

Scan

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 - Aboriginal education: everybody's business
 - engaging the Google generation. Part 2
 - *Oasis Thin Client*



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Leading learning through the school library: A guided inquiry approach

A one day seminar with Dr Ross J Todd

Friday 2 March, 2007 9:00 am – 4:00 pm

Dockside Conference Centre, Cockle Bay Wharf, Sydney

Based on cutting-edge international research, this seminar is set within the context of current educational emphases on quality teaching and learning, meaningful pedagogy, standards-based education, learning outcomes and evidence-based practice.

Presented in lecture and workshop formats, the seminar will provide participants with research-based frameworks and strategies for designing and implementing constructivist approaches to inquiry-centered learning through the school library.

Seminar participants will gain:

- an understanding of current research in relation to constructivist learning and student information seeking and learning in complex and diverse information environments
- an understanding of approaches to re-thinking and re-shaping information literacy education from a constructivist learning framework
- an understanding of the principles of guided inquiry as a pedagogical framework for constructivist learning through the school library
- strategies for designing instructional interventions for guided inquiry, and instructional exemplars
- strategies and processes for supporting evidence based practice.

Supported by School Libraries and Information Literacy Unit, NSW Department of Education and Training

Book raps update

*For more information, contacts and resources for the following raps and those that are archived go to the website at <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>

Term 4, 2006

- **Eggsactly! rap: Egg drop, Don't let the pigeon drive the bus, Bad eggs** and other eggstremely funny texts. Stage 3 English. Addressing themes such as humour and exploring visual literacy through cartoons, including digital cartoons. This book rap is now live.
- **Subverting fairytales: Who's afraid of the big bad book? and other titles** (including films such as *Shrek* and *Shrek 2*). Stage 4 English. This book rap is now live.
- **English Stage 6 Journeys: stimulus booklet for the Area of Study** and related materials. Stage 6 English: *Standard*, *Advanced* and *ESL*. Rap content includes teaching ideas prepared by Mark Howie, Head Teacher English Penrith HS and President of the ETA, and Jo-Anne Patterson, ESL teacher, Wyndham College. This book rap is now live.

Term 1, 2007

- **Big rain coming** by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. Term 4. KLAs to be advised.
- **Flytrap** by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English.

Term 2, 2007

- **Our stories**. A rap for Stage 5 English, using a compilation of high interest Aboriginal publications eg Lucashenko's *Too flash*, extracts from *Koori Mail*, *Deadly Vibes* etc.

Term 3, 2007

- **Book Week 2007**. Texts, KLAs and Stages TBA after publication of shortlist in April 2006.

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Scan

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Curriculum K-12 Directorate

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From the Editor



I hope you have found inspiration from the articles in *Scan* this year, and that you enjoy reading the final issue of *Scan* for

2006. By now you should have received your renewal notice for your 2007 subscription. The team would like to thank our readers, contributors and advertisers for your support, and look forward to continuing our partnerships next year. We also extend our thanks to the resource publishers who supply items for cataloguing and reviewing.

If you have suggestion for future articles, please let us know. You can contact the Editor on (02) 9886 7501 or by email at editor.scan@det.nsw.edu.au

Cath Keane
Editor

Breaking news ... School libraries transforming learning

Colleen Foley announces an exciting project. We intend to explore contemporary models of best practice for teacher-librarians and school libraries in NSW government schools, analyse their contributions to student learning, and map possible future directions. Read about it and consider being part of it! **page 4**

The library: nerve centre of the school and Quality Teaching: information skills and literature circles

Ian Chambers, Principal, outlines the vital contributions of the innovative library team and emphasises the planning and



teaching role of the teacher-librarian to support student learning. Jan Reynolds, teacher-librarian, provides an inspiring example of *Quality Teaching* linked to the information process and literature circles. **page 6**

Planning, programming, teaching and resourcing COGs units: the teacher-librarian has a vital role

Anne Southwell outlines approaches to using COGs and the essential role of the teacher-librarian in collaborative planning, teaching and resourcing the units. **page 13**

Promoting productive partnerships and providing a safe and engaging learning environment

Cathie Harrison, teacher-librarian, and the learning support team share the results of a survey on what students value and want to support their learning through the library. The processes are outlined to assist other school libraries to formulate surveys to use as evidence based practice to promote and guide the school library as a valuable resource for the school community. **page 18**

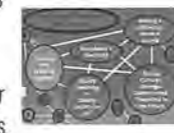


Research columns: School libraries supporting thinkers into the future and Building information literacy: an action research approach

Dr Ross Todd reflects on the need for vision and disciplined thinkers for the future. He also reports interesting Australian research on systematic approaches to supporting information literacy. **page 23**

Focusing on Aboriginal students: leading and walking together

Aboriginal educational is everybody's business. Professor John Lester emphasises the mandate of educators to



ensure that our schools and classrooms are culturally affirming places. Read this for ideas about what your school can do. **page 30**

The role of reading to children in language acquisition

Lynne Munsie and Trudi Hill explore the significance of rich and diverse reading experiences for children, and the vital contributions teacher-librarians can make in supporting the school's literacy program. **page 33**

National Literacy and Numeracy Week 2006

Bernard Pryor showcases the award winning schools. **page 35**

Engaging the Google generation through Library 2.0: Part 2

Judy O'Connell's enthusiasm for supporting students by connecting them to virtual environments continues in this article, which offers ideas for teacher-librarians to implement Library 2.0. **page 41**

OASIS Continuity Project: an introduction

Geoff Jones outlines the strategy to deliver OASIS to schools using thin client technology. Approximately 20 schools from each region have been selected to be involved in the OASIS Thin Client Technology pilot. **page 46**

Currents



Colleen Foley is
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Unit (SCIS/Scan).

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Breaking news

Read all about our exciting new project for school libraries supporting student achievement on page 3 of this issue of *Scan*. This will be a significant opportunity to engage deeply with teacher-librarians and principals on issues vital to our profession.

State Literacy Plan

The *State Literacy Plan 2006-2008: equitable literacy achievements for all students* was announced by the Minister on 30 August 2006 and is available at <http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/guidelines/index.htm>

The Literacy Plan recognises strong achievement to date and outlines how we can continue to build on this for continued improvement for all students. Teacher-librarians, working with their colleagues, play a significant role in supporting and leading literacy initiatives in their schools.

Articles in this issue of *Scan* support areas of action emphasised by the Plan. John Lester's *Focusing on Aboriginal students: leading and walking together*, and Lynne Munsie and Trudi Hill's *The role of reading to children in language acquisition* are particularly pertinent.

A range of new and revised materials will be developed under the banner of the State Literacy Plan and made available on the website including, a

State Literacy Policy and a K-10 Literacy Continuum.

Ongoing professional learning

The Semester 2 program continues and the program for 2007 will be available shortly. For further information about the workshops and to register for them, go to <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm> Teacher-librarians are welcome to suggest topics and areas for professional learning. They may also wish to take advantage of workshops in key learning areas and priority focus areas to enhance their professional understandings and inform support for teaching and learning in their schools. The School Library and Information Literacy team remains available for professional learning events organised by regional and area teacher-librarian networks. Contact colleen.foley@det.nsw.edu.au with requests or for planning support.

Professional Learning Communities (PLCs)

Other opportunities for professional learning for NSW government schools are being made available on the *Teaching and Learning exchange (TaLe)* site. Current and future PLCs support curriculum planning frameworks and working with Connected Outcomes Groups (COGs). A guided tour of the Curriculum Planning and Programming materials is now available, as is the first of a series of PLCs, *Curriculum planning and programming with COGs*, which includes a focus on assessment practices when working with COGs. To access the guided tour and PLC go to <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/cogs/index.htm>

A PLC on *Selecting and using resources to support COGs* will be of particular interest to teacher-librarians working with teachers. This will commence on

13 November 2006 and will be available from the above web page. There will also be a link from the School Libraries and Information Literacy Unit site at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm>

It is well worth exploring the range of resources and support available for teachers and teacher-librarians from the *Curriculum Support* site at <http://www.curriculumsupport.education.nsw.gov.au/> The *Languages* area, for example, offers some helpful programming frameworks for working with COGs. New materials are being added regularly in all key learning and initiatives areas. The *Consistency of Teacher Judgment* site is also now available in the Curriculum initiatives section.

Ethical scholarship

The Board of Studies NSW (BOS) HSC: *All my own work project* has resulted in five interactive modules now available on the BOS site. The modules are:

- Scholarship principles and practices
- Acknowledging sources
- Plagiarism
- Copyright
- Working with others.

These offer teacher-librarians working with HSC teachers and students opportunities for supporting ethical scholarship in a context of the development of critical literacy and deep understandings when using information in HSC subjects. Teacher-librarians from government and non government schools were involved in the development of the modules. An interesting professional day on these issues was recently organised by ASLA (NSW).

It has been a pleasure to work with so many of you during this year. I wish you all the very best for the coming Christmas and New Year period. ■

Breaking news... School libraries transforming learning



Colleen Foley is Manager, School Libraries and Information Literacy Unit

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What do quality school libraries look like? How do they impact student learning? How does teacher-librarian practice contribute? What about the future? These are fascinating and challenging questions. We all have our views, based on anecdotes, experience and the professional stories we swap. But what evidence do we have for our conclusions, and how can we shift the boundaries in our ongoing quest for excellence?

A quest: the heart of the project

Our School Libraries and Information Literacy Unit has initiated an exciting project. We intend to explore contemporary models of best practice for teacher-librarians and school libraries in NSW government schools, analyse their contributions to student learning, and map possible future

directions. The project has a three part process, to:

- undertake a focused review of recent research and professional literature
- devise a list of indicators of good practice, based on the literature
- illustrate a range of examples of best practice through exploratory case studies.

We will include an exploration of information process models, and examples of how information skills can be enriched by a guided inquiry approach. The *Quality Teaching* framework challenges us to transcend superficial approaches to developing information literacy. How do we move beyond a concentration on information access to deeper, critical understandings of how to use, evaluate, manipulate, synthesise and interpret information in the contemporary environment? Perhaps guided inquiry is a way to provide rich support for more engaging and critical use of the information skills process, for the systematic development of related skills to construct knowledge.

The project report will indicate further issues for exploration and research, and inform ongoing statewide support for school libraries.

Who will be involved?

I am pleased that I and members of the School Libraries team, in leading the

project, will be joined by Dr Ross Todd, Associate Professor and Director of Research for the Center of International Scholarship in School Libraries (CISSL) at Rutgers University, USA, and Lyn Hay, Lecturer in Teacher Librarianship at Charles Sturt University, as partners.

We will be consulting with principals and teacher-librarians in NSW government schools through focus groups, online discussions, surveys and the case studies.

Precursors to quality

One way to focus our thinking is to consider what might be regarded as precursors to quality practice. That is, what indicators of excellence are repeatedly presented in the evidence?

If you would like to engage with the project you could start reading. There is a solid body of research and literature available. It is clear that there is variety in what makes an excellent school library. Many *Scan* articles, including those on evidence based practice, and *Research* columns also testify to this.

The following provide some interesting starting points:

- *Good school libraries: making a difference to learning* (2006) available at <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=4170>

- Hay, Lyn (2006) 'School libraries as flexible and dynamic learning laboratories... that's what Aussie kids want' in *Scan* 25(2) May, pp. 19-27.
- Kuhlthau, Dr Carol C. & Todd, Dr Ross J. (2005) *Guided inquiry: a framework for learning through school libraries in 21st century schools*, Center for International Scholarship in School Libraries (CISSL) available at <http://cissl.scils.rutgers.edu/guidedinquiry/guidedinquiry.htm>
- *School libraries work!* updated 2006 edition available at http://www.scholastic.com/librarians/printables/downloads/slw_2006.pdf The earlier version of this summative paper was discussed in *Scan* 24(1) February, 2005 pp. 36-39.
- *Standards of professional excellence for teacher librarians* (2004) Joint ASLA/ALIA statement available at <http://www.asla.org.au/docs/TLstandards.pdf>
- Todd, Ross (2006) 'School libraries supporting student achievement' in *Scan* 25(1) February, pp. 26-27.

For a further perspective, see also:

- Chad, K. & Miller, P. *Do libraries matter: The rise of Library 2.0* available at <http://www.talis.com/resources/index.shtml>

I invite you to be part of this exciting project.

Invitation

I invite you to be part of this exciting project. We will provide ongoing updates of the progress of the project on our School Libraries and Information Literacy website at <http://www.curriculumsupport.education.nsw.gov/schoollibraries> and in *Scan*. ■



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 need? 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?

The library: nerve centre of the school



Ian Chambers,
is Principal at
Hassall Grove
Public School.
Ian outlines the

essential contributions of the school library, leading into Jan Reynolds's article about Quality Teaching and the school library.

At Hassall Grove, our library is the nerve centre of the school. We are a large primary school in western Sydney with 810 students and 31 classes. There are four classes in each grade, with five kindergarten classes this year. Our current library allocation is equivalent to seven days and is shared between two teacher-librarians. We have a 51% English as a second language (ESL) component. Many staff members are beginning teachers or recently appointed executive teachers.

Over many years, we have focused on developing the library as an information processing centre, which complements classroom programs. Our library is located physically and symbolically at the centre of the school. We have a passionate, highly skilled and innovative library team. Our staff believes that the most strategic way we can use this great resource is to emphasise the teaching component of the teacher-librarian's role.

How do we emphasise the teaching component of the teacher-librarian's role?

In terms of organisation, several strategies are combined to maximise the time our teacher-librarians have to teach.

- Systems have been set up using parents and library monitors to manage the daily sorting and shelving of books.
- Parents have been trained to repair damaged books and cover new items where necessary. This allows our team to focus less on management and more on supporting the teaching and learning.
- At a basic level of role, we do not use the library for release from face to face. This is absorbed in our part time allocation. Consequently, we do not offer other programs such as Languages other than English.

Using the T4L rollout we have established a bank of 30 computers in the library. All computers across the school are networked. Each computer can be used as an *OASIS Library* enquiry terminal as well as providing Internet access. We have also installed a SMART board. Students are taught to use the full range of information sources, including collection searches on *OASIS Library*.

Collaborative planning and teaching

Over the last three years we have introduced a system of grade release for planning for one day at the end of each term by using our various

support staff. On this day, grades work cooperatively to plan and coordinate their activities for the following term. As part of the planning, there is a process of cooperative programming where the library team members provide input into the units of work being planned, and negotiate their role in supporting the teachers.

We have developed a system of flexible timetabling instead of a fixed timetable. Teachers bring their classes to the library where they work as a team with a focus on negotiated programs. This works on an intensive basis. Classes might work for four or five weeks on a number of occasions during the week and complete their tasks in a concentrated period of time. This includes the opportunity for more intensive use of ICT as an integral part of the information skills process.

Integrating ICT

One of our team members is a master trainer in the *Intel® teach to the future* program and has led training in the 40 hour modules for two staff cohorts in 2005 and 2006. As a result of this training, 80% of our staff members have now completed their accreditation. Our library team has developed a scope and sequence that connects ICT and information skills across each Stage (Reynolds, 2005). We continue to approach the use of ICT as a learning tool rather than an event. Students regularly use programs such as *Inspiration* to organise and analyse information as well as the *Microsoft Office* applications. Students use *EduWeb* as a platform to create web pages and store their work. Typing programs have been used to develop keyboard skills.

During this year in particular, our library team has been deeply involved in the development of Connected Outcomes Groups (COGs) units, including the conversations about integrating *Quality Teaching* dimensions, essential questions, assessment tasks and rubrics. This has exemplified the strong and overt link between library and classroom. Recently, our Year 6 students presented their assessment task on the COGs unit: *Making informed choices*. It was exciting to see the degree to which students are able to seamlessly use ICT and other resources to demonstrate their learning.

Supporting literacy

The library program also plays an integral part in our whole school literacy strategy through traditional activities such as book club, the Premier's Reading Challenge, book week, visiting authors or illustrators, and reading to class groups. Within the flexible timetabling framework, our library team also uses literature circles to develop really deep engagement with

various texts. This has promoted extremely powerful learning and is very popular with students. Our library team members are really excited by the thinking skills and often profound insights demonstrated by the students.

Skills for managing in the information society require the capacity to define,

locate, select, present, organise, and assess from a range of sources, using a range of tools and media. These processes sit at the core of each primary syllabus and the school library is the logical resource to use in this quest. Jan's article, which follows, highlights this reality. ■

References and further reading

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

Quality teaching in NSW public schools: discussion paper, (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney, SCIS 1131553 [For the full range of *Quality Teaching* support materials go to <https://www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>]

Reynolds, J. (2005) 'ICT: integral to the curriculum', *Scan* 24(2) May, pp. 4-7, 18-21.

At the end of 2006, our school will lose a very special member of staff when Jan finally succumbs to the temptations of retirement. It has been a privilege, as Principal, to work with Jan and her small team over the last ten years, shaping our library as a cutting edge learning facility for our students and staff. Jan has been a role model for our younger staff and has maintained her passion and excitement while exploring new directions, learning new skills and pushing the boundaries. Our articles expand on the ways in which we have positioned the library in our whole school context, and it is a testament to Jan's vision and readiness to look at things in different ways, yet always with the focus on what is best for the students.

Ian Chambers, Principal

Quality Teaching: information skills and literature circles



Jan Reynolds,
teacher-librarian
at Hassall Grove
Public School,
presents possible

models for applying *Quality Teaching* elements to teaching and learning, using the information process and literature circles.

The model of pedagogy presented in the *Quality teaching in New South Wales public schools: discussion paper* (2003) has three dimensions offering a framework to support classroom and assessment practices that are linked to student outcomes. These dimensions are:

- **Intellectual quality**, focused on producing deep understanding of important, substantive concepts, skills and ideas

- **Quality learning environment**, creating classrooms where students and teachers work productively in a learning focused environment
- **Significance**, meaningful and important learning, drawing on students' prior knowledge and identities.

Like most schools, the staff at Hassall Grove Public School has dedicated numerous staff meetings to exploring these dimensions, attempting to apply

them to everyday teaching strategies. The library staff determined to investigate these dimensions with a particular focus on two aspects of teaching and learning: the information process, and literature studies, especially the use of the literature circle, in the development of higher-order thinking skills.

The emphasis is on the conceptual partnership and commitment to *Quality Teaching* with reference to the information process.

Linking the information process with *Quality Teaching*


On closer investigation of the components of the information process, and the skills associated with each phase, it became obvious that, if the process was used effectively, various aspects of *Quality Teaching* would be linked with the teaching process. The following slides (Figure 1) indicate some of the links. As it is the skills of the information process that are explored here, there is no explicit association with any particular content. The emphasis is on the conceptual partnership and commitment to *Quality Teaching* with reference to the information process. These connections then help inform planning and programming to support KLA outcomes.

Teacher-librarians making partnerships

It is important to remember that the information process is not the sole domain of the library and the teacher-librarian. In the light of recent discussions about assessing and reporting from the library perspective, it is important to consider the integral role of the teacher-librarian in teaching

Defining


What do I know and what do I want to find out ?

<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Relate task to their learning • Clarify the meanings of the words of the task • Identify & interpret key words /ideas in task • State task in own words • Work out parts of task 	<p style="text-align: center;">Quality teaching</p> <p><u>Significance</u></p> <ul style="list-style-type: none"> • Students' background knowledge is substantially incorporated into the task and meaningful connection to out-of-school knowledge is integral to the task <p><u>Quality learning environment</u></p> <ul style="list-style-type: none"> • Students determine many significant aspects of the task either independently or with teacher approval <p><u>Intellectual quality</u></p> <ul style="list-style-type: none"> • The task requires sustained focus on key concepts and ideas and requires clear articulation of the relationships between and among concepts
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Consider: What do I want to learn?

Locating


Where can I find the information I need?

<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Recall relevant information & skills from previous experience • Recognise strengths & weaknesses of current knowledge • Limit investigation to manageable size • Identify possible sources • Recognise relative worth of sources • Select best sources to use • Locate sources & equipment • Record details of sources used 	<p style="text-align: center;">Quality Teaching</p> <p><u>Significance</u></p> <ul style="list-style-type: none"> • Students' background knowledge is substantially incorporated into the task, and meaningful connection to out-of-school knowledge is integral to the task 
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Consider: What do I want to learn?

Selecting



What information do I really need to use?

<p style="text-align: center;">Skills</p>  <ul style="list-style-type: none"> • Assess the usefulness of each source • Use key words to locate potentially important information • Skim resources for relevant information • Identify information that has links with task • Decide whether information is fact or opinion • Identify bias • Record information in some form 	<p style="text-align: center;">Quality Teaching</p> <p><u>Intellectual Quality</u></p> <ul style="list-style-type: none"> • The task requires sustained focus on key ideas. <p><u>Quality learning environment</u></p> <ul style="list-style-type: none"> • The task presents some challenging work for most students • Students are able to exercise control in relation to at least one aspect of the task.
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Consider: Why does it matter?

Organising



How best can I use this information?

<p style="text-align: center;">Skills</p>  <ul style="list-style-type: none"> • Review the purpose of the task • Combine the information into larger units of information • Combine the units of information into a structure • Review the structure in the light of the purpose of the task • Adjust the structure where necessary 	<p style="text-align: center;">Quality Teaching</p> <p><u>Quality learning environment</u></p> <ul style="list-style-type: none"> • The task presents some challenging work for most students • Students are able to exercise control in relation to at least one aspect of the task. <p><u>Intellectual quality</u></p> <ul style="list-style-type: none"> • The task requires students to present some sustained clarification of the ideas, concepts or arguments related to the substance of the topic 
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Consider: What am I learning? How can I tell what I'm learning?

Presenting



How can I present this Information?

<p style="text-align: center;">Skills</p>  <ul style="list-style-type: none"> • Identify the requirements of different forms of presentation • Consider the nature of the audience for the presentation • Select a form and style of presentation appropriate to the audience and the content of the material • Prepare the presentation 	<p style="text-align: center;">Quality Teaching</p> <p><u>Quality learning environment</u></p> <ul style="list-style-type: none"> • The task gives students substantial control, with negotiation possible, over at least some significant aspects of the task. 
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Consider: What am I learning? How can I show it?

Assessing

What did I learn from this?

<p style="text-align: center;">Skills</p>  <ul style="list-style-type: none"> • Review the extent to which the end product meets the requirements of the task (rubric) (have the questions been addressed ?) • Assess their use of the process in completing the task • Examine strengths and weaknesses in specific information skills • Identify increases in knowledge • Set personal goals for the further development of enquiry skills 	<p style="text-align: center;">Quality Teaching</p> <p><u>Quality learning environment</u></p> <ul style="list-style-type: none"> • Clear statements are made regarding the quality of the work and there is some elaboration of what it means to do well. • The task presents some challenging work for most students 
---	---

Consider: How well did I learn?

and learning, and as a staff developer. This can happen through working cooperatively with other staff members in the development of their knowledge and skills through using the information process in classroom teaching. This consideration may assist teacher-librarians to widen their vision and to work towards becoming partners in the realisation of expected outcomes for students.

Linking literature circles with *Quality Teaching*

Articles about literature circles have been published in *Scan* (Cleary, 2005) and there are a number of excellent publications on the topic. However, for those who are new to the strategy, a concise definition by Daniels (1994) states:

Literature circles are small, temporary discussion groups comprised of students who have chosen to read the same story, poem, article or book.

... literature circles are a powerful strategy for achieving reading outcomes.

Literature circles address both the *Learning to read* and the *Learning about reading* outcomes in the English K-6 syllabus. Students at Hassall Grove Public School have participated in literature circles for many years. Each literature circle provides an opportunity for students, within a small group, to read a selection of texts with the emphasis on independent reading, discussion and journal writing. Each participant has the responsibility to come to the meeting with notes about what they have read, to listen to others' opinions, and to enter into

Figure 1 Jan Reynold's PowerPoint presentation: linking the information process with *Quality Teaching*



Student-centred activities are facilitated by the teacher



A literature circle is a small group activity that provides a relaxed, friendly atmosphere

discussion about issues raised. Based on critical literacy principles, and focused on both independent and cooperative learning, literature circles are a powerful strategy for achieving reading outcomes.

There are many ways to approach the organisation of literature circles. A certain amount of flexibility is an essential aspect in order to meet the needs of the particular students involved. At Hassall Grove, many literature circles have involved students in the higher ability reading

groups, but students from a wide spectrum of reading abilities have also been involved.

Staff observations on the benefits for students of using literature circles include comments that literacy circles provide opportunities for:

- encouraging reluctant speakers to participate
- engaging students at a high level, in the way they are involved in making their decisions about the choice of the novel and the number of chapters to read

There are many ways to approach the organisation of literature circles. A certain amount of flexibility is an essential aspect in order to meet the needs of the particular students involved.

- empowering students, as sessions are not teacher driven
- providing equal opportunities for everyone to discuss and give opinions
- expressing points of view, as students are able to draw from their own experiences
- developing student confidence
- experiencing small group activities that provide a relaxed, friendly atmosphere
- thinking and discussing in a sustained way at a deep level that may not be possible for students in the wider classroom.

The following table (Figure 2) gives a brief outline of the major steps of a literature circle and the integration of the three dimensions of *Quality Teaching*. The numerals, which appear in the Dimensions of *Quality Teaching* column, refer to the degree to which the tasks integrate elements of *Quality Teaching*, from least to most.

Student comments at the conclusion of literature circles

Year 6 students commented on their literature circle experiences with the novel, *The lost kingdom of Lantia*, by Maggie Hamilton.

Every time we met I felt more confident and when we came to discussion we were able to talk freely.

Ashley

Literature circle process

Students select from a range of novels (presented by a teacher), a title they would like to read. Students may need to negotiate with each other until a consensus is reached. (Multiple copies must be available).

The teacher models and explains the process involved in participating in a literature circle.

Negotiations take place as to how much of the book will be read before the next meeting. The group usually meets twice per week.

At each session of the literature circle, students are required to come prepared with comments and ideas for discussion concerning the pages read. These comments are recorded on sticky notes, which are placed on the relevant pages of the novel.

Groups discuss the text critically, investigating plot, characters, language, themes, issues, and author's intent.

Students are encouraged to challenge each other's opinions, supporting their comments with text from the novel.

Learning is student centred, but the teacher acts as a facilitator throughout the process, encouraging **higher-order thinking** and the connection of themes and issues with personal experiences outside the classroom.

Students keep a reflective journal where they record their own feelings and ideas. Journal entries may record personal experiences which are related to themes, issues and characters in the novel.

The teacher collects the journals regularly, making comments and asking questions which encourage deeper reflection.

Students respond to these questions in writing, enabling the teacher and student to maintain a personal correspondence through this journal.

At the conclusion of the unit, students are given choices of activities as a closure to the novel. These activities require an application of the critical discussions that have taken place during the weeks of the literature circle and include:

- newspaper article or report
- letter to or from one of the characters
- role play
- visual interpretation
- character analysis with text support
- eulogy for a character.

The activity usually involves the use of a computer program appropriate to the presentation.

This is presented to an audience in a written or oral form.

Students evaluate the literature circle as a learning strategy. This is usually in the form of a questionnaire, with open ended questions that allow the students to make individual comments about the process and their reactions to it.

Dimensions of Quality Teaching

Quality learning environment

- Students determine many significant aspects of the task either independent of, or dependent on, group and teacher approval. (5)

Intellectual quality

- The entire task requires students to provide information, arguments or reasoning that demonstrate **deep understanding**. (5)
- The task requires knowledge to be treated as socially constructed, with multiple and conflicting interpretations, presented and explored to the extent that a judgement is made about the appropriateness of an interpretation in a given context. (5)
- A substantial portion of the task requires students to demonstrate **higher-order thinking**. (4)
- The task requires students to make substantial reference to language and how it works. (4)
- The task requires students to present some sustained clarification of the ideas, concepts or arguments related to the substance of the topic. (4)

Significance

- The task requires students to recognise and explore connections between classroom knowledge and situations outside the classroom in ways that create personal meaning and highlight the significance of the knowledge. The task may include opportunities to influence an audience outside the classroom. (4)

Quality learning environment

- The task presents a serious challenge for all students. (4)
- Students determine many significant aspects of the task either independent of, or dependent on, teacher and group approval. (5)

Key

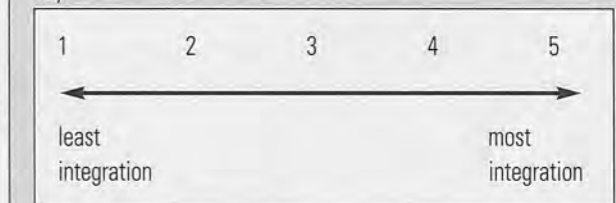


Figure 2 Outline of the major steps of a literature circle and the integration of *Quality Teaching* elements

I improved my listening and speaking skills in public and exchanging ideas about text and authors. I hope we do lots of it in high school. I absolutely hated walking out the door.

Anthony

Year 4 students reflected on their experiences with the novel, *Two hands together*, by Diana Kidd.

I liked how we could just say our thoughts and feelings. I also liked that we could take our time.

Valerina

I really liked talking to people. I learned that things could change.

Rosalyn

I enjoyed reading in my literature circles. Sharing discussions was best for me.

Jane

I enjoy when we all have a talk together and discuss things.

I like to listen to other people and work together. I'd maybe like a longer time.

Julia

Year 5 students responded to their literature circle experiences with the novel, *Blackwater*, by Eve Bunting.

In literature circles, I've learnt a lot of things like thinking on a higher level and as a group we talked about our feelings about the book. It was a lot of fun as well.

Jessica



Members of a literature circle at Hassall Grove Public School

The thing I like about literature circles is that we get to discuss things and write our own opinions on how we feel about the characters and what they do.

Abir

As teachers can be constrained by time and a crowded curriculum, the use of literature circles enables both students and teachers to literally take time out to talk, discuss and actually live through literature, while meeting a range of reading outcomes from the *English K-6 syllabus*. Students begin to see stories in terms of their own lives, which enables them to develop new associations and ways of seeing people and the world.

Real lifelong readers don't generally make dioramas; ...What real life

readers actually do is find someone to talk to, ASAP... We need to enthuse about the book, to grieve the lost characters, revisit the funniest lines, savor the beautiful language...

(McCrum, 2006)

If you try literature circles as a teaching and learning strategy, you might even come to feel like a member of the *Dead poets' society!* ■

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Students' responses to sharing novels in literature circles are displayed in the library

Planning, programming, teaching and resourcing COGs units: the teacher-librarian has a vital role



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Curriculum
Adviser, HSIE.

There is no doubt that the programming and planning framework, commonly known as Connected Outcomes Groups (COGs), is having an impact in many primary schools, and is providing opportunities for collaboration with the teacher-librarian. Teachers using the sample units, derived from the programming and planning framework for primary schools, are requesting a range of resources and support from teacher-librarians. This effect is positive as teacher-librarians can readily identify resources that are of great value to teachers and students, and support the ways such resources can be used to enhance learning. It reinforces the significance of the teacher-librarian's role in planning and managing the school's resource collection to maximise access, for example of items distributed by the NSW Department of Education.

The intent of the COGs units is to provide support for teachers managing the curriculum. The resources suggested in each COGs unit are guides, and teachers are not obliged to use the exact text or suggested website. The teacher-librarian has the resource collection expertise to suggest a range of resources, and strategies for their use, to best support the achievement of specific outcomes for each unit. By working cooperatively with staff members, the teacher-librarian can develop their knowledge and skills in the use of the information process, which in turn enables teachers to support their students in the acquisition of the knowledge, skills and understandings used in the COGs units. The teacher-librarian has a vital role in the collaborative planning and programming of COGs units in the school curriculum.

HSIE resources

The teaching and learning in the COGs sample units refers to a range of HSIE resources, which include:

- NSW Department of Education and Training produced materials, such as the HSIE multistage units
- materials that the Department has collaborated on or written for other agencies, such as:
 - NSW Heritage Office: *Treasures* (Figure 1), *It didn't always look like this* and *Sites and scenes*

- Finance First committee: *MakingCents* kit, (Figure 2) workbooks and website (Figure 3)



Figure 1 *Treasures: Stage 1 Heritage*



Figure 2 *MakingCents* lower primary unit

teaching & learning

- national materials produced by Curriculum Corporation, such as the *Discovering Democracy* project, which has now concluded. *Discovering democracy units* is available at <http://www.curriculum.edu.au/ddunits/index.htm> (Figure 4)

Selection of HSIE focuses and resources in the COGs units has reflected significant considerations.

...teachers need to select topics carefully to ensure appropriate teaching and learning experiences for their students...

Stage 3 teachers need to select topics carefully to ensure appropriate teaching and learning experiences for their students when addressing the Stage 3 syllabus components related to environment.

- Antarctica* is a topic that will be addressed by many secondary schools in Stage 4. It is recommended that Stage 3 teachers consider an alternative study to Antarctica such as a study of the Murray-Darling Basin, using <http://www.mdbc.gov.au>
- Rainforests* is a topic that often overlaps between primary and secondary, and care should be taken to avoid repetition of content by primary teachers
- Natural disasters* has only a tenuous link in HSIE K-6, and is a significant component of Stages 4 and 5 Geography and could be avoided by primary teachers.

Teachers also need to consider the availability of resources. There is no point in selecting an environmental case study for which the school has no resources, or selecting one that is not part of the primary curriculum.

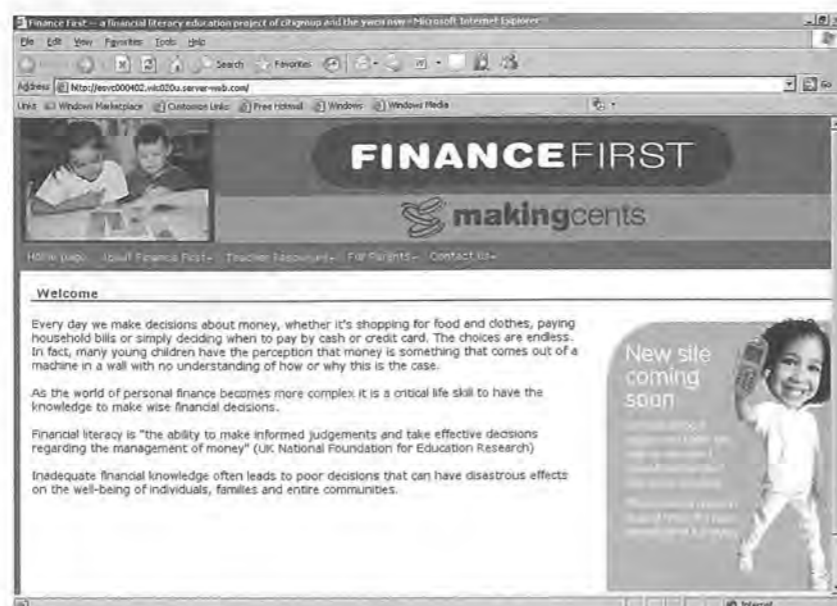


Figure 3 Finance First MakingCents website

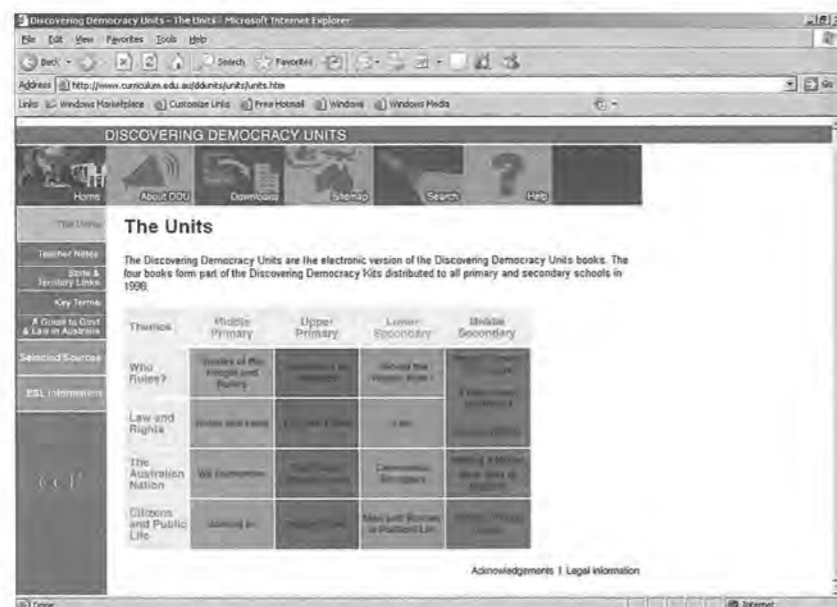


Figure 4 Discovering democracy units website

Websites are frequently referenced to provide background information for use in the classroom.

The literacy texts used in a HSIE context are suggested texts only; it is usually possible to substitute a similar text that provides the same or similar context if this is more readily available.

Websites are frequently referenced to provide background information for use in the classroom. Teachers can use or draw on these, as appropriate. Websites that contain interactive activities for students provide engaging possibilities for computer use. Stage 3 (COGs) (F): *Living land* relies on sections of the *NSW National Parks & Wildlife Service* website (Figure 5). Using Kosciuszko as a key word to search in this site, students will be able to build background knowledge by accessing and synthesising information on Kosciuszko

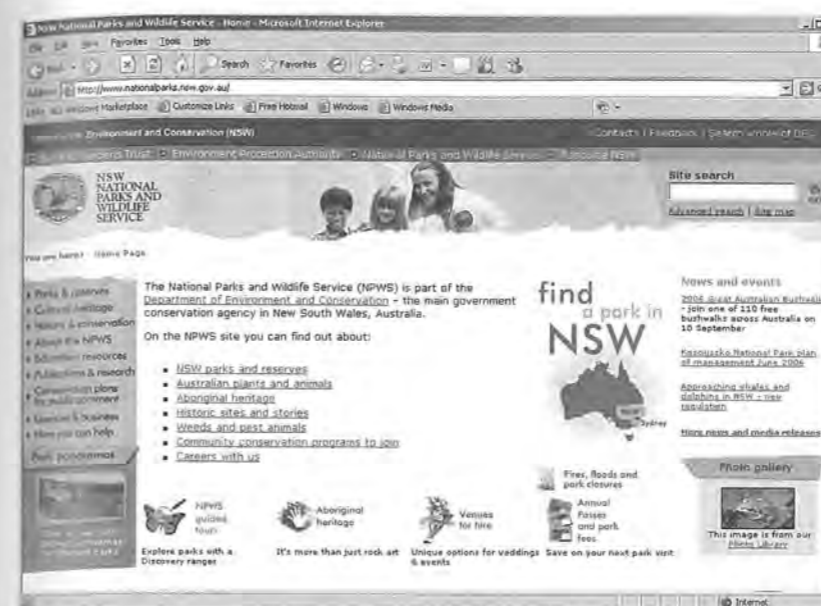


Figure 5 NSW National Parks & Wildlife website

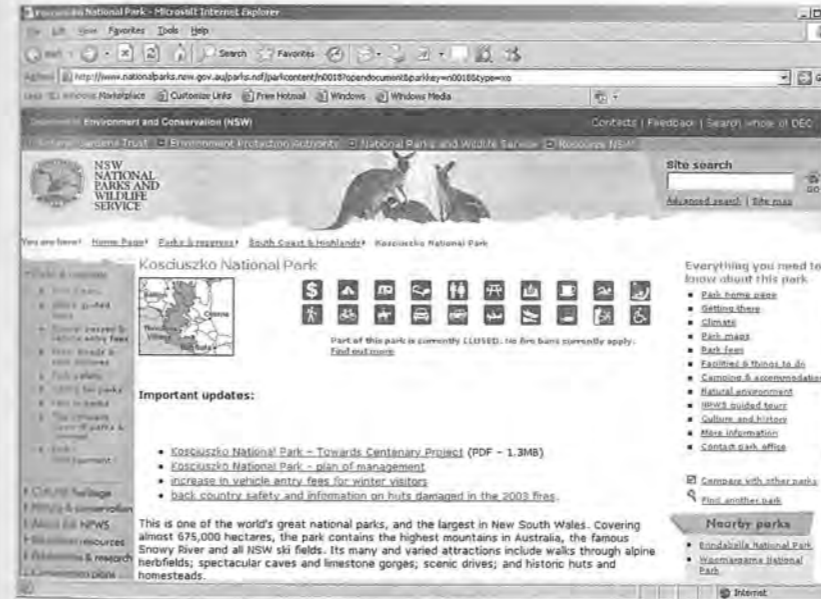


Figure 6 Kosciuszko National Park section of the NSW National Parks & Wildlife website

National Park (Figure 6). Information in the form of maps, descriptions of geographical features, flora and fauna, climate, Aboriginal heritage, and the impact of tourism is available to support students to develop knowledge and understandings of the HSIE outcomes ENS3.5 from *Patterns of place and location* and ENS3.6 from *Relationships with places*. This unit suggests that other environmental case studies could be used. As previously stated, there is little point in using a case study for which resources are not readily available. Over time, some schools might like to undertake a

planned acquisition of new resources in a selected case study. Another Stage 3 unit, *Interconnecting growth and change*, follows a similar model in which the *Murray-Darling Basin initiative* website provides background information for use with students (Figure 7). Alternatively, a number of websites are used in different sections of the one unit, such as in *Identity, Traditions and heritage* and *Symbol systems* in Stage 3. The suggested website resources, included as a way of providing readily accessible background information for

students and teachers, increase through the Stages. There are no Internet references in Early Stage 1, a few in Stage 1, some in Stage 2 and a variety in Stage 3. All resources, including Internet sites, would be viewed by teachers before being used as part of the learning experience. Teachers could be encouraged to discuss resource needs with their teacher-librarian well in advance of teaching the COGs units, to identify opportunities for cooperative planning and teaching, and to address any gaps or problems associated with the location and effective use of resources.

The *Curriculum Support* website contains a full list of Departmental HSIE teaching resources for each Stage. This can be accessed at <http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources/index.htm> Click on the image of the resource, usually a PDF of the teacher's book, dependent on copyright, for downloading. Other items included in the kit are briefly described.

The HSIE resources referred to have generally been distributed to NSW government schools. There are very few, if any, print copies left. Out of print resources could be borrowed from a colleague at a neighbouring school or from the Equity Resource Library, which provides a borrowing service for teachers in Departmental schools.

Equity Resource Library
Address: 11-13 Swanson Street, Erskineville 2043 (located in the grounds of Erskineville Public School)
Phone: (02) 9582 5860
Facsimile: (02) 9550 2874
email: equity.sydney@det.nsw.edu.au
Online query form: <http://equityresourcelibrary.det.nsw.edu.au>



Figure 7 The Murray-Darling Basin Commission's website features Basin kids to engage primary school students

follow a detailed and prescriptive teaching model, such as that provided by the COGs units.

School curriculum planning

Schools are encouraged to develop a scope and sequence or school curriculum plan if they are choosing to use the COGs sample units or descriptions. Many schools are cross referencing COGs with their previous scope and sequences to do this.

School curriculum planning is about having a balanced teaching program for each year or Stage of schooling that considers a range of issues including the curriculum location of school and community events that impact on teaching. Teaching from each of the KLAs needs to occur in every semester, and the teaching components of each KLA need to be addressed for each Stage in the school.

In HSIE this is about teaching components from each of the strands every year:

Many teachers are choosing to use the Connection descriptions available at <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/cogs/connectiondescript.htm> to either modify the COGs units, or to develop their own

units. This approach is encouraged, particularly for those experienced teacher-librarians and classroom teachers who clearly identify the learning needs of students in their class and feel that they do not need to

- Change and continuity
- Culture
- Environment
- Social systems and structures.

For SciTech, it is a balance of teaching the skills of design and make and investigating scientifically each year.

For Creative Arts, a balanced program for teaching must include the four art forms of visual arts, music, dance and drama each year.

For PDHPE, schools must program to meet 120 minutes of planned physical activity each week (including school sport), as well as including the components of health and personal development, which includes child protection and drug education. For Creative Arts, a balanced program for teaching must include the four art forms of visual arts, music, dance and drama each year. To achieve this, some schools are trialling the COGs units by teaching the same string across the whole school in the same term. This model may be suitable for P6 and some P5 schools, but it is not recommended for larger schools as it places unreasonable demands on teaching resources.

Teacher-librarians have a vital role in supporting curriculum implementation and resource management in their schools for the benefit of teachers and students. ■

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Discovering democracy units

<http://www.curriculum.edu.au/ddunits/help/help.htm#esl>

ABSTRACT

The website is an online version of the four *Discovering democracy* books of units, distributed to primary and secondary schools in 1998. The website contains all the units, with teachers' notes, activities and PDF handouts, laid out on a plain white background. The site has specific ESL information, with activities and advice. Site users can read the full text of John Hirst's *A guide to government and law in Australia*. The site has Selected sources online and these are: the Australian constitution, the Citizenship pledge, the Universal declaration of human rights, and the Declaration of the rights of man and citizen.

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6;
SCIS SUBJECTS: Australia - Politics and government; Citizenship; Democracy
PUBLISHER: Curriculum Corp., Australia
REVIEW DATE: 09/10/06 [321.80994]

SCIS 1007506

CLARIFICATION

During the latest upgrade to SCISWeb some of the SCIS numbers have changed. Please note the following amendments to websites in *Scan* 25.3.

<i>PEW/Internet</i> http://www.pewinternet.org	SCIS 1187602 p. 52
<i>Policy @ school</i> http://extranet.edfac.unimelb.edu.au/EPM/policyatschool/index.shtml	SCIS 1264823 p. 57
<i>Professional learning: philosophy in schools and community of inquiry</i> http://www.ltag.education.tas.gov.au/proflearn/pedagogy/communityofinquiry/default.htm#els	SCIS 1264825 p. 68
<i>Metromagazine</i> http://www.metromagazine.com.au/metro/default.asp	SCIS 1213291 p. 68

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Promoting productive partnerships and providing a safe and engaging learning environment

Cathie Harrison, teacher-librarian, with the assistance of the learning support team of Tracy Marr, Head Teacher, Eva Wittenberg, Kathy Rushton, Sam Gianni and Vanessa Calil, shares students' comments about what the library means to them.

The teacher-librarian's reflections

When I first arrived at Belmore Boys' High School, I believed that the library was an under used resource. Few staff embraced the concept of team teaching, and the main reason students went to the library with their teacher was to get a text book or watch a video. Things have certainly changed over the past four years.

Many assessment tasks are now jointly constructed by the class teacher and myself, or at least are given to me to make constructive comment and ensure the library resources support the task at hand. I have a good relationship with most faculties because I have either taught with or for them, or belonged to them. I know their syllabuses and have the knowledge to purchase resources for them, and support them in using these

resources in teaching programs. Team teaching occurs because supportive relationships are established. A bonus for class teachers who utilise the expertise of the teacher-librarian is that their workload is reduced. The result is a more productive use of the library and resources, including an increase in student attendance during their recess and lunch breaks. At these times, support and activities available provide further stimulation for reading, thinking and enjoying learning.

The library staff has built a strong relationship with the school's Learning Support Team. Selected students from the reading group, Golden Key, which supports literacy across the key learning areas, meet in the library a few days each week. As a consequence, the students from Golden Key devised a series of questions and conducted a poll with the library users. The students share the results of this poll. The procedures and format used for this task are also outlined to assist other school libraries in the formulation of surveys, or for information collation as evidence-based practice to promote and guide the school library as a valuable resource for the school community.

Interviews with Muhsen

Armed with a clipboard, a digital camera and a friend to act as photographer, Year 8 student, Muhsen, moved around the library at

lunchtime, on several consecutive days, looking for students to interview about their use of the library. These are the questions Muhsen asked, with some prompts prepared for interviewees who might have needed support to answer the questions (Figure 1).

The team was interested in finding out what the boys like about the library, as it is very unusual to find the library empty at lunchtime, and many of the boys seem to prefer to spend their lunch hour inside the library.

The students' reflections

Awesome, fantastic, comfortable and safe are a few comments from boys who use the library at Belmore Boys High School. The boys describe the library as very peaceful with very good library assistance from the teacher-librarian, Ms Harrison, and the library assistant, Ms Esiopoulos. Activities such as chess, using computers, reading, and interacting with friends, are named as reasons to be in the library.

Muhsen interviewed Nazmul, Carey, Angelo, Daniel, Abbas and Adam as representatives of boys from Years 7-12, and as each of them said that they use the library nearly every day. These boys also reported that the library was a place where they went to study, and that they could find help with homework from the teacher-librarian and other teachers. Nazmul summed up the feelings of the boys



Angelo, Rashad, Muhsen and Daniel discuss the benefits of a supportive library

Angelo shares his thoughts about the library with Muhsen

Abbas tells Muhsen about the help he receives from the library staff

Muhsen interviews Carey who uses the library nearly every day

when asked what he liked best about the library: *Everything!*

Jaser expresses some of the feelings the boys must be sharing when he says:

The library is another world because it has all kinds of books from outside sports to kitchens and house styles. I feel more than welcome in the library, in summer or winter. It has the best teachers in the school because their heads are full of 'books'. They care about every question you ask.

Jaser

However, there is more to the library than the pursuit of knowledge.

The thing I like about going to the library is the help I get from the

teachers there, and games. When I was a library monitor, I got to kick people out of the library. I feel relaxed. It is cold in summer and warm in winter and I feel so happy 'cause the library really helps us in working.

Abbas

I like playing computers. I like the teachers a lot and I was a library monitor.

Muhsen

In what sounds like a recruiting slogan, Muhsen goes on to talk about his role as a library monitor.

It was really fun and nice and you will be treated really good!

Muhsen

Quite a number of the boys mention the library as a quiet place where they can relax.

It is quiet, nobody disturbs you. I feel happy.

Mustafa

... because it is a place you can study, a quiet place to find a book for reading. The library is good because there are a lot of kind people that support us and help us with our homework.

John

In the library I read books, and borrow books to read. I like going to the library because you can do your homework and assignments, and there are people there who can help you with your work, and because it's a quiet place.

Emad

Other recurring comments about what students like about the library refer to the teacher-librarian, library assistant and other teachers who support students in the library.

I like Ms Esiopoulos and she jokes around with other kids and makes them feel comfortable...I like the library and I think it's a cool place.

Zuheb

[The thing I like about the library is] the help the teachers give me. Help when I have assignments and it's a nice friendly place. I feel happy about our school library.

Hussain

Interview _____ with: Year: _____

Would you mind if I asked you a few questions about your use of the library?

Would you mind telling me your name and which year you are in?

When do you use the library?
(Before school? Recess? Lunchtime? Class time? After school?)

What do you do in the library?
(Read? Study? Research? Borrow books? Get help with homework? Use the internet? Hang out with friends?)

What do you do most often when you visit the library?

What do you like best about the library?
(The librarian? The library assistant? The computers? Books? Magazines? Games? The air conditioning?)

Could you sum up in one word how you feel when you are in the library?
(Relaxed, happy, excited, interested, worried, sad, bored...)

Figure 1 The interview questions

teaching & learning

The library is used for a range of activities and also for the after school homework centre.

If my computer is not working I will do [my homework] there. I will borrow books. It's quiet and, after homework centre, I feel happy.

Ali

Other students also like to use the computers in the library. Shaun likes the library

... because of the media centre, ... the help from the teachers [and because] there's a computer if you need to do any tasks for class.

Shaun

Students also mentioned the library as an information centre.

I like the library because you can get lots of information and, with the information being there, it is a matter of finding it. It's good for just a read or just to go on the computer.

Dylan

The library is a major source of information for a high school student. You get information needed for assignments and homework.

Mohamad

For some students the library is more than a place to drop in. It is the place that gives school its identity.

What I like about the library is when you ask Ms Harrison for a book you are looking for like, sea monsters. She just finds it in 20 seconds, which is really helpful. When you need to use a computer Ms Harrison lets you use her computer to do homework... I also ask her, 'Can I please borrow a chess set?' She says, 'Yes, you may, Gurvinder.' And Ms Esiopoulos is a great teacher. I gave her a Thank you card. I was really happy with her. I said, 'The library is like a dream come true'. The best thing is when you need help to use a computer, they let you use their own computer, and help you to borrow books and chess. I really

like the library. I visit the library nearly everyday. I love the library; it is the best place to be. I mean, how can you refuse the place, which is like a dream come true? You can play chess, read books, play computers and have a lot of fun.

Gurvinder

Indeed Gurvinder, how can you refuse a dream come true ... a library stocked with books, games and computers and run by professional and caring staff? It is a dream come true and we have the pictures to prove it! ■

References and further reading

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school community and the teaching staff about the use of the library, and the support it provides.

Principals and teacher-librarians are responsible for the development of an educational program and a detailed description of the support each library provides to meet the particular needs of the students of the school.

Library Policy - Schools, NSW Department of Education and Training

The library policy is not static; it evolves. It will need to be modified and adapted according to the changing needs and culture of the school.

The school library resource centre policy is a definite course of action... [that] provides the basis for planning and action and should be reviewed annually to ensure that it reflects current pedagogical practices and changing needs. A number of factors including systemic plans, school development plans, national school library standards, outcomes based education, and the increased use of technology, need to be taken into account when reviewing the school library policy.

Tierney, G. & Whitney, M. (1998)

The ultimate aim of the library policy is to create opportunities for authentic learning experiences. This is reflected in the mission statement of the school and encompassed in the library policy.

Blaxcell Street Public School Library Mission Statement

The mission statement reflects a commitment to:

- providing a well-resourced, inviting, and inclusive environment
- effectively fostering the development of information literacy skills
- explicitly teaching information and communication technology

skills to empower students to become lifelong learners

- promoting a love of literature
- supporting teachers' professional and curriculum needs through planning, professional development, collection development and management of resources.

Who should be involved in developing the school's library policy?

Ideally, a library policy will be developed under the auspices of a library committee, with representatives from the school's executive, a teacher from each Stage, a specialist teacher, such as English as a Second Language or Support Teacher Learning Assistance, and a parent representative.

Once developed, ongoing evaluation will occur with an awareness of the learning environment and educational outcomes.

What could the library policy include?

The library policy contains brief statements which mandate its place in the school community. It could contain:

- a description of the school community
- a vision or mission statement
- a rationale
- the role of the school library and personnel
- links to the school plan
- curriculum programming and planning
- the collection
- stocktake
- library operating times
- timetabling for use of library space
- evaluation processes.

Details for implementation would be included in related procedures documentation, for example on selecting and culling resources.

The importance of the teacher-librarian's role statement

It is important for a teacher-librarian to share their vision with the principal and the school community. The teacher-librarian's role encompasses a range of responsibilities and possibilities. A workable policy will reflect the adaptable role of the teacher-librarian, and the commitments to collaboration and flexibility.

Supporting teaching and learning

The challenge is to maintain a balance, remembering we are providing a service between our support of teachers, students and community members, maintaining an educational focus at all times. Whilst the library is constantly busy and well used, it is important that teachers have adequate access, feel confident and comfortable, and gain assistance when choosing resources, as their time is so precious. It is important to maintain an awareness of their needs, and provide relevant planning and teaching support.

Commitment to flexibility at our school means that the library

space and personnel can be utilised to provide much needed housing and shelter for a plethora of activities and situations.

There is a large number of beginning teachers at our school. The flexible timetable allows them to have the support of the teacher-librarian to team teach in a stimulating learning environment. Collaborative teaching and the expanse of teaching space allows teaching and learning to occur in a comfortable and familiar

Reflecting on our school policy



Fiona Goldthorpe is teacher-librarian at Blaxcell Street Public School. Fiona outlines

issues considered when developing and revising her school's library policy.

Completing the Masters of Applied Science (Teacher Librarianship) at Charles Sturt University four years ago, gave me the opportunity to reflect deeply on the

needs of my school, and revise the existing policy.

Blaxcell Street Public School is a large multicultural primary school in south western Sydney. The teaching and learning program incorporates cooperative planning and teaching, and flexible timetabling. The flexible nature of the library timetable allows us to accommodate many activities that take place in the school.

Rationale

A school library policy provides a framework for the place of the library in the school in order to achieve the school's learning goals, and provide

equity and social justice. This policy needs to be linked to:

- the role of the teacher-librarian, who is a member of the school's teaching staff and is actively involved in collaborative teaching and learning, school curriculum planning, and in program development
- the learning priorities of the school within a Quality Teaching framework.

Our school's library policy supports ideals of whole school improvement, and indicates responsibility and duty of care as part of the teacher-librarian's role. It is important to inform the



Figure 1 School Libraries and Information Literacy: policy and publications

environment, supported by a variety of resources.

Commitment to flexibility at our school means that the library space and personnel can be utilised to provide much needed housing and shelter for a plethora of activities and situations. The library provides a variety of teaching and learning environments for classes, groups and individuals, including catering for:

- a Reading Success program, in which students receive individual tutoring by specialist teachers aides, takes place daily in the stimulating reading environment
- team teaching with class teachers
- two OC classes, which are full of enthusiastic readers who devour books and need frequent access to the fiction collection
- Aboriginal students and their Aboriginal teachers' aides, who teach them about their culture and heritage during our community language program, with the support of the library personnel. A wide variety of relevant and culturally appropriate resources are available to enhance the learning of all students in our school.
- the multicultural nature of our school, by providing a variety of

bilingual books for the new arrivals, often students with little English, who have arrived as refugees. The library provides an engaging, familiar and safe haven for these students.

- students with behavioural problems, who are encouraged to come into the library when not coping with situations in the classroom or playground. These situations have led to the library committee deciding to have the library open before school and all of lunchtime to engage students in a meaningful way.
- equitable access to technology, other resources and increased opportunity for recreational reading because of extended opening times
- access for parents, especially those of Stage 1 students, who spend time helping their children choose reading material, particularly for those participating in the Premier's Reading Challenge.

Access to technology

The library's bank of computers facilitates increased access to the technology beyond that provided in the classroom, enabling many students to work independently on projects

such as *Stories in screen* and the *Maths* course project. The new interactive whiteboard provides further opportunities for all teachers to integrate technology into teaching and learning, whilst supporting each other in mastering this new technology, and collaborating with the teacher-librarian to do so.

In creating or developing a library policy some resources to refer to are:

- any existing policy in your school
- *School Libraries and Information Literacy: policy and publications* (Figure 1)
- *Handbook for school libraries* (Figure 1)
- *Australian School Library Association* (ASLA) website, follow *Policy* link
- *Learning for the future*.

A library policy is a valuable and authentic means to promote and support the role of the library and the teacher-librarian within a school. It can provide a powerful framework for the collaborative role of the teacher-librarian and related commitment to actively supporting teaching and learning. ■

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four 2006

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue focuses on the contribution of a guided inquiry approach supporting the range of students undertaking inquiry projects.

School libraries supporting thinkers for the future



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

- what would you like to change?
- how do we get from here to there?
- who does it?

He stressed that in order to work today to build the future tomorrow, an essential need is to place a premium on thinking: disciplined thinking; sustained and deep conversation; and action; and to realise that we cannot act alone.

This resonates well and makes sense in the school context. As I examine the *Quality Teaching* and learning framework, there are many aspects that immediately stand out: **connect- edness** to the world; **problem based curriculum**; **knowledge integration**; **substantive communication**; **inclusivity**; and **engagement**. How do we ensure, through quality teaching and learning, that we make this vision real? What are the fundamental responsibilities of teacher-librarians in this regard? It is not just that quality learning in the 21st century is founded on a rich and complex information environment, it is also that *Quality Teaching* provides a framework for disciplined thinking, sustained dialogue, and professional action.

Underpinning such thinking, dialogue and action is appropriate and rich data derived from our professional practice. Such data come from many sources in

a school, and action research is one theoretically grounded framework for doing this is a systematic and planned way. Goldwasser (2004) posits that action research is built around three essential questions: what?, so what?, and now what?. The goal of action research is understanding, change, and improvement. It is collaborative and self-reflective inquiry built on evidence. Its beginnings in a school can be very simple. Through inquiry, evidence, reflection, and action, what will unfold is far from simple. Shared knowledge and experience, collective participation and collective renewal will build whole school actions to quality teaching and learning. Teacher-librarians need to generate such evidence and use it to build on for continuous improvement.

Through an action research and case study framework, the research presented in this column articulates a systematic approach to improving quality teaching and learning through the school library. The authors are Helen Schutz, Alison Pick and Gina Knox. Helen Schutz was previously Head of Information Services at Loreto Normanhurst and is currently Coordinator of Library Services at Santa Sabina College. She is committed to developing an information literate school community of

Last week I had opportunity to hear former President Bill Clinton speak. He posed some very interesting challenges to the large audience that had gathered to hear him. He identified three fundamental principles as being the heart of society: to save lives; to solve problems; and to have a vision for the future. He claimed that these principles generate four central questions:

- what is the fundamental nature of the world today?

engaged and self directed learners and enjoys working cooperatively with teachers in planning and teaching. Alison Pick has been a teacher-librarian for over 17 years and is currently Head of Library and Information Services at Wenona School, North Sydney. Alison is

particularly interested in the cooperative planning and teaching of information skills along with the integration of new technologies into the teaching of information literacy. Gina Knox was previously teacher librarian at Loreto Normanhurst and is currently teacher-librarian at Pymble Ladies College.

Gina uses her enthusiasm for learning and her creativity in teaching to develop her students as life long learners. She thrives on team teaching with subject specialists and has an innovative approach to the development of information literacy. ■

Building information literacy: an action research approach

Helen Schutz, Santa Sabina College, Sydney, NSW, Australia. **Alison Pick**, Wenona School, Sydney, NSW, Australia. **Gina Knox**, Pymble Ladies College, Sydney, NSW, Australia

Abstract

The paper argues that action research at a micro level is a valuable tool that can be used by the teacher-librarian to improve student learning outcomes in information literacy. It investigates ways to assess students' current level of achievement in information skills through the administering of an online diagnostic tool, and the effectiveness of teaching strategies used by the teacher-librarian. The researchers posed two questions: Using the results of the online diagnostic tool, how can we best develop intervention techniques which target specific information literacy needs? How can we use the evidence of action research to inform practice?

Introduction

It is our belief that as teacher-librarians, we need to play an active role in the learning culture of our schools as there is much evidence that libraries

contribute positively to student learning outcomes. Action research is one of the most important tools we have in demonstrating our worth to our teacher colleagues and our principals. Action research is a way to develop trust within our organisations and a way to show that we have an essential role to play in the achievement of learning outcomes.

Lonsdale's review of the research to 2003 showed that there is a significant body of evidence to suggest that school libraries have a positive impact upon student achievement. She calls for more investigation into what it is that helps student learn more effectively (Lonsdale, 2003). The action research project discussed here emerges from three Sydney independent girls schools. While the schools are similar in many respects, Independent Girls School Northern is a Years K to 12 Christian day school, Independent Girls School Central is a K to 12 non-denominational day and boarding school, and Independent Girls School Western is a K to 12 Catholic day school. Our action research shows that by identifying areas of weakness and specifically targeting and assessing them authentically over an extended period of time the process of learning is made more

explicit and the development of critical thinking is increased.

Case Study 1: Independent Girls School Northern (IGSN)

Upon appointment to the position of Head of Information Services at IGSN, the first author of this paper was charged with fostering a climate of student engagement in the learning process through a staged program of information literacy outcomes and associated professional learning programs for teaching staff. As there had been no precedent within the school of a teacher-librarian in a role centring upon pedagogical intervention, a climate of collegiality and of trust had to first be established alongside a professional development program focused on collaborative planning and team teaching. Practitioner inquiry was seen as an ideal vehicle for achieving both of these goals.

Faculty based projects were developed in response to identified learning dilemmas inherent in current practices. While this provided many opportunities for teacher professional development, and an increasing role for the teacher-librarian in engaging in reflective practice, there still lacked an

overall understanding of information literacy and the importance of a cohesive curriculum-wide approach to its implementation. At this time, it was still seen by many teachers as additional to, rather than part of, the learning process. The inclusion of information literacy as one of the three cornerstones of an integrated model of learning, introduced in 2004 at this school, made it imperative that these misunderstandings be addressed.

The Information expert project

Drawing upon definitions of information literacy as the ability to access, evaluate, and use information from a variety of sources (Doyle 1994), teachers within IGSN recognised the importance of students being able to make concrete links between information access, information provision and the growth of knowledge. Research evidence suggests that 'planned pedagogical intervention impacts positively on mastery of information scaffolds, mastery of content and attitudes to self, to learning and to schooling in general' (Todd 2003), and work which had previously been carried out within the school had highlighted that the development of higher-order thinking and new learning in complex information environments could be greatly aided by a comprehensive, explicit, and systematically planned instructional intervention process (Schutz, 2000). It was therefore recognised that student learning could be further supported on a whole-school basis through learning scaffolds being embedded into the teaching and learning process across the curriculum and staged across year groups. Experience had shown that students as *information experts* do not happen by accident.

During 2004, a small grant was given through the Australian Government Quality Teacher Program to a collaborative group of teacher-librarians across a number of independent

The online tool, based upon the six step information process of define, locate, select, organise, present, and evaluate and assess, was designed collaboratively by the teacher-librarians and trialled in its draft form at IGSN.

schools to develop a diagnostic tool, generic in nature, which could be administered as a whole or in modules. The context for the test was Ancient Egypt, as it is a topic not entirely foreign to students entering secondary school. The results of this test could be used to assist teachers in developing an understanding of their students' information literacy skills and, in turn, provide a point of departure for the development of a contextualised and integrated information literacy program.

The online tool, based upon the six step information process of define, locate, select, organise, present, and evaluate and assess, was designed collaboratively by the teacher-librarians and trialled in its draft form at IGSN. The results formed the basis of a project called *Kids as Information*

Experts, destined to provide much more than the ad hoc approach to skill development which in reality still existed in our schools. The online diagnostic tool was administered to 150 Year 7 students early in their first term of secondary school. The students' results were then tabulated (Figure 1) and used by a team of teacher researchers, consisting of the school's two teacher-librarians and the Year 7 teacher advisors, as the basis for the development of a range of learning tools that could then be incorporated into student learning tasks. Data gathered via the tool highlighted gaps in the ability of students to define a task, and to select and organise information into a new way of thinking, and, as such, provided an essential insight into ways of better supporting student learning. The problems inherent in the tool itself will be discussed later in this paper.

In the next phase of the project, teachers worked with the teacher-librarians on a series of curriculum based tasks for Year 7 students which combined high quality authentic instruction with scaffolds embedded for each stage of the information process. Students were assessed according to a comprehensive rubric (Figure 2).

Data were collected through observation in relation to students' abilities

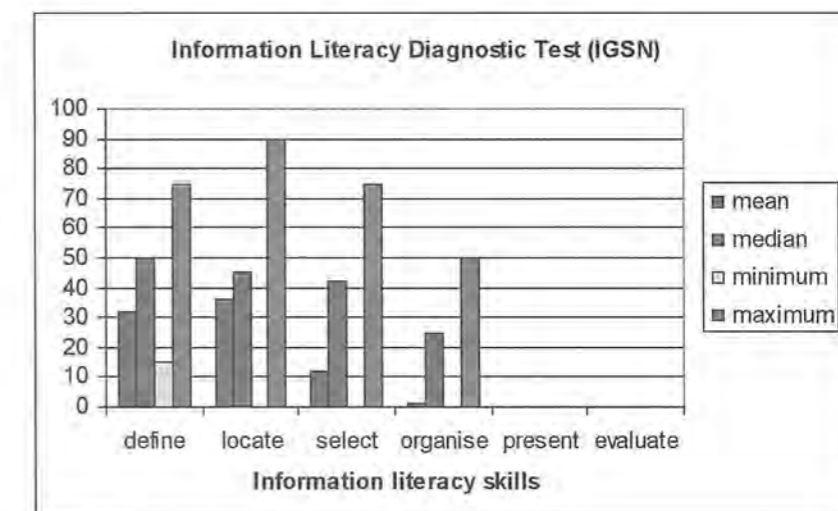


Figure 1

	High	Satisfactory	Developing
DEFINES	Follows all simple instructions	Follows most simple instructions	Follows some simple instructions
	Identifies and interprets all key words and phrases	Identifies key words and phrases	Identifies some key words
	Demonstrates well developed questioning techniques	Demonstrates appropriate questioning techniques	Demonstrates limited questioning techniques
	Develops a focus question and redefines a problem	Develops a focus question and redefines a problem with guidance	Develops a simple focus question
	Builds on extensive prior knowledge to brainstorm and cluster ideas	Builds on some prior knowledge to brainstorm some ideas	Demonstrates limited prior knowledge
	Demonstrates well developed time management skills	Demonstrates time management skills	Demonstrates limited time management skills
LOCATES	Uses a range of resources	Uses some resources as provided	Uses a limited range of resources
SELECTS	Selects appropriate information by skimming and scanning	Selects appropriate information	Demonstrates limited selection of information
	Uses well developed note taking strategies	Uses note taking strategies	Demonstrates some note taking strategies
ORGANISES	All information well organized	Demonstrates information organization	Information lacks organisation
	Demonstrates synthesis of information to make links and predictions	Demonstrates synthesis of information to make links	Demonstrates limited synthesis of information
CREATES	Demonstrates a well developed concept of audience	Demonstrates a concept of audience	Demonstrates a limited concept of audience
	Creates a well structured presentation in an appropriate mode	Creates a presentation in an appropriate mode	Creates a presentation

Figure 2 Assessment rubric

- to identify key words
- develop a range of questions according to a criteria
- link prior knowledge to the new information need
- select and define appropriate information
- organise information
- critically evaluate information and effectively communicate their learning.

Through ongoing discussion and collaboration, teachers gained particular insights into the difficulties students experienced in defining the task, and accessing and using information, and a decision was made at this point to reduce the number of skills in future tasks and focus for the year on task definition in order to ensure mastery for all students. Learning scaffolds (the learning toolkit) included:

- mind maps

- concept maps or *ideas maps*
- identification of key words
- re-writing the essential question
- questioning techniques (*fat* and *skinny* questions).

A range of learning technologies was employed to provide variety, and to encourage student engagement. The use of *Inspiration* software and the interactive white board were assessed by teachers as most successful, not only because of the enthusiasm for involvement exhibited by students, but also because of the ease of assessing student learning by observation.

Outcomes of the project

Evidence gathered through interview with a sample group of students during class time and in conversation with their teachers, as well as the assessment of the learning product, demonstrated that the systematic integration of the learning toolkit into

research tasks across four different subject areas led to an increase in higher-order thinking and development of new knowledge for students. In addition, the growth in students towards information expertise was apparent. Students responded well to the provision of scaffolds that they agreed provided support for learning and lessened anxiety in the most difficult stages of the process. Students quickly developed a familiarity with the process approach to learning, and a capacity for skill transference across the curriculum became apparent. Students now report that their confidence in research, and their own abilities to problem solve in relation to their own learning has increased, as has their ability to plan their work and work toward meeting learning goals. A selection of students' comments appear below:

- 'This helps us get started.'
- 'I know what I have to do now.'
- 'I love thinking of *fat* and *skinny* questions.'
- '*Fat* questions are really hard to think of and then they are hard to answer.'
- 'I just go to (the library webpage) where all the scaffolds are and choose what I need.'
- 'I like mind maps because they help me plan my work.'
- 'I am really proud of what I can do now.'

The *Information experts* project served as a catalyst for a number of emerging understandings and key changes in pedagogy and practice for the teachers involved. Teachers developed a common understanding of the importance and workings of information literacy outcomes, and appreciated a willingness to spend more time on the process of learning, which changed the quality of the learning environment and paid dividends in the final product of student learning. Their comments reflect this development:

- 'This is the best thing I have ever done for my students.'
- 'I can now see where the problem lies.'
- 'I could never understand why my students' research lacked depth.'
- 'I can see how hard it is for students to get started on research.'
- 'I have assumed too much in setting assessment tasks.'
- 'I love it. I can see immediately what my students don't understand.'

At the beginning of 2006, a random sample from the original group of students was re-tested to determine whether the observed improvement in student learning was indeed indicative of real transference of skills and development along an information literacy continuum.

The improvement demonstrated in the targeted skill shown in Figure 3 can be attributed directly to the intervention techniques and the cooperative planning and team teaching initiative. An additional effect was an observed decrease in the anxiety levels at the beginning a task and the associated increase in self esteem and confidence gained through the use of task definition scaffolds.

Case study 2: Independent Girls School Central (IGSC)

Independent Girls School Central is fortunate to be a technology school where all students and staff have access to the latest educational software and hardware. All students from Year 6 onwards have a personal laptop computer for daily use in class and at home. The whole campus is networked; there is wireless and cable internet access in all classrooms, and students and staff access to the school network from home. Students and staff are competent, confident users of educational technology, and, in fact, the school is a leader in the innovative use of educational technology.

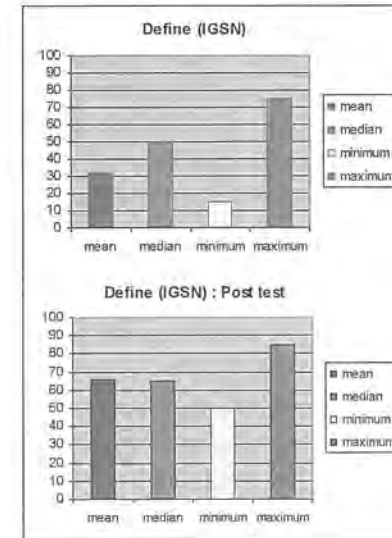


Figure 3

The Principal of IGSC recognises the importance of information literacy and its contribution to lifelong learning. She is very supportive of the role of the teacher-librarian and sees information skills as integral to the whole curriculum. Therefore the priority upon appointment, as Head of Library and Information Services at IGSC, of the second author of this paper was to develop a school based curriculum of information skills for Years 7 to 12.

Making learning real

There was a history of pedagogical intervention by the previous teacher-librarian but a whole school focus needed to be developed. In a situation similar to IGSN, teachers lacked an overall understanding of information literacy and the importance of a curriculum-wide approach towards it. Information skills were seen as an addition to, rather than part of, the learning process. Consequently, a project team, consisting of the head of Library and Information Services, the Deputy Principal Curriculum and the ICT Curriculum Coordinator, was established to integrate information literacy (IL) and ICT into the regular curriculum. The project was given the working title of *Making learning real*.

The approach of the project team was to develop a matrix showing the interrelationship between syllabus outcomes and IL and ICT skills.

Concurrently with the development of the ICT/IL matrix, the second author of this paper developed a spiral curriculum, or scope and sequence, of information skills for Years 7 to 12. The information skills curriculum was based upon the six step NSW Department of Education information skills model, mentioned earlier. It was built around each of the six steps of the information process: define, locate, select, record and organise, create, and evaluate. Each step was broken down into sub skills and given an alphanumeric code, similar to those used in the outcomes statements in the NSW syllabus documents. The final aim was for students to become independent users of information.

The diagnosis and identification stage

The online test was administered to Year 7 students in Term 4, 2005. Based upon the original trial at IGSN, the decision was made to concentrate upon testing the skills involved in the first step of the information process: defining the task. When the students' results were tabulated (Figure 4), it was obvious that students at IGSC had similar difficulty with the skills associated with this step of the information process.

The great majority of students struggled to answer the defining questions accurately. Clearly this was an area in which students were

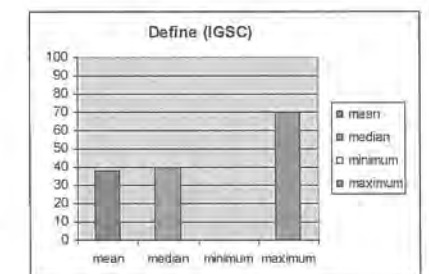


Figure 4

underachieving, and intervention was needed to improve student skills. The question was: Does intervention by the teacher-librarian make a difference to students' mastery of information skills?

The intervention stage

A History research task on the topic of The Black Death was selected as a suitable vehicle to use for intervention. The task was issued to two Year 8 History classes in Term 1, 2006; the same students who had participated in the original online test in Term 4, 2005. The classes were selected previously according to student ability. The research task was designed by the teacher-librarian to focus specifically upon the skills involved the first step of the information process: defining the question. In keeping with the technological focus of IGSC, the task was totally online and a website linking students to online scaffolds for the task was set up by the teacher-librarian.

Information literacy outcomes from the scope and sequence document were embedded in the task. A number of strategies to teach defining skills were incorporated into the very first stage of the research task. These strategies included identifying key words, rephrasing the question, developing focus questions, creating a digital mind map, and categorising higher and lower order questions. To cater for the technological expertise of the IGSC students, electronic whiteboards, mind mapping software, and Microsoft Publisher were incorporated into the task. Approximately the first two hours of class time during the research task was focused upon teaching defining skills by the teacher-librarian and these skills were reinforced throughout the task.

Results

The teacher-librarian and the class teachers observed that there was a very high level of on-task behaviour by the students during the research task. The

comments from the teachers were very positive. In fact, the teacher of the lower ability class commented that he had 'never seen them so engaged in a task before'. Students had a sense of purpose and were motivated and engaged throughout. Teachers from both classes believed that they had previously underestimated their students' ability to define the task and the amount of class time needed to teach this skill.

Students from both classes were formally interviewed by the teacher-librarian at the conclusion of the research task. The students were unanimous in their verdict that it had been a successful task. All students attributed this success to the time spent explaining (i.e. defining) the task by the teacher-librarian in the first two lessons. A universal comment from students was that they 'knew what to do' this time. The mind mapping strategy in particular was seen by students as very helpful in defining the task. No student or teacher saw the considerable amount of class time that was focused upon teaching defining skills as wasted time. Overall students and teachers were enthusiastic about the research task.

Case 3: Independent Girls School Western (IGSW)

The diagnostic tool was administered at the beginning of Term 1, 2006, to students entering middle school, under similar conditions. The results showed marked similarities to those of the other two schools, as shown in Figure 5.

The responses of the teachers were very encouraging, as they realised immediately the need to provide time for planning tasks with embedded

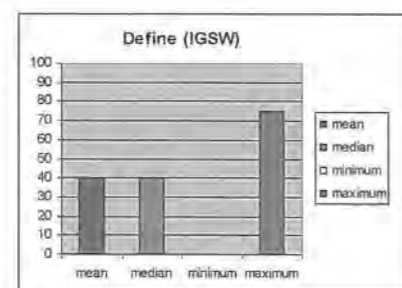


Figure 5

information literacy skills, and they were very willing to allow class time for the mastery of these skills. Intervention techniques began in the second half of Term 1 and will continue throughout the year using a similar method to that used in the other case studies.

Conclusion and summary

What were the outcomes of the action research? What have we learned from the action research project? Firstly, we now know more about the diagnostic tool. The implementation of the diagnostic test, albeit in a beta format, produced some unintended consequences. It became apparent early in the administration of the test that some students did not have the technical skills that classroom teachers assumed they had. The test itself, in its current format, is too long to complete in the timeframe and the MS word format is unsuitable. The structure of the diagnostic tool is now under review to make it more user friendly and to simplify the data gathering process. More testing with the diagnostic tool is needed: retesting of the same students to see if the gains were maintained; testing of other year groups to see if they exhibit the same needs; and testing of the other skills in the information process. There is still much work to be done as we move forward from a focus on task definition to a focus on other information skills. The diagnostic tool will be used again in a new format to identify students' needs in the next phase, and programs will be reassessed.

Secondly, we now know more about student behaviour. Our project supports Kuhlthau's (2004) research findings into the information search process. During task definition, our students experienced uncertainty, confusion and apprehension and required guidance, instruction and reassurance from teachers. Our intervention strategies, although specifically targeted at improving student

skills in task definition, also had a positive effect upon student feelings of apprehension, confusion and uncertainty. This effect was observed by the class teachers, and the students themselves attested to it in their post-task interviews.

Thirdly, we now know more about planning intervention tasks. Kuhlthau and Todd recommend the guided inquiry approach to information literacy. Guided inquiry is defined as 'carefully planned, closely supervised targeted intervention of school librarians and teachers to guide students through curriculum based inquiry units that gradually lead towards independent learning' (Kuhlthau & Todd, 2005). Our research supported their findings. Task definition is one of their 'critical moments when intervention and instruction is essential and a tailored intervention enables students to achieve successful outcomes in their inquiry' (Kuhlthau & Todd, 2005). The class teachers reported improved student outcomes on the tasks. There was a comparable result with the diagnostic tool. When the online test was administered at the end of the intervention phase, the mean mark obtained by students improved from 32 to 65 and the median mark improved from 50 to 65.

Finally, we come back to the main issue. Lonsdale (2003) showed that there is a significant body of evidence to suggest that school libraries have a positive impact upon student achievement. She called for more investigation to determine precisely how teacher-librarians contribute to the acquisition of student information skills. What is it that teacher-librarians do that makes a difference to student outcomes?

We would agree with Kuhlthau and Todd that the answer is intervention at a critical moment in the information task. In our case, the critical moment was step one of the information process: task definition. The online

test was the diagnostic tool we used to identify the area of student weakness. Specific interventions targeted at task definition were developed and delivered by the teacher-librarian. The result was improved student learning outcomes. The evidence we present for claiming this success is: high levels of student engagement during the task; teacher observation; positive student and teacher and comments throughout the task; student responses to the formal post-task interview; improved student outcomes on the task itself; and finally, the marked improvement in student results for the post-intervention diagnostic test.

As the action research from our three schools shows, the teacher-librarian has a role to play in student learning. In 2001, Ross Todd challenged

teacher-librarians to provide evidence of a direct and tangible contribution to improving student learning. This he stated, 'should be the substance of your message, the substance of your public concern, the substance of your negotiations' (Todd, 2001). Through our involvement in the four phases of this project: diagnosis; identification; intervention; and analysis; we believe that we have demonstrated how the teacher-librarian can make a difference to student learning outcomes, namely through a specific targeted intervention in the information process at a time of critical student need. Further evidence is needed. The research need not be large scale but could be small qualitative studies or, as in our case, an action research project. ■

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Focusing on Aboriginal students: leading and walking together



Professor **John Lester** is Director of Aboriginal Education and Training, NSW

Department of Education and Training

Aboriginal education is everybody's business

Aboriginal education is everybody's business, but it hasn't worked because fundamentally, over the past decade, we have not focused on Aboriginal student outcomes! Fortunately, the *Quality Teaching* framework provides teachers with the mandate to be culturally inclusive in their classrooms and provide high expectation environments in a culturally affirming class and school setting (Figure 1).



Figure 1 Aboriginal education and training: leading and walking together

Dr Wendy Hanlen and I conducted the independent review of the 1996 *Aboriginal Education Policy* (Lester, 2004) and found many interesting outcomes, or lack of outcomes, as a result of this work. This policy review formed an integral background to the full *Review of Aboriginal Education 2003–2004: Yangigurra Muya: Ganggurrinyrna Yaarri Guurulaw Yirringin.gurray, Freeing the Spirit: Dreaming an equal future* (Figure 2). The most salient point of these reviews is that, as educators in a big system, teachers had lost the focus on outcomes for Aboriginal students. *The report of the review of Aboriginal Education* highlights the frightening gap between Indigenous and non-Indigenous students. On virtually any measure undertaken, Aboriginal students are greatly disadvantaged.

The policy review highlighted significant improvements in:

- access to Aboriginal studies

- teachers and schools who were keen to get involved in Aboriginal education
- a general commitment of Aboriginal parents and care-givers to having their children educated to take their part in the broad Australian mainstream offerings and employment, while maintaining their Aboriginality.

Fundamentally the policy did not harness enough focused effort on improving Aboriginal outcomes. It did not change significantly on the most important interaction between teachers and Aboriginal students in classrooms. Many teachers and schools who were keen to get involved in Aboriginal education, were not sure how, often owing to a lack of professional pre or post training opportunities. If we are to succeed in the Departmental goal that *Aboriginal student outcomes will match or exceed the outcomes of all other students by 2012*, then the primary focus must be on Aboriginal students in classrooms and schools (Figure 3).

New directions: student-centred Aboriginal education

Recent efforts in NSW have principally been focused on achieving targeted levels of professional development to improve Aboriginal outcomes mentioned in the policy. Unfortunately, emphasis has been given to what I call the *Pyramid approach to Aboriginal Education*, where most effort went into the policy or system level through curriculum and syllabus innovation, but very little effort went to the top of the pyramid



Figure 2 Review of Aboriginal Education 2003–2004: Yangigurra Muya: Ganggurrinyrna Yaarri Guurulaw Yirringin.gurray, *Freeing the Spirit: Dreaming an equal future* website

Aboriginal student outcomes will match or exceed the outcomes of all other students by 2012

This goal sets the direction for Aboriginal Education and Training in New South Wales

Figure 3 The Departmental goal sets the direction for Aboriginal Education and Training in NSW

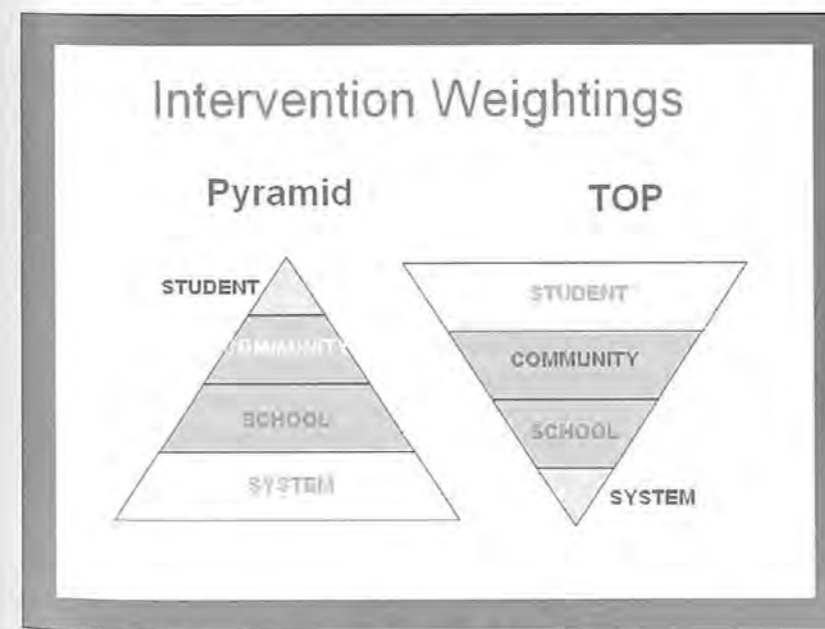


Figure 4 The old and new pyramid approaches to Aboriginal education

focusing on the Aboriginal student. The new direction tips the pyramid on its head to form a *Top* where Indigenous students are rightfully the primary basis of effort (Figure 4).

With this new focus on Aboriginal students, we are well positioned to ensure primary effort through the effective implementation of the NSW *Quality Teaching* framework. Given the importance of *Significance*, we can assure Aboriginal parents and caregivers of our commitment to ensuring that schooling affirms Aboriginal identity. This commitment also affirms the engagement of Aboriginal students in education and, in particular, provides them with access to the two other key dimensions of *Intellectual quality* and *Quality learning environment*.

Before heading down the amazing and potentially fruitful journey with *Quality Teaching*, we must be mindful of lessons recently learnt in Aotearoa (New Zealand) with our Maori brothers and sisters at the World Indigenous Peoples Conference on Education (WIPCE) (Hamilton, NZ 2005). Maoris have already commenced their version of the quality teaching pedagogical approach and clearly warn educators of the need to expel and renounce the *deficit theory*. Teachers must not blame the victim, and should look at outside influences on a student's capacity to learn. The conference workshop titled *Te Kotahitanga: improving educational achievement of Maori students in mainstream classrooms* (Berryman, 2005) clearly maintained that *Quality Teaching* can only commence after such a rejection of *deficit theory*, a salient point we must encapsulate into our NSW journey.

High expectations

With the deficit demon now exorcised, we can begin to make our classrooms and vitally important teachers, responsive to the inherent power of the *Quality Teaching* framework to

empower, not only Aboriginal students in the classroom, but all students. The key elements of the Significance dimension; background knowledge, cultural knowledge, knowledge integration, inclusivity, connectedness and narrative, can be worked to their full potential of engaging Aboriginal students and freeing them to enjoy the richness of deep knowledge and deep understanding. This Indigenous pedagogical journey can be enhanced through what Chris Sara (famous Aboriginal principal and educator of Cherbourg School in Queensland) often states as the three highest priorities in Indigenous education, *High expectations; high expectations; high expectations.*

Inclusive classrooms

There is one more ingredient we need to add to ensure an inclusive classroom environment. We as educators, and in many ways visitors to our schools communities, must make the time and effort to get to know our students through their communities. My three 'R's' of teacher student relationships are Respect, Respect, Respect and, in reality, I mean cross-cultural respect (Figure 5). The research clearly points to good relationships between students and teachers being founded on respect for one another. In the Indigenous situation, this respect requires mutual respect for one another's culture. This requires each party spending time getting to know the other. The Department can provide the best cultural education in the country, which will help with a level of understanding, but this will not replace valued time spent over laminated tables sharing tea with community nor the dark night discussions around a fire, where respect is cemented. We both need to move out of our comfort zones and take time to know and learn from one another.

Cultural understanding is at the heart of creating an engaging, racism free environment. It is essential that all

The three R's of Indigenous/educator relationships

- Respect
- Respect
- Respect
- Cross-cultural Respect

Figure 5 The three Rs of Indigenous/educator relationships

teachers have a good understanding of Aboriginal cultural knowledge. This means that strong cultures and communities are supported as vital footprints to the future, where Aboriginal cultures and custodianship of country will be recognised.

What can your school do?

To ensure a culturally supportive and engaging environment, essential approaches by schools:

- respect Indigenous peoples, students, culture
- work in genuine partnership with community – bring them along – walk together

- demonstrate school and community leadership in Aboriginal education
- maintain high expectations
- focus on educational empowerment not welfare
- remember that Aboriginal education is everybody's business at the school.

The pedagogical vehicle has arrived and, through *Quality Teaching*, educators can ensure that our schools and, more importantly, our classrooms are culturally affirming places, which pursue the highest levels of educational, personal and culturally affirming attainment. ■

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The role of reading to children in language acquisition

Lynne Munsie and Trudi Hill are Reading Recovery Trainers /Coordinators.

Teacher-librarians have a vital role in contributing to the richness and diversity of reading experiences for children.

As active learners, children use language to construct their own understanding of the world as they experience new things and interact with others. Prior to coming to school, children are learning, developing and practising language to meet their needs and explore their world.

Learning to talk is considered to be a natural process that all children are expected to attain. As children experiment with oral language, they constantly receive feedback both incidentally and intentionally. Children quickly learn which sounds generate praise and success. Growth in children's oral language flourishes when they risk approximations to adult language and when these attempts are accepted. When adults respond to the meaning of these approximations, rather than to inaccuracies such as language structure, this growth increases.

Authentic literacy activities

While it may appear that children acquire oral language without formal instruction, their daily lives are embedded with the processes that are known to promote learning. Research shows that children are beneficiaries of playful and informal learning environments where adult guidance and instruction is present (IRA, 1998, NAEYC, 1998).

Children who are learning to read and write require the same opportunities to hear, use and experiment with a variety of texts and experiences. It is not sufficient to surround children with books and expect them to learn to read and write. It is the processes of rich demonstration, explicit teaching, interaction, independent exploration, practise and feedback that create readers and writers. Participation in authentic literacy activities, which are meaningful and interesting to the learner, promotes enjoyment and fosters successful experiences, which should ensure a lifelong desire to refine and use literacy skills. Teacher-librarians have a vital role in contributing to the richness and diversity of reading experiences for children.

The role of an effective early literacy teacher

Successful transition to school is influenced by the way the teacher supports students in their new environment. A good teacher will use and build on the child's background as a platform for them to share common experiences in talking, reading and writing with their peers (Clay, 1991). The challenge is in seeing and accepting diversity as beneficial for effective pedagogy (McNaughton, 2002).

An effective early literacy teacher:

- understands and acknowledges the developmental nature of literacy learning
- expects all children to achieve success
- expects individual differences and rates of progress
- provides scaffolded instruction (Vygotsky, 1978) to help each student reach the next level of independence (IRA, 2000).

The role of scaffolded instruction is to 'move ahead of development and pull it along' (McGill-Franzen, 1992). By talking with grown-ups and capable peers as they go about doing the things literate people do, children are able to construct meaning they could not otherwise understand on their own (Rog, 2001).

The importance of reading to children

Reading to children is probably one of the most researched and proven practices for developing literacy (DeFord, Lyons & Pinnell, 1991). It is an integral component of any early literacy program. As stories are read again and again, talked about and shared, children get a feel for book language, and discover concepts about print and how stories are structured. Reading aloud to children is a powerful element of children's literacy development as it provides instruction within an authentic context, and is not sequenced, contrived or isolated. The benefits of reading to children include opportunities for:

- building vocabulary

- developing an understanding of story structure
- helping to make the connections between letters, sounds and words
- encouraging high-level thinking
- teaching about the processes involved when reading in a meaningful context
- modelling fluent expressive reading
- motivating an interest in reading and texts
- promoting and supporting children's talking and writing development.

Teachers build positive attitudes about talking, reading and writing by showing their personal pleasure and interest, prior to and during reading and writing (Strickland, 1989).

Reading aloud to children is an interactive process. Teachers need to provide opportunities for children to interact with the text during the reading, rather than insisting that they wait until the reading is complete. Interaction engages the children with the text and allows the teacher to check on meaning and understanding by clarifying ideas, answering questions and ensuring that meaning is central to, and maintained throughout, the reading.

Books read to children need to be carefully selected in order to extend children's vocabulary and background experiences, while expanding their thinking and knowledge of the reading process.

When choosing books to be read aloud to young students, teachers could consider texts that include:

- language that is rich and melodic, and extends the vocabulary of the students
- a simple but well-developed plot to which the children can relate
- illustrations that support and enhance the text

- lots of dialogue
- identifiable characters with whom the children can relate.

After the reading, children should have the opportunity to respond to the text in a variety of ways. Allow time for them to engage in conversations and make personal connections. Help the children to relate the text to their own experiences and other stories they have heard or read.

While the focus in this article has been on the importance of reading to

children, it is but one aspect of a balanced literacy program for early literacy learners. Challenged by texts, children discover new ways to go beyond their current operating power and lift their literacy processing to begin a life time of reading. Such diverse activities are critical for extending literacy acquisition (Clay, 2005). Teacher-librarians, collaborating with class teachers, are partners in providing a range of strategies that support the engagement with and development of reading and language acquisition. ■

Fun with Spot: the official Spot Website

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

With bright colours, simple design and familiar characters, this engaging web site will have strong appeal for young students and their teachers. Students with basic reading skills and those familiar with using web sites will easily navigate the site. Four locations of **Party**, **Park**, **Beach**, and **Farm**, offer a range of reading, counting and matching activities, and interactive games. Students are invited to submit their own drawings of Spot, and some are displayed in the **Gallery**. The **Bookshelf** includes two animated stories to read online, and previews of CD-ROMs and videos. The **Grownups** section offers additional information for teachers. The site could also add interest and motivation to early literacy programs. W. Smith



USER LEVEL: Early Stage 1 Professional
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
SCIS SUBJECTS: Counting – Problems, exercises, etc; Educational games; Visual perception – Problems, exercises, etc.
PUBLISHER: Penguin, UK
REVIEW DATE: 29/08/05 [371.33] SCIS 1215987

SCOTTON, Rob Russell the sheep

HarperCollins, 2005
 ISBN 0007206232

As night falls in Frogsbottom Field, only one sheep is out of step. Russell tries various strategies to solve his insomnia, and the subdued palette of blues, greens and greys provides the perfect backdrop for full page illustrations. With deceptively simple pen strokes, Scotton imbues Russell with a captivating personality, humorously echoed by an animated striped hat, and poses his fluffy frame to support the written text, which swirls and stretches to add meaning. The text, sometimes reminiscent of Goldilocks' adventures, is ideal to read aloud, and the amusing visual detail deserves closer inspection. The book also supports early Mathematics concepts of counting to ten and opposites. This engaging picture book will delight a wide audience. C. Keane



USER LEVEL: Early Stage 1 Stage 1
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
 \$24.95 SCIS 1228085

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National Literacy and Numeracy Week 2006



Bernard Pryor is
 a Project Officer,
 National Literacy
 and Numeracy
 Week.

- raise community awareness of the importance of all Australian students developing effective literacy and numeracy skills
- build on national initiatives to improve literacy and numeracy standard among young Australians.

The funding of NLNW is supported by six sponsors: Australia Post, Network Ten, Lovatts Crosswords and Puzzles, the Commonwealth Bank Foundation, Scholastic Books and Franklin (electronics).

NSW National Literacy and Numeracy Week awards

In NSW, NLNW is coordinated by a steering committee, which includes representatives from the NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools.

After recognising the traditional custodians of the land, the Cammeragal People, the Minister, the Hon. Carmel Tebbutt MP announced the results of the National Literacy and Numeracy Week awards on Monday 28 August in

Throughout Australia, National Literacy and Numeracy Week (NLNW) was held from 28 August to 3 September 2006. NLNW is an Australian Government initiative, run in collaboration with all State and Territory Governments and the three educational sectors, which aims to:

- showcase the hard work school communities are undertaking in improving literacy and numeracy skills
- recognise the outstanding results that have been achieved

At the National Ceremony of the National Literacy and Numeracy Week awards held at the Maritime Museum on 25 August, 2006, the Minister for Education, Science and Training, the Hon. Julie Bishop, awarded eight government schools and four non-government schools with Excellence Awards and cheques for \$10,000. Additionally, the Minister recognised the achievements in literacy and numeracy by several notable individuals by presenting them with awards.

Curriculum support

a formal ceremony conducted at the ANZ Conservation Theatre at Taronga Zoo.

In NSW, Excellence Awards of \$10 000 were received by:

Terranora Public School
Al Noori Muslim Primary School
Good Shepherd Primary School

In NSW, Highly Commended Awards of \$5 000 were received by:

Airds High School
Callaghan College, Waratah Technology Campus
Great Lakes College, Forster Campus
Kyogle High School
Our Lady Help of Christians
Punchbowl Boys High School
St Patrick's Parish Primary School
Tea Gardens Public School
The Alice Betteridge School
Thomas Pattison School
Tregeagle Public School
Westport Public School

Program outlines from the award-winning schools

The award-winning schools clearly demonstrated value added results in their innovative and effective literacy, numeracy or literacy and numeracy programs. Outlines of their programs follow.

Terranora Public School is located in the far north coast of NSW and has developed a unique numeracy program that has resulted in significant improvements in external numeracy assessment. The program follows a systematic approach that incorporates modelled, scaffolded, guided and independent teaching stages. It has culminated in significant, externally-verified, longitudinal improvements for the same cohort of students. This approach is essentially one in which students are individually supported to achieve high-order outcomes. All staff members have been involved in the improvement process with programs, assessment and classroom practice reflecting this change.



Jennifer Flynn, Kindergarten teacher, with students Indiana Marshal and Giorgia Karlos from Terranora Public School

Al Noori Muslim Primary School is an independent Islamic School situated in the inner west of Sydney. It aims at providing a high quality educational environment for students to excel in all fields of knowledge and read their full potential in the light of Islamic philosophy. The active Numeracy Committee developed a framework for improvement in numeracy outcomes and implemented several initiatives to improve students' achievements, promote positive attitudes towards mathematics and maximise competency in numeracy. The initiatives implemented include *Math blocks*, *Classroom mathematics*, *Maths talk*, *Whole school maths events* and on-going professional development.

Good Shepherd Primary School is in South Western Sydney with 484 students enrolled. Since 2004, the school has placed literacy high on the agenda by creating a Literacy Support Action Plan. Focused teacher input through staff meetings, professional learning days, classroom modelling and individual teacher support with guided programming, has ensured explicit teaching in literacy. Providing a balanced literacy program across all key learning areas, with an emphasis

on talking and listening, has also improved the quality of text type writing for all students. The school's five-year management plan will ensure that literacy remains a priority along with the continual development of staff expertise in literacy.

Throughout NSW, regions celebrated and showcased literacy and numeracy achievements within their schools during NLNW. Activities included: a Poster Walk (Hunter and Central Coast); Chain Story Writing and community numeracy activities (Illawarra and South East); K-6 Numeracy Take-home Packs, Junior Bush Poet, Sudoku Championship, and small school mathematics problem-solving days (New England); GATS writing workshops (North Coast); Noisy Numbers Podcast Show (Northern Sydney); Everything's a Maths Problem (South Western Sydney); various literacy and numeracy activities (Sydney); Learning Together – a digital literacy competition, and teacher workshops (Western NSW); and recognition event (Western Sydney). ■

National reading record set at East Hills Boys High School

Susan Turnbull is teacher-librarian at East Hills Boys High School.

It is not every day that the author of a popular book visits a school to read his novel out loud along with primary and secondary students from 12 schools. Even better, it sets a national reading record!

On 24 August 2006, at East Hills Boys High School, NSW, British author Anthony Horowitz read part of his novel, *Stormbreaker*, aloud. Amazingly, more than 1600 students from Years 3 to 12 joined in. They came from East Hills Boys High School, East Hills Girls High School, Mount Saint Joseph's at Milperra, East Hills Public School, Beverly Hills Girls High School, Picnic Point Public School, Panania Public School, Revesby Public School, Padstow North Public School,

Moorebank High School, Tower Street Public School, and Padstow Park Public School.

We knew Anthony Horowitz was coming to Australia and we just jumped at the opportunity to try and get him here.

East Hills Boys High School support teacher, Sharelle Hurley

Our attempt to break the national reading record for the most students in one place, reading the same book, at the same time, with the author, was successful. We already held this record in 2005, but are excited to have broken it by more than 200 students.

As *Stormbreaker*, by Anthony Horowitz, is one of the novels listed on the Premier's Reading Challenge, it was chosen as a way to get the students excited about reading. Having the author present gave them an added incentive to read, especially those students who think it is uncool to read books.

Anthony Horowitz was an inspirational guest for the students. Anthony shared his memories of his difficult childhood and told the students that he hated reading and writing until he discovered that reading books was a way for him to escape his misery.

Congratulations to the organisers and students involved! ■



Anthony Horowitz joins more than 1600 students to set the national reading record for 2006

Exciting changes for the 2007 Premier's Reading Challenge



Trish Anderson is Project Officer, English

The NSW Premier's Reading Challenge (PRC) completed its fifth year on 1 September, 2006. Once again, schools and

students look set to surpass the 2005 figures, when 86 000 students from 1591 schools successfully completed the Challenge.

In 2007, there will be some more exciting changes to the Challenge.

- The Challenge will run from 1 February to 1 September.
- PRC and choice books read from 1 September 2006, still count towards the 2007 Challenge.

- K-2 students are required to experience 30 books, including at least 25 PRC books and a maximum of five choice books.
- 2007 online student reading records can be started as soon as a school has registered.
- The 2007 booklist, which will replicate the 2006 booklist with additional titles, will be posted on the website during November 2006.

Curriculum support

- Students in Year 9 can still participate in the Challenge.
- The four book lists have been expanded.
- There is a new *Frequently asked questions* (FAQs) section on the website.

Brief explanations of the changes to the 2007 PRC

The Challenge will run from 1 February to 1 September. Schools register in March 2007. This new time frame will facilitate the operation of the Challenge in schools.

PRC and choice books, which are read from 1 September 2006, will count towards the 2007 Challenge. Students are encouraged to continue their reading from 1 September and during the summer holiday period. Ongoing reading will give students a great start towards the 2007 Challenge as PRC and choice books, read during this period, can be included in students' reading records. Students may also include books they read in holiday reading programs. Students are encouraged to keep a record of books during this time so that they can be entered online in 2007.

K-2 students are required to experience 30 books, including at least 25 PRC books and a maximum of five choice books. Students in K-2 can experience 30 books by having the books read to them, reading independently or in a shared reading situation. Independent readers are encouraged to attempt the 3-4 Challenge of 20 books. Students in Years 3-9 will continue to read 20 books.



A young student participating in the K-2 PRC

2007 online student reading records can be started as soon as a school has registered. Once a school has registered for the 2007 Challenge in March, books can be entered online in a student's reading record.

Students in Year 9 can participate in the 2007 Challenge. When starting the Challenge, Year 8 students were always encouraged to complete it in Year 9. Students in Year 9 can continue the Challenge in 2007, with many able to qualify for their gold certificate. On the 7-9 booklist, books for advanced readers, or those containing mature themes and language, will be marked #. Easier reads are still marked *.

When will information on the 2007 Challenge be available?

Some information will be available on the PRC website from 1 September 2006 to explain changes in the Challenge. The 2006 booklist will remain in place as a resource for continuous reading. The 2007 booklist, which will replicate the 2006 booklist with additional titles, will be posted on the website during November 2006 to assist teacher-librarians to accession resources to support the Challenge in 2007, and to support holiday reading.

The four booklists have been expanded

New books for 2007 are flagged as on the PRC website, and can be downloaded in *Categories from Booklists*.

Frequently asked questions (FAQs)

This is a new section on the website, which will hopefully answer all questions regarding the Challenge.

Each year, since its inception, the Challenge has been enhanced and updated to move it from a paper-based program to one that is delivered

electronically. In 2006, for the first time, all completed student reading records were entered online by students and coordinators.

The Challenge team greatly appreciates the work done by the teacher-librarians, classroom teachers, public librarians and parents who have encouraged and supported students. We are encouraged by the feedback from teachers and parents who tell us how the Challenge has also inspired disengaged readers to discover a love of books. The increased library borrowing rates, the strong partnerships built between schools and parents, and the positive impact on BST and ELLA results are excellent by-products of the Challenge.

The Challenge has also introduced students to authors and genres that they may not have previously chosen, and it has been a wonderful opportunity to showcase the literacy levels of students in our schools. ■



NSW Premier, Morris Iemma, supports the commitment of NSW schools to the PRC

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TaLe relaunched



The TaLe Team from left to right:

Sue Beveridge, Assistant Director, Teaching and Learning Innovation Centre, **Tim Hand**, Manager of TaLe, **Jane Hunter**, Senior Project Officer, **Janet Burstall**, Research and Liaison Officer, **Kevin O'Gorman**, Research and Liaison Officer, and **Ian McKee**, Research and Liaison Officer (in front)

What is TaLe?

Managed by the Centre for Learning Innovation (CLI) at Strathfield, TaLe is an education gateway of products and services. It was developed, in response to the Vinson Report (2001), as a clearing house of materials, produced by the NSW Department of Education and Training that could be made available electronically to all Departmental teachers. From the seed of this recommendation, TaLe has grown from a structured set of web links to education sites, to an evolved portal that includes:

- access to over 10 000 resources for teaching and learning
- sophisticated search tools that more easily discover resource material
- professional learning communities
- news and calendar services
- a homework help for parents.

What's new about TaLe?

Our evaluations of the Teaching and Learning Exchange (TaLe), is based on evidence collected from user acceptance testing, general feedback and user data collected during 2004 and 2005. The evidence told us that teachers want to find all the content they need for teaching and learning from one education portal. In response to these findings, the new version of TaLe (Figure 1) has been released.

Teachers employed by the NSW Department of Education and Training can access and logon to TaLe no matter where in the state they live and teach. Teaching resources and professional learning pages have been integrated in discrete teacher categories, which are dependant on whether teachers operate in a primary or secondary school, VET or TAFE college context. These teacher sections are only accessible to teachers in the government sector.

Regardless of whether teachers use the Internet at home, or access the Departmental intranet in their workplace, searching TaLe for content for learning can now be part of daily teaching practice.

How can teachers use TaLe?

The organisers for this new version of TaLe are *Discover*, *Showcase*, *Exchange* and *Communicate* (Figure 2).

Discover

Discovering resources on TaLe using a set of refined search tools makes accessing collections, such as Curriculum K-12, CLI, the Powerhouse Museum, TAFE NSW Curriculum Centres and TAFE Learningware Library more straightforward.

Teachers in NSW government primary schools, high schools and in TAFE



Figure 1 Teaching and learning exchange: welcome to TaLe



Figure 2 The organisers for the new TaLe



Figure 3 2006 PLC discussion on interactive whiteboards



Figure 4 Parents and community page on TaLe

colleges logon to TaLe using their Departmental user ID and password. This action enables immediate access to a home page that sets out:

- quick, guided and advanced search options
- details of specialist authoritative sources
- teacher professional learning activities
- links that display news via EdNA and a calendar of events.

I believe TaLe is one of the most exciting and innovative programs to be established in recent times

Erica Taylor, English teacher, Strathfield Girls High School

Curriculum support

With this enthusiasm in mind, TaLe allows teachers to more easily embed quality digital content into learning for digital natives, appealing to their high levels of visual literacy (Prensky, 2001).

Showcase

Having the opportunity to view cutting edge, digital content developed by CLI was valued by teachers in data collected on teachers' use of TaLe in 2005. Interactive resources like *Virtually Archibald*, underpinned by the NSW model of Quality Teaching, have not only been recognised nationally in awards like the Australian Teachers of Media (ATOM) but provide engaging opportunities for student learning.

Publishers, like The Learning Federation (TLF), have made available over 4000 digital resources that can be downloaded via TaLe. Also included are the Board of Studies NSW, Film Australia, TAFE Studylinks, ICVET and TAFE online. Featured are collections from the Education and Training Information Service (ETIS), Electronic Cultural Atlas Initiative (ECAI), National Training and Information Service (NTIS) and NSW HSC Online.

Exchange

As swapping and sharing resources is something that teachers have always done, the developing ecology of TaLe is trialling a forum in which to make that possible, and it is entirely cost free. Teachers might like to join a Resource Sharing Community where they can discuss and exchange resources (Hand, 2006).

A space exists to pilot newly developed resources. *Meine familie*, *Dorothy Griffin* or *Create a creature* are currently featured. Suggestions are carefully considered in relation to quality assurance and copyright guidelines.

Communicate

Engaging in online discussion is increasingly a preferred mode for responsive teacher professional learning. It fits

more readily into busy professional lives, it sits as a record of discussion ideas and enables teachers to share practice with interested colleagues. A positive response to previous forum tools on TaLe has meant a more autonomous arrangement of professional learning communities (PLCs). Moderators of PLCs can now manage all their own content and decide whether membership is open or closed.

The interactive whiteboards PLC (Figure 3) has a list of relevant reading material, online discussion and a survey to gather data on teachers' use of this tool. More PLCs, like the *Positive behaviours for learning* and *Electric ICT* are already up and running, while many others are planned for the later part of 2006. Forthcoming PLCs include:

- Assessment practices when working with COGs with 1 focus question per week, during Weeks 2 to 5, Term 4, 2006.
- Selecting and using resources to support COGs, with 1 focus question per week, during Weeks 5 to 7, Term 4, 2006.

How parents and community are made partners in learning via TaLe

Open access to TaLe is provided on *Parents and community* (Figure 4). It is underpinned by two important questions:

- What will my child learn?
- How can I help my child learn?

A useful *homework help* collection provides parents and students with

education resources and safe websites for learning.

I will be able to help my child with project work using resources from Parents and community on the Department's TaLe.

Olivera Talevska, parent of a Year 1 Child at Warrawong Public School.

There are links to *HSC online*, TAFE NSW, post-school pathways and special interest groups, such as Anaphylaxis Australia. In consultation with stakeholder groups, like the Federation of P&Cs, principal groups and professional learning workshops in schools, it is vital for this part of TaLe to foster and support lifelong partnerships in learning.

An expanded set of education terms is available on the *TaLe Jargon buster*, which seeks to explain education terminology in plain English. Other features include news items of interest to parents and carers, as well as upcoming education events.

What's next for TaLe?

The TaLe team at CLI rely on teachers to use the feedback buttons on TaLe to tell us what they think of this version of the clearing house vision. This exciting education portal will continue to evolve because teachers give their thoughts and ideas on how TaLe meets, or doesn't meet, their needs.

Now the challenge is over to teachers to be part of TaLe portal ecology, as users, contributors or commentators. ■

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noticeboard noticeboard noticeboard

Engaging the Google generation through Library 2.0: Part 2



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Web 2.0 has finally appeared on the radar of school libraries, and with it the new ways of working with literacy, information literacy and digital fluency that Web 2.0 allows. An exploration of these essential Web 2.0 tools, techniques and approaches has shown us what we need to know about Web 2.0 (O'Connell, 2006), what we must explore in Web 2.0, and what we could develop as part of the library experience of our students. The Web 2.0 tools and techniques, coupled with the trademark social networking, provide the framework for knowing what's next for school libraries in Web 2.0. It is no longer a matter of guesswork, as we now have enough information about possible futures to blend and shape our new Library 2.0 future.

Believe the hype

Johnson (2006) considers that there are three critical societal changes that impact on libraries' survival and opportunities to thrive:

- the growing digitisation and portability of information
- emerging fundamental changes in the nature and sources of information

- the critical need for new skills for workers in a global economy.
- In its 2.0 incarnation, the digitally re-shifted school library must transcend the physical space to bring services and programming to every student and teacher throughout the school wherever learning is taking place, with teacher-librarians interacting more directly with students, as well as their teacher peers, in new spaces (Harris, 2006).

Searching is an essential skill for the Google generation.

Schools have differing levels of technology infrastructure to support online learning. However, as soon as a school library has computers connected to the Internet, with good online speed, then teacher-librarians, class teachers and students are ready for Library 2.0.

Library 2.0 searching

Searching is an essential skill for the *Google* generation. Have you noticed the primacy of *Google* in the minds of students? Have you been told that libraries don't matter because we have *Google*? This is not really a negative comment, as it forces teacher-librarians to consider the complexity of our online world, and the remarkable range and depth of information resources that are available to us. Understanding search engines and search tools should be compulsory knowledge for all library staff. Reading *Google power* (2005) will help you to understand the remarkable developments in *Google* searching (Figure 1) and appreciate the possibilities that such access creates.

Alternatively, explore the function of *Google Desktop* (Figure 2), which can be installed to the C drive if users have administrative rights, and discover what is on your computer as well as on the web related to your topic search. Or use *Google Desktop* to search your own machine and find



Figure 1 Searching in Google

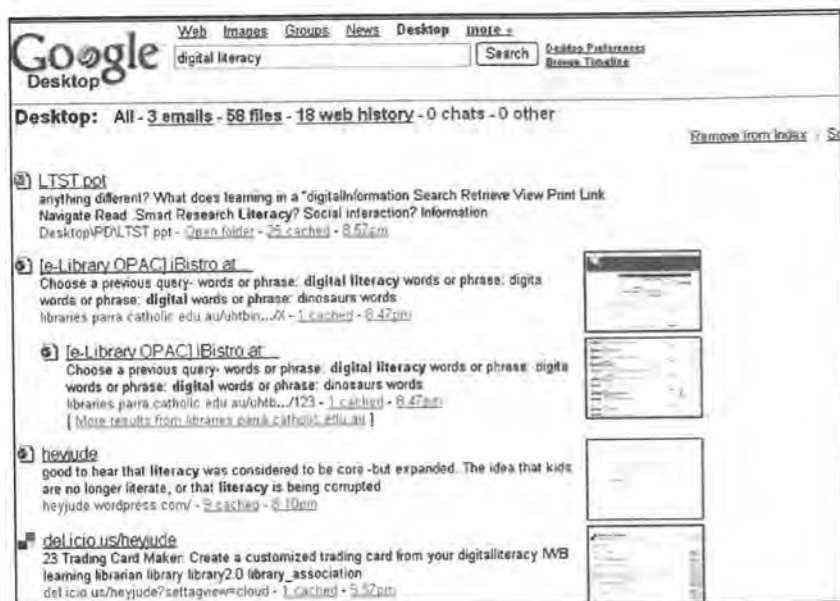


Figure 2 Searching in Google Desktop

related resources. A faster method involves hitting the control key twice, to perform a search 'on the fly' while working on something else.

Perhaps you thought that search engines are still not responsive to your search needs? Try *AlltheWeb* at <http://livesearch.alltheweb.com/> and check out the personalisation features. As soon as you start writing a search query, *AlltheWeb* will start guessing your intentions, generating a list of alternative keyword combinations for you to choose. Search for *meaning of school library 2.0* and explore this topic further.

Alternatively, teacher-librarians can become familiar with the differences between natural language, visual, clustering or metadata search engines in order to appreciate Search 2.0 versus traditional search as explained by McManus (2006). *Clusty* is an example of a clustering search engine that shows the search results in a concept tree format. Turner (2006) also lists the tools available for searching the deep end of the web for information that can only be found by very specific and direct queries.

Your digital Library 2.0

Search technology underpins our school library system and what is

delivered by our library system to your Online Public Access Computer (OPAC). Your OPAC can only become Library 2.0 when your system supports a WebOPAC, that is, it is web enabled. Then digital library can become Library 2.0 when your WebOPAC integrates information sources, such as documents, websites, *Clickview* or other multimedia systems. Your digital library will become Library 2.0 as it combines an environment that:

- uses federated searching to allow your students to search your own online databases (Z39.50 makes it possible for a user in one system to search and retrieve information from other Z39.50 and Open URL systems without knowing the search syntax used by those other systems)
- incorporates digital resource management (weblinks, PDF, etc) and integration of e-books
- incorporates digital object description, display and storage
- provides content enrichment for more online information about books, such as book jackets, tables of contents, book summaries, author biographies, teacher notes and weblinks

- provides searching tools, linking, and integration of multi-campus with global collections
- utilises a range of metadata protocols to maximise information access
- incorporates information dissemination through Really Simple Syndication (RSS), blogs and podcasts
- provides personalised lists of subjects, authors, activities, and other information that digital users have asked their digital library to push directly to them, using a feed such as RSS
- provides other promotion of events, topics, or themes of interest through a portal entry point
- incorporates or, is incorporated with, user-built knowledge spaces through Wiki, LMS or other technologies.

Future Library 2.0 developments

Future Library 2.0 developments might include:

- searching social network repositories, such as *Flickr* and *YouTube*
- searching of other search aggregators such as *Technorati*
- personalisation of the information research process with a personal library storage space
- addition of virtual library environments such as *Second Life* and *Virtual teen library: Second Life*
- addition of read and write interactivity, as in *Fanfiction*, which is a broadly defined term for fiction about characters or settings written by fans of the original work
- adaptive hypermedia responsiveness to search strategies, stored information, personal tag structures and subject requirements.

Second Life Library 2.0

<http://secondlifelibrary.blogspot.com/>

Not a library in the conventional sense, this is a space in a 3D virtual world, where contributors mainly post images and news, with some observations. Searching for traditionally library content is fruitless: there are no matches for Shakespeare, for example. This library presents opportunities, models, and a glimpse of the future when managing and using information in the contemporary environment. The blog is useful for two reasons: it demonstrates some of the tools and technical possibilities available to teacher-librarians, and it demonstrates ideas in showing what people are doing with those tools, for example in digital imaging. The site is small and uncomplicated. At the time of review, 10 postings are available, and these allow users to get a sense of how ICT works with meaning in this virtual library. The contributors are also worth investigating for the same reason. **Michael** and **Beth Galloway** have especially interesting ideas and information. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Libraries; Weblogs
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Into the future

Is any of this realistic? Developments in the broader community point clearly to these directions and provide Library 2.0 options now.

The *Open WorldCat* program makes records of library owned materials in OCLC Worldwide WorldCat database available to Web users on popular Internet search, bibliographic and bookselling sites, including *Google*, *Yahoo! search*, *Ask.com* and *Windows live academic*. Links to content in library collections, including books, videos, serials, digital images and many other formats, appear alongside links to traditional World Wide Web content. The result is that libraries participating in the *Open WorldCat* program are more visible on the Internet, and their collections are more accessible from the sites where many people start their search for information.

The aim of *Google books* (Quint, 2004) and *Google scholar* is to eventually provide digital access to all journal and book resources in digital format.

The National Library of Australia provides free access to the complete database of over 14 million records for both Australian and international resources. *PictureAustralia* is incorporated into this. Users also have the option to buy material using links

through online bookshops. Not to be outdone in Web 2.0, *PictureAustralia* is also increasing its number of contemporary images, by including images from *Flickr* on relevant topics uploaded by people to *Flickr*.

Helping your students find a book to read? Try searching for a book with www.whichbook.net (Figure 3). This is just one example of a different approach for searching for the next read. Instead of starting from the overwhelming choice of books available, *Whichbook.net* starts from the reader, and enables each individual to build the elements of that elusive good read that many are looking for

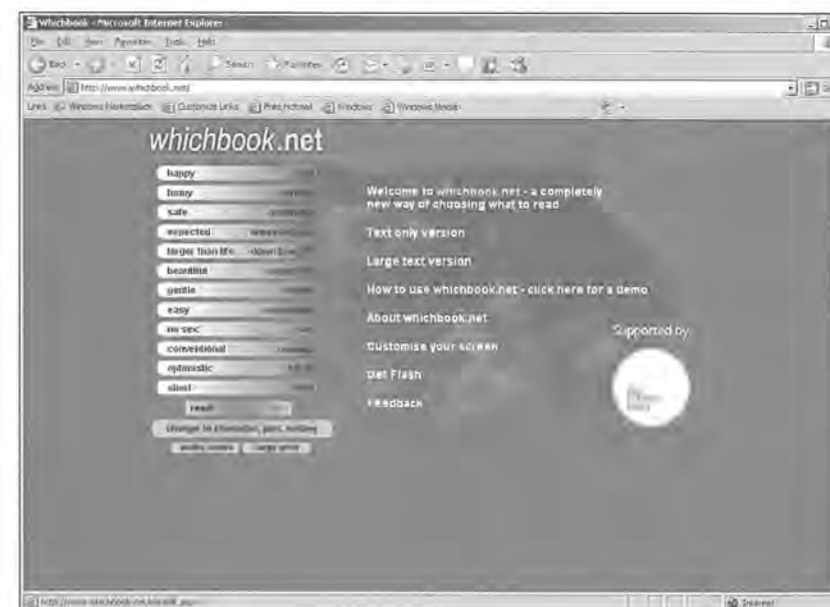


Figure 3 Whichbook.net

but don't quite know how to define. Many other search sites that respond to reader input are available from *Opening the book*.

LibraryThing shows another aspect of the same Library 2.0 phenomenon. It allows users to create their own library collection, and share this information with others. Most importantly, it uses the Z39.50 protocol to search a global list of over 40 libraries, and imports images and information from Amazon to populate a *LibraryThing* collection. *LibraryThing* enables information to be added, the use of tags to organise and display information, and a spreadsheet of holdings to be printed.

Now for copyright

There are many ways to clip or collect online material for discussion or distribution. *Flock* is just one easy example. There are also myriad browser extensions, such as *Firefox's Videodownloader 1.0* or *ScrapBook 1.1.0.2*.

Essential reading for Library 2.0 is the response to copyright of an amazing online initiative for use by Internet educators. Carvin (2006) explains how to encourage student creativity with *Creative commons*.

Gone are the days when teachers, students and parents are the only viewers of a classroom media project.

With the creation of YouTube.com and video blogging, that same project can be seen by hundreds of thousands of viewers.

Creative Commons (CC) is an online copyright initiative with clear and simple license statements that can be applied to any type of content, spelling out exactly how you would want the content to be used. Explore Flickr and find images with a CC tag to understand the correct CC copyright way to use images from this free repository.

Implementing Library 2.0 today

The *Library 2.0 reading list* (Levine & Stephens, 2006) provides essential information for librarians, and is easily adapted for schools. The reading list for school and youth librarians (Keresey,

2006) is also very worthwhile. Richardson's (2006) book contains a comprehensive explanation of powerful Web 2.0 tools for supporting learners in their own learning domain. The Library 2.0 matrix (Figure 4) provides options for choosing the most appropriate blend for your school's resource environment to engage the Google generation with Library 2.0.

A realistic start to Library 2.0 involves embracing some inexpensive or free technologies. Teacher-librarians can use image sharing in Flickr to promote library events, and gather community feedback on topics of interest such as Book Week. Alternatively, students could use Flickr to post online comments of famous art works, environmental topics, or field trips, demonstrating their engagement and understanding of learning experiences.

Teacher-librarians could establish a Library Blog, or create their own library MySpace account. It may be easier to establish a library wiki which promotes books, leisure pursuits, or indeed anything that will capture the interest of your students. Establishing a blog for book promotion is a good start. Students could be encouraged to create podcasts for book promotion, literature circles, debating topics, or quiz challenges. Once students and educators have embraced this technology as a publishing tool, *Just one more book!!* shows the advanced possibilities of podcasting. Teachers can create an RSS feed directed to their readers to encourage involvement.

Create a *Del.icio.us* account, share your finds with other teacher-librarians and then become even more adventurous. Set up your own library

33 ways to make a difference [sound recording]

<https://detwww.det.nsw.edu.au/media/downloads/schooladmin/sbs/pdproflooden.mp3>

ABSTRACT

In this 14 minute MPEG file, Professor Bill Loudon summarises his views on effective teaching strategies and practices. Professor Loudon's keynote speech at the recent K-4 *Early years of schooling* conference presented findings from his national study on effective teaching practices to maximise student learning. In this podcast, Professor Loudon talks about those findings and the factors which influence student performance. The talk is introduced by journalist Ben Wyld.

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account, and start promoting it to your students. *Delaney Library's favourites on del.icio.us* is an interesting example of a library blog, and demonstrates various ways to use tagging to support student learning by directing them to models for developing notetaking skills, writing paragraphs, creating mind maps, as well providing information on a variety of topics. The next step is to

encourage your students to contribute, or create a network of users in key learning areas.

While we do not have to jump into implementing every Web 2.0 idea and service, we do need to think outside the basic library website box and meet our learners in their environment. Most of the Web 2.0 options are designed to bring people together to

create a vibrant learning community at school and online.

A final word on Web 2.0 and Library 2.0

Stephen Abrams, former president of the Canadian Library Association, challenges thinking and makes librarians and teacher-librarians face up to the future of libraries and Web 2.0, while assuring us that libraries can make a difference in a reference centred environment of authentic information, which is based on human interaction (Abrams, 2006).

[Editor's note: *ChaCha*™ is a social engine that has recently been launched. It has 2500 live guides, including students, which allows the user to connect to a person to guide their search. This is an interesting experiment which combines the currency of web searching with human interaction.] ■

LIBRARY 2.0 MATRIX

Resource environment for the Library 2.0 user	Web 2.0 tools for the Library 2.0 user
Library catalogue <ul style="list-style-type: none"> MARC compliant 	e-learning 2.0 environment <ul style="list-style-type: none"> Moodle, Elgg, LAMS
Web 2.0 platform 24/7 <ul style="list-style-type: none"> adaptable user interface 	Social networks <ul style="list-style-type: none"> MySpace, Facebook blogs and wikis Read/write web functionality social bookmarking e.g. Del.icio.us, Furl images e.g. Flickr, Frapper multimedia e.g. YouTube, VideoEgg podcasting & vodcasting
Information services <ul style="list-style-type: none"> online virtual learning spaces 	Folksonomy <ul style="list-style-type: none"> tagging for personalisation
Blended digital web collections	Searching <ul style="list-style-type: none"> browser and desktop API blogs and social networks visual & metasearch engines
Blended digital repository	Mobile computing <ul style="list-style-type: none"> MP3, PDA, mobile phone laptop
Digital access for user organisation <ul style="list-style-type: none"> e-reserve borrower loan access 	RSS feeds and Mashups (<i>Feed 101</i>) <ul style="list-style-type: none"> feed reader news Aggregator (<i>Wikipedia</i>) Discovery education e.g. <i>One place</i> (Dembo, 2006)
Digital access for licensed collections <ul style="list-style-type: none"> e-books, videos & multimedia, images, learning objects subscription online databases 	
Digital access to inter-library loan	
Federated searching <ul style="list-style-type: none"> Z39.50 and OpenURL 	
Taxonomy <ul style="list-style-type: none"> supported by global metadata standards 	

Figure 4 Library 2.0 matrix

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OASIS Continuity Project:

an introduction

Geoff Jones is Senior Project Manager, Information Technology Directorate

What is the OASIS Continuity Project?

The OASIS Continuity Project is about the ongoing delivery of the OASIS application to NSW government schools, whilst a replacement product can be delivered via the Learning Management Business Reform (LMBR) project.

The strategy is to deliver OASIS to schools using thin client technology. This technology will allow all the OASIS data to be centralised in the Data Centre at St Leonards. The thin client technology will present OASIS as part of the customary desktop environment of a Windows workstation. User access to OASIS will be provided after authentication via the NSW Department of Education and Training portal.

A pilot program for schools will precede a decision on a rollout. Details of the schedule of pilot schools and information about the project, together with *Frequently asked questions* (FAQs) can be found on the School Systems website (Figure 1), available on the Department's intranet.

Hardware

The OASIS Thin Client technology will only be supported in a Windows XP or Windows 2000 desktop environment.

Hardware rollout

The pilot will investigate and recommend strategies that will ensure the right mix of computer devices are available for administration and library staff when OASIS Thin Client is rolled out.

As part of the OASIS Thin Client pilot, the Department will be investigating the use of thin client computer devices

to support the functions of library enquiry terminals, circulation desk terminals and administration cash register terminals. A thin client device acts like a dumb terminal and will be configured to access the OASIS Thin Client platform for the delivery of the OASIS application.

Applications

OASIS Administration, Finance, Timetable and OASIS Library will be accessed via the thin client technology. The delivery of the OASIS application

will be in the standard Windows desktop environment. Authentication to OASIS Thin Client will be via the portal.

Authenticated OASIS users in the portal will be presented an OASIS link. From this link, the OASIS systems, which users can access, will be displayed. They may include:

- OASIS Administration and OASIS Finance only
- OASIS Library only
- both OASIS Administration and OASIS Library
- for staff who work in more than one school, access to each school's OASIS system.

Staff access to the OASIS systems via the NSW Department of Education and Training portal will still be managed at the school level.

Security levels within OASIS will be retained within the application and will be managed by the OASIS system administrator within the school, as they are currently.

Timelines

Approximately 20 schools from each region have been selected to be involved in the OASIS Thin Client Technology pilot. Pilot schools were chosen to cover a full range of schools from small primary schools to large multi-campus schools.

Sample thin client FAQs from the SchoolSystems website

Are there any changes to procedures for SCIS downloads?

SCIS downloads will work as with the current OASIS system. The Windows environment however, will allow the usmarc.dat file to be saved to the desktop or memory stick in addition to floppy disk. It also allows for a K1/K2 backup to be completed whilst the SCIS order is being processed from the Curriculum Corporation.

Will OASIS still be keyboard driven without a mouse?

For most OASIS functionality the answer is yes. The user interaction is exactly the same as now. The OASIS application comes up in its own window and looks just like it used to. There are two exceptions:

For printing and exporting data where the user is transferred to a Windows environment a mouse can be used effectively.

OASIS Word is replaced by Microsoft Word which will operate in the same way that it does on a standard Windows platform.

Migration to thin client commenced in late Term 3, 2006. It is under the direction of the Project Control Group. Visit the School Systems website for more information about the schedule, and for updates about which schools have been migrated.

I am already experiencing the benefits of having OASIS Library available in a Windows desktop environment. It's easy to have the instant access of Microsoft Word to create files, such as information about OASIS downloads. As my school library has migrated to OASIS Thin Client Technology, I find that I am checking the

OASIS manual and I am now more aware of the functions available in OASIS Library.

Kate Westoby, teacher-librarian at Castle Cove Public School

The pilot concludes with a post implementation review. The outcomes and findings of the pilot will be presented to the Project Control Group with recommendations for a rollout across all OASIS schools.

References and further reading

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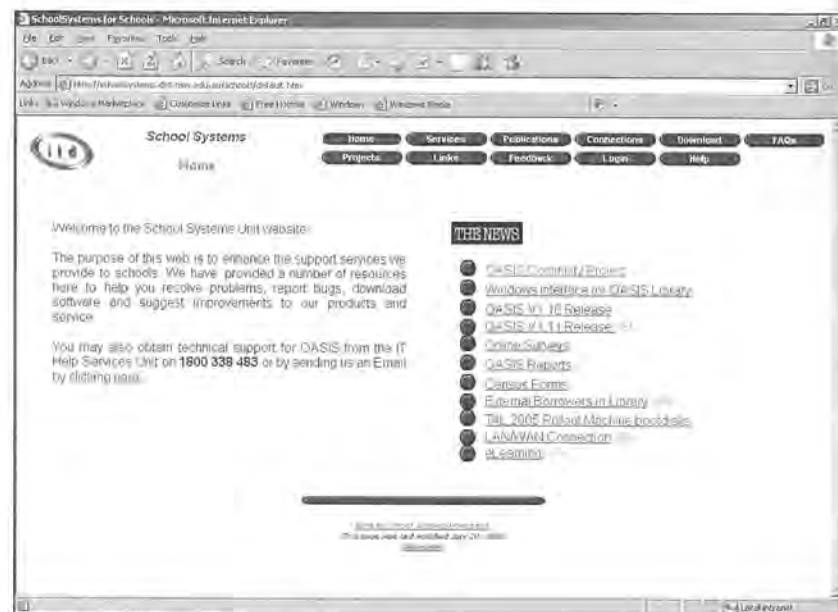


Figure 1 SchoolSystems home page

Briefly...

Ourimbah Campus Festival of Literature showcases more than 20 award winning and well known writers, storytellers, illustrators and media personalities. 11–12 November. Friday also includes a professional development strand designed for teachers. For more information or to see the full program visit <http://www.folit.info>

Information Online 2007 (ALIA) 30 January –1 February, 2007, Sydney. A conference and exhibition for the online information industry on an array of themes from content management to digital rights management, from folksonomies to information security, and from eReserve to web bridges. Information available at <http://www.information-online.com.au/>

Leading learning through the school library: a guided inquiry approach

A one day seminar with Dr Ross Todd. Friday 2 March, 2007, Sydney. Contact Phyl

Williamson, tel: 02 9818 4898 email: information@sybasigns.com.au Register online at Syba Signs or follow the link from *School Libraries and Information Literacy* website at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm> The seminar is supported by the School Libraries and Information Literacy Unit, NSW Department of Education and Training.

The **Why Try? Program** helps youth when they are frustrated, confused or angry with life's pressures and challenges. Interested student welfare coordinators and school

counsellors can contact the non profit **Oztry Foundation** at <http://www.oztry.org/> for information or diyap@bigpond.com for a free Oztry CD.

The **Australian Children's Television Foundation (ACTF)** is a national non-profit organisation. It is committed to providing

Australian children with entertaining media made especially for them. Further information is available at <http://www.actf.com.au/>

EnhanceTV online offers access to subscription and free-to-air educational television programs and teaching resources.

Further information is available at <http://www.enhancetv.com.au>

Children's Book of the Year Awards 2006

The awards were announced by the Children's Book Council of Australia (CBCA) on 18th August.



Picture book of the year

Winner: LISSIAT, Amy & THOMPSON, Colin (2005) *The short and incredibly happy life of Riley*, Lothian, SCIS 1215697, reviewed *Scan* 24(4)

Honour: CROSSETT, Warren & HARVEY, Jacqueline (2005) *The sound of the sea*, Lothian, SCIS 1200188, reviewed in *Scan* 24(3)

Honour: SHEEHAN, Peter & HEFFERNAN, John (2005) *The island*, Scholastic, SCIS 1233297, reviewed *Scan* 25(2)



Book of the year: Early Childhood

Winner: NILAND, Deborah (2005) *Annie's chair*, Penguin Books Australia, SCIS 1239220, reviewed *Scan* 25(3)

Honour: WATTS, Frances & LEGGE, David (2005) *Kisses for daddy*, Little Hare, SCIS 1229548, reviewed *Scan* 25(3)

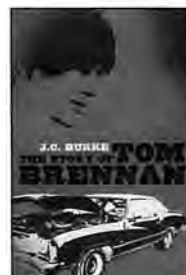


Book of the year: Younger readers

Winner: FENSHAM, Elizabeth (2005) *Helicopter man*, Bloomsbury, SCIS 1218162, reviewed *Scan* 24(4)

Honour: BATESON, Catherine (2005) *Millie and the night heron*, University of Qld. Press, SCIS 1212382, reviewed *Scan* 24(4)

Honour: GLEITZMAN, Morris (2005) *Once*, Penguin Books Australia, SCIS 1226878, reviewed *Scan* 24(4)



Book of the year: Older readers

(These books are for mature readers)

Winner: BURKE, J.C. (2005) *The story of Tom Brennan*, Random, SCIS 1237837, reviewed *Scan* 25(2)

Honour: CONDON, Bill (2005) *No worries*, University of Qld. Press, SCIS 1204855, reviewed *Scan* 24(4)

Honour: MOLONEY, James (2005) *Lost property*, Viking, SCIS 1235061, reviewed *Scan* 25(2)



Eve Pownall Award for information book of the year

Winner: DAVIDSON, Leon (2005) *Scarecrow army: the ANZACS at Gallipoli*, Black Dog, SCIS 1202970, reviewed *Scan* 24(3)

Honour: BRIAN, Janeen (2005) *Hoosh! Camels in Australia*, ABC Books, SCIS 1203634, reviewed *Scan* 25(3)

Honour: JAMAL, Nadia & TAGHRED, Chandab (2005) *The glory garage: growing up Lebanese Muslim in Australia*, Allen & Unwin, SCIS 1224102, reviewed *Scan* 25(1)

Crichton Award for Children's Book Illustration

GEDDES, Jeremy (2005) *The mystery of Eilean Mor*, (Text: Gary Crew) Lothian, SCIS 1233299, reviewed *Scan* 25(2)

Reviews of the above resources are available online at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/resrev/index.htm>
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The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent 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 nonfiction 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 website <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/> Site reviews and some other resource reviews for a number of HSC syllabuses are also available on *NSW HSC online* at <http://hsc.csu.edu.au>

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are not necessarily those of the Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or in full for any purpose must be sought in writing. For further information contact colleen.foley@det.nsw.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:

CA	Creative Arts
English	English
HSIE	Human Society & its Environment
Languages	Languages other than English
Mathematics	Mathematics
PDHPE	Personal Development/Health/Physical Education
Science	Science
SciTech	Science & Technology
TAS	Technology & Applied Studies
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.

NB See p. 17 for clarification of some website SCIS numbers from the last *Scan*.

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*.

Blogger

<http://www.blogger.com>

Blogs, a short lesson on blogs and blogging, and a free template for creating a blog, form the main content of this site. Students could **Take a quick tour** to learn about the theory and practise of blogging. The site is easy to use and requires minimum technical knowledge to create and upload a personal blog. Three steps in blog creation show users how to manage content such as graphics, audio (MP3) files, and animation. Users can search the site by subject or location to access blogs online. This site would provide a worthwhile exercise for groups, classes, teams, or schools learning about and engaging with electronic communications. More specifically, it supports the study of digital media design, website development, communication systems design, authoring, and multimedia skills. P. Conroy

USER LEVEL: Stage 4 Stage 5
KLA: CA; English; TAS

resources

SYLLABUS: Design & Technology 7–10; English 7–10; Information & Software Technology 7–10; Technology (Mandatory) 7–8; Visual Design 7–10
SCIS SUBJECTS: Multimedia systems – Design and construction; Weblogs – Design and construction
PUBLISHER: Google, USA
REVIEW DATE: 09/10/06 [006.7] SCIS 1272124

Protopage

<http://www.protopage.com/v2>

This resource is a simple template for users to very quickly create a personal website. There is the facility to include photographs, notes, views, and quick links to other preferred sites. Working on the site would serve as a useful exercise for students electronically communicating group or individual work, and editing and manipulating content. It could usefully provide the medium for communication between students who are away from school, and the teacher. Although the site is interesting and unusual in the way information is laid out and manipulated by the user, it would be best suited as a resource for communicating information, rather than the study of websites per se. It does not explain, for instance, the use of markup languages or the process of uploading files and pages to the Internet. P. Conroy

USER LEVEL: Stage 2 Stage 3 Stage 4
SCIS SUBJECTS: Websites – Design and construction
PUBLISHER: Protopage, UK
REVIEW DATE: 09/10/06 [006.7] SCIS 1273702

Inside a dog

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

Named after a Groucho Marx quotation, this website is an excellent source of information about current YA fiction in Australia. English teachers will find that the site is a pleasure to use and that **Books** is particularly pertinent to English classrooms. It has a thoughtful template for book reviews in **Write a review**, annotated lists of theme based books in the **Booklists**, and the terrific resource of the first chapter from 15 recent releases. A **Writer in residence** answers interview questions and makes observations, and 22 of these have been archived. Complementing this is a long list of authors' websites in **Links**. Students will find an apt and concise explanation of copyright in **CAL**. Competitions and clever book quizzes in **Win stuff** will entertain students and teachers. An exceptional resource for the teaching of contemporary literature, this well-organised site has much to offer English teachers. C. Thomas



USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Books and reading; Children's literature
PUBLISHER: Centre for Youth Literature, State Library Victoria
REVIEW DATE: 09/10/06 [028.5] SCIS 1276536

Out on a limb: a guide to getting along

<http://www.urbanext.uiuc.edu/conflict/index.html>

Students can learn how to better manage conflicts peacefully on this really useful site. The site uses cartoon identities in conflict situations, and site users choose how to solve realistic conflicts between children and teachers, brothers and sisters, and class-

mates. Students can listen to and read the brightly coloured materials on the site themselves. They are taught to think and share feelings and solutions using the stories and related activities. The stories are interactive and most students will enjoy them. They show that it is no fun being out on a limb and demonstrate how to apply the lessons learned to everyday conflicts. The site includes a **Teachers' guide** with activities and worksheets. A. Soutter

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS SUBJECTS: Conflict management
PUBLISHER: University of Illinois Extension, USA
REVIEW DATE: 09/10/06 [158.2] SCIS 1277738

Centre of Knowledge on Healthy Child Development: Offord Centre for Child Studies

<http://www.knowledge.offordcentre.com/>

This organisation publishes summaries of systematic reviews on a wide range of topics concerning the development of healthy children, and child and youth mental health. The reviews are presented in four main areas: moods, anxiety, behaviour and attention, and development and learning. The material is all evidence based. The site has excellent information on anxiety problems, and useful explanations of common problems such as ADHD, conduct disorder, depression, learning disabilities, speech and language problems, and advice about successful interventions. Site material is written for teachers and parents, rather than school counsellors, and interactive material, such as **What's your parenting style?** supports the Exploring Early Childhood and Community and Family Studies syllabuses. A. Soutter

USER LEVEL: Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS: Child development; Children – Management; Disabled children – Care and health; Parent education
PUBLISHER: Offord Centre for Child Studies, Canada
REVIEW DATE: 09/10/06 [305.231] SCIS 1277606

A diverse Australia

<http://www.immi.gov.au/living-in-australia/a-diverse-australia/index.htm>

Basically an annotated portal of government, community, and business resources on cultural diversity, this site is a useful reference for related studies. Hospitality students should find this site easy to navigate and useful in the information which it provides. They can access information directly related to the Unit of Competency: *Work in a socially diverse environment*. **Australian government policy** supplies the most useful information as it links to **Multicultural Australia: united in diversity** and provides the four principles underpinning that policy, plus relevant statistics from the 2001 census. **Living in harmony** and **Diversity works** suit investigation by Society and Culture students. **Diary of Australia** is a calendar which identifies important cultural dates throughout the year. K. Lissa

USER LEVEL: Stage 6
KLA: HSIE; TAS
SYLLABUS: Hospitality Curriculum Framework Stage 6; Society & Culture Stage 6

SCIS SUBJECTS: Community life; Ethnology – Australia; Multiculturalism
PUBLISHER: Dept. of Immigration and Multicultural Affairs, Australia
REVIEW DATE: 09/10/06 [305.8] SCIS 1276709

Native people of Washington State

<http://www.washington.edu/burkemuseum/collections/ethnology/native.php>

A repository of sites with information about Native American tribes in Washington, this fine resource will be particularly useful for the Aboriginal Studies Stage 6 Topic: *Social justice and human rights issues*. Material includes the websites for each tribe within the state, all Native American museums and cultural centres, and an outline of the indigenous languages spoken across tribes. Of particular use to students of Aboriginal Studies taking the Comparative study: *Education*, is the **Native American schools** content in **Tribes of Washington**. The Burke Museum's **Ethnology** collection includes many Native American artefacts. A. Byron

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
SCIS SUBJECTS: North American Indians – History; North American Indians – Social life and customs
PUBLISHER: Burke Museum of Natural History and Culture, USA
REVIEW DATE: 09/10/06 [305.897] SCIS 1279340

The street: brought to you by World on your street

<http://www.bbc.co.uk/radio3/world/onyourstreet/thestreet/>

Five cartoon families live on one virtual English street in this resource. Students can investigate basic information on India, Ireland, Turkey, Nigeria and Brazil, plus the **Musicians, Instruments, Religion and Food** for each country. The site uses named cartoon characters, and it has plenty of interactive listening, using *Shockwave* and *RealPlayer*. Site users will need good literacy levels to gain understanding. There are audio clips and games, some of which may be helpful for teaching rhythm in Creative Arts K–6. Side menus with BBC content may prove distracting for young students, as may the myriad of external links. Nevertheless, there is some useful material here to support the HSIE K–6 Units: *People and their beliefs* and *Living in communities*. It is appealingly presented but insufficient for a true cultural study. A. Beedles



USER LEVEL: Stage 2
KLA: CA; HSIE
SYLLABUS: Creative Arts K–6; HSIE K–6
SCIS SUBJECTS: Brazil – Social life and customs; India – Social life and customs; Ireland – Social life and customs; Nigeria – Social life and customs; Turkey – Social life and customs
PUBLISHER: BBC, UK
REVIEW DATE: 09/10/06 [306] SCIS 1277719

The tank man

<http://www.pbs.org/wgbh/pages/frontline/tankman/>

A fine opportunity for in-depth understanding of the origins, events and legacy of the Tiananmen Square incident, this website

is an informed analysis of the confrontation between the Chinese people and their government in 1989. Based on a compelling film which investigates the solitary protestor who stood in front of the advancing tanks, the site includes online access to the film and those extraordinary images of defiance. The site will strongly support discussion on the progress of democratic change in China, from both historical and critical literacy viewpoints. Its excellent primary and secondary source material includes photographs, interviews with academics, journalists and eyewitnesses, a virtual tour of Tiananmen Square, and links to an online discussion forum. It is an outstanding resource for the Modern History Case Study: *The Chinese government and Tiananmen Square*, and for English units on media manipulation. D. Giorgi

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7–10; Modern History Stage 6
SCIS SUBJECTS: China – Politics and government – 1976–; China – Politics and government – 21st century; Documentary films; Government, Resistance to – History; Television documentaries
PUBLISHER: Public Broadcasting Service, USA
REVIEW DATE: 09/10/06 [320.951] SCIS 1280074

Parkweb.vic.gov.au

<http://www.parkweb.vic.gov.au>

Comprehensive information on the heritage and contemporary use of significant parks in Victoria can be found on this site. **Education** includes useful resources for NSW schools, including conservation information, primary and secondary school activities, worksheets, and special features such as an engaging game for mountain bikers and the **Marine resource kit**. The site looks at the recreational management of Port Phillip Bay, Western Point, and the Yarra and Maribyrnong rivers. Educational material is written for the Victorian system, however it can be used for the Australian content in Marine and Aquaculture Technology 7–10, plus Australian topics and the general themes of citizenship and economic sustainability embedded in Geography 7–10. P. Passmore

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Geography 7–10; Marine & Aquaculture Technology 7–10
SCIS SUBJECTS: Conservation of natural resources; National parks and reserves – Victoria
PUBLISHER: Parks Victoria, Australia
REVIEW DATE: 09/10/06 [333.78] SCIS 1110520

Who's afraid of nuclear power?

http://abc.net.au/4corners/special_ed/20050822/

A broadband edition of the TV report, this site investigates nuclear power as an option for Australia. A menu allows navigation to chapters on historical and environmental aspects of the Australian debate, discussion on renewable energy resources, and case studies on wind energy and nuclear waste. Chapters are in small blocks of time, making them useful as lesson support. Issues are clarified by the use of Danish and Swedish examples, and interviews with experts in the field. **Web resources** provides a comprehensive set of reports and additional resources on the topic. The program runs well on one computer, and teachers would need to test technical suitability for screening with large groups. B. Smith

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science

resources

SYLLABUS: Geography 7–10; Geography Stage 6; Science 7–10
SCIS SUBJECTS: Energy resources – Australia; Nuclear energy; Nuclear power stations – Public opinion; Uranium mining
PUBLISHER: ABC, Australia
REVIEW DATE: 09/10/06 [333.792] SCIS 1282632

Melbourne Water education

<http://education.melbournewater.com.au/content.primary/primary.asp>

Melbourne Water has created a highly valuable resource, with information about **Water supply, Sewerage, Stormwater and Rivers and creeks**. It also deals with pollution. Within each of these sections, there are succinct explanations, diagrams, maps and links to other educational resources for students and teachers. With user friendly design and layout, the site is well-organised and easy to navigate. Despite its local focus, there is relevance beyond Melbourne's water ways and procedures. The game in **New floods explorer interactive** is exceptional. Users are able to explore the range of consequences and responsibilities associated with the effects of rain and storms on different areas of suburbia. This website supports the Science and Technology Strands: *Built environments* and *The Earth and its surroundings*. L. Doyle

USER LEVEL: Stage 2 Stage 3 Professional
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Rain and rainfall; Sewerage; Water conservation; Water pollution; Water supply
PUBLISHER: Melbourne Water, Australia
REVIEW DATE: 09/10/06 [333.91] SCIS 1279533

Reach out!

<http://www.reachout.asn.au/home.asp>

Students can turn to *Reach out!* for **Sorting stuff out, Finding help or Chilling out!** These are the areas of this website designed in consultation with young people. Free subscription entitles the user to a weekly newsletter which advertises the theme of the week and the stories and celebrity interviews that illustrate it. Themes include taking care of yourself, happiness and family issues. The site is very interactive with journals, forums and a new game, **ROC**, which teaches decision making skills. Young people are encouraged to send in stories or become part of the youth advisory board. Many topics in the PDHPE syllabus are covered by the information contained on this site. This resource is also particularly relevant to Stage 6 work with *Crossroads: a personal development and health course*. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Counselling; Critical incidents; Social work with adolescents; Social work with children; Suicide
PUBLISHER: Inspire Foundation, Australia
REVIEW DATE: 09/10/06 [361] SCIS 1023083

Bullying in schools and what to do about it

<http://www.education.unisa.edu.au/bullying/>

Regularly updated with the latest research, this site provides practical help for schools and parents to overcome bullying. The site's research-based definition of bullying involves a desire to hurt,

a power imbalance, repetition, evident enjoyment by the aggressor, and the victim's sense of being oppressed. Few websites have information to assist parents and teachers in dealing with bullying among young children, but this site has two downloadable practical booklets, together with articles on bystander behaviour, a section on school interventions that work, plus references and links. The booklets' information on early educational settings may be useful for students of *Exploring Early Childhood*. A. Soutter

USER LEVEL: Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: Exploring Early Childhood CEC Stage 6
SCIS SUBJECTS: Bullying; School discipline
PUBLISHER: University of South Australia, Australia
REVIEW DATE: 09/10/06 [371.5] SCIS 1277734

Safe schools are effective schools

<http://www.sofweb.vic.edu.au/wellbeing/safeschools/bullying/>

Following a review of the anti-bullying policies and practices in Victorian government schools, new anti-bullying guidelines and policies were introduced. These guidelines are set out on this website and include features such as the definition of bullying, school policies, case studies and advice to parents. There is an excellent section on homophobic bullying, including strategies for intervention and prevention and statistics on the incidence of this pervasive problem. Links are provided for children and young people who want information on bullying. Some great downloadable posters for teachers are included. Information will contribute to successful wellbeing outcomes in schools identified as using good practice. A. Soutter

USER LEVEL: Stage 3 Stage 4 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS: Bullying; School discipline – Policy; Students – Victoria – Safety measures
PUBLISHER: State of Victoria, Department of Education & Training, Australia
REVIEW DATE: 09/10/06 [371.5] SCIS 1271536

Consumersonline.gov.au

<http://www.consumersonline.gov.au>

Useful for anyone seeking resources and assistance on a wide range of consumer issues, this site's material is mainly about showing users how to proceed to get detailed information. **Consumer fact sheets** provide clear and concise notes about a range of topical issues. The **Consumer handbook online** gives access to agencies for consumers to make a complaint. The site has some tools, such as information on **Buying a car** and **Writing a complaint letter**. **Consumer rights when shopping** is relevant to buyers and students of *Hospitality*, while **Online shopping** presents the electronic commerce angle for sellers and students of *Business Studies*. **Communications and the internet** could benefit students investigating ethical issues related to the Internet. Teachers are advised to visit the site to refine those issues relevant to their students. K. Lissa

USER LEVEL: Stage 5 Stage 6 Community
KLA: HSIE; TAS
SYLLABUS: Business Studies Stage 6; Hospitality Curriculum Framework Stage 6; Information & Software Technology 7–10; Information Processes & Technology Stage 6

SCIS SUBJECTS: Consumer protection
PUBLISHER: Ministerial Council on Consumer Affairs, Australia
REVIEW DATE: 09/10/06 [381.3] SCIS 1145569

CBOonline: the window to Australian Community broadcasting

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

A wide range of educational content from community radio can be found on this brilliant website. Readable and easy to navigate, the site is a revelation, especially for students and teachers investigating **Resources**. Here, the **Social justice almanac** is a multimedia collection of articles and audio files on key moments in Australian history including women's rights, legal and Indigenous issues, Vietnam, Formation of the ACTU, Green bans, and The freedom ride. In **Resources**, the **Tool box** will help English students with practical advice on writing for radio, and **Audio content** has some excellent radio programs with classroom applications in several KLAs. In **Indigenous hub**, students can find out about Aboriginal history, issues and events, aided by a good search engine. The site is well worth teacher exploration. H. Cobban

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English 7–10; English Stage 6; History 7–10; Society & Culture Stage 6
SCIS SUBJECTS: Radio broadcasting; Television broadcasting
PUBLISHER: CBOonline, Australia
REVIEW DATE: 09/10/06 [384.54] SCIS 1272024

Transport

<http://www.britishcouncil.org/kids-topics-transport.htm>

Many useful interactive activities about different types of transport can be found on this large site. The site has much information, and students will need teacher help to navigate choices. Young students can learn about different types of transport, including environmentally friendly transport; they can paint, read a story, and sing an engaging transport song. **Name the transport**, **Over the mountains** and **Help the monkey** are simple *flash* games that reinforce mouse skills while teaching transport terms. Some games are more difficult with additional reading needed, and difficulty levels are provided. The resource is useful for the HSIE Strands: *Environments* and *Social systems and structures*. Crosswords, cloze passages and word finds are available to print for class use. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: English language – Vocabulary – Problems, exercises, etc; Transport; Word games
PUBLISHER: British Council, England
REVIEW DATE: 09/10/06 [428.1076] SCIS 1272486

Molecular expressions: science, optics & you: secret worlds: the universe within

<http://micro.magnet.fsu.edu/primer/java/scienceopticsu/powersof10/index.html>

How big is space, how small are quarks and where do we fit in between? Students are able to explore this question by being able to zoom in and out of scientific images, from deep space to the smallest particles known to physics. The student activity at

Perspectives: powers of 10 would be a good place to start. Students will find the interactive topics in the **Tutorials** accessible and interesting. **Teacher resources** offers a well-organised sequence of activities and includes a range of research proposals to further engage students. The Science 7–10 outcome *components of the universe* is directly related to this site. D. Thompson

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Physics Stage 6; Science 7–10
SCIS SUBJECTS: Atoms; Microscopes and microscopy; universe
PUBLISHER: National High Magnetic Field Laboratory, USA
REVIEW DATE: 09/10/06 [502.82] SCIS 1253811

Australian Academy of Science: science education: interviews with Australian scientists

<http://www.science.org.au/scientists/>

Allowing future generations to appreciate and understand the work of outstanding Australian scientists, this site lists over 80 interviews. Scientists talk about their early life, development of interest in science, mentors, research work, and other aspects of their careers. Full transcripts of each interview are provided and the videos of the interviews are available for purchase through the site. Teachers' notes to accompany each transcript include summaries and suggested teaching activities relevant to each scientist's field of work. This site would be a useful teaching tool when completing Science 7–10 outcomes which require students to describe recent scientific contributions by male and female Australian scientists to our society. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Engineers – Biography; Mathematicians – Biography; Science – Study and teaching; Scientists – Biography
PUBLISHER: Australian Academy of Science
REVIEW DATE: 09/10/06 [509.2] SCIS 1272571

National Library of Virtual Manipulatives

<http://www.nlvm.usu.edu/en/nav/vlibrary.html>

A high quality site for teachers and students of mathematics, this is a virtual library of well-designed learning applets across the five strands of Mathematics K–12. With easy navigation, users go to the appropriate strand and student level where the applets are listed. Students can drag and drop manipulatives and be involved in virtual concrete activities with an emphasis on working mathematically. Each activity has links for **Instructions**, **Parent/teacher** and **Standards**, offering further information and reasoning for the manipulative. The site can also be viewed in Spanish. The choices are wide and a variety of activities offer students an enjoyable experience as they construct their mathematics learning. M. Gary

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: Languages; Mathematics
SYLLABUS: Mathematics K–6; Mathematics 7–10; General Mathematics Stage 6; Spanish K–10
SCIS SUBJECTS: Mathematics – Study and teaching; Teaching – Aids and devices
PUBLISHER: Utah State University, USA
REVIEW DATE: 09/10/06 [510.7] SCIS 1268857

Graphing linear equations

<http://www.terragon.com/tkobrien/algebra>

A well-designed site packed with exercises and information on linear equations, this resource would be useful for students and teachers as a tool for practise, review or assessment. An interactive learning journey from point plotting on the Cartesian plane to simultaneous equations is provided by the 12 lessons. The site suits student navigation, with clear explanations and instructions. There are interactive quizzes, crosswords and word puzzles. Tests provide immediate feedback for student responses. The site is useful for the teaching of linear relationships and there are no external links to distract students working independently or with guidance. The site is a good resource for students of algebra. M. Gary

USER LEVEL: Stage 4 Stage 5
KLA: Mathematics
SYLLABUS: Mathematics 7–10
SCIS SUBJECTS: Linear algebra
PUBLISHER: T. O'Brien, USA
REVIEW DATE: 09/10/06 [512] SCIS 1272532

Count us in

<http://abc.net.au/countusin/default.htm>

Simple flash games feature on this site. Each game deals with a different mathematics concept, including counting, ordinal numbers, addition, time, chance, length and volume. The Welcome page has an icon for each game and allows easy student access. The object for each game is included for the teacher in Games. Students click and drag crayons, and teachers should be aware that a bit of fiddling may be necessary with this action as the correct answer can be slow to show. Other activities lists additional information and suggestions for classroom extension activities. This resource has links to most areas of the Mathematics K–6 syllabus, as well as being useful for developing students' mouse and keyboard skills. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K–6
SCIS SUBJECTS: Arithmetic – Problems, exercises, etc;
 Number games
PUBLISHER: ABC Online, Australia
REVIEW DATE: 09/10/06 [513.076] SCIS 1146942

Geometry step-by-step from the land of the Incas

<http://www.agutie.homestead.com/>

This is an exceptional site, particularly for Mathematics students and teachers of geometry. The website contains applets with coherent diagrams, explicit language and demonstrations of robust proofs of Euclidean geometry. There is also a class project building architectural models of buildings. For students of History there is information on the Quipu and other aspects of the Inca Empire. English students can access philosophical poetry and Visual Arts students can use the links to research inspirational geometric art and designs. Hyperlinks explore the history of famous mathematicians. There are exercises, puzzles, geometry jokes, crosswords, even quizzes on the seven habits. M. Gary

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; English; HSiE; Mathematics

SYLLABUS: English 7–10; History 7–10; Mathematics 7–10;
 Visual Arts 7–10
SCIS SUBJECTS: Geometry; Incas
PUBLISHER: A. Gutierrez, Peru
REVIEW DATE: 09/10/06 [516.2] SCIS 1201999

In space: our gateway to the stars

<http://www.abc.net.au/science/space/default.htm>

Keeping up-to-date with the latest in space news, including rocket and shuttle launches, eclipses and solar system research is easy with the links on this ABC site. Dr Karl needs no introduction to most students and his interesting contributions on space in his unique style of communication can be found here. A great Space for kids choice will cater for younger students. Phases of the moon, and reports and pictures from Mars explorers are located via the link to Southern SkyWatch. Science students of all abilities will find interesting space information relevant to the Science outcomes 4/5.3: the applications and uses of science, and 4.9.2: components of the universe. D. Thompson

USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Space
PUBLISHER: ABC, Australia
REVIEW DATE: 09/10/06 [520] SCIS 1276067

The space playground

<http://www.abc.net.au/children/space>

Students can find out about our solar system and some of the mysteries of space on this site. Entertaining and student friendly, the resource is a careful blend of colourful cartoon graphics, small pieces of information, and games such as jigsaw puzzles and musical memory. Users navigate by icon and they can create and send their own e-cards and colour and print space pictures, which can be posted on the website. Information is relevant to Science and Technology K–6, but teachers will need to find it for students. Students can view footage of astronaut moon walkers and an animated cartoon of Astronaut Jess, with terrific sound. Interactive games vary slightly in complexity, and the simple game to identify star signs is pleasant to use. This site is a great way of getting students involved in the Science and Technology Unit: *Out in space*. M. Whitfield

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Space
PUBLISHER: ABC, Australia
REVIEW DATE: 09/10/06 [520] SCIS 1275828

Waves of the future webcast: the 33rd Professor Harry Messel International Science School, July 05

http://www.physics.usyd.edu.au/foundation/index_iss.html

Video talks by 15 top scientists about their scientific research feature on this website. Topics discussed include the radio tracking of wildlife, current and future developments in telecommunications, the treatment of cancer with radiations, and features of galaxies. Each video window is accompanied by a screen displaying the relevant PowerPoint slide as the talk progresses. The presentations vary in length between 60 and 90 minutes and they cover

a range of content levels. Physics Stage 6 students would be well supported by using this resource to reinforce the identification of contemporary Australian scientists and the areas of research in which they work. S. Lockwood

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Physics; Technological innovations
PUBLISHER: Science Foundation for Physics, Australia
REVIEW DATE: 09/10/06 [530] SCIS 1276539

Evolution

<http://www.mnsu.edu/emuseum/biology/evolution/>

Within this Minnesota University site is an interesting essay titled *History of evolutionary thought* which outlines the background to and development of the theory of evolution. Links within the essay give information on all the main players including Jean Baptiste de Lamarck, Darwin and Mendel. Good explanations with simple diagrams of biological processes such as genetics and Mendel's Laws, DNA, chromosomes, crossing over and mutations in the development of variation and natural selection can also be found here. The site will enhance students' understanding of many aspects of the theory and is relevant to the Science 7–10 study of the theory of evolution and natural selection, and the Stage 6 Biology Topic: *Life on Earth*. D. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Evolution; Natural selection
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 09/10/06 [576.8] SCIS 1276062

Marine biology: the living oceans

<http://ology.amnh.org/marinebiology/>

Topics such as Dive into the worlds within the sea and Ocean creature feature, will engage student users of this colourful site. Ecosystems, food chains, conservation and biodiversity are discussed in an informative and uncomplicated manner. The site effectively utilises scientists, with a photograph and blurb about what they do. Some choices suit Stage 4 investigation. What's the big idea? is a well-written summary of marine biology. Practical suggestions will help students make a difference in their immediate environment, and increase their awareness with a wider perspective. Activities, a self-marking quiz, quick to load games and appealing graphics contribute to the overall attractiveness of the site. Great material will be found for the Science and Technology Units: *Cycles in our world* and *Environment matters*. Teachers of Stage 1 HSiE might also like to try the site for extension work on the Unit: *Wet and dry environments*. A. Beedles

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science & Technology K–6; Science 7–10
SCIS SUBJECTS: Marine biology
PUBLISHER: American Museum of Natural History, USA
REVIEW DATE: 09/10/06 [578.77] SCIS 1277729

Aussie bee

<http://www.zeta.org.au/~anbr/index.html>

An extensive site related to Australian native bees, this website covers native bee biology and identifies types of native bees found in each state. Articles on keeping native bees, removing them from

your house and answers to other common questions about native bees are included. The site describes the advantages of Australian native bees and the impact on the local ecology of introduced honey bees. There are links to suppliers of native bees throughout Australia and literature to purchase about the keeping of bees. As these bees are stingless, they may be of benefit to schools for environmental awareness and enterprise studies. This could be a valuable way for students to observe bees without the risk of anaphylaxis. G. Harris



USER LEVEL: Stage 4
KLA: Science; TAS
SYLLABUS: Agricultural Technology 7–10; Science 7–10
SCIS SUBJECTS: Bees
PUBLISHER: Australian Native Bee Research Centre
REVIEW DATE: 09/10/06 [595.79] SCIS 1271655

Science & nature: – prehistoric life: the evolution of man

http://www.bbc.co.uk/sn/prehistoric_life/human/human_evolution/

A detailed description of the human evolutionary path over the last three million years is the focus for this outstanding BBC website. Students and teachers completing the Biology Option: *The human story* will find the information provided very useful, particularly when covering the outcome that requires a comparison of the various hominid species. The language used is simple and material is enriched with photographs to help stimulate an understanding of the evolution of humans. Also provided are external links to related online *Horizon* articles, picture galleries on prehistoric life and relevant quizzes including spotting fake fossils and another identifying fossilised droppings. I. Mavin

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Evolution; Humankind; Prehistoric peoples
PUBLISHER: BBC, UK
REVIEW DATE: 11/06/06 [599.93] SCIS 1272541

The teachers' guide to Bright sparcs

http://www.asap.unimelb.edu.au/bvsparcs/guides/t_teachers.htm

An online database celebrating Australia's scientific heritage, this site details the work of scientists with over 3000 entries. Sections include Science units, History units, Puzzle pages, and a Suggested reading list. Science units are organised into levels. One of these develops a debate on the use of biological agents to combat a pest or disease. History units are organised by topic, including the development of an Optical munitions panel during WW1, Scientists & colonists, and the botanist Amalie Dietrich. Information sheets support the completion of crosswords and find-a-words on the Puzzle page. The guide provides a useful set of classroom activities, and ideas on ways to develop alternate tasks based on the database. S. Lockwood

USER LEVEL: Stage 4 Stage 5
KLA: HSiE; Science
SYLLABUS: History 7–10; Science 7–10
SCIS SUBJECTS: Australia – History – Problems, exercises, etc; Classroom activities; Medicine – Problems, exercises, etc; Science – Problems, exercises, etc; Technology – Problems, exercises, etc

PUBLISHER: Australian Science Archives Project
REVIEW DATE: 09/10/06 [607.6] SCIS 1276488

The body

<http://atschool.eduweb.co.uk/toftwood/bodyrunner.html>

Young learners can begin to gain an awareness of how the human body works on this site. From its main menu, users can access basic information on the heart, lungs, eyes, ears and mouth, as well as follow links to some explanations about other body parts and systems. These include the digestive system, muscles, and the effect of exercise on the heart. There are some interactive tools, allowing children to see the path that food takes through the body, and to choose the speed at which a man runs. The text is large and the language fairly simple, with key vocabulary highlighted. The site is very easy to navigate but is best suited as an introduction to PDHPE studies. This website complements the PDHPE K-6 Strand: *Growth and development*. L. Doyle

USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Human anatomy; Physiology
PUBLISHER: Toftwood Infant School, UK
REVIEW DATE: 09/10/06 [612] SCIS 1279537

The digestive system

<http://www.mnsu.edu/emuseum/biology/humananatomy/digestive/index.shtml>

The site's detailed descriptions give students information about the processes and organs involved in human digestion. Suitable for talented students who need an independent learning challenge, explanations contain many new scientific words beyond the scope of our syllabuses. Meanings of these will need researching from other sources. Some of the spelling is different and propulsion is used instead of peristalsis. Concepts are more accessible if students scan the diagrams first before locating the associated explanations. Independent learners will benefit from the site. **The digestive system** particularly supports students looking at the features of living things. D. Thompson

USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Digestion
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 09/10/06 [612.3] SCIS 1267052

Sens-ational!

<http://www.harcourtschool.com/activity/senses>

Here is an interactive website where young students can easily navigate their way through activities featuring the five senses. **Making sense** allows children to match senses with their organs; **Inside story** gives a brief explanation and diagram of how each sense works; and **Sensational Sue** lets users click and drag objects over non-visual senses to illustrate ways they can be identified without using sight. The design is visually appealing, despite using a small portion of the screen. Young students may find this tool enjoyable, however it is not very detailed and will need further resources and activities to complement it. It supports the Stage 1 Science and Technology Unit: *Sense of direction*. L. Doyle

USER LEVEL: Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K-6

SCIS SUBJECTS: Senses and sensation
PUBLISHER: Harcourt School Publishers, USA
REVIEW DATE: 09/10/06 [612.8] SCIS 1279535

Go for your life

<http://www.goforyourlife.vic.gov.au/hav/articles.nsf?open>

Straightforward and making good use of headings, this site has plenty of health information grouped into age-related tabs such as **Teenagers** and **Children and families**. Exploring Early Childhood students will find that the latter has useful information for early childhood on exercise and eating. Within each age group, topics such as **Healthy eating** and **Active living** contain numerous articles related to that age range. Articles are well written and useful for student researchers. **Tip sheets** are presented in five languages. Information on topics such as the benefits of **Walking** is not limited by the site's Victorian origin. This is a fantastic site, presenting the latest information in an appropriate style for schools. Students and teachers of PDHPE will find this site useful in many aspects of the syllabus. K. McCulloch

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: Exploring Early Childhood CEC Stage 6; PDHPE K-6; PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Community life; Diets; Exercise; Food; Health education; Nutrition; Physical fitness; Social action; Voluntary work
PUBLISHER: Victorian Govt., Australia
REVIEW DATE: 09/10/06 [613] SCIS 1233348

It's up to you!: healthy eating

http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/index.shtml

Rosie and friends take young viewers through a realistic scenario about creating a healthy lifestyle on this site. Although the target audience for the site is pre-teen, teachers should be aware that some external links present information for older students, including making healthy sexual choices. Printouts, a quiz, *Flash* animations and audio (with a lilting Irish accent), provide a lively format. Some features would lend themselves to dramatisation. Food groups and the importance of good nutrition and exercise are covered well. The site is very useful for the PDHPE Strands: *Active lifestyle*, *Personal health choices* and *Growth and development*. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Children - Nutrition
PUBLISHER: BBC, UK
REVIEW DATE: 09/10/06 [613.2083] SCIS 1277724

CRC for Australian Weed Management

http://www.weeds.crc.org.au/for_schools/index_flash.html

An extensive site related to the management of significant weeds in Australia, the resource includes links to the **Lord of the weeds** competition and the interactive game **Weeds wipeout** for secondary students. There is an explanation of the local school challenge called **Weed warriors**. For schools contains a complete upper primary unit titled **Ghastly guests** with links to state and national curricula. Sections are being developed for VET and tertiary students. A series of downloadable articles on weed identi-

fication and integrated weed management is included. Environmental awareness studies will benefit from the up-to-date information found on this website. G. Harris

USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE, Science; SciTech
SYLLABUS: HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Environmental protection; Weed control; Weeds - Australia
PUBLISHER: CRC for Australian Weed Management, Australia
REVIEW DATE: 09/10/06 [632] SCIS 1250565

Pick a pet

<http://library.thinkquest.org/J0110323/pickapet.htm>

With plenty of student input, this site provides simple and easy to understand information on how to choose the most appropriate pet for individual situations. Covering areas such as cost, food requirements and special care needs, this site brings home the real responsibilities of owning a pet for life. Within the site, students can complete word searches, animal quizzes, answer **Pet math** problems and follow a recipe to **Make dog biscuits**. Students will have no problems navigating the site and completing online poll questions on cats and dogs. Students could use this site when researching the needs of animals as pets in the Science and Technology Strand: *Living things*. M. Whitfield

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Pets
PUBLISHER: ThinkQuest, USA
REVIEW DATE: 09/10/06 [636.088] SCIS 1275822

Dog printouts

<http://www.enchantedlearning.com/subjects/mammals/dog/index.shtml>

From African wild dog to Yorkshire terrier, all types of dogs are represented on this informative website. With language levels suited to older primary school students, facts are listed for over 50 dog breeds and include details about anatomy, origins and a black and white sketch of the distinctive features of each breed. Access to printable booklets and worksheets is available to subscribers for a small annual fee. The site is colourful and easy to navigate. It could be used for studies about animals in general or for the Science and Technology Topics: *Mini-worlds* and *A change for the better*. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Dogs
PUBLISHER: Enchanted Learning, USA
REVIEW DATE: 09/10/06 [636.7] SCIS 1278928

Office ergonomic guidelines

http://www.usyd.edu.au/ohs/ohs_manual/ergonomics/ergoguide.shtml

Aspects of occupational health and safety issues are covered on this comprehensive and efficiently laid out site. The table of contents leads the user to general information on office ergonomics and office equipment set-up. Some choices relate to the specific

workplace of Sydney University, and others, such as **General office environment** and the **Office ergonomic checklist**, have a wider application. Guidelines fall under NSW legislation and are therefore relevant to the Business Services syllabus. The website, while referring to OH&S situations within the Sydney University workplace, gives students of this course a valuable overview of workplace injury regulations and management in a real setting. It can be used as an interesting case study for the Unit of competency: *Participate in workplace safety procedures*. P. Passmore

USER LEVEL: Stage 6
KLA: VET
SYLLABUS: Business Services Curriculum Framework Stage 6
SCIS SUBJECTS: Ergonomics; Industrial health and safety; Office equipment - Environmental aspects; Offices - Design and construction; Offices - Environmental aspects; Offices - Safety measures; Work - Environmental aspects
PUBLISHER: University of Sydney, Australia
REVIEW DATE: 09/10/06 [651.3028] SCIS 1279541

Dance mat typing

<http://www.bbc.co.uk/schools/typing>

Amusing animal characters with funky voices will lead typing novices through four levels and 12 stages of keyboard exercises on this entertaining website. Each stage covers a different range of keys on the keyboard. Drill exercises will engage students, who can crush cans, chew apples, eat snails or perform some other entertaining scoring method as a reward for successful completion of each group of typing tasks. *Flash* and non-*Flash* versions are available, as well as **Worksheets** for further typing practise offline. Students can log in, keep their score, and try to make the **Scoreboard**. ICT skills across all subjects would be enhanced by the use of this resource. R. Parnis



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
SCIS SUBJECTS: Typing - Computer-assisted instruction; Typing - Problems, exercises, etc
PUBLISHER: BBC, England
REVIEW DATE: 09/10/06 [652.3] SCIS 1272491

Yellow Pages business ideas grants

<http://about.sensis.com.au/big>

The business ideas program is designed to provide encouragement, recognition and rewards to small businesses and entrepreneurs by rewarding innovation. Users can read about winners of business ideas grants from 2001 to 2005. Winners and innovators for each year are displayed with an outline of the business idea that was successful in winning the award. While the grants program did not operate for 2006, students will find a wealth of ideas from earlier years with vastly different innovations. Students will certainly find examples to help them decide on a business idea. There is an excellent **Search** facility that leads to useful links about business topics. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Planning
PUBLISHER: Sensis, Australia
REVIEW DATE: 09/10/06 [658.4] SCIS 1275144

Mind Tools— excellent skills for an excellent career

http://www.mindtools.com/pages/article/newTMC_05.htm

SWOT analysis is such an important component of developing a business plan that it is worth going outside the standard text book explanations and illustrations for something more original. There is a mass of free material for students and teachers on this excellent site. The SWOT method is explained and easy instructions will set up downloadable, free worksheets as well as practical advice on how to use them. **Help** contains illustrative examples and opportunities to move on to much more complex problem-solving skills such as situational analysis, project planning and cash flow forecasting. Navigation bars access areas of business management including **Leadership skills**, **Problem solving** and **Information skills**. The **Leadership skills** selection provides several excellent articles as well as examples of leadership excellence in downloadable PDF format. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Management; Planning; Problem solving
PUBLISHER: Mind Tools, USA
REVIEW DATE: 09/10/06 [658.4] SCIS 1275133

The small business resource

<http://www.villagemall.com.au/content/smallbus/index.htm>

Resources on this comprehensive site are listed under **Entrepreneurship**, **Management**, **Feasibility study**, **Profit planning**, **Marketing** and **Expenses**. Sub-headings and explanations make this site both useful and user-friendly, providing a highly suitable approach for answering typical HSC examination questions. Free resources, available to assist Australian small business operators, are an invaluable help in the Business Studies Topics: *Nature of business*, *Key business functions* and *Business management and change*. As an example, in **How to cut your expenses**, teachers will find a clear-cut explanation of possible alternative approaches with a practical illustration of retailer Carl Jones. Opportunities to examine effective management techniques in developing a profit plan, starting or buying a business and using marketing programs are included. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Planning; Small business management
PUBLISHER: VillageMall, Australia
REVIEW DATE: 09/10/06 [658.4] SCIS 1275153

A lifetime of colour:- create art

<http://www.sanford-artedventures.com/create/create.html>

Students will discover endless art making and studying possibilities as they explore this site. Whether revamping an old, favourite activity or finding something new, the step-by-step instructions will ensure success with a class. Each activity lists required materials and gives a clear description of its purpose, with some tasks including artworks to highlight the concept. The text is written in simple terms, making it easy for students to understand. **Teach art**, **Play art games** and **Study art** provide extra resources for the art teacher and student alike. Primary teachers will especially find something of use from this website. N. French

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS: Art; Artists
PUBLISHER: Sanford, USA
REVIEW DATE: 09/10/06 [700] SCIS 1272654

ArtLex art dictionary

<http://artlex.com/>

If teachers have ever been lost for words to describe the meaning of a term to students, *ArtLex* is the most comprehensive online art dictionary to refer to. Definitions for over 3600 terms used for discussing art and visual culture make it quick and easy to find information. Art periods, techniques and general art terminology are included. For each entry there is a short description, pronunciation guide and examples of usage, related artworks and terms. Key terms are all cross-referenced and links are provided to other relevant sites. This is an excellent reference site for teachers and an interactive way to introduce art history and terms. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS: Art - Dictionaries
PUBLISHER: M. Delahun, USA
REVIEW DATE: 09/10/06 [703] SCIS 1272644

YMDI

<http://www.ymdi.org/index.php>

An exceptional tool for young media producers, this site will have particular appeal to students making films. Read **About** first to see the site's brief, plus some useful ideas on how to use the site. There is little theory here, although students can read interesting news and comments about recent events. There is also little about actual filming, as this practical resource concentrates on distribution knowledge. Students will gain much from a look at media practicalities in **Instructors**. These structured lessons, templates and worksheets in media production are an outstanding resource for aspiring film makers. The **Toolkit** covers distribution and the reality of reaching an audience. **Talk** is a contemporary and valuable database of ideas, plus work opportunities, events, festivals and contests. In **Media**, students can investigate a linked website and view short feature films with the maker's analysis. **Film data** helpfully shows what audience is appropriate for these films. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: English Stage 6; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Arts - Marketing; Audiovisual materials; Mass media
PUBLISHER: YMDI, USA
REVIEW DATE: 09/10/06 [706.8] SCIS 1276744

Kidzart.org

<http://www.kidzart.org>

Awash with useful ideas to inspire the creativity in young students, this website offers a variety of simple painting, drawing, clay and digital tasks for class and individual experimentation. Some activities include step-by-step written or sequential photographic

instructions, while others only show examples of completed works. There are plenty of interesting student made examples. The digital tasks are especially intriguing, and material includes some theory about children and digital art. Detailed instructions are not provided for *Photoshop* tasks, but the basic features of this software can be explored in the **Photoshop crash course**. Ideas presented on this site could easily be adapted and developed to suit the Creative Arts syllabus. N. French

USER LEVEL: Stage 1 Stage 2
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Art- Study and teaching; Children as artists
PUBLISHER: Kidzart.org, USA
REVIEW DATE: 09/10/06 [707] SCIS 1277605

The art in cARTooning

<http://library.thinkquest.org/TQ0312495>

Written by American students, this entertaining and interactive site is an ideal introduction to cartooning. Creating simple cartoons becomes achievable for all skill levels, and the site encourages students to develop their own characters and comic strip. **Mechanics** breaks down the basics of cartoon construction. **Colouring**, comic types and speech bubbles are described with simple written text and relevant examples. **Cartoonists** provides concise information on five famous cartoonists, including Jim Davis and Walt Disney, and this would be a good starting point for a teacher developed research task. The **Quiz** allows students to test their comprehension of the content provided on this site. N. French

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS: Cartoonists - Biography; Cartoons and caricatures
PUBLISHER: ThinkQuest, USA
REVIEW DATE: 09/10/06 [741.5] SCIS 1277623

Re-take: contemporary Aboriginal & Torres Strait Islander photography

<http://www.nga.gov.au/Retake/Retake.htm>

Aboriginal photographers form the subject matter of this small site. More than a dozen photographers are featured and site material includes interesting information about the photographers' lives and artistic practice. Information is simply written and simply displayed. Some artists have an audio link where the artists talk about their work, and the **Gallery** provides six documentary photographs which include a short statement describing the event taking place. **Interviews** is a short piece about Ricky Maynard. This would be an interesting site for senior photography students to view, as it shows Aboriginal culture from a non-Anglo-Saxon perspective. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Aboriginal peoples in art; Art, Aboriginal; Art, Torres Strait Islander; Photography - Collections
PUBLISHER: National Gallery of Australia
REVIEW DATE: 09/10/06 [770.994] SCIS 1277635

Adventure photography tips

<http://www.nationalgeographic.com/paththeadventure/phototips/>

Students can develop their photographic skills using the skilful advice from *National Geographic* photographers on this site. The homepage outlines a range of techniques for creating visually interesting photographs. Photographs have specific data, and the written text provides detailed technical information on the shutter speeds and settings needed to achieve images of this style, with photographs highlighting the effects that different settings play on the same image. The site would be an effective way to highlight the importance of photography's technical aspects to students. There are some great articles submitted on the photographer's adventures to get these images, and these provide interesting information on the artist's practice. This site will motivate students to get out and capture their environment. The field notes and images from the **Photo gallery: Australian adventure** is well worth a look. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Photography
PUBLISHER: Nationalgeographic.com, USA
REVIEW DATE: 09/10/06 [771] SCIS 1277641

Virtual studio sequencer

<http://www.bbc.co.uk/radio1/onemusic/studio/sequencer.shtml>

Students can use the *Shockwave* sequencer on this site to organise colourful sound blocks into compositions by dragging them into a rhythm grid. Particularly suited to creating dance grooves, the sequencer provides a selection of sounds named **Bass**, **Drums**, **FX**, **Short synths** and **Melody**. Students drag sounds onto the grid and experiment with looping, panning and repeating ideas. The resource offers a hands-on learning experience in composing. It will engage students with musical concepts as they select electronic tone colours and arrange them by varying dynamics, structure, duration, pitch and tempo. In **Mixer**, students can remix genres and find useful information about how to get into music and develop musical talents. The site is a comprehensive introduction to composing using electronic beats. M. Bradley

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Music 7-10
SCIS SUBJECTS: Composition (Music); Computers in music; Electronic music
PUBLISHER: BBC Radio 1, UK
REVIEW DATE: 09/10/06 [781.3] SCIS 1277767

Diaspora

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

Diaspora World Beat, initially a local quarterly, is now online on this site. Basically a portal for contemporary world music, the site allows students to investigate styles in **Blues corner**, **World electronica**, and **Indigenous/folk**. National selections include music from Africa, Spain, India, and the Caribbean. The site has articles on **Feature artists**, a list of **Music festivals**, photographs, concert reviews, contacts for tuition in global styles, and media and radio guides. The local perspective is strongly depicted, with **Local flavour** and multiple **Aussie links**



being useful for student research into the Music 7–10 mandatory Topic: *Australian music*. The site also supports the study of *Popular music* and *Music of a culture* in Music syllabuses. As a resource for musicology, it is a balanced description of international and local artists, releases and events. M. Bradley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Folk music; Music – Ethnology; World music
PUBLISHER: Diaspora World Beat, Australia
REVIEW DATE: 09/10/06 [781.62] SCIS 127774

Manikay.com: for the promotion and enjoyment of traditional Arnhem Land music

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

A comprehensive database focusing on the traditional music of Arnhem Land, this site is a rich audio resource for students investigating Aboriginal music. The discography search engine provides access to some rare and out of print pioneering recordings, such as *Arnhem Land: authentic Australian Aboriginal songs and dances*, collected by Elkin, and recordings by LaMont West, Sandra Le Brun Holmes, T. Jones, Lester & Betty Hiatt, and Alice Moyle. Track title, duration and description of performer, location and instrumentation are included. *Didjeridu and traditional music of the top end* includes Moyle's notation system, glossary, references and bibliography for further reading. **Audio recordings** has an alphabetical list of resources, including online recordings, and cultural and music information. The **Art of the didjeridu** has audio instructions for playing. This is an exceptionally well-resourced site for the Music Stage 6 Topic: *Australian music*, and it is definitely worth investigation by teachers looking for some audio input to Aboriginal studies across KLAs. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7–10; Creative Arts K–6; HSIE K–6; Music 7–10; Music Stage 6
SCIS SUBJECTS: Arnhem Land; Music, Aboriginal; Music, Australian
PUBLISHER: Manikay.com, Australia
REVIEW DATE: 09/10/06 [781.62] SCIS 1275848

On location audio features

<http://www.bbc.co.uk/radio3/worldmusic/onlocation/index.shtml>

BBC reporters' investigations and recordings of the music from over 30 countries are depicted on this interesting world music website. Short but entertaining descriptions of the visit, the place, and the recording process accompany interviews with musicians and online performances. The interviews are archived in audio format, requiring *RealPlayer*, and the quality of the recorded music examples is excellent. The programs vary in length, up to 55 minutes, with a written introduction which sometimes contains a music playlist. Useful links will allow students to further explore music of particular countries or regions. The site is a valuable resource for Music syllabuses, particularly for the study of music in a variety of cultural and social contexts. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Folk music; World music
PUBLISHER: BBC Radio, UK
REVIEW DATE: 09/10/06 [781.62] SCIS 1275840

Listen!: World Music Network

<http://www.worldmusic.net/listen>

A wide range of music from across the world is featured here in a variety of media, including **Rough Guide radio**, MP3 files, videos, and podcasts from the network. Site users can download audio and video files of interviews and performances by artists. Music styles represented here include African, Asian, Middle Eastern, European, Latin American, Caribbean, North American, and music from Pacific nations. Learning experiences can be developed by listening to short audio samples of styles and artists, or by viewing and listening to video footage of performances. Site content supports the study of *Music of a culture* in Music syllabuses. The broad selection of material provides an insight into world music and could be a springboard for developing ideas in composition and musicology. M. Bradley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Folk songs; World music
PUBLISHER: World Music Network, UK
REVIEW DATE: 09/10/06 [782.42] SCIS 1277784

New Zealand folk song

<http://folksong.org.nz>

Laden with songs, images and **Songbooks**, this site will intrigue teachers of Music. **Maori songs** are listed alphabetically, and each one is treated comprehensively. A range of other songs, such as schoolyard adaptations, NZ *sea shanties* and NZ *Celtic* will entertain and inform students and teachers. Maori lyrics have English translations, and in most cases there is a printable version of the sheet music, sometimes showing changes over time. MP3 sound clips have renditions of a song by several performers, and MIDI files of current and earlier treatments of a song are also provided. Details of song origins include maps, discography, bibliography, spelling and pronunciation. Song and dance styles including the haka, the poi, stick game songs and action songs are explained and some are demonstrated in video footage. The site is large and material is sometimes buried. It is well worth a look by teachers. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Folk songs, New Zealand; Music, New Zealand; Songs, Maori
PUBLISHER: J. Archer, NZ
REVIEW DATE: 09/10/06 [782.42162] SCIS 1275853

Pixar feature films

<http://www.pixar.com/featurefilms/index.html>

Some of the most loved contemporary animated feature films: *Cars*, *Toy story*, *A bug's life*, *The Incredibles*, and *Finding Nemo*, are briefly analysed on this site. A valuable adjunct to film studies, the site is colourful and easily navigable, helping students to discover the inspiration behind the films. **How we do it** is a step-by-step explanation of the process involved in creating these films. The resource considers the written text, the creation of storyboards, the building of characters, and sets and voices. There are downloadable trailers for the feature films, and a series of animated **Short films** can be purchased as downloads. Understanding and appreciating the creative process behind these films will enable students to discuss

and critique audiovisual texts with more knowledge and greater confidence. C. Sly

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; English
SYLLABUS: English K–6; English 7–10; Photographic & Digital Media 7–10
SCIS SUBJECTS: Film animation
PUBLISHER: Pixar, USA
REVIEW DATE: 09/10/06 [791.43] SCIS 1278350

The Improv page

<http://improvcomedy.org/index.html>

Presented as a clearinghouse for information about improvisational theatre, this is an exciting site for Drama teachers and students. It explains the nature, uses and history of improvisation in the theatrical context. Site users following the many links will find extensive information regarding improvisational theatre games, exercises, and actor biographies. One useful link is **A glossary of improv terms** that enables students and teachers to become familiar with the metalanguage of improvisational drama. The site supports Drama 7–10 *Performing outcomes*, and the **Improv hall of fame** and **Improv performers** also support *Appreciating outcomes*. Drama Stage 6 students learning the skill of improvisation will also find the site useful. A thoughtfully presented and carefully maintained site, it is well worth spending a little time perusing its contents. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Drama 7–10; Drama Stage 6
SCIS SUBJECTS: Improvisation (Acting)
PUBLISHER: B. Roehl, USA
REVIEW DATE: 09/10/06 [792] SCIS 1058416

TheatreCrafts.com

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

Aiming to be the best practical Internet resource for technical theatre techniques, this site is well on the way to achieving its goal. The site is still under construction, but there is a good deal of accessible information and the promise of more to come. Its wide range of linked categories includes **Make-up**, **Props**, **Rigging**, **Sound**, **Stage management**, **Wardrobe** and **Lighting**. Content is broad. **Lighting**, for example, has Brecht's poem *The lighting* and information on colour, angles, design, and physics. Access to an extensive **Glossary of technical theatre terms** can be found in **Beginners/amateur**. Drama teachers will find it worth spending time familiarising themselves with this site as it has the potential to become a frequently consulted online resource. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Drama 7–10; Drama Stage 6
SCIS SUBJECTS: Theatre – Production and direction
PUBLISHER: University of Exeter, Drama Dept., England
REVIEW DATE: 09/10/06 [792.02] SCIS 1278355

Critical lenses: literary criticism

<http://www.teachingliterature.org/teachingliterature/criticism.htm>

This terrific site has a huge number of links to sites about literary theory and criticism. Arranged in a linear collection of headings,

the site's simple layout aids investigation of its intriguing and complex material. The site looks at the major theories, including structuralism, postmodernism, New Criticism, and reader-response criticism, as well as a wide range of literary areas such as multicultural/world literature, young adult literature, and genre studies. The site has WebQuests which apply critical perspectives to *Frankenstein*, *Heart of darkness*, and **The last moments of Lady Macbeth**. Some WebQuests involve historical topics, such as **Effects of the industrial revolution**. Teachers investigating this site will come up with some fabulous material and ideas for classroom work on literary criticism. It will be especially useful to teachers and students of the English Stage 6: *Extension 1* Module: *Texts and ways of thinking*. H. Cobban

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6: *Extension 1*; Modern History Stage 6
SCIS SUBJECTS: Criticism
PUBLISHER: www.teachingliterature.org, USA
REVIEW DATE: 09/10/06 [801] SCIS 1272032

Interactive poetry forms

<http://ettcweb.lrk12.nj.us/forms/newpoem.htm>

More complex and helpful than a simple set of poetry templates, these user friendly poetic activities will have strong appeal for students. Young poets complete the forms online, creating a poem which they can then print without the grid formatting. The helping hand offered by the site varies from the simple drop down menus in **I once knew**, to poems with detailed instructions but no template, such as **Some of my best friends are metaphors**. Many poems have an example, and students can learn about **Rhyme**, syllables, poetry forms, writing, and grammar on the site. Teachers may find the sidebar listing of poem titles more helpful than the site's grouping of poems under headings. **Lesson plan ideas** contains teacher supplied paragraphs discussing the site's usefulness in classrooms. The site's material is particularly useful to support lessons on identity and the environment. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K–6; English 7–10; HSIE K–6
SCIS SUBJECTS: Poetry; Writing (Authorship)
PUBLISHER: Educational Technology Training Center of Burlington County, USA
REVIEW DATE: 09/10/06 [808.1] SCIS 1271985

Shakespeare Globe Centre Australia

<http://www.edsw.usyd.edu.au/sites/sgca/main.shtml>

An exceptional resource for tracking student activities and teacher professional development in NSW Shakespearean events, this site has much to offer English and Creative Arts faculties. This organisation runs **The Shakespeare Youth Festival**, which promotes ideas sharing and a process based approach to student play building. The site has extensive information and guidelines on the festival's activities, including script writing, set construction, and photography. Site material is mainly NSW oriented, with information about **HSC day**, an international connection in **Shakespeare in cyberspace**, and the annual performance of a play on the English syllabus. The site is a fine professional tool for teachers planning Shakespearean activities, including attendances at festivals, workshops, performances, and conferences. It allows teachers to stay up-to-date with contemporary developments in teaching Shakespeare. C. Thomas

resources

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10; English Stage 6; Music Stage 6; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: English drama – Study and teaching
PUBLISHER: University of Sydney, Australia
REVIEW DATE: 09/10/06 [822.3] SCIS 1271980

What's in a name?: Australia's geographical names

<http://www.icsm.gov.au/icsm/cgna/lesson/index.html>

A simple yet quirky resource, this website allows students to consider how places are named. Highlights include a short film hosted by Ernie Dingo explaining how places in Australia are officially named, and how our changing culture is reflected in these names. Resources are provided for teachers, including notes, sample lessons and links to related sites. The **Students section** is interesting and useful, and it has a series of activities that can be undertaken independently or with support. Many of these activities will assist in improving Internet search skills, and the site's layout efficiently supports student use. The site is particularly relevant to the HSIE K-6 Strands: *Change and continuity* and *Cultures*. A. Byron

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia – Gazetteers; Cities and towns – Australia; Names, Geographical – Australia
PUBLISHER: CGNA, Australia
REVIEW DATE: 09/10/06 [919.4] SCIS 1275507

Egyptomania

<http://www.clevelandart.org/kids/egypt/index.html>

Mummies are the primary focus of this easily navigated introduction to aspects of ancient Egypt. **Find out** touches on daily life in a Q&A format. Practical activities include an interactive **Egypt quiz**, and, in **Art**, colouring sheets and simple instructions will help students make a Medusa mask, a pharaoh's death mask, and an armour helmet. **Egyptian highlights** would lend itself to archaeological source work, while **Egyptomania animals** provides an insight into animals extant in ancient Egypt, and their associated roles in religion and society. This site provides an entertaining, simple and interactive avenue for the History 7-10 Topic: *Societies and civilisations of the past*. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; History 7-10
SCIS SUBJECTS: Egypt – History – To 332 B.C.; Egypt – Social life and customs – To 332 B.C.; Mummies
PUBLISHER: Cleveland Museum of Art, USA
REVIEW DATE: 09/10/06 [932] SCIS 1273829

Kokoda Track Memorial Walkway

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

These simply constructed pages provide an overview of the 800 metre long Kokoda Track Memorial Walkway in Sydney's inner west. Walkway information is found in **Overview**, **Schools**, and **Community**, and the latter describes features of information stations which represent important points on **The Kokoda Track**. The site goes beyond walkway data, and through photographs and

stories, students are guided through the various wartime offensives, allowing them to empathise with the experiences of Australian soldiers on the Kokoda Track. The **Oral histories** are excellent downloadable resources. This website could suit a virtual site study of the WW1 site, and it is an excellent resource for a site study visit to the memorial walkway. D. Giorgi



USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Excursions; Kokoda Trail Campaign, 1942; Monuments; Soldiers – Australia – Autobiography
PUBLISHER: Kokoda Track Memorial Walkway, Australia
REVIEW DATE: 09/10/06 [940.54] SCIS 1280120

First nations seeker: directory of North American Indian portal websites

<http://www.firstnationsseeker.ca/>

A collation of links to websites of Native American communities and organisations, this resource will be invaluable to teachers of Aboriginal Studies. The nations are grouped linguistically, with menus for tribes within each of the nations. Link pages also provide some background to each tribe, and data on current population numbers. With hundreds of links available, teachers may wish to specify particular sites for students to access. Of particular use in preparing for the comparative study in both the Preliminary and HSC Aboriginal Studies courses, this resource will be a great time saver for teachers. The site also has useful information for the study of North America in the History 7-10 Topic: *Aboriginal and indigenous peoples, colonisation and contact history*. A. Byron

USER LEVEL: Stage 4 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History 7-10
SCIS SUBJECTS: North American Indians
PUBLISHER: B.A. Strome, Canada
REVIEW DATE: 09/10/06 [970.004] SCIS 1275519

About New Zealand

<http://www.govt.nz/aboutnz>

A comprehensive site on all aspects of life in New Zealand, this resource is possibly the best NZ website for NSW schools. It is a most useful tool for student researchers. Information is displayed as a very easy to navigate directory of annotated websites, leading to interesting and detailed pages which make good use of Q&A. The site is extremely easy to navigate, but it is large, making the search facility a very useful tool in directing students to the exact information required. **About NZ** is also a good place to begin research. This site is particularly useful for the Legal Studies Optional Focus Study: *Indigenous peoples*, the Society and Culture Content: *A cross cultural comparison*, and the Geography Focus Area: *Australia's neighbours*. The site's material is also well worth investigation by teachers of HSIE K-6. P. Passmore

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6; Legal Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: New Zealand
PUBLISHER: New Zealand Govt., NZ
REVIEW DATE: 09/10/06 [993] SCIS 1279543

The navigators

<http://abc.net.au/navigators/>

Focusing on the early exploration of Australia by Europeans, in particular the circumnavigation of the Australian coastline by Matthew Flinders and his encounter with the French explorer Nicolas Baudin, this is an extremely useful and easy to use site. Within **Captains**, students can read extracts from Flinders' journal describing his encounters with Aboriginals. Visually appealing, the site has an interesting historical narrative, including, in **Naturalists**, the role of Ferdinand Bauer, who drew the first European depiction of a koala. **Ships** has a terrific **Interactive tour**. Artefacts, such as **Maps**, are shown, along with interesting teaching and learning activities in **School projects**, and a helpful **Glossary**. The site is particularly useful for Electives in Stage 5 History, and some material suits teacher investigation for HSIE K-6 outcomes involving *Significant events and people*. D. Giorgi

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6
SCIS SUBJECTS: Australia – Discovery and exploration; Baudin, Nicolas; Explorers, French; Flinders, Matthew
PUBLISHER: ABC, Australia
REVIEW DATE: 09/10/06 [994.02] SCIS 1104020

Professional resources

Resources are in Dewey order.

The Horn Book Inc.: publications about books for children and young adults

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

Material from the **Horn Book Guide** and **Magazine** can be accessed on this site. The former is reviews of books for children and young adults, the latter publishes reviews and commentary on children's literature. The site has many ideas about fiction for young readers and how it can be introduced into the classroom. The magazine's archival material provides **Reviews** and **Articles**, and discussion of current issues in children's fiction. The March/April 2006 issue has an interesting article on Meme McDonald and Boori Monty Pryor: *Stories to make mountains start breathing*. In **Teacher & parents**, users can access lists of recommended texts and classic texts. Reviews of recent films based on children's books are also of interest. More esoteric in nature than some sites on children's fiction, and with fewer direct classroom links, the site has an appealingly academic yet accessible tone. H. Cobban

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10; English Stage 6
SCIS SUBJECTS: Books and reading; Literary prizes; Teaching – Aids and devices
PUBLISHER: Horn Book Inc., USA
REVIEW DATE: 09/10/06 [028.5] SCIS 1141542

Bolinda

<http://www.bolinda.com>

An online bookstore for videos, multimedia resources, audio and large print books, this site is useful for schools in that many audio titles have a short excerpt available as an MP3 file. This may be useful as a selection tool for teachers and teacher-librarians, and as an alternative way of reading excerpts to students. The site discusses how schools could use the resources, and it presents some options which are educationally sound and unusual. Files are temporarily downloaded to a media player such as *Quicktime* for use on school computers, or for synchronisation to an iPod. **Teachers's notes** are simply reproductions from the publishers, but in **Product description**, teachers will find an interesting article on an American school's use of audio books to successfully teach a second language. B. Smith

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Publishers and publishing
PUBLISHER: Bolinda, Australia
REVIEW DATE: 09/10/06 [070.50994] SCIS 1282629

Conflict Resolution Network

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

Schools considering running a peer mediation program will find this site to be an excellent reference. Site content is annotated on the home page, allowing teachers to quickly judge the usefulness of the resource. Online training materials are excellent and include an explanation of the 12 skills for conflict resolution, a conflict resolution checklist, and the **Conflict resolution game**. The **Fighting fair guide** is a quick and simple way to teach conflict resolution which could easily be simplified for primary school. **Unemployment** is an apolitical look at the right to work and working for peace, with some background information on unions. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Communication; Conflict management; Human relations; Negotiating skills
PUBLISHER: Conflict Resolution Network, Australia
REVIEW DATE: 09/10/06 [303.6] SCIS 1277576

Www.theory.org.uk

<http://www.theory.org.uk/>

Professionally developed and packed with interesting information on popular culture and the media, this site will best suit preliminary teacher investigation given its linguistic structure, and material on sexuality and gender identity. Research is aided by a clear and efficient layout which uses images and annotated selections. **Main resources** has some identified *Wikipedia* material, but its mostly unique content provides many articles and insightful comment on media and culture. In the **ArtLab**, the **Visual studies interview** is a useful resource on the creative making of things and reflection on that process, and **A drawing a day** is also useful for modelling the process of making and thinking about art. **Visit selected links** and **Books & extras** will take teachers to an extensive virtual library of valuable material, and this could be well worth investigation for those undertaking professional development in media theory. C. Thomas

USER LEVEL: Professional

KLA: CA; English; HSIE
SYLLABUS: English Stage 6: *Extension 1; Extension 2; Society & Culture Stage 6; Visual Arts Stage 6*
SCIS SUBJECTS: Popular culture; Sexism in mass media
PUBLISHER: D.Gauntlette, UK
REVIEW DATE: 09/10/06 [305.3] SCIS 1206335

RUSHTON, Sharon

Pet or pest?

Curriculum Corporation, 2006
 ISBN 1863666850 [363.7]

ABSTRACT

This fully reproducible resource focuses on developing an awareness of the environmental implications of introduced species of plants and animals for the Australian environment. An ongoing fictional scenario gives context to activities, fostering observation, investigation, collection, recording and classification of data. Material includes food chains, bush foods, chemical, natural, biological and physical control methods. Also included are activities to support planning and production of an environmental impact study and research paper. The associated safety issues are considered. Background facts as well as book and Internet research activities are provided. Scientific method and responsible, informed citizenship are fostered. Professional applications for biological science and scientists are emphasised.



USER LEVEL: Professional
KLA: Science; SciTech
SYLLABUS: Science 7–10; Science & Technology K–6
 Paper \$34.95 SCIS 1231580

BOWKETT, Stephen

100 ideas for teaching thinking skills

Continuum, 2006
 ISBN 0826484794 [370.15]

Teaching thinking is receiving increased interest from teachers as they implement pedagogy combining a subject's content knowledge with ways of knowing and learning. This quick reference includes a range of thinking activities that are explicit about what and how students are learning. The presentation of each idea involves a short summary of the theory regarding making thinking explicit and the benefits for student learning, and a set of activities for use in the classroom. The activities are practical and workable for all KLAs, with some adjustment for Stage levels. The *Quality Teaching* elements of cultural background and cultural knowledge should be specifically addressed in using these activities. F. Plummer



USER LEVEL: Professional
 Paper \$19.95 SCIS 1265656

All prices in the availability statement include GST.

Teaching.mrbelshaw.co.uk: the teaching blog of Doug Belshaw

<http://teaching.mrbelshaw.co.uk>

Belshaw's website has some excellent resources for teachers in all KLAs, including articles, links to general and specific teacher resources, philosophies and classroom strategies. These are mainly in the Archives, which can be searched chronologically, by keyword, or by popularity. Within Archives, Programs contains several free software programs such as Nvu for web authoring. The archived item **Best teacher's TV programs** is a UK educational initiative which has seven professional development shows that can be viewed online. Resources is a catalogue of audio and animation, with colourful text files for school use. Guides is particularly good as it contains clear and concise practical instructions, suitable for the school context, on the use of Firefox, Google Earth and Movie Maker, plus how to create a blog and the uses and creation of a podcast. P. Conroy

USER LEVEL: Professional
SCIS SUBJECTS: Teaching; Weblogs
PUBLISHER: D. Belshaw, UK
REVIEW DATE: 09/10/06 [371.1] SCIS 1273713

BERNE, Sue

Beat the bully! [game]

S. Berne, 2004
 ISBN none [371.5]

The object of this board game is to teach different ways of dealing with bullying and other relationship problems, and to identify students' strengths. It is a good teaching device. Players roll a dice and take a card of the same colour as the square on which they land. Pink cards teach about dealing with bullying, blue cards identify one's strengths, yellow cards teach friendship skills and green cards teach assertiveness. The game could be very useful for a school counsellor and to support teacher initiatives into behaviour modification. Because the cards have text without illustrations it is unlikely that students will become involved unless a teacher encourages them and initially plays the game with them. A. Soutter

USER LEVEL: Stage 2 Stage 3 Professional
 \$49.50 (available from <http://www.SueBerneCounselling.com.au>) SCIS 12341243

Literacy benchmarks: Years 3, 5 & 7: writing, spelling and reading: with professional elaboration

<http://online.curriculum.edu.au/litbench/default.asp>

ABSTRACT

These national Benchmarks are the minimum standards in literacy for these Year levels as agreed by governments across Australia. They are summaries of student achievement written so as to be understood by the general community. The Professional elaboration section of the site amplifies the benchmarks. It provides more detailed descriptions of student achievement at the minimum standard. The descriptions of minimum acceptable achievement are supported by student work Examples and other materials in the areas of reading, spelling, and writing. Samples of student work clarify and illustrate descriptions of student achievement at each standard. These illustrative materials show achievement at the minimum acceptable standard, not above it or below it. In each case, a commentary explains the salient features of student performance.

USER LEVEL: Community Professional
SCIS SUBJECTS: English language – Spelling– Testing; Literacy – Study and teaching; Literacy – Testing; Reading – Testing; Student assessment; Writing (Authorship) – Testing
PUBLISHER: Curriculum Corporation, Australia
REVIEW DATE: 09/10/06 [428.0076] SCIS 1281131

LibriVox

<http://www.librivox.org>

Literature lovers will find this website to be a gem of a resource. Books, short works, poetry, historical texts, and works in other languages are recorded by volunteers for release via podcast. The LibriVox catalogue has an alphabetical list of titles with useful subheadings such as Children's literature. The site does not allow searching by title or author, but a scroll through titles is a pleasant way to see what is available. Titles are older books in the public domain and material includes a large number of poems. There is general information on podcasting, and downloading the free podcasting receiver allows a work to be used in classrooms, bearing in mind Australian copyright law. Site subscribers can request an RSS feed for new additions to the library. B. Smith

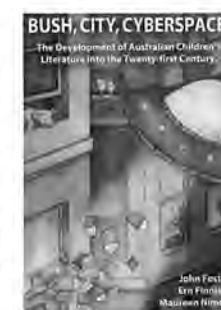
USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Literature – Collections
PUBLISHER: LibriVox, USA
REVIEW DATE: 09/10/06 [808.8] SCIS 1282628

FOSTER, J. & FINNIS, E. & NIMON, M.

Bush, city, cyberspace: the development of Australian children's literature into the twenty-first century

Centre for Information Studies, Charles Sturt University, 2005
 ISBN 1876938781 [820.9]

The rich tradition of Australian literature for children and young people is explored in a comprehensive manner in this exceptional resource. Topics ranging from the origins of the nation's literary tradition to the place of popular fiction in a digital age are covered in concise and readable academic language. Chapters focus on novels, poetry and picture books, and are interspersed with numerous extracts exemplifying various genres, themes and issues. The text will have particular appeal for English teachers contemplating professional development in a related area of study. Readers will enjoy dipping into this impressive resource. H. Gardiner



USER LEVEL: Professional
 Paper \$68.75 SCIS 1248911

SCIS Reviewing Team

DET classroom teachers with expertise in any of the HSC and/or new Years 7–10 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: michele.busch@det.nsw.edu.au

Literacy and Numeracy resources

The NSW Literacy and Numeracy Plans underpin 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 Plans.

LA MARCA, Susan & MACINTYRE, Pam

Knowing readers: unlocking the pleasures of reading

SLAV, 2006
 ISBN 090997831X [028.5]

ABSTRACT

The first section of this book, **Connecting with theory**, covers the intrinsic value of reading to engage readers and build relationships and reading places. The second section, **Connecting with readers**, describes 13 books in detail, covering reading for pleasure, information and visual reading. Most texts referred to are recent publications. This section also looks at approaches to reading responses and thematic frameworks. The third section, **Connecting with resources**, deals with Internet and print resources with an extensive reference and further reading list. Quotations from texts and researchers provide an anecdotal style. The book's introduction is written by Margo Lanagan, and Paul Jennings comments on testing reading ability.

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
 Paper \$75.00 SCIS 1234788

LUDWIG, Christine & HOLM, Suzette

What's hot!: a way in to teaching critical literacies in the middle years

Curriculum Corp., 2006
 ISBN 1863667040 [428.007]

ABSTRACT

Critical literacy is a strategy that enables students to engage in learning through a community approach to literacy, by expanding

resources

students' social horizons and responding to their increasing challenges and responsibilities. This resource deals with literacy learners as code breakers, text participants, text users and text analysts. Its chapters are: **Teen magazines: what's hot, what's cool and what's not;** **Discourses: living for food, food for life;** **News reports: not the news?;** **Fantasy: making the visible invisible;** and **Soap opera: everybody gets with each other.** Through these texts, students identify the purpose of the text and how the text relates to the wider community. They then analyse the relevance to their lives.

USER LEVEL: Professional
KLA: English; TAS
SYLLABUS: English K-6; English 7-10; Food Technology 7-10
 Paper \$39.95 SCIS 1224059

Words rock! [electronic resource]

EdAlive, 2005
 ISBN none [428.0076]

Correlated with NSW outcomes, easy to install and easy to navigate, this CD-ROM uses a game to teach literacy skills. Similar to *Battleship* and featuring slugs and a slug buster, the game can be played by 1-4 students at 12 levels, from K-10. The game uses a variety of question types, and it has a focus on spelling, vocabulary, punctuation, and grammar. A variety of actions are needed to answer the questions, and some of these are more engaging than others. Playing the game is time consuming, and skills are not developed in context via this resource. M. Davis

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 \$99.95 SCIS 1250888

Writing better stories

/ edited by Kathy Prokhovnik. Primary English Teaching Association, 2006
 ISBN 1875622659 [808.3]

Providing terrific insight into writing techniques, this book showcases outstanding student writing from the Nestle Write Around Australia competition. The book provides teaching strategies for the stories published in *Brainstorms* and contains meaningful ideas that will enhance students' story writing skills. Chapters are expertly written by professional authors who detail their workshops with the competition finalists. Each chapter is full of practical and innovative suggestions that will easily translate to the classroom. As well as insightful strategies, the chapters use reworked stories to exemplify points made. An excellent teacher resource that provides authors' knowledge of the writing of narratives, this book is a valuable tool for English teachers. H. Evans



USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
 \$30.00 SCIS 1261148

Picture books

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

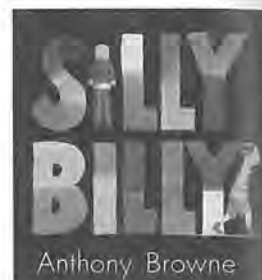
BROWNE, Anthony

Silly Billy

Walker, 2006
 ISBN 0744570174

Billy is not really silly, but he is a worrier. He worries about things which may never happen, so his parents, while blandly reassuring him, are ineffective in helping him to deal with them. His grandmother, with understanding and insight derived from her own childhood experience, and the gift of small Guatemalan worry dolls, offers him a way to manage his worries. Clever and effective use of colour, space and design, characterise this distinctive picture book, with illustrations carrying the story's emotional weight. This reassuring book may have relevance in discussions of personal differences and in the management of anxieties, and it could support the Connected Outcomes Group (COGs) (B): Me. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE; PDHPE
SYLLABUS: English K-6; HSIE K-6; PDHPE K-6
 \$27.95 SCIS 1264172



CARMODY, Isabelle & LEE, Declan

The wrong thing

Viking, 2006
 ISBN 0670888265

Luminously illustrated in pastel by Lee, and perfectly matched to the spare, haunting and evocative written text, this imaginative new picture book is attractive and rewarding, demanding to be wondered at and reread. In a strange, dreamlike atmosphere, the family sleeps undisturbed, and only the cat is aware of the intruder. Natural elements within the illustrations are rendered in fascinatingly surreal ways, offering young readers the opportunity to explore and discuss each depiction. The resolution of the problem, continued beyond the last word in illustrations alone, will surprise and delight many readers. An interesting comparison could be made with Alexis Deacon's picture book, *Beegu*. W. Smith

USER LEVEL: Stage 2 Stage 3
 \$26.95 SCIS 1261011



All prices in the availability statement include GST.

De KANTZOW, Megan

Bushranger Bill

Scholastic, 2006
 ISBN 1862915954

When romantic bowerbird Bushranger Bill loses his wife to a kidnapper, he utilises cunning and disguise to rescue her. Rainbow lorikeets parade as dancing girls while the mysterious bushranger treads his way to rescue his beloved, using his blue objects as weapons to disarm and capture his opponent. With bush creature spectators scattered throughout, this picture book humorously reflects Australian history and culture. The narrative features wonderfully descriptive rhythmical language. Bushranger clichés appear in words and images, and energetic watercolours accent the bright arrangements of Australian flora and fauna. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
 \$27.95 SCIS 1264828

De GOLDI, Kate & COLLEY, Jacqui

Clubs

Allen & Unwin, 2006
 ISBN 174114891X

School based clubs, cliques and quirky individuals jostle for attention amongst the detailed illustrations of this interesting picture book. Lolly Leopold is on the outer of all the new clubs started by her classmates. Not that she cares. She is a strong and eccentric character, bemused by this flurry of activity, recounting and analysing it for the reader by quoting the adults around her. This technique allows De Goldi to use sophisticated language, yet with a child's voice. Colley's artwork is complicated and unusual, making great use of a scrapbook style. These young characters are very likeable creations, and the visual and written texts of the book have much that could be discussed in a picture book study in Year 7 English. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$14.95 SCIS 1269470

DODD, Lynley

The other ark

Penquin, 2006 (Puffin)
 ISBN 0141500182 [821]

A wonderfully whimsical picture book, this tale is about Noah's second-best ark, delegated to his friend, Sam Jam Balu. In contrast to Noah's orderly loading and escape, fantastical animals pose humorous difficulties for Sam Jam Balu. The author has a gift for language, and the story's satisfying repetition and rhythm will engage young readers. Teachers will enjoy reading this story aloud. Images have depth and detail, providing plenty for students to debate and discuss. Nonsensical and bouncy words, and glorious illustrations of endearing creations, will entertain young readers who never fail to delight in the extraordinary. S. Taylor

USER LEVEL: Early Stage 1 Stage 1
 Paper \$14.95 SCIS 1254902

All prices in the availability statement include GST.

EMMETT, Jonathan & HARRY, Rebecca

This way Ruby!

Macmillan Children's, 2006
 ISBN 1405051906

Ruby, Rufus, Rory, Rosie and Rebecca are five ducklings excited about seeing the world around them in this bright and colourful picture book. Ruby likes to travel slowly and take in all the things around her, but the other ducklings rush off calling for her to hurry up. When a storm threatens, they are all glad Ruby took the time to notice things along the way. Soft edged and fuzzy illustrations give a feeling of tactile warmth to the ducklings and their watery environment. Students will be able to relate to the tale of sibling impatience and perhaps learn a lesson about being aware of their surroundings, especially when wandering away from safe environments. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
 \$26.95 SCIS 1266062

FANELLI, Sara

My map book

Walker, 2006
 ISBN 1844280764

Beautifully and creatively designed, this picture book is a collection of maps. It provides an accessible introduction for young students to a variety of visual texts including maps, diagrams, simple timetables, flow charts and mind maps. The dust jacket unfolds to poster size to provide a glossy map of the book's contents that can be written on and adapted. The map especially offers strong support for the teaching of procedures. Colourful and lively, the maps have clear captions and labels, and incorporate both factual and fictional concepts, from treasure maps to maps of the author's dog. The text supports many content areas in HSIE K-6, and concepts will be easily applied to Early Stage 1 and Stage 1 COGs units. D. Croker

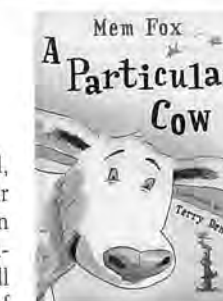
USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$16.95 SCIS 1260636

FOX, Mem & DENTON, Terry

A particular cow

Penguin Books Australia, 2006
 ISBN 0670042315

Particular can mean individual, special, specific or noteworthy. The particular cow which features so prominently on each page of this particularly light-hearted picture book, is worthy of all these descriptors. Another definition of particular refers to an attention to detail, but owing to this particular cow's lack of attention, a riotous tale of cumulative mayhem ensues. Denton's cartoon style illustrations reflect the written humour well, and students could be guided to pay particular attention to the clever framing of each double page spread to help them predict the next catastrophe. The coda belies the nature of the cow's mundane life, and questions whether mayhem is indeed the



resources

norm. Young students love big words and are bound to enjoy the repetition of the word, 'particular'. C. Keane

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1278404

FUSILLO, Archimede & DENTON, Terry

Grandad's phase: my family project

Lothian, 2006
ISBN 0734408552

An entertaining and visually appealing book, this text deals with the lifestyle choices of a grandfather who refuses to act his age. The scrapbook-like presentation is appealing and memorable. It is written in a child's voice with handwriting across lined pages, abundant drawings and watercolours, plus humorous remarks, captions and labels. Many clever inclusions brilliantly lend this text to explicit teaching opportunities on editing, nouns, verbs, adjectives and tense, as well as to writing descriptions. The book will facilitate discussion about extended families, aging and lifestyle choices, and the way the grandfather is perceived by different members of his family. Engaging, comical, and sure to be a hit in primary classrooms, the book's visual and language clues would also make an interesting picture book study in Year 7 English. L. Doyle

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$27.95 SCIS 1259580

GLASS, B. R. & LUBNER, S. & WHATLEY, B.

Noises at night

Scholastic, 2006
ISBN 1862916829

A boy attempting to fall asleep is distracted by nocturnal household and neighbourhood sounds, each one of which leads to a colourful vision created by his fertile imagination. His teddy bear benignly joins him in each fantasy, from ship's captain to pilot, policeman to trapeze artist, and adventurer to cowboy and sportsperson. Illustrator Whatley adds an interesting layer to this picture book with a whimsical pet dog which is never mentioned in the rhyming text. The dog is shown reacting hilariously to the interruptions, but is the boy actually dreaming, or does he suffer from insomnia? Whatley briefly discusses the role of a picture book illustrator, and the collaborative process that is undertaken by the creators. I. McLean

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1256704

GOSS, Mini

What does your daddy do?

Koala, 2006
ISBN 0864614500

[331.7]

Readers will enjoy this lively picture book that explores a range of parental occupations via a lift-the-flap technique. The employment of predictable, rhythmic patterns and the use of alliteration will propel youngsters through the story. Emphasising the ridiculous, the narrative poses an absurd question with an absurd image,



as per the title, then answers it logically. A few images contain illustrations that are more highly stylised than necessary, but the use of high gloss colour is visually appealing and will attract readers. It is also pleasing to note a variety of non-sexist roles being explored. S. Taylor

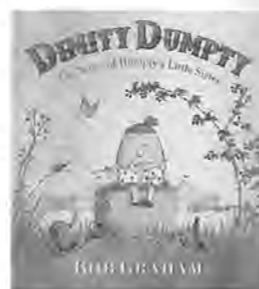
USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1266870

GRAHAM, Bob

Dimity Dumpty: the story of Humpty's little sister

Walker, 2006
ISBN 1844280675

Dimity is a timid and sensible little egg, who puts her inhibitions aside and finds inner courage to help her rebellious brother. The acrobatic Tumbling Dumpties work in the circus, but Dimity is too shy to perform. As always, Graham's writing style is descriptive and moving, and the narrative is carefully constructed. Lovely, small details can be found in the visually appealing watercolours. The book lends itself to the explicit teaching of ways of helping others and the importance of courage. It contains some challenging vocabulary, which may impede younger readers enjoying this text independently. Competent readers will enjoy the link to the familiar nursery rhyme, and the clever transformation of that story makes the book suitable for a picture book study for Year 7 English students. L. Doyle



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$27.95 SCIS 1263263

GRAY, Kes & MILGRIM, David

My mum goes to work

Hodder Children's, 2006
ISBN 0340883685

Working mothers and their offspring will be delightfully reassured that everything is as it should be through a shared reading of this story. Mother and child spend quality time together and this is the pervading theme, along with the communication of a mother's desire to be with her child. Beginning readers may well like to attempt a reading themselves as the text is repetitive and not likely to be overwhelming. Childlike illustrations embellish the narrative and there is a comically satisfying ending. This picture book will be useful to working parents in the school community and it also supports the teaching of topics on families, identity, and work. A. Beedles

USER LEVEL: Early Stage 1 Stage 1 Community
\$24.95 SCIS 1260203

GRAY, Nigel & NAGLE, Shane

The best pet?

Koala, 2006
ISBN 0864615574

Herbert lives in an apartment where no pets are allowed. Unfortunately, his class is having a pet day and he is the only one

who has nothing to bring. Can his dad devise a suitable solution? You can count on it! Lots of amusing, bright, colourful and comical illustrations bring this humorous tale alive. A familiar school setting, with multicultural depictions of the students in Herbert's class, will help children relate to the story in this picture book. Herbert's father devises a creative and amusing solution, which emphasises the family bond. A large clear font and simple language will allow younger students to enjoy this text independently. R. Parnis



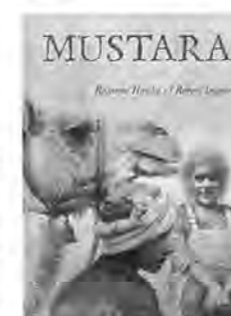
USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1262217

HAWKE, Rosanne & INGPEN, Robert

Mustara

Lothian, 2006
ISBN 0734408994

The historical use of camels in Australia and the role of cameleers is explored in this crafted narrative about camels being trained for outback explorers. A tale of strength, courage and endurance, the picture book is as much about people as it is about camels. The muted colours of the illustrations echo the light and ambience of the desert. Harsh outback conditions are clearly drawn and the resilience of those early settlers and explorers shine as the story unfolds. The need of the young to prove themselves is an underlying theme. This terrific book also shows that our multicultural heritage goes back many years. G. Cale



USER LEVEL: Stage 1 Stage 2 Stage 3
\$27.95 SCIS 1256375

HILTON, Nette & WHATLEY, Bruce

The smallest bilby and the midnight star

Working Title Press, 2006
ISBN 187628871X

It is pleasing to see the Australian bilby burrowing into the bunny's dominance in children's literature, with another bilby story. This imaginative narrative is about the midnight star turning into the dawn sun on receipt of the smallest bilby's kiss. Cooperation from all the bilbies helps build a structure to enable the smallest one's wish to be realised. Whatley successfully supports the tale using pen and ink with watercolour wash for the soft, cool palette illustrations. The concepts of cooperation and support for the ideas of the youngest in the group make this an engaging read for young children. F. Moore



USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1257514

All prices in the availability statement include GST.

HOOPER, Meredith & QUAY, Emma

Emily and Alfie

Hachett Children's Books Australia, 2006
ISBN 0733618251

An endearing story featuring two young and adventurous emperor penguins, this beautiful picture book also contains interesting information about these fascinating Antarctic birds. When Emily and Alfie become bored waiting for their mothers to come back with their meals they decide to explore the forbidden ice caves. At first it is fun, but soon they find they are trapped and things do not look as bright. The atmosphere of the freezing Antarctic is effectively portrayed with a blue-wash background and black and white sketch illustrations. Emily and Alfie are particularly engaging creations and the text is written in a simple and effective style. This appealing story is not only enjoyable, but informative as well. J. Eade



USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$28.95 SCIS 1264958

KUSKIN, Karla & LEWIN, Betsy

So, what's it like to be a cat?

Simon and Schuster, 2006
ISBN 1416911154

[811]

Quirky verse and rhyming banter make this picture book a voyage of delight into the world of felines. Through the eyes of a child interviewer, the reader is taken to cat land to discover just how it is that cats spend their days and what it is that makes them tick. Bold outlining of energetic watercolour illustrations adds considerably to the written text, beautifully matching the different font and bold text used for cat speak. Quite sophisticated language makes the book suitable for extension work, and it presents a fascinating read aloud experience. Performance possibilities such as readers' theatre abound. G. Cale

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$14.95 SCIS 1269196

LEE, Tae Jun & KIM, Dong-sung

Waiting for mummy

Wilkins Farago, 2006
ISBN 0958557144

Set in Korea, this appears to be a simple picture book about a young boy waiting for his mother at a tram stop. The whimsical illustrations painted on traditional Korean paper using Chinese ink line techniques nicely complement the story, which was written in the 1930s. As trams come and go, snow begins to fall yet the boy waits patiently. The whereabouts of his mother becomes more puzzling. It is not until the final page that there is a small picture of what seems to be a young boy and his mother walking home, hand in hand. The text is simple and effective, making this beautiful book appealing for both young and older students and useful for class discussion. J. Eade



USER LEVEL: Stage 1 Stage 2
\$26.95 SCIS 1259921

MILLARD, Glenda & CHAPMAN, Gaye

Kaito's clothScholastic, 2006
ISBN 1865048453

In telling of Kaito, who is mesmerised by the flight of butterflies, this whimsical and unusual picture book introduces the philosophical issues of beauty, death, renewal and eternity. After her butterflies have died, Kaito makes her own wings from beautiful cloth and travels to the Lord of Flight, seeking the power to fly. This picture book is elaborately illustrated with complex and unusual images on every page. The language is simple but beautifully constructed and could serve as a springboard to develop further language activities. This would be an excellent starting place for student discussions about individuality and the rewards of pursuing one's dreams. S. Hay

USER LEVEL: Stage 2 Stage 3
\$29.95 SCIS 1264829

NEWTON, Gina & NILAND, Kilmeny

Blossom possum: the sky is falling down-underScholastic, 2006
ISBN 1865047945

Aussie expressions, native plants, places and animals come together in this variation of Chicken Little, with a dash of *We're going on a bear hunt*. Niland's engaging images combine with clever word play and rhyming names to enhance and develop both the characters and the narrative, while the cumulative nature of the story invites the reader or listener to become involved in the telling. Carefully chosen descriptive words for movement and dialogue make this a useful picture book resource for those wanting to introduce the art of story making through character development and enriched vocabulary. There is also wonderful potential for drama activities. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$24.95 SCIS1256675

PIGNATARO, Anna

The friends of Apple StreetLothian, 2006
ISBN 0734409591

A combination of paintings and collage create the complex yet childlike illustrations in this picture book. Apple Street is the home of six animal friends who live in different types of homes and enjoy different types of activities. When it begins to rain they all gather together and have fun in the puddles. Sentences are short and descriptive; there is no narrative.



Young readers will enjoy locating different items hidden in the illustrations. This text could be used as a discussion starter on friendship or diversity. The illustrations would be excellent for visual literacy studies or as examples of collage creation. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1266126

REECE, Gordon

Nog the nag birdLothian, 2006
ISBN 073440865X

Nog is not happy being a nag bird. He perceives himself as ugly and he longs to be a tweetzie bird in this picture book with a lesson on acceptance. After he adapts to his preferred appearance, thanks to being chased by a sponky cat, he accepts and even becomes proud of his appearance. Clear and simple colour illustrations highlight Nog's emotions as he searches for objects to add to his new guise. Reece has used imaginary animals, and discussions on animal adaptations and self-defence mechanisms could be initiated after reading this book. Lessons on self-perception could also make use of this amusing book. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1266122

SHANNON, David

Good boy, Fergus!Blue Sky, 2006
ISBN 0439490278

Fergus the West Highland terrier is a pampered pet, very much a part of his human's life. Although his owner attempts to assert authority, it is obvious that Fergus is wilful and he has an agenda of his own. The most appealing aspect of this vibrant picture book is the way the brief sentences and large font form an intrinsic part of the artwork and narrative. Various stern commands, plus all manner of cajoling, scolding and praise, are projected from each double-page spread, even running off the edge of the paper at times. The perky, irrepressible personality of Fergus is believably and humorously conveyed. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1262195

TANNER, Jane

Ride with mePenguin Books Australia, 2006
ISBN 0670028851

Soft pastel illustrations illuminate this poignant story about a young girl coming to terms with the passing of her mother. As she tames her mother's horse, Nautilus, she also conquers her feelings of loneliness and loss. Tanner has produced another true picture book where the tale is told via beautiful blue and grey drawings. The lifelike drawings of the stallion will be admired by young artists and horse lovers. Older students could discuss this text in a visual literacy lesson. The positive feel of the book would also make it useful in helping those students who are coming to terms with loss. R. Parnis



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$26.95 SCIS 1269173

WILD, Margaret & SPUDVILAS, Anne

Woolvs in the siteePenguin Books Australia, 2006
ISBN 067004167X

A walk on the wild side, this text deliberately breaks the boundaries of even the most modern picture books. The central character, Ben, a lonely runaway who lives in a basement, sees the world as a dark and scary place. Phonetic spelling and ungrammatical language punctuate Ben's terror, and the dark, sinister illustrations will possibly haunt some young readers. Even though the conclusion of the text is positive as Ben faces his fears, he still looks out on a dark, chaotic world that even adults find difficulty navigating. The book could provoke much discussion: is it an allegory? It is a multilayered text and would be a rewarding picture book study in English 7-10. S. Taylor

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
\$26.95 SCIS 1257559

Fiction for younger readers

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

BELL, Krista & SMITH, Craig

If the shoe fitsLothian, 2006 (Start-ups)
ISBN 0734408471

Although Cassie loves to dance and she dreams of becoming a famous dancer, she is terrified of dancing in front of an audience. A delightful story about overcoming fears and making new friends, this novel is written in simple sentences with plenty of black and white sketches, which will engage students learning about visual literacy. When Cassie finds out that her jazz class is to give a concert, she tries everything she can think of to get out of it. Her other problem involves not having any friends at jazz. Both of these problems are solved when Cassie helps a boy in her class. The satisfying conclusion to this rich and engaging story is likely to be much enjoyed by young, independent readers. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$10.95 SCIS 1256334

Brainstorms! superior stories for superior kids/ edited by Kathy Prokhovnik. Primary English Teaching Association, 2006
ISBN 1875622640

A collection of stories from writers aged 9-12, this book stems from the *Nestle Write Around Australia* program. It showcases the disciplined, mature and creative things students can do in a two-

page narrative. The stories cover a wide range of topics which will be familiar to this age group, including horses, sport, belonging, humour, and loss. They show an astonishing capacity to make ordinary events significant. Teachers will discover many powerful models to help them teach sophisticated narrative techniques: the truly surprising twist at the end (*Mouse*); careful symbolic patterning (*Locking up her childhood*); understatement (*Dead still*); and narrative voice and perspective (<2>). The book is pleasantly laid out for student browsers, and teachers will appreciate these narratives as fine stories to read aloud. M. Davis



USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$29.00 SCIS 1261418

BROOME, Errol

Dear Mr SproutsAllen & Unwin, 2006
ISBN 1741148642

Nine year old Anke attaches a packet of mountain ash seeds to a balloon and lets it go. Freddie finds the balloon on his farm, 151 kilometres away, and he and his father plant the seeds on a barren hill. Such a simple act begins a friendship that lasts for many years and the course of this delightful novel. Comprising the letters sent between the two friends, the charming plot contrasts the hardships of country life with the hectic pace of suburban existence. Environmental issues and relationships are at the heart of this novel. Its layout in letters, using different fonts, adds to its appeal. H. Gardiner



USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1253025

BROOME, Errol

My grandad knew Phar LapFremantle Arts Centre Press, 2006
ISBN 1921064196

When Toby tells his horse-mad friend Maddy that his grandad worked with Phar Lap, she cannot wait to hear the old man reminisce and tell the adventures of the legendary racehorse. Grandad has kept secret for 70 years his knowledge of a shooting attempt on Phar Lap's life but he is now willing to tell all. The compelling narrative is skilfully constructed around a biography of Phar Lap. The language of horse racing is woven into the story and all terminology is included in a practical glossary. This intriguing resource will support students learning about celebrations such as the Melbourne Cup. S. McLoughlin

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1265025

CAISLEY, Raewyn

The Queen's cubby [sound recording]Louis Braille Audio, 2006
ISBN 1921104430

In this unabridged reading of a previously published picture book, listeners are offered a short, simple story of a little girl and her

imaginative play, with some dramatic tension added by the family's move from an urban high rise flat to a country bungalow. Rebecca Macauley's reading, which is clear, sympathetic and intelligent, enables the listener to easily discern the plot, differentiate characters, and grasp the author's purpose. This recording may have value in the classroom as a substitute for teacher reading, as a model for students' own reading aloud, or as support for visually impaired, language delayed or ESL students. W. Smith

USER LEVEL: Stage 1 Stage 2
Paper \$36.95 SCIS 1263782

CLEARY, Peter

Trickery at the Toyworx

Lothian, 2006 (Lothian junior fiction)
ISBN 0734409095

It is a dream come true when Rupert, Tyla and Candy move into their new home, the famous House of Toys. The children soon discover mysterious events that lead them to a night of adventure in the factory. The book light-heartedly explores relationships and issues of problem solving and friendship. The engaging narrative is descriptive and lively and well-suited to reading aloud. Teachers reading selected passages could use the novel to support the designing and making of toys in the Science and Technology Unit: *Toy world*. D. Croker

USER LEVEL: Stage 2 Stage 3
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
Paper \$14.95 SCIS 1269414

COLFER, Eoin

The legend of Captain Crow's teeth

Penquin, 2006 (Puffin)
ISBN 0141318910

This novel for independent readers has all the elements necessary to make it popular: it is engaging, easy to read, and packed with humour and suspense. Students will delight in the colourful characters, including five brothers who continually tease and play pranks on one another. The oldest, Marty, scares the others with his spooky pirate tale, and takes things a little too far. Readers, particularly those with siblings, will enjoy being able to relate to these boys, and possibly the setting, which is a caravan park by the sea. The book could be useful for discussions about families, holidays, phobias, and bullying. The language is simple, and the themes are very central to young readers' interests. L. Doyle

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1254924

DALLIMORE, Jan & McKENZIE, Heath

Granny guru

Black Dog, 2006
ISBN 1876372923

Not just your average grandmother, this character is a force to be reckoned with. Granny manages to get into all kinds of adventures, from winning a gym competition and inventing a robot to being flattened by a semi-trailer and becoming a movie star. The way in which Granny manages to survive and even triumph over the most impossible situations builds her character to almost super status. The humorous black and white illustrations readily complement the quirky, storylines which are sure to amuse young, independent readers. Containing two stories in each book, and written in simple

sentences with short chapters, these novels readily counter images of the frail, stereotypical grandmother. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$12.95 SCIS 1251560

Other reviewed title:

Granny survivor SCIS 1251555

DOYLE, Fiona

On country: stories of Nyrlotte

UQP, 2006
ISBN 0702235458

A delightful story focusing on the relationship between a young Aboriginal girl and her strong grandmother, this novel is set in Cape York. Extensive use of Aboriginal English and the Alngith language, supported by a solid glossary, adds authenticity to the tale. The narrative will support classroom discussion about the use of different types of language in story telling, and the role of Aboriginal English in Indigenous communities. Primary readers will engage independently with this original novel, and black and white drawings assist in telling the story. This resource offers some interesting Aboriginal perspectives on daily life, beliefs, and family relationships. A. Byron

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English K-6; English 7-10; HSIE K-6
Paper \$16.95 SCIS 1261067

GREENBERG, Robert

The Greeblies

Penguin Books Australia, 2006 (Puffin)
ISBN 0143302329

Amusingly illustrated by Peter Viska, this collection of five short stories about anthropomorphised bugs is complemented by brief footnotes giving scientific explanations for some fascinating trivia about mini-beasts, hygiene and human bodily functions. These notes appear at the end of each story and they concentrate on the ugh factor. The eating habits and survival skills of rival bedbugs and dust mites, dog fleas, head lice and nits, bush ticks and blowflies are featured. The jaunty language is colloquial, and the special emphasis on humorous and gross facts in stories and notes is designed for maximum young reader appeal. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1254933

HACKETT, Dave

UFO

Penguin Books Australia, 2006 (Puffin)
ISBN 0143302272

An unavoidable family outing to Queensland in a much loved but rundown 1961 Morris Minor is the subject matter of this whacky fast moving comedy. Colourful characters include a stressed Mum, a penny-pinching and bumbling Dad, a lovesick eldest sister with a constantly beeping mobile, and a smart talking middle child with a penchant for acronyms based on the name of her sister's boyfriend. Told from the point of view of the youngest son writing a novel, the comedy and engagement is enhanced with



extracts from his evolving work and text messages from the boyfriend. Mishaps and muddled adventures prevail, making this a popular book to be enjoyed as a class set for units about comedy, family and road journeys. F. Crum

USER LEVEL: Stage 4
Paper \$16.95 SCIS 1252037

JAMES, Charlie

Fish

Bloomsbury, 2006
ISBN 0747579768

Ned's inventor father has developed a powerful fish food which inadvertently turns six year old Bill into a cod. The plot develops at a steady pace with exciting twists and plentiful adventures involving a killer whale, a school bully and a dastardly confidence trickster named Donna Mezzweme. Ned's heroic responses to the various crises will appeal particularly to boys. There are fishy puns aplenty and generous helpings of slapstick humour. The themes of bullying, industrial espionage and coping with family life are handled competently and Australian readers will have no difficulty with the British setting. This short novel is funny, engaging and accessible. It will be a pleasing read for the target audience. S. McLoughlin



USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1261350

MACLEOD, Doug

I'm being stalked by a moonshadow

Penguin Books Australia, 2006 (Puffin)
ISBN 0143301985

Here is a humorous insight into the agony and the ecstasy of adolescence. Where do you go for advice when your world is complicated by your family's alternative lifestyle and disagreements, your dad is involved in a feud with local authorities, your brother is a sibling you cannot rival, and you meet the girl of your dreams? Our hero calls on his local GP and the advice column of *Dolly* magazine. With characters who would feel at home in a comic, and complications and coincidence to fuel the plot, the reader is entertained until at last, all is resolved. N. Chaffey



USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1255027

Making tracks [series]

National Museum of Australia Press, 2006

Using an interesting and very well-executed concept, these novellas each integrate an object of significance from the National Museum into the narrative. Illustrated with drawings and a photograph of the object, the novels' subjects are vehicular, and they include a riverboat, a coach, a caravan, and the Hong Hai refugee boat. A glossary enhances the historical fiction experience. This is a valuable series for HSIE units on identity and heritage, and the books would work exceptionally well as support for a National Museum visit. The supporting website at http://www.nma.gov.au/play/making_tracks/ features online curriculum content with an

interactive learning object, a presentation of the story from another perspective, and the opportunity for students to create a version of the story online. D. Johnston

USER LEVEL: Stage 2 Stage 3
Paper \$9.95 each

Reviewed titles in this series:

- Across the dark sea** SCIS 1268359
- Caravan kids** SCIS 1268410
- One perfect day** SCIS 1268403
- Ray's Olympics** SCIS 1268361
- River boy** SCIS 1268412
- Robbie and the dolphins** SCIS 1268362
- The hold-up heroes** SCIS 1268405
- The saw doctor** SCIS 1268406

MATTHEWS, L.S.

A dog for life

Hodder Children's, 2006
ISBN 0340911050

In this charming tale of a dog called Mouse and his owner John, the two characters undertake an extraordinary journey to save Mouse from a grim fate. John's brother Tom is gravely ill and must avoid all infection if he is to have a chance at recovery, so his parents decide to send Mouse away. John knows how special Mouse is, and realises that the dog is the key to Tom's recovery. This book exquisitely explores the close relationship between Tom and John, and their dog Mouse, with whom they communicate on a deep level. D. Croker

USER LEVEL: Stage 2 Stage 3
Paper \$15.95 SCIS 1253511

McCALL SMITH, Alexander

The banana machine

Bloomsbury, 2006
ISBN 0747580529

A short chapter book for newly independent readers, this narrative is about a machine to straighten bananas. Patty lives on a small Jamaican banana plantation, and she invents the machine to make her aunt's crop stand out from the rest and so save the farm from financial ruin. Readers will take pleasure in the simple, humorous plots and likeable characters in these novels. Fast paced and easy to read, these three books are perfect to support designing and making lessons as they share a central idea about youngsters and quirky machines. One novel involves a machine to develop muscles and therefore incredible strength, and another is about a machine that produces jokes and enables laughter to flow freely. The books are ideal for sharing aloud. L. Doyle

USER LEVEL: Stage 2
Paper \$11.95 each

Other reviewed titles:

- The joke machine** SCIS 1253051
- The muscle machine** SCIS 1253030

McKAY, Hilary

Permanent Rose

Hodder Children's, 2006
ISBN 0340882433

An engaging narrative focusing on Rose, the youngest member of a very quirky family, this book utilises a skilfully created family of

characters, each with their own story to be lived and told. These individual stories are woven together as Rose continues on her search for her friend Tom. Issues about stealing, friendship, bullying, relationships, communication and family are explored. Students will relate to McKay's humour and warm style. The events in this story provide many opportunities to explore values, attitudes and social stereotypes. The string of curious events that unfold around the unusual cast of characters will surely keep a class hooked. S. Hay



USER LEVEL: Stage 3 Stage 4
Paper \$15.95 SCIS 1264439

MOUNFIELD, Jenny

The black bandit

Lothian, 2006
ISBN 0734408633

The main antagonist in this story is a crazy, black crow which continually bombards the prized FJ Holden owned by Simon's father. Simon and his brothers are set the task of guarding the car from the crow, leading to a series of hair raising adventures. This humorous Australian story has a range of larrikin characters, from the quintessential Aussie dad to a posse of elderly criminals, who involve Simon in their activities. Told with humour and an ear for Australian slang, this novel would be very appealing to young readers, particularly those who enjoy a quickly moving story with a satisfying ending. F. Moore

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1269412

NORRIS, Andrew

The unluckiest boy in the world

Puffin, 2006
ISBN 0141318775

Commencing with a dramatic incident of almost gothic horror, and progressing through slapstick to humane realism, this remarkable novel charts the progress of adolescent Nicholas, after he inadvertently draws upon himself a terrible and ancient curse. Read for the plot only, it is variously exciting, amusing and uplifting. The reader who looks a little deeper will find an examination and demonstration of the way a humane and intelligent school principal, and supportive and compassionate friends, deal with a troublesome student. Nicholas' curse, and his progress in managing its effects, may be interpreted by students as a more recognisable disorder, such as anger or Asperger's syndrome. W. Smith

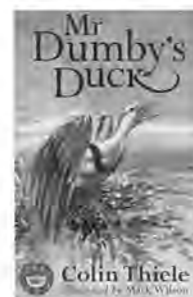
USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1252701

THIELE, Colin & WILSON, Mark

Mr Dumby's duck

Lothian, 2006 (Start-ups)
ISBN 0734408919

Mr Dumby and his friendly duck keep each other company on a small farm in a quiet valley. Duck is rescued from marauding schoolboys by the huge dog from a neighbouring farm. When Mr Dumby's house is burgled, Duck saves the day. Colin Thiele's



charming short novel is an accessible and rewarding read for students moving into chapter books. The language is evocative and descriptive without being complex. The steady pace and exciting storyline add to the appeal, and Mark Wilson's drawings complement the written text beautifully. Some background information about ducks is included. S. McLoughlin

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1256336

TREASE, Geoffrey

Mission to Marathon

A & C Black, 2006 (Flashbacks)
ISBN 0713676779

When Philip's family suspect the Persian army is going to land at Marathon, Philip runs from Athens to Marathon to warn his uncle's family. His grandmother is too frail to escape, and the family hide in a cave as the Persians swarm through their land. The clever Athenian general Miltiades engineers victory against all odds and Philip's family is reunited. This is a simply told story, with a nice mix of history and drama. Well-written, the narrative covers the main historical points well, adding a fictional touch with interesting characters and a smooth flowing plot. The book is a pleasant way for History students to learn about these events in Greek history. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; History 7-10
Paper \$14.95 SCIS 1269477

VEJAJIVA, Jane

The happiness of Kati

Allen & Unwin, 2006
ISBN 1741147530

Set in Thailand and describing a young girl's physical and emotional journey to unravel the mystery of her childhood, this book allows readers to explore issues of family relationships and coping with change. The story moves quite quickly, aided by rich descriptions of characters and settings, and it deals with death and grieving in a sensitive manner. The author cleverly draws readers in, establishing a connection between Kati and the audience, and leading us to empathise with her quest into her family's past. Readers will enjoy the constant sense of mystery underlying this moving tale, as well as the interesting facts about Thai lifestyle and culture. L. Doyle

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1265817

WILSON, Jacqueline

Candyfloss

Random, 2006
ISBN 0385608373

Readers will immediately warm to this book's central character, Floss, who is on the brink of adolescence. A delightful and thoroughly engaging novel, the narrative celebrates a strong and special bond between father and daughter. Despite her friend's jibes, Floss stands firmly by her disorganised, penniless dad and in return he



offers her the delight of humour and the comfort of unconditional love. The book also explores the notion of true friendship. Floss drifts gradually and realistically away from her fashion conscious pals, finding solace in a deeper connection with the class nerd, who, importantly, allows Floss to be herself. This is a wonderfully cathartic book for children of divorced parents, and any child experiencing the amazing journey that is self-discovery. S. Taylor

USER LEVEL: Stage 2 Stage 3
\$32.95 SCIS 1266901

Fiction for older readers

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

ATWOOD, Margaret

The Penelopiad

Text, 2005 (The myths)
ISBN 1920885951

Atwood has given a contemporary twist in dialogue and ideology to the Greek myth in this novel, retelling Odysseus's long absence and return from Penelope's viewpoint. Penelope's conversational, almost bantering tone, belies the darker side of her tale. Even in death, Penelope laments her lack of knowledge about the events in her life and marriage to Odysseus, as she recounts her past and present in the afterworld. A symbol of constancy and faithfulness, Penelope questions the impact this image has had on women and the reasons behind the execution of her 12 maidens. The maidens act as a Greek chorus, commenting on the action within the novel with engaging modern voices and contemporary references. Characters are skilfully and sparingly drawn. Mature students could thoroughly enjoy this narrative. B. Hull

USER LEVEL: Stage 6
Paper \$22.00 SCIS 1245946

BATESON, Catherine

His name in fire

University of Queensland Press, 2006
ISBN 0702234788

Powerful and vivid images of entwining lives are created in this verse novel, as the poems reveal the impact on an abattoir town when an arts worker arrives to create a circus as a community event. The poems create a wonderful commentary on life in a rural town where levels of teenage pregnancy, alcoholism, unemployment and suicide are high. There is little hope until, with the shared commitment to the community circus, the characters' lives are opened to the future. Dealing with life's big issues of love, trust, grief, family, sole parenting, mental disorder and creativity, this novel would be useful for English units about poetry and narrative modes. F. Crum

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$18.95 SCIS 1259628

BONE, Ian

Love cuts

Penguin Books Australia, 2006
ISBN 0143000284

Love is a complicated emotion that brings joy, sadness, laughter and pain for each of the four protagonists in this excellent novel. Jeanne is coming to terms with the return of her enigmatic ex-boyfriend Rube after his mysterious disappearance. Her sister, Isabel, is struggling to balance her university studies, unplanned motherhood and her relationship with Christo. Life is further complicated for the girls when their estranged father returns unexpectedly from Europe. A sense of turbulence and angst underpins this strong plot, enhancing the realism of the characters' plight. Themes such as loyalty, growing up and friendship are prominent. Young adults should find this novel a captivating read. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1255011

BROOKS, Geraldine

March

Harper Perennial, 2006
ISBN 0732278422

The absent father of Alcott's *Little women* is the antihero of this beautifully written novel. An astute understanding of the issues of the American Civil War, the thoughts and behaviour of real and fictional characters, and an exemplary narrative style, have given Brooks a deserved Pulitzer Prize. The novel captures the language of the time so well it is sometimes hard to believe it is a modern work. Nineteenth century voices sit in easy balance with a contemporary authorial tone. Issues of religion, race, women, education, family, and war, provide much material for English teachers. The book's unusual and enlightening end notes of **Ideas, interviews & features**, are a valuable adjunct for the study of historical fiction. Brooks is knowledgeable and confident; readers are in the hands of a writer who has excelled in the research and who tells the story poetically and accurately. C. Thomas

USER LEVEL: Stage 6
Paper \$22.95 SCIS 1262260



CARMICHAEL, Claire

Ads r us

Random House Australia, 2006
ISBN 1741660475

Displaying a fine understanding of the persuasive nature of advertising, Carmichael weaves a thought provoking, futuristic tale. When Barrett Trent goes to live with his rich Aunt Kara in a highly technological city, he appears to have nothing in common with his cousin Taylor, and he is at the mercy of a society in which mass advertising controls people's lives. Barrett becomes a 'lab rat' in experiments that test his emotional reactions to the pervasive onslaught of advertising campaigns. Cleverly written from the alternating views of Barrett and Taylor, this narrative is fast moving and engaging. It poses many issues related to the more insidious aspects of mass media and advertising. A wonderful choice for a class text, this novel is sure to engender stimulating discussion. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1264201

CORBET-SINGLETON, Paul

Fire in my soul

Lothian, 2006
ISBN 0734408641

Fire is both metaphor and reality for James, a 15 year old long distance runner who lives in a hills district surrounded by bush. This delicately balanced love story poignantly portrays a young man's sensitivity and passion for a young woman and for his running. Written from James's viewpoint, the novel ebbs and flows with his personal journey, and the brutality and volatility of the bush is a backdrop for the developing relationship. The book would be particularly suitable for adolescent boys who may identify with the tension that James feels between success and self-sabotage, and his evolving discoveries of self. The book is densely detailed, carefully unfolded, and engagingly attractive. F. Campbell

USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1269408

DAVIES, Nicola

Home

Walker, 2005
ISBN 0744559839

Mega-companies and the workforce struggle for power in this well-wrought science fiction novel. Set in Earth's distant future, the story is told by teenagers, Nero, a Supa, and Sacks, a worker, whose lives entwine in a quest to find their true home and destiny. Amidst violence and rebellion the workers look to a legendary rebel leader for hope. With their world view challenged by the prairie dwellers, the Supas actively seek to destroy them. The novel's concern with issues of power will create student discussion about propaganda, cultural control, consumerism and family. F. Crum

USER LEVEL: Stage 5 Stage 6
Paper \$14.95 SCIS 1253568

DUBOSARSKY, Ursula

The red shoe

Allen & Unwin, 2006
ISBN 1741142857

A tale of three sisters growing up in Sydney in the 1950s, this haunting novel with its finely crafted images captures the essence of the era. Set at Palm Beach, then a remote Sydney suburb, the story's disjointed icons and news fragments of the postwar period resonate within the narrative like images in a dream. There is a sense of foreboding as the girls await the return of their absent father, and Matilda, the youngest, believes their strange new neighbours are spies. Weaving threads of many diverse intertextual links, including fairytales, radio programs, popular films and newspaper reports, the writer creates a deeply psychoanalytic vision of the uncertainty and paranoia engendered by the Cold War. C. Sly

USER LEVEL: Stage 5 Stage 6
Paper \$19.95 SCIS 1258260



FIENBERG, Anna

Number 8

Penguin Books Australia, 2006 (Puffin)
ISBN 0143004042

Maths loving Jackson and his mother move to a quiet Queensland suburb, and readers understand that something threatens them from their urban past. Jackson narrates in alternate chapters with his new friend, Esmerelda. This device works very well, and the plot moves steadily along, with realistic characters competently developed. Character insight and conflict, especially regarding familial relationships, is exceptionally well-handled. Fienberg perceptively works with a wide range of family types and personalities in the novel, including the class bully who is redeemed through a love of music. Jackson exhibits an obsessive compulsive disorder in his preoccupation with numbers, and this internal conflict is skillfully explored. When the suggested threat becomes concrete, the danger pulls all the main characters together for a well-constructed resolution. C. Thomas

USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1263519

FLYNN, Pat

The line formation

University of Queensland Press, 2006
ISBN 0702235032

Many common teenage themes combine to produce this well-written and thought provoking novel. Austen lives in the outback with his grandpa but, when he goes on a school exchange to Texas, he leaves behind a girlfriend and his life in quiet, country Australia. Austen plays rugby league, and he now joins a school and community passionate about gridiron. Once he is accepted into American high school culture he introduces the move from which the novel takes its title. Austen faces the challenges of culture and identity, teenage sexuality, the American dream and the true nature of success. K. McCulloch

USER LEVEL: Stage 4 Stage 5
Paper \$18.95 SCIS 1254931



FRENCH, Jackie

Macbeth and son

HarperCollins, 2006
ISBN 0207200343

What is the nature and value of truth? This is the question at the heart of this time slip novel. Set in 11th century Scotland and 21st century rural New South Wales, this fine novel uses Scottish, Irish and Norwegian historical sources to illuminate an obscure period of history. It shows how two widely disparate adolescent boys gradually grow to moral autonomy. The author convincingly demonstrates that Shakespeare's *Macbeth*, which was written to flatter the reigning monarch, is a form of a lie. This idea is paralleled with the role of a television talk show host, who is obligated to conform to sponsors' requirements. The book would have significant value in a study of the play. W. Smith

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1259634



HEATH, Jack

The Lab

Pan, 2006
ISBN 0330422316

In the extreme action style of Matthew Reilly, Heath presents a fast paced thriller dealing with issues such as genetic engineering, trust, betrayal and megalomania. Set in a bleak future following catastrophic climate change, which is hinted at rather than explained, the novel traces the missions of a young superhuman, Six of Hearts, in his fight against the controlling corporation, ChaoSonic. The protagonist is aware of his genetically modified origins and uses his amazing powers to outwit many foes, while exercising unusual compassion in the process. Six fights against inhumanity, which ironically comes from real humans rather than the genetically modified humans. This young writer has tapped into the action adventure market with an appealing first novel. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1261881

HYDE, Michael

Surfing Goliath

Lothian, 2006
ISBN 0734409060

Seal, Nuts, Crab and Dolphin are body board enthusiasts who want to take on the goliath waves that are due to arrive at Brown's Beach in less than two weeks. Others have tried but failed. The other goliath is a four metre bronze whaler shark that Seal's non-surfing but keen fishing mate Angelo would love to hook. An easy to read tale of teenage adventure, this book will appeal to those interested in beach culture. There is some portrayal of poor parenting which could engender discussion. Boys especially will enjoy this book. K. McCulloch

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1266167

JINKS, Catherine

Pagan's daughter

Allen & Unwin, 2006 (Pagan chronicles)
ISBN 1741147697

A gripping, thrilling, and brutal adventure, this novel is set during the bloody wars and sieges of 13th century France. The 16 year old protagonist, Babylonne, is on the run from her vicious aunt and grandmother and she meets a variety of characters who help and hinder her progress. She has an amusing bluntness to her language, insulting priests and friars, lords and knights alike. Her desire to fight against the marauding French dulls when she experiences the horrid violence of battle at close range. Short sections of historical and literary text punctuate the story, providing useful information about the context. The narrative moves at a terrific pace and its combination of history, epic struggle and humour will appeal to a wide readership. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1265243



JONSBURG, Barry

Dreamrider

Allen & Unwin, 2006
ISBN 1741144612

Set in contemporary Australia, this complex and gripping novel explores and blurs the line between reality and the alternate reality of a dreamrider. The themes unfold as Michael, a victim of bullying who lives with his itinerant father, starts a climactic week in a new school. The novel explores Michael's increasing reliance on an assorted group of characters whose role appears to be to support him. The revelation of the true nature of Michael's relationship with Mary, his loving stepmother, Leah, a gentle girl from school and the menacing Martin, forms the novel's chilling climax. The novel explores themes of family, violence, bullying and mental illness. F. Crum

USER LEVEL: Stage 6
Paper \$16.95 SCIS 1268256



Like mother, like daughter?: 14 stories about girls and their mums

/ selected by Bel Mooney. Kingfisher, 2006
ISBN 0753411466

Complex relationships between mothers and daughters form this collection. Stories include families, adopted children and adopted parents, plus the topics of dealing with death and dying, and difficult personal journeys. The focus is mainly on 11-12 year old girls, and is written mainly from the point of view of the daughter. Set primarily in England, this collection may help adolescent girls trying to understand the often mysterious relationships they have with their mothers. Some stories are better written than others; some use humour and some are sad, and some do show the development of a deeper understanding. F. Campbell

USER LEVEL: Stage 4
Paper \$12.95 SCIS 1263553

LORD, Gabrielle

Monkey undercover

Scholastic, 2006
ISBN 1865049093

A mission to save a dog leads a group of children on a wild escapade and into a good deal more than they bargained for in this highly entertaining novel. When Gusty McLachlan and friends kidnap Brutus, a bull terrier, they enrage the Black Commandos. The young daredevils discover a number of underhand dealings involving the Skull and his villainous bikie gang. While the characters are often stereotypical, and the tactics of the children quite outrageous, this action packed crime thriller is a page-turner. Focusing on the theme of mistreatment of animals, this enjoyable read will capture the interest of young readers. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$18.95 SCIS 1266265

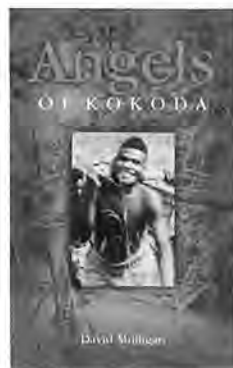
MULLIGAN, David

Angels of Kokoda

Lothian, 2006
ISBN 0734408498

The relationship between two boys is a central theme of the novel, providing a different perspective on the Kokoda Trail Campaign.

Readers will identify quickly with Derek, the Australian missionary's son, and vicariously experience the hardship of the conditions, the hopelessness of the situation, and the relentlessness of the opposition. Derek's friend, Morso, is Papuan, and the boys aid the Australian soldiers in this conflict. The book describes the resilience, courage and humour under fire of the Australian forces, and the unselfish generosity of the Papuan 'angels'. Issues of race, prejudice, loyalty and friendship are presented, and the device of letters as a narrative link could provide a useful focal point for classroom discussions. Photographs, a map, and some real personalities, could make the book useful for History 7-10. B. Kervin



USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10
Paper \$17.95

SCIS 1256783

NOONAN, Michael

The December boys

University of Qld. Press, 2006
ISBN 0702235415

Five boys from St Roderick's orphanage are sent as a group to spend their summer holidays by the sea. Here, they encounter the joys of a post-Depression world beyond the orphanage during their stay with a curious couple, the McAnshes. They also meet an array of eccentric and colourful inhabitants when they uncover a secret which challenges their friendship. This leads them into many bizarre adventures and through the transition from boyhood to adolescence. Deemed to be an Australian classic, this brilliantly written, whimsical novel, first published in the 1960s, has been re-released to accompany an imminent film. Containing some of Australia's most offbeat, engaging, and memorable fictional characters, this tale truly deserves a revival. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$18.95

SCIS 1252707

PRATTICO, Catherine

Into the blue

Time Warner Australia, 2006
ISBN 0734408544

Simple and direct prose immediately engages readers with police recruit Natalie Winters in this interesting novel. Using first person, the narrative relates Natalie's reasons for joining the police force, and then her journey through the application and recruiting process, the highs and lows of police training, her surprise at graduating as a police officer, then the realities of modern metropolitan policing. The protagonist will appeal to readers of both sexes, the conversational language is easy to read, and this realistic insight into modern policing will intrigue readers. A. Frost

USER LEVEL: Stage 5 Stage 6
Paper \$17.95

SCIS 1261082

All prices in the availability statement include GST.

SAVVIDES, Irini

Aliki says

Random House, 2006
ISBN 1741662060

Aliki and Liza are cousins facing the pressures of their final year of high school in this fascinating story set in Sydney. Despite being extremely close, a level of rivalry exists between the girls. This stress and competition are compounded with the arrival of their grandmother from Greece. Liza does not understand why her mother shelters her yiayia from the outside world. Aliki is still coming to terms with the unexplained death of her mother. As the girls' families try to keep secrets, the level of frustration and resentment grows. This story is told in the first and third person, and flashbacks provide greater insight to the girls' experiences in this satisfying novel. H. Gardiner

USER LEVEL: Stage 5
Paper \$17.95

SCIS 1264195

SHANAHAN, Lisa

My big birkett: the sweet, terrible, glorious year I truly, completely lost it

Allen & Unwin, 2006
ISBN 1741145872

Strangely deep, hilariously funny, yet tender and troubling, this is a quirky story of a young girl's eccentric family and friends. Gemma is in a school performance of *The tempest* when she meets an unusual boy, Raven, and finds love in the most unexpected places. Written in the first person, the narrative climaxes in the ultimate birkett, the name given by her family for saying the most unexpected and crazy things all at once. Gemma's emerging love for Raven and his dysfunctional family is both tragic and witty. Gemma deals with a disturbing episode of family violence as the story develops. This is a clever and sensitive novel about finding out what is really important in life. E Campbell

USER LEVEL: Stage 5 Stage 6
Paper \$16.95

SCIS 1268251

STAPLES, Suzanne Fisher

Under the persimmon tree

Walker, 2006
ISBN 0744555973

Staples interweaves two captivating stories in this novel. Elaine, an American, runs a small school for refugee children in Peshawar. Najmah, a young Afghani girl, is a survivor from a tiny northern village. The strength of the novel lies in the spare descriptions of war atrocities, the fear suffered by escaping refugees who hide from Taliban soldiers, and the compassion shown by the Afghans, Pakistanis and Americans who help them. While much of the narrative is conventional, the ending is refreshingly strong, showing an understanding of Najmah's love for her country. Difficult issues involving Islam are dealt with sensitively as Elaine, a convert to Islam, questions some of her new religion's more contentious beliefs. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper \$16.95

SCIS 11263359

STEPHENS, Delwyne

Wheels

Futuretrack Australia, 2006
ISBN 1876603178

Shane is a keen motocross rider, until an accident leaves him a paraplegic. His girlfriend drops him, but an empathetic friend, Jess, steps up to fill the role. Shane meets a seriously injured teacher in the hospital, allowing for the artificial plot device of an exchange of emails, which touch on thoughtfulness. The narrative does not offer much insight into the issues raised. Told in first person with plenty of dialogue, the novel captures teenage boy-speak and related concepts well, although characters, apart from the likeable Jess, are fairly one dimensional. Shane comes to terms with his physical disability without major conniptions, returning to school and taking up wheelchair racing. When using the resource with a group of students, teachers should be clear about its purpose and consider how students may react to the story. The accompanying resource book is an ordinary collection of activities which could supplement work on the novel. C. Thomas

USER LEVEL: Stage 5
Paper \$15.95

SCIS 1269407

Other reviewed title:

Wheels resource book: photocopiable material to use with the novel Wheels

SCIS 1269672

THOMPSON, Kate

The new policeman

Bodley Head, 2005
ISBN 037032823X

A cultural fantasy adventure, this terrific award winning novel is set in a coastal village in contemporary Ireland. The narrative involves the very musical family of young JJ Liddy, and his mother's worry at not having enough time. Aided by a friend, the likeable JJ travels through a ruin to arrive at a parallel world, similar to that in the film *The Truman show*. In this mythological land of eternal youth, JJ discovers why time is leaking from the real world into the fantasy world. A strong musical theme is one connection between the worlds, and the book's spacious layout uses multiple short chapters illustrated with musical scores. The novel expertly handles worlds and characters and is an enjoyable and intelligent reading experience. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
\$32.95

SCIS 1223501

WADDS, Gillian M.

Chemical leak!

Lothian, 2006 (Lothian junior fiction)
ISBN 0734404848X

Teenage girls will enjoy this novel's humorous subject matter involving adventure, family conflict, and the main character's burgeoning interest in boys. In this speedy narrative, 12 year old Zena discovers a leaking drum of poisonous chemicals while doing a science project on an environmental



issue. Her father works in the chemical factory at fault and this raises many complications which are neatly resolved by some heroic actions from Zena and her good friends from school. The ugly side of urban life is depicted in racist school students, a security guard with vicious dog, a corrupt factory worker and an ugly caricature of the school principal. The science teacher is also unbelievably naive. H. Cobban

USER LEVEL: Stage 4
Paper \$14.95

SCIS 1256350

WHEATLEY, Nadia

Listening to Mondrian

Allen & Unwin, 2006
ISBN 1741148758

These eight stories take the reader and the characters on stark and emotional journeys, such as going to an art gallery with a distant father, living with a new family, coping with the parents' grief over a runaway sister, and living with a silent mother. Sharp edged, direct and compassionate, they explore the complexities and intricacies of adolescents coping in various family situations. Told from the point of view of the adolescent, metaphors from the stories illustrate the complexities within the human soul, and the desire to make sense of a sometimes broken world, and find the beauty and resolution within it. Occasional coarse language is used in context. Six of these stories have been published in *The night Tolkien died*. F. Campbell

USER LEVEL: Stage 5 Stage 6
Paper \$15.95

SCIS 1263991

WINCH, Tara June

Swallow the air

University of Queensland Press, 2006
ISBN 0702235210

This is an engaging journey of discovery for May, a contemporary young Aboriginal woman, searching for her family in NSW following the death of her mother. It is characterised by a strong, individual voice, and poetic lyricism with water, providing a powerful source of central symbolism. Structured in short chapters linked by a fine narrative thread, this short novel develops readers' empathy for May and her brother, Billy, as they try to find meaning in their lives while going in different directions, both literally and metaphorically. Winch explores the significant issues of loss and identity, on individual and cultural levels, and comes to a thoughtful, even provocative, resolution. This is a beautiful, award winning novel, that will appeal to older readers who love literature. H. Cobban

USER LEVEL: Stage 5 Stage 6
\$28.00

SCIS 1266772

WINTERSON, Jeanette

Tanglewreck

Bloomsbury, 2006
ISBN 0747583552

Real people and events feature in Winterson's first young adult novel. In an ambitious narrative, she tangles with time and a complex mix of scientific phenomena, bizarre situations and odd characters. Eleven year old Silver, a likeable and stoic orphan, is destined to fulfil a prophecy. She seeks the Timekeeper, an antique watch, to resolve the mysterious time shifts in contemporary

London. The novel's scope is large and the narrative flow at times confusing, making the story best suited to experienced readers with a love of the fantasy and science fiction genres. There is humour, literary skill, and witty language. Short chapters will help readers deal with the book's intricate subject matter. Those unfazed by the novel's complexity will enjoy a most rewarding reading experience. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1271060

Information, poetry and drama

Resources are in Dewey order.

The ultimate teen book guide

/ edited by Daniel Hahn & Leonie Flynn Black, 2006
ISBN 0713673303 [011.62]

Short reviews by authors, educators, and teenagers form the content of this useful resource. Reviews cover a wide cultural and content range, from *Ivanhoe* to *Life of Pi*, and each review is accompanied by a valuable list of suggested related reading. The resource's teenage surveys depict limited reading experiences, so the guide's encouragement to read for pleasure, expressed via the reviews, is welcome. Helpful sections on genre give an overview, with personal interpretations and reading recommendations by the reviewer. This resource is a fine guide for teacher-librarians, and it will have solid appeal for students who like to read. Teachers should be aware that some of the novels reviewed would elsewhere be categorised as adult novels, and some, such as *Miss Smilla's feeling for snow*, have explicit sexual content. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
Paper \$35.00 SCIS 1262978

How the news is made [electronic resource]

Australian Broadcasting Corporation, 2005 (30 min.)
ISBN none [070.1]

Clear, uncomplicated narration accompanies this DVD, which allows students to critically examine news stories and the processes which culminate in live presentations. Teaching topics, contained within specific scenes, include writing a press release, camera shots, framing and storyboarding. There are teachers' notes, student worksheets in PDF format, image and video libraries, and two very basic interactive games. The resource will be very useful in helping to develop students' critical literacy, plus their video and editing skills. It particularly supports outcomes related to the Science and Technology Strand: *Information and communications*. A. Beedles

USER LEVEL: Stage 3
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
\$198.00 SCIS 1260685

PEARSON, Jane Living, learning and playing together [series]

Echidna, 2006
Each book in this Australian series features colour photographs of children participating in real life scenarios, at home, at school and in the wider community, drawing on their background knowledge to explore concepts and themes in civics and citizenship. Cooperating to learn and to have fun, exploring feelings and ways to deal with negative feelings, investigating rules for safety and fairness, and examining how rights and responsibilities help us to live safely and happily, are themes that are defined, then investigated. Chapters include examples and guided questions to promote discussion and reflection. The appealing format, accessible text and familiar settings in these books provide a useful and relevant resource for promoting *Respect and responsibility*. C. Keane



USER LEVEL: Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$29.95 each

Reviewed titles in this series:
My feelings SCIS 1255358
What are my rights and responsibilities? SCIS 1255362
Why do we have rules? SCIS 1255363
Working together SCIS 1255361

CARNEGIE, Jon & STYNES, Jim Finding heroes: be inspired by stories of amazing journeys

Allen & Unwin, 2006
ISBN 1741147573 [158.1]

Visually engaging, this motivational book encourages teenagers to reach for great things within their lives, to set goals and to work towards them. The written text is dominated by bold green and black graphics and it offers advice, sometimes superficial, on how to keep going when things get hard, using failure for positive outcomes, and creating success. Some strategies may help students with stress, fear, bullying, and making choices. There are short quotations from sporting and entertainment personalities, and real heroes like Shackleton and Mandela, plus extended stories from teenagers who have overcome obstacles. Fictional characters from 10 films, for example *Nemo* and *Shrek*, are briefly explored, and this content may be useful for values incorporation in English units. A. Frost



USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$19.95 SCIS 1269476

All prices in the availability statement include GST.

Time for a change: Australia in the 21st century

/ edited by Tim Wright. Hardie Grant, 2006
ISBN 1740664116 [303.4994]

Comprising 20 social policy essays, this excellent, thought provoking book is a statement of how Australians are getting the blueprint for the future wrong. This book is not only about how it is time for a change, it is also about time running out. Most essays offer alternative approaches from writers who are qualified communicators within Australia's progressive intellectual and political elite. These include Michael Kirby, Julian Burnside, Helen Caldicott, Natasha Stott Despoja, and Julia Gillard. Each writes articulately on a specific area of expertise, including the courts, refugee detention, health, higher education, Aboriginal Australia, nuclear issues, multiculturalism, religion and politics, youth, poverty, globalism, and the republic. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Legal Studies Stage 6; Modern History Stage 6; Society & Culture Stage 6
Paper \$24.95 SCIS 1268723

Civic issues [series]

Macmillan, 2006
Covering a plethora of topics on Australian citizenship and civic issues, this outstanding series contains concise and well-presented information, which will be particularly useful for the study of Australian history, and conservation. Each book discusses several issues in detail using key ideas, bolded and defined in a glossary, interesting photographs, tables, flowcharts, for and against arguments, feature boxes and fact panels. The easy reading style will not overwhelm readers who would normally find similar content challenging. Students are encouraged to become active citizens by finding out about issues, joining in, communicating and checking up. The books make good use of layout, with newspaper style headings and exact subheadings which answer the obvious 'what' and 'how' questions. A. Frost



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History 7-10; HSIE K-6; Geography 7-10
\$28.95 each

Reviewed titles in this series:
Conscription SCIS 1255151
Conservation SCIS 1255176
Federation SCIS 1255183
Immigration SCIS 1255188
Indigenous Australians SCIS 1255193
The republic SCIS 1255191

Life in indigenous Australian communities [series]

Macmillan Education Australia, 2006 (Macmillan library)
Each book in this series is rich with photographs, maps, and information about daily life in remote communities. The written text allows Aboriginal people to tell their own story, explaining aspects of life and culture, including traditional and contemporary activi-

ties, country and people, roles and relationships, law, health, food, and language. Pronunciation guides and glossaries helpfully aid language study. Students will enjoy each section on school and learning. Focusing on three NT and one WA community, these visually appealing books specifically support outcomes in the HSIE K-6 Strand: *Cultures*. This series, strong on geographical and social conditions, deserves to be a well-used resource in schools. A. Byron

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; Languages
SYLLABUS: Aboriginal Languages K-10; Aboriginal Studies 7-10; HSIE K-6
\$28.95 each



Reviewed titles in this series:
Gawa, Arnhem Land, Northern Territory SCIS 1261402
Nguiu, Bathurst Island, Northern Territory SCIS 1261397
Haasts Bluff, Central Desert, Northern Territory SCIS 1261395
Warmun, East Kimberley, Western Australia SCIS 1261384

JAMAL, Nadia & CHANDAB, Taghred The glory garage: growing up Lebanese Muslim in Australia [sound recording]

Louis Braille Audio, 2006 (270 min.)
ISBN 0732031354 [305.48]

Melissa Eccleston reads these touching and funny stories which reflect the migrant experience shared by many Australians. These personal stories, which deal with cultural and religious beliefs and other sensitive issues, will interest and entertain many students. Read in a clear voice, without an Australian/Lebanese accent, the stories are so engaging that most listeners will lose themselves in them, imagining a range of voices just as they would with the written versions. This resource would be useful for vision impaired students and, if used in conjunction with the written text, could be used to support ESL students and students experiencing learning difficulties. K. Rushton

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: ESL
\$74.75 SCIS 1263713

Australian identity and values

/ edited by Justin Healey. Spinney, 2006 (Issues in society)
ISBN 1920801405 [305.82]

Using a range of sources including newspaper reports, magazine articles, government reports, website fact sheets, statistics and literature from special interest groups, this book presents a range of opinions concerning the Australian national identity. This resource would be useful for studies in the HSIE Strand: *Cultures*, the citizenship component of the Geography 7-10 syllabus and some topics in the History 7-10 syllabus. The two chapters: *Australian citizenship, symbols and values* and *Opinions on Australia's national identity*, are supported by up-to-date statistics and numerous



cartoon graphics. Language is student friendly and the chapters and their sub headings allow easy access to information. Websites related to the topics covered are included. P. Passmore

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10; HSIE K-6
 Paper \$18.95 SCIS1225346

ANG, I. & BRAND, J. & NOBLE, G. & STERNBERG, J.

Connecting diversity: paradoxes of multicultural Australia

Special Broadcasting Service Corporation, 2006
 ISBN 0975011634 [305.89]

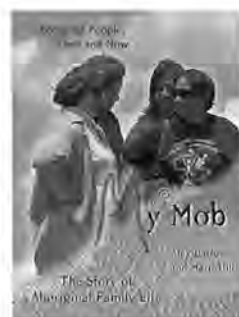
School communities could find this research useful to develop understandings about media and diversity. The research includes topics such as cynicism and young people's relationship to the media, multiculturalism and identity. The focus groups range from 16-40 years and information is accessibly organised around statements, quoted opinions about those statements, and analysis of responses. This approach allows the reader to engage directly with the interviewees. The book offers particular support to the study of identity, culture, change and communication in the Society and Culture syllabus. Its clear explanation of research methodology will also be useful for these students. This is a very useful resource for understanding young Australians' responses to these contemporary issues. K. Rushton

USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Society & Culture Stage 6
 Paper \$19.95 SCIS 1261410

Aboriginal people, then and now [series]

Heinemann Library, 2006

Core cultural and social aspects of Aboriginality, the continuing struggle and the political relationship between Aboriginal and non Aboriginal peoples of Australia, are presented here in both their historical and contemporary contexts. Clearly explained are the issues of land rights, self-determination, the Stolen Generation, Reconciliation, family and kinship. Included are profiles of key individuals, and of changing perceptions of and by Aboriginal peoples and Torres Strait Islanders. Each volume includes a timeline relating to its focus and Aboriginal English is used where relevant. The style will attract those students who may otherwise find content challenging. Visuals and written text support a very good understanding of Aboriginal people. Current social issues relating to Aboriginal communities are not the brief of this series. N. Chaffey



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Community
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; History 7-10; HSIE K-6
 \$29.95 each

Reviewed titles in this series:

- Bosses ourselves: the story of Aboriginal self-government** SCIS 1255545
- My mob: the story of Aboriginal family life** SCIS 1255544
- Sharing our culture: the story of Aboriginal cultures** SCIS 1255542

You and me living together: the story of Aboriginal land rights

SCIS 1255541

GRIFFITHS, Max

Aboriginal affairs 1967-2005: seeking a solution

Rosenberg, 2006
 ISBN 1877058459 [305.89]

This useful update on recent and current Aboriginal issues provides some hope and vision for the future. Unfortunately, it also highlights the frustrating efforts of successive governments to provide a solution. Many policies and practices over the past four decades are discussed. The issues include ATSIC, native title, self determination, Reconciliation, health, housing, and education. The background and context of many of the laws and judgements surrounding these issues make intriguing reading. Griffiths very effectively uses many quotations that demonstrate the national diversity of thoughts and feelings. It is clear that further input from Aboriginals is essential in working towards the solution of the book's title. A. Playford

USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Community & Family Studies Stage 6; History 7-10; Legal Studies Stage 6; Society & Culture Stage 6
 Paper \$29.95 SCIS 1266601

How governments work

Dorling Kindersley, 2006
 ISBN 1405314532 [320.3]

An essential reference tool for school libraries, this book outlines the world's many types of government. Detailed histories and fact boxes about the countries of the world will benefit many students and teachers. The explanations of how governments work are intriguing. The differences between parliamentary, multiparty and presidential democracies are clearly shown by easily understood tables. The tables continue for countries that are in transitional rule, such as Iraq and Afghanistan. This indicates the currency of the book, previously published as *The book of rules*. The colourful maps, photographs and graphs are set out beautifully to make interesting and enjoyable reading. A. Playford

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; Geography Stage 6; Legal Studies Stage 6
 Paper \$30.00 SCIS 1257640

GORDON, Michael

Freeing Ali: the human face of the Pacific solution

University of New South Wales Press, 2005
 ISBN 0868409782 [323.6]

Gordon, an Australian journalist, describes the journey of a group of refugees detained by the Australian government on the island of Nauru. It details their attempts to gain refugee status and enter Australia, and the attempts of others to change the current government's stance on refugees in general. The book takes a biographical approach, with each chapter describing the activities of the various protagonists. The almost documentary style will elicit a response

from the reader, ensuring they become involved in the story of each person. The book's ending, giving the current status of each of the detainees interviewed, leaves the reader with an interest in discovering the status of all refugees in detention. This text would be of great use to students of Geography and the Focus Area 4G4: *Global issues and the role of citizenship*. P. Passmore

USER LEVEL: Stage 5 Community Professional
KLA: HSIE
SYLLABUS: Geography 7-10
 Paper \$16.95 SCIS 1240921

Raintree fusion [series]

Raintree, 2006

Using high interest scientific fact, this series has much to offer budding investigators. Simply labelled diagrams, flow charts, timelines, and comprehensive glossaries are excellent features, and there is also good use of intriguing questions. Layout for research purposes is thoughtful and the books are visually very appealing. Life and survival are expertly discussed in *The day the earth stood still*, and concepts such as potential and kinetic energy are clearly explained in *Wackiest machines ever!*. The water cycle, photosynthesis and food chains are shown in *The day the sun went out*. Simple machines, including wedges, ramps, pulleys, levers and their properties and uses, are explored with a medieval theme in *Castles under siege!*. These excellent volumes support the Science and Technology Units: *Cycles in our world; Making it easy* and *Out in space*. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
 \$32.95 each

Reviewed titles in this series:

- Castle under siege!** SCIS 1261694
- The day the earth stood still** SCIS 1261685
- The day the sun went out** SCIS 1261678
- Wackiest machines ever!** SCIS 1261670

CLARK, Leiza

Female entrepreneurs: leading business-women

New Holland Business, 2006
 ISBN 1921024046 [338]

Twenty successful businesswomen talk about their place in contemporary Australian business in this book. Presented as extended interviews, and using a conversational tone, the Q&A format includes the establishment of the venture, business plans, marketing, organisational aspects, and future directions. Each identity summarises the key strategies for their success. This very readable and accessible book is particularly useful as an introduction to outcomes in the Business Studies Stage 6 Topics: *Nature of business* and *Establishing a business*. It is also a handy supporting reference for vocational studies and workplace aspects of design. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: CA; HSIE; VET
SYLLABUS: Business Studies Stage 6; Visual Design 7-10; Visual Design CEC Stage 6; Work Education 7-10
 \$29.95 SCIS 1263680

All prices in the availability statement include GST.

ARMSTRONG, Kate

Community support services [series]

Macmillan Education Australia, 2006 (Macmillan library)

Community groups in need, and the types of support that is available for them, form the content of this series. Current information is presented with each book looking at two support organisations and some personalities in detail. Topics include seeing eye dogs, the school of the air, meals on wheels, the university of the third age, and migrant resource centres. Modern and engaging photographs, a spacious layout, and plenty of headings and subheadings make this series easy to use. The resource is most useful for the HSIE Strand: *Social systems and structures*. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$28.95 each

Reviewed titles in this series:

- Aged people** SCIS 1261380
- Migrants and refugees** SCIS 1261379
- People in remote areas** SCIS 1261376
- People with disability** SCIS 1261338
- Senior citizens** SCIS 1261333
- Young people** SCIS 1261336

Health and safety [series]

Macmillan, 2006

Many aspects of personal safety and health, from bushwalking to nutrition, are provided by this excellent series. The format is attractive and detailed with glossy colour photographs, break-out boxes and captions included on every page. Particular hints to stay healthy in relation to the focus of each book are highlighted. The articles are written in clear and accessible language, and they feature colourful headings. Each book includes a concise glossary and a comprehensive index. The series will support teaching and learning within the *Active lifestyle, Safe living* and *Personal health choices* Strands of the PDHPE K-6 syllabus in addition to many aspects of the *Science and Technology K-6 syllabus*. S. McLoughlin



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K-6; Science & Technology K-6
 \$28.95 each

Reviewed titles in this series:

- A healthy body** SCIS 1268643
- Eat wise** SCIS 1268653
- Going bush** SCIS 1268648
- Home safety** SCIS 1268651
- Street smart** SCIS 1268639
- Water safety** SCIS 1268637

Your environment [series]

Watts, 2005

The interconnectedness of the world's economy and environments, and the importance of global issues for all, are emphasised in this series. Text on two levels is a selling point, with information available to users of differing literacy levels. Attractive design and plentiful illustrations are a feature, although captions fail to effectively describe accompanying illustrations. The books have a UK curriculum focus, but may be useful in the absence of Australian works on similar topics in meeting HSIE outcomes SSS 2.7, SSS 3.7, ENS 2.6 and ENS 3.5. The series is a worthy attempt to explain difficult and potentially controversial issues to young students, but some complex issues such as drought, famine and poverty are oversimplified. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$35.95 each

Reviewed titles in this series:

Food and the world
Global warming

SCIS 1260375
SCIS 1260364



NEWSON, Sarita

The art of learning by doing

Saritaksu Editions, 2005

ISBN 9799697557

[370.95986]

Uplifting and beautifully presented, this bilingual book uses narrative to show how education has miraculously changed the lives of some isolated and poverty stricken Balinese villagers. Stories are accessible and based on real experiences. They are told from the viewpoint of fictional children using parallel English and Indonesian texts. Students talk about nutrition, hygiene, sanitation and organic farming, and how their lives have been transformed by education. Their bold artwork provides a valuable insight into everyday life. The book offers a different perspective for Indonesian syllabuses on understanding and responding to texts, and understanding cultural aspects. The latter would suit teacher interpretation in Stage 3, while the insights into rural life link particularly well to Indonesian Stage 6: *Extension*. J. Peard

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: Indonesian K-10; Indonesian Stage 6: *Beginners; Extension*
Paper \$20.00 (available from <<http://www.eastbalipovertyproject.org/>>) SCIS 1271846

REPCHUK, Caroline & JAY, Alison

The race

Hardie Grant Egmont, 2006

ISBN 1921098074

[398.2]

The author's purpose in writing a modern version of Aesop's *The hare and the tortoise* is not clear, as this picture book is more like an abridged travel brochure. The rhyming text is often stilted, and it would be difficult to read aloud in a sustained rhythm. It narrates

the tortoise and hare's race, using various modes of transport, from England to New York. Why they embark on a circuitous route that takes them to India, Australia and China is unclear, but the audience may be engaged by the images experienced on the way, and keen to spot the tortoise's cruise ship lurking in the pages' background. The illustrations provide the interest. Cracked eggshell effects add a feeling of age, and may inspire attempts to paint and scrunch to achieve similar results. C. Keane

USER LEVEL: Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
Paper \$14.95 SCIS 1255174

FERGUSON, Andrew

Deutsch downunder. 2, German course book

Pearson Education Australia, 2006

ISBN 0733972691

[438.2]

This is a challenging and useful text for students. It covers the present, future, imperfect, perfect and past perfect tenses, and thus bridges the gap between Stages 5 and 6. It uses a variety of exercises to achieve its goals, from entertaining activities to grammatical drills and exercises. The book has some drama related activities and uses many different text types. The dictionary section in the course book is convenient, but some students may have difficulty with the fact that most instructions are in German. It uses both cartoons and photographs to engage students. A. Curtis

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German K-10; German Stage 6
\$52.55 SCIS 1265314

Other reviewed title:

Deutsch downunder. 2, German activity book SCIS 1268625

GAGO, Sandra

Dari jendela saya: a glimpse of life in Indonesia

Puteri, 2006

ISBN 0646448102

[499]

Indonesian vocabulary and beautiful photographs illustrate the world of Anis, a 14 year old Balinese girl, in this resource, which is written by a Victorian language teacher. Aspects of Anis' everyday life, such as food, religion, celebrations, and going out, are described in Indonesian, using language which is straightforward and formal in style. The only English comprises short lists for some difficult vocabulary. Useful comprehension and grammatical exercises and suggestions for writing tasks are included for each chapter. There are also chapters on several other parts of Indonesia, including Sulawesi and Tana Toraja. The book is an interesting teacher resource for the Objective: *Moving between cultures* in the Indonesian K-10 syllabus, and students of Indonesian Stage 6: *Beginners* will find many of the readings relevant to their course. J. Peard

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: Indonesian K-10; Indonesian Stage 6: *Beginners*
Paper \$47.65 (available from puteripress@aapt.net.au) SCIS 1266755

CHAPMAN, Allan

Albert Einstein: a funny story about time etc

[videorecording]

Channel 5 Broadcasting, 2004 (25 min.) (Great scientists)

ISBN none

[530.092]

Dr Allan Chapman from Oxford University uses a mix of historical footage, animation and comedy dramatisation in this DVD explaining the complex work and theories of Albert Einstein. The concepts of Einstein's work are presented in a relaxed but factual manner, in relation to Einstein's childhood, education and life history. Train sets and go-karts are used as examples to simplify Einstein's complex ideas. The DVD is particularly relevant to Stage 5 Science students as extension material, and to Stage 6 students completing the Physics Unit: *Space*, in terms of exploring the concept of relativity. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7-10
\$66.00 SCIS 1214514

Our world. Geography [series]

Watts, 2006

Concise and well-structured, this series contains information on a diverse range of environments and ecosystems. Environment ecology, biology, definition, geological features and conservation aspects are examined in detail for the target audience. Large headings, clear paragraphs, keyword lists and excellent photographs significantly enhance the books' appeal and ensure they support Science and Technology content on Earth related topics. The books also support the study of environments in the HSIE K-6 syllabus. The series features a multilevel written text that targets a number of reading levels, making them ideal for guided reading. D. Croker

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$35.95 each

Reviewed titles in this series:

Deserts
Oceans

SCIS 1260347
SCIS 1260313

WILLET, Edward

Genetics demystified

McGraw-Hill, 2006

ISBN 0071459308

[576.5]

Moving gradually from the work of Mendel through to current topics such as cloning and genetic screening, this text is a valuable resource either as a self-teaching tool or in the classroom. The content is easy to absorb and is punctuated effectively with clear diagrams and tables. Each chapter holds a manageable amount of information and ends with a short quiz. Along with topical information, the book considers ethical dilemmas which enable the reader to appreciate the complex debates created by advancing technology. A final exam of 80 multiple choice questions is included. The book supports the Biology Module: *Blueprint of life* and the Options: *Biotechnology; Genetics: the code broken?* and *The human story*. S. Lockwood

USER LEVEL: Stage 6 Professional
KLA: Science

SYLLABUS: Biology Stage 6
Paper \$34.95

SCIS 1256686

Survivor's science [series]

Hodder Children's, 2006

Providing a practical approach to science, this visually appealing series explains how life survives in different environments. Each book begins with an explanation of how the environment was formed and a world map showing its location. Most topics are supported by a page containing an experiment or model to make, such as constructing various shelters, making a solar still or distilling sea water. Photographs and diagrams are interesting and clearly labeled. This series would readily support aspects of the Science 7-10 syllabus, the Geography Focus Area: *Global environments*, and the Science and Technology Units: *An ancient land* and *Environment matters*. J. Eade

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; Science & Technology K-6
Paper \$19.95 each

Reviewed titles in this series:

Survivor's science in the desert
Survivor's science on an island

SCIS 1264409
SCIS 1264396



TONKIN, Rachel

Leaf litter: exploring the mysteries of a hidden world

Angus & Robertson, 2006

ISBN 0207198225

[577.3]

In this handsomely produced, large format picture book, the annual cycle of life and death in the leaf litter in the box/ironbark forest ecosystem of Victoria is examined in minute detail. Each double page spread shows a patch beneath a single tree, teeming with life and activity in the litter, and in the soil beneath. An astonishing amount of research is evident in the meticulously executed illustrations, and in the detailed notes and glossary, which emphasise the importance of this ecosystem, and the interdependence of all life in these forests. Extensive and relevant teachers' support material is available on the publisher's website. This magnificent book supports syllabus outcomes in the Science and Technology Strand: *Living things*. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$29.95 SCIS 1266034

Heinemann first library [series]

Heinemann Library, 2006

Basic information about habitat, diet, life cycle, behaviour and an intriguing tracker's guide of each focus animal is presented in this series. Each text is easy to read and accessible, with labelled



diagrams, highlighted maps, many excellent colour photographs and large print. Large headings, captions and bold keywords linked to the glossary of each text enable the reader to easily engage with these texts. This series would be an excellent starting point for young students developing research skills. Information supports the HSIE Strand: *Environments* and the Science and Technology Strand: *Living things*. S. Hay

USER LEVEL: Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$29.95 each

Reviewed titles in this series:

Watching kangaroos in Australia SCIS 1261585
Watching lions in Africa SCIS 1261583
Watching penguins in Antarctica SCIS 1261575

HATKOFF, I. & HATKOFF, C. & KAHUMBU, P. & GRESTE, P.

Owen & Mzee: the true story of a remarkable friendship

Scholastic, 2006
 ISBN 0439829739 [599.63]

The protective friendship formed between a baby hippopotamus and an old tortoise, after the Indian Ocean Tsunami 2004, forms the subject matter of this very charming story. Large photographs make this text suitable for use with a whole class, and it could be used as a starting point for a study of animals, the environment and the responsibilities of humans to care for the planet. The story is intriguing: it describes how experts remain puzzled as to why the odd couple formed a friendship, and it celebrates the fact that they did. Background information, combined with the contemporary factual setting, provides an interesting perspective for the Science and Technology Unit: *What's alive?*. This is a great resource for exploring visual and critical literacy within the context of science. K. Rushton



USER LEVEL: Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K-6; Science & Technology K-6
 \$16.99 SCIS 1263480

Behind the news. Volume 1 [videorecording]

Australian Broadcasting Corporation, 2005 (75min.)
 ISBN none [600]

Better than ever in DVD format, these two resources feature a lively and expressive compere, high quality video footage, creatively arranged role plays, engaging diagrams and effective production techniques. These current affairs topics will capture the attention and interest of students. Stimulating episodes in Volume 1 include **Medical marvels**, **Health issues** and **Your body** which addresses the issue of junk food, marketing and nutrition, and uses examples to which students will relate. This episode supports a study of nutrition in the PDHPE K-6 syllabus Strand: *Personal health choices*. Volume 2 covers Antarctica, money, changing Earth, our animals and animal magnetism. The DVDs' material on alcohol will assist teachers with drug education. Both DVDs will engage students in the issues, and they provide a vehicle for note taking, public speaking, debating and information reports. D. Johnston

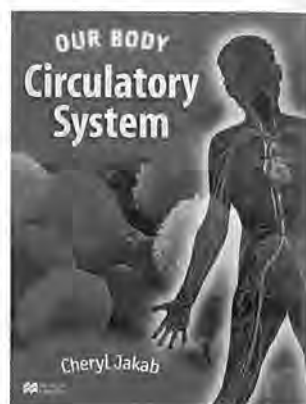
USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Mathematics; PDHPE; SciTech
SYLLABUS: Geography 7-10; HSIE K-6; Mathematics K-6; PDHPE K-6; PDHPE 7-10; Science 7-10; Science & Technology K-6
 \$110.00 SCIS 1260651

Other reviewed title:
Behind the news. Volume 2 SCIS 1260660

Our body [series]

Macmillan, 2006

Each of these beautifully presented books explores the parts and functions of the body. The books examine how diseases affect the body and how the risk of these can be minimised. Particularly useful are colourful boxes highlighting fascinating facts, health tips, what is under the microscope and activities to try. These rich and accessible resources include numerous clear diagrams, drawings and colourful photographs with easy to read charts. Simple experiments at the end of each these books will enhance the value of these resources for the primary school classroom and library. Teachers will find them valuable for use with the PDHPE K-6 syllabus and the Science and Technology K-6 syllabus Strand: *Living things*. K. McCulloch



USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; SciTech
SYLLABUS: PDHPE K-6; Science & Technology K-6
 \$28.95 each

Reviewed titles in this series:

Circulatory system SCIS 1253155
Digestive system SCIS 1253162
Muscular system SCIS 1253154
Nervous system SCIS 1253160
Respiratory system SCIS 1253157
Skeletal system SCIS 1253156

In the living forest: an exploration of Australia's forest community

ETN Communications, 2005
 ISBN 0958020779 [634.9]

The management of forest assets is the focus of this detailed book. Topics include managed investment, science, history, social responsibility, ecosystems, and research and development. There is no index but annotated contents and extensive website links are very useful. Students can bolster their environmental management knowledge by learning about current practices in combating salinity, and how genetic engineering is securing the survival of some tree species and improving their characteristics. With incorporated references and biographies, students will be able to source current data about the benefits of plantation forestry to protect native species and to learn about the innovative ideas that will see timber being used as a structural material well into the next century. This excellent resource, written by a host of named experts, has multiple uses within senior syllabuses. B. Maher

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE; Science; TAS; VET
SYLLABUS: Agriculture Stage 6; Business Studies Stage 6; Construction Curriculum Framework Stage 6; Geography 7-10; Geography Stage 6; Industrial Technology 7-10; Industrial Technology Stage 6; Senior Science Stage 6
 \$39.95 SCIS 1268555

DREWE, Robert

Walking Ella: ruminations of a reluctant dog-walker

Penguin Books Australia, 2006
 ISBN 0670029629 [636]

Laconic humour, intelligent imagery and language, and classy literary allusions, make this small book an amusing and pleasurable read. Ella, a playful and disobedient German pointer, is reluctantly walked daily by the author, Drewe, who decides to keep a journal to compensate for his time. The book relates anecdotes and observations stemming from those walks in Sydney's Centennial Park. Incidents are beautifully described in Drewe's polished prose. He verges off into discussions of animal behaviour, dogs in literature, and the park itself, and he includes doodles which cleverly illustrate his relationship, and frustration, with Ella. This is a great book for lovers of language, as well as dog lovers. C. Thomas



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10
 Paper \$19.95 SCIS 1266834

FIELD, Kim & WALLER, Rod

Seafood resource kit

Kondinin Group, 2004 (The workboot series)
 ISBN 1876068361 [639.20994]

Information on all aspects of seafood is creatively presented using a DVD, hard cover book and outcome based unit worksheets in this unique kit. The resource examines seafood and explains in clear and simple language how it is caught, manufactured, stored, and marketed to consumers. The kit investigates seafood's nutritional value, with interesting recipes and it discusses the effect of fishing on the environment. Worksheets are included for each topic. Activities would be useful in the Science and Technology Units: *Cycles in our world*, *Mini-worlds*, *Food for the tuckerbox* and *Environment matters*. M. Timperley

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; Mathematics; SciTech; TAS
SYLLABUS: Agricultural Technology 7-10; Food Technology 7-10; Mathematics K-6; Science 7-10; Science & Technology K-6
 \$82.99 SCIS 1179112

RIDGEWELL, Tanya

Textiles technology first

Pearson Education Australia, 2006
 ISBN 0733974929 [677.0076]

Information mapped to curriculum outcomes of the Textiles Technology syllabus is found in this excellent resource. Written

specifically for NSW Stage 5 students, the text can also be used by Stage 4. It is a new edition of *Textiles & design in action*. Content is easy to read and the resource is packed with written and practical activities which cater for students of differing learning needs. The three syllabus Areas of Study: *Design*, *Properties and performance of textiles* and *Textiles and society* are well-covered. The first part of the book provides an excellent overview of textiles technology, as well as describing in detail what is required in focus areas and project work. Relevant ICT activities feature throughout and a supporting CD is available. K. Lissa

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Textiles Technology 7-10
 Paper \$46.95 SCIS 1268550

HUDSON, Cheryl Willis & SOBOL, Richard

Construction zone

Candlewick, 2006
 ISBN 0763626848 [690]

The construction of a building in Massachusetts is documented in visual detail in this fascinating book. From the drawing of the plans, to the grand opening of the finished building, text and photographs show clearly how all the pieces of this giant puzzle were put together. The photographs elegantly capture the action, danger, and scale of construction and the concentration needed by workers to realise this project. Specialist vocabulary is explained at the bottom of each page. This richly detailed resource will appeal to all children interested in construction, and it particularly supports students and teachers engaged in the study of the built environment in the Science and Technology K-6 syllabus. S. McLoughlin



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$27.95 SCIS 1263333

HERNANDEZ, Lea

Manga secrets

Impact, 2006
 ISBN 1581805721 [741.5]

For those who have ever wondered why the youth of today are so captivated with the manga comic style, this book captures the essence behind this phenomenon. It contains chapters dealing with drawing facial expressions and features, and it breaks up figures into a series of shapes to get the correct proportions. However, unlike other manga books, it includes useful information on linear perspective drawing, comic strip layout and the use of dialogue to create work resembling this art style. This is a relevant book to use when studying the art of comics or as an alternative way to motivate disengaged students to practise drawing. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
 \$29.95 SCIS 1212005

All prices in the availability statement include GST.

BURKE, Sandra

Fashion computing: design techniques and CADBurke Publishing, 2006
ISBN 0958239134

[746.9]

An excellent introduction to computing design techniques, this resource for fashion designers and illustrators will prove useful as a school resource for using computer-based technology and for the *Major textiles project* in Textiles and Design Stage 6. The use of visuals, and easy steps set out in a logical learning sequence, cater for students with a range of technological abilities. The book explains the most common graphics software used in the fashion industry, and it has some clear demonstrations of *Photoshop* and *PowerPoint*. The resource has exemplary visuals, including multiple sketches and drawings, plus some photographs and graphics of screen printouts. K. Lissa

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
Paper \$49.95

SCIS 1268745

HOOLE, Gavin & SMITH, Cheryl

Really, really, really easy step-by-step digital photography for absolute beginners of all agesNew Holland, 2006
ISBN 184537245X

[775]

As the title suggests, this is a most basic book on digital photography. The entire book is based around the editing software *Picasa*, which is available on computer as a free download. However, many of the capabilities outlined in this book can be achieved in *Photoshop*, for those who are familiar with the program. The text is written in simple language, often supported with screen captures. The hands-on exercises aim to teach the reader how to fully utilise and understand the features available on a digital camera. Those new to digital photography will find this book valuable. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Photographic & Digital Media 7-10
Paper \$19.95

SCIS 1261241

ANG, Tom

Digital video: an introductionDK, 2006
ISBN 1405312548

[778.59]

Making and creating videos is captivating the minds of many students and teachers. This book will provide a basic understanding of the fundamental requirements needed to tackle this growing field. The impressive page layout sees an even balance of written text and relevant images. Explanations are short and to the point, making them easily read by students. Each chapter deals with a specific aspect of videoing and offers quick fixes to potential problems. There is an excellent glossary explaining jargon, and the Internet resource chapter offers a good range of sites for further reference. This is a very useful book for all students undertaking the challenge of creating movies. N. French

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Photographic & Digital Media 7-10;

Photography, Video & Digital Imaging CEC
Stage 6; Visual Arts 7-10
\$29.95 SCIS 1256892

CARTER, Danielle

Racing against time: the actor's handbook for film and televisionCurrency, 2006
ISBN 0868197726

[791.4]

A practical handbook for students interested in an acting career in film or television, this publication considers many aspects of the process involved. From initial casting to postproduction, it explains the role and expectations of the actor within a production team. Experts offer comments and advice to novices who hope to find a footing in this competitive industry. The book covers a range of useful topics including wardrobe, makeup, first day on the set, camera work, and working with the writer. A worthwhile introduction to the rigours of the film and television industry in Australia, this clear, concise book is a valuable source of information. C. Sly

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
Paper \$32.95

SCIS 1268561

CORBETT, Pie

Speak out!: great ideas for listening and speaking activities for ages 7-9A & C Black, 2006
ISBN 9780713672206

[808.5076]

Highlighting the importance of effective talking and listening, with many practical ideas for explicit teaching, this is a wonderful resource for teachers. It reflects the *English K-6 syllabus* with its strong focus on purpose and audience and it provides excellent advice on organising information, class rules and working in groups. A range of texts are discussed, and the chapters on storytelling, performance poetry and drama games are especially welcome. The chapter on persuasion contains innovative yet simple ideas that will work for teachers in a variety of settings. These useful and practical strategies will enhance talking and listening and therefore reading and writing in any K-6 classroom. H. Evans

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$27.95

SCIS 1269481

Letters from Aceh/ edited by Dennise Rao. Sid Harta, 2005
ISBN 1921030429

[808.86]

A touching insight into the experiences of children affected by the Indian Ocean Tsunami 2004, this resource may be useful to highlight the physical destruction caused by the tsunami as well as the personal cost for Aceh children. Jakarta International School students wrote to children living in refugee camps, expressing their sorrow and concern, and Aceh children replied with letters telling of personal loss and survival. Letters are reprinted in colour, with English translations. The book also contains graphic colour photographs of the devastated

region, drawings, and photographs of children from the refugee camps. This book is particularly useful for the study of natural disasters in HSIE K-6, and multiple topics in Geography 7-10. J. Peard

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE; Languages
SYLLABUS: English K-6; Geography 7-10; HSIE K-6;
Indonesian K-10
\$29.95 SCIS 1258028

REEVES, Melissa

The spookCurrency, 2005 (Currency plays)
ISBN 0868197688

[822]

Winner of the 2005 Louis Esson Prize for drama, this play in two acts explores the Australian political scene of the 1960s, focusing on a local communist party branch infiltrated by Martin, an innocent, earnest young spy. It is an amusing script, verging on hilarious at times, as Martin tries to balance his 'spook' activities with his personal life. However, the more he is trusted, the more he becomes a friend of the party members. Martin is caught in emotional turmoil when his subversive work has disturbingly real consequences for a Greek couple deported by Australian immigration. This is a fast moving and slick script, with some adult language, that will appeal to more thoughtful actors. A detailed introduction provides excellent background information on the historical context. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10
Paper \$21.95 SCIS 1268598

The best of the one act plays: Australian theatre workshopHeinemann Harcourt Education, 2006 (Australian theatre workshop)
ISBN 1740816048

[822]

A collection of eight plays, this book is a useful resource for Drama students. The variety of content and genre, including serious and comic drama, offers a wide range of choice. These previously published plays have been revised, where necessary, to suit a contemporary context. As a helpful guide, each script indicates its performance time along with the number and gender of actors. Useful suggestions are given for simple and effective props and settings. A range of practical activities to engage and extend students is included at the end of each script. Templates for performance self-assessment and audience evaluation are provided, making this a beneficial text for both Drama and English classes. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10
Paper \$24.75 SCIS 1256910

Jane Austen's Pride and prejudice: a sourcebook/ edited by Robert Morrison. Taylor & Francis, 2005 (Routledge guides to literature)
ISBN 0415268508

[823]

Excerpts from a broad spectrum of writers and theorists, from the 19th century to the present, form this collection. A contextual

overview, Austen documents, and an Austen chronology describe the novel in historical, social and political contexts. The critical section offers a range of critiques, displaying interesting shifts in perspective over time. A chapter on the novel in performance, and key passages with a short analysis, annotations and suggested further readings, are also presented. The book provides a good overview of the text with plenty of primary sources for analysis, although serious academic study would require more comprehensive research than this publication provides. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
Paper \$45.00 SCIS 1249940

FRIEDMAN, Norman

The Cold War experienceCarlton, 2005
ISBN 1844424898

[909.82]

Containing a wealth of tactile primary sources, the Cold War is examined here in a boxed scrapbook format, chronologically focusing on the key events, themes, issues and personalities of the period. The book's value lies in the broad nature of its treatment, examining events such as the Korean and Vietnam wars, political movements including Solidarity, and the dissolution of the USSR, within the context of the Cold War. The book has an interesting range of material, including posters, newspaper articles and a DVD collection of nuclear information films. This is an excellent resource, well-suited to group work for students who wish to gain an insight to the mood of the period. It is especially suitable for Modern History students investigating Menzies or Gorbachev, or the Cold War study within *International studies in peace and conflict*. B. Kervin

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
\$69.95 SCIS 1258844

KLEEMAN Grant

Topographic mapping skills for secondary studentsCambridge University Press, 2005
ISBN 0521600065

[912]

Clear, visually appealing maps and explanations of a range of geography skills are included in this second edition book for geography students. The stimulus material includes topographic maps, climatic data, satellite images, and aerial and ground level photographs. In addition, the information required to interpret this stimulus material is explained in clear, direct language. Opportunities are provided to practise the skills, with a range of activities accompanied by step-by-step instructions. A detailed glossary of necessary terminology is also included. The large format topographic maps allow students to readily identify features and the explanation of skills is such that junior geography students can efficiently access this book. P. Passmore

USER LEVEL: Stage 4 Stage 5
KLA: Geography
SYLLABUS: Geography 7-10
\$47.95 SCIS 1225346

All prices in the availability statement include GST.

Women who changed the world: fifty inspirational women who shaped history

Murdoch, 2006
ISBN 174045832X [920.72]

From Cleopatra to Coco Chanel, this book offers biographical snapshots of women who have played a strong role in world history, in areas such as human rights, politics, the arts, and science. Choices are not all reflections of Mother Teresa; the book's criteria are influence and power, and Jiang Qing and Catherine de Medici balance the inspirational identities featured. Each entry includes a photograph, a four page biography putting the person into historical context, a quotation, and timeline with related events. This standard format may aid the study of biography writing in the English 7–10 syllabus. Entries also form readable and accessible adjuncts to topics within the History 7–10 syllabus. Readers researching women in history will find this to be an informative starting point. B. Hull

USER LEVEL: Stage 4
KLA: English; HSIE
SYLLABUS: English 7–10; History 7–10
Paper \$34.95

SCIS 1264077

INGRAM, Anne & O'DONNELL, Peggy

30 Australian legends & icons

Random House Australia, 2006
ISBN 1740518063 [994.002]

An intriguing collection of popular history bytes, this illustrated text dissects yarns and discusses icons. Using conversational language and easy to read print, the book briefly looks at Australian history through song, the birth of Australia as a nation, the significance of certain vegetation, iconic places, bushrangers, lighthouses, transport, and some famous personalities. Each topic is outlined in a few pages with sketches complementing the text. The prose does not sparkle but this is a good reference for students seeking potted information on Australian history, social life and customs. A. Frost



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
\$19.95

SCIS 1264202

Australian heritage

Hallmark Editions, 2005
ISBN none [994.005]

The first edition of this quarterly magazine is a very interesting read which promises much for HSIE teachers. Articles on traditions, customs, and what we value from our past, will help students investigate what is important to Australians. Material is drawn from a broad range of topics including people and places, buildings and events. This issue has a focus on the physical environment, such as the Blue Mountain walking tracks, which would be useful for the mandatory site studies in History 7–10. The magazine's format makes great use of visual material and primary sources, and its writing strikes a pleasant balance between erudite research and the stories of history. It would be highly suitable as a lead in to a range of classroom activities. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
Paper \$7.50

SCIS 1248352

Who reviews?

Reviewers for *Scan* and the *DET* web site are selected from teachers and teacher-librarians across the state.

Kristin Ashley, Newcastle HS
Colleen Barlow, Erina HS
Aveen Beedles, Flinders PS
Margaret Bradley, Macquarie ICT Innovations Centre
Michele Busch, Review Coordinator
Angela Byron, Professional Support Officer
Gayle Calc, teacher-librarian
Francie Campbell, teacher-librarian
Nell Chaffey, Tamworth PS
Wayne Chaffey, Tamworth HS
Heather Cobban, Fort Street HS
Peter Conroy, The Forest HS
Robert Cox, Morisset HS
Donna Croker, Old Bar PS
Frances Crum, teacher
Anita Curtis, Davidson HS
Meg Davis, Literacy Consultant
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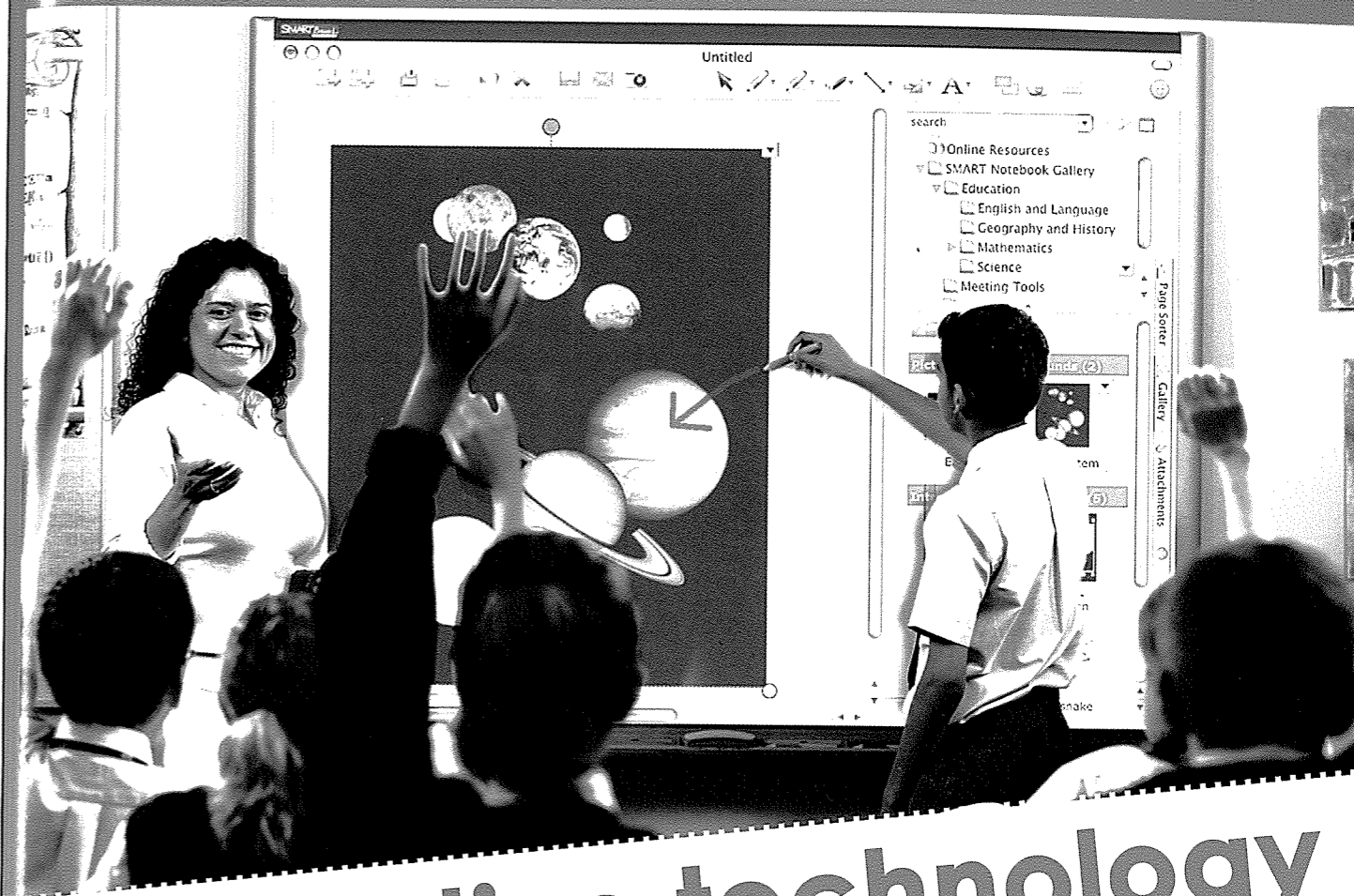
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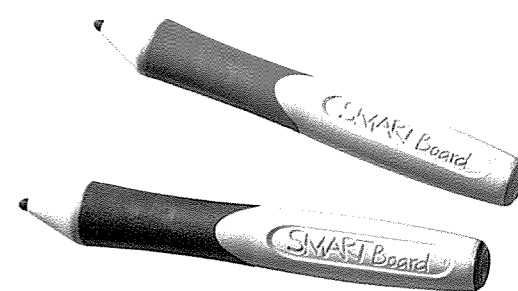
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