A rather tepidly expressed reconciliation is rescued by the coda, when the two grinning pigs speak directly to the reader on the last page. This delightful tale would suit reading aloud and would serve as an excellent stimulus for readers' theatre. C. Thomas

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

SCIS 1162753



ROENNFELDT, Robert

The silver stream

Working Title, 2003
 ISBN 187628823X

In this anthropomorphic animal story, Mother Platypus has a male and a female offspring. Readers follow the mother's preparation for their arrival and the early lives of the baby platypuses as they explore their home and surrounds. The male is a risk taker, keen to be outside the burrow, while the female is characterised as hesitant and clingy. Mother is encouraging, supportive and does not compare her children. The book portrays positive sibling relationships and stereotypical gender roles that could be contested. Colourful illustrations support the appealing text in this picture book, which could provide stimulus for an investigation of the life of the platypus. S. Bremner

USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$24.95

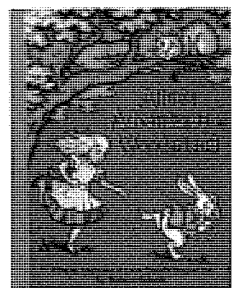
SCIS 1140639

SABUDA, Richard

Alice's adventures in Wonderland: a pop-up adaptation of Lewis Carroll's original tale

Simon & Schuster, 2003 (A classic collectible pop-up)
 ISBN 0689847432

Within the genre this robust picture book is a stand out: a brilliant feat of paper engineering, and a marvellous, magical feast for the senses. Each turning to a new double page spread becomes an eagerly anticipated event with the smooth revealing of a vibrant and stylish 3D display, illustrated after the manner of Tenniel. Each spread also carries with it a text booklet offering its own pop up creations and an abridged retelling, reflective of Carroll's original. But might this be a problem? Does the story in a pop up book need to be told in such detail? The book will not suffice as a substitute for the original text



for unfamiliar audiences, but it will be savoured as an exciting dessert for those in the know, or an entrée for readers who are unfamiliar with Alice. B. Richardson

USER LEVEL: Stage 2 Stage 3
\$39.95 SCIS 1157033

THOMPSON, Colin & REDLICH, Ben
The Great Montefiasco

Lothian, 2004
ISBN 0734406142

All the Great Montefiasco wants is to be the best magician in the world. Unfortunately, when readers first meet him in this delightful picture book, the Great Montefiasco is the worst magician in the world, a laughing stock because his tricks are disastrous. Everything might change if he hires an assistant, and so begins Montefiasco's quest for success. The beautifully written narrative takes the reader on a wonderful journey into the eccentric Montefiasco's magical yet lonely world. The stunning, multilayered illustrations add to the book's surreal quality. This fantastic picture book can be read on many levels and should stimulate a great deal of discussion amongst students. H. Gardiner

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$26.95 SCIS 1160444

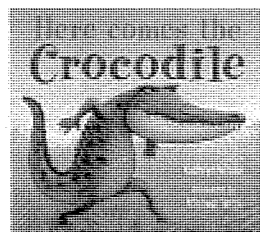


WHITE, Kathryn & TERRY, Michael
Here comes the crocodile

Koala Books, 2004
ISBN 0864615949

A hungry and childlike crocodile dominates the pages of this engaging picture book, with other creatures looking on worriedly as he sneaks around looking for food. Humorous dialogue shows the cleverness of these animals as each in turn convinces the crocodile they are not good to eat. A simple palette of blues and greens is used, with pastels and pencil as the medium. Written to be read aloud, the text makes fine use of alliteration, rhythm, rhyme, and metaphor, as the author plays with some challenging words in this interesting story. A bland ending is improved by the subtle appearance of a tiger in the background. C. Thomas

USER LEVEL: Stage 2
\$12.95 SCIS 1163777



WILD, Margaret & LEGGE, David
Baby Boomsticks

ABC Books, 2003
ISBN 073330740X

Reminiscent of *Gulliver's travels*, this picture book involves a giant baby growing up in a miniature town amidst little people. Legge's vibrant illustrations show detailed facial expressions, scenic backgrounds and humorous



cameo situations. Students will enjoy the numerous hidden surprises and the larger than life occurrences. This is an ingenious story in which the big baby uses his differences to solve problems caused by his size, and finds happiness and acceptance in a teeny tiny world. Teachers may find that the lessons played out here could assist students feeling alienated amongst their peers. The language and visual literacy techniques in this book could support a range of literacy outcomes. S. Rasaiah

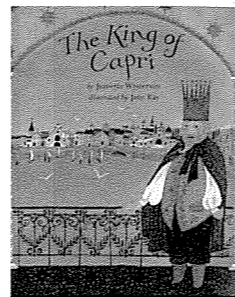
USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$25.95 SCIS 1144637

WINTERSON, Jeanette & RAY, Jane
The king of Capri

Bloomsbury, 2003
ISBN 0747555184

Vibrantly coloured full page illustrations in a Mediterranean style are a feature of this picture book. It sets a tone of whimsy and fantasy in fine tension with a socialist theme: the appropriate redistribution of wealth. Chance and reversed gender roles add depth to the symbolic elements of the simple tale of a king whose obscene ignorance of the value of things contrasts with the poverty of his subjects. The causes of the reversal of his fortunes, his moral dimensions, and the solution to his problems by marriage, will provide plenty for students to discuss; quite apart from the deeply significant graphic features of language, form, and structure. W. Bowie

USER LEVEL: Stage 4 Stage 5
\$29.95 SCIS 1152099

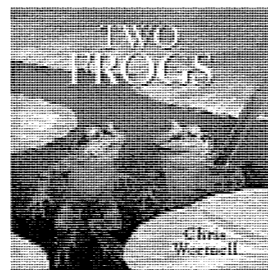


WORMELL, Christopher
Two frogs

Random House Children's, 2003
ISBN 0224064746

Certain to appeal to those with a droll sense of humour, the theme of this picture book is refreshingly different. Two frogs, sitting on a lily pad in the middle of a large pond, discuss the need for one of them to hold a stick for protection against the improbable attack by a dog pursuing a far flung ball which will land near them. Unexpected events occur and amazingly highlight the usefulness of the stick. Colourful full page illustrations support the informal, conversational question and answer format of the text. The humour in this quirky book, and its unconventional coda, will appeal to a wide age range. C. Keane

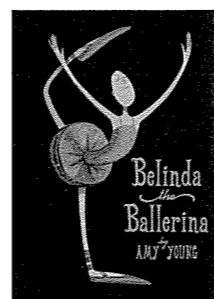
USER LEVEL: Stage 2 Stage 3 Stage 4
\$29.95 SCIS 1123054



YOUNG, Amy
Belinda the ballerina

Cat's Whiskers, 2003
ISBN 190301266X

The importance and wellbeing that comes from doing what you love and believing in yourself are the messages delivered in this unusual picture book. Uncluttered, colourful, caricature like illustrations, appropriately exaggerate



and reflect the changing moods of the story with a poignancy and simplicity that is endearing and moving. Readers will discover and appreciate the importance of loving what you do, never giving up, not holding grudges, not holding back, and doing everything with all your heart. It is these enduring qualities that make this story about our ballerina heroine a satisfying and rewarding reading experience. N. Chaffey

USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1150796

Fiction for younger readers

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

Kids' night in

/ edited by Jessica Adams, Juliet Partridge & Nick Earls
Penguin, 2003
ISBN 014330058X [820.8]

An eclectic collection of poems, stories, drawings, reports and recipes are compiled in this 780 paged book. Royalties from the sale of this massive book support *War Child*, an international agency improving the lives of children in war zones (further information can be obtained at <http://www.warchild.org.au>). Well known contributors to this cause include authors such as Anna Fienberg and Shaun Tan, as well as magazine writers, newspaper columnists, illustrators, celebrities and sports stars. Notes on the contributors contains biographic information, and the web site at http://www.harpercollins.co.uk/microsites/kids_night_in/default.asp reveals further details. In reading this book, students can laugh at the mimicry of a popular television personality and his canine contestant, cry at the loss of a loved one, and mourn the devastating effects of war. D. Doust

USER LEVEL: Stage 3 Stage 4
Paper \$19.95 SCIS 1149972

Start ups [series]
Lothian, 2003

Fast paced and funny, these short novels will entice young readers and those needing support. Written by well known authors, the novels contain subject matter closely related to the target audience's experiences and knowledge. The stories allow students to get on with reading without the need for prior knowledge. Humorous and varied black and white illustrations provide ample support throughout the series. The books are generously laid out to aid the independent reader. These humorous titles will have students laughing out loud. E. Derouet

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



Titles in this series include:
At war with the tooth fairies
Sniffy the sniffer dog
Two peas in a pod
Who's wheelie the fastest?

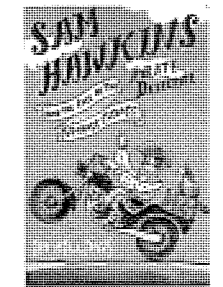
SCIS 1124055
SCIS 1146045
SCIS 1146064
SCIS 1122653

BILLINGS, Ian

Sam Hawkins: pirate detective: the case of the cut-glass cutlass

Macmillan, 2003
ISBN 0330414976

Full of jaunty seafaring jargon and hidden humour, this novel will propel young readers into eagerly turning its pages. Sam Hawkins, a pirate detective, leaves no stone unturned as he follows the clues leading to the whereabouts of the mysterious cut-glass cutlass. The inclusion of a female protagonist, Molly, who enjoys reminding her male counterparts to use politically correct language, is pleasing. Sparse, black and white illustrations complement a simple storyline. This humorous book is sure to appeal to students and teachers with a special interest in pirates. S. Taylor



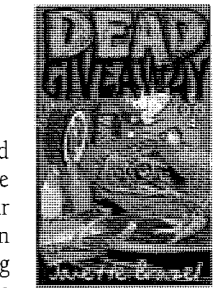
USER LEVEL: Stage 2
Paper \$12.95 SCIS 1151706

BRAZEL, Janette

Dead giveaway

Koala, 2004
ISBN 0864615639

Dead giveaway is a reference to a wily old lady, Lola, who wants her family to do some mental callisthenics before they get their hands on her earthly earnings. It is an engaging tale that will keep readers guessing until the last minute. The characters are portrayed in different guises, but the gist is that cleverness is admired and rewarded, while anyone not considered bright and witty is of questionable character. Human failings are treated as character defects, and the villain is regularly insulted. Different reading positions are useful to assume, and the way the storyteller has ascribed qualities as positive and negative is also worth consideration. S. Bremner



USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1160499

COLBERT, June

The King of Large

Lothian, 2004
ISBN 0734406150

Being overweight is no fun at all, but it can help to make fun of yourself. Robbie's world is going as well as he thinks it can until he starts to have real health problems and has to lose weight. Written as a journal, this novel provides real insight into the main character's feelings and struggles. It provides the reader with ample opportunity to empathise with Robbie and share his highs and lows, yet it still retains the honesty of possible failure. This book



resources

lends itself to being read to a class, with much to discuss related to the PDHPE *Interpersonal relationships* and *Personal health choices* strands, including bullying, food choices, exercise for life, and acceptance of others. A. Arnott

USER LEVEL: Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$14.95

SCIS 1160494

DiCAMILLO, Kate & ERING, Timothy Basil

The tale of Despereaux: being the story of a mouse, a princess, some soup, and a spool of thread

Candlewick Press, 2003
ISBN 0763617229

Despereaux Tilling is an unlikely hero in this quirky novel about courage, determination and hope. Doom and gloom beset Despereaux from birth. He is the smallest mouse with the largest ears who finds himself condemned to spend life in a castle dungeon after speaking to the King and Princess Pea. Despereaux's quest begins when he attempts to escape from his dark prison. The clever narrative reveals the intertwined stories of Despereaux, Miggery Sow, a poor servant, and Roscuro, a scheming rat. The writer uses direct address to engage the reader and beautiful illustrations intersperse this adventurous story which is ideal for reading aloud. H. Gardiner

USER LEVEL: Stage 2 Stage 3
\$24.95

SCIS 1150591

D'LACEY, Chris

Icelfire

Orchard, 2004
ISBN 1843621347

David Rain is on a quest: to prove the existence of dragons and win a trip to the Arctic. Coincidentally, he lives surrounded by hundreds of pottery dragons that, unbeknown to him, have magical powers. As he delves deeper into the subject, he finds himself being drawn into a mysterious world. To complete his quest, David must find the link between dragons and the mystery of *Icelfire*. Set in suburbia and the Arctic, the story will appeal to fantasy lovers as well as other readers, because of its mixture of past and present, friendships and fantasy. M. Busch

USER LEVEL: Stage 3 Stage 4
Paper \$14.95

SCIS 1154327

ENGLAND, Kathryn

ReBjorn

Lothian, 2004 (Takeaways)
ISBN 0734406169

With many characters introduced, this book requires concentration to keep track of them all. The plot is convoluted and the intertextual references might well be lost on many younger readers who lack the content knowledge about exploration and the cultural background to understand some of the colloquialisms, such as 'get a guernsey'. Many students have an astounding capacity to understand the protocols of spell reversals and sporting events, so they may well follow a plot line related to fantastic sporting events, magic, feuding clans and bravado spurred by making an impression on a romantic interest. Teachers need to decide if this book

deserves the time spent in preparation and building of background knowledge. S. Bremner

USER LEVEL: Stage 2
Paper \$14.95

Stage 3
SCIS 1160922

GLOVER, Sandra

The Foxcroft files

Andersen, 2003
ISBN 1842702793

Issues of trust, honesty, friendship and adolescent relationships are explored in this school story, told from the point of view of Jeremy, who is just starting high school. He comes to realise that his personal problems are insignificant compared to those faced by new acquaintance Ryan, by the Naylor twins, and by teachers and parents, and that his suspicious and dishonest behaviour threatens the trust placed in him by others. Young readers will recognise the adolescent characters' actions and emotions, and acknowledge the importance of the novel's emphasis on relationships and the necessity of trust, acceptance and support amongst their peers. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$14.95

SCIS 1157318

HARMER, Wendy & ZARB, Mike

Pearlie in the park

Random, 2003
ISBN 1740518888

Pearlie is a park fairy who lives in a shell at the top of a fountain. Her daily chores include keeping the slippery dip slippery, decorating spider webs with dew drops and opening the flowers. Pearlie's desire to ensure the smooth running of the park is upset by some mischievous rats, and a change in the daily duty roster is necessary to resolve the problem. Mike Zarb's brilliant illustrations, reminiscent of cartoon cells, captivate the reader's attention. With its glittery cover, abundance of pink, and a fairy as the main character, this book will strongly appeal to the targeted audience. C. Keane

USER LEVEL: Stage 2
Paper \$12.95

SCIS 1148279

KENMORE, Tim

Sabine

Andersen, 2003
ISBN 1842702912

When Josh decides to adopt a Technomon virtual pet, little does he realise that he will end up with a dragon. This delightful tale works on a number of levels, as Josh discovers how difficult it is to look after a baby; a scenario paralleled by his mother's experience with his baby brother, Luke. The characters are extremely well developed, with Josh eventually discovering a better relationship with his younger sister, a new best friend, and the courage to face the school bullies. Independent readers are sure to find their imaginations stirred and their appetites for a riveting storyline well and truly satisfied in this excellent novel. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$14.95

SCIS 1155306

LAWRINSON, Julia

Loz & Al

Fremantle Arts Centre Press, 2004
ISBN 1920731245

Loz's life is going along pretty well until suddenly, everything seems to go wrong. First her mother moves out, and then her best friend will not talk to her. The one thing that keeps her together is the project she is working on, and what a project it turns out to be! This should appeal to senior primary students who take a keen interest in relationships, with some ideas on communicating to keep their own friendship circle flourishing. The added bonus is that they may learn something about Australia as they read. Old themes presented in an imaginative way result in a novel worth considering. A. Arnott

USER LEVEL: Stage 3
Paper \$14.95

SCIS 1159307

ORAM, Hiawyn

The Forever Street fairies [series]

Hodder Children's, 2003

Lovable characters, amusing plots, and short paragraphs, interspersed with cute, colourful illustrations, make these books suitable for independent readers who are ready for easy chapter books. Conversational language, mischief, mayhem and friendship feature in these narratives about the lives of a group of busy, yet playful, fairies who live at the bottom of Miss Wand's garden. Stolen furniture, missing belongings, lack of company, deceitful rats, a large cat and disappearing voices provide complications that are resolved by magical intervention. Readers will identify with the range of character traits displayed by the fairies in these light-hearted stories, which are sure to entertain. C. Keane

USER LEVEL: Stage 1 Stage 2
Paper \$14.95 each

Titles in this series include:

Elfie's magic see-saw
Nogo and his muffling magic

SCIS 1147496
SCIS 1147427

PANCKRIDGE, Michael

Toby Jones and the magic cricket almanack: it's not just a game, it's time travel

HarperCollins, 2003
ISBN 0207199825

While a must for cricket devotees, the combination of a good yarn, laced with fantasy and facts, coaching tips and cricket trivia, rules and records, make this story interesting and informative for those not smitten by the game. Included are field and wicket position diagrams, a cricket glossary, instructions for dice cricket and examples, related to the narrative, of the rules, draw, rounds and results ladder in a cricket competition. Through a love of cricket, a

school project, and the ability to travel through time, our young characters explore friendship, the game, and the responsibilities that come with special gifts and talents. The inherent gender equity, along with the variety of types of text makes for a useful resource. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$14.95

SCIS 1147354

PEGUERO, Leone

Crocodile attack

BlueCatBooks, 2004 (Brave kids)
ISBN 0957842244

The true story of an awarded act of bravery by a twelve year old girl is featured in this publication. Set near Darwin, it is an interesting mix of storytelling, fact and opinion, interweaving the main story, related stories and salient crocodile associated facts. Included are an Aboriginal perspective, first aid, conservation details, scientific knowledge, crocodile related signage, letters to the editor, maps, and a newspaper report, giving this volume the potential to be a high interest teaching tool with relevance to a number of syllabuses. The varying fonts and illustrations break up each page, making this volume accessible and appealing to most students. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
Paper \$10.95

SCIS 1160484

PRINCE, Alison

Spud

Young Corgi, 2003
ISBN 0552549088

Starting with the engaging image on the cover of this early chapter book, the reader knows they are in for an entertaining romp. Both Kate Sheppard's line drawings and the misinterpretations sprinkled throughout the book add to the humour of this narrative as we view the world through the eyes of an energetic canine, who is oblivious to social graces and his effect on the orderly lives of others. As he is used to doing whatever he feels like, pet sitting this free spirited dog while his mistress is away unleashes varying degrees of pandemonium into the lives of the households he enters. This lovable rogue will engage young readers. N. Chaffey

USER LEVEL: Stage 1 Stage 2
Paper \$12.95

SCIS 1149518

REITER, David P.

The greenhouse effect

Lothian, 2004 (Takeaways)
ISBN 0734406428

Set in Canberra and narrated by a gregarious domestic cat that communicates with all creatures, this animal fantasy focuses on threats to the environment. Amusing interactions between human caricatures are counter balanced by the earnest seriousness of the frogs and their quest to save the world from the *Great danger*. The unusual cast each play a part to save the planet while their relationships with each other are explored. The ending has the hallmark of a sequel. Throughout, opportunities to question and reflect upon

resources

issues such as climate change, conservation, human activity and introduced species, could be useful for promoting discussion and research. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1159915

RICHARDS, Justin

Killing time

Simon & Schuster, 2003 (The invisible detective)
ISBN 0743462254

The interweaving of objects, people and locations through time is the salient feature of this multilayered investigation. In the spirit of the *Hardy Brothers* and *Nancy Drew* mysteries, the invisible detective and his peers solve mysteries in their own lives and the lives of others. The mysterious death of a brother, along with unusual clocks and a diary, bring together two generations of young investigators. A master timepiece, a clockmaker, pirates, and a shipwreck from the past enter the present, giving the option to repeat or resolve past injustices. The effects of power and the ability to control time through loyalty and relationships are explored in this satisfying read. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Stage 4
\$14.95 SCIS 1156484

STARKE, Ruth

Stella by the sea

Puffin, 2003 (Aussie chomps)
ISBN 01433006660

A crafted and intelligent narrative, with a likable and slightly eccentric heroine, this well written novel is a lovely reading experience. Starke gently satirises the real estate business in this tale of Stella who wants, and gets, a private property that she can call her own, a cubbyhouse with an ocean view. The narrative's main characters are cleverly drawn; distinct and interesting personalities emerge clearly despite the story's short length. Dream analysis, gardening, cooking, financial awareness, and older people in society, are some of the issues encountered in the novel, and these are incorporated and described with all the skill of a talented writer who knows her market. C. Thomas

USER LEVEL: Stage 3
\$12.95 SCIS 1136805

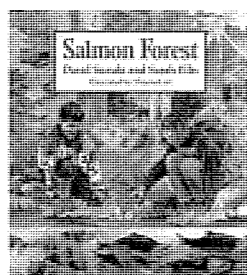


SUZUKI, David & ELLIS, Sarah

Salmon forest

Allen & Unwin, 2003
ISBN 1741141729

Dealing with forest ecology and the life cycle of the sockeye salmon, this illustrated story blends fiction with environmental facts. Set in Canada's Pacific Rainforest, the watercolour illustrations by Sheena Lott support the story of a father teaching his daughter about the interdependence of organisms in a forest. The inclusion of an Indigenous Canadian family, who explain their traditional methods of fishing and cooking fish, adds an interesting aspect to this informative story. Relevant for the study of



Cycles in our world, this book provides an enjoyable insight into biology. S. Rasaiah

USER LEVEL: Stage 2
KLA: Science
SYLLABUS: Science K-6
\$24.95 SCIS 1148714

THEBO, Mimi

Wipe out

Collins, 2003
ISBN 0007142773

When William's mother dies, all the colour goes out of his world. Sent to stay with his grey Auntie Mary in her bleak house, William takes refuge in sleep and his dreams of wild rides in the surf with his surfing champion mother. Through these dreams he begins to work through his grief and before too long is initiating a revitalisation of his aunt and her lacklustre world. Children need many books about death, loss and grieving, to fit their differing circumstances. This is a reassuring story with genuine heart; it deals with real people and feelings and shows children that they need not be alone in coping with death and loss. B. Richardson

USER LEVEL: Stage 3
Paper \$13.95 SCIS 1145594

TRAPNELL, Rose

Mudflat murder

Greater Glider, 2003 (Star glider)
ISBN 0947304606

Cricket desperately wants to belong, and the Mangrove Gang seems to be the only group he can join; but first he must undergo a test of courage. A body is found, and Cricket manages to get himself and his best friend involved. As the story unfolds, Cricket's relationship with his father is briefly explored, highlighting Cricket's feelings of inadequacy as he tries to live up to his dad's expectations. This novel should appeal to the reader who enjoys a mystery with a twist, though at times it can seem rather predictable. There is a focus on boys in the story, though gender stereotypes are not evident. A. Arnott

USER LEVEL: Stage 2 Stage 3
Paper \$14.30 SCIS 1143249

TRUEMAN, Terry

Swallowing the sun

Hodder Children's, 2003
ISBN 0340866411

Set in Honduras during the catastrophic 1998 Hurricane Mitch, this novel focuses on one family to show how the disaster affected many people. The horrific realities of the hurricane and its consequences are presented, but not laboured. The use of present tense first person narrative gives the novel an immediacy and urgency appropriate to the rapid and momentous series of events which befall the family, the village and the whole country. This voice falters occasionally, revealing the adult American author's voice. An emotional afterword emphasises the author's personal experience of Honduras, and connection to the country. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$17.95 SCIS 1157319

WALLACE, Karen

Aargh, it's an alien!

A & C Black, 2003 (Comix)
ISBN 0713663073



The fast pace of this humorous science fiction tale is reflected in its cover art, as we are introduced to the major characters via overlapping captioned panels. Young Albert lives in a mansion and is overindulged with material things, and yet he yearns for his busy parents' undivided attention on Saturdays. A visit from cute alien beings provides refuge from Albert's many disappointments and may yet resolve his family troubles. Illustrated by Michael Reid in black and white, the comic format uses familiar conventions such as speech balloons, sequential art, and movement lines, thus attracting and supporting less able readers to read, reread independently, and improve their fluency. I. McLean

USER LEVEL: Stage 1 Stage 2
Paper \$14.95 SCIS 1150677

WILKINSON, Carole

Dragonkeeper

Black Dog, 2003
ISBN 1876372192

An engrossing read, this novel takes independent readers on a thrilling journey. Meet Ping, a slave girl neglected by her master and struggling with daily challenges, including feeding the dragons. What happens to Ping and the dragons when the Emperor arrives? What adventures and dangers does she experience? This has all the elements of the quest as Ping makes important personal choices, faces her fears in meeting perilous situations, and draws on her inner resources and strengths to overcome foes threatening her life. Recurring themes include friendship, loyalty, self perception and courage in a world of shape shifters, sorcerers and necromancers. Ping's character continues to develop throughout this strong, rewarding work. It also provides an interesting taste of Chinese culture in the ancient Han Dynasty. A helpful glossary and brief pronunciation guide at the end support readers. C. Foley

USER LEVEL: Stage 3 Stage 4
Paper \$19.95 SCIS 1147767

YAGHMAIL, Pirayeh

The three crooks

Mark Macleod Books, 2004 (Hotshots)
ISBN 073361809X

Illustrated by David Mackintosh and translated by Mazdak, this book, in a popular series, could attract students by virtue of the blurb and humorous cover. The reality within belies this perception, as readers are confronted with violence, offensive treatment of animals, and horrific human torture portrayed as a crude and funny prank. Offhand comments such as 'We can punish our wives with it...' and 'I say, we just take it out on that donkey!' send inappropriate messages to impressionable readers and have no place in literature for primary students. Teachers need to be aware that this book contains unsuitable images and content. S. Rasaiah

EVAL: not recommended

Fiction for older readers

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

Hunger & other stories

/ edited by Michael Hyde & Val Kent

Australian Association for the Teaching of English, 2003
ISBN 1875659188

As we have come to expect from the AATE, this short story anthology provides a great range of types of text, and a consistent quality over the range. Themes, explored by many experienced and respected authors, will interest young adults. Cate Kennedy's comic recount of competition in a science class sits easily with Lauren Williams' powerfully tragic rap on the Hoddle St massacre. Catherine Bateson's verse exploration of love in cloned voices offers exciting possibilities for discussion of identity and power in relationships. Selection is with a keen eye to the interests of young adults and their teachers, combining judicious doses of loneliness and paroxysms of self doubt, with tragedy, serendipity, and whimsy. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$16.50 SCIS 1143930

ASHLEY, Bernard

Freedom flight

Orchard, 2003
ISBN 1841213063

When Tom rescues a stranded girl from drowning by the fast rising tide, he finds himself in quite a dilemma. Polish Danni is on the run, and she tells Tom that she is not an illegal immigrant as thought by the authorities, but a young girl fleeing an abusive stepfather. Tom rashly decides to help her, providing her with refuge and assistance until he knows she is safe. The dramatic narrative not only recounts their exploits but also explores Tom's developing feelings for the outspoken, feisty young woman and his gaining of confidence in himself, his judgement and abilities. Sustained tension, fast pace and the heady mix of adventure, danger and romance, ensure this tale's success with a teenage audience. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1154462

BATEMAN, Colin

Reservoir pups

Hodder Children's, 2003
ISBN 034087804

Set in Belfast, this fast paced novel focuses on twelve year old Eddie. His mum has just landed a new nursing job and he has to move to an unfamiliar city. To overcome his



boredom, Eddie hangs around the hospital where he becomes entangled in a number of schemes. His nemesis, Scuttle the security guard, is out to catch Eddie and members of the local gang. When Eddie discovers an elaborate plot to kidnap babies, his problem is to convince others of the imminent danger. With an engaging, humorous plot and larger than life characters, this wacky novel should appeal to a broad spectrum of readers. H. Gardiner

USER LEVEL: Stage 4
Paper \$17.95 SCIS 1159879

BLAKE, Bronwyn

Julia, my sister

Lothian, 2003
ISBN 0734406088

Julia has been burnt and has experienced pain, and a degree of disfigurement. This is dealt with in a matter of fact way, with no insinuation of self pity, as Julia comes to come to terms with the changes she is experiencing. The stories within this novel revolve around family and friends' responses and reactions to Julia, and include Julia's version. A play weaves its way through the novel, and illustrates how people have been profoundly affected by the plight of another. It is as if no one is safe and able to hide. Julia relinquishes responsibility for the reactions of others, as that is their business, not hers. Identifying the changing narrator is crucial. The writer's apparent distance ends up evoking surprising responses. S. Bremner

USER LEVEL: Stage 4 Stage 5
Paper \$12.95 SCIS 1144443

CARMODY, Isobelle

The winter door

Penguin, 2003 (The gateway trilogy 2; Puffin)
ISBN 0141300965

Sequel to *Billy Thunder and the night gate*, this will inevitably engross readers who cope with the slow start. Rage, now in high school, continues to heroically cope with grief and fear. Will her uncle leave her? Will Mam ever get well? A surprise new friend eases her loneliness and supports her as she dream travels beyond the winter door in an effort to help her friends solve its mystery and ease the torments, terrors and tumultuous weather afflicting both worlds. In some thrilling adventures, magic, loyalty, and challenge abound, culminating in a positive and gripping resolution. A number of sub themes and plots add to the richness and symbolism. C. Foley

USER LEVEL: Stage 3 Stage 4
Paper \$17.95 SCIS 1149073

COLE, Stephen

The wereling wounded

Bloomsbury, 2003
ISBN 0747564620

The powerful beginning of this story is carnal and haunting, and frightening images push the mystery as the thriller takes off with a meeting of teenagers in exceptional circumstances. Initially a rescue for adolescent Tom from a raging white water wilderness experience, and, by extension, rescue from the unpleasantness of a family holiday, this becomes a kidnapping by werewolves and an induction into the extensive world of the lycanthrope. The slow feed of tantalising information will keep readers guessing, as it keeps the narrative fluid. Indeed the adolescent transfiguration

analogies are unmistakable and will resonate with young adult readers. This is the first in a projected trilogy that promises much. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1159310

CROSSLEY-HOLLAND, Kevin

King of the middle march

Orion, 2003 (Arthur; v v.3)
ISBN 1842550608

Third in the *Arthur* trilogy, the novel is set against a vast backdrop of medieval crusades and the legendary Arthurian chronicles as it explores the dilemma of fighting for honour in bloody times. Crossley-Holland interweaves fictional characters, using both realistic and fantasy narrative styles to develop the atmosphere of brutal historical accuracy, contrasting with the distant echoes of the Arthurian knights' quest. It is a grim world lightened by some moments of humour and affection but young Arthur learns during his personal crusade that the chivalric code alone is no guarantee of virtue. With many references to the knightly tradition, historical events and religious beliefs the novel is a challenging read. Medieval style woodcut illustrations support the tone. H. Cobban

USER LEVEL: Stage 4 Stage 5
\$29.95 SCIS 1156291

DORAN, Teresa

Running home

Chicken House, 2003
ISBN 1904442161

Two young sisters lose their parents in a murder suicide opening scene in this story. Set in Cornwall at an unspecified time, the story begins graphically, then continues with a more even tone, as the girls try to find their way home to their grandparents. They are desperate to avoid the police during this journey, as their father's problems with drinking and domestic violence have instilled in them a distrust of the authorities. They encounter many dangerous situations, but, with a heart warming outcome, themes of friendship and sibling love shine through. A. Beedles

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1145545

GIBBONS, Alan

The dark beneath

Orion Children's Books, 2003
ISBN 1842550977

Albino Anthony's self crucifying adolescent reluctance to relate to girls combines with his dangerous animosity when thwarted, to establish one aspect of this very satisfyingly paced thriller. Sixteen year old Imogen is on summer holidays, working at a café frequented by nuclear power plant workers who anger, tease and intimidate. Farid, an eighteen year old Afghani asylum seeker, finds Imogen hopeful, warming and desirable. That she responds blithely to the emotional needs of these marginalised young people creates a triangle with tragic potential. Who is the enigmatic stalker whose relentless pursuit of Imogen adds a very menacing edge to this tale? The author is eloquently aware of both the dark and brighter aspects of humanity. W. Bowie



USER LEVEL: Stage 5
Paper \$15.95 SCIS 1160047

GREEN, Julia

Blue moon

Penguin, 2003
ISBN 0141315350

Fifteen year old Mia has a frustrating home life. Her mother abandoned the family many years before, her two older sisters have left to fulfil their ambitions and Mia's schoolteacher father has little understanding of his youngest teenage daughter. Unfortunately, just as Mia thinks that life cannot become more complicated, she discovers that she is pregnant. The ensuing turmoil engulfs Mia's existence and becomes the focus of the poignant narrative that follows a confused girl's journey of self realisation. The controversial issue of teenage pregnancy is dealt with in a dignified, objective manner. This is a thought provoking and ultimately optimistic novel, with realistic characterisation and pragmatic occurrences strengthening the credibility of the plot. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper \$14.95 SCIS 1137404

GREENWOOD, Kerry

The long walk

Hodder Headline, 2004
ISBN 0733617662

Isa is a twelve year old girl living in Melbourne during the Great Depression. When her mother is hospitalised with tuberculosis, Isa takes her younger siblings on a journey to find their father, who is away working on the Great Ocean Road. This journey provides the impetus for investigating a variety of interesting characters and situations. Well written, this episodic narrative honestly evokes life in Australia during the 1930s. Isa is a courageous character who overcomes significant obstacles in order to keep her family unit together. Teachers interested in exploring the themes of families, journeys or overcoming adversity will find this to be a most suitable and engaging text. A. Anderson

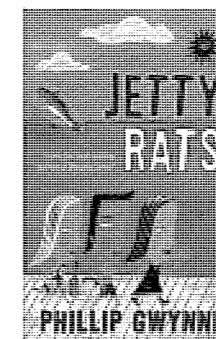
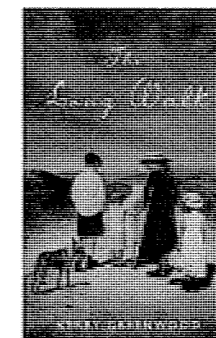
USER LEVEL: Stage 4
Paper \$14.95 SCIS 1160467

GWYNNE, Phillip

Jetty rats

Penguin, 2004
ISBN 0143300490

Coming to terms with the loss of a loved one, and developing a sense of belonging in your own community, are two of the themes in this witty novel. Written in the first person, the narrative takes the reader on a humorous inner journey as thirteen year old Hunter Vettori observes the world around him. Primarily about Hunter's ambition to catch a huge mulloway at the jetty, the story is also about dealing with the eccentric people and relationships in his life, his growing awareness of girls, and coping with the loss of his father after a rock fishing accident. Environmental issues are also raised in this entertaining novel. F. Campbell



USER LEVEL: Stage 4
Paper \$16.95 SCIS 1160470

HINTON, Nigel

Partners in crime

Barrington Stoke, 2003
ISBN 1842991027

Fast moving action characterises Hinton's story about young drug dealers and thugs caught up in tragedy of their own making. Narrated by one character, Perry, using a simple flashback technique, we follow the lives of three school friends as they build a successful business in the drug trade. And then love brings it all to an end. There are issues with drugs, violence, murder and sex in the novel but the spare descriptions and brutality ensure the reader's condemnation. Some readers will find the bleak world of these men unappealing and the characters themselves unconvincing. The easy first person narration, lots of dialogue and speedy plot development may appeal to older readers. H. Cobban

USER LEVEL: Stage 6
Paper \$15.40 SCIS 1129823

HONEY, Elizabeth

The ballad of Cauldron Bay

Allen & Unwin, 2004
ISBN 1741142555

Charmingly constructed, this tale captures perfectly the histrionic drama of life at the verge of adolescence. It is a cornucopia of delicious, wacky and warmly loving family detail from effervescent human bookmark, Henni Octon, the thirteen year old author and chronicler of the Stella Street Gang. Wordplay, puns, literary allusion, poetry and many examples of the nascent writer's craft makes this a reflective text. The intrusion of the haughty, brittle and perfect Tara into the ebullient gang's wilderness holiday should cramp Henni's style. But her interest in others, her fine eye and ability to spin a yarn, makes her fascination with Tara obsessive and extremely productive for them both. W. Bowie

USER LEVEL: Stage 4
Paper \$15.95 SCIS 1160044

JUBY, Susan

Alice, I think

HarperCollins, 2003
ISBN 073227690X

Growing up in a small Canadian town is difficult for Alice. At fifteen, she is experimenting with her identity, while her atypical parents stumble from one disaster to another. Alice sees a therapist and readers follow her as she attempts to negotiate a way through her teenage years. Although the narrative contains some mildly amusing events, much of the plot is formulaic and ordinary. In particular, stereotypical characterisations are exaggerated and fail to evoke a sense of empathy with Alice or her plight. The conclusion happens quite abruptly and leaves many questions unanswered. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1138980

McFARLANE, Peter

Kart GirlPenguin, 2003 (Puffin)
ISBN 0141309547

Gabby and Krithi are female go kart racers, and rivals for the crown of State Go Kart Champion. When Gabby is seriously injured whilst racing, she is visited in hospital by Krithi, the reigning champion, and a strong friendship unexpectedly develops between the two. Although somewhat slow to develop, the narrative builds to a suspenseful climax as the two friends battle an encroaching bushfire. Both Gabby and Krithi are strong, independent characters who are able to overcome adversity in their lives. Teachers interested in challenging stereotypical ideas about femininity with students would find this to be a most useful text. A. Anderson.

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1144510



MEYER, L. A.

Bloody JackMacmillan, 2003
ISBN 0330418106

How can a girl get away with being a sailor in the 18th century and not be discovered by her shipmates, me hearties? In this entertaining story, Mary, or Jack as she becomes, goes to sea to escape the poverty of London. Meyer develops realistic descriptions of shipboard experiences during this period, including the brutality and violence of pirate battles, followed by shore leave and visits to prostitutes. Sections of fast paced action combined with a growing love interest build tension, culminating in the inevitable discovery of Jack's true gender. Unfortunately for our heroine, feminism has had little impact on the navy, but other options are made available. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1138520

NIX, Garth

Mister MondayAllen & Unwin, 2003 (Keys to the kingdom)
ISBN 174114213X

An accidental hero crosses real and fantasy worlds on his quest in this plot driven novel. Arthur unwillingly wields the magic power of the minute key, and he seeks the hour key, held by the villain Mister Monday, to cement his power and save the world. A lack of character and theme development affects the reader's empathy; dangers are not keenly felt, and conflicts, of which there are many, fail to sustain interest. Arthur manages to hold the plot together, but other characters tend to behave like players in a farce. The story is easy to follow and mildly entertaining but often too much is revealed in the narrative. An emotional involvement from the reader is not demanded. C. Thomas

USER LEVEL: Stage 4 Stage 5
Paper \$12.95 SCIS 1144991

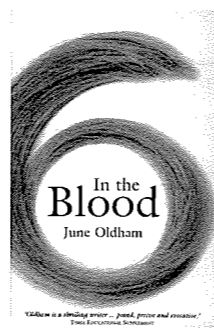


OLDHAM, June

In the bloodHodder, 2003
ISBN 0340866535

Rigby's recreation time is cut short when his sister sets off the alarm that their grandfather is missing. Not wanting to worry their mother, Rigby sets out to find him. Searching his belongings for clues, Rigby discovers a letter written by his grandfather, recounting his horrific experiences during World War II, and an old local map. Following the map, Rigby reads his grandfather's narrative, which reveals more than just the battles in Normandy. This is a gripping novel, and two separate narratives cleverly transport the reader between different times and places, highlighting the special bond that exists between the siblings and their grandfather. E. Derouet

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$17.95 SCIS 1154455



SHEARER, Alex

BootlegMacmillan Children's, 2003
ISBN 033041562X

The use and misuse of an individual's rights, and the ability to think for oneself are themes in this humorous novel about the outlawing of chocolate by a political party. Deeming it to be unhealthy, the government bans chocolate but, as a result, two boys set up a bootleg operation to make and sell their own. Joining forces with eccentric characters, the boys sell chocolate illegally, similar to the prohibition days in America. This is an excellent example of how true power comes, not from government, but from the people, and how a small group of rebels can inspire the population to rally together to fight tyranny. F. Campbell

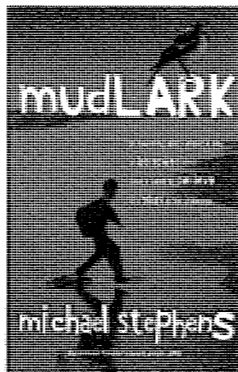
USER LEVEL: Stage 4
Paper \$14.95 SCIS 1148757

STEPHENS, Michael

MudlarkHarperCollins, 2003
ISBN 0207199809

Dealing with the dislocation of his family after his mother becomes terminally ill, Jim retreats into a world of imagination. The class bird is a mudlark, entrusted to Jim for the weekend by his teacher, who has saved the bird from attack by other mudlarks. To Jim, this bird becomes the symbol of a species turned on by its peers, and he empathises with its plight. The extent to which Jim is different from the other boys is not made clear, although the character development throughout the novel is strong. The description of Jim's neighbourhood and his exploits, which include thwarting a potential attack on a girl he admires, are plausible, if somewhat unresolved. S. Rasaiah

USER LEVEL: Stage 4
Paper \$13.95 SCIS 1142623



SWINDELLS, Robert

No angelsPenguin, 2003 (Puffin)
ISBN 0141314621

Nick and Nikki, separated by a century but forced by circumstances to each survive on the streets of London, tell their harrowing stories in alternating chapters. Despite the time difference there are sobering and thought provoking parallels, particularly relating to issues such as poverty, children at risk, child abuse, crime and punishment. Both children experience horror, privation and condemnation; both are extended helping hands and kindness from total strangers; both thankfully look forward to futures that suggest hope and renewal. The characters' voices are distinctive and believable; their narratives rich in the flavours of place and time. The heroes are both fourteen, and although mature Stage 3 readers will find this fast paced novel exciting and rewarding, it would generally be more suitable for older readers. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$16.95 SCIS 1147303

VIJAYARAGHAVAN, Vineeta

Motherland: a novelChicken House, 2003
ISBN 1904442153

Fifteen year old Maya returns to India, the place of her birth. Readers will enjoy some fascinating insights into regional culture and lifestyles. Maya once more becomes immersed in the sights, sounds, smells and flavours of her extended family's homeland, as she conforms to their social and cultural attitudes, values and customs. Terrorists at large add excitement and intrigue to the story, with drama, passion and poignancy in the occasional conflict between eastern and western upbringing, the revealing of secrets of the past, and the death of Maya's beloved Amamma. Rich description and imagery leave lasting sensory impressions, and in depth characterisation ensures empathy for the protagonist as she develops new understandings about self and family. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$16.95 SCIS 1145518

WENKE, Christine

My sixteenth summerLothian, 2004
ISBN 0734406185

Charlotte lives on a property with her widowed father. Not being able to remember her mother, she tries in vain to find out from her father how her mother died. It all seems to be a secret, until her father has an accident and decides it is time she learns about the tragedy. Meanwhile, Charlotte has met Tom and his uncle, visiting from America in search of the gold that their ancestor, a bushranger, was reported to have hidden on Charlotte's property. Written in the first person, the plot, while slightly predictable, is strong, and the characterisation and hardships of living on the land are realistically portrayed. E. Derouet

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1160474



WILSON, Jacqueline

Lola RoseRandom, 2003
ISBN 0385601840

A small lottery win enables pretty, feckless and dependant Nikki, and children Jayni and Kenny, to escape their brutal home, and run away to London to start a new life. Through Jayni's first person narrative, the causes and consequences of this impulsive act are revealed. Many social issues are discussed, and the effects on children of family violence and inadequate parenting are faced squarely. Female stereotypes are examined, through large, plain but responsible Jayni; her glamorous mother Nikki, and the capable and reliable Aunt Barbara. The need for stable, responsible adults in children's lives is an important message in this realistic and highly recommended book. W. Smith

USER LEVEL: Stage 4
Paper \$29.95 SCIS 1127934

Information, poetry and drama

Resources are in Dewey order

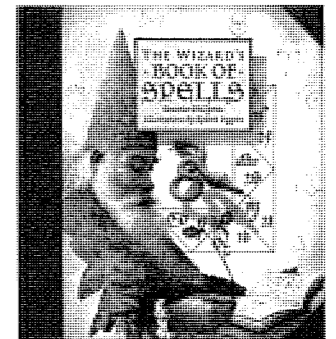
PHILLPOTTS, Beatrice

The wizard's book of spellsViking, 2003
ISBN 0670041033

[133.4]

History, literature, and art, mingle in this comprehensive look at wizardry through the ages. Research in art and library archives has resulted in an erudite text, a very interesting and readable collection of primary source reference material for the serious student of historical magic. Visual material is sourced, but extensive quotations from written texts are more informally referenced. Presented in richly illustrated chapters, the text depicts identities, such as **Odin, master of the runes**, and **Fata Morgana, wicked enchantress**; plus the themes of wizardry, such as **Number magic** and **Healing charms**. The emphasis is scholarly and historical, and Disney, Ursula Le Guin, and Harry Potter only rate a mention. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; HSIE; Mathematics
SYLLABUS: English 7-10; Mathematics 7-10; Visual Arts 7-10; Visual Arts Stage 6
\$39.95 SCIS 1149071



All prices in the availability statement include GST.

JENKIN, Graham

Meralti: an epic story of the northern starsJ.B. Books, 2003
ISBN 1876622466

[298]

The challenges and transitions adolescents go through as part of life is the theme of this engaging story. Based in the *everywhen*, a story using ancient and modern techniques, it reflects the growth of contemporary Aboriginal story telling. A rich tapestry of people and places accompany the awakening of the two protagonists as they journey from Ngarrindjeri country (South Australia) to the unknown. Endpapers include maps showing cultural exchange routes before the European invasion, while appendices supply interesting background material. It could be used in a number of ways in the classroom, including as a modern Australian novel, a supplementary text for the *Area of Study: The journey* in English Stage 6, or as a cultural text in Aboriginal Studies. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English 7–10; English Stage 6
Paper \$12.95 SCIS 1157456

THOMAS, Pat

Is it right to fight? a first look at conflictHodder Children's, 2003 (A first look at)
ISBN 0750242639

[303.6]

Exploring conflict, from the personal to the global, this book begins with the question of what conflict means from a student's perspective. This is achieved through discussion of the sorts of arguments that students may encounter. The text offers stimulus questions that could be used in a class context. By moving from the personal to wider issues, the book allows for an exploration of situations that some students may be dealing with, including domestic violence. The illustrations support the text well and strategies are provided for conflict resolution. L. Seaton

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K–6
\$35.00 SCIS 1172019

Steppin' out and speakin' upOlder Women's Network NSW, 2003
ISBN 0958543054

[305.48]

Compiled from oral histories, this book is an excellent primary source for Aboriginal studies. The life stories of fifteen Aboriginal women provide an insightful record of the racist attitudes and obstacles that they experienced in their time. Covering the decades from the 1920s to the present, the book presents the diversity and complexity of their lives. The featured women include educators, activists, artists, musicians and carers who, in a multitude of ways, are involved in the struggle to improve conditions for Indigenous Australians. There are four maps as appendixes in the book, showing the origins of the Aboriginal language groups that these women talk about in their histories. L. Pratt

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6
Paper \$17.00 SCIS 1155251

THOMAS, Pat

The skin I'm in: a first look at racismHodder Children's, 2003 (A first look at)
ISBN 0750242604

[305.8]

Racism is explored in a matter of fact manner in this text which asks students to question their understandings about the topic. There is discussion of various cultural and racial groups, as well as the questions of what racism is and the impact it has on individuals. The illustrations include students from a wide range of cultural and racial backgrounds showing traditions and religious practices. The text offers strategies to combat racism and bullying and provides teachers with a basis for class discussions. This series would support the *Interpersonal relationships* strand of the PDHPE K–6 syllabus. L. Seaton

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K–6
\$35.00 SCIS 1132671

Managing Australia's environment/ edited by Stephen Dovers & Su Wild River. Federation, 2003
ISBN 1862874476

[333.7]

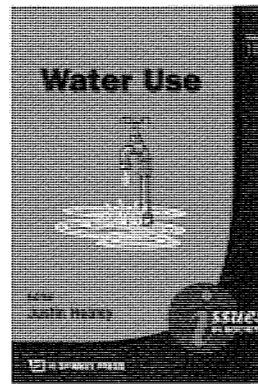
A comprehensive collection of articles critiques the policies influencing and guiding natural resource management in Australia over the last 30 years. Each article reviews research on themes, including water resource management, ecologically sustainable development, state of environment reporting, integrated catchment management, the National Forest Policy Statement and the Landcare experience. The list of contributors introduces readers to a diverse group of highly qualified environmental professionals. The introduction provides a useful framework and the summary article recommends principles for the future. Individual articles are comprehensive and thorough and are highly relevant to Stage 6 courses. The reading level is demanding and students may need teacher guidance. C. Prietto

USER LEVEL: Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Earth & Environmental Science Stage 6;
Geography Stage 6; Senior Science Stage 6
Paper \$75.00 SCIS 1128306

Water use/ edited by Justin Healey. Spinney, 2003 (Issues in society)
ISBN 1876811986

[333.91]

Containing detailed explanations of water supply, use, and management on the global and Australian stage, this is an essential resource for Geography students. The need for water is reviewed, and pressures on freshwater ecosystems explained. This leads to a discussion on the availability, supply and use of water across the world, including historical and future uses. Figures, graphs, graphics, and text boxes highlight trends and important information, and a facts and figures page summarises the resource. A glossary, a list of recommended further reading, and useful web sites are included. A. Frost



USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7–10
Paper \$17.95 SCIS 1143832

JASCHINSKI, Britta

Wild thingsThames & Hudson, 2003
ISBN 0500542716

[333.954]

Outstanding photographs in landscape format combine with poetic language to present a photographic essay on ecology in this very visual book. Primarily a pictorial montage of wildlife habitat and the conservation of species, the single words and short sentences of this text are written as a letter to animals. Offering explanations as to why humans are destroying their habitats and ecosystems, while conserving species in captivity, the text also questions what will happen when animals are returned to their natural environment. This would be an interesting supplementary resource for the *Changing Australian environment* module in Geography. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Geography 7–10; Visual Arts 7–10
\$60.00 SCIS 1133685

Strategies to improve public health in Australia [videorecording]

Video Education Australasia, 2003 (26 min.)

ISBN none

[362.10994]

Although targeting Victorian students, this video has valuable information for the PDHPE core study: *Health priorities in Australia*. Clear definitions of key terms are supplied. The use of the *Quit* campaign as a focus for the Ottawa Charter is a tangible way of linking ideas to a real world environment, and the program is strong on the use of mass media as a health promotion tool. A flaw lies in the brevity of links to the five *Action areas*. Just a few minutes are dedicated to the full range of initiatives that need to be analysed by students. Overall, this production is recommended for an area of few available resources. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
\$99.95 SCIS 1143335

Follow the safety trail [kit]

Corporate Films, 2004

ISBN none

[363.1]

ABSTRACT

Supporting the *Safe living* strand of PDHPE K–6, and the HSIE K–6 unit, *Transport*, this video, booklet, and poster targets Stage 1 students for education in safe rail and ferry travel. The teachers' A5 booklet contains: worksheets; lesson ideas; activities; graphics of signs used on the rail network; a *Sydney ferries map*, and background notes regarding train operations. Booklet activities deal with safety, signage, and transport networks. The kit includes a large poster of the CityRail network, and a fourteen minute video presents a simple storyline of a teacher and two students planning a Sydney excursion. Copies of the kit have been sent to NSW primary schools, and additional activities and information on the latest initiatives can be accessed at <http://www.trackingtrains.com.au>. Skills outcomes specifically covered in this resource

are: Values and attitudes; Decision making; Problem solving; Communicating; and Interacting.

USER LEVEL: Professional
KLA: HSIE; PDHPE
SYLLABUS: HSIE K–6; PDHPE K–6

SCIS 1163714

STEWART, Jenny & JONES, Grant

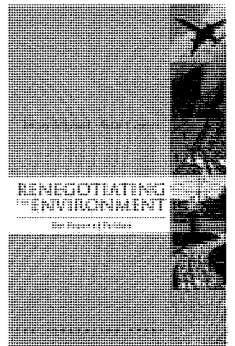
Renegotiating the environment: The power of politics

Federation, 2003

ISBN 1862874735

[363.7]

Fundamental to this book is the perception that outcomes in environmental management are often the result of political pressure. A series of significant case studies examines the use and sustainable management of our natural resources and urban areas; challenging the notion that political institutions can renegotiate more achievable and sustainable solutions to contemporary environmental issues. An Australian context highlights such examples as the management of water resources, forestry, and urban areas, reinforcing the view that decisions about the environment can be undertaken in a climate of environmental governance and not simply one of imposed political solutions. The contemporary nature of material and depth of analysis make this title of relevance to the study of *Global challenges and Ecosystems at risk*. A. Fisher



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Geography Stage 6
Paper \$39.95 SCIS 1155265

Hands-on science [series]

Anness, 2003

Excellent in supporting the achievement of outcomes when investigating the units, *Stuck on you*, *Out and about*, and *Sailing, sinking, soaring*, these eye catching resources should appeal to their intended audience. The reader is introduced to the underlying concepts of building structures, the use of levers, sources of energy, the study of light images and photographic devices, as well as air flows, curve and lift, space travel and artificial gravity. Supplying valuable background information and step by step instructions, these texts will be invaluable to students for design and make projects. Bright colourful photographic illustrations and well annotated diagrams support the student and teacher in their explorations. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K–6
Paper \$16.95 each

Titles in this series include:

Physics: 50 great science experiments and projects SCIS 1157239*Transport: 40 great science experiments and projects* SCIS 1157240

All prices in the availability statement include GST.

SUDLOW, Carolyn

Allons-y! 2: French course book

Pearson Longman, 2003

ISBN 0733938914

[448.2]

Up to date information is presented in an eye catching format here, with relevant vocabulary and situations. Outcomes are stated at the beginning of the chapter, each of which contains six sections and special features. Interesting information about the francophone world and its people is scattered throughout, with the final trip to Kakadu for two French teenagers providing added interest for the Australian student. This lively course book, with its companion web site, should enable students to use the French language, make linguistic connections and move linguistically between cultures. An accompanying activity book, teachers' book and CD-ROM are available for purchase. M. Busch.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: French 7-10; French Stage 6: *Beginners*
 Paper \$42.00 SCIS 1153229

BAILEY, Jacqui

Science works [series]

Blake Education, 2003

Locating simple information on electricity, and the cause of day and night, is not always easy, but these resources make a very good attempt to fulfil this need. Using an accessible format and language that is relatively easy to understand, *Charging about* explains how a generator works to produce electricity. The book also investigates the concepts of lightning, magnetism, insulators and conductors. Following a similar format, *Sun up, sun down: the story of day and night*, also uses labelled diagrams and boxed information to explain the passing of time. Flow charts trace each phenomenon and procedure texts enable students to make and use associated models. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$19.95 each

Titles in this series include:

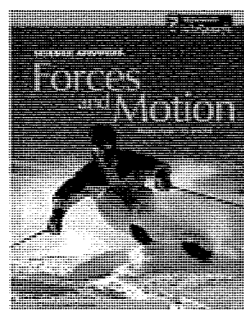
Charging about: the story of electricity SCIS 1150719
Sun up, sun down: the story of day and night SCIS 1150720

Science answers [series]

Heinemann Library, 2003

Written to answer common questions students often have about the world around them, this British series certainly succeeds in its brief. The use of simple language will sustain the attention of most students and the content covered, although concise, is useful for the *Science Years 7-10 syllabus* when planning units of work.

Each book contains interesting sections on famous scientists and amazing facts. Numerous practical tasks, which students can easily perform at home, are both interesting and relevant. A wide range of well explained information is covered and presented in a layout that is visually appealing. Each book concludes with a detailed glossary. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
 \$34.10 each

Titles in this series include:

Forces and motion: from push to shove SCIS 1160981
Grouping materials: from gold to wool SCIS 1160980

Parasites & partners [series]

Raintree, 2003

Focusing on the symbiotic relationship of animals and plants, these colourful books will certainly capture the attention and interest of keen science students. Filled with relevant information, this series would be valuable when teaching the *Science Years 7-10 syllabus* outcome 4.10 on identifying factors affecting the survival of an organism in an ecosystem. Each book is easy to read and would be useful in preparing extension work on ecology based topics. Biology students studying the preliminary topic 8.2: *A local ecosystem*, will also find these books helpful. The clear and colourful graphics are indeed an asset to this series. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
 \$29.70 each

Titles in this series include:

Hitchers and thieves SCIS 1160568
Lodgers and cleaners SCIS 1160569

DALE, Kim

Bush babies

Lothian, 2003

ISBN 0734405936

[591.3]

Poetry, information, and a series of cute paintings of baby animals in a lift the flap format, give this informative picture book a range of classroom uses. The charm of this book lies in the illustrations, which have been referenced from photographs, and are painted in life like textures and colours. The three stanza poems on each double page use stilted language in an attempt to make the animals facts rhyme. Students can guess the correct name of each native animal from the verses, before lifting the illustrated folded page. The last two pages contain clearly expressed fact boxes about each Australian species and its habitat, and could support *What's alive?* S. Rasiaiah



USER LEVEL: Early Stage 1 Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6
 \$29.95 SCIS 1148911

MARTINEAU, Susan

Mad machines and dotty devices

Koala, 2003

ISBN 0864615086

[607.8]

Make a balloon rocket, a robot, a weather station and more in this step by step guide. The text shows the reader how to use mostly everyday items to conduct their own scientific investigations, while

providing related scientific facts and information. The diagrams are clear and should enable independent use by most Stage 2 readers. The ideas assist in the teaching of designing and making skills, with direct relation to the outcomes found in the *Physical phenomena* strand, and with some relation to *Earth and its surroundings*, as well as *Information and communications* outcomes. This book should have high appeal for the student who likes to create. A. Arnott



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 Paper \$29.95 SCIS 1154064

PETTY, Kate

Made with love: how babies are made

Koala, 2003

ISBN 0864614411

[612.6]

An exploration of how babies are made, from the perspective of a child, is the focus of this colourful book. The child asks questions about conception and birth and these are answered directly by the parent and indirectly in scientific terms. The illustrations tell a parallel story as we see the child interacting with her parents. Scientific illustrations support the factual text. This book offers parents and teachers an opportunity to explore this topic with young children in a way that relates to the child's situation within the family. L. Seaton

USER LEVEL: Early Stage 1 Stage 1 Community
 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper \$12.95 SCIS 1137976

Organ transplantation

/ edited by Justin Healey. Spinney, 2003 (Issues in society)

ISBN 187681196X

[617.9]

Using current media sources, this text straightforwardly deals with the controversial issues of transplantation and xenotransplantation. The current facts, figures and diagrams in this relevant teaching resource will indeed challenge students to develop their own opinions. It has particular usefulness in the *Science Years 7-10 syllabus* addressing the outcome 4/5.4 when learning about the implications of science in society. Teachers of Senior Science developing a unit of work on topic 9.3: *Medical technology-Bionics* could certainly use some of this material as a relevant starting point. With death being a major theme, some students may be sensitive to several sections covered in this worthwhile book. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7-10; Senior Science Stage 6
 Paper \$17.95 SCIS 1130900

BECK, Jennifer

John Britten: the boy who did do better

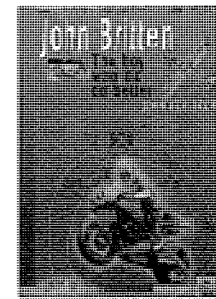
Scholastic New Zealand, 2004

ISBN 1869435486

[629.227]

John Britten, a designer of prize winning motorcycles and an engineering genius, died from cancer in his mid forties. Jennifer

Beck has written a moving account of Britten's life for younger readers. The text is well written and succinct, detailing key aspects of Britten's life, including his difficulties at school, his success as a design engineer and his sporting achievements. A plethora of photographs bring the text vividly to life, delineating Britten as a truly inspirational person with the courage to transform his dreams into reality. Teachers interested in exploring real life heroes with students will find this an excellent resource. A. Anderson



USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
 Paper \$16.95

SCIS 1160471

MORECROFT, Richard & MacKAY, Alison & LLOYD-DIVINY, Karen

Zoo album

ABC Books, 2003

ISBN 0733306004

[636.088]

Providing an acceptable rationale for zoos, this text looks at the lives of ten real mammals, birds, reptiles, and one amphibian, from the Taronga and Western Plains Zoos in NSW. In a personable style, with overuse of exclamation marks, each animal is described with a fact profile and keepers' anecdotes, making it most useful for the *Living things* strand, especially for Stage 1 students. Information about food, family, behaviour, temperament, and the species in general, is provided, and biological descriptors are used in context. The text does not follow through with options for further research, despite encouraging students to become active environmental learners. This, plus the use of large painted and drawn images instead of photographs, makes the text more story like than scientific. C. Thomas



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$26.95 SCIS 1144632

HOOPER, Meredith & McEWEN, Katharine

Woolly jumper: the story of wool

Walker, 2003

ISBN 0744565723

[636.3]

Set on an Australian sheep station, this beautifully illustrated book clearly outlines the steps in the wool making process; from caring for the merinos to making a woollen jumper. The rhythmical structure, based on the familiar *This is the house that Jack built* formula, provides opportunities for choral reading after revisiting the text. Colourful double page illustrations explicitly support understanding of the content, and technical language is explained through illustrations in story map layouts. This well presented book would readily support the achievement of outcomes for the HSIE unit, *Meeting needs*, and could be useful for joint construction of explanation and procedure texts. C. Keane

USER LEVEL: Early Stage 1

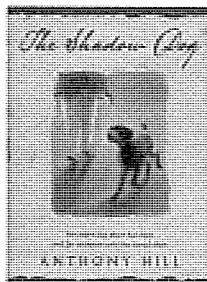
KLA: HSIE
SYLLABUS: HSIE K-6
 \$24.95 SCIS 1144446

HILL, Anthony & McLEAN, Andrew

The shadow dog

Viking, 2003
 ISBN 0670041130 [636.7]

Only for dog lovers, this short volume will bring back happy and sad memories of departed pets. A favourite dog, Sebastian, has died, the first line being the most poignant of this memoir. While we shed tears along the way, Hill gives us many opportunities to smile and laugh as he outlines common experiences of failure at dog school or cat dominance in households. Within the narrative framework of Sebastian's life we have nostalgic descriptions of best walks and the writer's reflections on the significance of our relationships with animals. Sections could be used as discussion starters about friendship or grief. H. Cobban



USER LEVEL: Stage 4 Stage 5
 \$19.95 SCIS 1154492

HEATH, Glenis & McKENZIE, Heather & TULLY, Laurel

Food by design. 2

Pearson Education Australia, 2003
 ISBN 0123602696 [641.30076]

Food Technology teachers may recognise the title of this updated edition. Liberal use of full colour photographs, diagrams and graphs enhance its visual appeal. A content guide of key knowledge and terms introduces each chapter, followed by information with practical and theoretical activities designed specifically for use in the classroom. Activities presented as experiments, food production activities, and knowledge tests, would be suitable for use in the junior classroom without modification. Food production and processing, nutritional requirements of specific groups, cultural foods and some basic physical and chemical properties of food are all covered. Information is not sufficiently detailed for the HSC course, although some activities could be adapted. C. Barlow

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Food Technology 7-10
 Paper \$45.00 SCIS 1146673

FARRISS, Jake

The teenager's survival cookbook

Pan Macmillan, 2003
 ISBN 0330364448 [641.5]

A full colour photograph of the book's sixteen year old author appears on the cover of this pocket sized volume. Photographs of his friends are peppered throughout the book, hinting at the social importance of food to teenagers. Recipes, as promised, are quite simple, ranging from simple beverages to snacks, soups, mains and desserts, all of which have engaging,



youth oriented titles. This resource would be useful when discussing factors affecting food choice, or as an exemplar for assignments based on recipe development. Originally written as a school assignment, it would provide a model for designing a recipe book, while engaging the interest of students, particularly boys, in the area of food preparation. C. Barlow

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Food Technology 7-10
 Paper \$14.95 SCIS1146673

HOOPER, Meredith & McEWEN, Katharine

Sticky jam: the story of sugar

Walker, 2003
 ISBN 0744565715 [664]

Colourful and interesting, this book cleverly explains the story of sugar production for its intended young audience. Double page illustrations follow the growth of the cane, its harvesting and transport to the mill for cleaning, and storage as raw sugar. The story continues with the raw sugar transported by ship to the refinery and processed into pure white sugar that is taken by truck to a store, and is eventually made into jam for Harry's sandwich. A complex story is simplified by rhythmical text and supportive illustrations, making it a useful resource for achieving the outcomes of the HSIE units, *Meeting needs* and *Transport*. C. Keane



USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 \$24.95 SCIS 1149965

MERCER, Ian

Oils and the environment

Franklin Watts, Sydney 2003
 ISBN 0749647566 [665]

The sources, extraction processes, and refining of oils and solvents are clearly outlined in this well written resource. In addition, the formation of petroleum and how it is located is discussed. Information about the chemical structure of oils, and the uses of oil in the home and for energy, as well as the environmental impact of oils, is presented using clear language and formatting styles to facilitate understanding. Outstanding graphics and colour photographs support the text. This interesting resource could be useful for supporting the achievement of Science outcomes 5.3 and 5.10(c) when examining the impact of human activity on the environment. A. Frost

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
 \$35.00 SCIS 1136311

NICHOLLS Christine

Art, history, place

Working Title Press, 2003
 ISBN 187688434 [704.03]

A simple account of Australian Indigenous art, the world's oldest continuous artistic tradition, this appealing resource could be used

by a wide age range of students. Starting with the history of the 1970s acrylic art movement by Aboriginal men at Papunya Tula, the artworks featured in the book are predominantly from the Central and Western deserts, while a map, on the opening page, plots the location of all the artists discussed. The text and images portray the diversity of Indigenous artistic expression found throughout Australia, including the work of a few contemporary artists that incorporate new ideas and practices in their art making. Useful definitions are recorded at the side of each page, and each picture is accompanied by a relevant descriptor. L. Pratt



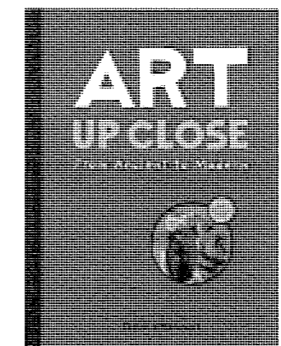
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6
 Paper \$12.95 SCIS 1169542

D'HARCOURT, Claire

Art up close: from ancient to modern

Chronicle, 2003
 ISBN 2020596946 [709]

Suitable for a teacher to use with a small group of children, this is an outstanding big format resource. The eye spy technique works well for young students' art identification skills, and numeracy, history, and society and culture, also come into play. Examples have been chosen from European and Asian masterpieces, and twenty three brilliant reproductions guide us from Egypt to Pollock. Lift up flaps at the back identify the answers to each painting puzzle and give a little information about the artist and the craft. Visual arts students, as well as readers who enjoy searching for clues, would find this an enlivening resource. K. Ashley



USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
 \$39.95 SCIS 1153418

KRANZ, Linda

Let's rock!: rock painting for kids

Northword, 2003
 ISBN 1559718706 [745.7]

The art of rock painting has been revived in this step by step book. Materials and clearly written instructions are given for rock preparation, painting, and finishing. Over 100 traceable patterns are supplied to assist teachers and students who lack confidence in their drawing and design skills, while the variety of subject matter allows for cross curriculum relevance. Clear painting instructions ensure success by all students, and the multitude of vibrantly presented activities ensures that students will find the work enjoyable. N. French

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: CA
SYLLABUS: Creative Arts K-6
 Paper \$19.95 SCIS 1153971

NILSEN, Anna

The great art scandal

Kingfisher, 2003
 ISBN 0753408112 [750.1]

Find the clues, crack the crime and save the show! Filled with a variety of artworks from the world's great artists, such as Van Gogh, Nolan, and Cezanne, it is the reader's job to identify who created each painting. The information on each artist is written in simple terms and provides clues to help solve the mystery of the lost name tags. This amusing and interactive book will make learning about art history exciting. Student observational skills will be tested and class discussions could be promoted from their findings. This is a wonderful resource to introduce art history to senior primary students, and would be useful in achieving Visual Arts outcomes. N. French

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
 \$34.95 SCIS 1154373

BROWN, Alexander & GEYTENBEEK, Brian

Ngarla songs

Fremantle Arts Centre Press, 2003
 ISBN 1920731733 [782.42162]

The mixture of traditional and contemporary themes brings Aboriginal stories of the Pilbara region of Australia to life in this unique collection of songs. The book is presented in a bilingual format, allowing the reader to engage with an Aboriginal language, and explore experiences and issues important to remote indigenous communities through the words of Aboriginal people. Extensive footnotes allow the reader to develop a comprehensive understanding of the metalanguage in the songs. The language level of the text is best suited to secondary students and provides excellent stimulus for exploring the work of Aboriginal authors. The work could also serve as inspiration for classes examining Aboriginal experiences in many areas of the curriculum. A. Byron

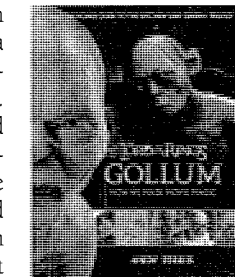
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Languages
SYLLABUS: Aboriginal Languages K-10; Aboriginal Studies 7-10; Aboriginal Studies Stage 6
 Paper \$24.94 SCIS 1155829

SERKIS, Andy

Gollum: how we made movie magic

HarperCollins, 2003
 ISBN 0007170572 [791.43]

Written by the actor who played Gollum in *The lord of the rings* films, this is a detailed personal account of his transformation from human to fantasy creature. The illustrations, drawings and photographs are a fascinating documentary of the whole process, revealing the teamwork of the many artists and technicians involved in the production of a modern film. While the written text



is somewhat laborious and overly detailed at times, it outlines some of the issues that must be considered when a film has such a culturally diverse audience. The peculiarities of Gollum's voice and lexicon, for instance, are discussed. For filmmaking and film analysis courses, Serkis' book will be an invaluable tool in explaining the complexities of film production. H. Cobban

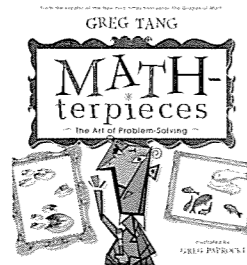
USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
 Paper \$19.95 SCIS 1157311

TANG, Greg

Math-terpieces: the art of problem-solving

Scholastic Press, 2003 [793.7]
 ISBN 0439443881

Using paintings of the masters as a stimulus to undertake simple addition problems, the author presents problems in verse, using number combinations to ten. Answers are at the back of the book, with notes about the artists for teachers to use in art appreciation. The author suggests the book is suitable for ages five to seven, while the level of mathematics suggests emergent to counting on, in the *Count Me In Too* levels. The resource is very well presented; students will find it visually interesting. Illustrations are of famous works from a range of artists including Monet and Warhol. This resource brings the outside world into mathematics, as suggested in the quality teacher dimension of intellectual environment. L. Wilson



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K-6
 \$29.95 SCIS 1158788

Marjorie Jackson-Nelson, Olympian, fundraiser & Governor [videorecording]

Film Australia, 2003 (Australian biography) (26 min.) [796.42]
 ISBN none

As part of a series about prominent Australians, this episode has relevance across a number of areas. Presented in an interview format with snippets of archival footage, the video may be less impressive for junior students of PDHPE than more dynamic approaches. Students undertaking studies of historical sporting figures would find this to be a valuable resource with a wealth of information. Senior students of Community and Family Studies could use this as a stimulating part of their study on *Leadership* and *Values* in the Preliminary sections of the course. Jackson-Nelson's struggle with tragedy and her leadership in leukaemia research, team management at the Olympics, and her governorship of South Australia, is filmed in a poignant and thought provoking style. R. Cox

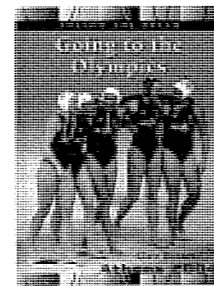
USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
 \$77.00 SCIS 1154390

RENNER, Clare

Follow the dream [series]

Echidna, 2004 [796.48]
 A crisp and informative writing style and layout characterise these

up to date texts. They describe the nuts and bolts of Olympic organisation, and the process of selection and preparation for the athletes. The role of many personalities in the Olympic family is clearly explained here, through biographical information, interview transcripts, photographs, and interesting fact boxes. Students researching the modern games as a whole entity will gain a solid appreciation of the 2004 games from these forward looking texts. Both books excel in their descriptions of the work and ideals of Olympic athletes and supporters. C. Thomas



USER LEVEL: Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$29.70 each

Titles in this series are:

Going to the Olympics SCIS 1162135
Working towards the Olympics SCIS 1162136

TOMPKIN, Pat

How to be an Olympic athlete: step into a champion's shoes! Activities, maps, pictures, facts, fill-ins, quizzes, tips and more

Hawker Brownlow Education, 2004 [796.48]
 ISBN 1741012597

Deceptively titled, this book is really a text for enjoying physical activity, and using mind and body to improve fitness. Simple line drawings provide interest, while the use of short sentences, a conversational tone, and direct address, explain and entertain with descriptions of Olympic history, personalities, events, sporting skills, physiology, nutrition, and fitness concepts. Information is sparsely laid out, with ample use of subheadings covering a wide range of information points and activities. It is an appealing text for students, especially those who compete in team and individual events, and its usefulness for schools will extend beyond Athens 2004. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
 Paper \$29.95 SCIS 1174235

MASON, Paul

Diary of a snowboarding freak

Heinemann Library, 2003 (Diary of a...freak) [796.9]
 ISBN 0431175403

The exciting and slightly dangerous sport of snowboarding is explored in this entertaining and informative text. The diary format traces the snowboarding career of Kylie Buchanan. Anecdotes and photographs feature, with information on all aspects of snowboarding, including equipment, techniques, and venues. The informal language in short paragraphs will appeal to teenagers, as will the unusual layout combining colour photographs, drawings, and the handwritten typeface. A glossary and Internet links assist in the development of information skills. Syllabus links include the *Healthy lifestyle* strand of the



PDHPE K-6 syllabus; the use of the text as a diary example in the English K-6 syllabus, and the cross curricula acquisition of information skills. R. Parnis

USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
 \$34.10 SCIS 1166307

WOLF, Allan & CLARKE, Greg

The blood-hungry spleen: and other poems about our parts

Candlewick, 2003 [811]
 ISBN 076361565X

Aspects of the human body and associated functions are presented here in an unusual and humorous poetic fashion. With childlike innocence, important parts of the body are explained in simplistic terms, with a young target audience in mind. The language and form encourages understanding, allowing students to identify each body part, its respective functions, and its relation to the whole body. This resource offers an alternate choice to the more traditional treatments of the subject. Its method of incorporating language, biological definitions, and a gentle visual presentation, inspires learning, making it an important classroom tool. B. Kervin

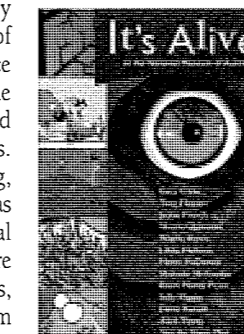


USER LEVEL: Stage 3 Stage 4
KLA: English; Science
SYLLABUS: English K-6; English 7-10; Science K-6
 \$24.95 SCIS 1144608

It's alive!: at the National Museum of Australia

National Museum of Australia, 2003 [A820.8]
 ISBN 1876944226

Exploring the exhibitions and key themes of the National Museum of Australia, this outstanding resource provides stimulus material for a wide range of content in the HSIE, and Science & Technology syllabuses. Presented through story telling, cartoons and poetry, themes such as Aboriginal experiences, natural disasters, extinction, and transport are examined, using rich illustrations, and photographs of museum artefacts. Highlights of the book are the story on cars by Morris Gleitzman, and growing up on a mission, by Elaine Russell. Each section is self contained, and across the book a range of reading levels is catered for. Perfect for preparing students for a museum visit, or simply examining Australian experiences, this book is highly recommended for all primary teachers. A. Byron



USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$19.95 SCIS 1153817

McCONNELL, Louise

Exit, pursued by a bear: Shakespeare's characters, plays, poems, history and stagecraft

Bloomsbury, 2003 [822.3]
 ISBN 0747566399

With a comprehensive treatment of all characters in Shakespeare's works, detailed synopses of the plays, and concise explanation of terms, this is a ready reference for the study of the plays. The detailed cross reference to historical figures and contemporary events and sources for the plays is of particular value to study of the plays in context for the English Stage 6 elective *Transformations*. Teachers and students will find this an engaging and reliable support and a most suitable reference wherever Shakespeare is studied. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10; English Stage 6
 \$49.95 SCIS 1159450

TUCKER, Nicholas

Darkness visible: inside the world of Philip Pullman

Wizard books, 2003 [823]
 ISBN 1840464828

One of the leading writers in the graphic fantasy novel genre is treated in depth in this biographical study. Focal points include his childhood influences and his major works, such as the *Sally Lockhart* and *His dark materials* series. Knowledge of these texts is essential to gain maximum benefit from this analysis. What is important is the link between text and the use of literary tradition. As a study of language or a study of texts, it is a valuable example of method due to the inclusion of supplementary chapters on influences and philosophy behind the novels. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
 Paper \$18.95 SCIS 1160052

HARTE, Jeff

The new geography dictionary: key geographical terms for the 21st century

Geography Teachers' Association of New South Wales, 2003 [910.3]
 ISBN 0975110500

An incredibly useful resource for teachers and students, the dictionary explains terms which are essential when studying geography. Text boxes, figures and charts facilitate understanding of geographical concepts. Colour photographs and maps, geographical world records, sites of international significance, conversion tables, and world population tables enhance the understanding of world and Australian geography. Arranged alphabetically, the format, language and style are suitable for middle to senior students. Although definitions are brief, related terms for many entries are italicised



resources

and referenced to other entries for greater understanding. This dictionary would be of considerable value as a professional resource. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6
 \$19.95 SCIS 1147766

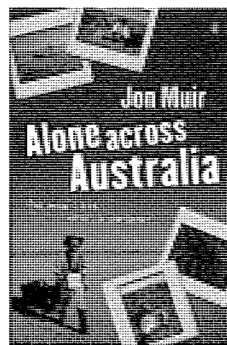
MUIR, Jon

Alone across Australia: one man's trek across a continent

Penguin, 2003
 ISBN 0143001264

[919.404]

Traversing Australia by foot, from Port Augusta to the Gulf of Carpentaria, is a feat in itself. The author manages to capture a snapshot of Australia in 2001. A time worn land, with people dotted across the landscape, much as it has been for countless generations, is the picture captured and shared. Part sociological study, part psychological drama and part adventure, this journal of Muir's experiences may be useful in supporting aspects of the *Personal and social identity* study, in *Society and Culture*. The text could also be a supplementary resource for the *Area of Study: The physical journey*, for English students. Containing a logbook, photographs, technical information, and diary entries, the text is a useful tool for study, as well as an entertaining read. C. Dorbis



USER LEVEL: Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6; Society & Culture Stage 6
 Paper \$29.95 SCIS 1148493

MORRIS, Neil

Modern world leaders

Chrysalis Children's, 2003 (History makers)
 ISBN 1841387258

[920.02]

Essentially a brief look at ten twentieth century politicians, the written text and illustrations of this resource are most appropriate for young historians. The superficial treatment of subjects means the text is more of an introduction or overview of the personalities. Given this limitation, the language, layout, and graphics of the book, give a clear and interesting summary of the individuals and their place in history. The book focuses on lives and times, with little exploration of the issues of motivation, leadership, or legacy. B. Corr

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10
 \$35.20 SCIS 1153374

CHRISP, Peter

Ancient Rome revealed

Dorling Kindersley, 2003
 ISBN 0751368202

[937]

In a very user friendly format, the story of ancient Rome is presented here with all aspects from the origin of Rome to the

destruction of Pompeii covered. Each segment is supported by clear information packages such as summary points and sectional breakdowns. A different approach of this text is the transparency overlay of recreations of buildings such as the Colosseum, and its use in situations, such as the tactics used by Caesar in an attack. The information is well indexed, allowing easy retrieval by the user. It is a valuable support resource for students. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10
 \$24.95 SCIS 1157835

CARLYON, Patrick

The Gallipoli story

Penguin, 2003
 ISBN 0143001434

[940.4]

Well researched, with clearly labelled black and white photographs and maps, this book collates much of the existing material about Gallipoli into an interesting read. Laid out in short sections with boxed inserts, graphics, quotations and data tables, the book uses the new style of history writing, where the big picture is interwoven with the lives of people who bore the brunt of this ill made military decision. Besides providing accurate, often graphic, accounts of events, this chronological text poses questions about values and beliefs. The comprehensive bibliography, endnotes, and appendixes allow for follow up work. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6; Modern History Stage 6
 Paper \$16.95 SCIS 1128154

WHITE, Osmar

Conquerors' road

Cambridge University Press, 2003
 ISBN 0521537517

[940.54]

A personal account of the end of World War II in Germany offers the reader an opportunity to gain a feeling of what it was like for friend, foe and innocent bystander. While some sections offer little more than a travelogue of the allied charge towards Berlin, its strength lies in the detailed accounts of the concentration camps; the lifestyle trappings of the German leaders, and the Russian occupation of Germany. It is detailed in its information, using personal accounts and documentation, and a large collection of primary resource material for utilisation in classroom activities. The inclusion of draft and original versions of the text offers valuable stimuli for discussion and research, providing a relevant alternative to other secondary material on offer. B. Kervin

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
 Paper \$29.95 SCIS 1136015

CHRISP, Peter

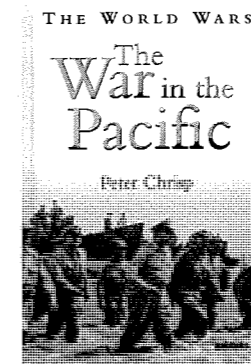
The war in the Pacific

Hodder Children's, 2003 (The world wars)
 ISBN 0750240148

[940.54]

Well chosen quotations, a clear layout, plus excellent maps and photographs, form the strength of this text. It is most suitable as an introduction to the topic, as historical interpretation of the Pacific

war is limited. The frustration of Japan's WW1 ambitions at Versailles was a significant factor in the outbreak of war, yet it is not mentioned in this work. The description of Emperor Hirohito as a virtual prisoner of the militarists, and not as an active participant in Japan's aggression, is now a dated interpretation. Extensive web links are provided throughout the text, taking readers to interesting sites which expand on the book's information. Australian readers will find little about Australia's role, as the focus is solidly on Japan, and its struggle with the USA. B. Corr



USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
 \$39.95 SCIS 1136232

SAUNDERS, Catherine

British colonisation of Australia [videorecording]

Maximedia, 2003 (35 min.)
 ISBN none

[994]

Specifically designed to address each of the *Learning experiences* highlighted in the unit *British colonisation of Australia*, this resource certainly covers the required content at a level suitable for the intended audience. Part of a multi media package, the video can be supplemented by a DVD, interactive CD-ROMs, and books. Each resource is able to be purchased separately enabling the students to experience a variety of information sources. The Indigenous material appears to be written in conjunction with communities and presents a balanced point of view but, as always, more sources should be used to develop knowledge about the complex issues of contact history. C. Dorbis

LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
 \$89.95 SCIS 1143311

Other similar titles are:

Australia before British colonisation SCIS 1143267
Australia before British colonisation [electronic resource] SCIS 1143290
The First Fleet and the colony's early years SCIS 1143281
The First Fleet and the colony's early years [electronic resource] SCIS 1143306
Australia in convict times SCIS 1143285
Australia in convict times [electronic resource] SCIS 1143308
 Paper \$8.95 each CD-ROMs \$59.95 each

BENT, Ngarta...[and others]

Two sisters: Ngarta and Jukuna

Fremantle Arts Centre Press, 2004
 ISBN 1920731261

[994.104]

A remarkable study of the issues of Aboriginal diaspora, this book is an important addition to the considerable body of work coming from Western Australia. It tells of the lives of two Walmajarri sisters who left the Great Sandy Desert with their families in the 1960s. They began the gradual return to their homeland in the 1980s. The introduction is historically informative and the work contains a

glossary and pronunciation guide. Colour photographs of art works, landscapes, and personalities in situ, are vivid evidence of the vitality of Aboriginal culture. The book successfully counters arguments regarding the dysfunctional nature of Aboriginal life. B. Corr

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
 Paper \$24.95 SCIS 1156848

CLENDINNEN, Inga

Dancing with strangers

Text, 2003

ISBN 1877008583

[994.4]

A multiple prize winning text in 2004, this outstanding history of the first years of white settlement in Sydney offers new interpretations of critical events in detailed and readable prose. Combining the historian's discipline of research and analysis with the storyteller's gift of lucid prose, this insightful text presents a balanced look at the primary sources and the personalities who created them. The author is philosophical on the imperfections of the historical record, noting that it is the literate who tell the story, and she quotes extensively from sources to show how relations between the two cultures changed for the worse. As a case study for the arrival of the British in Australia, the text offers much for History students investigating the key questions in *What is history?*. C. Thomas

USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History: *Extension*
 \$45.00 SCIS 1151942

ANNEAR, Robyn

Fly a rebel flag

Black Dog, 2004

ISBN 1876372230

[994.503]

With the Eureka rebellion as its theme, this historical novel captures the passions and intellectual arguments of the time. Set on the goldfields, using fictional and non fictional characters, this novel is well researched. Added to the narrative are historical accounts and primary source material, which augment the telling of the tale. It may have difficult concepts for some students working with the unit *Gold!*, but it could be a useful resource when looking at events and issues affecting Australian society in the focus area *Civics and citizenship* in the *History Years 7–10 syllabus*. A comprehensive glossary, timeline, and web site references support further research. C. Dorbis

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 Paper \$16.95 SCIS 1160479

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: michele.busch@det.nsw.edu.au

Professional reading

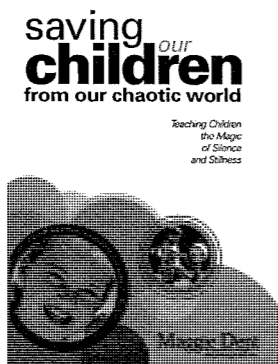
Resources are in Dewey order.

DENT, Maggie

Saving our children from our chaotic world: teaching children the magic of silence and stillnessPennington, 2003
ISBN 097512580X

[649]

An experienced teacher sets out techniques for helping children and young people strengthen their emotional intelligence in this text. It covers visualisation, managing stress, and emotional overload, teaching children how to be calm, how to live through adolescence and the search for sensation, and how boys can gain the magic of stillness. There are tips for parents and teachers on getting started. This book brings together information from many different thinkers, such as Jack Canfield, Daniel Goleman and Rachel Kessler. It presents their ideas in an accessible way, such as each chapter finishing with a summary of the main points. This is a book for every parent and teacher. A. Soutter



USER LEVEL: Community Professional
Paper \$27.50

SCIS 1154590

SEDGWICK, Fred

Teaching poetryContinuum, 2003 (Classmates)
ISBN 0826464238

[808.1]

Reflecting a personal passion and viewpoint about the teaching of poetry, this compact book reflects a perspective that originates in Britain. The author's views about testing are apparent, alluding to the notion that, because poetry is not tested, it is less likely to be taught. Teachers may well be cautious about teaching poetry, possibly because the way to go about it seems less clear than the more structured writing of prose. This series purports to be written for busy professionals but this particular volume does not offer a way forward or a systematic and explicit plan for teachers. It reads more as a series of vignettes, which may end up being springboards that teachers might adapt to a NSW setting. S. Bremner

USER LEVEL: Professional
KLA: English
Paper \$14.95

SCIS 1161009

Who reviews?

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Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

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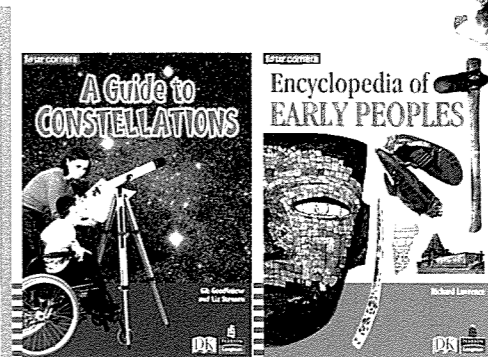
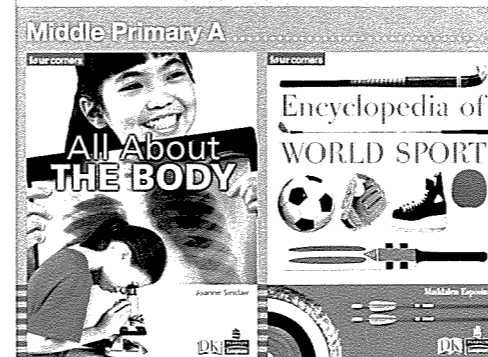
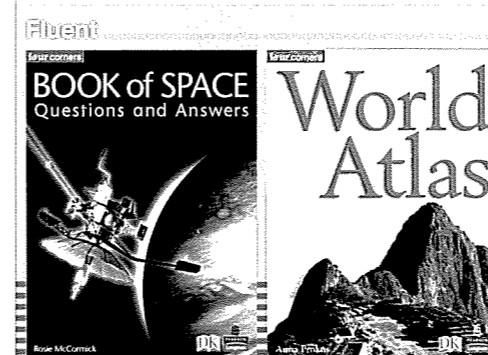
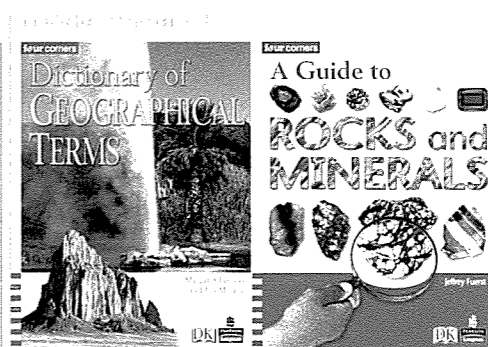
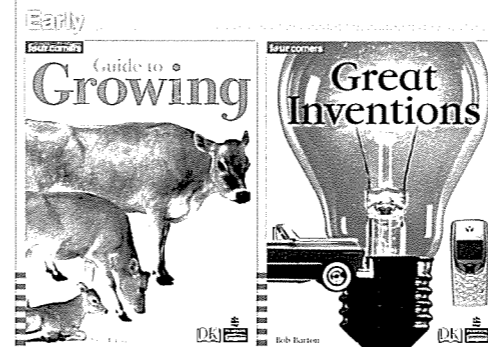
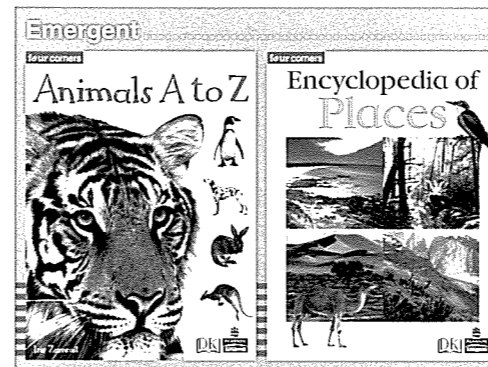
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