Scan

- ▶ **Teaching ideas**
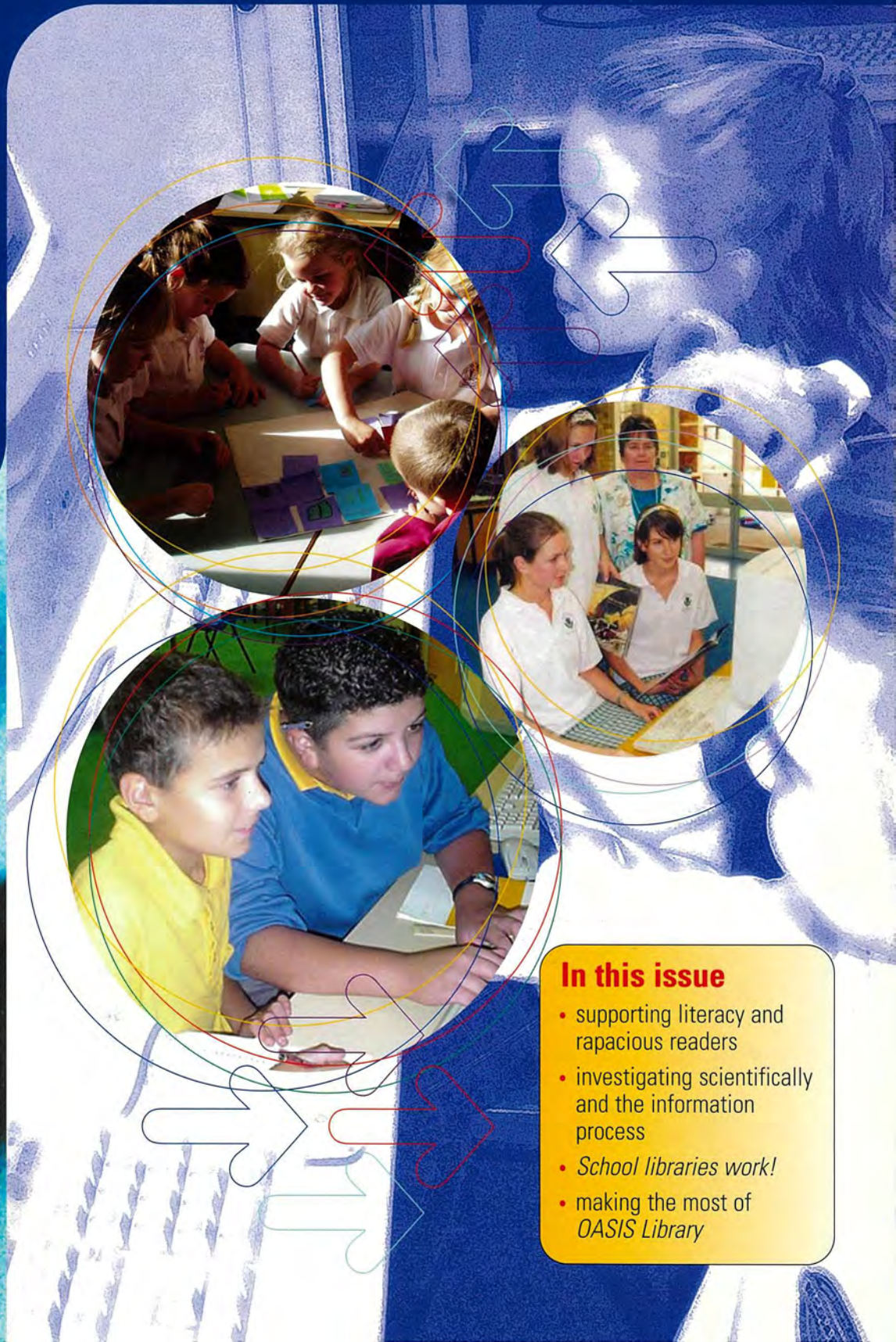- ▶ **Professional support**
- ▶ **Scan**
- ▶ **SCIS**
- ▶ *The School Magazine*
- ▶ **Resources**
- ▶ **Research**
- ▶ **FAQs**

In this issue

- supporting literacy and rapacious readers
- investigating scientifically and the information process
- *School libraries work!*
- making the most of *OASIS Library*

Planned raps and book raps for 2005

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 and Information Literacy* 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 1, 2005
- *Granpa* by John Birmingham. Stage 1 English. Rap live by 18 February 2005 starts Week 6 (28 February 2005).

Term 2, 2005
- *Get active!* Stage 3 PDHPE. Rap live by Week 1 (26 April 2005) and starts Week 2 (2 May 2005). This rap will look at the importance of physical activity along with safety concepts.
- *Egg drop* by Mini Grey. Stage 3 English (may include extension across comics type texts). Available in second half of Term 2 starting approximately Week 5 (23 May 2005).
- *Whale rider* (film) written and directed by Niki Caro from the book *Whale rider* by Witi Ihimaera. Stage 5 English.

Term 3, 2005
- *Book Week 2005*. English. Stage TBA when shortlist available.
- *Subverting fairy tales: Who's afraid of the big bad book and other titles* (including films such as *Shrek* and *Shrek 2*). Stage 4 English.
- *Transport Safety rap*. Stage 3 PDHPE.

Term 4, 2005
- *Belonging* and *Window* by Jeannie Baker. Stage 2 English. Possible cross KLA unit. Jeannie Baker will join us during this rap.
- *English Stage 6 Journeys: stimulus booklet for the Area of Study* and related materials. Stage 6 English: *Standard* and *ESL*.
- *Jeffrey: a shared book with road safety messages.* Stage 1 PDHPE.

From the Editor — 2
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From the Editor

Welcome to a new year and a particular welcome to our new subscribers. *Scan* will continue to provide support for teacher-librarians and teachers working together. You will notice new features in *Scan* this year. The new look **From the Editor** is intended to help busy teacher-librarians and teachers to make maximum use of *Scan*. In part, these new features are in response to the feedback from the focus questions circulated late last year; we hope that they are helpful to you, making *Scan* an integral resource for your work. Please let us know how you use *Scan* in teaching and learning or for professional development. You can contact the Editor on (02) 9886 7501 or email at **sally.rasaiah@det.nsw.edu.au**

Sally Rasaiah
Editor

Currents

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

2005 promises to be a year of exciting challenges and I wish you all the best. Some of these challenges, along with significant current synergies for school libraries supporting curriculum, are explored in this issue of *Scan*.

School libraries work! a Research Foundation Paper published by Scholastic Library Publishing, is the focus of Research columns. This paper has been receiving considerable attention in the USA and in a number of professional forums such as the International Association of School Librarianship (IASL). I invite you to read Research columns and explore the full document. It makes for interesting reading in relation to school libraries making a difference.

Quality Teaching: making a difference

The *Pedagogy in practice 2005* conference in January this year was a wonderful opportunity to explore the ways educators are using the framework provided by the *Quality teaching in NSW public schools* discussion paper (available at http://www.curriculumsupport.nsw.edu.au/qualityteaching/) to guide planning and teaching. What difference does it make? Implications and support for teacher-librarians and their contributions to the school learning community will continue to be shared through *Scan*.

Professional learning

Scan is committed to supporting the professionalism of teacher-librarians working with their teaching and education partners to improve student learning. The *Quality Teaching* framework offers particular support for our planning and teaching. This issue of *Scan* offers a range of wonderful examples of the diverse ways teacher-librarians support reading and information literacy across the key learning areas (KLAs) in the K–12 range.

It continues to be a pleasure to work with teacher-librarians, teachers and consultants in Regions across NSW. The School Libraries and Information Literacy unit is available to support you in your professional endeavours. If you would like support in planning or offering workshops and seminars in your area do not hesitate to contact me. The sorts of workshops we can offer include:

- *Quality Teaching* for teacher-librarians
- Teacher-librarians making a difference
- Linking syllabus outcomes, information skills and computer skills: implications for programming
- Supporting the new 7–10 syllabuses
- Supporting K–6
- Supporting HSC
- Integrating ICT in teaching and learning
- Raps and book raps
- Making the most of SCIS and SCIS OPAC
- Role of the teacher-librarian
- Developing your school library policies

We can also suggest speakers and focuses for sessions relevant to best practice for teacher-librarians.

Support for school library management and using *OASIS Library* will also be regularly featured in *Scan* in 2005.

In 2005, workshops supporting the implementation of the new 7–10 syllabuses will be provided again. These will have a particular focus on assessment, an essential part of teaching and learning. Attending one or more of these workshops would be invaluable for our understandings of how we can support the curriculum in our school. Watch for the arrival of the calendar at your school. Information is also available for each KLA in the Secondary section of the Curriculum -12 Directorate web site at http://www.curriculumsupport.nsw.edu.au/index.cfm

Workshops related to assessment and using the *Quality Teaching* framework as a support will also be provided for primary schools. Watch this column for further details.

Contact us!

School Libraries and Information Literacy unit members available to support you include:

Name	For assistance with:
Colleen Foley, Manager colleen.foley@det.nsw.edu.au	All aspects of policy, curriculum and support relevant to school libraries, teacher-librarians and their role. Professional learning support.
Anne Dowling, Cataloguing Coordinator, NSW SCIS Agency anne.dowling@det.nsw.edu.au	Cataloguing issues, making the most of SCIS, resources needing a SCIS record. Contact Anne on phone 02 9886 7587 if you have resources not on SCIS.
Michele Busch, Review Coordinator michele.busch@det.nsw.edu.au	Reviews and reviewing; internet sites and other resources supporting curriculum; specialist bibliographies.
Sally Rasaiah, Editor, *Scan* sally.rasaiah@det.nsw.edu.au	*Scan* articles and content; feedback on *Scan*; writing for *Scan*; letters to the editor. Subscription enquiries phone 02 9886 7415 or fax 02 9886 7413

The power of the circle:

encouraging rapacious readers

Anne Cleary is the teacher-librarian at Crookwell High School. Literature circles have been included in the school's literacy program as a motivating, inclusive strategy which fosters discussion, reflection and appreciation of literature within the context of a wide reading program. They are also successful in the primary school context.

Background

I was first introduced to the idea of a literature circle in 1997, through a *Scan* article by Lee Fitzgerald, where she talked about linking the information skills structure to literature. Since then, I have journeyed with the concept, sometimes traveling in circles myself as I refined, developed, experimented, added to and subtracted from what I understood to be the gist of a literature circle.

One of the strengths of using literature circles is that it builds partnerships by providing opportunities to work collaboratively with colleagues to set up quality learning environments (a dimension of *Quality Teaching*). It also offers opportunities to support aspects of the new *English Years 7–10 syllabus*.

What are literature circles?

Literature circles are 'small, temporary discussion groups comprised of students who have chosen to read the same story, poem, article or book' (Daniels, 1994:13).

This concept is more than book clubs or wide reading schemes. A close look at the new *English Years 7–10 syllabus* exposes the holistic elements of a literature circle: speaking, listening, reading and writing, where students *develop an understanding of themselves, and of human experience and culture* (p. 7).

Taking an even closer look at the key competencies embedded in the new *English Years 7–10 syllabus* reveals the following related to cross curriculum content which underpins a range of outcomes:

- analysing information
- communicating ideas and information
- working with others in a team
- problem-solving.

These are the building blocks of a literature circle. Students engage in questioning, challenging, reformulating and evaluating information. Students engage in scrutinising the text to construct new meaning. We (my partners in learning at Crookwell High) talk to the students in the language of *analysis* and *synthesis*. We stress that the students are thinking higher-order. When Betty Noad, posed the question, *Does critical literacy have an image problem?* (*Scan* 23(4) pp. 4–11), I would be confident in replying that literature circles provide a model framework for developing a critical literacy in students.

When thinking about social contexts (*English Years 7–10 syllabus*, p. 10) of texts, literature circles provide opportunities for students to develop knowledge and understanding of Aboriginal and other cultures, to make connections with other people and communities and to explore different perspectives and relationships.

This is the essence and the beauty of literature circles. The circle empowers the student to think critically, to engage with the text and to 'reflect on the moral and philosophical issues arising from the text in the safe environment of the discussion group' (Chapman, n.d.).

Literature circles:

- are adaptable and flexible
- can be tailored to meet the needs of gifted students or students needing extra support
- can stand alone, or be embedded within a social context of the English program
- can form part of a *MindMatters* unit of work where the focus is on student mental health and wellbeing, with appropriately chosen texts
- can involve the whole class or a small group
- can be adapted to suit primary or secondary levels
- can be structured around novels, short stories, feature articles, poetry, film, and picture books
- can involve book raps and incorporate ICT through research activities and presentation formats.

Using literature circles at Crookwell High

Five years ago, I approached a member of the English staff with the idea of running literature circles in his Year 9 class. We realised then the potential and power of the circle. Today, literature circles run in Years 8,

9 and 10 and every English teacher on staff at Crookwell has taken up the program at some time. Year 7 has a separate literacy strategy, Reading In Bed Is Terrific (RIBIT), incorporating the Premier's Reading Challenge.

Management of literature circles

At the first session of a literature circle, the teacher-librarian promotes the books. At Crookwell there are five copies of each title in the library. The number of circles is dependent on the number of students in the class; usually five circles. High interest titles are selected using *Scan* reviews. Students decide on their text, borrow it, and then join the group that has the same title. Sometimes the teacher may determine the groups. Negotiations take place on how much of the text will be read prior to each session of the literature circle, and students decide which roles they will undertake for the discussion component.

How many sessions?

The more concentrated the sessions, the more success there is in retaining focus and momentum. At Crookwell, our approach is to use four one hour periods over our two week cycle. Each of our one hour periods is divided into:

5 minutes	briefing
25 minutes	discussion
25 minutes	writing
5 minutes	debriefing.

Framework

1st lesson – introduction

background to texts, formation of groups, borrow texts, negotiate roles and amount to be read, fill in the roll on folder, issue *Post-its*, start reading

2nd lesson – session 1

discussions of first third of book according to roles	25 mins.
written responses using reflective/response journal	25 mins.

3rd lesson –session 2

discussions of second third of book according to roles	25 mins.
written response	25 mins.

4th lesson – session 3

discussions of whole book according to roles	25 mins.
written response	25 mins.

Circles may rotate at this point or plan a presentation for next lesson.
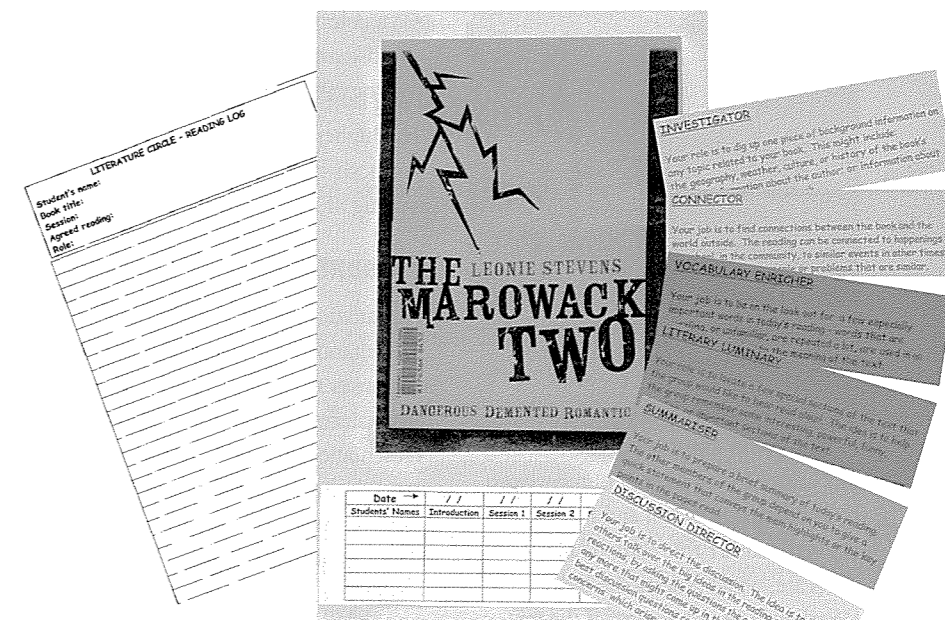
Materials needed: each circle has:

- a folder with response sheets and roll group slip
- one text per member
- 5 role cards which rotate each session
- 5 *Post-it*-note pads (smallest ones)
- 5 pens (students provide these).

When do they read?

Our practice is for the students to negotiate how much is to be read prior to each session, usually one third of the book. The reading occurs outside of the session time. As the school runs a daily twenty-minute RAGE (Read And Get Educated) program, the students are encouraged to use this time or reading time at home.

Role cards

When introducing the concept of a literature circle to a class, it is important to stress the use of the role cards as they help to facilitate healthy discussion and give direction to that component of the lesson. These roles rotate after each session. Once students become used to the nature of discussion, less reliance can be placed on the use of role cards, so that more natural discussion can emerge.

The role cards used are:

- *discussion director* (directs the discussion, asks questions, involves the members)
- *summariser* (gives a brief overview of the reading to date)
- *literary luminary* (identifies key sections of the text for sharing with the group)
- *vocabulary enricher* (identifies unusual words, sayings, expressions that give meaning to the text)
- *connector* (finds connections between the text and the outside world)
- *investigator* (researches background information related to the text).
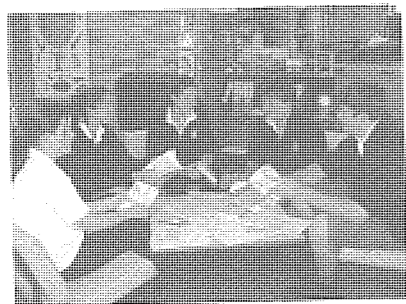
A Year 9 literature circle group discussing the novel, The Marowack two.

Depending on the number of students in each circle, the roles of the vocabulary enricher and literary luminary can be combined. Dawson and Fitzgerald devised another role card: devil's advocate, which injects the black hat (*Six thinking hats*) aspects of the text being discussed, that is, the weaknesses, flaws, and prediction of problems. Experienced members of a literature circle handle this role very well.

Reflective response journals

As students move through the literature circle program, their responses should reflect a more analytical approach to the text, using evidence from the text to support their response. At the start of each session of the literature circle, groups discuss the text critically, investigating issues, characters, plot and theme, using their role cards as stimulus for discussion. Students are required to keep a reflective journal. Journal entries are made each session after the group discussions have taken place. These journals are collected and assessed at the end of each session. Students make a written response to parts of the text in middle sessions and to the whole text in the final session.

The writing responses must not simply regurgitate the storyline. Entries should include:

- an opinion of the story so far, backed up with evidence from the text such as quotes and page references.
- a prediction what might happen next
- a connections with an event, a character or an issue
- a discussion of the literary tools employed by the composer in telling the story

- a comment on what the group has discussed so far that has contributed to new meaning.

The higher-order thinking skill of synthesis becomes evident in the writing of this journal.

Presentations

Presentations complete the circle. The presentations are the groups' shared responses to the text and can be as entertaining as they are educational. Presentations can take any form and can acknowledge the students' different learning styles. Presentations can take the form of a panel (group) or hot seat (individual) or a debate, quiz or a book trial. A presentation can take place at the end of one rotation or after several rotations. The preparation of these presentations helps the group members to articulate their final thoughts about the texts they have read.

Evaluations

These are three way, though self-assessment, via the peer group, and formally by the teacher and teacher-librarian. After each session, the teacher and teacher-librarian review the students' written responses making comments where needed. The teacher may decide to make the literature circle part of the student's formal assessment.

A note about the power of the *Post-it*

We use *Post-it* notes at a phenomenal rate in our literature circles. This is because we are trying to encourage a reading of the text as well as a critical analysis of it. The students are encouraged to be prolific users of the *Post-it* so that they can refer to sections of the text quickly. They can refer to key words or phrases or commentary, or character notes or words they have found. This is a very practical analytical skill for our students to have.

Conclusion

Literature circles are one of the most exciting and successful literature
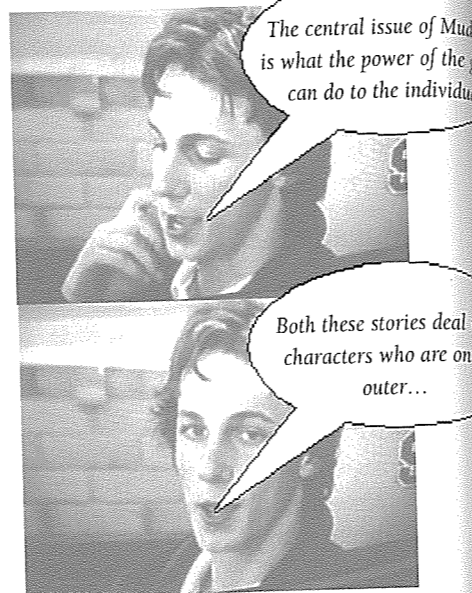
A scene from a video shown at a teacher-librarian conference: a Year 10 student, in a hot seat activity answers questions from his classmates about the texts he has read in the literature circle.

programs around. So much of our energy as teacher-librarians is expended on developing our students as savvy searchers that there can be a tendency to underplay the flip side of our dual role: the promotion of literature and the nurturing of rapacious readers! This is not information literacy versus critical literacy. This is collaborating to create learning environments that prepare young people for life. This is the essence of *Quality Teaching*. Remember to start small when planning literature circles. All it takes is one keen teacher and an English class. Be ready to wind up a circle when the enthusiasm starts to wane. There is always next term to start afresh!

Additionally, I would like to acknowledge Sean Green as the English

Year 8 literature circle presentation

The presentation will take the form of a television chat show where the host will be holding a *Talking books* segment.

Your group members are to prepare the segment and act out the following roles:

- **chat show host** (who, like all good hosts, researches his/her subject well and asks probing, insightful questions! Don't forget to introduce the segment and tie it up at the end!)
- **author** (the group member playing this role must have a good knowledge of the author so that he/she is prepared to answer any questions asked by the host.)
- **book** character(s) (Choose character(s) who have an interesting perspective on the story. They may not necessarily be the main ones. It is important for those playing the character(s) to stay in character!
- **critic** (This role is similar to that of a film critic in that the person who plays this role looks at both the positives and the negatives of the text and gives it a rating.)

Important notes to keep in mind

Don't read from a prepared script. Make the dialogue as natural as possible. Aim for an exchange of opinions and ideas back and forth between members of the panel. The role of the host is critical in keeping the dialogue flowing. The host may also invite the audience to ask questions.

Prepare for a 10 minutes segment. It will be videotaped.
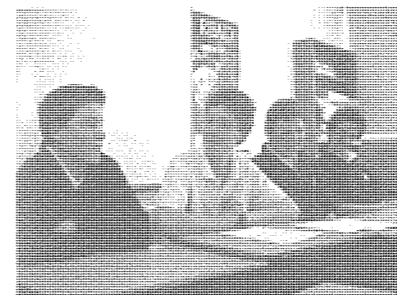
Year 8 students presenting the talking books segment of their chat show.

teacher at Crookwell High who saw the potential of this program and became my first partner in learning. Sean continually raises the bar for the literature circle students in their oral and written work, and is a great role model for the students. ■

Literature circles are so encompassing and complementary of the learning outcomes of the English syllabus, an English teacher should be seeking out a teacher-librarian (and vice-versa) to set one up today!

References and further reading

Chapman, W. (n.d.) *Enhancing literacy at Wollondilly Public School'* [handout]

Daniels, H. (1994) *Literature circle: voice and choice in the student-centred classroom*, Stenhouse publishers.

Dawson, D. (1999) *Literature circles: reading in action*, Centre for Information Studies, Wagga Wagga.

De Bono, E. (1992), *Six thinking hats for schools book 3*. Hawker Brownlow, Highett.

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

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

Greef, E. (2004) 'The power and the passion: igniting a love of reading through literature circles'. [handout]

Information skills in the school, [1989] NSW Department of Education. SCIS 488633

McPherson, D. (2004), 'Quality teaching and implementing the new English Years 7–10 syllabus', *Scan* 23(1), pp. 8–12.

Commonwealth Department of Health and Ageing *MindMatters* [website] viewed 1 December 2004, **http://cms.curriculum.edu.au/mindmatters/**

Noad, B. (2004), 'Does critical literacy have an image problem?' *Scan* 23(4), pp. 4–11.

Some suggested Stage 4 titles for literature circles

Disher, G. (2000) *From your friend, Louis Deane*, Hodder Children's, Sydney.	SCIS 997411
Gwynne, P. (2004) *Jetty rats*, Penguin, Victoria.	SCIS 1160470
Hayes, R. (1997) *The silver fox*, Penguin, Victoria.	SCIS 902400
Herrick, S. (1999) *The spangled drongo*, University of Queensland Press.	SCIS 976966
McCarthy, M. (2001) *Flash Jack*, Penguin, Victoria.	SCIS 1048536
Metzenthen, D. (1997) *Finn and the Big Guy*, Penguin, Victoria.	SCIS 900865
Molony, J. (1996) *A bridge to Wiseman's Cove*, University of Queensland Press.	SCIS 1070579
Sachar, L. (2003) *Holes*, Bloomsbury, London.	SCIS 1151222
Winton, T. (2003) *Lockie Leonard, legend*, Pan, Sydney.	SCIS 1168111

Some suggested Stage 5 titles for literature circles

Brugman, A. (2002) *Walking naked*, Allen & Unwin, Crows Nest.	SCIS 1100918
Eaton, A. (2001) *A new kind of dreaming*, University of Queensland Press.	SCIS 1060342
Fusillo, A. (1997) *Sparring with shadows*, Penguin, Victoria.	SCIS 913381
Gwynne, P (1998) *Deadly, Unna?* Penguin, Victoria.	SCIS 935400
McDonald M & Pryor, B. (2002) *Njunjul the sun*, Allen & Unwin, Crows Nest.	SCIS 1076548
Moloney, J. (2000) *Touch me*, University of Queensland Press.	SCIS 1005365
Stevens, L. (2003) *The Marowack two*, Penguin, Victoria.	SCIS 1119392
Walters, C. (1997) *The killing of Mud-Eye*, University of Queensland Press.	SCIS 894812
Zusak, M. (2002) *The messenger*, Pan Macmillan, Sydney.	SCIS 1107391

Book raps supporting literacy in the *English* Years 7-10 syllabus

Lee Cutler, teacher-librarian at Macintyre High School, describes the collaborative process of writing and facilitating a book rap on *The rabbits* by John Marsden and Shaun Tan. These resources are available in the book rap archive at **http://www.schools. nsw.edu.au/schoollibraries/ teaching/raps/rabbits/rabbits.htm**

THE RABBITS
John Marsden & Shaun Tan
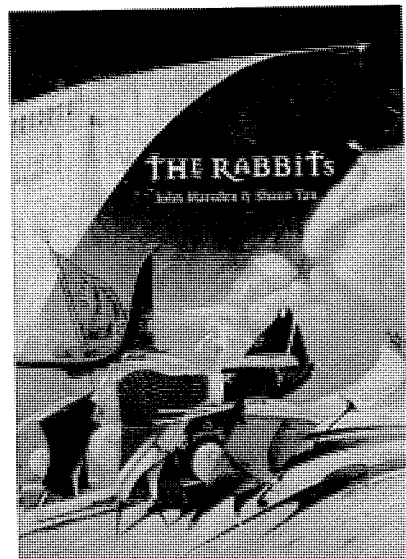
nsw.edu.au/schoollibraries/teaching/ raps/rabbits/pprabbits.htm

Background

Macintyre High School became involved in *The rabbits* book rap early in 2004. This followed the English faculty's selection as a 2004 project school. The faculty was invited to develop teaching materials to support the implementation of the new English syllabus for Year 9 in 2005. For further details about this project, follow the links from English at http://www. curriculumsupport.nsw.edu.au/ english/index.cfm?u=3&i=50

For copy of the Stage 5 program for the rap and related support material about *The rabbits* and other works by Shaun Tan go to http://www.schools.

The project involved planning a teaching and learning program and materials on visual texts, and *The rabbits* was one of the picture books that we planned to study. It was suggested that Macintyre High could run a book rap on *The rabbits*, in conjunction with the project.

When Di Veersema, Head Teacher English, returned from the initial project schools' meeting, we discussed the possibility of organising the rap. With the assurance that we would get plenty of help in the planning and running of the rap from Curriculum K-12 Directorate, we agreed to the challenge.

Writing the book rap

The English staff spent many hours over the next few weeks writing their program and developing teaching materials on visual texts, and learning the metalanguage that went with the outcomes and texts of the syllabus.

As promised, Colleen Foley, Manager, School Libraries and Information Literacy Unit, and Kerry Underhill, Senior Curriculum Advisor English K–12, joined us for a planning day. It was decided that Di Veersema, Judy Noad, classroom teacher, and I would be involved in the rap project.

During the rap, Judy would coordinate the lessons with a Year 9 Talented and Gifted Students program (TAGS) group who were trialling the visual texts unit in English. I would assist her with the group, especially with the emailing of their responses to the rap points, which were to be done in the library. I would also be the statewide rap facilitator.

Having enough weekly access to students to participate in activities such as the rap, can often be difficult for busy secondary schools. We had already overcome this problem as the TAGS program had provided time for the English faculty to trial their new Stage 5 project materials.

The planning day began with some trepidation on our part and enthusiasm on the parts of Colleen and Kerry. As the day progressed, this changed to enthusiasm from everybody involved. We identified the Rap points on which we wanted to focus, and the outcomes that the program would address.

Deciding on the Rap points proved easier than we had anticipated, as we were able to adapt the questions for

Rap points 1 and 2 from the English program on visual texts. We were also able to use many of the resources and teaching and learning strategies that had been developed for the new English program.

Rap point 3 became viable when Colleen told us that Shaun Tan, the illustrator of *The rabbits*, had helped with book raps in the past, and would probably be willing to do so again. This was exciting because it gave the students the opportunity to correspond with Shaun, and gave us the opportunity to see the thinking behind his drawings.

When choosing the outcomes we would use, Colleen and Kerry informed us that less was better. We therefore focused on:

Outcome 3: A student selects, uses, describes and explains how different technologies affect and shape meaning.

It was also felt that we should be more specific within this outcome, so we selected:

Students *learn* to: 3.1
- *respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning*

Students *learn about*: 3.9
- *the nature, scope and ethical use of information and communication technologies in contemporary society*

Outcomes such as 1, 4, 8, 9 and 11 were also supported during the rap, and were shown in the program and planning support guide.

Facilitating the rap

After the initial planning of the book rap, I began to wonder exactly what I had let myself in for. As I had never been involved in a book rap before it seemed a daunting task at the initial stage. Judy, who had agreed to help with the teacher rap, and I were assured that we would be given plenty of assistance and that it wasn't really

as daunting as it sounded, and this proved to be true.

A week before the rap was to start, Colleen contacted me to discuss exactly what I had to do. With her advice, and from checking previous book raps, I was able to work out the style of the emails that I needed to send each week.

As facilitator, it was my job to: get all subscribing schools started; remind them of the various protocols involved in a book rap; prompt schools for each rap point; and generally keep the level of enthusiasm up with all involved. The formal task was to send an email to the rap and the teacher rap each week reminding everybody of the objectives of the Rap points, and to reinforce the sort of information each message should contain.

The most interesting part of my involvement was reading all the responses as they came in each day. While there was a certain amount of housekeeping

involved, like welcoming new schools, and reminders about etiquette and when each Rap point was due, it was exciting to check the email every day, and discuss responses with students.

I was initially concerned about the amount of time that would be involved, but this proved not to be a major issue at all. There was such a depth and variety to the responses, once we were involved in the Rap points, that checking the email every morning became the highlight of my day. The variety of schools involved also added to the experience. To take a classroom program like this, and see it replicated in classrooms across the state was amazing. It was great to see everyone so involved in a program written here at Macintyre High School.

The symbolism of visual texts

Probably the highlight for the students and myself was the involvement of Shaun Tan. It was easy to see from the wide variety of questions asked, that the students had really become quite literate in the metalanguage and symbolism of visual texts.

It was wonderful to see someone of Shaun's stature willing to give up his time to respond to the student's questions. The quality of Shaun's answers was amazing. It was obvious that he put a lot of time and thought into each of his many answers. He definitely had many questions to answer with the students asking a large number of very differing questions. Some were very much in depth such as:

There is a reoccurring symbol we would like to ask you about. It is a wheel shaped symbol, with four spokes, used on many of the mechanical machines. It is on the ships, cannons, horses, headers and buildings. It is clearly illustrated on the page "but there were too many rabbits" in the right hand corner on the cannon. We would like to know your reasons for choosing this, and what it symbolises. One student noted its similarities and differences to the swastika.

In addition to the initial value of Shaun's responses to the students involved, they will also provide a valuable resource for future use at Macintyre High and for other students studying the works of Shaun Tan.

While others asked simpler questions such as:

Why are the clocks on a certain page all on the same time?

In addition to the initial value of Shaun's responses to the students involved, they will also provide a valuable resource for future use at Macintyre High and for other students studying the works of Shaun Tan. We created a folder with all the questions and Shaun's answers. Other schools can refer to the archive of class email at http://www.schools.nsw.edu.au/schoollibraries/listserv/therabbits04/maillist.html

This resource will prove very valuable to us, as the teaching of visual texts is a new area for most of us. Access to this kind of resource is not usually possible in small country schools like ours. Author visits of any kind are sometimes difficult and expensive to arrange.

A collaborative effort

It was interesting to see the book rap from both sides of the fence. The TAGS group came to the library to finish their Rap point work and to post their responses. I assisted this group and could observe how the program was working first hand. I was also able to see if my instructions as facilitator were clear enough for the students to follow. It was very much a collaborative effort for the staff at Macintyre High School during these sessions. At times there were up to three classroom teachers, a

student on practicum and the teacher-librarian working with the students. This collaboration was also very useful for reminding staff of the teaching support offered by the teacher-librarian.

Student responses to the Rap points

It was interesting to see the small differences and, in some cases, not so small differences in the students' responses. It was a learning experience for the students to get such immediate reactions to their postings to the rap and to learn that there are other valid points of view out there. There were certainly a variety of viewpoints and responses shared each week.

Overall, the experience was a very positive one for everyone involved at Macintyre High School. The students enjoyed studying *The rabbits*, and were amazed at the depth of information that can come from a visual text. For Di, Judy, and me, it was a valuable learning experience, and a unique chance to see a program that we had written implemented across the state. Personally, it was a chance for me to reinforce my position as a teacher on staff, and to show how collaborative planning and teaching can support programs in a secondary school.
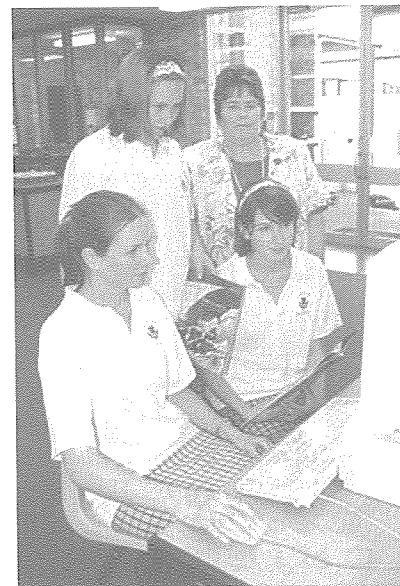
Macintyre students posting their responses to the rap.
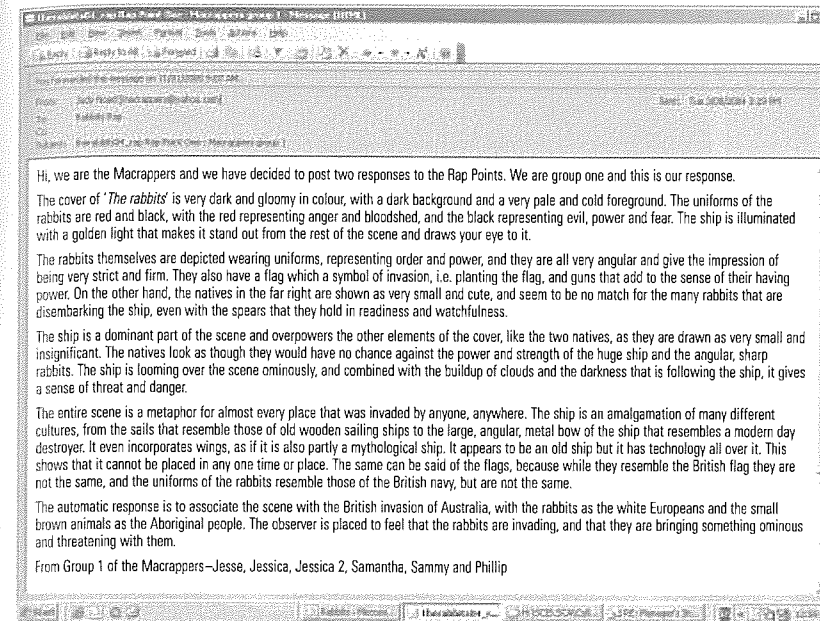
therabbits04_rap Rap point 1: Macrappers group response.

Our involvement in the book rap, The rabbits, was a great professional development experience for the teachers involved. It gave us the opportunity to combine the book rap programming and facilitation with our work on developing materials to support the implementation of the Stage 5 English syllabus. The book rap allowed the teachers to trial a new text and some of the teaching and learning activities, which we were including in our project materials, for the visual texts unit.

Now everyone in the faculty is teaching visual texts in Stages 4 and 5 and addressing the outcome in the new syllabus in a confident way. We are also reviewing the programs, which include the study of picture books based on our experiences with the project and the book rap, as we have learnt so much. The collaboration with Lee, the teacher-librarian, also gave her further insight into the new texts, English syllabus outcomes, and the technology skills required to support the achievement of those outcomes. It also gave Lee contact with other schools and the students in a different way.

Di Veersema, Head Teacher English and History

I was a member of the team that devised The rabbits book rap. My role in running the book rap at Macintyre High was to facilitate the learning process through the provision of the necessary language that pertains to visual representation in text. This allowed me to determine the depth of prior knowledge students possessed. This was also a valuable link to teaching the project topic to other Stage 5 students. The use of the metalanguage, which differs significantly from other areas of English studies, meant that there was a high expectation placed on the students to use and understand the specific techniques they were studying. The rap allowed the students to use a wide variety of learning styles and technology. Particularly useful were the interactions with Shaun Tan who gave valuable feedback on the process of illustration. A particularly satisfying feature was that the students who did participate in the rap were the high achieving students as well as many who had asked to participate due to a genuine interest. It was satisfying to observe their increased confidence in the group and in their own responses. The book rap taught me to look closely at and to realise the full potential of visual texts and why they now hold a legitimate place among the more traditional types of text. I would love to be involved again.

Judy Noad, classroom teacher

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Premier's Reading Challenge 2004 – a huge success!!

Rosie Charles is Senior Curriculum Adviser, Special Projects Officer, English

The Premier's Reading Challenge 2004 was completed by a record number of students in Years 3–9. More than four times the students completed the 2003–2004 Premier's Reading Challenge than in the previous year, seven times the number of successful students than in the inaugural year. From a field of over 154 000 students who attempted the 2004 Challenge, over 35 400 students from nearly 1300 schools achieved success, with many of those reading beyond the Challenge. When you see 35 400 entries, you cannot fail to be impressed by what that means in terms of students' reading. Well over three-quarters of a million books were read during the course of the Challenge in 2003–2004.

K–9 in 2005

Many students in K–2 or in Year 10 participated unofficially and were recognised by their individual schools for their efforts. That is why we are so excited that the 2005 Challenge, that began on 1 September 2004, has been expanded to include students who will be in Years K–9 in 2005.

Please check the official web site for details of the instructions and rules as well as the booklists for the 2005 Challenge http://tstwww.schools.nsw.edu.au/premiersreadingchallenge/index.htm.

Students from Corrimal High School who completed the Challenge look for their names in the special Sun-Herald Honour Roll, with their teacher and one of the Year 11 early childhood students who mentored them.

Awards

On 22 November 2004, the NSW Premier held a special reception at Government House by Sydney Harbour, to acknowledge schools with the highest levels of participation in the Challenge. Representatives from these schools, 20 across six categories, were presented with a special certificate and receive a gift pack of Penguin books.

The 20 schools with the highest levels of participation across six categories in the 2004 Premier's Reading Challenge included:

Bellambi Public School
Booligal Public School
Curl Curl North Public School
Darlington Public School
Dooralong Public School
Hargraves Public School
Llandilo Public School
Malek Fahd Islamic High School
Mallawa Public School
Mary Help of Christians Primary School, Toormina
Numeralla Public School
Nundle Public School
Savernake Public School
St Francis Xavier Primary School, Woolgoolga.
Sir Joseph Banks High School
St Joseph's Primary School, Eugowra
St Josephs School, Orange
Sydney Grammar School Edgecliff Preparatory School
Tumbulgum Public School
Wollombi Public School

Several schools with outstanding results and programs were also invited as guests to enjoy the day. Dr Andrew Refshauge MP Deputy Premier Minister for Education and Training Minister for Aboriginal Affairs, Members of Parliament, dignitaries from the NSW Department of Education and Training, and Graeme Base, a well known and well loved author, were in attendance and met these young readers. Julie Urquhart, from the Dymocks Literacy Foundation, and Philip McLean from *The Sun-Herald*, spoke enthusiastically to the students during the formal part of the function about their favourite children's book.
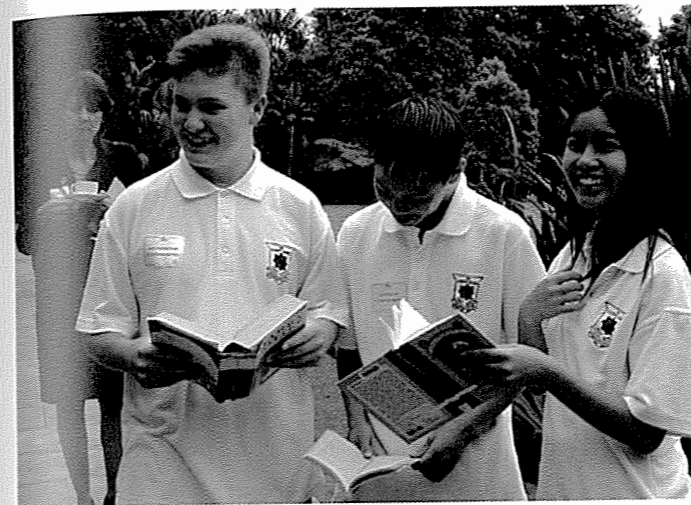
Students from Sir Joseph Banks High School talk about their favourite books in the gardens of Government House.
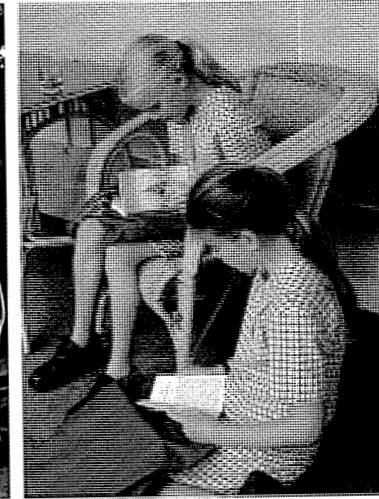
Every student at the Reception was presented with a copy of The lion, the witch and the wardrobe by Dymocks Literacy Foundation. Students from Curl Curl North Public School couldn't wait to get back to school to start reading their copy.

In 2005, the Challenge will also be supported by OPSM and Syba Signs.

Congratulations to all the students and their wonderful teacher-librarians, teachers and parents who have helped us reach the conclusion of a very successful year of the Premier's Reading Challenge. Your efforts are acknowledged and appreciated by the Premier's Reading Challenge team from the NSW Department of Education and Training. We would like to thank you for your enthusiasm, willingness and goodwill and the hard work that you put in to ensure your students benefit from participating in the Challenge.

Registration for the 2005 Challenge

Students have been able to read for the 2005 Challenge since 1 September but schools are asked to register on the web site after 20 February 2005. ▣

The teacher-librarian collaborating to implement the Premier's Reading Challenge at Darlington Public School
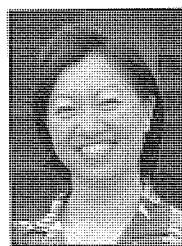
Daisy Lee, teacher-librarian at Darlington Public School, describes how the staff and students at Darlington have embraced the Challenge, resulting in a one hundred per cent completion rate by Years 3–6 students at Darlington in 2004.

Darlington Public School is an inner city school with children from varied socio-economic backgrounds and cultural groups. Almost a third of the students are Indigenous. As the teacher-librarian, I saw my role in the instigation of the Premier's Reading Challenge (PRC) as supporting quality teaching and learning in the following way:

- promoting the virtues of reading
- creating a positive reading environment within the school library and extending it out to the classrooms
- offering an extensive selection of books contained within the Challenge for the students to enjoy
- valuing the ability of students to select appropriate books at their levels
- assisting students to choose books of high interest
- supporting students to become independent readers
- communicating to parents and the community the importance of reading and how participation in and completing the Challenge can impact positively on literacy levels.

By creating such a role I have seen the results flow through to:

- an improved attitude to learning
- improved literacy results
- a genuine love of reading
- students seeing that reading is really cool
- staff in Years 3–6 including the PRC in planning for literacy
- utilising the Sustained Silent Reading program to support the Premier's Reading Challenge
- volunteers from the community wishing to help our students to achieve their goals by listening and reading with them.

Teaching and learning

The PRC is part of a balanced literacy program at Darlington Public. Implementing the PRC has supported working towards following outcomes in the *English K–6 syllabus*:

a student:

V2	enjoys creating a range of spoken and written texts
V6	chooses to reflect on and share experiences of texts

as well as:

RS2.5	Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
RS3.5	Reads independently an extensive range of texts with increasing content demands and responds to themes and issues

Quality Learning Environment

I have found that the PRC creates enthusiasm for reading and engages students of all cultural backgrounds and socio-economic circumstances across a range of abilities. Students have been given a taste of a wide variety of specially selected books from the PRC reading lists. We have shared books in group reading situations, in partnership reading or one-to-one with volunteers and specialist teachers. These students have improved their reading capabilities in standardised tests and in performance based assessment, as they are involved in discussing, sharing, and responding to a wide range of texts.

Students support each other in the Challenge. They enquire how others are progressing and, if anyone needs help to read a book, there is always a willing peer. If a student is feeling disinterested sometimes, there is room to just listen quietly while a group is holding a reading session. This was organised at the beginning of the year with frequent initial reminders on behaviour, expectations and outcomes. The students come to expect this reading routine, for the first 15–20 minutes each time classes visit the library. Enlisting all the teachers

Dr Andrew Refshauge MP Deputy Premier Minister for Education and Training Minister for Aboriginal Affairs, with Daisy and students from Darlington Public at the Premier's reception in 2004.

in the Challenge has lead to increased enjoyment in class reading. This collaboration has enhanced the level of reading for pleasure. The students choose the books from the library which they keep in class, and the teachers are able to keep in touch with the types of books in which the students are interested.

Involvement in the PRC gives students a goal to aim for. Their goal is to read at least 20 books, 15 from the Premier's list and five of their own choice to become:

- the first student to complete the task
- the first class to complete the task
- the school with 100% completion rate.

The rewards could be as simple as a bookmark from the teacher-librarian after 10 books or a small prize after 20 books have been read.

We have won an award in the Challenge for the third time in a row, winning the inaugural Premier's Reading Challenge and repeating that success the following year. Nothing beats success like success. This year, to appeal to some of the sports enthusiast students at our school, I related the PRC to cricket, saying:

You know all we have to do is to win this year and we'll have a hat-trick!

I started off the Challenge in 2002 by telling all the students in Years 5 and 6 (they were the only ones involved at the time) that we were going to improve our reading by reading a selected group of books and I will be sharing some of my favourite stories with them by reading aloud to them from the Premier's Reading Challenge. During class time spent in the library, I would invite a small group of less enthusiastic readers to sit with me, while I read them a story and the rest of the class would enjoy quiet reading time. The group soon began to insist that I read to them every time. Eventually, they began to read for themselves or in small groups. That was very exciting for me to see.

I showed enthusiasm for the Challenge. I pointed out the benefits and the rewards at the end of the Challenge and sent letters home informing the parents and the community of what was about to begin at our school, detailing the web site address and whatever else might be involved in the process.

Each successful step was written up in the local paper for the community to read. This recognition helped increase our numbers as well as allow the locals to see what was happening at Darlington Public School.

The incentives for winning the competition were many:

1. recognition by the community as a school of high academic standards
2. giving the children a platform for improving their self-esteem
3. creating an attitude of camaraderie and unity by working as a team in achieving 100 per cent participation and completion in the Challenge.

I had the book lists printed out and books from our school collection were taken off the shelf; labelled with a gold PRC sticker and the identity number displayed on the front of the books. I also sent 30 PRC books to all the classes involved in the Challenge. In 2004, Years 3 and 4 were given yellow PRC stickers. All of this was carried out with the help of students and parent volunteers.

I kept a copy of each class's reading records in a plastic sleeve. The students would then keep a track of their own reading record by writing the title, author and identity number onto the sheet each time they came to library.

As a committee member in the Port Jackson teacher-librarian network, I was asked to share how we achieved such good results at Darlington. I collected and acknowledged the ideas from the members on the OZTL_NET listserv as well as presented *Daisy's tips and tricks of the trade*. As a result, many other teacher-librarians joined the Challenge and reaped the rewards.

Already the Kindergarten to Year 2 group has joined us in the 2005 Premier's Reading Challenge. I know that they will see their siblings, buddies and peers at Darlington continue their love of reading and they too, will be swept up in the mania of reading. We will continue the Challenge and break all records to maintain the standards set by our past participants. When students ask,

Can we read?

Where are the Premier's Reading Challenge books?

I say, *What are we waiting for?* ▣

References and further reading

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**

The information process supporting investigating scientifically
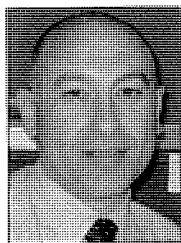
Harry Vassila is Senior Curriculum Adviser K–6 Science, in Curriculum K–12 Directorate at **http://www. curriculumsupport.nsw.edu.au/ primary/index.cfm?i=4&kla=Science**

The investigating (scientifically) process of the *Science and Technology K–6 syllabus* offers wonderful opportunities for collaboration between classroom teachers and teacher-librarians.

This article considers the two fundamental processes of *investigating scientifically* and the *information process* and examines how the two processes can be used by teachers and students to develop deep understanding and deep knowledge of scientific concepts. This article does not attempt to explain the finer elements of both processes but looks at how both processes complement each other.

Investigating scientifically involves students in observing, questioning, planning, predicting, testing, collecting, recording and analysing data to draw conclusions to develop a better understanding of the world around them. This process relies heavily, but not exclusively, on first-hand information. First-hand information is information that students gather through their own observations and experimentation. While selected information skills are developed in this process, the information process is used more holistically in Science and Technology for related use of secondary sources, such as when students are involved using books, journal articles, CD-ROMs and the Internet (*Figure 1 Information skills process*).

A scientific investigation:

- relates to a problem that can be formulated as an hypothesis for testing
- collects data for analysis that can be used to draw conclusions
- is communicated to allow scrutiny through verification.

For students to engage in the planning and carrying out of investigations and in communicating their findings, it is helpful to provide a model of the process that might be used by scientists (see *Figure 2*). The steps in the process may be guided by the teacher leading to independence by Stage 3. Each step in the process is considered to be significant for students to be successful.

The two processes may seem to parallel each other, and there are similarities between them. The outcome is for students to gain a greater understanding of the subject or concept that they are investigating. *Figure 3* clarifies aspects of the relationship between the two processes.

When teaching students how to investigate scientifically using the information skills process, teachers may use a linear strategy for defining and locating, asking focus questions such as:

What do I want to investigate?
What do I already know about the concept I want to investigate?
What is the hypothesis I want to test?

Figure 2 Investigating scientifically.

THE INFORMATION PROCESS: SUMMARY

Steps in the process

Defining
What do I really want to find out?
What is my purpose?
Why do I need to find this out?
What are the key words and ideas of the task?
What do I need to do?

Locating
Where can I find the information I need?
What do I already know?
What do I still need to find out?
What sources and equipment can I use?

Selecting
What information do I really need to use?
What information can I leave out?
How relevant is the information I have found?
How credible is the information I have found?
How will I record the information I need?

Organising
How can I best use this information?
Have I enough information for my purpose?
Do I need to use all this information?
How can I best combine information from different sources?

Presenting
How can I present this information?
What will I do with this information?
With whom will I share this information?

Assessing
What did I learn from this?
Did I fulfil my purpose?
How did I go — with each step of the information process?
How did I go — presenting the information?
Where do I go from here?

Figure 1 – Information skills process.

Figure 3 Investigating scientifically using elements of the information process.

It is important to understand that, as students develop their understandings of the processes, they move backwards and forwards through the steps of the cycles as they seek to clarify what it is they are trying to find out and as more information is gained. It is important to note that, as students become familiar and efficient at using the information process, they will select elements of the process that best suits their purpose. An example of the inter-relationship between the investigating scientifically process and the information skills process is shown in *Figure 3*.

After the initial stimulus or observation that raises students' curiosity to ask questions and to explore phenomena further, they will need to find out what is already known about the subject. There should be two parts to this research:

What do the students already know about the phenomena?

What is already known about the subject in the scientific community that can be gathered from secondary sources such as books, CD-ROMs, or the Internet?

This will assist students to determine what they need to find out in their investigation. The elements of defining, locating, selecting and organ-ising of the information process are best utilised within the initial stages of the investigating scientifically process.

As students work through the investi-gating process, they develop an hypothesis, predict outcomes, and design a procedure to test their hypothesis. These elements distinguish a scientific investigation from all other forms of investigating. The design

component provides an opportunity to apply the information process compo-nents, as students evaluate, then assess, experimental design.

When students collect their data for analysis, they are selecting, organising and presenting.

A practical example of how the complementary processes may look in a Stage 2 or 3 classroom is illustrated in the following table, which clarifies the investigation process and appro-priate supporting phases of the infor-mation process. Teacher-librarians would construct explicit teaching strategies to develop the specific information skills in each related phase of the information process, as reflected in the table.

Tasks and activities	Big ideas	Information skills
Observing and exploring 1. The teacher poses a problem to the class about an observed behaviour, for example: *Luke's father often gets distracted when making his morning cup of hot chocolate. By the time he returns (usually 10 minutes) to drink his hot chocolate, he finds that it is cold and undrinkable. The hot chocolate is poured down the sink and Luke's father makes a new one. Luke would like to help his father by investigating ways of keeping the hot chocolate warm and avoid wasting the hot chocolate.*		**Defining** **What do I really want to find out?** What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do?
2. The teacher introduces or revises the notion of a scientific investigation as a systematic inquiry process that requires students to plan a course of action, carry out the activity and collect the necessary data, organise and interpret the data, and reach a conclusion which is communicated in some form (*Figure 2*).		
3. Teachers may like to lead the class in a brainstorming session to help the students define the problem that they will investigate. A mind map could be used in the brainstorming session to help students clarify their thoughts. The chalkboard or a large sheet of paper could be used for the writing of the mind map. *Resource sheet 1* shows examples of completed mind maps.		**Defining** **What do I really want to find out?** What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do? **Locating** **Where can I find the information I need?**

Tasks and activities	Big ideas	Information skills
The brainstorming session should be conducted in two parts. 1 *What do we already know about the phenomena?* 2 *What do we need to find out about the phenomena?* Part 1 *How can we keep the hot chocolate warm?* *What do we know about keeping things warm?* *What additional information do we need to find?* Part 2 *Does the size of the cup affect the heat loss?* *Does the size of the cup affect heat loss?* *Does the material the cup is made from affect heat loss?* Students may be guided to research from secondary sources such as books, CD-ROMs, Internet etc. to find out about heat transfer, temperature, and heating process supported by teachers and teacher-librarians in explicit teaching of information skills. Once the research is completed, students may contribute to a class discussion to determine possible investigations Teachers may guide the students during the class discussion to ensure the relevant and correct scientific concepts and metalanguage are used. e.g. *energy is transferred from a body of high temperature to one at a lower temperature. Energy can be transferred through all materials even through empty space, Convection is a process by which energy is transferred in liquids or gasses. Conduction is the process through which energy is transferred through solids.* 2. As a class, brainstorm possible investigations that can be constructed to solve the problem or answer the questions. This can be done by either creating a new mind map or adding the new knowledge to the initial mind map (see *Resource sheet 1* for examples).		What do I already know? What do I still need to find out? What source and equipment can I use? **Selecting** **What information do I really need to use?** What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?
Hypothesising and predicting		
Students, with teacher assistance, develop an hypothesis related to their chosen investigation. Students should be guided to identify the relationship between the independent and dependent variables. Examples of hypotheses: *Foam cups will keep hot chocolate warmer than paper cups.* *Smaller mugs will keep hot chocolate warmer than larger mugs.* *Insulated mugs will keep hot chocolate warmer than non insulated mugs.* *Tall mugs will keep hot chocolate warmer than short mugs.*	Stage 2 students: pose *decide which, find a way to* or *find the effect of* questions. Stage 3 students: construct appropriate self questions to guide investigations.	

Tasks and activities	Big ideas	Information skills
Devising and testing		
Discuss with students how they could make their investigation fair. Students should be able to identify the variables that could affect results of the investigation and therefore need be kept constant. Students should be able to identify the independent variables and the dependent variable. The variables would include: size of mugs; shape of mugs; composition of mugs; initial temperature; water impurities; quantity of milk; ambient temperature; and instruments used to measure temperature. Describe to students how they could ensure their investigation was reliable. Can they repeat their investigation? Would they need to replicate the investigation. How many times should students repeat or replicate their investigation? Provide the students with a procedure proforma. Explain or discuss with students the experimental procedure and the process for collecting data and the equipment needed to conduct the investigation. Alert students to possible risks involved in conducting their investigation and ensure appropriate risk management procedures are followed. Depending on the student's level of development, Stage 3 students should be encouraged to develop the procedure for their investigation independently.	Stage 2 students: • identify, with guidance, the types of measurements and data to be collected and decide how to do this, and with whom • use equipment accurately, reliably and safely. Stage 3 students: • decide the type of data needed and work cooperatively to collect such data • plan repeat trials of tests or experimental procedures • identify factors that are to be kept the same when carrying out tests or conducting investigations • recognise the term, *controlled experiment* • ensure that equipment is working and can be used effectively and safely.	
Collecting and recording		
Students conduct their investigation in pairs or small groups with guidance. Teachers should demonstrate or model to students the importance of making accurate and precise measurements. Note: Depending on the level of development of the students, the teacher may provide a proforma for the students or allow the students to independently develop their own method of recording their observations.	Stage 2 students: record data in an appropriate form and works out trends or patterns in the collected data.	**Defining** **What do I really want to find out?** What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do? **Locating** **Where can I find the information I need?** What do I already know? What do I still need to find out? What source and equipment can I use? **Selecting** **What information do I really need to use?** What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?

Tasks and activities	Big ideas	Information skills
Analysing and drawing conclusions		
Once all the data is collected, a careful and systematic analysis should be conducted to identify if evidence has been gathered that supports the hypothesis or not. Students should analyse the collected data as well as evaluating the procedure and instruments used in their investigation. One method of analysing the students' data is with the use of graphs. Spreadsheet applications assist in producing effective graphs once the data has been entered. Teachers should discuss with students the various types of graphs and assist students to choose an appropriate graph, for example, column graphs for discontinuous data, and line graphs for continuous data. Teachers may lead the class in a discussion to describe trends and patterns in the data. Reference should be made to the hypothesis; Do the trends support the hypothesis? What scientific explanation is there for the results? Evaluate the investigation by identifying sources of error and possible improvements to the investigation. Students and teachers can suggest possible follow up investigations arising from the results. Teachers and students construct a summary of the trends and patterns in the data and discuss a possible scientific explanation for the findings. Teacher and students jointly, or students independently, construct a conclusion. The information gained from this investigation may lead to a design and make activity to design a more efficient mug.	Stage 2 students: • comment on the limitations of the investigations in relation to equipment, size of sample, repeatability • suggest improvements to procedures. Stage 3 students: • record data in an appropriate form and evaluate collected data to ensure that it satisfies the purpose of an investigation • transform data to show important relationships, trends, patterns or associations • use the ideas of fair testing to evaluate whether predictions or explanations are reliable and valid.	**Selecting** **What information do I really need to use?** What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need? **Organising** **How can I best use this information?** Have I enough information for my purpose? Do I need to use all this information? How can I best combine information from different sources?
Publishing and presentation		
Students should be encouraged to present their investigations to an audience. Presenting their findings provides students with an opportunity to reinforce and showcase their learning. It can also provide the teacher with a valuable assessment opportunity. Presentations may be made through the construction of a scientific report, scientific poster, or electronic presentation, for example, a web page, or slide show. Ensure that students are guided through the process of appropriately acknowledging all sources of information.	Stage 2 students: • report to others using from formats such as information reports, procedures and explanations. Stage 3 students: • communicate what has been learned by choosing from a variety of media, tools and forms, taking into account audience and purpose.	**Presenting** **How can I present this information?** What will I do with this information? With whom will I share this information? How can I best use this information? **Have I enough information for my purpose?** Do I need to use all this information? How can I best combine information from different sources?

What do I already know?

- it looses heat
- if I leave it for a while it will go cold
- if I put hot things in the fridge they will go cold quickly
- so I can drink it
- **Why does hot chocolate go cold?**
- some hot things burn us
- pouring milk in will make it cold
- you can hold some mugs without getting burnt
- I can measure the heat with a thermometer

What do I need to find out?

- How can I keep the hot chocolate warm?
- **Why does hot chocolate go cold?**
- What is insulation?
- How is heat transferred?
- Will insulation keep my hot chocolate from going cold?
- What happens to the heat?

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Resource sheet 1.

Providing learning opportunities at Barnier Public School:

integrating information skills and ICT
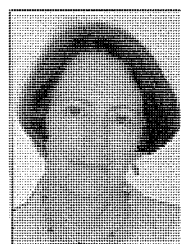
Jane Gee, teacher-librarian and computer coordinator, describes how all programs at Barnier are underpinned by the school's philosophy of providing the very best learning environment, learning opportunities, and learning outcomes for its students. The staff at Barnier has undergone training in the integration of ICT, harnessing the potential for ICT to enhance teaching and learning. Comments from the principal, Rod Gibbs, verify how aspects of Quality Teaching guide the purposeful use of ICT, supported by information skills, for successful engaging learning experiences.

Background

At Barnier Public in 2003, all classes had access to a computer centre and there were two or three computers in each classroom. In 2005, there is a computer centre, Stage 3 classrooms contain an average of 10 fully networked computers, and one Year 6 room has one networked computer between two students. Stage 2 and Stage 1 classrooms each have six networked computers, and a number of other networked and stand alone machines are available in the school. This accessibility has obviously enhanced the potential for the way teachers can prepare and deliver lessons, with a greater focus on integrating ICT into lessons.

This situation presented the ideal opportunity to focus on improved outcomes for our students using ICT. In 2004, we progressed to specific Stage focus areas where ICT underpins the application and transfer of acquired higher-order thinking skills, with individualised, negotiated curriculum opportunities for students, particularly in Stage 3 (*Figure 1*). This expectation for Stage 3 students meant that teachers of other Stages needed to embed ICT into their lessons so that their students would have the required competencies when they moved into the senior classes. This Stage focus structure has been successful at Barnier, resulting in our Stage 3 students being encouraged to be independent learners, driving their own learning by responding to, producing, and publishing their work in *EduWeb*, using *EduWeb* as the platform to publish students' work to a school's intranet site.

[Editor's note: further information about EduWeb can be accessed from http://stuhasic.com/EduWeb/index.htm]

2004 Stage focus areas

School goal: to have students work in cooperative group structures, applying higher-order thinking skills, through the use of ICT.

Professional development

A critical success factor in the development of this program was staff professional development in ICT. Without this training, the teachers would not have the skill base and competencies themselves to develop programs that integrated ICT into lessons to address specific learning outcomes. To achieve this, teachers visited other schools to view their use of *EduWeb* and how to effectively use this program as a platform for integrating ICT, allowing students, with teacher guidance, to successfully accomplish open ended tasks.

Intel® Teach to the Future

More recently, the majority of staff has participated in this ICT professional development program. Two staff members became master trainers who

Stage 3		Learning Centres (L.C.)		ICT base
				• 10 computers per class (minimum) plus data projector • application and transfer of acquired higher-order thinking skills through ICT • middle school model • individualised, negotiated curriculum opportunities • gifted and talented program.
Stage 2		Higher-order thinking skills acquisition		Skills base
				• explicit teaching of: creative and critical thinking skills • graphic organisers • multiple intelligences • gifted and talented program.
Stage 1		Cooperative learning		Social base
Early Stage 1		Developmental play		• explicit teaching of social skills and cooperative learning • learning styles • early intervention.

Figure 1 Stage focus sheet.

supported the staff in completing many concentrated modules aimed at increasing knowledge and understanding of what is required to integrate ICT effectively into classroom practice.

The explicit requirements of this program reinforced the importance of teachers explicitly teaching information literacy competencies to support students' learning. It has increased the focus that classroom teachers have on the need for incorporating information literacy skills and ICT into lesson plans.

As the teacher-librarian, my role has been to maintain a flexible program that makes me available for the classroom teachers on an *as needed* basis, to work with them in the use of the ICT environment, and to work with the students in developing their information literacy skills and research skills in context. Flexible timetabling also allows me to plan and team teach with those teachers less familiar with ICT.

Part of this process also required my involvement in Stage planning days where the directions for lesson plans were developed. This allowed me to pre-prepare some of the ICT environments and ensure that information was available.

As the computer coordinator, I acquire first-hand knowledge of the issues teachers face in using ICT in their classrooms, for example: the mix of Windows and Apple Macintosh, using SMART Boards etc.); the software they choose to use; and the interactions of their students. I am familiar with developments and progress across all Stages and I am able to demonstrate new uses for the existing ICT, as well as searching through other resources, for example Teaching and Learning Exchange (TaLE), that can be made available to the classroom teacher for the effective integration of lesson structures and ICT. The end effect is that teachers and students have become more and more accepting of, and open to, the use of ICT in the context of achieving syllabus outcomes. Strong support is provided by the explicit teaching of related information skills.

Progress

As the confidence of the students and teachers increased, the ability and willingness to experiment with the different ways of integrating ICT into teaching and learning started to surface. The teachers share these experiences so that a common understanding and approach across the school is achieved. The progression of the students through the competencies to be achieved in each Stage, means that the students are ready to take the next step in the continuum when they move to a new class at the beginning of each year. Effective collaborative planning and teaching facilitates this whole school approach. Advanced and enthusiastic teachers and students help those who are keen, but less confident, with ICT. Aspects of successful integration of information skills and ICT in lesson planning and implementation, supported by aspects of *Quality Teaching* are illustrated in the following examples and extracts from some units of work.

A Stage 3 unit of work

This topic provided students with the opportunity to take ownership of their own learning in choosing which computer programs to use and how they presented their work. There is a strong emphasis on **higher-order thinking** and transformational learning, as students set themselves open ended questions, gathered data and tried to draw conclusions in a classroom environment that encourages inclusivity and social **support**. The learning journey for these students was extremely valuable.

Students were provided with a student/ teacher evaluation sheet for self-assessment as they moved through the task.

Outcomes	Task	Teaching Process	Quality Teaching
WS 3.12 Produces texts in a fluent and legible style and uses computer ICT to present these effectively in a variety of ways. (*English K–6 syllabus*)	• Each group of 2 or 3 to research a host city for a modern Olympic Games and create a brochure in *Microsoft Publisher* containing a PMI chart about being a host city for the Olympic Games (*Figure 2*). • Find relevant information using the Internet and prepared hotlists: focus on note taking. • Produce a page for a class web site.	Discuss and model effective research skills e.g. keywords, topic searches, advanced capabilities of some search engines, Boolean searches. Discuss the purpose of a hotlist (already created by teacher). Revise note taking. Explicitly teach referencing sources of information.	**Substantive communication** **High expectations** **Engagement** **Student direction**

PMI brochure evaluation sheet

Student Name: _____ Class: _____ Date: _____

Marking guide: Excellent =3, Good = 2, Average = 1, Not shown = 0

Evaluation criteria	Student self-evaluation and comment		Teacher evaluation and comment	
Content PMI brochure showing at least 3 quality points for each heading				
Additional information about the Olympic Games and/or the venue				
Integrating e-learning • use of Microsoft Publisher features to create a double sided brochure				
• quality of digital images and imported graphics				
• references cited and properly formatted (minimum of 2 resources)				
Presentation • edited for correct use of spelling and grammar				
• thoughtful design and layout of brochure				
• creative use of visuals and colour to enhance brochure				
• shows creativity and originality				
Total				

Teacher Comments: _____

_____

_____

_____

_____

_____

_____

Figure 2 (Plus Minus Interesting) brochure evaluation sheet.

An extract from Stage 1 unit of work: *The living sea*

Outcomes	Task	Teaching Process	Quality Teaching
RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.	Using *Kidspiration*, separate pictures of sea creatures into those that need to be underwater all the time and those that can survive out of the water for a short time.	Thinking skill- categorising groups of sea creatures (determining what the criteria may be for sorting).	**Problematic knowledge. Higher-order thinking**
WS 1.9 • writes notes from texts **WS 1.12** • uses word processors to create texts	Students to use teacher selected bookmarked web site: **www. enchantedlearning.com** to choose one sea creature and take notes onto proforma (students are familiar with proforma from previous tasks). Use *WordArt* to create heading. Notes to be typed into relevant section of information report (template in each student's folder). Insert picture from file (teacher prepared so there is a limited number) to match chosen topic. Use planning sheet (*Figure 3*) as scaffold to support students' completion of activity and rubric as assessment tool (*Figure 4* and *Figure 5*)	Model web searching. Introduce Internet searching. Discuss bookmarked web sites (3 or 4) Discuss relevance of sites for task. Model keywords leading to note taking. Introduce using *Microsoft Word* for presenting written work.	**Background knowledge High expectations Engagement Student direction**
	Students to use teacher selected bookmarked web site to choose one sea creature and write one fact about that creature in *KidPix 4* to form part of a slide show. Storyboard template to be used to collate data. Use of rubric as outlined previously.	Explain explicit requirements of slide show. Explain rubric so students can manage their own progress against criteria.	**Background knowledge Explicit quality criteria**

Standard rubrics were used so that the parts not necessary for a task remained, but had N/A against them. This was to ensure the students and their parents gained some familiarity with the structures being used in assessment of work. This also allowed the students to take responsibility for the task.

A principal's thoughts

This snapshot of teaching and learning is a demonstration of what can be achieved in the integration of ICT and information skills in a collaborative environment. A principal's primary role is to improve outcomes for students: to make it better for kids. This is the lure of principalship. One of the key issues in doing this is student engagement. That is, how to provide an optimum environment for students that motivates and engages them to the fullest extent.

When different strategies and approaches to teaching and learning are examined and their effectiveness observed, ICT has the potential to be the most effective, relevant tool available to us as educators.

When different strategies and approaches to teaching and learning are examined and their effectiveness observed, ICT has the potential to be the most effective, relevant tool available to us as educators. It is certainly a natural part of children's lifestyle, a prism through which they view the world and a keystone of their future lifestyle and employment.

At Barnier Public School, we have made a conscious decision to develop and integrate ICT into teaching and learning. The school operates under a Stage focus structure with ICT being the focus area for Stage 3. The commitment was made to further increase the student/computer ratio to one computer for every two students in Stage 3. A standard design was decided upon and trialled in 2004 to be implemented in 2005. Computers were placed in pods in the centre of nest of tables, so that continual access for students was possible. Two electronic, interactive SMART Boards supplemented this model, proving so successful that additional boards have been purchased for all Stage 3 classrooms. This proved to be extremely successful and engaging, for both teachers and students and meant that ICT became a major mode of lesson delivery in those classrooms.

All staff trained in the *Intel ® Teach to the Future* program as a major training and development initiative, honing their ICT skills and further developing a consistent team approach to ICT integration. This has also allowed us to build upon our work in developing *Quality Teaching*.

All this has built upon the team teaching structure we have used in both our ICT centre and in the development of information literacy. This relationship has proven to be extremely important and has overcome to a large degree, the fragmentation that often happens between classroom lessons, ICT and the work of the teacher-librarian.

From our observations and experiences, we would suggest that our focus on ICT has developed a more engaging environment for our students.

From our observations and experiences, we would suggest that our focus on ICT has developed a more engaging environment for our students. It is not a panacea. It should never be viewed as a substitute for excellence in teaching and learning, but rather, a tool that sits alongside the delivery of a quality pedagogical approach aiming to improve outcomes for students. ▣

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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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Name: _____

Slide show planning sheet

Plan for slide number _____

My writing will say

_____
_____
_____
_____
_____
_____

Here is an example of my pictures

My pictures on my slide show will come from _____

Other things I may put on this slide are:

_____
_____
_____
_____
_____
_____

Figure 3 Students use a planning sheet as a scaffold for the process of constructing the slide show.

Have we/I included the following technical criteria?

• at least one clip art image (with appropriate permission)	yes	no	N/A
• at least one picture from the Internet	yes	no	N/A
• at least one scanned image	yes	no	N/A
• at least one picture from a digital camera	yes	no	N/A
• at least some sound – voice or background	yes	no	N/A
• at least one imported sound	yes	no	N/A
• at least some animated text	yes	no	N/A
• all graphics coordinate with the topic	yes	no	N/A
• all slides are in logical order	yes	no	N/A
• all fonts are large enough and easy to read	yes	no	N/A
• each slide is neat and organised	yes	no	N/A
• included a citation for any pictures taken from other sources	yes	no	N/A
Our/my project is now ready for presentation to the class!			

Figure 5 Students use this rubric for technical criteria.

Student rubric for content of presentation

Have we/I checked to make sure we/I have completed what we were asked to do?

Have we/I:			
• included a title page with the title and our/my names	yes	no	N/A
• covered all the information needed for our/my topic	yes	no	N/A
• put information into the correct sequence	yes	no	N/A
• put information in our/my own words	yes	no	N/A
• made sure that information is of high quality	yes	no	N/A
• checked our/my spelling and capital letters	yes	no	N/A
• checked use of other punctuation	yes	no	N/A
• used effective word choices	yes	no	N/A
• showed creativity in the presentation of our/my writing	yes	no	N/A
• included a bibliography	yes	no	N/A
Our/my project is now ready for presentation to the class!			

Figure 4 Students use this rubric for content of presentation.

Educational technolgies for students who have disabilities

Andrew Downie is Senior Education Officer Adaptive Technologies, in the Centre for Learning Innovation. He is a source of information regarding suitable equipment for TAFE and school students who have disabilities. His role involves both responding to individual requests for suggestions and providing a broader dissemination of information across the Department. While a strong advocate of employing technology to benefit people who have disabilities, Andrew's underlying philosophy is one of applying positive attitudes to resolving challenges.

I t is crucial that educators and students are aware of the potential of this type of equipment. Adaptive (also called assistive) technology is equipment for use by people who have disabilities. This may be purpose-built or a product which has been modified to meet specific needs. Some broadly available products may also have particular relevance to someone who has a disability. Examples of these three categories include: a wheelchair; a computer with additional software and hardware; and electronic whiteboards.

To simplify this introduction to adaptive technology, the following summary listing types of adaptive technologies useful in particular areas, will be broken into four categories: vision loss, hearing loss, physical disability and neurological disability. These groups are very broad and, importantly, some equipment is relevant to more than one group.

Vision loss

- Text/graphics enlargement software, up to 16 x magnification
- CCTV magnification devices for paper documents, up to 60 x magnification
- synthetic speech (see screen readers)
- electronic Braille displays
- screen reading software (sends text from the computer screen to speech synthesiser or Braille display)
- purpose-built personal data assistants (PDAs).

Hearing loss

- a wide range of hearing aids, including FM systems for transmitting over short distances
- cochlea implant
- hearing loops for use in auditoriums
- captioned videos and DVDs.

Physical disabilities

- a variety of mouse alternatives, including head-controlled input to computers
- membrane keyboards with large, programmable keys
- on-screen keyboards, used in conjunction with mouse alternatives
- word prediction software to speed up input
- carefully selected PDAs.

Neurological disability

- synthetic speech to augment text on computer screen
- sophisticated spelling and grammar aid software
- augmentative communication devices for people who have speech difficulties.

In 2005, the Centre for Learning Innovation is planning to establish a professional learning community (PLC) on the Teaching and Learning Exchange (TaLE) website at www.tale.nsw.edu.au/home.aspx to facilitate discussion of adaptive technologies. Visit the TaLE website to find information on the starting date for the PLC.

Further articles and reviews will appear in *Scan* to highlight various aspects of adaptive technology. The first of these reviews appears below and looks at PDAs for people who have physical disabilities and severe vision loss. There is also an abstract of the *Option Keys* web site, which promotes accessible web site design.

Further articles and reviews will appear in Scan to highlight various aspects of adaptive technology.

VoiceNote/BrailleNote

These products are personal data assistants (PDAs) which offer note taking facilities for people who have little or no vision. *VoiceNote* employs synthetic speech output and *BrailleNote* adds electronic Braille display. Both PDAs are available with either a QWERTY or Braille (nine keys) keyboard. Major features include: a word processor with spell checker; scientific calculator; address book; planner; email and internet access; and context sensitive help. All software is specifically designed for use by totally blind users and suits a wide range of skill levels. A variety of file formats, including *Microsoft Word*, can be imported and exported with reasonable preservation of formatting. Files can be exchanged with computers via serial or infrared ports, or with a compact flash card. Material can also be printed or sent directly to a Braille embosser Fifteen to twenty hours of use is available between battery recharges. When *VoiceNote/BrailleNote* is connected to a computer, the monitor displays the text to help sighted teachers. Further details can be obtained from *Pulse Data Australia* at http://www.pulsedata.com/. A. Downie

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional TAFE

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS; VET from $4210.00 for information on availability, contact *Pulse Data Australia* on (02) 9686-2600

AlphaSmart Neo

Handwriting can be difficult or impossible for students who have a variety of physical disabilities. For some students, the *AlphaSmart* range of personal data assistants (PDAs) represents a viable alternative to handwriting notes. *AlphaSmart Neo* is a portable, lightweight (less than 1 kg), note taking, and text storage device. A compact keyboard allows for a range of techniques from touch typing, to input with a pointing stick. QWERTY, right and left handed and Dvorak layouts are supported in this device. The 14.6 x 3.8 cm screen displays between two and six lines of text. The word processor includes: find and replace; a spell checker; thesaurus; and word count. Eight single key access files and additional named files can be held in the 512 KB memory. A calculator is included. Printing or file transfer between the Neo and Macintosh or Windows computers is via USB cable or infrared port. Three AA batteries provide over 700 hours of operation and switching on and off is instantaneous. More details can be found at http://www.alphasmart.com. A. Downie

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 TAFE

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS; VET $550.00 including GST for information on availability, contact *AlphaSmart* at http://www.alphasmart.com

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Scenarios for notetakers

BrailleNote/VoiceNote

- taking notes in class up to Year 12 level and subsequently reviewing
- preparing essays and assignments (including spell checking) for either printing directly or transferring to a mainstream computer
- receiving electronically stored reading material from teachers
- performing basic and trigonometrical calculations
- using the Internet to locate and read reference material
- sending and receiving emails.

AlphaSmart Neo

- taking notes in class up to Year 12 level for either printing or storing electronically
- preparing essays and assignments (including spell checking) for either printing directly or transferring to a mainstream computer
- receiving electronically stored reading material from teachers for later review
- performing basic calculations.

Option keys: developing accessible websites
http://www.cli.nsw.edu.au/optionkeys/

ABSTRACT
Providing useful information and examples on how to produce accessible, interesting Internet sites, this site was developed as a resource for Departmental web development staff. The information is freely available and relevant to student web based projects. There are four major sections: **Accessible websites**, covering **Definition**, **Rationale** and **Legal implications**; **Our students**, providing a profile of student diversity, access barriers and solutions (including some relevant adaptive technologies); **Guidelines**, including planning, choosing web development tools with accessibility features, following web development guidelines, testing for accessibility, and informing users of the site's accessibility features; and **Tools** providing a **Checklist** for web developers, **Quick tips**, a **Glossary** and **References**. This resource discusses and demonstrates, through coding examples, how to ensure a web site's accessibility achieved with minimal reliance on complex technical terminology.

USER LEVEL: Stage 5 Stage 6 Professional TAFE

KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS; VET

SCIS SUBJECTS: HTML (Computer program language); websites – design and construction

PUBLISHER: Centre for Learning Innovation, Strathfield

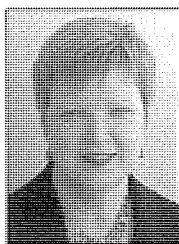**REVIEW DATE:** 3/12/04 [006.7]   SCIS 1195205

My first community: student literacy project

Christine Johnson, Assistant Principal and Year 6 teacher at Lakemba Public School, explains how, drawing on the school's literacy program, making a connection with multicultural cuisine, enhanced the students' ICT skills and produced a successful community resource, and an example of an outstanding literacy project by students.

My first community: food, shops and recipes from Lakemba -written by the Year 6 students at Lakemba Public School.

My First Community
FOOD SHOPS AND RECIPES FROM LAKEMBA

Thinking about making the book wasn't hard. But think again. Imagine you are at the bottom of Mt Everest ready to climb. Writing the letter was the first easy step and wasn't so bad. But then the real writing began and everyone kept on making mistakes. It was like tripping over rocks again and again until you got it right. Getting caught between the rocks and falling backwards.
Annie

What we had in our creative minds was to buy a camera, take it with us to Lakemba and videotape all the shopkeepers who chose to participate in the project. The shopkeepers felt like they were stars on TV and we felt like movie producers.
Yasmine

Mix the sentences cook the book. We had to combine the stories together just like one of the recipes in the book.
Angela

The book underwent many grammatical changes and there was a lot of discussion over hidden or tucked. After a lot of animated discussion Miss Johnson decided on tucked, although I believe hidden was a better option.
Cristey

I felt important in every way. I felt famous for the first time.
Taha

Miss Johnson a New Zealander thought we all mountain climbers like everyone in New Zealand. Every time we thought we were nearly at the top she told us to aim higher.
Lhorwin

Finally it is the grand final. The book is launched at the Bankstown town hall. It felt like the Bulldogs vs. Roosters.
Ahmad

Living in harmony initiative

The Australian Government's Living in harmony initiative is designed to strengthen community harmony and address issues of racism in Australia. The initiative is primarily a community based education program, which encourages communities to play a positive role through the initiative's three linked elements:

1. *a community grants program*
2. *a partnerships program*
3. *a public information strategy, incorporating Harmony Day held on March 21 each year.*

The Living in harmony initiative is designed to challenge all Australians to:

- *take a stand against racism, prejudice and intolerance;*
- *help build a peaceful and productive future for our children by setting an example of how to live in harmony, making the most of our racial, cultural, social and religious diversity; and*
- *put into practice the best of traditional Australian values - justice, equality, fairness and friendship. (Living in harmony initiative at http://www.immi.gov.au/multicultural/harmony/index.htm)*

Introduction

I applied for a community grant in 2003 and was successfully awarded $4500 to develop the theme of the universality of multicultural cuisine amongst disparate community groups. The submission focused on how food helps to unite the students and parents of a diverse community. Lakemba school community is made up of more than 30 ethnic groups.

My first community: food, shops and recipes from Lakemba is a book written by Year 6 students at Lakemba Public School as part of the 2004 *Living in harmony* initiative, *My first community*. It is an outstanding achievement reflecting an engaging approach to supporting literacy which involved the community.

This idea would be developed in 2004 as a means of extending *learning to* by placing literacy in a real framework.

I had successfully used *10 stories from Bankstown* in my classroom. The book is a collection of interviews conducted by young people aged 14–22, who interviewed older people in the Bankstown area, discussing such issues as migration settlement, racism multi-culturalism and life experiences. The stories captured the imagination and interest of my students, as the stories validated the community they came from and were stories of real people. My students remarked that it would be wonderful if something similar could be done in the Lakemba area. This idea would be developed in 2004 as a means of extending *learning to* by placing literacy in a real framework. As this idea was being formulated, applications for grants for the *Living in harmony* project were called for.
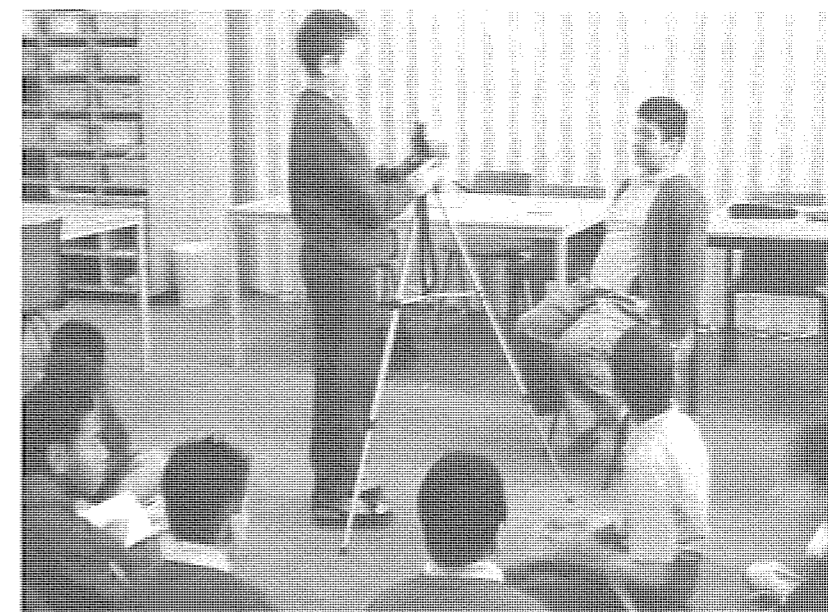
The students were given explicit instruction about using a video camera.

The project

When the submission was successful, the Year 6 students began to plan a book which related the lives of six shopkeepers in Lakemba. They explored how and why these shopkeepers began their specialised businesses catering to the food needs of the community. The book would also present interviews with shoppers to those stores which explains why they specifically shopped there.

The students in this Year 6 class have a range of scholastic ability, from exceptionally capable students, who were under performing and required an educational format which would be stimulating and provide opportunities for ownership of their own learning, through to students displaying all the hall marks of expressive and receptive language disorders. In addition to developing targeted programs to cater for the educational needs of the students, I also had challenging behaviours to support. I felt the project would allow students a practical means to understand the importance and power of language and how it is an especially effective tool when used to advocate a point of view.

The Year 6 group walked down to Lakemba shops and looked at the wide array of food businesses available. Letters were then written to the shopkeepers asking for their support and involvement in the program. While we were waiting for replies, explicit instructions on how to use a video camera were given and questions formulated which would give us the type of information we required. All students then practised interviewing on camera.

Six shop keepers responded, so six teams were created. Each had a team name and team leader. They were responsible for making sure that the team kept up with each task as it was set.

The stories were printed and the teams got together and highlighted the parts of each person's story that expressed and created an interesting image.

ICT skills

The students then worked on their interviewing techniques prior to inter-viewing the obliging shopkeepers on camera. All students enjoyed this, as

invariably the shopkeepers gave out treats to each group. Each student then had to write a story about each of the shopkeepers so all students watched the videos and took notes. We then scaffolded what the stories would look like and many modelled writing lessons followed. Once the stories were written each student typed their stories on the computer and then sent them to me for checking. The stories were printed and the teams got together and highlighted the parts of each person's story that expressed and created an interesting image. An editing panel then convened and we collated the phrases together to create one story, which captured the essence and personality of the individual shopkeepers. The stories were then given back to the teams for comment before being sent off to the graphic artist. And comment they did. A colleague who was in the room during one of these sessions could not believe the discussion and dialogue that ensued and how voluble and articulate the students were in presenting their views.

The students have developed many skills over the course of the book's development. They are now independent workers, engaged and challenging in their view of the world.

Independent workers

This was the affirmation that we were on the right track and that the development of appropriate student skills was occurring. The students have developed many skills over the course of the book's development. They are now independent workers, engaged and challenging in their view of the

An editing panel convened to collate the phrases.

Each student typed their stories on the computer.

world. They have much higher expectations of themselves and others. The extensive walks down to the shops, the profile of the students while down at the shops, the recognition of community members when we are out on the street, and the exceptionally warm reception by the shopkeepers, makes them feel part of a tight-knit community.

All the students feel they own the book. They attended the launch of the book at the Bankstown Town Hall. To prepare for the event we practised how to take food off a buffet table and how to speak to distinguished guests.

The launch

All the students feel they own the book. They attended the launch of the book at the Bankstown Town Hall. To prepare for the event we practiced how to take food off a buffet table and how to speak to distinguished guests.

The students all created a *PowerPoint* presentation describing the development of the book. The fundamentals of the process had been taught, but two enterprising students took the idea and developed something that exceeded my greatest expectations. The results show the technical expertise that they

developed, as well as their internalising of ideas. I am very proud of their individual achievements.

Susan Walkerden, Principal of Lakemba, commented:

Educationally, the project is one of the richest high-order tasks I have ever seen. Children developed not only their literacy and technology skills, but also communication and social skills. The benefit to the school community has been one of mutual respect and understanding of each other. Staff members also gained a greater awareness of the rich diversity of cultural backgrounds and experiences that exit in Lakemba.

Staff development

To reinforce and develop community ties amongst the staff, the teachers spent a staff development day exploring the local precinct. Split into teams, the staff visited Lakemba shopping district with a shopping bag, recipe, shopping list and store locality map. They visited the stores in the book and talked to the shopkeepers before buying food items listed on the recipe card. At school, the staff worked in teams to produce the recipes in time for a communal lunch.

The students' parents appreciated seeing teachers support and acknowledge the delights of their diverse community. ■

The menu for the staff lunch

- foccacia bread with sun-dried tomatoes and olives
- pizza
- prawn curry
- gado gado
- soy chicken
- baklava and thick black coffee.

References and further reading

Community Harmony Project of Bankstown [kit] (2003) Coolaburoo Neighbouhood Centre, Revesby. SCIS 1183060

Australian Government Department of Immigration and Multicultural and Indigenous Affairs *Living in harmony*, viewed 1 December 2004, **http://www.immi.gov.au/multicultural/harmony/index.htm**

Barcode Scanners

Curriculum Corporation offers a range of fixed and portable barcode scanners for purchase.

These scanners can be used in conjunction with *SCISWeb* to scan ISBNs (rather than entering ISBNs manually). The scanners are also configured to read the barcodes for circulation. The portable scanner is great for use when undertaking a stocktake of the collection.

Customers who have purchased a scanner from SCIS receive free support from *All Barcodes Australia* for the life of the scanner.

Further details and the order form are located at http://www.curriculum.edu.au/scis/productinfo/scanners.htm

	A$(incl GST)
Datalogic Touch 65 fixed scanner (5 year warranty**)	
Compatible for PC and iMac	$218.00
Cipherlab 1067M portable scanner (3 year warranty**)	$599.50
USB connection for Cipherlab 1067M portable scanner	$82.50
Opticon OPL 6735 laser scanner (3 year warranty**)	$550.00
USB connection for Opticon OPL 6735 laser scanner	$55.00
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty**)	$946.00
USB Connection for Cipherlab 1160 CCD cordless memory distance scanner	$33.00
Barcode scanner stand	$49.50
Postage and handling	$8.00

** warranty conditions apply

one 2005

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.

Dr Ross J. Todd *is Associate Professor, School of Communication, Information and Library Studies at Rutgers University, the State University of New Jersey. Ross is also Director of Research for the Center for International Scholarship in School Libraries (CISSL) at Rutgers University.*

Our integrity as a profession is dependent on us providing explicit, school based evidence of the difference we make.

Ross is on temporary leave for this issue of *Scan*. Colleen Foley, Manager, School Libraries and Information Literacy, provides comment and an extended abstract on *School libraries work!* an interesting paper suggested by Ross. Ross will be back with us for the next issue.

Forthcoming **Research columns** in **Scan** will also report on some focused action research from Australian schools, guided by the *Quality Teaching* framework. This reflects the commitment to best practice, illustrating through evidence how teacher-librarians and school libraries make a difference to teaching and learning, and the ongoing cycle of research informing practice informing research.

If you would like support with an action research project, have an idea for school based action research, or would like to share some action research, please contact colleen.foley@det.nsw.edu.au

Avid readers of *Scan* and Research columns and other professional material will recognise the significant body of research and practice which shows that school libraries and teacher-librarians make a profound contribution to enhancing student learning outcomes. The challenge of such research and the sharing of wonderful professional collaborations is how we use such ideas and models to reflect on our own practice, and continue to improve such contributions to our own school learning community. Our integrity as a profession is dependent on us providing explicit, school based evidence of the difference we make.

In the current education climate there are a number of interesting synergies, and a solid repertoire of tools to support us in our endeavours. The *Quality Teaching* framework used in NSW government schools includes key elements that teacher-librarians will recognise as connected to familiar conceptual frameworks of the information skills process, which we use in our support for syllabus outcomes, literacy across in key learning areas (KLAs), and integrating ICT (information communication technology). Some of the *Quality Teaching* elements teacher-librarians will readily recognise as related to using the information skills process to support student learning include: problematic knowledge, higher-order thinking, engagement, knowledge integration and connectedness.

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)

In collaborating with colleagues to support planning and teaching, teacher-librarians have looked closely at syllabus documents for outcomes and content areas we can support with an information skills approach. We will be familiar with specific examples related to supporting information literacy and integrating ICT across KLAs in the Kindergarten to Year 12 range. Outcomes related to using and evaluating a range of resources and ethical use of information come to mind immediately. The cross-curriculum content defined in the NSW Board of Studies

Intellectual quality	Quality learning environment	Significance
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 as per p. 29 of Scan 23(3).

(Left margin label for table: **Elements**)

K–10 Curriculum Framework also offers some examples. Ready connections can also be made through the Cross-curriculum content embedded in all new 7–10 curriculum documents. Consider the following examples from the English 7–10 syllabus:

The key competencies of collecting, analysing and organising information, communicating ideas and information, planning and organising activities, and working with others and in teams reflect core processes in English and are explicit in the objectives, outcomes and content of the syllabus. The competency of problem-solving is developed… students need to learn about and use appropriate information technologies, thereby developing the competency of using technology. (English Years 7–10 syllabus p. 10)

Such explicit connections and approaches to teaching and learning are supported and made imperative by the research underpinning the *Quality Teaching* framework, and in such elements as higher-order thinking. Valuing the learning process and being able to be explicit about specific learning gains is indeed common to *Quality Teaching*, an outcomes based approach, and evidence based practice as explored in *Scan* Research columns and articles in recent years.

Research related to school libraries and teacher-librarians over the last decade verifies that such explicit mapping, making the connections,

and integral involvement of the school library in the teaching and learning program of the school enhances student learning. They clearly illustrate the sorts of synergies and connections discussed above.

School libraries work! is a summative Research Foundation Paper published by Scholastic Library Publishing at http://scholastic.com/librarians/printables/slp_rfp_804.pdf

It compiles findings from almost a decade of library related research and includes statements from a number of organisations. *Scan* readers will be familiar with many of the research papers represented as they have been referenced or discussed in detail in *Scan*. Such research reported in *Scan* attesting to the difference school libraries and teacher-librarians make to student learning includes:

Alexandersson, M. & Limberg, L. (2002). 'Constructing meaning through information artifacts', *Scan* 21(4), pp. 22–23. [Abstract of presentation at *The Fourth International Conference: Information Seeking in Context*, September 11–13, 2002]

Barranoik, L. (2004) 'Students and their research: architects of meaning', *Scan* 23(2), pp. 33–37.

Branch, J. (2001) 'Helping students become better searchers in the new learning environments', *Scan* 20(2), pp. 25–29.

Broch, E. (2001) 'Children's search engines from an information search process perspective', *Scan* 20(2), p. 29. [Abstract of article from *School Library Media Research*]

Cooper, L. (2002) 'A case study of information-seeking behavior in 7-year old children in a semistructured situation', *Scan* 21(4), pp. 24–25. [Abstract of article from *Journal of the American Society for Information Science and Technology*]

Harada, V. H. (2004) 'Action research: How teacher-librarians can build evidence of student learning', *Scan* 23(1), pp. 27–33.

Kuhlthau, C. (2001) 'Inquiry based learning and school reform', *Scan* 20(3), pp. 27–33.

Lamb. L. (2003) 'Information literacy and gifted students', *Scan* 22(2), pp. 29–34.

La Marca, S. (2004) 'An enabling adult: the role of the teacher-librarian in creating a reading environment', *Scan* 23(4), pp. 21–27.

Todd, R. J. (2002) 'Current research', *Scan* 21(4), pp. 20–21.

Todd, R. J. (2002) 'Evidence based practice 1: the sustainable future for teacher-librarians', *Scan* 21(1), pp. 30–37 (includes discussion of research).

Todd, R. J. (2002) 'Evidence based practice II: getting into the action', *Scan* 21(2), pp. 34–41', *Scan* 21(2), pp. 34–41 (includes discussion of Australian research).

Todd, R. J. (2003) 'Evidence based practice: difference, intervention and transformation', *Scan* 22(4), pp. 30–37.

Todd, R. J. (2004) 'Learning through information technology: insights from *Student learning through Ohio school libraries* research study', *Scan* 23(3), pp. 29–35.

Todd, R. J. (2004) 'Research columns one 2004', *Scan* 23(1), pp. 26–27.

Todd, R. J. (2004) 'Research columns two 2004', *Scan* 23(2), p .32.

Todd, R. J. (2003) 'Research columns two 2003', *Scan* 22(2), pp. 34–36.

Todd, R. J. (2002) 'Research: the lifeblood of the profession', *Scan* 21(3), pp. 28–29.

Vine, P. (2001) 'Research assignments and staff development', *Scan* 20(1), pp. 25–31.

Williams, D. & Wavell, C. (2002) 'Recent research on the impact of the school library resource centre on learning' *Scan* 21(3), pp. 37–40.

*Note: specific Scan articles discuss research mentioned in School libraries work! in detail. Many Scan articles have extensive reference lists for further reading.

It is interesting to note that the Australian Council for Educational Research (ACER) publication, *Impact of school libraries on student achievement: a review of the research: report for the Australian School Library Association*, is also mentioned.

School libraries work! has received considerable attention in the USA with copies being distributed to every school. Though there may be some points with which we may choose to differ, the selected research results and statements reproduced here endorse and strengthen the broad directions and focuses on which we professionals have been working on as explored above. What the document does is bring together succinctly major evidence related to how school libraries and teacher-librarians make a difference to student learning.

Aspects related to successful school libraries, of particular interest to us in the light of the synergies in current education mentioned above, include:

- the importance of the professional understandings and expertise of teacher-librarians which enable them to enrich and improve learning gains and manage appropriate supportive systems
- active collaboration with classroom teachers in providing a meaningful programs supporting reading and teaching information skills integrated into the curriculum and using the full range of media
- explicit teaching of skills and strategies so students are engaged, successful readers and users of ICT who access, select, evaluate and manipulate information as they construct knowledge

- teacher-librarians and a dynamic, well managed resource collection are critical to information literacy for learning
- the need for a vibrant, diverse, current collection of resources, print and electronic, focused on curriculum needs
- teacher-librarians providing educational leadership in the school.

References to the role of teacher-librarians as collaborative teaching partners supporting the school learning community and lifelong learners can be seen to directly correlate with the expectations on teacher-librarians in NSW government schools, as reflected in key documents such as *Libraries in New South Wales government schools: policy statement, Handbook for school libraries*, and *Information skills in the school* and the pedagogical framework provided by *Quality Teaching*. Findings related to student centred learning, constructivist pedagogy, explicit teaching and learning, and information literacy directly connect with aspects of *Quality Teaching* such as problematic knowledge, higher-order thinking, engagement, knowledge integration and connectedness. Conclusions about libraries as dynamic learning environments, providing opportunities and strategies for a range of learning styles including students working collaboratively and in groups, are indicative of planning for *Quality Teaching* elements such as student direction, social support and inclusivity.

A paper such as *School libraries work!* is a timely reminder of the ways teacher-librarians can and do make a difference as they collaborate with their teaching colleagues. It is also a strong reminder of the importance of

> ## What the document does is bring together succinctly major evidence related to how school libraries and teacher-librarians make a difference to student learning.

> ## It is a delight to reflect on the range of *Scan* articles and research which provides a solid body of practical examples for us to reflect on and consider for our own practice

providing explicit evidence of how we make a difference to the school learning community. It is a delight to reflect on the range of *Scan* articles and research which provides a solid body of practical examples for us to reflect on and consider for our own practice. It is an encouragement to us to take opportunities for focused action research as a possible strategy in an evidence based practice approach. ■

References and further reading

Carr, J. 'Project pillars: Foundations for success in online curriculum projects', *Scan* 21(3), p. 41. Full paper available at: **http://production. edna.edu.au/sibling/pillars/default.htm** (viewed 14 January 2005)

Handbook for school libraries, (1996) NSW Department of School Education.

Information skills in the school, [1989], NSW Department of Education.

Libraries in New South Wales government schools: policy statement, (1987) NSW Department of Education.

Londsale, M. (2003) *Impact of school libraries on student achievement: a review of the research: report for the Australian School Library Association*, Australian Council for Educational Research, Melbourne. Available at **http://www.asla.org.au/research/index. htm** (viewed 14 January 2005)

Quality teaching in NSW public schools: discussion paper, NSW Department of Education. Available at **http://www.curriculumsupport.nsw. edu.au/qualityTeaching/index.cfm** (viewed 14 January 2005)

'Special supplement: White House conference on school libraries' (2002), Teacher Librarian 30(1), USA. Available at **http://www.teacherlibrarian. com/tlmag/v_30/v_30_1.html** (viewed 14 January 2005)

Research abstracts

School libraries work! (Research Foundation Paper) Scholastic Library Publishing. Available at http://scholastic.com/librarians/printables/slp_rfp_804.pdf (viewed 14 January 2005)

Evidence which endorses the significant contributions teacher-librarians and school libraries make to improved student learning is the focus of this paper. It draws on empirical research from the last decade along with statements from key educational organisations. It compiles selected major findings and strategic quotations from pertinent organisations in a format which provides a succinct overview of the vital role of school libraries and teacher-librarians in schools. The paper portrays the view of the school library as *a learning hub integral to teaching and learning* which *impacts student achievement* (p. 1). The subsequent research quoted supports such measurable impact of the school library and the way it contributes to learning outcomes.

School library success factors include those which indicate:

- how we know school library programs influence learning and achievement
- role and expertise of the teacher-librarian
- a learning environment which engages students and provides a range of teaching and learning structures and resources.

The diverse role of the teacher-librarian is recognised, with aspects related to specialist understandings and the importance of explicit teaching and learning clearly included. The importance of a shared ownership, and the operations and programs of the school library being integral to the whole school learning community are reinforced. The paper then pinpoints fundamental findings from a range of major research projects which verify the direct correlation between student achievement and the library and teacher-librarian being integrally involved in the teaching and learning program of the school. Some interesting highlights include:

Colorado (Lance 2000)

- *Elementary school students with the most collaborative teacher-librarians scored 21% higher on Colorado Student Assessment Program (CSAP) reading than students with the least collaborative teacher-librarians.* (*School libraries work!* p. 6)

Missouri (Quantitative resources, LLC, 2003)

- *The weighted average index scores from the Missouri Assessment Program (MAP) rose with the availability of school library program services.*
- *The relationship between school library program services and student achievement was not negated by other school or community demographics.* (*School libraries work!* p. 8)

New Mexico (Lance, 2002)

- *New Mexico achievement test scores rise with the development of school library programs.* (*School libraries work!* p. 8)

Ohio (Todd, Kuhlthau & Oelma, 2004)

- *[The study] reveals that 99.4% of students in grades 3 to 12 believe school libraries... help them become better learners.*
- *The study shows that an effective school library, led by a... specialist who has a clearly defined role in information-oriented pedagogy, plays a critical role in facilitating student learning for building knowledge.* (*School libraries work!* p. 9)

Oregon (Lance, Rodney, & Hamilton-Pennell, 2001)

- *Teacher-librarians from high schools with the best Oregon Statewide Assessment reading/language scores are twice as likely as their colleagues from the lowest scoring schools to plan collaboratively with classroom teachers...* (*School libraries work!* p. 9)

Pennsylvania (Lance, Rodney, & Hamilton-Pennell, 2000)

- *The mere presence of a large collection of books, magazines, and newspapers in the school library is not enough to generate high levels of academic achievement by students. Such collections only make a positive difference when they are part of school-wide initiatives to integrate information literacy into the school's approach to standards and curricula.* (*School libraries work!* p 10)

The paper goes on to reproduce selected results from the most recent study (*Student learning through Ohio school libraries*, Todd, Kuhlthau & Oelma, 2004; see also *Scan* 23(3), pp. 29–35). A helpful diagram illustrating the *school library as a dynamic agent of learning* is provided here, along with a brief explanation of the model's main aspects. This outlines three fundamental, interactive components:

- Informational: the information resource and information technology infrastructure
- Transformational: instructional interventions
- Formational: student outcomes.

Key elements integral to these components relate to aspects such as literacy, critical thinking, student engagement, and higher order thinking. There is a strong relationship to the information process and integrated explicit teaching of related skills in curriculum context. It is imperative that the teacher-librarian *plays a critical role in facilitating learning, in general, and information literacy, in particular* and *the provision of opportunities to learn through effective school libraries is critical to ensure that no student is left behind* (*School libraries work!* pp. 11–12)

The paper concludes with a focused list of resources related to the significant studies from which the evidence provided is drawn. Related web addresses are included. ■

Teacher-librarians supporting implementation of the new Years 7–10 syllabuses for Creative Art subjects
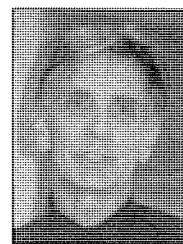
Reg Newitt, Manager, Creative Arts, describes the interrelated features common to the new Creative Arts syllabuses and suggests ways that teacher-librarians can collaborate with teachers in implementing these new syllabuses.

There are six new syllabuses in the Creative Arts key learning area (KLA) to replace existing Years 7–10 syllabuses in dance, drama, music and visual arts, and school developed courses in photography, video, digital imaging and visual or graphic design.

The new syllabuses are:

Visual Arts Years 7–10 syllabus Stages 4–5 mandatory and elective courses

Music Years 7–10 syllabus Stages 4–5 mandatory and elective courses

Dance Years 7–10 syllabus Stages 4–5 elective course

Drama Years 7–10 syllabus Stages 4–5 elective course

Visual Design Years 7–10 syllabus Stage 5 elective course

Photographic and Digital Media Years 7–10 syllabus Stage 5 elective course.

All new syllabuses articulate with the existing *Creative Arts K–6 syllabus* and the Stage 6 syllabuses to complete the K–12 continuum in each art form.

The content in the new visual arts and music documents is similar to the existing courses, but the current dance and drama syllabuses have undergone substantial rewriting. The two new visual arts elective courses, *Visual Design Years 7–10 syllabus* – and *Photographic and Digital Media Years 7–10 syllabus*, have been developed in response to the many school designed courses in these fields. They articulate with the new mandatory visual arts course and the corresponding Stage 6 content endorsed courses. They provide students with options for study in visual arts, as alternative electives or additional electives to the Stage 5 visual arts course.

Common and different features of the syllabuses

All of these syllabuses have interrelated components which involve students in theoretical research, making, creating, performing/exhibiting.

Dance requires students to: perform; compose; and appreciate dance as an art form.

Music aims to develop musical abilities through performing, composing, and listening in a range of musical contexts

Drama enables students to make, perform, and appreciate dramatic and theatrical works.

In visual arts, visual design and photographic and digital media, students are engaged in the practice of art making and critical and historical studies in art.

Researching

Teacher-librarians can support students and teachers in the creative arts in researching and analysing information from a range of sources by collaboration with teachers to explicitly teach information skills in the context of related tasks involving research. This could include aspects related to presentation including essay writing skills for the visual arts students.

There are no set texts in arts subjects and students are often required to conduct searches for a number of reasons, for example, they may be seeking specific information on an artist or a stylistic genre in relation to a set task or a personal investigation supporting their creative work

(making, composing). The teacher-librarian can work with the teacher to determine the extent and accessibility of a range of relevant material prior to a task or topic being set for individuals or groups. The material could be in book form, audiovisual (audio tape/CD, video tape or DVD) or electronic (Internet).

The teacher-librarian can assist students to locate, select and synthesise the information and to construct arguments, discuss issues, comment on events and critically analyse works. The following outcomes are examples from the syllabuses of using information sourced from references:

Literacy in and through the arts

Teacher-librarians are able to lead students to recognise and use literacy strategies when sourcing knowledge and applying it through understanding. These skills are important in reading and writing about art works and ideas.

Students often need assistance in accessing arts resources, as each art form has its unique vocabulary and preferred style of expression. The arts can also be a readily accessible way for some students to learn and apply literacy skills.

Teacher-librarians are skilled at scaffolding students' learning so that tasks can be managed by students with different needs.

Quality teaching in NSW public schools

Quality teaching in NSW public schools offers a framework for structuring programs and learning practice to

Subject	Outcome	Learn to...	Learn about...
Dance	**5.3.1 A student describes and analyses dance as the communication of ideas within a context.**	• identify and describe the context of a dance • use a range of technologies, including the Internet, to facilitate dance related research.	• how dance is a reflection of the society from which it emerges, including Aboriginal and indigenous and other cultures.
Drama	**5.3.2 A student analyses the contemporary and historical contexts of drama**	• inquire into the nature of various contemporary and historical dramatic forms and performance styles • investigate, discuss and debate the representation of gender based, racial and cultural stereotypes in various dramatic forms or performance styles.	• the ways in which people have used drama since the beginning of time to represent their ideas • the development of critical questioning in order to appreciate and understand the role of drama and theatre in provoking questions, thoughts and ideas about race, gender and culture.
Music	**5.7 A student demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.**	• listen to, analyse and compare a range of repertoire characteristic of the compulsory and additional topics studied.	• analysing and comparing music of various styles, periods and genres characteristic of the compulsory and additional topics studied.
Visual arts	**4.7 A student explores aspects of practice in critical and historical interpretations of art**	• identify and describe the purpose, audience and context for viewing artworks • investigate a range of practices in the visual arts in different times and places.	• how artworks may be differently interpreted by artists, writers, critics, historians and other audiences • how practice in the visual arts in different times and places is conditioned by a range of interests.

ensure that rigour and depth are being achieved. Dance, drama, music and visual arts teachers are generally very good at creating and fostering a Quality learning environment and in addressing the elements of Significance. The elements of intellectual quality: deep knowledge; deep understanding; problematic knowledge; higher-order thinking; metalanguage and substantive communication provides fertile ground for creative arts teachers and teacher-librarians to discuss and scaffold appropriate learning experiences in research and critical analysis.

ICT and new media

ICT is a mandatory component in all syllabuses and teacher-librarians could explicitly teach students to effectively and efficiently search the Internet and record information for multiple uses in the context of specific tasks. Skills for effective searching and use of search engines could be modelled and reinforced. An evolving database of sites relevant to particular issues and topics and stages of learning could be compiled by teachers, teacher-librarians and students to assist with researching information. There are no set topics of study in arts subjects, so databases which can be arranged or sourced in flexible groupings would best suit students' needs. For example, in the visual arts courses, content is considered as frameworks for investigating practice. The conceptual framework links artist, artwork, and world-audience. Students would consider these as single entities and then consider the different ways of drawing connections between them in order to investigate or analyse artworks, art writings, stylistic genres, etc. Visual arts students also use the frames: structural, subjective, cultural, and postmodern, often in conjunction with the conceptual framework, as a device to view the field.

All of the art forms have a strong focus on contemporary practice. This is often not readily available in large,

illustrated texts, but is most often sourced from: reviews and criticism of exhibitions and performances; in the press, in journals and magazines; and on Internet sites.

The arts use new media and ICT applications to create works, and teacher-librarians may assist teachers and students to explore and apply some of these applications. This area of practice would more likely occur in the studio classrooms.

Implementation support

In Semester 1 2004, Creative Arts curriculum consultants conducted 42 workshops for Years 7–10 teachers in all regions of NSW. These workshops focused on programming and content in the new syllabuses, using materials

developed and trialled by teachers in selected schools during Term 4 2003.

These materials will be available for use by dance, drama, music and visual arts teachers from Term 4 2004, as they will be on the Curriculum K–12 web site at http://www.curriculum-support.nsw.edu.au

In Term 4 2004, teachers in a number of regional and metropolitan schools developed materials which focus on assessment (key principles, strategies, recording and reporting) and ICT in the art form. We acknowledge that conducting hands-on ICT tutorials for large groups of teachers, particularly using some software applications presents a problem, but we are planning to offer two-day courses in Semester 2 2005. ■

References and further reading

Dance
Board of Studies NSW syllabus and support can be downloaded from
http://www.boardofstudies.nsw.edu.au/syllabus_sc/index.html#dance

The *Dance Educator's Professional Association* (DEPA) provides professional support for K–12 dance teachers across all sectors at http://www.depa.webcentral.com.au

The direct link to material relating to dance on the Curriculum K–12 web site is
http://www.curriculumsupport.nsw.edu.au/creativearts/index.cfm?u=2&i=5

Dance magazine subscriptions:
Dance Australia
http://www.isubscribe.com.au/title_info.cfm?affid=25&prodid=243

Dance Magazine
http://www.dancemagazine.com/

Drama
Board of Studies NSW site provides syllabus and material relating to drama http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/Drama_710_syl.pdf
http://www.boardofstudies.nsw.edu.au/syllabus_sc/syl_brief.html

Curriculum K–12 web site provides support material for drama
http://www.curriculumsupport.nsw.edu.au/creativearts/index.cfm?u=2&i=6

Drama NSW (formerly EDA, *Educational Drama Association*)
PO Box 872 Leichhardt 2040

Music
The *Australian Society for Music Education* (ASME) provides professional support for K–12 music teachers. The national ASME site can be accessed at http://www.asme.edu.au/ and the NSW chapter is at http://www.hsc.csu.edu.au/pta/members.htm

Board of Studies NSW syllabus and support can be downloaded from http://www.boardofstudies.nsw.edu.au/syllabus_sc/index.html#music

Material relating to music on the Curriculum K–12 web site is at http://www.curriculumsupport.nsw.edu.au/creativearts/index.cfm?u=2&i=7

Visual Arts
Art and Australia
http://www.artaustralia.com/home.asp

Art Education Society of NSW
http://hsc.csu.edu.au/pta/members/aes.html

Artlink
http://www.artlink.com.au/

Board of Studies NSW Years 7–10 syllabuses and support materials http://www.boardofstudies.nsw.edu.au/syllabus_sc/index.html

Curriculum K–12, 7–10 visual arts syllabus implementation materials at http://www.curriculumsupport.nsw.edu.au/creativearts/index.cfm

Centre for Learning Innovation
http://www.tale.edu.au
Promoting and fostering innovation in teaching and learning
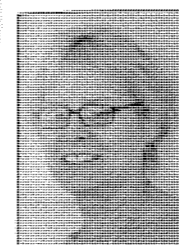
Karen White is Assistant Director, Learning Design and Resource Development, Centre for Learning Innovation.

The Centre for Learning Innovation (CLI) was established by the Department in 2004. CLI is made up of units that were previously a part of Open Training and Education Network (OTEN) and the Department's Learning Materials Production Centre. CLI's purpose is to foster a culture of innovation in teaching and learning throughout schools and TAFE. This is achieved by applying the principles of quality, supporting the frontline, equity and collaboration.

Key objectives

There are seven key objectives which guide the work of the Centre for Learning Innovation:

1. To promote innovation in teaching and learning across schools and TAFE through the use of new technologies and teaching practices.
2. To facilitate the personalisation of learning through the use of ICT in ways which focus on the construction of individual learning pathways through education and training and the raising of students' learning outcomes.
3. To develop key strategic initiatives, such as the Teaching and Learning Exchange (TaLE), which test the boundaries of innovation and

improve the level of support provided to teachers.
4. To produce high quality, multi-media resources and locate and customise third party resources for use across schools and TAFE, including in OTEN and Distance Education Centres.
5. To set standards for the design and production of resources which allow for sharing across the Department (DET), as well as with other States/Territories and establish a system to avoid duplication.
6. To collaborate in the development of a knowledge management system for DET, focusing particularly on the needs of teachers in schools and TAFE.
7. To lead national policy development related to the use of ICT in education and training.

CLI is particularly focused on the development and implementation of teaching and learning resources and initiatives using new technologies through the use of connected learning. *Connected learning* results when ICT is integrated with teaching and learning.

The quality of the teaching and learning experience and students' educational outcomes can be raised through connected learning by enabling teachers to access high quality digital content and integrating it within students' learning programs. Teachers' time can be saved through the capacity to tap easily into a rich store of online educational resources.

Connected learning can break down the barriers faced by students due to distance, disability, limitations in curriculum offerings, or life circum-

stances. It allows teachers to engage in a professional dialogue across educational institutions and geographical boundaries, and share their ideas, approaches and resources. It also allows students to be linked in cooperative learning programs at the local level and across the world.

Connected learning

Connected learning encompasses e-learning, blended learning and online collaboration.

- e-learning is defined as *learning which takes place with the use of electronic technologies*.
- Blended learning is the combination of e-learning and face-to-face teaching.
- Online collaboration refers to the professional networking of teachers and the linking of learners across geographical boundaries via e-technologies.

The significant shifts in transition from the former OTEN and Learning Materials Production Centre to the Centre for Learning Innovation include:

- broadening of the client base beyond distance education clients to all teachers in schools and TAFE
- opening up access to existing resources to the NSW public education system as a whole
- increasing the quantum of resources and the speed of production by using the principles of fitness for purpose
- moving progressively from print based to online and interactive resources, consistent with clients' needs and the uptake of computers in the student population

- engaging clients more actively in the resource development of learning materials
- focusing efforts as much on supporting schools and TAFE in the utilisation of resources, as on their development.

How to access the Teaching and Learning Exchange (TaLE)

The Teaching and Learning Exchange 2004, is an important initiative of the Centre for Learning Innovation. TaLE, accessed on the DET intranet at www.tale.edu.au, is an innovative approach to supporting teachers as they improve their professional practice and for supporting students to learn more effectively. TaLE is a focal point for NSW DET teachers to access high quality resources and support their teaching practice through professional learning communities. TaLE will enable teachers to integrate online resources into their lessons, access professional learning opportunities, participate in the piloting of new resources and receive information on the latest research in areas of professional interest.

TaLE is a single gateway to resources and professional support for school and TAFE teachers, educational leaders, parents and carers. It consists of three portals, or information hubs:

- Teaching & learning resources
- Professional learning
- Parents & community.

These portals give teachers remote access to more than just resources. TaLE provides the opportunity to participate in a dynamic learning community.

In Teaching and learning resources, teachers can browse for resources by KLA and Stage or use the search function. For the first time, school-teachers also have access to a wealth of TAFE resources and vice versa. Teachers using TaLE can be confident that the resources they find will align with the NSW school curriculum and industry training packages. Technology makes these resources accessible in seconds, from school or home.

http://www.tale.edu.au.
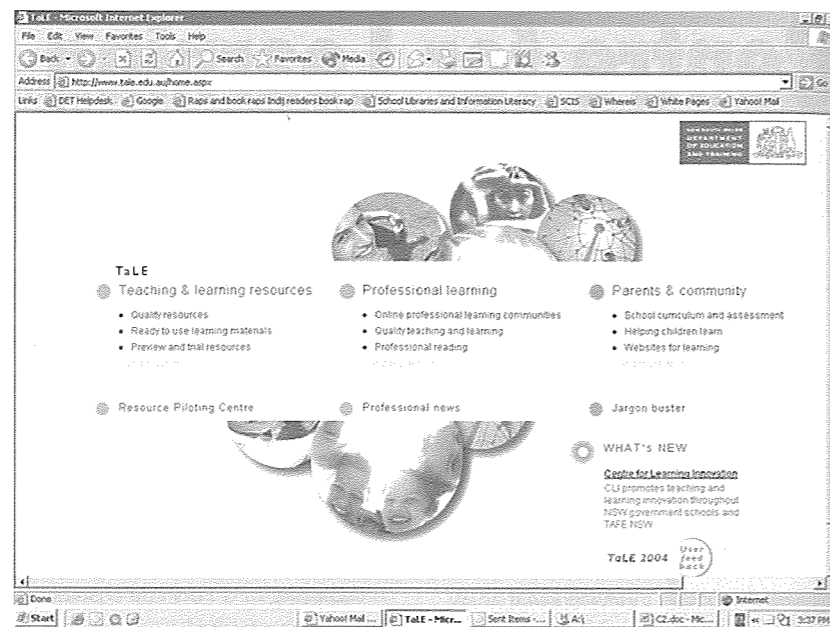
TaLE also enables teachers to co-create and share resources with colleagues across the public education system through the Resource Piloting Centre. Here, teachers can trial new resources and provide feedback to developers or nominate one of their own resources for piloting. Many of the resources on TaLE demonstrate the excitement and power of technology when harnessed in support of learning. It is no wonder students love learning this way!

TaLE is not only about student learning. The best teachers are lifelong learners and Professional learning offers many opportunities to expand and share expertise. Here, teachers can find up-to-date news on schools and Vocational Education and Training (VET) supplied by *EdNA online* as well as information about professional learning opportunities.

The Professional learning communities provide a space for teachers to share and explore ideas and strategies on topics of professional significance. This is what teachers have always done in staffrooms, but ICT makes these professional conversations available to teachers, irrespective of their geographic location or particular field of interest. Initially, professional learning communities have been established for:

- *Quality Teaching* in schools
- VET teaching and learning

- literacy; reading K–10
- literacy for youth at risk
- personalised learning.

The third TaLE portal is tailored to the needs of Parents and community. Parents are important partners in learning but sometimes find it difficult to access information about what students learn and how to help them. TaLE provides resources, including web sites, to meet this need. There is even a jargon buster so that parents can find out what all that education-speak really means.

ICT makes teachers more important, not less. TaLE and other CLI initiatives aim to give education professionals the support they need to do what they do best. Technology is a partner, not the master, in this quest. ∎

References and further reading

EdNA Online, viewed 3 December 2004
http://www.edna.edu.au/edna/go/pid/1
Quality teaching in NSW public schools – 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 (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney SCIS 1131553

Time to teach–time to learn: progress on the implementation of the Eltis report recommendations

*Peter **Lorking** is Chief Education Officer, School Based Assessment.*

*T*ime to teach - time to learn, the report on the evaluation of outcomes assessment and reporting in NSW government schools by Professor Ken Eltis, was released in November 2003. The 29 recommendations in the report were accepted by the Minister for Education and Training, Dr. Refshauge.

Implementation of the recommendations was grouped into four areas:

- developing a set of mandatory outcomes and advice on their use
- developing programming frameworks to assist schools in the delivery of learning programs
- revising advice to schools on assessing and recording of student achievement
- providing formats for reporting to parents, with new advice and supporting documentation.

The Board of Studies commenced consultation on a draft set of mandatory outcomes and a K–6 program overview early in Term 4, 2004 via a paper: *Defining mandatory outcomes in the K–6 curriculum.* The paper and accompanying survey are available online at www.bosnsw-k6.nsw.edu.au

The Department's work has been guided by a reference group that comprises representatives from the Federation of Parents and Citizens' Associations of NSW, Office of the Board of Studies, NSW Primary Principals' Association, NSW Teachers Federation, NSW Secondary Principals' Council and the Public Schools Principals Forum.

The recommendations in *Time to teach - time to learn* have guided the development of draft statements of expectations in curriculum programming, assessing and reporting to parents. They are intended to provide clarity for schools in these areas.

The Department has developed support materials to illustrate ways of meeting these expectations in a manageable way.

Copies of the support materials have been sent to all primary and central schools and key groups. The consultation booklet, support materials and survey are also available at www.curriculumsupport.nsw.edu.au/eltis/index.htm

Survey responses can be lodged online or downloaded and faxed to (02) 9886 7797, through to the end of Term 1, 2005.

From the beginning of Term 4, 2004, the Department held consultation workshops with representative groups of teachers in each region to discuss the draft expectations and support materials. Consultation is also occurring with parents and other key groups. ∎

Scan

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

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

Making the most of OASIS Library

Doug Jenkins is Manager, IT Help Services, Wollongong State Office.

There are several avenues of support to assist NSW government schools in the use of *OASIS Library* as an efficient management system and to support the integration of ICT in teaching and learning. These support services include:

- IT Help Services Unit (Helpline)
  Phone: 1800 338 483

- *School Libraries and Information Literacy: FAQs* [website]
  http://www.schools.nsw.edu.au/schoollibraries/faqs/index.htm

> Here are some sample FAQs from the *OASIS* section of **FAQs**:
> *Why should web site records be added to OASIS?*
> *How does the OASIS usage data help in overall library planning?*
> *How do I enter equipment on OASIS?*
> *How do I globally change locations?*

- *Scan* articles
- *SchoolSystems* [website]
  http://schoolsystems.det.nsw.edu.au/schools/ [DET intranet]

Forthcoming *Scan* articles

In addition to the above, articles written by Doug Jenkins supporting the effective integration and use of *OASIS Library* will be appearing in each issue of *Scan* in 2005. These articles are:

Issue 2: *Explaining location and classification in OASIS Library*
Issue 3: *Running library reports using OASIS Library*
Issue 4: *Reporting on loan history and loan statistics using OASIS Library*

Previous *Scan* articles

Articles which have been published in *Scan* supporting *OASIS Library* and SCIS include:

- Dowling, A. (2000) 'Web site cataloguing and SCIS', *Scan*, 19(4), pp. 32–33.

Many cataloguing issues regarding web sites are unique. Schools Catalogue Information Service (SCIS) is adding records of sites being used in schools to the national database. Records can be located on *SCISWeb* by either screen title or metadata title.

- Dowling, A. (2001) 'Subject headings, reference structure and the SCIS authority file', *Scan*, 20(1), pp. 32–34.

SCIS authority file (SCISAF) lists all SCIS headings, plus the reference structure for each heading. This authority file automatically adds all appropriate references for SCIS subjects and names to the school library catalogue. References assist users to locate resources, regardless of the search term used. The authority file update is automatically provided twice per year to NSW Government schools.

http://www.schools.nsw.edu.au/schoollibraries/faqs/index.htm]
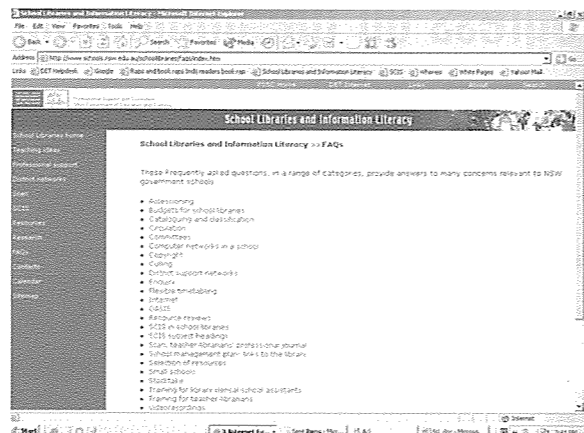
- Dowling, A. (2001) 'Catalogue records for Internet sites reviewed in *Scan* (2000)' *Scan*, 20(1) pp.38–39.

Further to an article on web site cataloguing for school libraries, in *Scan* 19(4), a list of Internet sites reviewed during 2000 has been compiled, complete with SCIS numbers. Records for these sites can be downloaded from *SCISWeb* into *OASIS Library*.

- Dowling, A. (2001) 'Cataloguing records that have no ISBN: video recordings and computer software', *Scan*, 20(2), p. 33.

A **Title** search on the *SCIS OPAC* supplies a SCIS number that can be used in *SCISWeb* to order catalogue records for resources without ISBNs. Note that SCIS catalogues such items by screen title, not container title.

- Dowling, A. (2001) 'Cataloguing records for Internet sites reviewed in *Scan* (1999)', *Scan*, 20(2), pp. 36–37.

Further to an article on web site cataloguing, in *Scan* 19(4), a list of Internet sites reviewed during 1999 has been compiled, complete with SCIS numbers. Records can be downloaded from *SCISWeb* into *OASIS Library*. A list for 2000 appears in the previous issue.

- Jenkins, D. (2000) 'Updating subject headings and subject reference structure in OASIS Version Y2K', *Scan*, 19(2), pp. 32–34.

The release of *SCIS subject headings* (4th edition) necessitated that teacher-librarians ensured that *OASIS Library* data conforms to the new, replaced and cancelled subject headings. Processes described include: using the **Subject authority file** to update subject headings; checking subject reference structure; and generating *See references*. This article provided introductory guidance for the process of implementing the changes to subject headings, including mandatory changes to Aboriginal subject headings.

- Jenkins, D. (2001) 'Improvements to *OASIS Library*: enhancements to downloading SCIS records', *Scan*, 20(2), pp. 30–33.

The April *OASIS CD update* for NSW DET schools enhances the ability of *OASIS Library* to accept bibliographic data from *SCISWeb*. The major improvement is the ability to load all relevant information for catalogue records for web sites.

- Jenkins, D. (2004) 'Stocktake enhancements after *OASIS* V1.06 update', *Scan*, 23(4), pp. 40–41.

Doug provides some timely reminders of the stocktake process for NSW DET schools. Included in this article is a summary of the process of carrying out a stocktake using *OASIS Library*. For more detailed instructions on stocktake for DET schools, go to **http://www.intranet.schools.nsw.edu.au/schoollibraries/resources/publications.htm**

These, and other articles published in *Scan*, are annotated at **http://www.schools.nsw.edu.au/schoollibraries/scan/scan22.htm**

> If you have a question or an issue you would like addressed, which may be helpful to others as a FAQ on the *School Libraries and Information Literacy* web site, please email the Editor at sally.rasaiah@det.nsw.edu.au

Certificate III in Education Support traineeships for school officers working in the library

Traineeships are available for school officers (SASS) of NSW Department of Education and Training (DET). A strand of the traineeship entitled *Certificate III in Education Support (Library)* is specifically designed for those SASS employed in school libraries.

Traineeships involve training over a two year period at Certificate Level III for SASS who are permanently appointed to a position of not less than 18 hours per week. For part time employees, the period of the traineeship is extended.

Traineeships are designed for people without qualifications. Employees who hold qualifications at Certificate II level or above, may not be eligible for a traineeship.

Commonwealth incentives provide the funding for 10 day's relief which enables the trainee to attend TAFE for formal training. Trainees are not expected to attend TAFE on any more regular basis. These incentives also compensate TAFE for the training.

Certificate III Traineeships for SASS offer tertiary recognition of current skills and the opportunity to undertake further study.

SASS who have completed this training program have noted that they feel increased confidence in the workplace, especially in relation to technology related tasks and greater satisfaction as a result of refining or developing new skills.

If a staff member is interested in undertaking a traineeship there is an expression of interest form included in this issue of *Scan*. The form should be completed, signed by the applicant and school principal and faxed to (02) 9808 2943.

If you require any further information please phone **Jan Dowsett** on **9886 7751** or **Susan Hackett** on **9886 7739**.

Briefly...

The Catholic Primary Teacher Librarian Association will be having its 20th annual conference at the Novotel Hotel Brighton Beach, (corner of The Grand Parade and Princess Street, Brighton-le-Sands, NSW) on Thursday 19th and Friday 20th May 2005. This two day conference is open to members and non-members.

IBBY Australia–presents

The fascination of fairy tales–celebrating 200 years of Hans Christian Andersen

Saturday 2 April 2005 (Hans Christian Andersen's birthday) At Tara Anglican School for Girls, North Parramatta, Sydney.

Speakers: Maurice Saxby AM., Patricia Crampton (translator), Patricia Wrightson, Robert Ingpen, Dr Robin Morrow, Judith Ridge.

For more information email: **hans2005sydney@yahoo.com.au**

National Trust schools competition 2005 *community + heritage – celebrating sixty years.*

The National Trust (NSW) has planned an exciting competition for school teachers linked to the specific curriculums of Secondary Geography, History and Visual Arts, as well as HSIE K-6. The Schools Competition is a wonderful way in which to further inspire and teach our young Australians about their unique heritage, with great prizes for students and teachers to be won. Please go to **http://www.nsw.nationaltrust.org.au/schoolscompetition2005.html** for more information and to download competition entry forms, or call 02 9258 0129 – Deadline for entry is Friday 8 April 2005.

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
VET Vocational Education and Training
CEC after 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.

These and other resource reviews are available online in the database of reviews at http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/

Note that reviews from each Scan are available on this database after the next successive Scan has been received in schools.

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites may appear in other sections, including **Literacy** and **Numeracy resources** and **Professional reading**. 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**.

Kids on the Web
http://www.brookes.ac.uk/rms/kidsontheweb/home.html

Designed to allow students to independently learn **All about the Internet**, this simply worded and basic site does not do that, but it does give users an idea of where the Internet fits in society, and it is a friendly introduction to some of the workings of the Internet. A linear series of pages describes the process of getting connected, and briefly characterises email, newsgroups, and Internet relay chat. **Cyber's quiz** is an interactive multiple choice that works well, and **Wicked web sites** is a short list of sites that the author recommends for a primary aged audience. B. Maher

USER LEVEL:	Stage 2
SCIS SUJECTS:	Internet (Computer network)
PUBLISHER:	Oxford Brookes University, UK
REVIEW DATE:	13/1/05 [004.67] SCIS 1194877

Power Point in the Classroom
http://www.actden.com/pp

Employing cartoon characters and a friendly narrative, this site is an easy to understand resource for the novice of MS PowerPoint presentation software. Although structured around PowerPoint 97, there are few significant changes in later versions to render this resource unusable. Each of the eight tutorials highlights strategies for teachers, and the site is very suitable for student use as it is succinct, well formatted, easy to navigate, and methodical. Tutorials are highly descriptive, but do not feature a practical task. After first explaining basic terminology and the user interface, the tutorials detail the development of a presentation by describing the full range of graphical options. The site is a very useful tool for student and teacher computer literacy. P. Conroy

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Computer graphics – Problems, exercises, etc; Microsoft PowerPoint (Computer program) – Problems, exercises, etc; Microsoft PowerPoint (Computer program) – Study and teaching
PUBLISHER:	ACT360, Canada
REVIEW DATE:	13/1/05 [005.5] SCIS 1196576

Your guide to the religions of the world
http://www.bbc.co.uk/worldservice/people/features/world_religions/

An excellent introduction and overview of **Islam, Hinduism, Christianity, Judaism, Buddhism**, and **Sikhism** can be found on this very useful site. Each religion is contextualised through a brief description of its geographic and cultural setting. Information is clearly written and laid out, and site navigation is logical. For each religion, the site provides a page of background and an audio resource of one aspect of the religion. Topics for each religion range from simple to complex and include biographies, beliefs, historical and contemporary issues, teachers, writings, and festivals. This is a great resource for basic information about world religions. E. Searle

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Studies of Religion 7–10; Studies of Religion Stage 6
SCIS SUBJECTS:	Buddhism; Christianity; Hinduism; Islam; Judaism; Sikhs and Sikhism
PUBLISHER:	BBC World Service, UK
REVIEW DATE:	13/1/05 [200] SCIS 1195651

Zero to three: the nation's leading resource on the first years of life
http://www.zerotothree.org

Run by a non profit organisation, this site provides advice on raising healthy babies and toddlers. **About us** describes the site's intentions, and there is a useful collection of recent articles in **Play, Movement**, and **Music**. The simple language of **Parenting A-Z** provides information on many topics relating to the socialisation of children. In this section, **Brain wonders** explains how the brain works and takes a look at early literacy. **Child and family web guide** takes users to a portal that may be useful for related research, as this directory evaluates and describes additional sites. Teachers would need to verify links for curriculum relevance. C. Barlow

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6

SCIS SUBJECT:	Child development; Infants; Parent and child
PUBLISHER:	National Center for Infants, Toddlers and Families, USA
REVIEW DATE:	13/1/05 [305.232] SCIS 1189245

Akhlah: the Jewish children's learning network
http://www.akhlah.com/

Designed for student use, this colourful and informative site introduces all aspects of Judaism including language, history, and traditions. The site is useful for the study of Celebrations in the HSIE K–6 syllabus, and is very appropriate for the study of Hebrew for the Hebrew K–10 syllabus. **Learn about Israel** is a non political travelogue, and **Check out the Children's Parsh**a is suitable for the study of religion. In the latter, students can interact with images and audio, as they learn writing styles and pronunciation. Childlike graphics and pictures are clear, and navigation through the site is aided by good design and consistency. Photographs are sourced and information is concise, with online worksheets detailing tasks in English and Hebrew. G. Cale

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	HSIE; Languages
SYLLABUS:	Hebrew K–10; HSIE K–6; Studies of Religion 7–10
SCIS SUBJECTS:	Civilisation, Jewish; Hebrew language – Study and teaching; Israel; Jews; Judaism
PUBLISHER:	Akhlah, USA
REVIEW DATE:	13/1/05 [305.89] SCIS 1193170

Message club
http://abc.net.au/messageclub/

Designed for Indigenous and non Indigenous students, this site is a collection of simple materials and activities, plus more complex readings of Australia's history and contemporary culture. For the former: **Fireplace gallery** displays students' art; **Just for fun** has primary based activities; and **Good reading** contains student reviews. **Didj 'u' know** has information about Aboriginal culture and peoples that senior students will find useful. This includes well written explanations and images of Indigenous dance, the freedom rides, and the 1967 referendum, as well as profiles of people such as Casey Donovan. The site allows students to observe and interact with positive educational happenings concerning Aboriginal communities around Australia. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; History 7–10; HSIE K–6
SCIS SUBJECTS:	Aboriginal peoples; Australia – Social life and customs; Communication; Electronic bulletin boards; Torres Strait Islanders
PUBLISHER:	ABC, Australia
REVIEW DATE:	13/1/05 [305.89] SCIS 1192141

Kids' stop
http://www.ainc-inac.gc.ca/ks/cgf/index_e.html

The **History, Languages**, and **Treaties** of indigenous Canadians are explained on this extensive site which includes **Indian & Inuit Art**. The story of Claire and her grandfather, in **For teachers**, presents some interesting activities explaining how indigenous people contributed to the development of Canada, and is interesting reading for young French students. Cartoon type illustrations

add visual appeal to this site. External links include Social studies Grade 5 unit: Canada's first peoples. Providing students with a global perspective on Aboriginal peoples, this site could support comparative studies for *Cultures, Change and continuity*, and *Social systems and structures* in the *HSIE K–6 syllabus*. B. Stafford

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; Languages
SYLLABUS:	French K–10; HSIE K–6
SCIS SUBJECTS:	Canadian Indians
PUBLISHER:	Indian and Northern Affairs, Canada
REVIEW DATE:	13/1/05 [305.897] SCIS 1191397

Everything Preschool: community helpers theme
http://www.everythingpreschool.com/themes/helpers/index.htm

Created for preschool teachers in the USA, this site would be useful to teachers of Stage 1 students planning an integrated unit based on the HSIE K–6 Topic: *Workers in the community*. The menu at the top of each page includes links to some excellent hands on Science, mathematics, Games, and Art activities which, although aimed at preschoolers, could be easily adapted for Early Stage 1 and Stage 1 students working to achieve outcomes SSS1.7 and SSS1.8. Encyclopedia provides background information for the teacher about the roles and responsibilities of Fire fighters, Police, Doctors and Teachers in countries including Australia. Lyrics for Songs, and Coloring pages based on the Community helpers theme, offer variety to suit different learning styles. F. Moore

USER LEVEL:	Early Stage 1 Stage 1 Professional
KLA:	HSIE
SYLLABUS:	HSIE K–6
SCIS SUBJECTS:	Careers; Community life; Community services
PUBLISHER:	Everything Preschool, USA
REVIEW DATE:	13/1/05 [307] SCIS 1195663

KidsView: parliament in focus
http://www.peo.gov.au/kidsview/menu.html

Firmly aimed at Stage 3 students, this easily used interactive site gives a brief introduction to federal parliament in Australia. Main sections are: Playing fair, which explores the lawmaking process; Freedom to choose, which shows how democracy works; Our house, which explores Parliament House and introduces some of its inhabitants; and Signatures of Oz, which displays significant artefacts held there. Each section includes brief information and an interactive activity. Extensive teachers' notes for each section are provided as pdf files, and these will expand and clarify students' use of the activity pages. Essential for classes examining Australian democracy, the resource also provides fine preparation for an excursion. W. Smith

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
SCIS SUBJECTS:	Australia – Parliament; Australia –Politics and government; Parliament House (Canberra, A.C.T.)
PUBLISHER:	Commonwealth of Australia
REVIEW DATE:	13/1/05 [328.94] SCIS 1193764

3PLUS-U
http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/treehouse.html

A United Nations web site produced by the International Labour Organisation (ILO), this site has a sophisticated, interactive adventure game format, which features interactive animation files. It consists of modules of study represented by three teens from around the world, who offer a wealth of indepth information about labour, in an exciting and interesting way. Areas to investigate include Why is there an ILO declaration?, and details of The declaration, as well as work in Our world, Working together and Supply chains. A Challenge game allows students to test their knowledge. The site supports the concepts of labour, responsibility and interdependence, and promotes the attitudes and values of work as outlined in the Commerce syllabus. F. Moore

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7–10
SCIS SUBJECTS:	Employment conditions; Work
PUBLISHER:	United Nations, USA
REVIEW DATE:	13/1/05 [331.01] SCIS 1195688

Note printing Australia
http://www.noteprinting.com/sc02_home.html

Australia's role in setting international standards in innovative banknote technology is revealed on this specialised site. Vivid graphics and clear headings provide information on such topics as circulation life, security, design, durability, and environmental considerations related to our polymer currency. Of particular interest is the idea that banknotes promote a nation's pride, culture, and national heritage. Presentations is a collection of essays and scientific reports on polymer that will be useful for the *Polymers* option in Senior Science. The site is also useful in describing the links between the Australian economy and the world economy, making it applicable to the Commerce study of *Our economy*. A. Fisher

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Commerce 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Banknotes; Polymers and polymerisation
PUBLISHER:	Note Printing Australia
REVIEW DATE:	13/1/05 [332.4] SCIS 1196557

Streamwatch: streams alive
http://www.streamwatch.org.au/main.jsp?qref=95

Streamwatch, an initiative of Sydney Water, includes Streams alive which has been constructed with teacher input to illustrate what happens to water in the environment. With cross curriculum Learning outcomes listed in NSW syllabus outcomes table for Stage 3, using this site is time effective for teachers. Information and activities support the achievement of outcomes in the *Investigating* and *Using technology* strands of Science and Technology K–6, as well as *The Environmental Education Policy for Schools*. The ten Streams alive lessons include The water cycle, Erosion, and Story of a river. Appendix includes extensive Spelling lists and a Glossary of keywords. This is a useful resource for teachers who aspire to an applied approach in content delivery. K. McCulloch

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Environmental education; Rivers – New South Wales – Environmental aspects; Rivers – Study and teaching
PUBLISHER:	Sydney Water
REVIEW DATE:	13/1/05 [333.91] SCIS 1192579

Sugar Australia
http://www.sugaraustralia.com.au/sugaraustralia

Describing the production of Australian sugar and sugar products is the focus of this site. A clear layout and brief paragraphs aid site navigation. About Sugar Australia contains some history, and information on unit operations carried out in the sugar industry, illustrated by simple photographs. Industry information and Products are the most appropriate section for student use. Extensive nutritional and scientific data tables can be found here. Senior students working on the Food Technology topics *The Australian food industry* and *Food manufacture* may find this information useful. Teachers could research the site for Stage 5 work. No links are provided by this site, however students may email questions to the company. C. Barlow

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7–10; Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS:	Sugar; Sugar industry – Australia
PUBLISHER:	Sugar Australia
REVIEW DATE:	13/1/05 [338.1] SCIS 1194207

Confiserie du Roy Rene
http://www.calisson.com

A French speciality, the *calisson* from Aix-en-Provence, is beautifully depicted on this thoughtfully constructed and substantial web site. This almond treat takes its name from the wedding of Roy Rene in 1454, when the sweet was first produced. Notre philosophie and Histoire du colisson will help students get their bearings on the site. Colour and written text are used with skill, and French students with an interest in web site design will doubly appreciate this resource. The site includes personalities, recipes, and ingredients, and it showcases a commercial operation with sophisticated subtlety. This site is only available in French. D. Yule

USER LEVEL:	Stage 5 Stage 6
KLA:	Languages
SYLLABUS:	French K–10; French Stage 6: *Beginners; Continuers; Extension*
SCIS SUBJECTS:	Confectionery; Cookery, French; French language text
PUBLISHER:	Confiserie du Roy Rene, France
REVIEW DATE:	13/1/05 [338.7] SCIS 1193563

Community Relations Commission for a Multicultural NSW
http://www.crc.nsw.gov.au/index.htm

Keenly promoting an appreciation for the significant diversity of culture that exists within NSW Communities, this site is a contemporary and useful resource. Styled like a newsletter, the site presents reports and editorials on local issues, initiatives, and events, promoting cultural heritage through community involvement and participation. The site gives a voice to all communities in NSW. It informs users of such dynamic projects as the Youth partnership with Arabic speaking communities, and presents information such as census data of religion and language within People of NSW. Themes of community accord and cultural diversity feature on this quality site, which, with appropriate teacher direction, forms a balanced and up-to-date reference for the study of *Civics and citizenship*. A. Fisher

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7–10
SCIS SUBJECTS:	Cultural relations; Ethnic groups in New South Wales; Multiculturalism
PUBLISHER:	Community Relations Commission for a Multicultural NSW
REVIEW DATE:	19/1/05 [353.534] SCIS 1191801

World Anti-Doping Agency
http://www.wada-ama.org/en/t1.asp?41275&y=97596

WADA is an independent foundation built on the values of friendship, solidarity and fair play. The agency is directly linked to the IOC, and it has united sports organisations and governments worldwide in helping to achieve drug free sport. This site would be suitable for information research in Stage 6 PDHPE, as well as the Stage 5 Strand: *Individual and community health*. Students and coaches will find great relevance in this site, with plenty of advice and information, including the 2005 prohibited list. Content is up to the minute with news and a calendar, and extends to detailed data regarding Science and medicine. Material on the site is extensive, yet clearly organised, straightforward, and easily interpreted. K. McCulloch

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10; PDHPE Stage 6
SCIS SUBJECTS:	Drugs and sport; Sports medicine; Sports – Moral and ethical aspects
PUBLISHER:	World Anti-Doping Agency, Canada
REVIEW DATE:	13/1/05 [362.29] SCIS 1195868

Food safety matters: Queensland Health
http://www.foodsafetymatters.gov.au

Detailed information on food safety is easily accessed on this site. While information on food handling and contamination is very relevant to senior students, the format is basic, with very limited use of colour. A downloadable Student guide on food safety at home is available, and the site is suitable for students to do their own research. An extensive Teachers manual contains lesson ideas and resources. Useful Links to a number of sites, including *Choice* magazine and the Australian Department of Health and Ageing include a brief statement of the contents of these web site links, making this resource a helpful starting point for student research. This would especially be so for students who are less confident in accessing information from the Internet. C. Barlow

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Food Technology 7–10; Food Technology Stage 6, Tourism & Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS:	Food – Safety measures; Food contamination; Food handling; Food poisoning
PUBLISHER:	Queensland Health
REVIEW DATE:	13/1/05 [363.19] SCIS 1189202

Global warming kid's site
http://www.epa.gov/globalwarming/kids/

Despite the American measurements and geographical focus of this interactive site, it has definite value for Australian environmental educators. Comprehensive descriptions of Climate & weather, the Greenhouse effect, and Global warming, explain the scientific impact of climate change, historic and futuristic, and show how students can take positive action. Animations, though sometimes a little clunky to use, provide excellent additional infor-

mation in an engaging format. Excellent educational **Games** will be popular with students, and **Stuff for teachers** contains download-able tools. The site is useful for teachers and would be a splendid extension tool for gifted and talented students in Stage 2. F. Gardiner

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Global warming
PUBLISHER:	Environmental Protection Agency, USA
REVIEW DATE:	13/1/05 [363.738] SCIS 1175972

Hoagies' gifted education page
http://www.hoagiesgifted.com/

Giftedness is defined and celebrated in this comprehensive and well designed site. The site provides information on the character-istics of gifted children, testing, children with special needs, and social and emotional issues. **Parents** is a useful place to start research, and teachers will find that **Gifted 101: a guide for first time visitors**, and **Who am I?** provide a clear picture of this resource's credibility and practical usefulness in NSW schools. in **Gifted education**, **Educators** has research based articles and teachers will find a rationale for curriculum differentiation here. This excellent resource will help teachers identify gifted students and better understand their needs. The **Kids & teens** section is product based, but does lead to enrichment activities that teachers could explore for classroom use. C. Stilwell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS:	Gifted children – Education; Parent and child
PUBLISHER:	Carolyn K., USA
REVIEW DATE:	19/1/05 [371.95] SCIS 1193868

Bien Manger
http://www.bienmanger.com

Gourmet products of France and Italy can be investigated on this e-commerce web site. An English translation button means that the site may also be used by food technology students. Major food group choices, such as **Produits de la mer** and **Charcuterie**, direct students to view products in their containers and read the labels in French. **En savoir plus** gives students more information about product ingredients and about how these items are farmed and prepared. The site is suitable for student use as information is clearly laid out, developing from the general to the specific. This pleasant site can be used for research, and for language based shopping activities. D. Yule

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Languages; TAS
SYLLABUS:	Food Technology 7–10; French K–10; French Stage 6: *Beginners*
SCIS SUBJECTS:	Farm produce; Food industry – France; Food industry – Italy; French language text
PUBLISHER:	Bien Manger, France
REVIEW DATE:	13/1/05 [381] SCIS 1193576

Consumer youth website
http://www.b4usplashcash.ocba.sa.gov.au/

Students investigating and analysing health information and services used by young people will find this South Australian site to be an interesting resource. Designed for 16-20 year olds who are entering the working world, this practical site provides brief

and general information on the topics of **Smart shopping**, **Buying a car**, **Managing money**, and **Renting a house or flat**. The site is particularly useful to introduce content for the PDHPE Strand; *Individual and community health*, although some informa-tion, such as car warranties, is specific to South Australia. K. McCulloch

USER LEVEL:	Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10
SCIS SUBJECTS:	Consumer education; Consumer protection – Law and legislation; Finance, Personal; Sharing
PUBLISHER:	Office of Consumer and Business Affairs, Australia
REVIEW DATE:	13/1/05 [381.3] SCIS 1195897

Qantas: history
http://qantas.com.au/info/about/history/index

From advertising images to technical specifications, this site examines the fascinating history of Qantas and its association with civil aviation in Australia. Clear headings direct the user to a wealth of information on the airline including the **Flying doctor service** and the development of the **Kangaroo symbol**. Black and white photographic images provide supplementary source material, but in **I still call Australia home** and **Qantas uniforms**, vibrant colour and interactive images take over. In the latter, a slide show and technical information will be useful for students of design and textiles. The site has application in the Geography Unit: *Investigating Australia's identity*, and could form the basis of a virtual study in History 7–10 for *Investigating history*. A. Fisher

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; TAS
SYLLABUS:	Geography 7–10; History 7–10; Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS:	Aeronautics, Commercial – History; Airlines – History; Air travel – History; Australia – History
PUBLISHER:	Qantas Airways, Australia
REVIEW DATE:	13/1/05 [387.7] SCIS 1195186

Animals, myths and legends
http://www.planetozkids.com/oban/Home/home.html

Featuring myths and legends from around the world, this site aims to stimulate Australian students to find out more about those of their own country and other cultures. It also encourages them to seek the common themes occurring in the different cultures. Three characters, Oban, Agor, and Sanjit, act as guides to the site, and many of the **Legends** they present are Aboriginal, Native American, and old English. Some legends have been sent in from students, and the site contains facts on various **Animals**, plus a **Playroom** where a colouring book, crossword, and word search puzzle can be found. This site would be useful in working towards outcomes in the *Cultures* strand of the *HSIE K–6 syllabus*. J. Eade

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
SCIS SUBJECTS:	Animals; Legends; Mythical animals; Myths
PUBLISHER:	WordDesign InterActive, Australia
REVIEW DATE:	13/1/05 [398.2] SCIS 1036156

The pocket basics for English and maths
http://www.pocketbasics.com/

A free screensaver showing the parts of speech, colour coded for visual impact, is the introduction to this site, whose author forth-rightly states the importance of the basics of grammar and spelling for student success. The site offers free pdf downloads for grammar, spelling, vocabulary, and mathematics tables, which tend to be poorly expressed and prescriptive rote learning guides. A list of transitional words for essays and a wall planner could be useful tools for students. The target audience is parents and students, but teachers may find this resource useful if they can put the material into a context for students. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English; Mathematics
SYLLABUS:	English K–6; English 7–10; Mathematics K–6; Mathematics 7–10
SCIS SUBJECTS:	English language – Grammar; English language – Spelling; English language – Vocabulary; Mathematics; Prime ministers; United States – Presidents
PUBLISHER:	Lyn Magree, Australia
REVIEW DATE:	13/1/05 [428] SCIS 1196584

Power proofreading
http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm

Opening with a visually quirky narrative, this site offers a series of reading and writing activities with specific English application and some cross curriculum usefulness. Site users choose a level at which to work and, once the site's slightly clumsy operational style is mastered, there are plenty of options for students' independent learning. The **Site index** will help teachers ascertain content, and is an excellent place to start assessing the site's viability for individ-ual use. The site provides proformas of **Graphic organizers**, such as KWL, 5Ws, and flow charts. **Fake out!** gives definitions of unusual words. Teachers who are searching for new and vibrant ideas, especially for teaching literature and maths, will find the site interesting. C. Koop

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Editing – Problems, exercises, etc; English language – Grammar – Problems, exercises, etc; English language – Punctuation – Problems, exercises, etc; English language – Spelling – Problems, exercises, etc
PUBLISHER:	Houghton Mifflin, USA
REVIEW DATE:	13/1/05 [428.2076] SCIS 1112804

Les verbes au present
http://angelfire.com/la/French1/VerbFam.html

Many students have difficulty with verbs, and this web site can help them improve writing through independent practise. Major verb families are set out in a table, with the endings highlighted in a contrasting colour. Students use a pull down menu under each verb family to find other verbs that work the same way. Students can then test themselves on this interactive site, translating sentences and correcting what they have written. These entertaining exercises will be useful and engaging for beginning French speakers, but others will find them to be basic activities, limited by the use of present tense only. The site offers language based links, which teachers would need to verify for curriculum relevance. D. Yule

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Languages
SYLLABUS:	French language – Grammar; French language – Vocabulary
SYLLABUS:	French 7–10; French Stage 6: *Beginners*
PUBLISHER:	Angelfire, USA
REVIEW DATE:	13/1/05 [448.2] SCIS 1194649

Eric Weisstein's world of science
http://scienceworld.wolfram.com/

The author presents an online encyclopaedia of **Astronomy**, scien-tific **Biography**, **Chemistry**, **Physics** and **Mathematics** at this site. Suitable for senior science and mathematics students, this web site allows students to search for information by topic and alphabetical order. **Biography** contains information organised according to the branches of science, gender, and **Nationality**. Nobel Prize winners are profiled. The information under each listing is succinct and supported by appropriate graphics. A useful bibliography is also included. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Physics Stage 6
SCIS SUBJECTS:	Science – Encyclopaedias
PUBLISHER:	Wolfram Research, USA
REVIEW DATE:	13/1/05 [503] SCIS 1189028

NRIC: mathematics problems, games and articles
http://www.nrich.maths.org/public/index.php

Part of the millennium mathematics project, this resource displays mathematical problems in four tiers with differing levels of challenge. Equating British content to NSW syllabuses is efficiently aided by the **Help** section, and teachers are advised to read this first. Each problem is supported by links to similar problems and related topics as well as very helpful hints. Clear, bright graphics help to clarify the problems and will engage students. Solutions can be submitted online for later publication. As well as mathematical problems, the site contains games of logic and articles about inter-esting aspects of mathematics. Extension students who are mathe-matically literate could work independently and productively using this web site. C. Stilwell

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA:	Mathematics
SYLLABUS:	General Mathematics Stage 6; Mathematics K–6; Mathematics 7–10; Mathematics Life Skills Course Stage 6
SCIS SUBJECTS:	Mathematical recreations; Mathematics – Problems, exercises, etc
PUBLISHER:	University of Cambridge, UK
REVIEW DATE:	13/1/05 [510.76] SCIS 1195248

Astronomy & the universe
http://www.windows.ucar.edu

Written, audio, and visual information about space related topics abounds on this large and informative web site. The site designer has opted for a bitsy visual appeal over easy access to information, and site users will need to experiment in crisscrossing this resource to find all the treasures within. Sections include the earth and space sciences, plus **Myths**, **History & people**, **Images**, and **Arts**. Information within sections is shown at the user's choice of either an

advanced, intermediate, or beginner language level. Most topics have a content range from mid primary to Stage 6. For example, Stage 2 English students could read the short Native American myth of the Aurora Borealis, and Stage 6 students could access Yeats' poem *Leda and the swan*. This interactive site has many cross curricula uses and is well worth a look by teachers. R. Parnis

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Computer games; Earth sciences; Space sciences; Universe
PUBLISHER:	University of Michigan, USA
REVIEW DATE:	13/1/05 [520] SCIS 1194664

Spitzer Space Telescope
http://www.spitzer.caltech.edu/

Part of the NASA four telescope *Great Observatories Program*, this telescope is an infrared detector, and the web site provides access to the telescope's technology and its findings. An extensive library of still, video, and animated **Images** shows the telescope's infrared capabilities. The site explains the **Technology** behind the telescope, and provides a regularly updated **Newsroom**. The student astronomer can access data archives, submit study proposals, or request observer support, while the **Education and public outreach** area can be accessed for a wealth of information on infrared and infrared light, multiwavelength astronomy, and the world around us. Spectacular images, games, and resources for educators, make this a very worthwhile site for astronomy related courses. W. Chaffey

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Physics Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Space probes; Telescopes
PUBLISHER:	California Institute of Technology, USA
REVIEW DATE:	13/1/05 [522] SCIS 1195818

Cool cosmos
http://coolcosmos.ipac.caltech.edu/

The fascinating world of infrared can be discovered on this interactive and vibrant site. **Cosmic classroom** is a good place for educators to start, as the site's usefulness will be quickly apparent in the site map here. Students can explore the science of infrared, in Earth's zoos, geology, and environment, as well as in space. The well documented experiments and classroom activities allow students to discover much about infrared and ultraviolet light. Multiwavelength astronomy is explored. Fantastic images, videos, and useful lesson plans, make this a very useful site for students and teachers. W. Chaffey

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Astronomy; Space sciences
PUBLISHER:	California Institute of Technology, USA
REVIEW DATE:	13/1/05 [522] SCIS 1195823

Hands-on-physics
http://hop.concord.org/

Providing a rich, inquiry based approach to physics, this program features a sequence of hands on investigations that involve building sophisticated devices from inexpensive apparatus. The site provides a refreshing supplement to secondary physics, being heavily experimental, project oriented, technological, low cost and practical to implement. Students can develop their understanding

of physical concepts by building devices such as a security system, an aircraft, a sound synthesiser, an incubator, a bungee escape, and a sun photometer. The information on this site provides ideas for teachers and students for open ended investigations and student research projects. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Physics Stage 6; Science 7–10
SCIS SUBJECTS:	Physics – Problems, exercises, etc.
PUBLISHER:	Concord Consortium, USA
REVIEW DATE:	13/1/05 [530.071] SCIS 1188826

What a shock!: introduction!
http://utahscience.oremjr.alpine.k12.ut.us/sciber02/Elem/5th/Elect/Electint/electint.htm

Pitched at student readers, these science lessons use animated graphics and story like scenarios to describe simple and interesting experiments for young scientists. The language, plus clear instructions for materials and procedures make this site fun to use and stimulating for students. Content in the *Science and Technology K–6 syllabus* and the *Science Years 7–10 syllabus* is covered, though the material is written for American fifth graders. The site provides a viable stimulus for hands on experiments and could easily be incorporated into NSW classrooms. R. Parnis

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Science; ST
SYLLABUS:	Science 7–10; Science & Technology K–6
SCIS SUBJECTS:	Electricity – Experiments; Magnetism – Experiments; Science; Technology
PUBLISHER:	State of Utah Office of Education, USA
REVIEW DATE:	13/1/05 [537.078] SCIS 1194635

Chemicool periodic table
http://www.chemicool.com/

The basis of this straightforward web site is a regular periodic table. A simple click on any element provides an enormous amount of additional data, including **States**, atomic number and weight, **Energies**, oxidation number, electron configuration, **Appearance**, **Characteristics and reactions**, **Other forms**, **Radius**, **Conductivity**, and **Abundance**. Also online for each element are **Encyclopedia Britannica** articles. Essentially a chemical database, the site allows very quick and easy access to information normally found by researching a variety of sources. It is a useful site for students comparing specific properties of elements. W. Chaffey

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS:	Periodic law
PUBLISHER:	Massachusetts Institute of Technology, USA
REVIEW DATE:	13/1/05 [546] SCIS 1195828

The virtual cave
http://www.goodearthgraphics.com/virtcave/index.html

Packed with fantastic photographs and information about the geological and geographical features of caves, this site offers a valuable visual experience for students. Four cave formations are dealt with: **Solution caves**, **Lava tube caves**, **Sea caves** and **Erosional** caves. Detailed drawings of solution and tube caves show some of the caves in cross section. Written text describes how the caves were formed, methods of exploration, and geographical locations. Clearly laid out headings allow introductory

research into such features as **Stalagmites** and **Lava lakes**, with dramatic photographs supporting every page of this appealing site. E. Derouet

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE; ST
SYLLABUS:	Geography 7–10; Science & Technology K–6
SCIS SUBJECTS:	Caves
PUBLISHER:	D. Bewley and D. Bunnell, USA
REVIEW DATE:	13/1/05 [551.44] SCIS 1195304

Tsunami warning!
http://wcatwc.gov/book01.htm

Opening with a realistic siren, this site is a 30 page narrative which describes an Alaskan earthquake and subsequent tsunamis in Alaska and Hawaii. Illustrated with engaging crayon drawings, the narrative begins with characters having breakfast, and moves into simple scientific descriptions of unfolding events. For very young students, language and content work well to describe, in simple yet accurate terms, what is happening. There is no human trauma depicted. The resource emphasises people's awareness and the value of tsunami warning systems in the Pacific, and consequently, everyone reaches safety. The story forms the entire site, and would suit teacher reading for Stage 1 and independent use by Stage 3 students. C. Thomas

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
SCIS SUBJECTS:	Tsunamis
PUBLISHER:	West Coast & Alaska Tsunami Warning Center, USA
REVIEW DATE:	13/01/05 [551.46] SCIS 1200709

Tsunamis and tsunami research
http://www-sci.pac.dfo-mpo.gc.ca/osap/projects/tsunami/default_e.htm

Students and teachers curious about the cause and effect of tsunamis will find this site to be an interesting and comprehensive source. **Basic physics of tsunamis** will take site users to general explanations, supported by some complex scientific statistics and analysis. **How do earthquakes generate tsunamis?** summarises for Stage 5 Science students the effect of interactions at plate boundaries. The **Tsunami model** and **Modelling results**, which depict animations of seismic waves, are useful for the Physics Option: *Geophysics*, and will allow junior Geography students to use their subject's mapping and photographic tools to practise interpretations. Updated with satellite images and the science of the **Indian Ocean tsunami**, this site is topical and informative. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Geography 7–10; Physics Stage 6
SCIS SUBJECTS:	Tsunamis
PUBLISHER:	Fisheries and Oceans Canada
REVIEW DATE:	12/01/05 [551.46] SCIS 1200729

Related web sites include:

Killer wave! tsunami
http://www.nationalgeographic.com/ngkids/9610/kwave/index.html
General information; a small site. Stage 3 Stage 4.   SCIS 1201312

Tsunami
http://www.ga.gov.au/urban/factsheets/tsunami.jsp
General information with diagrams. Stage 3 Stage 4. SCIS 1200701

Earthforce
http://sln.fi.edu/earth/earth.html
A large site; general and detailed information. Stage 4 Stage 5 Stage 6.   SCIS 1047501

International Tsunami Information Center
http://www.prh.noaa.gov/itic/
A comprehensive, mainly scientific site. Stage 4 Stage 5 Stage 6.
SCIS 1200708

International Coordination Group for the Tsunami Warning System in the Pacific
http://ioc.unesco.org/itsu/
A comprehensive site, with animations, stories and science on the recent tsunami. Stage 4 Stage 5 Stage 6.   SCIS 1200753

Understanding tsunamis
http://school.discovery.com/teachers/tsunami
Lesson based, with reference to the recent tsunami and two educational videos. Stage 4 Stage 5.   SCIS 1200710

How tsunamis work
http://www.howstuffworks.com/tsunami.htm
Excellent explanations; dramatic animations and satellite images of the recent tsunami. Stage 3 Stage 4 Stage 5 Stage 6.
SCIS 1200911

Welcome to the Northern Territory Library Cyclone Tracy website
http://www.ntlib.nt.gov.au/tracy/advanced/cyc_tracy.html

This web site provides detailed and informative insight into Cyclone Tracy and the devastation of Darwin in 1974. The site cleverly presents a clear picture of this event through well written material, primary source documents, and interesting audio and video material. The site consists of links to three main areas: **Cyclone Tracy** offers a history of Darwin and a detailed analysis of the arrival, path, and impact of the cyclone; **Meteorological information** presents general information about cyclones, with links to the life cycle of cyclones and their formation; and **Oral histories** contains a collection of interviews of personal insights after Cyclone Tracy. Quality information and ease of navigation make this site suitable to support the outcome LS.5 in Geography 7–10. A. Fisher

USER LEVEL:	Stage 3 Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
SCIS SUBJECTS:	Cyclone Tracy; Cyclones; Darwin (N.T.) – History
PUBLISHER:	Northern Territory Library
REVIEW DATE:	13/1/05 [551.55] SCIS 1124858

Storm chaser
http://learner.org/exhibits/weather/act_tornado/citymap.php?fc=i

In the American state of Kansas, spring tornados are brewing. In this interactive web site, students choose a city from a map, and, with the help of a **Storm spotter's guidebook**, analyse the likelihood of a tornado. The site invites users to examine a photograph of clouds in that city, and identify the weather conditions they observe. They then select a storm warning from a list and write a report on what they are seeing in the photograph. After submitting the report, students can check their accuracy against a real report of the event. Engaging, and simple to use, this is an excellent site for practising report writing and critiquing cloud formations. E. Derouet

USER LEVEL:	Stage 3
KLA:	English; ST
SYLLABUS:	English K–6; Science & Technology K–6
SCIS SUBJECTS:	Clouds; Tornados
PUBLISHER:	Annenberg/CPB, USA
REVIEW DATE:	13/1/05 [551.55] SCIS 1195310

Insecta inspecta world
http://www.insecta-inspecta.com/

Detailed and entertaining, this information has wide application across KLAs, such as historical content on the plague in **Fleas**, a scientific description of malaria in **Mosquitoes**, the environmental impact of killer bees in **Bees**, and images in **Insects in art**. Other insect categories are **Ants, Beetles, Butterflies, Crickets, Mantids, Termites, True bugs**, and **Ladybugs**. Students can hear a didjeridu played in **Bugs in the news**, and find out how the Aztecs farmed organically in **Questions that bug us**. This site includes excellent graphics, and it is also available in Spanish, providing an interesting context for language students. Written text is most appropriate for Stage 4 students, but primary teachers will find the site useful for *Mini worlds* and *Cycles in our world*. J. Eade

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	Languages; Science; ST
SYLLABUS:	Science 7–10; Science & Technology K–6; Spanish K–10
SCIS SUBJECTS:	Insects
PUBLISHER:	Insecta-Inspecta, USA
REVIEW DATE:	13/1/05 [595.7] SCIS 1195208

The children's butterfly site
http://www.mesc.usgs.gov/resources/education/butterfly/bfly_start.asp

General and specific information about butterflies and moths is found on this visually appealing site. Although Australian butterflies are not included, material could be adapted for use with the *Living things* content strand and web site links carry some Australian content. Thumbnail diagrams, photographs, and drawings, may be enlarged and many can be printed to colour, or completed online using a built in painting program. Navigation through the site is user friendly and **Life cycle** would be especially beneficial to Science and Technology students. The opportunity to talk to an expert in the field via email affords users another knowledge dimension. G. Cale

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Butterflies; Moths
PUBLISHER:	United States Geological Survey, Fort Collins Science Center, USA
REVIEW DATE:	13/1/05 [595.78] SCIS 982777

Whale watching Australia
http://www.ifaw.org/ifaw/general/default.aspx?oid=88945

Whales have captured the public imagination and this site taps into that fascination with current information and vibrant photographs depicting whale behaviour. Students can investigate national **Daily whale watch sightings**, view an animated map to **Follow whale migration** through Australian waters, and explore the **History of whales** in Australia. In the latter section, **About whales** describes the biology and classification of Humpback, Southern Right, Minke, Killer, and Blue whales. Reports on ecotourism and the whale watching industry can be downloaded, as can a study guide for the film *What to do about whales?*. Students can also learn what can be done to help protect these incredible animals for future generations. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	Science

SYLLABUS:	Science 7–10
SCIS SUBJECTS:	Endangered species; Whales; Wildlife conservation
PUBLISHER:	International Fund for Animal Welfare, Australia
REVIEW DATE:	13/1/05 [599.5] SCIS 1189718

The human body
http://www.thehumanbodyfilm.com/home.html

Designed to support a large format film on the biological processes of our bodies, this site has some uses for teachers. The film follows a family from dawn to dusk as they go about their daily routines, and shows what takes place beneath the skin in incredible detail. The most useful part of the site for teachers is **Especially for teachers**, which is designed to further students' understanding of body systems and how they work together. Teachers can download a collection of student centred activities as a pdf file. Each activity comes with suggestions for how to incorporate the activity into lessons. Topics covered include: circulation; the brain; DNA; the senses; and bones. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	Science
SYLLABUS:	Science 7–10
SCIS SUBJECTS:	Physiology
PUBLISHER:	Discovery Communications, UK
REVIEW DATE:	13/1/05 [612] SCIS 1189054

Your gross & cool body
http://yucky.kids.discovery.com/noflash/body/index.html

Combining scientific and entertaining activities, this site shows students how the unsavoury aspects of the human body work. **Sweat, Pimples, Dandruff, Ear wax, Digestion, Scabs**, and **Pus** are among the topics covered in an amusing way. Students can choose a body system or a body function to investigate, and the interconnectivity of body parts and functions is a feature of the resource. For example, **Vomit** leads to related pages on digestion. Viewers may take part in a quiz and investigate **Yucky fun and games**, including recipes, crafts, and **Icky experiments**. The **Teacher center** has plenty of teaching ideas which will engage students in the PDHPE topics: *Active lifestyle* and *Growth and development*, and Science students who are taking *A look inside*. A. Beedles

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE; ST
SYLLABUS:	PDHPE K–6; Science & Technology K–6
SCIS SUBJECTS:	Human anatomy
PUBLISHER:	Discovery Communications, USA
REVIEW DATE:	13/1/05 [612] SCIS 1038082

The real deal on the digestive system
http://kidshealth.org/kid/body/digest_noSW.html

Extensive information on the digestive system can be found on this site. Written as a narrative in simple language, the story begins with the eating of a pizza and fruit. The digestive progress is followed and, along the way, the various organs and digestive processes are aptly described. Pronunciations for words such as oesophagus and epiglottis are incorporated, as are articles on such topics as the benefits of drinking **Water**, information about **Proteins, Carbohydrates, Calories**, and **Fats**. Other areas of the body can be explored from this site and links would need to be verified for curriculum relevance. This site would be beneficial with the Stage 2 Unit: *A look inside*. J. Eade

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Children – Care and health; Digestion
PUBLISHER:	Nemours Foundation, USA
REVIEW DATE:	13/1/05 [612.3] SCIS 1195209

Go grains: health, taste, energy
http://www.gograins.grdc.com.au/index2.htm

Grains nutrition information and healthy eating promotion are the realised intentions of this site. Teachers will find current nutrition information in **For health professionals** on areas such as links between complex carbohydrate consumption, weight control and heart disease. **For consumers** leads to good basic information on areas such as the glycaemic index, heart health, and easy healthy recipes, all of which could be incorporated into lesson activities for Food Technology students. **For teachers** contains information on purchasing the *Go grains* CD-ROM, which is applicable to the Stage 6 course, especially for *Food product development*. Useful **links** and **Publications** make a great starting point for teachers and senior students researching *Food Manufacture, The Australian food industry*, and *Current issues: nutrition*. C. Barlow

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7–10, Food Technology 7–10, Food Technology Stage 6
SCIS SUBJECTS:	Carbohydrates; Grain; Nutrition
REVIEW DATE:	13/1/05 [613.2] SCIS 1194255

Alzheimer's Association: kids and teens
http://www.alz.org/Resources/TopicIndex/KidsTeens.asp

Helpful and easy to understand information about Alzheimer's disease is available on this site. How Alzheimer's affects the targeted web site audience, and explanations of how it affects the brain, are well written and include activities for students to learn about the disease and to help them interact with people who have Alzheimer's. Age appropriate lists of reviewed fiction and non fiction resources are included. Links to web sites are usefully annotated for teacher analysis. This site could be used for Stage 3 outcomes in *Growth and development*, and the Stage 4 strand, *Individual and community health*. Stage 5 students will find the site useful for the strand, *Self and relationships*. K. McCulloch

USER LEVEL:	Stage 3 Stage 4 Stage 5 Community
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS:	Alzheimer's disease
PUBLISHER:	Alzheimer's Association, USA
REVIEW DATE:	13/1/05 [616.8] SCIS 1195917

Edheads: simple machines
http://edheads.org/activities/simple-machines/

Bright colours and sound make this interactive site appealing to students looking for a challenge. **Click here** to **start** offers options to investigate simple machines, with activities in **The house**, and compound machines in the **Tool shed**. Activities within these choices download quickly. Edhead, a talking robot, invites site users to identify ten examples of simple machines, to select a multiple choice answer to describe the function of each object, and to identify it as either a **Pulley, Wheel and axle, Gear, Lever, Inclined plane, Screw**, or **Wedge**. Correct selections lead to a demonstration of the machine. A comprehensive **Simple machines glossary** and **Teacher guide** are available. This fabulous resource will complement a study of the Science unit, *Making it easy*. C. Keane

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Children – Care and health; Digestion
PUBLISHER:	Nemours Foundation, USA
REVIEW DATE:	13/1/05 [612.3] SCIS 1195209

Simple machines learning site
http://www.coe.uh.edu/archive/science/science_lessons/science les1/finalhome.htm

Part of a larger educational site devoted to science lessons, this section contains easily accessible information for independent and shared access by students developing knowledge and understandings about simple machines. Clicking each of the six visual images shows the student a clear description and illustrated uses of the machine in everyday situations. This develops an understanding that machines allow tasks to be performed more easily. Once students have researched each machine, a **Simple machines quiz** checks their understanding with instant responses. Teachers are directed to **Links** for information, lesson plans and activities to assist with designing, making, and investigating tasks relevant to the *Making it easy* unit. C. Keane

USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Machinery
PUBLISHER:	T. Krantz, USA
REVIEW DATE:	13/1/05 [621 8] SCIS 1194918

Simple machines
http://www.mikids.com/Smachines.htm

A definition, photograph, and labelling activity are provided for each of the machines presented here in a table format. This is an excellent model and stimulus for students to undertake and record their observations, and could be a springboard for design proposals. The **Type** column in the simple machines table has definitions and links to examples using *LEGO*, which may inspire students to use this material for their design and make activity. The **Printable activity sheet** has simple find and record tasks, which could be useful as an assessment activity. Teacher verified links to **Interactive online activities, Inventor's toolbox**, and **Simple machines quiz**, could provide students with a range of opportunities to develop ICT skills, particularly for the *Making it easy* unit. C. Keane

USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Machinery
PUBLISHER:	MIKIDS.com, USA
REVIEW DATE:	13/1/05 [621.8] SCIS 1194921

Minerals downunder
http://www.ga.gov.au/education/minerals/

Gold, Copper, Silver, Iron, and **Mineral sands** are the minerals featured on this site.. Other minerals and related topics, such as gold alluvial deposits and quartz, can be found within descriptions of the main minerals. Students can research the properties of individual minerals, where they are found in Australia, their uses, and how the deposits are formed. They can find information on how to conduct experiments on the various minerals. Geological, geophysical, and geochemical techniques are described, as well as geological surveys. This site is appropriate for students working

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USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K–6
SCIS SUBJECTS:	Machinery
PUBLISHER:	Edheads, USA
REVIEW DATE:	13/1/05 [621.8] SCIS 1125852

within the Science 7–10 and Earth and Environmental Science syllabuses. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Science 7–10; Earth and Environmental Science Stage 6
SCIS SUBJECTS:	Mines and mineral resources – Australia
PUBLISHER:	Minerals Council of Australia
REVIEW DATE:	13/1/05 [622] SCIS 1189723

Agriculture around Australia
http://www.agriculture.asn.au

This is an excellent agricultural resource written specifically for students. Although the information provided is general, it would be an excellent starting point to introduce or summarise agricultural enterprises. Probably the most appealing aspect of this site is that it is filled with Australian facts, Australian breeds and Australian market prices, making this site a very valuable teaching resource. The language used is simple and the web layout is easy to navigate. The inclusion of a basic terminology list with every production enterprise provided makes this site particularly useful for students. I. Mavin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS:	Agriculture – Australia
PUBLISHER:	Royal Agricultural Society of NSW
REVIEW DATE:	13/1/05 [630.994] SCIS 1192190

Sheep and goats
http://www.dpi.qld.gov.au/sheep/

Offering a comprehensive collection of information about sheep and wool production in Australia, this quality site has a large volume of current and relevant material. The site is very easy to navigate. Most topics included begin with Key activities, where the language used is succinct and simple, making it ideal for use by students. However, the bulk of information provided on many topics is thorough and may be useful only with teacher explanations. The information on breeding, hormones, disease control and animal welfare will be particularly useful for Stage 6 students when completing Elective 2: Animal management. This is an appropriate and useful resource for students and teachers. I. Mavin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agricultural Technology 7–10; Agriculture Stage 6
SCIS SUBJECTS:	Agriculture – Queensland; Goat industry; Queensland – Department of Primary Industries and Fisheries; Sheep industry – Queensland
PUBLISHER:	Department of Primary Industries
REVIEW DATE:	13/1/05 [636] SCIS 1192236

Recipezaar: a recipe, cooking and diet community
http://www.recipezaar.com/

Teachers searching for new recipes for practical lessons will find this site very helpful. A wide range of recipes is updated daily on this user friendly site. Recipes are classified under headings of Occasion, Preparation, Cuisine, Main ingredient, Course, and Dietary, making it a very quick exercise to identify recipes relevant to the user's specific needs. One ingredient is highlighted monthly, and a considerable amount of information is provided for this food item, including storage, recipes, nutritional benefits, and origins. Students researching international cookery and foods for specific dietary needs will find this site informative and simple to use. Intrusive pop up food advertisements are the only negative aspect of this site. C. Barlow

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Food Technology 7–10; Food Technology Stage 6; Tourism & Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS:	Cookery
PUBLISHER:	Recipezaar, USA
REVIEW DATE:	13/1/05 [641.5] SCIS 1189239

Arnott's
http://www.arnotts.com.au/default.asp

Information on food manufacture and product development is pitched at an appropriate level for high school students on this easily navigated site. School corner includes a virtual tour of the Arnott's factory, where students can click icons of unit operations to display sections of the factory, then read simple explanations of the processing being carried out. The virtual tour would lend itself well to a self paced learning activity. It would also provide students with some sense of the type and size of factory machinery used here, and a basic understanding of unit operations. Also in this section is All about Arnott's, with product information useful for the Design and Technology Years 7–10 syllabus. Food facts contains nutrition information. C. Barlow

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Design & Technology 7–10; Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS:	Biscuits; Food; Food industry; Manufacturing processes
PUBLISHER:	Arnott's Biscuits Limited, Australia
REVIEW DATE:	13/1/05 [664] SCIS 1189199

Patterns of identity: textiles in Aotearoa
http://www.textiles.org.nz/

An inspirational resource, this site clearly reflects New Zealand culture with an extensive image collection, including the work of designers of contemporary Maori textiles. Profiles contains biographies and a design photo gallery of the textile works of artists and designers working in Aotearoa. Dylon includes step by step instructions on dyeing techniques in Batik, Tie & dye and other Craft projects. In New Zealand design archive users will find digital archives, documenting and analysing New Zealand design history. This is a valuable site, supporting the achievement of outcome LS3.1 in the new Textiles Technology Years 7–10 syllabus or assisting students needing inspiration for their Major Textiles Project. M. Timperley

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS:	Shirts; Textile crafts; Textile design; Textile printing
PUBLISHER:	School of Art and Design, Auckland University of Technology, NZ
REVIEW DATE:	13/1/05 [667.0993] SCIS 1192482

Manufacturing is cool!: tour where manufacturing happens
http://www.manufacturingiscool.com/cgi-bin/mfgcoolhtml.pl?/tours.htm&

A portal to manufacturing companies with virtual tours is the function of this web site. A wide variety of products and processes is shown, from the aircraft in the Boeing Company to the pens of BIC Corporation, and the tours take site users through large operations including factories manufacturing musical instruments, furniture, heavy industry, packaging, boats, and food and drink. A Teachers guide, also a portal, includes information useful for all NSW technology based courses, as well as science and mathematic subjects. TAS students could make good use of this web site when researching design, manufacturing, industrial technology, electronic systems, and engineering. R. Parnis

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7–10; Food Technology 7–10; Industrial Technology 7–10; Marine & Aquaculture Technology CEC 7–10
SUBJECTS:	Companies; Design; Engineering; Manufacturing processes
PUBLISHER:	Society of Manufacturing Engineers, USA
REVIEW DATE:	13/1/05 [670] SCIS 1194588

NGA Kids: interactive art that you can make online
http://www.nga.gov/kids/kids.htm

Vibrant, instructive, and interactive, this site has many intriguing and creative arts activities for students. Most techniques are found in The art zone, but a look at the featured artists provides some excellent art analysis, including Cropley's Watson and the shark, which is bound to be a hit with students. Easily navigated, this colourful site actively explores design, art techniques, colour, and art appreciation with activities that are well thought out and explained. Clearly supporting Creative Arts syllabuses, the site has cross curricula usefulness, especially for Science and Technology and Mathematics, with entertaining opportunities in using and designing art online, and mathematics lessons available in NGA classroom. The site requires Quicktime and Shockwave software. G. Cale

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	CA; Mathematics; ST
SYLLABUS:	Creative Arts K–6; Mathematics K–6; Science & Technology K–6; Visual Arts 7–10;
SCIS SUBJECTS:	Art – Study and teaching; Classroom activities
PUBLISHER:	National Gallery of Art, USA
REVIEW DATE:	13/1/05 [708.13] SCIS 1055111

Destination modern art
www.moma.org/destination

Works by Vincent Van Gogh, Frida Kahlo, Umberto Boccioni, Romare Bearden, and Polly Apfelbaum are introduced to young users in this lively and attractive site. Subject matter and expressive forms explored are: landscape, portrait, sculpture, collage, and installation. A cute green alien guide introduces each art work visually and in simple audio readings. Activities with works differ slightly. They include opportunities for the user to Look at the work's detail, play with Words, examine the Tools used to make the work, read About the artist, and use an Idea for an activity based on the work. Animation, sound, and interactivity increase the site's appeal for young users. The site could be used independently, or as a classroom activity. W. Smith

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K–6
SCIS SUBJECTS:	Art, American; Art – Galleries and museums; Art, Modern – 19th century; Art, Modern – 20th century;
PUBLISHER:	Museum of Modern Art, USA
REVIEW DATE:	13/1/05 [709.04] SCIS 1193755

The great buildings collection
http://www.greatbuildings.com/buildings.html

Eight hundred of the world's best ancient and modern structures are shown on this large and visually appealing site. Each building has a detailed description, multiple images, and analysis of construction that provides information as to why and how these building were designed and created. Insight into the innovation and history of the built environment is enhanced by extensive and well written profiles of Architects, Places, and descriptions of Architectural types. Some buildings are further described in 3D models, and the site has links to the program required to view the models. Research into architectural styles, design processes, construction materials, and historical structures, are some of many activities that students could undertake within this inspiring site. B. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE; TAS
SYLLABUS:	Ancient History Stage 6; Design & Technology 7–10; Engineering Studies Stage 6; History 7–10; Modern History Stage 6; Technology (Mandatory) 7–8
PUBLISHER:	Artifice, USA
REVIEW DATE:	13/1/05 [720] SCIS 1158372

Houses around the world
http://www.hgpho.to/wfest/house/house-e.html

A part of the Haga Library Inc. photographic collection, this site is a group of eighteen authentic, and clearly labelled, colour photographs of some of the more unusual housing styles from around the world. Included are stone houses of the Chinese Miao tribe, and houses on water in Sabah, Malaysia. The site provides visual information which would support the development of students' knowledge and understanding of types of dwellings and how they can be adapted to suit the environment. It is particularly relevant for the Science and Technology K–6 syllabus Content strand: Built environments, and the HSIE K–6 units: The need for shelter and Living in communities. Additionally, the site would be useful as stimulus material for visual literacy and model making. F. Moore

USER LEVEL:	Stage 1 Stage 2 Stage 3 Professional
KLA:	HSIE; ST
SYLLABUS:	HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Dwellings
PUBLISHER:	Haga Library, Japan
REVIEW DATE:	13/1/05 [728] SCIS 1195667

DK clip art
http://uk.dk.com/static/cs/uk/11/clipart/?intro.html&1

Over 1150 high quality images, on over 40 topics, are offered for free download on this attractively presented and easily navigated site. Thumbnail images of photographs, diagrams, maps, and drawings, in the style familiar to readers of DK books, can be enlarged for assignment use, using the instructions provided. Scientific images include page references to DK's e.encyclopedia. It

is not possible to search for a specific image by title or subject, as access is solely via thematic icon. The site has potential for students as a source of clear and accurate images, and teachers may also find the resource useful in preparing material for student use. W. Smith

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA; HSIE; ST
SYLLABUS:	Creative Arts K–6; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Clip art; Computer graphics
PUBLISHER:	Dorling Kindersley, UK
REVIEW DATE:	13/1/05 [745.4] SCIS 1196590

On-Line Picasso Project
http://www.tamu.edu/mocl/picasso

An extremely interesting resource, this site provides a wide selection of Picasso's Works, from childhood to adulthood. Students would find this early work very interesting, and this could be a good starting point for discussion. It is an excellent site to see the development in Picasso's artmaking practise, to observe the Cubist influence, and to research his Life. Extensive images are grouped chronologically, and clear reproductions enlarge with short and specific information on the work's construction. An extraordinary list of Museums, linked to their web sites, and a large number of articles in Archives, are well worth teacher investigation. Some knowledge of Picasso is useful in site navigation, and written content is detailed and most suitable for teacher use. N. French

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	CA
SYLLABUS:	Visual Arts 7–10
SCIS SUBJECTS:	Painters, Spanish
PUBLISHER:	On-Line Picasso Project, USA
REVIEW DATE:	13/1/05 [759.6] SCIS 1194988

M.C Escher: life and work
http://www.nga.gov/collection/gallery/ggescher/ggescher-main1.html

The life and artworks of the artist Escher are displayed on this visually appealing site. Overview provides some biographical information on his life. Start tour directs the user to Escher's artistic practice, where twenty four works are displayed and briefly analysed. All the artmaking techniques used by Escher are clearly described in simple language, providing good examples of each technique. An array of images has been included, spanning his life and the changes in his artmaking practise, and each work can be enlarged to full screen. This site is pleasant to use, easy to navigate, and would be useful when formulating an artist case study. N. French

USER LEVEL:	Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Visual Arts 7–10
SCIS SUBJECTS:	Prints, Dutch
PUBLISHER:	National Gallery of Art, USA
REVIEW DATE:	13/1/05 [769.92] SCIS 1194985

Hop Pop Town
http://www.kids-space.org/HPT

Interactive games in a series of colourful interfaces offer opportunities for students to learn about specific musical elements. Three scenarios provide activities for recognising differences in intervals and tone colour, remembering phrases, and improvising. Friends at Hoppy Hill allows children to experiment with single sounds and sounds in combination to create a soundscape which they can record and play back. Each scenario builds on the concepts learned

in the previous one. Hop Pop instruments hall organises the orchestra by families of instruments and smaller combinations such as String quartet, enabling each to be heard individually. Good quality audio and MIDI sound files allow students to develop aural skills as they experiment with improvisation. A. Wisdom

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	CA
SYLLABUS:	Creative Arts K–6
SCIS SUBJECTS:	Composition (Music); Improvisation (Music); Musical instruments; Singing games
PUBLISHER:	Kid's Space, USA
REVIEW DATE:	13/1/05 [781.3] SCIS 1192542

Australian Sports Commission: women & sport
http://www.ausport.gov.au/women/index.asp

An enormous amount of information about sport, including gender, equity, and health topics, can be found on this site. Particularly relevant for the PDHPE topics Individual and community health, Self and relationships, and Lifelong physical activity, the site looks at Disability sport and For Indigenous issues as part of its extensive collection. Issues is an introduction, with statistics, to topics such as Sporting attire, Sexploitation, Body image, Transgender, and Gender verification. For health, Osteoporosis and Menopause have worthwhile links to information. The site is large, but clearly and efficiently laid out, and it excels in providing extensive links to government initiatives, programs, and events, such as the Active Australia Schools network. K. McCulloch

USER LEVEL:	Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10
SCIS SUBJECTS:	Sports; Women – Care and health; Women – Nutrition; Women – Recreation
PUBLISHER:	Australian Sports Commission
REVIEW DATE:	13/1/05 [796.082] SCIS 1193228

Giggle poetry
http://www.gigglepoetry.com/index.html

The focus on this web site is humorous rhythmic poems written by a small number of poets. The poems, usually featuring a twist at the end, are categorised as Silly rhymes, Favourite poems, and School poems. There are many poems for reading, and the site offers ideas for the classroom, such as rating poems, Poetry contests, and Ask the poet. In Poetry teacher, Poetry class offers ideas for teaching, and outlines simple lessons in writing a large number of different forms, such as found poems, sound poems, and songs. The site is eye catching for student use, and very easy to navigate. M. Davis

USER LEVEL:	Stage 1 Stage 2 Stage 3 Professional
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	English language – Composition and exercises; Humorous poetry – Collections; Poetry – Problems, exercises, etc
PUBLISHER:	Meadowbrook Press, USA
REVIEW DATE:	13/1/05 [821.007] SCIS 1131937

Roald Dahl Fans.com
http://www.roalddahlfans.com/

Covering Dahl's life and work, this extensive and responsible fan web site includes biographies, Timelines, and well organised information about his Books, Poems. Movies, TV shows, Radio shows, and Short stories. The site covers works for children and adults, some of it risqué, and for some texts it includes a summary

of plot, collection data, and teacher resources. Student help and Teacher ideas will prove useful, with the latter being organised by titles of works with links to interesting lesson plans. Teachers will also find useful content in Games and Contests, as well as many graphics of posters and covers, and an audio clip from the television show Tales of the unexpected. The site has few excerpts from Dahl's works, but it offers much for the Dahl aficionado. A. Beedles

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Authors, English
PUBLISHER:	K. Howard, Australia
REVIEW DATE:	13/1/05 [823] SCIS 1195855

Atlapedia online
http://www.atlapedia.com/index.html

Physical and political maps download quickly on this site. Information about countries is accessed via the erratic Search feature, where a mini yearbook collection of facts and statistics can be found. While the site is easily navigated, most of these statistics stem from around 1993, and the site has not been updated since 2003, with population estimates dated 2000. Teachers intending to use this site for school work should investigate School use licence, as a fee is required for the school use of downloadable Maps and resources for students & teachers. This resource is a useful quick reference for teachers, and it is a moderately useful resource for the study of geography. A. Beedles

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	HSIE
SYLLABUS:	Geography 7–10; HSIE K–6
SCIS SUBJECTS:	Atlases
PUBLISHER:	Latimer Clarke, Australia
REVIEW DATE:	13/1/05 [912] SCIS 1195838

Create a timeline in Microsoft Excel
http://www.microsoft.com/Education/CreateTimeline.aspx

Step by step instructions in constructing timelines using online spreadsheets are to be found on this small site. Instructional language assumes prior knowledge of technological terms, but the How to section is clearly laid out in point form. A short rationale for making timelines is the introduction, and four variations of one example are provided. The use of graphics in introducing both the timeline and spreadsheet concept would appeal to Stage 2 students. Students sitting for the Year 6 Computer Skills Assessment would find this site of benefit in preparation for that assessment. G. Cale

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
SCIS SUBJECTS:	Chronology, Historical – Data processing; Graphs – Data processing; Spreadsheets – Problems, exercises, etc
PUBLISHER:	Microsoft Corporation, USA
REVIEW DATE:	13/1/05 [920.02] SCIS 1194411

Ancient Egypt
http://www.ancientegypt.co.uk/menu.html

Students are introduced to many aspects of ancient Egyptian life, such as Time, Geography, Trades and Pyramids, by this entertaining and interactive site. In Egyptian life, basic facts are presented in the Story section, virtual tours can be found in Explore, while Challenge offers students a related activity, such as learning Egyptian numbers through tallying temple contributions, or journeying to the underworld. Students will incorporate skills such as map reading, mathematics, logical thinking, and comprehension when working with this site. While clearly focused on junior

students studying Ancient societies, the site's archaeological resources, such as the Beit el-Wali cast, would be an informative and high interest introduction for senior students of ancient Egypt. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
PUBLISHER:	British Museum
REVIEW DATE:	13/1/05 [932] SCIS 1123423

Egyptians
http://www.bbc.co.uk/history/ancient/egyptians/

Easy to navigate and clearly set out, this site provides a high interest overview of many aspects of Ancient Egypt. Each topic, including Voices from Ancient Egypt, Mummies around the world, and Careers for women in ancient Egypt, has articles, biographies, a multimedia zone, and worthwhile links. Authoritative and respected Egyptologists, such as Dodson, Waterson, and Tyldersley, have contributed to the site, which also includes primary sources from the Old Kingdom. The site has wide and varied applications in History classrooms, from an introductory activity such as sending Hieroglyphic postcards, to a senior study of the ancient societies of Egypt, and the personalities of Hatshepsut and Akhenaten. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
SCIS SUBJECTS:	Egypt – History; Egypt – Social life and customs
PUBLISHER:	BBC, England
REVIEW DATE:	13/1/05 [932] SCIS 1193177

Germany for kids
http://www.germany-info.org/relaunch/culture/life/G_Kids/index.htm

Eleven year old Phillip, a boy from Frankfurt, erratically guides students around this site. He talks about life in Germany, although his pleasantly colloquial first person voice is replaced in some sections with the instructive tone of an adult voice. The main topics include Country info, Living, Food, Celebrities, and Music. The latter contains short clips in Pop, Hip Hop, and Techno, and these are well worth a look for graphic design students. Information is contemporary, pitched at American students around Phillip's age, and the text explains how German students interact with a range of things such as mobile phones, computers, movies, and football. This site is in English only, but is a fine introduction to the country for beginning speakers. S. Hauth

USER LEVEL:	Stage 3 Stage 4
KLA:	Languages; TAS
SYLLABUS:	German K–10; Graphics Technology 7–10
SCIS SUBJECTS:	Germany – Social life and customs
REVIEW DATE:	13/1/05 [943] SCIS 1191404

Archeopark
www.archeopark.net

Available in Italian and German as well as English, this site is a virtual open air museum, allowing students to investigate a prehistoric village. An interactive map icon takes site users to large, clear photographs and simple paragraphs which explain buildings in the village and what activities were undertaken there. Laboratorio, found on the map, has short films of bread making, and people working with clay and metals. A visual time line gives a little information about the village, from Paleolithic to Roman times, but the site's strength is its vibrant photographs. The site is useful for basic

research; it lends itself to web quests, and it could be used to develop an exciting virtual excursion in Italian or German. D. Yule

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE; Languages
SYLLABUS:	German K–10; History 7–10; Italian K–10
SCIS SUBJECTS:	Amusement parks; Brescia (Italy) – Galleries and museums; Brescia (Italy) – History; German language text; Italian language text
PUBLISHER:	Archeopark, Italy
REVIEW DATE:	13/1/05 [945] SCIS 1193503

A journey through Asia
http://www.mcjames.com/seasia/intro/intro.html

In 1992, Jason James travelled for four months by train, bus, car, and boat, through Asia. This site is his well written, edited dairy, in which he records descriptions and impressions of people and places, and cultural notes about differences. Illustrating the present tense text are sidebar photographs which add meaning and colour to the journey. James' style is readable and informal, and this informative record of his journey would be useful for English students seeking support material for the Area of Study: *The journey*. The **Introduction** is well worth reading as it is explicit on change in the traveller's perceptions. Teachers should be aware of some neutral observations about adult behaviours in Japan and Bangkok. C. Thomas

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6
SCIS SUBJECTS:	Asia; Diaries; Voyages and travels
PUBLISHER:	Jason Thomas James, USA
REVIEW DATE:	13/1/05 [950] SCIS 1187569

Lords of the earth
http://www.mayalords.org/

The theory of **Archaeoastronomy** underpins this large web site, which would need teacher direction for successful student navigation. Incorporating the cultures of the **Maya, Inca, Aztec, North American Indians**, and **Mixtec**, the author explores the astronomy and legends of each, as well as attempting to establish links between these peoples. This investigation is based on archaeological remains, in particular the codices of ancient buildings. Language and some of the concepts are complex, and could be challenging for some students. Information about Australia should be treated with caution. With teacher guidance, this web site could be incorporated into the teaching of the Science Stage 5 topic: *Components of the universe*, and the History topic: *Ancient societies*. B. Hull

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; Science
SYLLABUS:	History 7–10; Science 7–10
PUBLISHER:	Lords of the Earth, USA
REVIEW DATE:	13/1/05 [970.004] SCIS 1196936

Australia downunder
http://www.thinkquest.org/library/site_sum.html?tname=28994&url=28994/

Prepared by two Californian students as an entry in the 1999 *ThinkQuest Internet Challenge*, this site could not be used as a reliable and accurate source of information about Australia. It does have value as an example of a student authored web site, and as a basis for deconstruction and analysis of web site design. Design principles of intended audience and language level, visual communication and user access, selection, accuracy and comprehensiveness of information, layout, and the use of sound, are some ideas which could valuably be explored on this site. W. Smith

USER LEVEL:	Stage 4
KLA:	TAS
SYLLABUS:	Information and Software Technology 7–10
SCIS SUBJECTS:	Australia; Webquests; Websites
PUBLISHER:	Oracle Education Foundation, USA
REVIEW DATE:	13/1/05 [994] SCIS 1193788

Professional reading
Resources are in Dewey order.

GRAHAM, Anne P
Seasons for growth
Mary MacKillop Foundation, 2002   [155.9]

A personal development program, these materials for primary and secondary students promote the emotional and social wellbeing of students experiencing grief and change, especially through divorce, separation, or death. Materials reviewed consist of a set of resource books in five age related stages. These detailed support materials assist session leaders. The programs include a journal and activities for each stage, plus a resource handbook for the program's coordinator, with links to PDHPE syllabuses. A strong level of commitment is required by schools wishing to implement the program, including pre workshop training run by the Seasons for Growth organisation. Positive feedback has been received from schools using these comprehensive and well researched materials. W Alford

USER LEVEL:	Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10
	$POA

Titles in this program are:

Seasons for growth. Companion program manual, levels 1, 2, 3	SCIS 1174270
Seasons for growth. Companion program manual, level 4	SCIS 1174271
Seasons for growth. Companion program manual, level 5	SCIS 1174273
Seasons for growth. Journal level 01	SCIS 1174274
Seasons for growth. Journal level 02	SCIS 1174265
Seasons for growth. Journal level 03	SCIS 1174263
Seasons for growth. Journal level 04	SCIS 1174262
Seasons for growth. Journal level 05	SCIS 1174258
Seasons for growth: resource handbook for site coordinator	SCIS 1174267

MARZANO, Robert J. & PICKERING, Debra J. & POLLOCK, Jane E.
Classroom instruction that works: research-based strategies for increasing student achievement
Hawker Brownlow Education, 2004
ISBN 1741012538   [371.102]

The authors draw from contemporary research suggesting that the single most effective school based influence on the level of student achievement is the individual classroom teacher. This book examines nine instructional strategies to bring a practical perspective to classroom instruction. The nine strategies are derived from research on student achievement, considered by the authors to enhance student learning opportunities. The strategies are designed to promote pedagogical practices that are student centred, emphasise critical thinking skills, and use a practical experiences approach. These strategies are not new, but explicit references to student learning theories exemplify the potential for the strategy to improve student achievement. F. Plummer

USER LEVEL:	Professional
	Paper $39.95 SCIS 1174237

MURDOCH, Kath & WILSON, Jeni
Learning links: strategic teaching for the learner-centred classroom
Curriculum Corporation 2004
ISBN 186366730   [371.102]

Elements identified by the authors as contributing to a learner centred classroom are illustrated in this book. The strategies focus on using facilitated learning activities that include independent investigations, thinking visually with graphic organisers and using reflective learning strategies to increase metacognition. A number of chapters focus on instructional strategies that expect and plan for high levels of intellectual engagement as foundational for motivating students. These chapters address teaching and learning principles, elaborate on theory into practice for the strategy, and provide a range of instructional ideas to implement the strategy in a learner centred classroom. A feature of the activities is the relevance to student problem based issues and inquiry. F. Plummer

USER LEVEL:	Professional
	Paper $39.95 SCIS 1146332

OLLERTON, Mike
Creating positive classrooms
Continuum, 2004
ISBN 0826473105   [371.102]

The management of the classroom environment to achieve learning and discipline is a complex skill. Most books of advice overlook the fact that teachers have different teaching styles and work in different environments. This book recognises the complexities because it is written by a reflective practitioner who has interviewed other teachers to come up with thoughtful ideas for improving the classroom atmosphere. For example he suggests no hands-up lessons to force teachers to use more inclusive techniques and improve questioning. His ideas about detentions and awards are controversial but useful discussion starters for teachers concerned with promoting positive values, attitudes and behaviours among students. Although based on experiences in English schools, this thought provoking book is applicable to NSW classrooms. A. Soutter

USER LEVEL:	Professional
	Paper $14.95 SCIS 1178417

ROFFEY, Sue
The new teacher's survival guide to behaviour
Paul Chapman, 2004
ISBN 0761944923   [371.102]

Most beginning teachers' books on behaviour management are about addressing weaknesses, but this guide takes a strengths based approach by helping the reader to focus on solutions rather than problems. Whatever the problem, advice is easily found in the summary at the back. The book begins by assisting new teachers to help themselves maintain their own emotional resilience. There is an emphasis on working with parents and the community, plus sensible suggestions on how this might be achieved. Another supportive feature is a range of scripts, which model scenarios for dealing with student disputes. This practical resource helps teachers remember why they became teachers. A. Soutter

USER LEVEL:	Professional
	Paper $49.95 SCIS 1196129

MacBEATH, John
The leadership file: twenty-five definitions of leadership with activities to help you recognise their relevance to school practice
Hawker Brownlow Education, 2004
ISBN 1741012430   [371.2]

Attempting to define leadership is an activity open to ambiguity and multiple interpretations. Leadership capabilities are tested by common dilemmas that leaders face daily, and their responses according to their knowledge and expertise. This text uses a reflective genre to encourage leaders to investigate their and others' leadership styles by drawing from contemporary literature. It also offers a range of activities that challenge beliefs and attitudes to the respective leadership styles. The descriptions of the 24 leadership styles invite the reader to question whether leadership can be type cast, if leaders can be trained in a variety of styles, and to what extent leadership is promoted by cultural hierarchies in education. F. Plummer

USER LEVEL:	Professional
	Paper $35.00 SCIS 1168396

TOMLINSON, Carol Ann
How to differentiate instruction in mixed-ability classrooms
Hawker Brownlow Education, 2004
ISBN 1741012562   [371.2]

The multiple challenges of differentiating the curriculum in mixed ability classes is explored in this comprehensive book. Differentiated instruction is described as: proactive, qualitative, starting with assessment, taking multiple approaches, and being student centred. The conceptual platform for this text is catering for the multiple and diverse learning preferences of all students and responding in relevant ways by using individualised instruction. Chapters are focused on instructional strategies to match content,
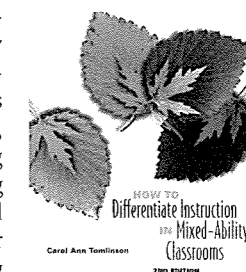
process, and product to student readiness, interest, talents and abilities. The appendix provides a useful guide to strategies for compacting the curriculum, designing individual projects, setting tiered assignments, creating flexible groups and learning centre activities. F. Plummer

| USER LEVEL: | Professional |
| Paper $32.95 | SCIS 1170043 |

5-14 online
http://www.ltscotland.org.uk/5to14/informationskills/index.asp

The Scottish education system produces many interesting online resources. In this web site, ICT activities and outcomes are similar to concepts and frameworks reflected in NSW policies. The resource offers an extension and alternative expression of the ideas of *Information skills in the school*. The site deals with the specific use of library space and resources for cross curricula ICT learning for students aged 5–14. Its brief is simply expressed in **Information skills in the curriculum**. **Information skills exemplar materials** expands on the use of the library as a resource, with an extensive collection of downloads for the development of information skills. These could be adapted for use when explicitly developing information skills to support NSW syllabus outcomes. Topics here include the evaluation of web sites, locating information, investigating the advantages and disadvantages of ICT research, skimming and scanning techniques, presentation skills, and an excellent online activity on the choosing of keywords. **Developing an information skills model** is in line with the information process as detailed in *Information skills in the school*. This section and **The PLUS Model** offer ideas for a useful model for teaching and learning information skills. Created for schools, this Scottish model uses the categories of **Purpose**, **Location**, **Use**, and **Self evaluation**, to help students develop information skills. A link to **James Herring's PLUS Model** is a detailed explanation of how the model works and includes case study materials written by a teacher-librarian. These handouts guide students through the steps of the model as they work on an information research project. Additional material on the site includes **Curriculum areas** and **Resources**, both of which have useful resources for teachers, an annotated list of contemporary **Education web sites**, and **Special focus**, which currently has vibrant learning materials for **Drama** and **Mathematics**. C. Thomas

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational resources; Educational technology; Information literacy–Study and teaching; Information skills–Study and teaching; Information technology
PUBLISHER:	Learning and Teaching, Scotland
REVIEW DATE:	13/1/05 [371.33]	SCIS 1199822

Food for thought. Episode 10: at your service: food catering
http://www.abc.net.au/schoolstv/food/ep10-pf.htm

Providing information for teachers to fully utilise the television program, this web site provides stimulus questions and activities for students to answer after viewing the program. It also contains a number of teaching and learning strategies in the form of investigations, brainstorming, essays, and role plays, which may help make lesson planning a little easier. The site is concise and laid out in a simple linear format. Material is specifically aimed at Australian hospitality students, and all relevant NSW VET perspectives have been produced for all episodes, and teachers will be able to find some very useful student activities, as well as locating useful and annotated web site information for further resources. C. Barlow

USER LEVEL:	Professional
KLA:	TAS; VET
SYLLABUS:	Food Technology Stage 6; Tourism & Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS:	Caterers and catering; Food handling; Food industry
PUBLISHER:	ABC Online, Australia
REVIEW DATE:	13/1/05 [664]	SCIS 1191391

EWING, Robyn & SIMONS, Jennifer

Beyond the script: take two: drama in the classroom

Primary English Teaching Association, 2004
ISBN 187562256X   [792]

An excellent resource for expanding awareness of the practical aspects of educational drama, this book focuses on the classroom practise of drama games, movement, mime and use of still images, **Puppetry**, **Playbuilding**, storytelling and **Readers' theatre**. The text explores and clarifies the use of the teacher as teacher and expert, the aesthetic element of drama evaluation and assessment, the use of student and teacher journals, the affect of different cultural practices, and the principles of second language acquisition. Although sample units and lessons have a primary school focus, the material may be adapted with ease to high school and recreational drama courses. F. Crum

USER LEVEL:	Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6; Drama 7–10
	Paper $17.00 (PETA members) $26.00 (other)
	SCIS 1170576

The state of our art: NSW perspectives in educational drama

/ edited by Hatton & Anderson. Educational Drama Association of New South Wales, 2004
ISB N 0868197459   [792.071]

The dissertations of a number of contemporary Australian practitioners of drama education are collected in this publication. Covering a range of issues from a history of drama education in NSW to the use of digital technology in drama education, this book offers a valuable update on the theories and practices of teaching drama in schools today. Writers have incorporated some of the dominant educational discourses such as productive pedagogies and multiliteracies, into their articles on the directions of drama education in the postmodern world. This book of thought provoking articles is an excellent resource for drama teachers. C. Sly

USER LEVEL:	Professional
KLA:	CA
SYLLABUS:	Creative Arts K–6; Drama 7–10; Drama Stage 6
	Paper $24.95	SCIS 1174872

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.

BRAGG, Melvyn

The adventure of English: 500 AD to 2000

[videorecording]

LWT, 2003 (400 min.)
ISBN none   [420.9]

Visually appealing, with clever use of camera angles, montages and music, these eight **DVDs** clearly show the dynamic influences and changes in English over the centuries. Bragg's delivery has moderated enthusiasm, and his narrative, moving at a good pace for students, is supported by well chosen and vibrant images. He shows the spread of English as an international journey, which includes analysis of the pilgrims' route to Canterbury, the convict slang of early 19th century Australia, and the consumerism of contemporary America. The **DVDs** will intelligently support a variety of English lessons, with teacher discretion. For example, the first four **DVDs** and *Speaking proper*, which details the emergence of dictionaries, are too dry for Stage 4 students, but *Episode 5*, *Episode 7* and *Episode 8*, will entertain and intrigue younger students. C. Thomas

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	$77.00 each. $495.00 set of eight titles

Reviewed titles in this series are:

Reading enriches learning
http://www.curriculum.edu.au/rel/

Well planned and clearly written support materials for English and literacy teachers are provided on this nicely designed site. Eighteen novels, picture books, and non fiction texts, identified as appropriate and appealing for the targeted audience of Years 5–8, are grouped under themes of *Identity*, *Responsibility*, and *Humour*. The texts are presented with comprehensive teacher's notes, which cater for primary or secondary learners, depending on the text. Teaching materials contain many and varied learning and assessment activities, catering for all learning styles. All books are contemporary texts which are currently in print. W. Smith

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Literature – Study and teaching; Reading
PUBLISHER:	Curriculum Corp.,Australia
REVIEW DATE:	13/1/05 [428.4]	SCIS 1196595

DRIFTE, Collette

Learning through poetry

David Fulton, 2003 (Literacy play for the early years; bk.3)
ISBN 1853469580   [428.4]

Developed explicitly for the British market, and specifically for the Early Learning Goals and the National Literacy Strategy, these poetry activities would need to be adapted to align with the word play that forms part of reading content in the *English K–6 syllabus* to achieve the outcomes RES1.5, RS1.5, RES1.7 and RS1.7. Each chapter features several poems, suggestions about introducing the poem, focus activities on language structures and word identification, and ideas for structured play activities. Although the pedagogy is reminiscent of the mid eighties, with the focus on personal response, rather than language decisions made by the author, teachers of Early Stage 1 and Stage 1 will find opportunities to adapt these ideas to suit their own situations. S. Bremner

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6
	Paper $37.00	SCIS 1165482

Text next: new resources for literacy learning

/ edited by Healey & Honan. Primary English Teaching Association, 2004
ISBN 1875622576   [428.407]

In describing and evaluating the Australian developed *Four resources* literacy model, PETA has produced another practical classroom resource. Education lecturers and classroom practitioners explain case studies using the *Four resources* practices of: code breakers, text participants, text analysts, and text users. The text shows examples of best practice and ideas for the classroom, with step by step guides as to how the model can be implemented in Australian classrooms. Examples include ideas to help individuals, and strategies for particular groups of students. Useful for the implementation of literacy strategies in primary and secondary schools, this resource is definitely worth a look by teachers. J. Adnum

USER LEVEL:	Professional
	Paper $20.00 (PETA members) $28.00 (other)
	SCIS 1128306

OLLERTON, Mike
Getting the buggers to add up

Continuum, 2003
ISBN 0826468799   [510.71]

Ollerton's passion for mathematics teaching dominates this resource, as he reveals unconventional teaching strategies and a disdain for textbook dependence. He examines the purposes of teaching and learning and demonstrates ways in which students best learn, through engagement in hands on learning and mathematical games. His rich task ideas are relevant for use with Stage 4 and Stage 5 Mathematics, and some may lead to extension tasks. Ollerton uses a conversational writing style as he draws on his own experiences. His philosophy of teaching, diverse thinking, creative ideas, and understanding of the needs of mathematics students make this an excellent resource for classroom implementation. M. Gary

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics 7–10
            Paper $35.00   SCIS 1174207

Working mathematically [series]
Macmillan, 2004

For revision or reflective stimulus after a hands on lesson, this series of huge books would be useful in the classroom. Real life scenarios enable students to apply background knowledge to solve routine problems, and questions are posed on each page to promote critical thinking and discussion. Information is presented in a variety of ways, including graphs, tables, and flow charts. Content would assist teachers introducing abstract representation to Stage 1 learners, with handy models to stimulate students' recording of data. Colour photographs, illustrations, diagrams, and large print feature in these texts, with uniquely Australian themes to engage students in whole class or group activities covering the six processes of *Working mathematically*. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
            Professional
KLA: Mathematics
SYLLABUS: Mathematics K–6
            Paper $39.95 each

Reviewed titles in this series are:
Milestones in mathematics. Kindergarten book 2	SCIS 1181709
Milestones in mathematics. Year 1 book 2	SCIS 1181713
Milestones in mathematics. Year 2 book 2	SCIS 1181718
Milestones in mathematics. Year 3 book 2	SCIS 1181720
Milestones in mathematics. Year 4 book 2	SCIS 1181726
Milestones in mathematics. Year 5 book 2	SCIS 1181728
Milestones in mathematics. Year 6 book 2	SCIS 1181738

HARLEY, Diana
Butterflies

Sapphire Coast, 2003
ISBN 0975145002   [595.78]

Colourful illustrations of butterflies and gardens are accompanied in this book by a series of expressive verbs. The text could be considered a poem, made up of only verbs. Students will enjoy the illustrations, and the richness of the language provides a good starting point for children to write poetry. A final section gives information about the butterflies in the text. Students will enjoy reading this book but many will need support to understand the nuances of some of the words. This book can be enjoyed alone or can provide rich language experiences when an adult supports the reading. K. Rushton

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USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K–6
            Paper $9.95   SCIS 1154288

Other titles include:
Beetles and bugs	SCIS 1154232
Underneath the apple tree	SCIS 1154237

Inquizitive [series]
Pearson Education Australia, 2004

Using a thematic approach and directed at students with an interest in factual texts, this reading scheme will have wide appeal. Paragraphs are supported by colourful photographs and illustrations, story maps, labelled diagrams, time lines, maps and tables, providing a variety of information about history, current events, science, sport and competition, culture and society. Technical and abstract language provides opportunities for students to achieve English K–6 outcomes RS3.5, RS3.6, RS3.7 and RS3.8, as well as outcomes and indicators from the *Talking and Listening* and *Writing* strands. Tasks and a secure web site will help students independently investigate themes presented. C. Keane
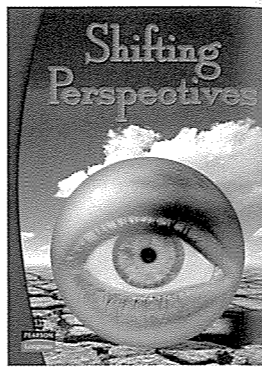
USER LEVEL: Stage 3
KLA: CA; English; HSIE; PDHPE; ST
SYLLABUS: Creative Arts K–6; English K–6; HSIE K–6;
            PDHPE K–6; Science & Technology K–6
            Paper $43.80 (pack of four)

Reviewed titles in this series are:
Built to last	SCIS 1165496
Grand dreams	SCIS 1165564
Line honours	SCIS 1165463
Music, music, music!	SCIS 1165446
Shifting perspectives	SCIS 1165544

Picture books

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

BAKER, Jeannie
Belonging

Walker, 2004
ISBN 0744592275

In this long awaited companion to *Window*, Baker turns her attention to the reclamation and renewal of an urban landscape by local inhabitants. She vividly and powerfully shows the importance of the natural environment in the provision of urban amenity, and the way a community project can bring people together in signifi-

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cant ways. The strong political, social, and environmental message is personalised through the format of a baby growing into an adult. This highly recommended wordless picture book, with its intricate collages, offers an invaluable stimulus for discussion of social and environmental change within the *Change and continuity* and *Environments* strands of the *HSIE K–6* syllabus. It also has value as a visual literacy study of picture books in English Stage 4. W. Smith
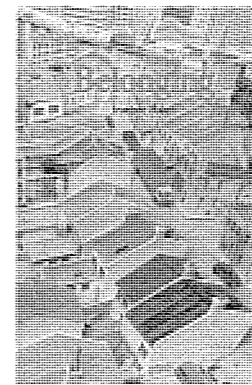
USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6
            $27.95   SCIS 1177671

BROWNE, Anthony
Into the forest

Walker, 2004
ISBN 0744597978

With his father suddenly gone after a stormy night, our depressed young narrator is sent by his mother to take a cake to his sick Grandma. Walking through the spooky monotone forest he meets children from fairytale classics, as the weather grows colder and the forest darker. The children he meets are all in need, and, despite the short dialogue exchanges, we read them as rich characters. Many fairytales are referred to in this picture book, the analogies cleverly disguised in these simple and powerfully drawn images. The narrator moves from worry to fear on his journey, but he arrives safely and the family is reunited in a pleasant and happy denouement. C. Thomas

USER LEVEL: Stage 2 Stage 3
            $27.95   SCIS 1183979

CHATAWAY, Carol & LEE, Declan
Wings

Lothian, 2004
ISBN 0734405081

In this exotic picture book, lyrical language combines harmoniously with surreal jewel-like illustrations. The style of writing and illustration ably support the plot, which tells of the strange, gradual metamorphosis of Saffron's Aunt Joesa into a Blue Mountain Swallowtail butterfly. One year later, Saffron follows suit. This book will attract and fascinate highly imaginative students, and would make a solid class text for an English study of picture books in Stage 4. Students who can appreciate the haunting nature of the art and a story that demands considerable suspension of belief, will enjoy this book. Extensive written text, and a writing style that makes little concession to age, offers a challenge for younger readers. B. Richardson
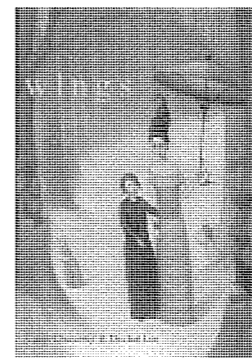
USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English K–6; English 7–10
            $26.95   SCIS 1183001

FOTI, Rina A. & ROSSELL, Judith
Harriet and the fox

Koala, 2004
ISBN 0864615566

Harriet the hen lives an easy life with her animal friends on Peachberry Farm until a greedy fox comes along to visit. He is sneaky and steals Harriet's eggs. Harriet, the only animal brave enough to do something, hatches a clever plan to trick the fox so he never returns. All seems to be going well until she is caught with the fox on his next visit, but Harriet is just too smart. Descriptive language cavorts across the page in a variety of sizes and is well supported by brightly coloured illustrations to engage the reader. This pleasant picture book is ideal for a farm unit, and would be well integrated with books such as *Rosie's walk* which share its theme. E. Derouet
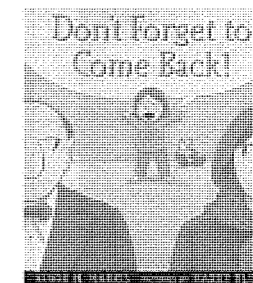
USER LEVEL: Early Stage 1 Stage 1
            Paper $12.95   SCIS 1174161

HARRIS, Robie H. & BLISS, Harry
Don't forget to come back

Walker, 2004
ISBN 0744593174

Childhood fears, silly threats and tantrums do not stop a little girl's parents from having a night out. The use of first person narrative allows the child to speak directly, using language to persuade her parents and persuade the reader to agree with her. Acknowledging her fears without being patronising, these sensible parents reassure her, then leave her in the capable hands of a babysitter. Cartoon style illustrations ably bring the girl's imagined threats of woe to life, with framed pictures on the walls offering clues to the inspiration for her varied excuses, while speech bubbles and chunks of text in large font engage the reader. This entertaining picture book treats a common subject with humour and sensitivity. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Community
            $27.95   SCIS 1161783

KEENAN, Shona & WRIGHT, Candice
I wish my mother was an octopus

I Wish, 2003
ISBN 097515740X

Each double page spread of this brightly illustrated picture book features dual written texts. Each text uses rhyming verse: one is in large print and simple language and written from a wishful child's perspective; the other, in italicised smaller print, features more sophisticated language, and is from a busy mother's point of view. The purpose is to entertain and educate children about the multiple roles of mothers and the reasons mothers cannot spend as much time with their children as they would like to. As such, it is an adult focused book. It is a novel
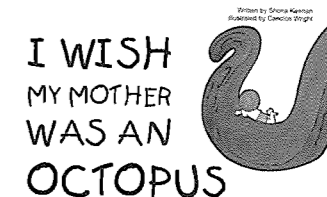
idea, and the verses and illustrations certainly raise lots of ideas for discussion, but the dual reading experience could prove frustrating for both child and parent readers. B. Richardson

| USER LEVEL: | Stage 1 Stage 2 |
| | Paper $14.95 | SCIS 1162426 |

LAMB, Ann
At the vet

Lothian, 2004
ISBN 0734407319

Here is an engaging story of a dog's visit to the veterinarian. He meets an amazing assortment of sick and injured pets, and their human carers, as they attend the busy surgery. There is also potential for tragedy as rat, snake, rabbit and cat patients take up positions in the waiting room. This engaging picture book combines expressive, colour illustrations that are complemented by floating, rhyming stanzas. Students will enjoy speculating about how the canine narrator managed to receive his tail injury. The book supports the Science and Technology units: *Growing up* and *The best place to live*. I. McLean

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English; ST
SYLLABUS:	English K–6; Science & Technology K–6
	$26.95	SCIS 1182972

McNAUGHTON, Colin & KITAMURA, Satoshi
Once upon an ordinary school day

Andersen, 2004
ISBN 1842703099

Who was that special mentor who awoke you as a child? The blessings of imagination and creativity, of seeing the world through new eyes, and the people who unleash this in us are all depicted in this skilfully delivered tale which harnesses two well known picture book talents. The theme is enhanced through careful orchestration of all the best picture book and story telling elements, such as the title, choice of words, rhythm of the text, repetition, illustrations, covers, end papers, and use of colour. The text is an affirming celebration of student and teacher, teaching and learning. This is a useful visual literacy resource, to be savoured alone or shared aloud. N. Chaffey
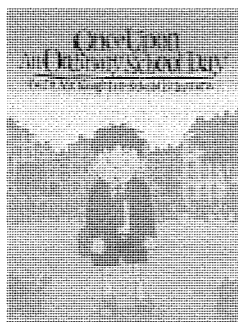
| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
| | $29.95 | SCIS 1177745 |

MORPURGO, Michael & FOREMAN, Michael
Dolphin boy

Andersen, 2004
ISBN 184270320

Perhaps the topic of a dying coastal town may not seem like an entertaining setting for a children's story, but in the case of *Dolphin boy*, it is. A beached dolphin captures the attention of young Jim, the son of a sea loving
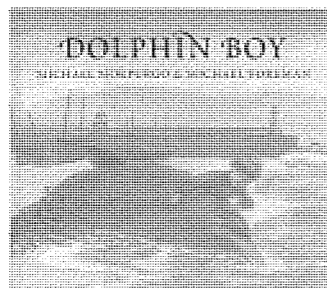
fisherman. The whole town is turned around in an unanticipated way, and the story is a nice example of one society bettering itself without causing harm to another. Michael Foreman's illustrations are muted watercolours that work well with the storyline in this picture book. Reading activities can be designed to explore aspects of the plot, plus the ways in which the author has constructed word pictures of the sea, the crumbling fishing industry, the buoyancy of the rides with and near the dolphins, and the overall mood of the village. S. Bremner

| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
| | $29.95 | SCIS 1182660 |

PFANNER, Louise & GAMBLE, Kim
Our school fete

ABC Books, 2004
ISBN 0733308821

Written in the first person, this affable picture book uses Charley's voice to relate the energy, enthusiasm, and community spirit of those involved in the school fete. Charley's parents spend weeks preparing food, costumes and crafts. His sister and her friend practise for a duet, and he helps his teacher and classmates create a myriad of spooky treats and displays for the haunted house. Everyone has a job to do to ensure the fete's success. Many students will relate to the experiences expressed in the text, which is wonderfully supported by colourful illustrations providing a visual diary of the fete. Ideal for supporting the unit *Celebrations*, this cheerful resource also presents the ideas of roles and responsibilities which relate to the unit, *Workers in the community*. C. Keane
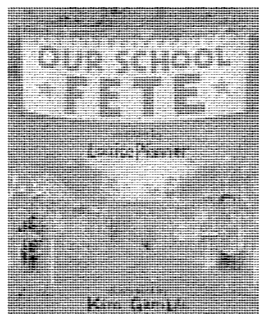
USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$25.95	SCIS 1185294

Possum magic & Wilfrid Gordon McDonald Partridge [videorecording]
/ produced & directed by Paul R. Gage & Leigh Corra
Weston Woods, 1998-2001 (18 min.) [Aust. release 2004]
ISBN none

Two of Mem Fox's memorable and popular Australian picture books come alive in this entertaining audiovisual production on DVD. The original Julie Vivas paintings are given limited animation through a variety of techniques, as Fox narrates her own text. While nothing surpasses the experience of immersing oneself in the actual books, hearing the author's voice telling these stories as she intended them to be heard is delightful. International audiences will appreciate the **Glossary of Australian terms** on *Possum magic* and the beautiful background music by Yothu Yindi. Music on *Wilfrid Gordon McDonald Partridge* is supplied by Ernest V. Troost. Useful teaching ideas are included. I. McLean
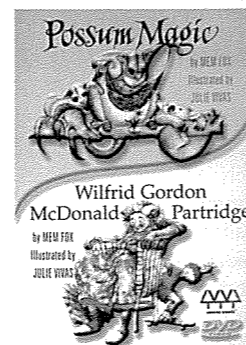
| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 Stage 3 |
| | $39.95 | SCIS 1175494 |

RAMAGE, Jan & PETERSON, Laura
Eyes in the night

University of Western Australia Press, 2004
ISBN 1920694250

Shades of purple provide the atmosphere and night time shadows in this heart warming tale of a threatened young Barking Owl. Set in a suburban backyard that borders the bush, the night is dark and the impending storm heightens the senses as a restless Peter leaves the comfort of his house to check his pets. Screeching noises break the tension and Peter quickly reacts to save an owl from the clutches of a feral cat. The owl's huge, luminous eyes stare at Peter as he carefully wraps it in his shirt and takes it to the safety of the house. Gorgeous full page coloured illustrations, and small framed images complement each event. Sensitively narrated, this picture book highlights the plight of native animals constantly threatened by growing numbers of feral animals. C. Keane

| USER LEVEL: | Stage 1 Stage 2 |
| | $27.95 | SCIS 1177665 |

ROGERS, Gregory
The boy, the bear, the baron, the bard

Allen & Unwin, 2004
ISBN 186508722X

Using an exciting mix of characters, Shakespeare's London is the setting for a time travel experience in this finely executed wordless picture book. A young boy suddenly finds himself on the Globe's stage. Pursued by a cranky Shakespeare, he frees a captured bear and a baron, and meets the Queen before travelling back to the present. The cartoon strip format, with panoramas and varying picture perspectives, offers a rich visual experience of 16th century London, including clothing, architecture, executions, and life on the streets. The narrative style makes an ideal starting point for a range of activities, such as story telling and creative writing tasks on the themes of friendship, time travel, and escape. The text is ideal for a picture book study in English Stage 4. B. Kervin
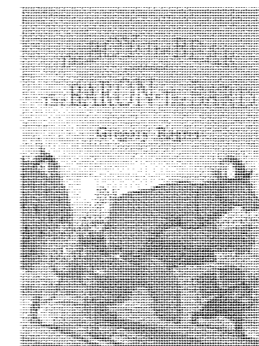
USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
	$27.95	SCIS 1169317

ROSEN, Michael & LAYTON, Neal
Howler

Bloomsbury, 2004
ISBN 0747556369

Narrated in the first person by the family dog, this humorous sequel to *Rover* will entertain a wide audience. Confused by everyone's preparations and reactions to the new baby, whom the dog calls Howler, the dog feels neglected and seeks attention. Simple text and cartoon styled illustrations touch on changes to families, jealousy, and love, while the play between
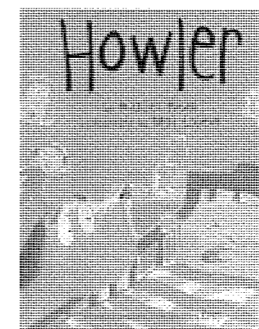
human interpretations and the dog's interpretation make for a fun story. There are ample opportunities for discussing visual literacy, and for language enrichment. Essentially a picture book for younger readers, the techniques used for developing humour could be examined by older readers. B. Stafford
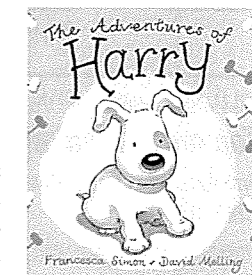
USER LEVEL:	Early Stage 1 Stage 1 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
	$25.95	SCIS 1168568

SIMON, Francesca & MELLING, David
The adventures of Harry

Hodder, 2004
ISBN 0340878541

Two tales about Harry the puppy are presented in this attractive picture book. In the first tale, Harry spends the night with his grandparents, but strange noises keep the pup awake. Grandpa soon allays the youngster's fears by explaining the reasons for each sound. In the second tale, Harry and Grandpa's trip to the supermarket turns into a great adventure. Bright illustrations complement the engaging, large print narrative. The narrative uses many language features and devices, including exclamations, onomatopoeia, and repetition. This simple and enjoyable book would be appropriate for shared reading experiences. H. Gardiner
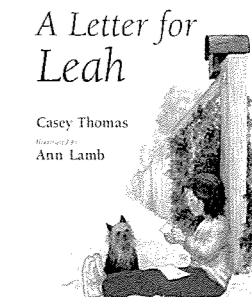
| USER LEVEL: | Early Stage 1 Stage 1 |
| | $29.95 | SCIS 1168552 |

THOMAS, Casey & LAMB, Ann
A letter for Leah

Benchmark, 2004
ISBN 1876615133

A loving home provides the setting for this simply narrated and realistically illustrated picture book. Leah's exuberance as she performs her daily routine of collecting the mail from the letterbox is contrasted by her disappointment at never receiving a letter of her own. A trip to the post office inspires Leah to initiate action by writing to her grandmother. Expressive illustrations complement the text, ably presenting Leah's changing emotions as she awaits a reply. Familiar settings and events make this engaging book an ideal resource to support outcomes in the HSIE unit: *This is me!* and for recognising the purpose and audience indicators for the English outcome WES1.13. C. Keane

USER LEVEL:	Early Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	$26.95	SCIS 1173784

WARD, Helen & ANDREW, Ian
The boat

Koala, 2004
ISBN 0864616384

When a socially isolated old man and his beloved creatures are marooned by rising waters, a young boy goes to their rescue. The old man is unwelcoming, but gradually relents as he realises that the boy

and the previously frightened villagers are offering him shelter and friendship. This engaging story, poetically narrated using folktale characteristics, has themes of generational differences, eccentricity, rejection, trust and acceptance. Written text, using an appropriate script font, is outstanding; this narrative is a crafted piece of writing. The delicately tinted pencil drawings are exquisite, being full of character, movement, and atmosphere. This substantial text has plenty to offer in an English Stage 4 study of picture books. B. Richardson

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
Paper $14.95 SCIS 1181462

WILD, Margaret & RIPPIN, Sally
Too many monkeys
Omnibus Scholastic, 2004
ISBN 1862915482

Humorous dialogue and simple language to engage young readers, plus gentle irony to amuse adults, reveal the pleasure and perils of families living together in this delightful picture book. Monkeys represent humans as they move from tree to tree to find a suitable home for everyone, as visiting relatives encroach upon the personal space of the nuclear family. Students will connect with the repetitive theme as more family members are added to each tree. They may interact with the rhythm of the language and predictability of the rhyming names of the animal relatives. Bold illustrations using full colour saturation will make this vibrant read aloud text a popular addition to a school library. S. Taylor

USER LEVEL: Early Stage 1
$27.95 SCIS 1171725

From *Too many monkeys* by Margaret Wild, illustrations by Sally Rippin Text copyright © Margaret Wild, 2004 Illustrations copyright © Sally Rippin, 2004 First published by Omnibus Books, a division of Scholastic Australia Pty Ltd, 2004 Reproduced by permission of Scholastic Australia Pty Ltd

Fiction for younger readers

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

FORRESTAL, Elaine
Stone circle (An Eden-Glassie mystery)
Penguin Books Australia, 2004 (Puffin)
ISBN 0143300695

Combine an unexplained disappearance, a strange stone circle, the unearthing of an old well containing a battered suitcase full of money, the return of a paroled robber and four very curious cousins with time on their hands, and you have the ingredients for an exciting murder mystery. The adventure unfolds with plenty of action, in a well paced narrative and a style readily accessible for young readers. Characters

are authentically developed and children will find it easy to relate to their attitudes, feelings, and actions. A thinly veiled atmosphere of intrigue, and subtle hints of sinister happenings to be revealed, will hold reader interest from beginning to end. B. Richardson

USER LEVEL: Stage 2 Stage 3
Paper $14.95 SCIS 1169606

FRENCH, Jackie & KING, Stephen Michael
Wacky families [series]
Angus & Robertson, 2004

Each novel in this highly recommended series focuses on a young protagonist with a problem. In wild and exotic locations, bizarre characters with supernatural powers, accompanied by legendary beasts, exist where magic and enchantment are commonplace. However weird they may seem, it is the love and acceptance of the family which is central to the characters' lives, providing refuge and solace when the outside world is difficult or hostile. Through apparently frivolous and fantastic characters and settings, the author's important message is conveyed in a light hearted and enjoyable way, offering opportunities for discussion of cultural and family differences. King's pencil illustrations complement the stories perfectly. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper $11.95 each

Reviewed titles in this series are:
My dad the dragon SCIS 1174945
My uncle Gus the garden gnome SCIS 1174947

HEFFERNAN, John
The adventures of Pete Paddock-Basher: six stories
ABC, 2004
ISBN 0733313876

A collection of six short stories involving Pete, an old car with a mind of its own, which just cannot help but get into trouble. Each entertaining story contains a number of chapters and familiar characters, who keep turning up again and again. There are two bungling robbers, a kindly old man and a young boy, not to mention a spaceship full of aliens. Even though Pete goes through several adventures, his heart is in the country where he is known as a paddock-basher; an old car used to smash and crash about the farm. Complete with black and white illustrations, and set in familiar Australian landscapes, these well constructed short stories should capture the interest of independent readers. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper $16.95 SCIS 1182224

Little ripper reads [series]
Five Mile, 2004

A ripped corner and page border feature in each of the titles in this Australian series. The presentation and content of these short

novels should appeal to the intended audience of six to eight year olds. A happy and loving relationship provides an understated backdrop as Milly relates many embarrassing moments suffered at the hands of her widowed father in *My dorky dad*. Chuck is *The master blaster* in a silly tale of noise pollution, friendship and competition. Full page, mono coloured illustrations appear on alternate pages with smaller illustrations scattered throughout to provide support. Text pages contain about 50 words, in short sentences and large font. Newly independent readers will gain confidence and satisfaction from completing these entertaining texts. C. Keane

USER LEVEL: Stage 1 Stage 2
Paper $7.95 each

Reviewed titles in this series are:
The master blaster SCIS 1175245
My dorky dad SCIS 1175250

MEEHAN, Kierin
Night singing [sound recording]
Louis Braille Audio, 2004 (c. 5hr.)
ISBN 0732028035

Set in post war Hiroshima, these four CD-ROMs tell the story of young Josh and his mysterious friends. The clear articulation of narrator Stuart Halusz enhances understanding, and the use of accent allows the listener to visualise the multitude of characters. Track intervals occur every three minutes, allowing easy access to chapters, and useful supplementary notes are included on the final disc. This excellent recording could form the basis for a range of literacy activities, including listening posts, transformations, and graphic representations. It is ideal for use with a range of learners, including those requiring assistance in literacy, and English teachers should find this a worthwhile and versatile resource. H. Gardiner

USER LEVEL: Stage 3 Stage 4
$74.75 SCIS 1166622

METZENTHEN, David
Anton rocks on
Penguin Books Australia, 2004 (Puffin) (Aussie chomps)
ISBN 0143301403

Anton, whose dream is to become a rock guitar hero, is not as meek as he first appears, although the transition from primary school to Smith Street Secondary College tests his courage and commitment. As the shortest student at school, Anton is inundated with taunts about his lack of height with the ant part of his name featuring in the play on words on most occasions. Anton narrates the story of his first months without overdramatising each event. His honesty, commitment to his friends, and determination to make his mark, endear him to the reader. Not just for the vertically challenged, this book will appeal to those needing confidence to meet new challenges. C. Keane

USER LEVEL: Stage 2 Stage 3
Paper $12.95 SCIS 1181163

METZENTHEN, David
Tiff and the trout
Penguin, 2004
ISBN 0141306572

Twelve year old Tiff lives with her mother. Her life has just been turned upside down by her parents' separation, and now it seems to get much worse with her mother threatening to leave. Will Tiff have to go with her, or can she live with her father? Does she want to move with her mother? She certainly does not want to leave her school, her friends and her father and brother, but she is worried about how her mother will cope by herself. Sensitively dealing with issues and feelings that may occur when families separate, this superb novel would appeal especially to those who may have experienced, or are experiencing, separation. E. Derouet

USER LEVEL: Stage 3 Stage 4
Paper $16.95 SCIS 1173800

Quick reads [series]
Word Weavers, 2004

Consciously action orientated, these illustrated chapter books have a variety of Australian authors and illustrators. The story of the baby crocodile is a fast paced and coherent tale involving boys who follow through with their promises, and the fairly predictable chaos that follows. *Time turns on Spooky Hill* is less accessible, with a myriad of twists and turns. Readers need a significant amount of background knowledge about 18th century Australia to follow the story within the story. This series does not patronise the reader, and uses dialogue effectively to support readers to track the activity. S. Bremner

USER LEVEL: Stage 2 Stage 3
Paper $12.95 each

Reviewed titles in this series are:
Croc on the loose SCIS 1180283
Time turns on Spooky Hill SCIS 1180284

STARKE, Ruth
Orphans of the queen
Lothian, 2004 (Takeaways)
ISBN 0734405286

Based on real experiences, this readable narrative relates the journey of Hilly and her brother from an English orphanage to a less than perfect life in post war Australia. The siblings are separated in Perth, and Hilly travels on helplessly to Adelaide. Told from Hilly's point of view, the novel vividly depicts the powerlessness of children and the physical and mental cruelty of the religious system which controls their lives. Hilly writes to the Queen, asking for help to find her brother, with some effect. Starke's usual deft control of character is here, and Australian and English cultural differences are expertly explored through the children's encounters in the Australian orphanage. C. Thomas

USER LEVEL: Stage 3
Paper $14.95 SCIS 1182564

SVENDSEN, Mark
Shadow snake
Lothian, 2004
ISBN 073440655X

A group of boys go on a camping trip, encountering something frightening lurking in the bush. Sharing scary stories and tall tales are acts

of bravado, put on to distract the group from the unknown threat that fills their thoughts in the hours of darkness. The vocabulary is varied, with a good mix of commonly spoken words interspersed with some more challenging choices. The humour is appealing, but it could be confronting if read aloud to a group. The drama that unfolds will keep the reader interested to the end. This mystery with a message will appeal to those who enjoy the genre. A. Arnott

USER LEVEL: Stage 2 Stage 3
Paper $14.95 SCIS 1173798

WANG, Gabrielle
The Pearl of Tiger Bay
Penguin Books Australia, 2004 (Puffin)
ISBN 0143300830

High on the cliff above Tiger Bay sits a ramshackle hotel. The building was once a majestic, bustling place that hosted many wealthy visitors. Now it houses only one resident: the enigmatic Madame Olenka. Newcomer Annie sets out to unravel the mysteries of the Pearl Hotel and its tragic owner, with the help of her friend Jin. What they reveal are the darker aspects of this beautiful coastal town. Interspersed with the author's black and white illustrations, concise chapters move the plot along at a constant rate. Issues such as racism, tolerance, and diversity can be discussed. This enchanting novel should appeal to a broad spectrum of students. H. Gardiner

USER LEVEL: Stage 3 Stage 4
Paper $14.95 SCIS 1166242

WILKINSON, Carole
Dragonkeeper [sound recording]
Louis Braille, 2004 (10hr.)
ISBN 0732028132

Unabridged, this audio version of the award winning book is a faithful rendition. A sole reader captures the range of voices and atmosphere well. Ping's character, challenging journey, and themes, including friendship, loyalty and persistence in overcoming adversity, are well portrayed. Three minute tracks are helpful and a glossary assists with terminology. At the start of each chapter, in keeping with the book, a brief quote from within the chapter is read. This works well in maintaining suspense and as a taster of a key moment. The CD is a quality literary experience for the sight impaired, providing valuable assistance for students needing literacy support, and with much possibility for gifted and talented programs. Use of the novel's audio version aids the requirements and outcomes for engagement with and responding to a range of texts in English. C. Foley

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
$114.35 SCIS 1166611

Fiction for older readers

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

ATTWOOD, Alan
Burke's soldier
Penguin, 2004
ISBN 043000829

The parallel tales of John King and his sister Nora provide an engrossing perspective of the ill fated and poorly led Burke and Wills expedition of 1861. Nora's search for John, only to care for him as he dies slowly of consumption, matches Burke's relentless urge to fame and Howitt's urge to resolve enigmas of truth. Historical events are eloquently and compassionately laid out. It is a fine piece of imaginative recreation with humour and tragic characterisation. Indeed the ironic simplicity of John's character throws the bluff, egotistical complexity of the expedition's leaders into sharp relief. This is relevant to the Area of Study: *The journey*. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
Paper $22.95 SCIS 1175482

Awesome! Fiction. Series 3 [series]
Pearson, 2004

Chris, the star of *Flipside*, hates school, but loves skateboarding. His father rants about careers and life choices, and skateboarding is definitely not one of these. That is, not until Chris makes it a financial goal. This series deals with a wide range of issues, such as family relationships, accepting disability, bullying and Aboriginal culture. Each short novel has pop art style illustrations. A companion *Teacher's book* is available, which satisfies secondary syllabus guidelines, and contains activities for vocabulary, grammar, media, oral presentations and electronic media. The content is age appropriate for older readers needing support, who are encouraged to build on basic skills to improve their written and oral work. D. Doust

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $10.95

Reviewed titles in this series are:
Crocodile Jack SCIS 1178016
Flipside SCIS 1178045
Johnny Fashimo hits back SCIS 1177809
Mark of the beast SCIS 1177818
Stars for Stewie SCIS 1177816
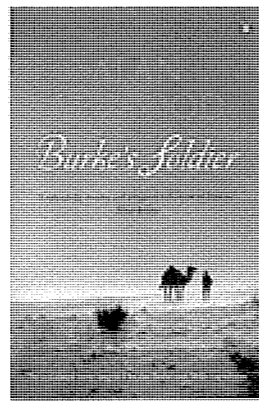
BIRD, Helen
Who cares?
Evans, 2004 (Shades)
ISBN 0237526255

The risks and consequences of illegal drug taking are the subject of this brutally honest novella. Fifteen year old Tara, angry and out of control, is sent to a school for difficult students. Her relationship with Liam challenges her to think differently about the choices she makes, but the attraction of drug taking and the belief that she can handle her habit, leads to devastating results. It is a confronting, well told story, with plenty of dialogue and short sentences, making it suitable for literacy work. The book could be used to support the teaching of *drug use* content in the *PDHPE Years 7–10 syllabus*, Strand 3: *Individual and community health*. Another series title *A murder of crows*, deals with the blunt reality of bullying. F. Campbell

USER LEVEL: Stage 5
Paper $13.20 SCIS 1175934

Reviewed titles in this series are:
A murder of crows SCIS 1178821
Space explorers SCIS 1178818

BLAIN, Georgia
Names for nothingness
Pan Macmillan, 2004
ISBN 033036488X

The beautifully written and moving story of Caitlin, the decision she makes, and its impact upon her mother and her mother's partner, Liam, make for compelling reading. Caitlin, who has never fitted in, meets a member of the Satya Deeva sect during her final year at school. At last she feels she belongs. She consequently leaves home to join the sect and in so doing not only rejects her family but follows in her mother's early footsteps. The sect teaches her to want nothing, to look only to the future. This unresolved story is about the choices people make and their personal journeys. Teachers need to be aware that this book contains sex scenes and language which some may find offensive. It would be a worthwhile related text for the English Stage 6 Area of Study: *The journey*. It may also be useful for discussion of child protection issues in the area of cult awareness and psychological manipulation. M. Busch

USER LEVEL: Stage 6 Community
KLA: English
SYLLABUS: English Stage 6
Paper $30.00 SCIS 1170555

BLAKE, Bronwyn
Carrie's song
Lothian, 2004
ISBN 0734406878

Parallel lives, difficult relationships between mothers and daughters, and a strong focus on landscape characterise this novel. Told from different perspectives and in a variety of texts, the stories of Carrie, an outback teenager, and Anna, an island dweller, are linked with those of their mothers to reveal the bonds between friends and sisters. Overarching the narrative are detailed descriptions of landscapes which, while symbolising individual characters, also separate them. Carrie's intense interest in rediscovering a supposedly extinct native rat, and the unsympathetic portrayal of her mother, may not appeal to all readers. All the disparate plot elements of this structurally complex novel are resolved at the end. H. Cobban

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USER LEVEL: Stage 5 Stage 6
Paper $16.95 SCIS 1181479

BOOTH, Martin
Soul stealer
Penguin, 2004
ISBN 0141310383

Sebastian, the alchemist's son, and twins Pip and Tim enrol at secondary school. Previously, in *Dr Illuminatus*, these heroes defeated the malevolent Malador and his familiars. Now they face similar evil in the guise of Yoland, a chemistry teacher, with a gruesome plan of his own. What is his secret? And what is this sorcerer about to transmute? This book, the second of the trilogy, can be enjoyed as a stand alone. Comparisons between Sebastian's archaic language and the twin's modern idioms provide subdued humour. Historical references to alchemy in Sebastian's father's time, chants, potions, herbs and alchemical symbols, which the author proposes as authentic, combine to provide an entertaining read for lovers of this genre. D. Doust

USER LEVEL: Stage 3 Stage 4
Paper $14.95 SCIS 1178093

BRUGMAN, Alyssa
Being Bindy
Allen & Unwin, 2004
ISBN 1741142180

A coming of age tale, this narrative is lively and filled with the exaggerated emotion and confusion of early adolescence defined by codes, enigmatic etiquette and a hyperbolic world view. When her childhood pal suddenly switches allegiances, Bindy's panel beater father advises her to broaden her horizons. This is far easier said than done, when your parent suddenly cohabits with your new enemy's mother. Indeed it is suddenly rather claustrophobic. The resolution of this dilemma is open ended but achieved with flair, aplomb and broad compassion. Skilful narrative, humorous characterisation and realistic voice make this a useful class text for confident readers, and assures a high level of interest. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper $15.95 SCIS 1176661

COLFER, Eoin
The supernaturalist
Penguin Books Australia, 2004 (Puffin)
ISBN 0141380411

Imagine purple smog sunsets, vicious para legals armed with wrap guns, an orphanage where children are kept as prisoners and subjected to cruel trials of new products, malformed beings resulting from failed genetic experiments, and government by greedy commercial interests with frightful hidden agendas. This is the grim, uninviting future world of the supernaturalists; an unlikely group of young people who operate outside this system, waging war on what they believe are life sucking parasites. Colfer's imaginary world and characters are frighteningly believable, although somewhat stereotyped, and science fiction fans will find plenty to tempt their speculative imaginations and interest. This very visually imaginative thriller moves at a cracking pace, with an unexpected ending, suggesting further adventures. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper $17.95 SCIS 1181369

COLLINS, Paul

Dragonfang

Penguin Books Australia, 2004 (Puffin)
ISBN 0143003097

A sequel to *Dragonlinks*, this volume continues the thrilling adventures of the Countess Jelindel. An epic fantasy, it reveals Jelindel's encounters and ordeals experienced on her quest to gather the five magical pentacle gems in order to keep them out of the hands of the evil ones. Written to be accessible to young adult readers, yet still maintaining its mystical flavour, this book should appeal to a wide age range. It is an action packed, colourful tale of skilful warriors, fearful battles, dragons, powerful magic, unusual places, and parallel worlds. It is sure to enthral readers who have a penchant for the fantasy genre. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $22.95   SCIS 1176698

EVANS, Alwyn

Walk in my shoes

Penguin, 2004
ISBN 0143002317

Though the awkward representation of children's conversation presents readers with difficulty in feeling the foreign flavour of Afghan culture, it does universalise and humanise the experience of refugees. It evokes a powerful sense of grieving, displacement and deep trauma in the principal characters, in the face of what seems a hostile and suspicious reception in Australian detention camps. Parallel narratives juxtapose present detention with equally invidious flashbacks to persecution, terror and multitudinous trauma. The growing intimacy of young Gulnessa and Abdul heightens the tension, as it is increasingly uncertain what fate lies in wait for these unfortunate souls. W. Bowie

USER LEVEL: Stage 5 Stage 6
Paper $18.95   SCIS 1181474

GLEITZMAN, Morris

Girl underground

Penguin, 2004
ISBN 0143300466

Bridget White is the daughter of a family of criminals. At her new school, she is befriended by a boy called Menzies, the son of a Federal government minister. This unlikely duo set off to rescue two Afghani children, Jamal and Bibi, who are imprisoned in a detention centre for illegal immigrants in the Australian desert. A sensitive, witty and subversive tale, this is both entertaining and consciousness raising. It explodes stereotypes and gives a voice to some sectors of our society that may often be overlooked. A very readable story with plenty of scope for further research and discussion of topical issues, this book is well worth considering as a class text. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper $14.95   SCIS 1173802
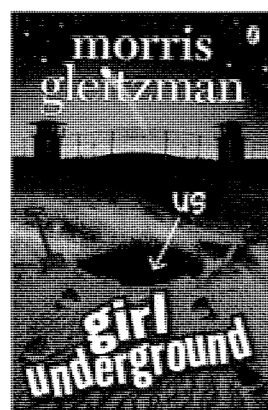
GOLDSWORTHY, Peter

The list of all answers: collected stories

Viking, 2004
ISBN 0670042218

With a wry sense of humour that often emerges when writers focus on human foibles, this collection of short stories provides compelling reading. Through his acute eye for idiosyncratic behaviour, the writer presents witty and ironic tales about a vast array of fascinating urban characters. Some newly published pieces, along with stories reprinted from earlier collections, appear in this collection to provide an interesting chronology of the writer's work. Several stories are quite adult in their content and language, and would need to be previewed by teachers. However, such a collection offers a useful model of contemporary writing for English students undertaking Extension 2. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Extension 2*
Paper $29.95   SCIS 1174346

GOODWIN, Jane

Minnie and the super guys

Penguin Books Australia, 2004 (Puffin)
ISBN 0141310650

Set in contemporary Victoria, this adventure mystery explores beliefs about belonging, family, home, and the realisation of self. When a troupe of acrobatic triplets comes to town, the antique Chinese wardrobe used as a prop to promote the show brings together a diverse group of characters from the present and the past, uniting a family and reclaiming a history embedded in the 19th century goldfields. Determination and deductive thinking assist the outcome, aspects of Chinese religion, beliefs, and customs fuel the action, while the complicating consequences of racism and greed are highlighted in the narrative. The novel is a useful stimulus for family history activities, and the study of Chinese participants in Australia's goldrush period. N. Chaffey

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K–6
Paper $16.95   SCIS 1162141

GRANT, K. M.

Blood red horse

Penguin Books Australia, 2004 (Puffin)
ISBN 014131706X

A courageous, chestnut coloured horse, Hosanna, operates as an agent of change, bringing adversaries together in this rich, historical narrative. Set towards the end of the 12th century, during the Third Crusade, the two de Granville brothers, Gavin and William, accompany England's King Richard in his attempt to win back the Holy Land in the name of Christianity. In this novel that focuses on both the bravery and cruelty of war, a breath of hope and peace comes from the behaviour of a charismatic red horse. An action packed adventure, this tale of knights and their horses presents a moving story of endurance, respect, friendship, and love. C. Sly

USER LEVEL: Stage 4 Stage 5
Paper $14.95   SCIS 1166439

HOBBY, Nathan

The fur

Fremantle Arts Centre Press, 2004
ISBN 1920731016

The ravages of a fur plague have quarantined Western Australia from the rest of the country. Michael Sullivan is about to start Year 12, when he, his brother and his disillusioned preacher father move to Bunbury after the plague death of his mother. Michael must either escape to Melbourne with his friend Rebecca, or fulfil the calling that his journey poses. The intensity of his internal struggle, and the fluctuations in his resolutions and his resignations are intimately portrayed, giving an intriguing insight into a personal journey of rejection, spirituality, hatred and love. This is an intense, introverted, and arresting story about a young man's coming of age. F. Campbell

USER LEVEL: Stage 6
Paper $17.95   SCIS 1177686

HOEYE, Michael

The sands of time

Penguin Books Australia, 2004 (Puffin)
ISBN 014131513X

The fear at the heart of discrimination is wonderfully captured in the public uproar that accompanies Mirrin Stentrill's exhibition on the taboo topic of cats. This place breeds mouse supremacists. A vibrant and fertile imagination has again produced a thoroughly entertaining and allegorical tale of rodent fascism, bigotry and resistance to change, couched in a glorious tale of high adventure, reminiscent of Indiana Jones. Hermux Tantamoq is greatly perturbed. His love life hangs in the balance throughout a thrilling desert adventure in search of the Tomb of the Cats and confirmation of Birch's theory of the origin of mouse culture. Issues include conformity in fashion, racial stereotypes, and intellectual piracy. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper $16.95   SCIS 1176680

HOOPER, Mary

Petals in the ashes

Bloomsbury, 2004
ISBN 0747564612

Fans will welcome the sequel to *At the sign of the sugared plum*, which continues the adventures of Hannah and Sarah. In this stand alone novel, set in 1666, the plague epidemic is on the wane, and Hannah, accompanied by younger sister Anne, returns to London to reopen the sweetmeats shop. With diligent work, the business begins to thrive again, but the girls are suddenly caught up in the horrendous fire that wreaks destruction on the city. This is convincing and accessible historical fiction, with a touch of romantic appeal for adolescents. London is well evoked; characters are appealing; and carefully researched history is woven naturally into the fiction, or included in an appendix. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper $15.95   SCIS 1182234

HORNIMAN, Joanne

Secret scribbled notebooks

Allen & Unwin, 2004
ISBN 174114406X

After their parents desert them, Kate and her older sister are brought up in a Lismore boarding house by its owner, Lil. Fifteen years later, in her last year of school, Kate records her observations of daily life, the world, and her aspirations, in three notebooks. Sprinkled with literary references, and with a narrator who aspires to be a writer, this evenly paced novel will not suit every reader. There is little conflict and less action; but the characters are thoughtful and very well drawn. Descriptions of the old house, and of Kate's wondering relationship with her new niece, stand out as crafted examples of writing. Kate is on the edge of leaving home, and the notebooks evocatively record her feelings on life, love, and loss. C. Thomas

USER LEVEL: Stage 5
Paper $17.95   SCIS 1184519

JENKINS, Martin & RIDDELL, Chris

Jonathon Swift's Gulliver

Walker, 2004
ISBN 0744586429

Boldly illustrated, this modern retelling of Gulliver's four voyages contains a wealth of material for classroom discussion. Emphasising the surreal nature of his encounters in words and images, the text is faithful to Swift's intent. The story could be read as an introduction to the original, as a humorous study of society, or as a fresh and lively satirical piece reflecting the contemporary human experience. Students will appreciate and enjoy the fantastical nature of events, and the visual aspects of the text. It would make an excellent narrative experience and study of visual literacy for English 7–10, and a fine example of supplementary reading for the Area of Study: *The journey* in English Stage 6. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
$34 95   SCIS 1184046

MERRITT, Gail

Green Mantle

Lothian, 2004 (Lothian YA fiction)
ISBN 0734406622

As the Green Mantle, Megwin possesses mystical powers that allow her to communicate with and to protect all living things. These abilities are extremely beneficial as Megwin embarks on a journey to repair the aftermath of destructive battles that have ravaged the Five Kingdoms. The engaging first person narrative chronicles Megwin's adventures and the numerous obstacles she confronts. Some gaps in the plot are evident as the novel is preceded by the novel *Silver Mantle*, however these omissions do not detract from overall meaning. For those who enjoy the fantasy genre, this novel should not be missed. H. Gardiner

USER LEVEL: Stage 4
Paper $16.95   SCIS 1179234
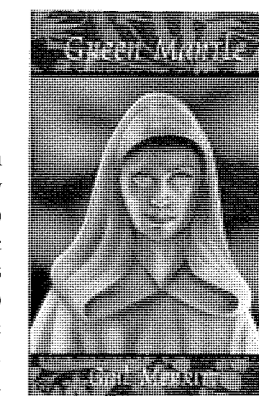
METZENTHEN, David
Boys of blood & bone [sound recording]

Louis Braille Audio, 2003 (10 hr.)
ISBN 0732027500

Francis Greenslades' reading of Metzenthen's powerful text evokes the smoke, confusion, thunder and horrifying tincture of battle as well as the subtlety of a range of historic and modern domestic settings. Similarly his characterisation is wide ranging; indeed the consistency of character, accent, mood and tone is remarkable. The parallel narratives of young Australians, one hundred years apart, are brought to life through the terse diary of Andy Lansell, who died in France in 1918, and Henry Lyon's imaginative reconstruction of his story. Both share common concerns in girlfriends, mates, family and the future. The diary brings Henry up to speed with life, death and grieving in the context of duty, love and sacrifice. W. Bowie

USER LEVEL: Stage 5
$80.25   SCIS 1166615
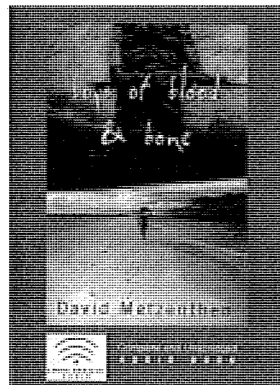
Working in Australia [series]
Echidna Books, 2004

The books cover job descriptions for eight industry areas. Their brief, simplified information with attractive page layout, photographs and personal profiles, provide a good starting point to generate interest and awareness about the diversity of jobs in each industry. The content lacks specifics that could date the books and it takes care not to stereotype careers. The books are useful for investigating jobs in *Preparing futures* in the *Work Education Years 7–10 syllabus* and teaching the cross - curriculum content *Work, employment and enterprise* found in all Stage 5 syllabuses. Life Skills students would find the resources more attractive and user friendly than many government resources commonly available to schools. S. Ormond

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Work Education 7–10
$29.70 each

Reviewed titles in this series are:

Jobs in computers and IT	SCIS 1174780
Jobs in entertainment	SCIS 1174781
Jobs in science	SCIS 1174785
Jobs in tourism and hospitality	SCIS 1174787

MAYNARD, Leigh
How the Tasmanian tiger got its stripes

Scholastic Australia, 2004
ISBN 186504475X   [298.24]

Adapted from cartoons created by the Aboriginal Nations Animation Studio, this story is an action packed narrative. The original story, *Kannenner the brave*, was shown in a television animation series, *The Dreaming*. Young Palana, son of the god Moinee, is attacked by a kangaroo while out walking. He is saved by a young pup, and to reward his bravery, Palana marks the pup with stripes. An astrological diagram endpaper shows a Tasmanian tiger constellation. Full page illustrations are colourful and feature contemporary interpretations of this traditional story as told by Leigh Maynard from the Nuenonne people of Bruny Island, off Tasmania. The drama of the writing lends itself well to being read aloud. C. Dorbis

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
Paper $12.95   SCIS 1169034

Other titles include:
Why the koala cries   SCIS 1170691

From *How the Tasmanian tiger got its stripes* as told by Leigh Maynard Text copyright © Leigh Maynard, 2004 Cover and interior illustrations copyright © Scholastic Australia, 2004 First published by Scholastic Press, a division of Scholastic Australia Pty Ltd, 2004 Reproduced by permission of Scholastic Australia Pty Ltd
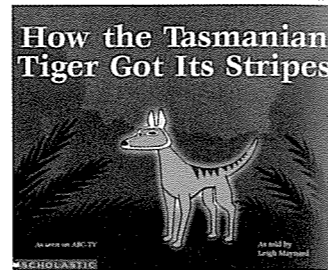
SANDERS, Pete
Violent feelings

Watts, 2004 (Choices and decisions)
ISBN 0749654023   [303.6]

Violence is an issue which may affect the lives of many young people. This book is designed to help middle school students find out about the causes and effects of violence, and discuss the issues with their parents, teachers and friends. Each chapter introduces a different aspect of the subject, illustrated by a continuing storyline. Topics feature a page of text which poses a question, followed by a page of comic strip. This is a format which should attract readers needing encouragement and support. It would be a useful resource to follow up Crime Prevention Workshops in schools. Topics include domestic violence, gangs, and taking responsibility. A. Soutter

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
$32.95   SCIS 1175198
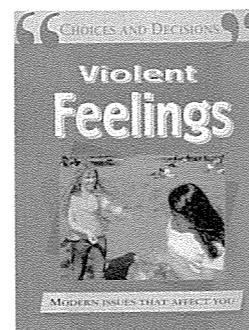
INSERRA, Rose
Women in Australian history [series]

Heinemann Library, 2004

An excellent thematic profile of women at crucial times in Australian history, this series provides many primary source accounts of women's lives as well as contextual details of the day. Well illustrated with photographs and posters, the books provide a good introduction to the social history of women since European settlement. Each issue has an appealing layout, and well written paragraphs, suitable for its intended audience. Each includes a short profile of several identities of the time period. The series is particularly relevant for Stage 5 History, especially the study of *Changing rights and freedoms*, and is suitable for multiple topics within the *History Years 7–10 syllabus*. F. Campbell.

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7–10
$29.70 each

Reviewed titles in this series are:

Women at home & war: 1900-1945	SCIS 1168679
Women in the convict era: 1788-1868	SCIS 1168677
Pioneer women: 1820-1900	SCIS 1168675
Immigrant women: 1946-1960	SCIS 1168676
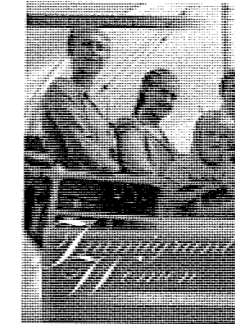
McCONCHIE, P. & MUNUNGGURR, M. & YUNUPINGU, B.
Yolngu mali: Aboriginal spirit

Penguin Books Australia, 2004 (Puffin)
ISBN 0143501321   [306.08]

The traditional life of the people of North East Arnhem Land is beautifully depicted here in images and words. Artistic and descriptive black and white images are presented in photographic essay format. Written text is direct in tone, powerfully using an authentic and colloquial voice to describe food, ceremonies, the roles of men and women, and traditional activities. The text is a contemporary depiction of an ancient culture, allowing students to gain a clear and inspiring image of Yolngu life. This is a serious text, not simply a glossy picture book, and, as such, it is a very powerful book for schools. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; HSIE K–6; Society & Culture Stage 6
Paper $14.95   SCIS 1180348

NAZER, Mende
Slave: the true story of a girl's lost childhood and her fight for survival

Virago, 2004
ISBN 1844081141   [306.3]

Simply told in the first person, Mende's story is one that will touch and appal the reader. During her idyllic childhood in a Sudanese

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mountain village, Mende is kidnapped at the age of 12 by the Mujahadin. Sold as a slave to an Arab family, she is treated as less than an animal by her master, made to sleep in a garden shed, work from dawn to midnight for no money or recompense, and constantly beaten. Eventually she is passed on to another family, this time in London, and it is here, after thoughts of suicide and experiencing deep depression, that she is able to make contact with other Sudanese and make good her escape. This is a story which is shocking in its brutality, yet fascinating to read. It could be useful supplementary material for Stage 6 students of Society and Culture, as well as being a worthwhile related text for the English Stage 6 Area of Study: *The journey*. M. Busch

USER LEVEL: Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6; Society & Culture Stage 6
Paper $29.95   SCIS 1162413
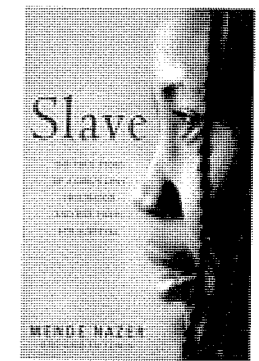
Witness to history [series]
Heinemann Library, 2004

Excellent photographs, a clear lay out, extensive use of primary sources, and an intelligent writing style, make this series a useful study tool for senior History students. Events, politics, philosophies, and personalities are examined and explained objectively. Each text begins with **How do we know?**, a chapter very useful for students as it analyses the construction of this particular history. The texts are informative, pleasant to use, and visually appealing. There are omissions, probably due to space constraints, but the texts still contain a remarkable amount of information. The texts, like most History texts, should not be regarded as the sole source of information. B. Corr

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
$37.40

Reviewed titles in this series are:

The collapse of communism	SCIS 1183863
Afghanistan	SCIS 1183859

Children's rights
/ edited by Justin Healey. Spinney, 2004 (Issues in society)
ISBN 1920801073   [323.3]

The serious and relevant issue of *Children's rights* on a global scale and within the Australian context is explored in this volume. Chapter One examines the **Convention on the Rights of the Child** and the status of children globally. Issues such as sexual exploitation are covered. The second chapter investigates children's rights in Australia, and includes their rights at school, the rights of parents, and a variety of strategies for shaping children's behaviours which do not involve the use of physical force. The text is clearly set out, with salient points presented in language that students, parents, and teachers can readily comprehend. This is an insightful and informed text for school communities and relevant for Option 8: *Law in action* in the *Commerce Years 7–10 syllabus*. A. Anderson

USER LEVEL: Stage 5 Community
KLA: HSIE
SYLLABUS: Commerce 7–10
Paper $18.95   SCIS 1161761

ADAMS, Simon

All the troubles: terrorism, war and the world after 9/11

Fremantle Arts Centre Press, 2004
ISBN 1920731105   [327.1]

Offering a very contemporary view of the world stage, this well written text weaves in and out of the 20th century minefield of politics and war. Thus a complex pattern of hegemonies, political and economic, is established by the author. Focusing on Australia and its role in the world, a picture of changing alliances and power politics is analysed, creating a bleak picture for those not on the inside. That history repeats is one conclusion reached by the text, as it is only methods that are new, not the acts. It is an interesting read, designed to challenge ideas, and content ranges broadly over such topics as propaganda, East Timor, North Korea, religion, AIDS in Africa, Iraq, and our relationship with the USA. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6; Society & Culture Stage 6
	Paper $24.95 SCIS 1183074

Eco voice

Eco Voice, 2003-   [333.72]

There have been several attempts in Australia to produce newspapers and magazines concerned with environmental issues. The successful South Australian periodical, Eco voice, seems to be better than most, and is now available throughout Australia by ordering from a newsagent or directly subscribing at www.ecovoice.com.au. Its articles are balanced, well researched and cover a range of current Australian environmental issues making it a useful resource for NSW classrooms. Each issue offers a feature article as well as regular chapters on Eco **sphere**, Eco **water**, Eco **community & councils**, and Eco **power**. Students' pages highlight activities that are being carried out by particular schools, and could be a source of ideas for others to use. R. Dircks

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Earth & Environmental Science Stage 6; Science 7–10
	Paper $2 each SCIS 1196084

Native title stories: rights, recognitions, relationships [videorecording]

National Native Title Tribunal, 2004 (37 min.)
ISBN 0642262152   [346.94]

Ningali Lawford narrates this collection of experiences, where individuals discuss the ways and means by which they have dealt with the issues of native title. Speakers include leaders of Indigenous communities, as well as graziers, mineral explorers, and government negotiators. Six diverse communities present examples from their different situations. Prejudice and fear, from lack of understanding, inspired the National Native Title Tribunal to make a resource which explains native title at a personal level. The video also explains the course of events in the past four years, and shows how a compromise can be reached. Dealing with land rights and land tenure, the resource is suitable for Legal Studies topics involving modern law and community. C. Dorbis

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE

SYLLABUS:	Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
	No charge SCIS 1175555

HUESCH, Christina

Children and families

Legal Information Access Centre, 2004 (Hot topics; no. 44)
ISBN none   [346.94]

Legal challenges facing children and families may include the changing nature of the family unit, the relationship between children and their carers and the role played by Australian domestic law through such legislation as the *Family Law Act 1975* and the *Family Law Rules 2004*. This resource considers the current legal status of **Divorce**, child support, shared parenting, and issues relating to property and financial settlement, whilst also examining **The best interests of the child** and parental responsibility. Detailed consideration is given to the jurisdictional difficulties with **Family violence & child abuse**, and to the introduction of the Magellan Project in the Family Court as a response to child abuse allegations. Topical and accurate, this resource is essential for Legal Studies students undertaking Optional Focus Study 2: *Family*. A. Fisher

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	Paper $17.60 SCIS 1162835

BROCK, Paul

A passion for life

ABC Books, 2004
ISBN 0733314473   [362.196]

Dr Paul Brock is the current Director of Professional Practice with DET, a role he delights in, notwithstanding being wheel chair bound due to motor neurone disease (MND). In this inspiring autobiography, English teachers will find parallel passions and connections as he talks about the important things in life, with love and literature on centre stage. Brock's passion for literature and teaching are the book's core; he tells of a deep affection for music and cricket, and his battle with MND is unflinchingly described. The book chronicles Brock's childhood, his experiences as a Marist brother, writer and poet, educator, and government policy advisor on education. It is informative, well written, and an excellent autobiographical model. D. McPherson

USER LEVEL:	Stage 6 Community Professional
KLA:	English; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; English 7–10; English Stage 6; PDHPE 7–10
	Paper $29.95 SCIS 1192110

COLSON, Mary

Turbulent planet [series]

Raintree, 2004 (Raintree freestyle)

Featuring vivid photographic images, simple print and comprehensive information, this series introduces readers to the area of geography, in particular the forces of nature shaping the planet. Using contemporary examples from around the world, the causes and impacts of wildfires, the processes of erosion and the dramatic impact of landslides and avalanches are examined. Written information is supported by useful illustrations, supplementary text boxes, media clips and full colour maps. Key terms are incorporated in an inclusive glossary whilst Internet search tips are offered to assist with further research. With an emphasis on human interaction and environmental sustainability, this series would be an appropriate resource for the study of the Focus areas: *Global environments* and *Physical geography*. A. Fisher

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography 7–10
	$36.30 each

Reviewed titles in this series are:
Crumbling earth: erosion & landslides   SCIS 1174829
Forest furnace: wildfires   SCIS 1174834

METZ, Margaret

Emergency Australia [series]

Watts, 2004

Contributing to a better understanding of the role and function of various emergency services in Australia, this series examines why we have emergency services, what they do, and their relationships with governments. Specific information about management and responsibilities, training, qualifications needed, working in the service, and inter service coordination is supported by outstanding photographs and pictures. The well written text helps build knowledge and understanding for the reader when studying the role of emergency services within the *HSIE K–6 syllabus*, particularly in the units *Cooperating communities*, *Living in communities*, and *Identity and values*. Suggested Internet links would have to be checked for syllabus relevance. A. Frost

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	Paper $27.95 each

Reviewed titles in this series are:
Fire service   SCIS 1166891
The SES   SCIS 1166895

World heritage areas: 13 international and 8 Australian case studies [videorecording]

Pro Doco, 2004 (ca.55 min.)   [363.6]

Divided into two parts, this outstanding video examines International World Heritage sites and Australian World Heritage sites. A brief overview of the process of establishing natural and cultural World Heritage areas is provided, but further research would be required on this component. Key features of each World Heritage area are discussed including significance, history, use, and management. Exceptional visual images highlight the audio, and supplementary material, including worksheets, facilitates understanding of key features and differences between World Heritage areas. This is an essential teaching and learning tool for studying

World Heritage sites in the *Geography Years 7–10 syllabus* Focus areas 4G1 and LSG1: *Investigating the world*. A. Frost

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Geography 7–10; Geography Stage 6
	$84.70 SCIS 1190990

21st-century science [series]

Watts, 2004

Focusing on recent developments in science and technology, this attractive British series describes and links the history, workings and future directions of common technologies. Although this series has no firm links to the *Science Years 7–10 syllabus*, certain sections could be adapted and used as examples when teaching outcomes 4.3 and 5.3, about how technological advances have impacted on science and society. Each title explores and discusses the future trends and applications of science. The titles lack Australian examples and significance, but the colourful labelled pictures and diagrams, and accessible text, should capture the interest of many students. I. Mavin

USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science 7–10
	$34.95 each

Reviewed titles in this series are:
Electronics: present knowledge, future trends   SCIS 1167738
Transport: present knowledge, future trends   SCIS 1167993

HUSAIN, Shahrukh

Stories from ancient civilisations [series]

Evans, 2004

With their subtle, stylised drawings, these books simply and powerfully relate selected stories of creation and legend from ancient societies. Significant gods and heroes, such as Amun Re, Hatshepsut, Paris and Persephone are featured. The family trees of the gods provide a ready reference. This series could be a resource base for various areas of study, including English, the Stage 4 mandatory History topic of *Ancient societies*, and the Science Focus area 4/5.1: *The history of science*. The content, accessible language and picture support would assist upper primary students studying narratives and literary recounts, providing opportunities for discussion, wide reading and innovative writing. These interesting resources would also be enjoyed by students with a penchant for myths. B. Hull

USER LEVEL:	Stage 3 Stage 4
KLA:	English; HSIE
SYLLABUS:	English K–6; English 7–10; History 7–10; Science 7–10
	$35.20 each

Reviewed titles in this series are:
Egypt   SCIS 1178874
Greece   SCIS 1178866

HARRIS, Nicholas

Look closer through space

Koala, 2004
ISBN 0864616015   [523]

Cleverly designed, this book allows the reader to imagine they are zooming through space from the universe right down to the minute detail of the atom. Along the way the journey involves encounters

with a galaxy cluster, a galaxy, stars, the solar system, the earth, the land and rocks. Special cut out corners act as guides, and the experience is likened to using the zoom feature on a camera to bring the surroundings closer. Each double page contains coloured illustrations and facts about the area being explored. Six pages at the end of the book contain detailed information about various aspects of space. This is an attractive and useful book, which would be invaluable for use with the Stage 2 Science and Technology outcome ES S2.6. J. Eade
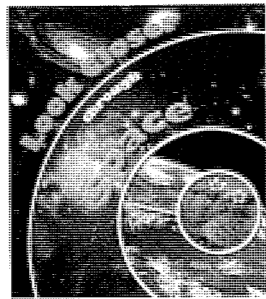
USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K–6
	Paper $12.95 SCIS 1183296

ROWE, Julian
Active science [series]
Watts, 2004

Making sounds and *Amazing magnets* are titles which will attract the attention of avid student scientists. Well constructed information texts and activities for the student to try, are presented in a format which is suitable for the Stage 2 reader. Teachers will find these resources useful for the *Science and Technology K–6* syllabus, with specific relevance for the units *Let's communicate, Stuck on you* and *Sounds great*. Colourful photographs and diagrams complement the text, providing additional information and reader cues. The majority of equipment needed to implement activities is sourced from everyday items, making this a useful series for classrooms as well as for experiments at home. A. Arnott

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K–6
	Paper $16.95

Reviewed titles in this series are:
Amazing magnets	SCIS 1180672
Making sounds	SCIS 1180675

Routes of science [series]
Brown Reference Group, 2004

Routes of science is a reference set that examines the process of scientific discovery, with each title describing the knowledge of science and how this has developed over time. Of particular interest is the investigation of the role science plays, and its development in different cultures, and the part that science has played in shaping society. The text is easy to read with information presented in manageable chunks, and supported by eye catching photographs and illustrations. Extra information is offered as hyperlinks within the articles, including a list of suggested web sites for more information. These books will engage students while providing relevant information for the Prescribed Focus Area 4/5.1: *The history of science*. K. Silburn

USER LEVEL:	Stage 4 Stage 5

KLA:	Science
SYLLABUS:	Science 7–10
	$33.00 each

Reviewed titles in this series are:
Atoms and molecules	SCIS 1181432
Light	SCIS 1181434
Medicine	SCIS 1174839

HOOPER, Meredith
The island that moved: the forces that shape our earth
Lincoln, 2004
ISBN 1845070038   [551.1]

Four million years ago Antarctica started stretching, creating a rift which separated the land to form islands. An imaginary composite island is the focus of this book. The illustrated text relates the island's journey, breaking away from Antarctica and emerging from the ice age, up to the present time. It explains why the earth's crust is changing, with an explanation of plate tectonics, the separation of Gondwana and earthquakes. The colour illustrations are varied, including helpful cross sections. The result of a trip to the Antarctic Peninsula with geophysicists and seismologists, this book presents a good opportunity to use picture books in Science, and would support studies of the earth and plate tectonics to achieve outcomes 4.9 and 5.9. E. Derouet
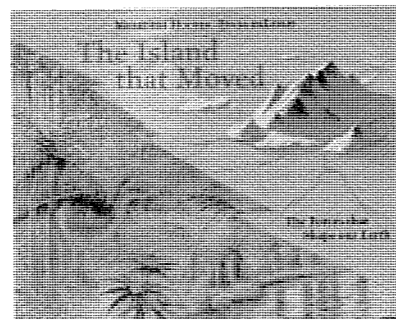
USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science 7–10
	$27.95 SCIS 1172013

WOODWARD, John
Exploring the oceans [series]
Heinemann Library, 2004

The author challenges the reader to join an expedition in discovering the secrets of the various zones of the world's oceans in this series. The text addresses the reader personally, describing the journey and its discoveries. Fantastic colour photography, informative text and quirky chapter titles, such as **Pulling the plug**, will keep the reader's interest. As well as reading through the journey, the excellent index and glossary make the series useful as a reference tool for the development of information skills. Students working to achieve outcomes from *Earth and its surroundings* and *Living things* in the *Science and Technology K–6* syllabus could make use of this series. R. Parnis

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K–6
	$35.20 each

Reviewed titles in this series are:
Sunlit zone	SCIS 1181448
Tidal zone	SCIS 1181458

TRAFFORD, Caren & ERIKSSON, Megan
Water, the amazing journey
Etram, 2004
ISBN 0958187819   [551.48]

From its origin in our atmosphere, to the formation of oceans, the uses of water from ancient times until today is told by Wasu, a droplet of water. Assisted by fact boxes and cartoon style graphics, Wasu describes the states of water, the extremes of water presence such as the Atacama Desert and Victoria Falls, and the need for water conservation. The entertaining and amusing narrative style presents huge amounts of information in an easily accessible format, making this a useful resource for the achievement of outcomes LS.14, LS.15 and LS.16 in Science 7–10; outcomes LT S3.3, ES S3.6, VA2 and VA6 in Science and Technology K–6; and outcomes ENS 3.5 and ENS 3.6 in HSIE K–6. C. Keane

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; Science; ST
SYLLABUS:	HSIE K–6; Science 7–10; Science & Technology K–6
	Paper $15.00 SCIS 1193342

TOFT, Kim Michelle
The world that we want
University of Queensland Press, 2004
ISBN 0702232483   [577]

Northern Queensland is the setting and inspiration for this study of nine habitats. The rhythmic, cumulative text, compels a choral reading during shared literacy sessions, reinforcing the idea of interactive ecosystems and Toft's message of the importance of conservation. Gorgeous silk painted images fill each double page, enticing the reader to consult the written text for extra information about these colourful graphics, and providing stimuli for experimenting with painting techniques and different media. Concluding pages offer specific information about each of the featured habitats, and the species found there, as well as providing keywords and ideas for research into sustainable environments. C. Keane

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA; English; ST
SYLLABUS:	Creative Arts K–6; English K–6; Science & Technology K–6
	$26.95 SCIS 1176593

PYERS, Greg
Life in a [series]
Echidna, 2004

Focusing primarily on the various flora and fauna inhabiting specific biomes in Australia, this series also covers environmental issues affecting the habitats. Each book contains a definition of the biome as well as information about how it is formed and particular areas where different flora and fauna are found. Stunning close up photographs and colourful illustrations complement the text, while
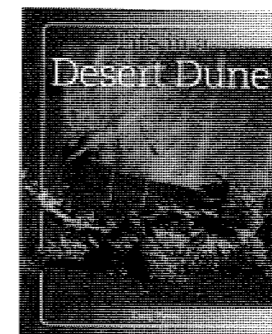
fact boxes provide extra information. Towards the end of each book, a colourful double page spread graphically illustrates the specific locations of the flora and fauna within the habitats studied. Safety issues and special features of the area are also explored. This would be a useful resource for teaching the Stage 2 HSIE unit: *Australia: you're standing in it*, and the Stage 3 Science and Technology unit: *A change for the better*. J. Eade

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K–6; Science & Technology K–6
	$29.70 each

Reviewed titles in this series are:
Life in a creek	SCIS 1168611
Life in a desert dune	SCIS 1168609
Life in a gum tree	SCIS 1168604
Life in a rockpool	SCIS 1168607

SILKSTONE, Barry
Amazing Australian [series]
Heinemann Library, 2004

The Australian content and fabulous photographs found in this series provide instant appeal, and further investigation is rewarded with opportunities for classroom use. Each title has an introductory chapter that uses simple explanations, photographs and a diagram to classify the featured class of animals. Information about the appearance, habitat, diet, reproduction, movement and status of each animal is clearly presented on a double page spread. An introductory paragraph offers unusual facts about the animal, and a labelled colour photograph, boxed fact file and map of Australia showing where the animal is found, provides accessible information. Providing models and background material for students producing information reports, these resources would support research tasks, assisting students to achieve *Science and Technology K–6* syllabus outcomes from the *Living things* strand. C. Keane

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K–6
	$29.70 each

Reviewed titles in this series are:
Amazing Australian birds	SCIS 1160555
Amazing Australian invertebrates	SCIS 1160554
Amazing Australian mammals	SCIS 1160553
Amazing Australian reptiles, fish and amphibians	SCIS 1160550

Raintree perspectives [series]
Raintree, 200

Each book in this series focuses on a significant material commonly used in daily life, describing its properties, origins, process of manufacture, plus handling and uses in industrial, commercial, domestic and personal applications. Illustrated with clear, well captioned coloured photographs, each double page discusses a single aspect of the topic, and includes information on what the material is used for, as well as giving reasons for what it is not used for. Appropriate use of close up photographs is a noteworthy feature. These attractively presented books are relevant to the *Products and services* syllabus strand and provide a useful supplement to practical activities. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science &Technology K–6
$34.10 each

Reviewed titles in the series are:
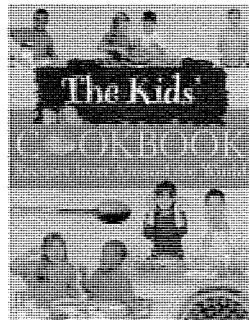**How we use cotton** SCIS 1171245
How we use glass SCIS 1171246

GIOFFRE, Rosalba & LEE, Frances & WARD, Karen

The kids' cookbook

Penguin, 2004
ISBN 0734306121 [641.5]

Written for adventurous young cooks, the tempting, unusual recipes in this well set out book come from all over the world. Brief historical and geographic contexts are given for most dishes, often with a pronunciation guide for the foods involved. The procedural texts are clear and consistent throughout, providing excellent models for writing. Full colour photographs of ingredients and utensils, important steps, and serving suggestions, plus efficient fact boxes support the text. Although designed and tested by experienced parent cooks, the meals are intended for students to prepare under adult supervision. This book supports numerous HSIE and Science and Technology units about customs and foods of other countries. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; ST
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
$19.95 SCIS 1182629

Genetic modification

/ edited by Justin Healey. Spinney, 2004 (Issues in society)
ISBN 192080112X [660.6]

Using information from a variety of sources, this excellent book examines the development and regulation of genetically modified organisms in Australia. As with past books from the *Issues in society* series, this volume clearly explains the main concepts in this controversial topic. The language used is straightforward and the numerous pictures throughout will stimulate many class discussions. This book provides excellent material when addressing outcome 5.3 in the *Science Years 7–10 syllabus* on the positive and negative impacts of recent advances in science. Stage 6 Agriculture students will benefit by reading about the developments in cotton growing and herbicide tolerant crops, whilst Biology teachers and students will find this resource most useful indeed for Option 9.6: *Biotechnology*. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6; Science 7–10
Paper $18.95 SCIS 1170082

All prices in the availability statement include GST.

GIFFORD, Clive

Food technology

Chrysalis Children's Books, 2004 (World issues)
ISBN 1844580776 [664]

An excellent overview of food technology issues and concerns is presented in this interesting resource. The topic is carefully defined, making the book useful for students new to food technology. Layout of information is user friendly, with astute use of colour and visually appealing photographs, and the text covers such issues as organic foods, irradiation, frozen foods, pasteurisation, industry changes, genetically modified foods, food allergies, additives, illnesses, obesity, packaging, and future outlook. Boxed inserts give both sides of current food technology debates. The text's balanced approach overall makes this resource worth considering when programming for the issues of technological change in food processing, food product innovations, and packaging. M. Timperley

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Food Technology 7–10
$36.30 SCIS 1178870

BULL, Jane

The crafty art book

Dorling Kindersley, 2004
ISBN 1405303840 [745.5]

Loaded with projects that students of varying abilities can master, this craft book offers experiences ranging from card construction to paper printing. Brightly coloured, and clearly illustrated, with symbols indicating where to ask an adult for help, there is immense visual appeal. While the projects promote one basic idea, for example, paper rose making, the skilful parent or teacher could incorporate the methods outlined into a home project or a classroom theme. The most positive aspects of craft activities are that the dexterity utilised in these examples aids young children in the development of their writing and organisational skills. K. Ashley

USER LEVEL: Stage 2 Stage 3 Community
KLA: CA
SYLLABUS: Creative Arts K–6
$17.95 SCIS 1180468

SHEPHERD, Nellie

My party art class

Dorling Kindersley, 2004
ISBN 1405304170 [745.5]

This large format, brightly coloured book includes three themed art parties, allowing for excellent integration with other KLAs, especially English. The themes include underwater, garden, and magic, with step by step instructions included for a variety of fun and easy craft items, as well as invitation and party games ideas. Colour photographs support each step and exemplify the finished product. The book would be useful for achieving the outcomes VAES1.1, VAES1.2, VAS1.1, and VAS1.2 in the *Creative Arts K–6 syllabus*, and for the joint construction of procedural texts. Most

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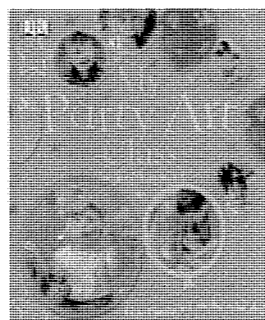
children will be eager to try these crafty ideas and will enjoy sharing this well presented book with their families. E. Derouet

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Community Professional
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
$19.95 SCIS 1181030

ANG, Tom

Digital photographer's handbook

Dorling Kindersley, 2004
ISBN 1405305290 [775]

Packed with information and creative ideas, the use and theory of new technologies is clearly explained in this revised text. A wide range of equipment and operations is described, including software tools such as *Photoshop*. Ang shows how film standards of composition and use of light can be manipulated in the digital age. Abundant images show techniques such as cloning, flash use, and filtering, and provide inspiration for ideas including photomosaics and creating a book. The text assumes an appreciation of photographic basics, and is pitched at serious photographers. It would make an excellent resource for the digital component of photographic courses. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photography & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7–10
$69.95 SCIS 1184041

MACKENZIE, Ben

Let's live as one [sound recording]

Ben Mackenzie, 2003 (39 min.)
ISBN none [782.42]

Twelve original songs, written by a NSW primary teacher, feature on this CD. The songs are performed by Mackenzie on guitar, with six musicians and a student choir. All songs have a positive message and link to themes in the English and HSIE syllabuses. Created for students to sing, they have catchy melodies and interesting lyrics. The production is excellent and the musical arrangements very skilful, with a variety of instrumentation and backing vocals. The resource is accompanied by a lyric book, and a musically annotated resource book (not reviewed) can be located via the artist's web site at http//www.benmackenzie.com. A. Wisdom

USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K–6; English K–6; HSIE K–6
$29.95 SCIS 1174323

STELL, Marion

Girls in sport [series]

ABC, 2004

The first in a new series, these books specifically target pre adolescent girls, and are designed to inspire rather than inform. They have relevance for PDHPE Stage 3 *Active lifestyle* outcomes, PDHPE Stage 4 *Lifelong physical* activity outcomes, and for gender equity issues permeating the syllabuses. Both texts centre on Australian

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personalities and include some skill descriptions, with fine photographic material of the sport in practice. *Swimming* offers a balance between the Australian history and nature of swimming, with ample profiles of current champions. *Soccer* centres strongly on the Australian team the Matildas. Profiles are current but will possibly date quickly. Overall, the series has some syllabus links but is more for general reading and motivation, rather than in depth curriculum study. R. Cox

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
Paper $12.95 each

Reviewed titles in this series are:
Soccer SCIS 1182235
Swimming SCIS 1182344

CHARLESWORTH, Ric

Shakespeare the coach

Pan Macmillan Australia, 2004
ISBN 0330364782 [796.07]

An intriguing concept, using the words of Shakespeare to aid sports management and psychology, is beautifully executed in this small coaching manual. Useful beyond the sports field, the text utilises Shakespeare's brilliant understanding of character and motivation, and could be an entertaining supplement for the PDHPE Option: *Improving performance*. The text contains chapters such as *Doubts and fears, Praise and courage*, and *Teamwork*, and could be used by anyone who is attempting to lead others to success. Charlesworth's premise is that the playwright's wisdom forms a rich source of teaching material, and he has expertly chosen and illustrated that raw material with a leader's needs in mind. C. Thomas

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6
Paper $14.95 SCIS 1182778

WATSON, Samuel Wagan

Smoke encrypted whispers

University of Queensland Press, 2004
ISBN 0702234710 [A821]

Watson's voice is strong and distinctive in this collection of his poems from 2000 to 2004. Readers will journey from the intense imagery of his earlier midnight love poetry, through snapshots of places and people, to the final prose poetry musings on being a writer and on experiences in different landscapes. Watson effectively develops individual characters and memories in these free verse poems. His evocative, lyrical images are counterbalanced by forceful social commentary on world issues, and on the lives of Indigenous Australians. The variety in this collection will have wide appeal, especially as an additional text for all parts of *The journey* in the English Area of Study, and Extension 2 students who are considering poetry for their *Major Work*. H. Cobban

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6; English Stage 6: *Extension 2*
Paper $22.95 SCIS 1179158

BOYLE, Peter

Museum of space

University of Queensland Press, 2004
ISBN 070223463X   [A821]

Topics encountered in this collection of robust and incisive poetry include: loneliness; death and mortality; love and fidelity; identity; and landscapes with figures. This work is equally adept at presenting startling juxtapositions, as with carefully constructed dark moods and soaring imagination. His blank verse draws freshness from interesting experimentation with structure and punctuation. Analogy, with classicists like Bach and Beethoven, and allusion to poets, such as Rilke, Edmond Jabes and Rene Char, appear alongside evocations of the natural world. Dark and acerbic at times, these selections require more than a cursory glance to be of maximum benefit to students. W. Bowie

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6
	Paper $22.95 SCIS 1175610

MITTON, Tony

Spookyrumpus

Orchard, 2004
ISBN 1843624222   [821]

Guy Parker-Reese's vibrant, colourful, full page illustrations beautifully complement the rollicking, rhyming text in this entertaining poetry book. The fanciful tale involves a number of spooky characters such as witches, ghosts, skeletons, trolls, spiders and wizards, all on their way to a party. From their hiding places, a timid cat and dog watch the ghoulish procession as the number of participants counts down from midnight to eleven witches, ten ghosts, and finally one great pumpkin cake. This counting aspect adds a mathematical component to a fascinating poetry book, which promises to both interest and entertain young readers. J. Eade
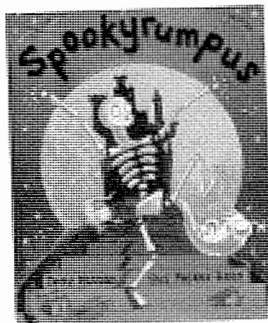
USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; Mathematics
SYLLABUS:	English K–6; Mathematics K–6
	$27.95 SCIS 1170896

BROWN, Bille

Bill & Mary: a play

Phoenix Education, 2004
ISBN 1876580623   [A822]

Set in Sydney in the 1950s, this play explores the relationship between artist William Dobell, and the poet and left wing journalist Mary Gilmore, as he paints her now famous portrait. The play puts Dobell's work into another context, and decisive events, scandals, and relationships are revealed, while the bond of trust between artist and model wavers. Both roles have good monologues for student interpretation. Themes include patriotism, Australian identity, personal
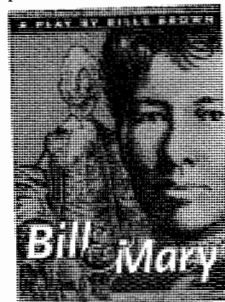
sacrifice, the role of the artist in society, and ownership of art. The resource is accompanied by an excellent *Teacher resource book*, with teaching notes, worksheets for drama assignments and assessment tasks, marking criteria, Internet links, historical references, and copies of Gilmore's poems. F. Crum

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10;
	Visual Arts 7–10
	Paper $17.95 SCIS 1180503

Reviewed titles are:
Bill and Mary: teacher resource book   SCIS 1180504

CHANCELLOR, Deborah

Maps and mapping

Kingfisher, 2004 (Kingfisher young knowledge)
ISBN 0753410532   [912]

A comprehensive introduction to the salient features of maps and map making past and present, on land, under the sea, and in space, is provided in this useful publication. Why we need maps, what we map, how maps have been and are made, the conventions used, the forms maps take, the symbols, terminology, tools, technology and people employed to create a map are all clearly explained. Large type and concise language are well supported by colour illustrations, diagrams and photographic images. Included are three hands on map related projects that reinforce key mapping concepts, while pertinent terms and their definitions are included at the bottom of relevant pages. N. Chaffey

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; Mathematics
SYLLABUS:	HSIE K–6; Mathematics K–6
	Paper $14.95 SCIS 1172042

CAREY, Peter

Wrong about Japan: a father's journey with his son

Random, 2004
ISBN 1740513258   [915.204]
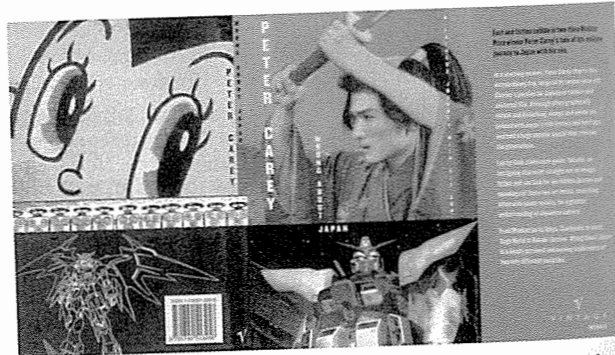
Carey travels to Japan with his 12 year old son to seek an understanding of the real Japan and the visual and literary arts of manga and anime. Through arranged meetings with creators and fans, in Starbucks and sushi bars and Sega World, the two learn something about each other, as well as a great deal about Japanese culture. This is a most readable and entertaining travelogue, illustrated with manga and anime works, and it deals with historical, cultural, social, and linguistic Japan. Carey usefully analyses some classic anime, including *Totoro* and *Grave of the fireflies*. The text has specific application for English Stage 6: *Extension 2* students thinking about an analysis of the genre, and for the Visual Arts Stage 6 study of digital imaging. C. Thomas

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6: *Extension 2*;
	Photography, Video & Digital Imaging CEC
	Stage 6; Visual Arts 7–10; Visual Arts Stage 6
	Paper $24.95 SCIS 1195302

Travel Australia game [game]

Travel Games Australia, 2003
ISBN none   [919.4]

An Australian road adventure, this appealing game delays travelling players with such things as broken windscreens, floodwaters, and kangaroos on the road, and aids their journey with questions about places, people and events. A large and colourful playing board features clearly labelled states, capital cities, towns, deserts, and icons. The board, playing cards and accessories, pack away into a sturdy box. Colour photographs and multiple choice questions on the cards add Australian flavour to the travelling experience for two to sixteen players. Elements of chance, anticipation, decision making, competition, and knowledge, provide an entertaining format for students to achieve multiple outcomes from all strands of the *HSIE K–6 syllabus*. C. Keane

USER LEVEL:	Stage 2 Stage 3 Stage 4 Community
KLA:	HSIE
SYLLABUS:	Geography Stage 7–10; HSIE K–6
	$49.99 SCIS 1180449

Urban growth decline and renewal [videorecording]

Pro Doco, 2004 (30 min.)   [919.44]

An outstanding resource for the classroom, this video examines Australia's largest urban consolidation projects of Darling Harbour, Pyrmont and Ultimo. Key concepts of urban sprawl, decline, growth, renewal and consolidation are defined and explained using these inner Sydney suburbs as examples. Interviews with residents provide an insight into life in the area. Great worksheets are supplied to ensure students identify the video's main points. This is an essential resource for Stage 4 and Stage 5 Geography students when studying the mandatory content on urban growth, decline and planning. The video would be useful for Focus Areas LSG6 and LSG7 in the *Geography Years 7–10 syllabus*, and is also valuable for Topic 8.3.2: *Urban planning* in the *Geography Stage 6 syllabus*. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Geography 7–10; Geography Stage 6
	$84.70 SCIS 1187623

ROSS, Stewart

Ancient Greece

Dorling Kindersley, 2004 (Tales of the dead)
ISBN 1405303689   [938]

A high interest book, this combines a graphic historical story with facts about aspects of Ancient Greece. The two page per topic layout features minimal text, with detailed captioned illustrations such as *The Delphic Oracle* and *Gods and goddesses*. This provides the factual context for the border of the comic strip like story of Kinesias and the Olympics. Stage 4 students of *Ancient societies*, and those studying the elective topics of early and ancient societies would find this book of use. Note making exercises based on the illustrations could also be developed. Ancient History students focusing on Greece when completing the *Ancient societies* option could find applications for this book. B. Hull

USER LEVEL:	Stage 3 Stage 4 Stage 6
KLA:	HSIE

SYLLABUS:	Ancient History Stage 6; History 7–10; HSIE
	K–6
	$24.95 SCIS 1183221

WILKINSON, Carole

Alexander the Great: reckless conqueror

Black Dog, 2004
ISBN 1876372338   [938]

Wilkinson has produced an extremely readable and quite detailed account of the life of Alexander. The dual narrators, particularly Alexander, invite an immediacy and intimacy for the reader, with personal vignettes. A variety of sources, such as quotations from Plutarch, Quintus Curtius, and Alexander's letters, archaeological remains and line drawings, provide springboards for further research. Tables outlining the major battles are an easy to understand summary. This book could be useful for Stage 4 students studying Topic 1: *Investigating history*, and as a brief introduction to the new *Ancient History Stage 6 syllabus* Option 10.3: *Part III: Personalities and their times*. It could also be enjoyed by students with an interest in historical figures. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10
	Paper $16.95 SCIS 1185212

Under fire: untold stories from the front line of the Iraq War

Reuters, 2004
ISBN 0131423975   [956.7044]

A very interesting exploration of truth and propaganda, this book consists of personal accounts by fifteen Reuters correspondents relating their war experiences. Some of the correspondents were embedded in combat units, others were in Baghdad, and some moved with Mujahideen-e-Khalq militias. The text contains interesting accounts of Shiite pilgrimages, the looting of the Baghdad Museum, and events in Cairo. It offers different views of the conflict, including Arabic voices. History students looking at the construction and recording of history will find interesting material here. The writing is vivid and dramatic, and showcases the best of contemporary war journalism. Stage 6 English students taking the TAFE journalism elective will find exceptional models of writing in this resource. B. Corr

|	
USER LEVEL:	Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	English Stage 6; History 7–10; History Stage 6:
	Extension
	$39.95 SCIS 1175492

CHAPMAN, Helen

Australia's heritage [series]

Heinemann Library, 2004

Specifically useful for the new *History Years 7–10 syllabus*, this series offers a practical in depth analysis of what constitutes heritage. Each book focuses on one broad aspect, explaining definition and authority, with examples and evidence. Aspects, ranging from Aboriginal examples to 20th century icons, are examined in the

context of their heritage value. Information is presented in easy to read two page formats, complete with fact boxes, graphics, and linking support material. All information is well supported with definitions and Internet links. The series is an excellent resource, and especially valuable in its presentation of the concept of heritage and the functions of various heritage organisations. B. Kervin
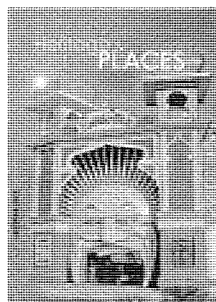
USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	$29.70

Reviewed titles in this series are:

Heritage & objects	SCIS 1178834
Heritage & people	SCIS 1178830
Heritage & places	SCIS 1178840
What is heritage?	SCIS 1178822

JONES, Carol

A time machine through Australia 1788-1901

[series]

Macmillan Library, 2004

The European settlement and origins of each state's capital is traced in this excellent series. Each book includes primary source writing, maps, and many images, a **Making headlines** event, and a personality profile. Information, layout, style, and comprehensive index make these a very professional series in which young historians can explore many issues. Designed for the classroom, these texts are very useful in providing an overview of each city's foundation and growth. Aboriginal Australia is included within the brief, and one fifth of the content of *Back to Sydney Cove* is Australia's pre European history. C. Dorbis

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	HSIE K–6; History 7–10
	$29.95 each

Reviewed titles in this series are:

Back to Adelaide	SCIS 1167321
Back to Hobart Town	SCIS 1167322
Back to Moreton Bay	SCIS 1167324
Back to Port Phillip	SCIS 1167402
Back to Swan River	SCIS 1167401
Back to Sydney Cove	SCIS 1167325

ANNEAR, Robyn

Fly a rebel flag: the battle at Eureka [sound recording]

Louis Braille Audio, 2004 (Out loud! audio) (225 min.)

ISBN 1920725504   [994.503]

These three CDs are a dramatic reading by Francis Greenslade of Annear's excellent novel about the Eureka rebellion. Well researched with accurate historical content, the story is brought alive by this reading. The passions and prejudices of the times are evoked by the reader's voice techniques. This dramatic reading enables the story and history to be used in a variety of ways in the classroom. It is primarily an engaging narrative, and it could also be used in English and Drama as a study of dramatic techniques.
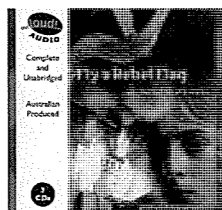
Supporting the *HSIE K–6 syllabus*, this resource dramatises conflict and gold mining events in mid 19th century Victoria. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English; HSIE
SYLLABUS:	English K–6; English 7–10; HSIE K–6
	$63.75 SCIS 1179739

Who reviews?

Reviewers for **Scan** and the DET web site are selected from teachers and teacher-librarians across the state.

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Andrew Anderson, Student Services and Equity Unit
Ann Arnott, Ryde PS
Kristin Ashley, Newcastle HS
Colleen Barlow, Erina HS
Aveen Beedles, teacher-librarian
Bill Bowie, Dulwich HS
Sue Bremner, English Consultant
Michèle Busch, Review coordinator, School Libraries and Information Literacy Unit
Gayle Cale, Engadine West PS
Francie Campbell, Castle Hill HS
Nell Chaffey, Tamworth PS
Wayne Chaffey, Tamworth South HS
Elizabeth Chase, Literacy Consultant
Heather Cobban, Fort Street HS
Peter Conroy, The Forest HS
Barry Corr, Aboriginal Consultant
Robert Cox, Narara Valley HS
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Elizabeth Derouet, teacher -librarian
Ruth Dircks, Dungog HS
Chris Dorbis, International Civics & Citizenship Unit
Diana Doust, Lismore HS
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We've mentioned a couple of new products over the last editions of Library News, StingRay and MiniTraq, and have decided to start the year with a cost saving "bundle" for PORTABLE DATA COLLECTION and CIRCULATION tasks.

You'll be familiar with our popular Z4 DataTraq Portable with its screen and keypad, allowing manual entry of damaged barcode numbers. But if you don't need this capability, consider the MiniTraq alternative. MiniTraq is also a great unit for ROLL MARKING.

The StingRay is a "distance" scanner and will read barcodes best at about 100mm from the barcode, unlike the Barcode Zapper, which is a "contact" scanner.

The StingRay comes with your choice of cable (USB, RS232 or Kbd) and a Stand. The MiniTraq comes with a serial cable, alkaline batteries and download utility, so you have all you need to put this great value solution to work.

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Although not new on the market, the DUET® is still a very popular School Library scanner. We have reviewed the regular price down to $749 (previously $995), but would like to offer you special pricing until the end of April of **$695*** (PC, RS232 and USB interface). Use as either hands free or hand held, as the name suggests you are getting dual functionality of an omnidirectional AND single beam laser scanner in one very unique product.

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