

# Scan

<FAQs>

<Hot topics>

<Links>

<Policy and publications>

<Professional learning>

<Regional networks>

<Resource review program>

<Scan>

<SCIS>

<Teaching ideas>

<The School Magazine>



### In this issue

- teacher librarians: leaders, teachers & managers
- digital storytelling
- online projects engaging students
- enterprise learning
- understanding culture and identity



# ABC Kids Fiction

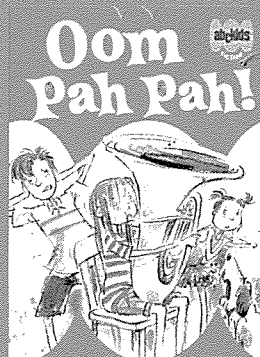
## JUNIOR FICTION

### Oom Pah Pah!

By Cecily Matthews  
Illustrations by Mitch Vane

Rosie is over the moon when she's chosen to play the tuba in the school band, but how will she get it to and from school for practice? With Ryan Morgan more than happy to take her place, Rosie needs to find a solution – and fast!

RRP \$11.95 - ISBN 9780733320682



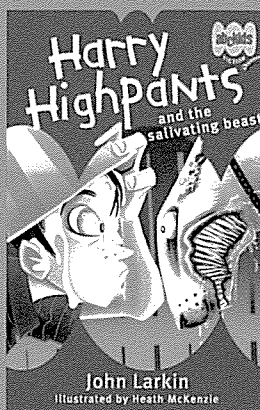
Cecily Matthews  
Illustrated by Mitch Vane

### Harry Highpants and the salivating beast

By John Larkin  
Illustrations by Heath McKenzie

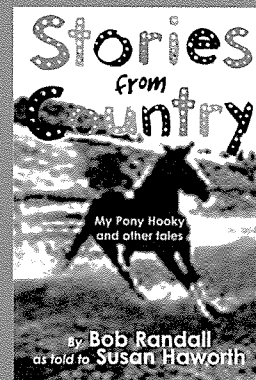
Harry 'Highpants' Highfield wants to be the best superhero ever. His big chance comes when his brother Wayne the Pain loses his prized cricket ball to the salivating beast next door...Fang!

RRP \$11.95 - ISBN 9780733320675



John Larkin  
Illustrated by Heath McKenzie

## NON-FICTION



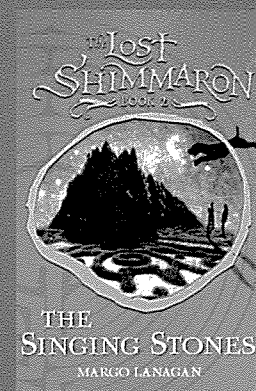
### Stories from Country

By Bob Randall  
(as told to Susan Haworth)

Songman and registered traditional owner of Uluru, Bob Randall tells of his childhood adventures. Bob's funny, scary and sometimes sad stories reveal a lifelong connection with the land.

RRP \$12.95 - ISBN 9780733320491

## FICTION



### The Lost Shimmeron

Book 2: The Singing Stones  
By Margo Lanagan

The second book in this shared-world series created by Australia's leading writers for children. While fossicking for gems, Lawrie, Jean and their dog are called away to the land of Scintillon. The counties of Scintillon run on jewel power, but the 'singing stones' are under threat from the sinister Rose twins. Can Lawrie and Jean save the precious jewels? And what do the precious jewels have to do with the lost Shimmeron?

RRP \$12.95 - ISBN 9790733320279

## PICTURE BOOKS

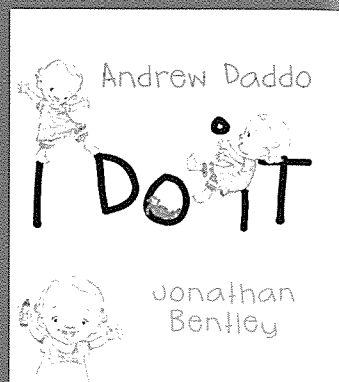
### I Do it

By Andrew Daddo  
Illustrations by  
Jonathan Bentley

This simply gorgeous and charming picture book for the very young perfectly captures a child's determination to be independent – at all costs!

A book you'll fall in love with.

RRP \$24.95 - ISBN 9780733320330

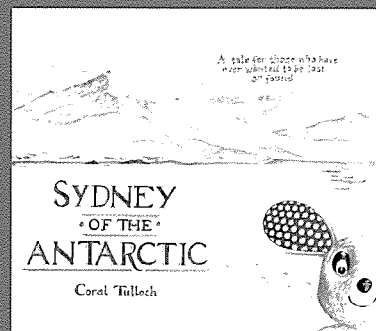


### Sydney of the Antarctic

By Coral Tulloch

A gorgeous picture book about Sydney Walton Mouse, who dreamed of a life of adventure, but never dreamed he would be left all alone in Antarctica. Based on a true story, this tale of loss and belonging is reminiscent of Scott's adventures in the Antarctic and will engage the hearts and minds of children of all ages.

RRP \$27.95 - ISBN 9780733321597



## YOUNG ADULT FICTION

### Letters to a Princess by Libby Hathorn

From one of Australia's most highly regarded authors comes a powerful novel for young adults about the power of celebrity, and growing up the hard way.

RRP \$14.95 - ISBN 9780733320750



Published by ABC Books,  
distributed by Allen & Unwin.  
Available from ABC Shops, ABC  
Centres, all good bookshops and  
online at [www.abcshop.com.au](http://www.abcshop.com.au)



Editor: Cath Keane

Review Coordinator: Michele Busch

Assistant Editor, Resources: Carol Thomas

Guest Editor: Gillian Maugle

Graphic Designer: BIAGDESIGN

Subscription enquiries:

Scan

Fax: (02) 9886 7413

Web: <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

Published by the Curriculum K-12 Directorate, Scan is a refereed journal that focuses on the interaction between information and effective student learning. Scan's articles and reviews explore the use of curriculum resources within the learning environment. Scan is issued four times per year and is available on subscription from The Subscription Clerk, Scan, Private Bag 3, Ryde, NSW 2112, Australia. Fax: (02) 9886 7413.

©2007 Curriculum K-12 Directorate,  
NSW Department of Education and Training.

ISSN 07264127, SCIS 752744.

Views expressed in Scan are not necessarily those of the Editor or the NSW Department of Education and Training. All covers are reproduced with permission of the relevant publishers. Scan accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, DET or Scan. Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3, Ryde, NSW 2112, Australia. Phone: (02) 9886 7501, Fax: (02) 9886 7413, Email: [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)

### RESTRICTED WAIVER OF COPYRIGHT

The printed material in Scan is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below:

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

Scan accepts advertising.  
For further information, contact  
The Editor on (02) 9886 7501



From the Editor	2
Currents	3

## Teaching and Learning

Circle time and the school library: maximising opportunities for talking and listening at Penrith Public School – Ian McLean	4
Developing the teacher librarian's collaborative planning role – Jill Morrison	8
Getting into gear with COGs – Lee Norrie	12
A taster of forthcoming English programming support for COGs – Catherine Thomson	16

## Research columns

Research columns four, 2007: Collaboration or co-creation? – Ross Todd	18
Collaboration: force or forced? – Linda Gibson-Langford	19

## Curriculum support

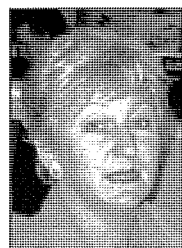
Online projects: powerful learning through quality pedagogy – Susan Harriman	26
Building Bridges: enterprise learning, the Middle Years and technology education – Steve Montgomery, Lyndall Foster and Julie Bell	31
Developing cultural understanding in the primary classroom – Anne Southwell	34
Introducing Ebenezer Q. Emu – Julia Marshall	37
National Literacy and Numeracy Week 2007 – Bernard Pryor	39

## Noticeboard

Resource, rebuild and recollect. Part 1 – Anne Longworth	42
A tribute to Joan Fardell – Margaret Sim	43
Africa Day: celebrating Book Week at St Paul's Primary School, Woodbridge – Irish Beard	45
Children's Book of the Year Awards 2007	46
SCISWeb Special order files and Scan journal websites – Anne Dowling	47
Briefly...	48

## Resources

Reviews of Internet sites	49
Professional reading	60
Literacy and Numeracy resources	63
Picture books	64
Fiction for younger readers	69
Fiction for older readers	74
Information, poetry and drama	78
Who reviews?	89
Indexes	90



Welcome to Term 4 and the final issue of **Scan** for 2007. Many thanks for completing our **Scan survey 2007**. Creating a huge

database with passwords for online responses was difficult, but worth a try. Thank you to everyone who persisted and managed to complete the online survey.

Annotations of articles and the database of resource reviews are available at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>. If you have suggestions for future articles, please let us know. You can contact me on (02) 9886 7501 or by email at [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au).

Enjoy the rest of the term and have a wonderful holiday. Merry Christmas to our readers, reviewers, contributors and advertisers.

Cath Keane  
Editor

## Circle time: maximising opportunities for talking and listening at Penrith Public School

Ian McLean explains how the *Circle time* discussion strategy is embedded in his teaching and learning programs for the book week rap, *READiscover*.



His examples of explicit teaching to effectively engage students are excellent models of best practice, and interested readers may wish to visit the archive of class emails discussion on the *Raps and book raps* website <http://www.schools.nsw.edu.au/raps>. **Page 4**

## Developing the teacher librarian's collaborative planning role



Jill Morrison identified the need to change the staff's perception of her role as teacher librarian. She shares her strategies for building effective partnerships and motivating changes in teaching practice to increase student learning outcomes. **Page 8**

## Getting into gear with COGs

Lee Norrie highlights the dual role of the teacher librarian by sharing ideas for selecting and managing a relevant collection, and explaining how teacher librarians are ideally positioned to teach information literacy and information skills as part

of the school curriculum. Lee identifies a variety of resources for supporting teaching and learning using COGs, and shares strategies for involving the staff in the maintenance of a relevant collection. **Page 12**

## Research columns: Collaboration or co-creation?

Dr Ross Todd reflects on deep learning through co-creation. He describes the shift in perception of the collaborative instructional team model and the development of complex instructional interventions. These immerse our students in diverse experiences to achieve deep learning outcomes. Ross introduces Linda Gibson-Langford's detailed review and analysis of literature on collaborative cultures in schools. **Page 18**

## Online projects: powerful learning through quality pedagogy

Susan Harriman's research study explores how online projects contribute to the learning outcomes of students. Their interaction required a synthesis of ideas for a real purpose and audience, and teachers' expectations of students' performances increased. **Page 26**

## Building Bridges: enterprise learning, the Middle Years and technology education

Steve Montgomery describes the development of the Building Bridges initiative and the involvement of stakeholders from business groups,

education sectors and local communities. Students participating in the project are engaged, more connected to their school and community, and optimistic about their future. Read about the ways in which the projects provided opportunities for developing the students' negotiating, designing and problem solving skills. **Page 31**

## Developing cultural understanding in the primary classroom

Anne Southwell, Senior Curriculum Adviser HSIE K-6, poses questions about our understanding of culture and identity, and how this understanding is reflected in our teaching. Anne reminds us of the readily available resources which support teachers to engage students. **Page 34**

## Introducing Ebenezer Q. Emu

Julia Marshall describes this engaging ICT tool which is bound to delight our young learners as they develop literacy skills. This is a must read for Early Stage 1 and Stage 1 teachers. **Page 37**

## Resource, rebuild and recollect. Part 1

The destruction of the school library is much more than the loss of a building. Share Anne Longworth's journey to rebuild a vibrant teaching and learning space. **Page 42**



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

## School libraries leading learning! conference

Our School Libraries and Information Literacy Unit is delighted to be working with ASLA (NSW) Inc. in organising this state conference. It will be held on March 28 and March 29, 2008, at The King's School, Parramatta.

This significant professional learning event will focus on the ways school libraries can transform teaching and learning through three main strands:

1. Quality Teaching
2. School libraries in a Web 2.0 world
3. Literacies

The conference will provide the opportunity to explore powerful pedagogy for school libraries making a difference. Dr Ross Todd will join us during the conference as a leading keynote and workshop presenter. For conference updates, further information and registration details visit *ASLA (NSW) Inc.* <http://www.aslansw.org.au> or *School Libraries and Information Literacy* <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>. (See advertisement page 41.)

Because this conference will be a major professional event, it will be the focus of statewide support provided by the School Libraries and Information Literacy Unit in Semester 1, 2008. Teaching and learning workshops will be scheduled and advertised for Semester 2 as normal. *OASIS Library*

and *SCISWeb* introductory workshops will be available throughout the year. Regional teacher librarian professional networks are welcome to request workshop support at any time. Contact [colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au) with requests, or for planning support.

For further information about 2008 workshops, including those in key learning areas and priority focus areas, and to register for them, go to <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

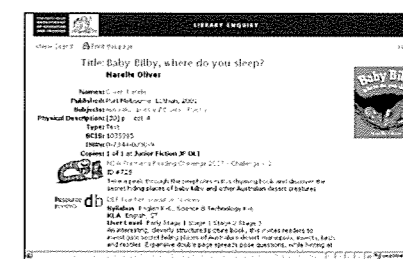
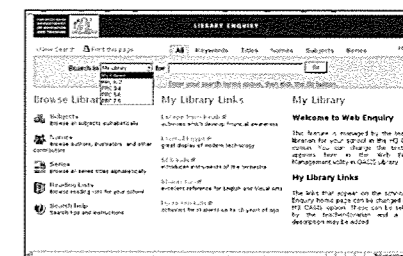
## OASIS Web Enquiry

A new browser service for school library catalogues will be made available to NSW government schools in Term 4, 2007. It has been developed by the Information Technology Directorate in collaboration with the School Libraries and Information Literacy Unit, Curriculum K-12 Directorate.

This new enquiry browser offers a number of value added services, in keeping with the potential of a Web 2.0 world. These will also offer significant teaching and learning benefits for teacher librarians working with teachers and students.

The *OASIS Web Enquiry* browser provides a user friendly search option that will be welcomed by teacher librarians, staff and students. It includes reading lists for the Premier's Reading Challenge (PRC) and HSC English 2009-2012, book cover images, and reviews from the Department's resource review program where available. The presence of these lists will automate mapping the library collection against, for example, PRC titles, and allow searchers to immediately view the titles in their library, along with annotations and reviews where available. It will also assist planning for resources needed by the library.

For more information and the latest news on *OASIS Web Enquiry* go to *Thin Client OASIS Volume 5 September 2007* <http://tinyurl.com/2t6syt>.



## Collaboration and Quality Teaching

Research and articles in this issue of *Scan* continue to explore aspects of collaboration. What are the essential attributes of meaningful collaboration? What are the future directions of collaboration? How is it linked to effective pedagogy? Do Web 2.0 technologies provide new impetus for creative strategies for collaboration and learning communities? Dr Gibson-Langford's research offers some challenging and refreshing insights for us to ponder.

## Scan subscription rates

For 2008 we are able to keep *Scan* subscription rates at the current level. Please be aware that the subscription rate may well need to increase for the 2009 calendar year.

It has been a pleasure to work with so many teacher librarians and colleagues throughout this year. I wish you well for the coming Christmas and New Year period. ■

# Circle time: maximising opportunities for talking and listening at Penrith Public School



**Ian McLean** is the teacher librarian at Penrith Public School. A former editor

of *Scan*, he has recently returned to teacher librarianship after four years in the classroom. In this article, Ian describes *Circle time*, a set of teaching strategies that focus on emotional literacy and enhance talking and listening opportunities across the school, including the school library.

In 2003, several teachers at Penrith Public School began working with Sue Roffey, an educational psychologist, writer and academic, who specialises in social, emotional and behavioural issues for children and communities. In a pilot program, several classes introduced regular weekly sessions of *Circle time*, which is 'a structured framework for social and emotional learning and promoting a positive class ethos' (Roffey, 2006b). These classes used the concept of students sitting in a circle as a starting point to quickly form smaller discussion groups, enabling the students to practise being considerate to others and behave appropriately during discussion time.

## ...important issues such as understanding feelings and reducing prejudice...

Next, teachers from other classes were invited to participate in *Circle time*, and the format was modelled with great success during several staff meetings. With its 'powerful potential to reduce bullying, increase resilience, explore values and improve communication skills' (Roffey, 2006b), *Circle time* deals with important issues such as understanding feelings and reducing prejudice in ways that are highly motivating for students.

In 2004, Sue Roffey made regular visits to a series of practical workshops for the staff. She introduced a range of exciting *Circle time* activities, and provided opportunities for the teachers to share their successes. Thus the pilot program was extended to all K-6 classes. By 2005, *Circle time* had become an integral part of the teachers' programs and class management strategies, in and out of the classrooms.

The formal structure of *Circle time* also created many opportunities for the explicit teaching of talking and listening skills at Penrith Public School. Since *Circle time* has been adopted by other classes, the teachers have reported increased opportunities for students to practise good communication skills, and to achieve outcomes in talking and listening in English. There are obvious links to syllabus outcomes in PDHPE and to

Drama outcomes in Creative and Practical Arts.

At our school, the principles and structure of *Circle time* have been very effective in small group lessons, and as an alternative format for some grade meetings and whole staff meetings. The teacher who coordinates our Student Representative Council (SRC) found *Circle time* to be a highly effective format for weekly K-6 meetings.

A typical *Circle time* sees the students sitting in a circle in a cleared space of the classroom. Depending on the circumstances, the participants may be on chairs, or seated on the floor. The session will start with a brief warm up game, such as Pass the smile, in which a mimed smile is passed around the circle. Many drama games in a teacher's personal repertoire are suitable, or can be readily adapted to the *Circle time* format.

Another early activity is the Mix up. For example, the teacher leader says, *Everyone wearing white socks do a Mix up*, and all participants with the named attribute stand up and swap places with another standing person, until everyone is again seated. Another attribute is announced, such as, *Everyone with blond hair, do a Mix up*; or, the more abstract, *Everyone who ate breakfast this morning, do a Mix up*.

The Mix up has several purposes beyond warming up. It is, simultaneously, an informal survey, an observational tool for the teacher, a lesson break, and an efficient strategy for separating students. The Mix up is non-threatening, enjoyable for the participants, and encourages quieter

## The students also have opportunities to work with a range of different partners...

students to be involved from the start of a *Circle time* session. The students also have opportunities to work with a range of different partners in the one session.

## The three rules of Circle time

Next, the teacher leader should introduce, or revise, the three rules of *Circle time*. These might be discussed in any order, and in depth, depending on the needs and experience of the group. The rules are:

- Only one person speaks at a time (when holding a baton, or similar); everyone else must listen.
- Be accepting of others' contributions; do not put anyone down during *Circle time*.
- You can pass at any time; there may be a chance to come back to you later.

Variations in how the group recalls these rules, in any order, can be introduced, but mention of the three rules should always be a regular component of *Circle time*.

The sessions can then unfold with a variety of activities: minor drama games (adapted to a circular format), or introducing the person to one's right or left, can be interspersed with sentence starters or *I statements* which are completed orally around the circle; for example:

*I love coming to the library on Mondays because...*

*Sometimes I feel lonely at school when...*

After numbering off, for example, 1, 2, 1, 2, 1, 2, 1, 2..., or *Apple, Pear, Banana*..., participants can be paired up or placed in small groups for question and response activities.

They then report their findings to the class group via a spokesperson.

After only a few sessions, the students begin to feel very secure within the clear parameters of *Circle time*. Teachers will notice confidence levels of even the most reserved students building until they too are making valuable contributions to group discussions.

The consistency of *Circle time's* basic format means that, even when teachers have adapted activities to suit their particular class, the students are open to participating in *Circle time*, and following the three simple rules, in other situations, such as when they come to the school library.

## ...give students an opportunity to give impromptu, or semi-prepared, talks about something interesting from their daily lives.

## Using Circle time for news

Class teachers of young students will often complain about traditional news sessions, which are supposed to give students an opportunity to give impromptu, or semi-prepared, talks about something interesting from their daily lives. Inevitably, such a session rarely encourages a best practice situation; often only one student is talking at a time, and no one is particularly interested in listening to them.

When I was teaching Stage 1 classes during 2004-2006, I found that *Circle time* news immediately increased the number of students being active participants in a session of talking and listening. The students number off, and cluster in their small groups around the circle. All students who identified themselves as a number one get one minute to share some news with their other group members.









Next, the number two students have a turn, and so on. After everyone has had a turn speaking, there may be time for representatives from each group to report on their favourite news item.

If groups of three were formed for the session, then one third of the class will have had a chance to speak with listeners in much closer proximity to the speaker. Everyone has an additional reason for active listening, since they might also be asked to speak to the whole circle, on behalf of their small group. While listening to the other pieces of news, the students are comparing and evaluating the three pieces, and selecting the one they feel most comfortable presenting to the whole group. Of course, the reporter can also be granted an out, in that they may choose to report back about their own shared contribution. The flexibility of *Circle time* news is almost unlimited, but it always increases the level of active participation in talking and listening.

## Circle time in the school library

This year, I am back in the school library and I am keen to maintain the momentum of *Circle time*. As all of the classes are familiar with the concept, rules and activities of *Circle time*, I have been able to make use of the format in discussion lessons and for literature circles.

Because we use a collaborative teaching model during library sessions, I have also been able to demonstrate *Circle time* to new and visiting teachers. At the end of Term 1 and Term 2, I used *Circle time* to evaluate the school's information skills program. The students discussed their responses to questions about their learning during a *Circle time* session, and went off confidently to complete their individual survey sheets (Figure 1).

Stage 3 Information Skills and Talking & Listening Self Assessment Tasks Term 2 2007			
	 I can do it well	 I am still learning	 I need help
Able to follow Library Rules			
Able to brainstorm and predict possible keywords before commencing research			
Able to list related keywords on a topic			
Able to take notes from a video			
Able to rank CBCA shortlisted books on a graph			

**How did this term's work in library build your confidence and skills about note-taking?** I have to put the ~~date~~ and topic at the top, do the points, write date on the top, Be ready <sup>don't</sup> write down you already know and do Abbreviate.

Figure 1 The sample above is by a newly arrived ESL student with limited English. After Circle time, and referring to previous class notes, she completed her written response with confidence.

### Circle time and book raps

While participating in the recent Possum magic book rap, I was intrigued to see how Circle time would work with three very different book rap groups:

- a gifted and talented group of Stage 1 English students, who presented their book rap progress to the rest of the Stage 1 classes during lessons in the library

- a group of primary ESL students and their ESL teacher
- a small K-2 Language support class.

For each of these groups, Circle time was a most effective format for sharing emails from other schools (Figure 2), and when small groups of students were brainstorming (Figure 3) and writing their responses to the various rap points (Figure 4).



Figure 2 Students check emails in the Possum magic book rap

Circle time was also used to answer rap points in the READiscover 2007 Book Week rap. One example is when Stage 2 students imagined they were Frodo the peregrine falcon from the shortlisted picture book, *Home* by Narelle Oliver. Frodo and Frieda had made their new home in Brisbane's CBD and the students imagined themselves as peregrine falcons in the city:

*I was on the ledge and I could see funny owls without feathers, with hairy caterpillars crawling above their eyes. (Humans with dark eyebrows.)*

*I was on the ledge and I looked down. I could see strange bugs. They were red, yellow and green, and they were crawling around, hissing, honking, squealing and crashing into each other. (Cars on the street below.)*

*I was on the ledge and I could see a colony of noisy birds with many wings. (TV news helicopter.)*

Circle time also provides opportunities for evaluation (Figure 5). Students have responded as follows. I like coming to the library because:

- ... you can borrow books and you don't have to pay money!
- ... it is peaceful and we can play chess.
- ... you can learn very different things to what you learn in class.
- ... we can come here to read because we don't always agree on the chess rules.



Figure 3 Circle time is used to brainstorm a rap response

Hello Possums!

We are a small group of Stage 1 (Years 1 and 2) students from Penrith Public School. We are from different English classes. At this school, we are in home classes and split up to have different teachers for English and mathematics.

Our school is on a busy main road, High Street, that passes through Penrith in western Sydney. Penrith is almost at the foot of the Blue Mountains.

Our main building had its 90th birthday this year so we had a Reading Picnic in the playground to celebrate. The building is the same age as Taronga Park Zoo, and 40 years older than "The Cat in the Hat". (We celebrated his birthday, too.)

Our school colours are blue, red and white and we have four core values: Learning, Cooperating, Respect and Environment. We can win Good Ones and Gold Certificates for following the core values and our school rules. There are 392 children at our school.

We are looking forward to reading "Possum Magic" and your rap responses with our teacher librarian, Mr McLean. Most of us already know the picture book really well.

Your rapper friends,  
Stage 1 students of Penrith PS

Figure 4 Introductory message to the Possum magic book rap, developed during Circle time by Stage 1 students of Penrith PS

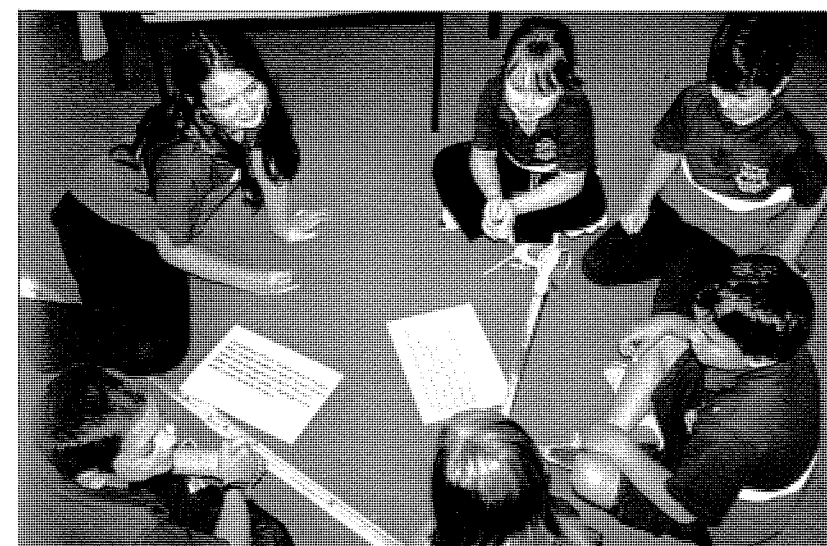


Figure 5 Circle time provides opportunities for evaluation

...to continue maximising the talking and listening opportunities across our school.

Circle time has become a valued, intrinsic part of the way I teach, and I look forward to incorporating it with other highly effective strategies, such as cooperative learning groups and guided inquiry, to continue maximising the talking and listening opportunities across our school. ■

### References and further reading

Bliss, T., Robinson, G. & Maines, B. (1995) *Coming round to circle time* [videorecording]. Inyahead Press, Queenscliff, Vic. SCIS 1177879

Hamilton, K. (2007) 'Class counsel' in *Sunday Life*, in *The Sun-Herald*, 12 August, pp. 22-23.

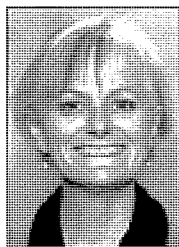
Mosley, J. & Child, P. (2005), Circle time, [Bright new ideas], Scholastic, Leamington Spa. SCIS 1276007

*Raps and book raps*, School Libraries and Information Literacy Unit. NSW Department of Education and Training. Viewed 10 September 2007. <<http://www.schools.nsw.edu.au/raps>>.

Roffey, S. (2006a), *Circle time for emotional literacy*, Paul Chapman, London. SCIS 1295928

Roffey, S. (2006b) *Sue Roffey: promoting emotional literacy, individual wellbeing and caring communities*. Viewed 10 September 2007. <<http://www.sueroffey.com>>.

# Developing the teacher librarian's collaborative planning role



**Jill Morrison** is teacher librarian at Balgowlah North Public School.

Jill explains how she has increased collaboration with her teaching colleagues, and has positively changed their perceptions about the role of the teacher librarian.

Balgowlah North Public School's library has been managed by casual teachers for many of the last twenty years. At the time of my arrival in 2005, teachers individually resourced their information needs by developing their own personal collections, and only occasionally looked to the library for support.

Balgowlah North Public School (BNPS) has steadily grown to a student population of 420 students. I am employed four days a week as teacher librarian and one day as an RFF teacher. The library timetable is on an RFF basis.

## Developing the teacher librarian's role

I decided to develop the teacher librarian's collaborative planning role in the school, and to work towards changing the teaching staff's perception of the teacher librarian.

My first challenge was to improve my level of interaction with the teaching

## An introduction by Vicki Treble, Principal of Balgowlah North Public School

Over the course of the last two years, an authentic change in culture has occurred at Balgowlah North Public School. Jill Morrison, our teacher librarian, has raised the profile of her role in the school through working collaboratively with all of the staff for the benefit of students. Each year, a significant portion of the teacher professional learning funds is allocated to release teachers, in Stage groups, for half a day per term to review and plan their teaching programs. Jill is an integral part of each of these sessions. These regular, formal meetings allow for valuable reflection time and provide opportunities for staff to participate in professional dialogue about their practice.

staff. At the time of my arrival, we were working in a friendly and cooperative manner, but only on an informal basis and with independent programs. I wanted to work towards a level of collaboration where goals could be jointly set, and learning experiences and evaluations designed together with classroom teachers. Owing to the timetabling arrangement, team teaching was not an option; however, I believed that a much greater collaboration at the curriculum planning and assessment stages would lead to more relevant teaching support in the library.

My second challenge was to develop the library collection to best meet the information needs of the teaching staff and students. Owing to the steady growth of the school and the previous employment of untrained library teachers, the collection needed to be developed effectively to support the school teaching and learning program.

## Trialling COGs

BNPS began trialling and evaluating COGs in Term 3 of 2006. Various

teachers, depending on their role, expertise and experience, were encouraged to take responsibility for sections of the COGs units. As teacher librarian, I predicted my involvement could prove beneficial in terms of:

- developing a more collaborative role
- programming more relevant information literacy skills lessons to support the units
- involving all teachers in the development of the library collection.

## Collaboratively planning for teaching and learning

The teachers in each Stage, and other participating teachers, met towards the end of each term to cooperatively plan and program the following term's COGs units. This enabled staff to allocate sections of each unit to the relevant teaching staff and to discuss resource needs well in advance.

I chose parts of the COGs unit which linked with information skills. There are opportunities for the teaching and

learning of information literacy in the HSIE K-6 syllabus strands with a research focus, as well as in the *Investigating* learning process from the *Science and Technology K-6 syllabus*. As information skills are concerned with locating information, and then understanding and using this information, integrating the information skills process (ISP) into the curriculum will increase the students' quality of learning and confidence. It is also more meaningful to have a relevant learning context to enhance learning success.

## Linking syllabus outcomes and content, information literacy, ICT and Quality Teaching to support the teaching of Stage 2 COGs (G): *Our fleeting past*

The HSIE content and outcomes of this unit were shared between the classroom teacher, an RFF teacher and the teacher librarian. Rather than taking responsibility for a large

portion of each unit, I felt that it was crucial to select content and outcomes which would provide me with a context in

which I could explicitly teach information literacy skills. Teachers at BNPS practice Professor Arthur Costa's *Habits of mind* and incorporate the elements into the school program. The two elements selected for the library component of *Our fleeting past* were *Persistence* which enables students to develop a range of strategies, and *Responding with wonderment and awe*, which leads to an exciting information process. These habits resulted in a classroom of motivated students.

Captain James Cook and Sir Joseph Banks were the main focus of the component of this COGs unit during library time. As the students located, selected and recorded the information



Figure 1 Students, as members of Captain Cook's crew, are ready for the interview

available on Cook's voyage, they were excited to discover that the library held a substantial amount of material on many members of Cook's crew. The interview task in *Our fleeting past*, in which students prepared and wrote questions they would like to ask Captain Cook or a member of his crew, grew into an interview in which eight members of Cook's expedition

faced a panel of journalists who asked probing questions about the voyage. The class then performed this

interview at a weekly assembly (Figure 1).

My involvement in the teaching and learning of the *Our fleeting past* unit led to more relevant information literacy skills development, involved me in a collaborative planning team, and raised my profile in the school to a new level as a consequence of the prepared assembly item.

## Resourcing COGs

In order to facilitate whole staff involvement in the development of the library collection, I compiled a resource evaluation sheet for each COGs unit. The purpose of this evaluation sheet is to:

- list resources in the collection which are available and need to be shared by teachers
- seek feedback in regard to the appropriateness of available resources
- identify gaps and record recommendations for purchase
- record titles available from other libraries when gaps occur
- recommend production of in-house resources which conform to Copyright Laws
- recommend equipment and materials required for the teaching and learning of each COGs unit.

Copies of the evaluation sheet, with recommendations for new equipment and materials, are distributed to relevant KLA Committees.

## Resourcing Stage 3 COGs (F): *Physical phenomena*

The resource evaluation sheet for this unit reflects a strong component of on Science and Technology (Figure 2). Whilst the information resources are listed, it is also important to maintain equipment and materials to effectively cover the Science and Technology content and outcomes. As a teacher librarian, I am well practised in the process of recording and meeting needs systematically. Hence, the

These habits resulted in a classroom of motivated students.

current and required materials and equipment for Science and Technology were included on this evaluation sheet. At the end of term a copy was forwarded to relevant KLA committees for prioritising and purchase.

Staff responded positively to the resource evaluation sheet and

particularly to the teacher librarian's role in the development of the collection to support COGs. They also realise the importance of collaboration in programming to develop appropriate information literacy skills to support the units, and in developing a relevant library collection.

The staff's perception of the role of the teacher librarian has undergone a positive change. I now play a vital role in the collaborative planning, teaching and learning, and assessment process at BNPS. ■

Resource Evaluation of **Physical Phenomena** (Stage 3)

Teacher: \_\_\_\_\_ Please return this evaluation to the library.

**Websites from COGs unit**

Title	Description	Comments
<i>Know What Learnt How</i> < <a href="https://detwww.det.nsw.edu.au/media/downloads/csupport/cogs/units/fstring/kwlh.doc">https://detwww.det.nsw.edu.au/media/downloads/csupport/cogs/units/fstring/kwlh.doc</a> >	KWLH chart	
<i>What is electric current?</i> < <a href="https://detwww.det.nsw.edu.au/media/downloads/csupport/cogs/units/fstring/electric_s3fu.doc">https://detwww.det.nsw.edu.au/media/downloads/csupport/cogs/units/fstring/electric_s3fu.doc</a> >	What is electric current? (notes)	
<i>Batteries in series and parallel</i> < <a href="http://ourworld.compuserve.com/homepages/g_knott/elect27.htm">http://ourworld.compuserve.com/homepages/g_knott/elect27.htm</a> >	Connecting batteries in series and in parallel	
<i>Electrickids.com.au</i> < <a href="http://www.electrickids.com.au">http://www.electrickids.com.au</a> >	Instruction in the safe use of electrical energy	
<i>Dyson education</i> < <a href="http://www.dyson.co.uk/education/default.asp">http://www.dyson.co.uk/education/default.asp</a> >	Information for teachers on the design and development of a product that uses electrical energy, e.g. the Dyson vacuum cleaner	
<i>Stage 3 focus: What I eat?</i> < <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/nutrition/nuts3.pdf">http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/nutrition/nuts3.pdf</a> >	Food labelling information activities	
<i>Write a rap song</i> < <a href="http://www.eduref.org/cgi-bin/lessons.cgi">http://www.eduref.org/cgi-bin/lessons.cgi</a> >	Lesson plan 'Write a rap song'	
<i>How does an electric generator work?</i> < <a href="http://hyperphysics.phy-astr.gsu.edu/hbase/magnetic/genhow.html">http://hyperphysics.phy-astr.gsu.edu/hbase/magnetic/genhow.html</a> >	Physics principles on which an electrical generator is based.	
<i>How an electric generator works</i> < <a href="http://www.wvic.com/how-gen-works.htm">http://www.wvic.com/how-gen-works.htm</a> >	Physics principles on which an electrical generator is based.	
<i>Renewable energy sources</i> < <a href="http://www.teachers.ash.org.au/jmresources/energy/renewable.html">http://www.teachers.ash.org.au/jmresources/energy/renewable.html</a> >	Renewable energy sites	
<i>Countryenergy: renewable energy</i> < <a href="http://www.countryenergy.com.au/internet/cewebpub.nsf/Content/edu_env_renewable+energy">http://www.countryenergy.com.au/internet/cewebpub.nsf/Content/edu_env_renewable+energy</a> >	Renewable energy information: solar, wind, hydro, biomass, wave, tidal	

**Other websites**

Title	Description	Comments
<i>Energy resources</i> < <a href="http://www.darvill.clara.net/altenerg/index.htm">http://www.darvill.clara.net/altenerg/index.htm</a> >	Simple information on all forms of power	Excellent

**Other Resources from COGS unit**

Title	Availability	Comments
<i>Vocal-ease [kit]: a K-6 resource for the classroom. Modules 1 and 2.</i> <i>Vocal-ease [kit]: a K-6 resource for the classroom. Modules 3 and 4.</i>	2 copies of each	

**Additional resources (Please write in any other useful resources)**

Title	Description	Comments
<i>Batteries and magnets</i> by Barbara Taylor	Examples of circuit projects	Useful for students who need more direction
<i>Batteries, bulbs and wires</i> by David Glover	Examples of circuit projects	Useful for students who need more direction
<i>The KnowHow book of batteries and magnets</i> by Heather Amery	Examples of circuit projects	Useful for students who need more direction
<i>Electricity</i> by Graham Peacock	Examples of circuit projects	
<i>Magnets and electricity: middle primary</i>	BLMs of circuits and switches, glossary	

**Science and Technology Equipment**

Science equipment	Nos. of components	Comments
insulated wires	Well stocked (without alligator clips)	Purchase separate alligator clips
alligator clips with wire	16	Purchase at least 5 per group
batteries		Restock for each unit
torch globes	Approx. 25	Purchase extra – 'blow' easily
solar panels	0	Purchase 4 or 8
clips for battery holders	1	Purchase at least 8
AA battery holders	1	Purchase at least 8
light globe holders	12	Purchase at least 4
small motors 1.5 to 3 volt	11 small + 11 large	
switches	1	Purchase 8
buzzers	7	
<i>Some suggested components</i> < <a href="https://detwww.det.nsw.edu.au/media/downloads/csupport/cogs/units/fstring/circuit_s3fu.doc">https://detwww.det.nsw.edu.au/media/downloads/csupport/cogs/units/fstring/circuit_s3fu.doc</a> >	Website gives details of some useful components	

Figure 2 Resource evaluation sheet for Stage 3 COGs (F): Physical phenomena

**References and further reading**

Connelly, S. (2006) 'COGs: helping to manage the curriculum: a cooperative approach to teaching and learning', *Scan* 25(3), pp. 4-8.

Costa, A. L. & Kallick, B. *Habits of mind*. Viewed 10 September 2007. <<http://www.habits-of-mind.net>>.

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

'Information process summary' from *Information skills in the school*, [1989] NSW Department of Education. Viewed 10 September 2007. <[http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/info\\_skills/index.html](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/info_skills/index.html)>.

Migan, F. (2007) 'Understanding copyright within your school', *Scan* 26(2), pp.44-45.

Southwell, A. (2006) 'Planning, programming, teaching and resourcing COGs units: the teacher-librarian has a vital role', *Scan* 25(4), pp. 13-17.

van Westenbrugge, A. (2006) 'Curriculum planning frameworks in practice: making connections for teachers', *Scan* 25(1), pp. 7-10.

Vassila, H. (2005) 'The information process supporting investigating scientifically', *Scan* 24(1), pp. 16-21.

# Getting into gear with COGs

Lee Norrie is the teacher librarian at Lake Illawarra South Public School. Lee shares her experiences of working in partnership with other teachers to successfully plan and implement COGs.

COGs (Connected Outcomes Groups) came about as a result of the Eltis Report (*Time to teach—time to learn*, 2003). Recommendations from the report made it clear that teachers were attempting to teach an overloaded curriculum and changes were needed. One of the answers to teachers' concerns was the inception of the COGs units of work. These units cover all outcomes in the HSIE K-6, Science and Technology K-6, PDHPE K-6 and Creative Arts K-6 syllabuses, and some outcomes from the English K-6 and Mathematics K-6 syllabuses. Stage 1, Stage 2 and Stage 3 each contain eight COGs units of work, which are to be covered over the two years of the Stage (ie one unit of work per term). Early Stage 1 has six COGs units to complete over one year. Physical Education is a separate group to ensure all students participate in 120 minutes of physical activity every week. Through teaching these units K-6, all outcomes in the four target KLAs will have been covered in a school's curriculum plan.

## Preparing for the successful implementation of COGs

Before COGs can be successfully implemented, the staff needs to explore how the outcomes for each learning area, and the suggested content related to each outcome, contribute to the connection focus of each COG. Connection descriptions are available at <[\*\*How do Connected Outcome Groups \(COGs\) work?\*\*

The diagram shows four Learning Areas at the top: Science & Technology, Human Society & Its Environment, Creative Arts, and Personal Development, Health & Physical Education. These lead to 'Selection of outcomes in groups across the Key Learning Areas \(COGs\)'. This selection is influenced by 'Literacy' and 'Numeracy'. Below this, 'Assessment ideas', 'Units of work developed around COGs', and 'Teaching/Learning strategies' are shown. At the bottom, a table lists 'Sample units of work' for Early Stage One, Stage One, Stage Two, and Stage Three.

Early Stage One	Stage One	Stage Two	Stage Three
- Our place	- Local places	- Local environments	- Living land
- Me	- Our families	- Being Australian	- Identity
- Changes	- Growing & changing	- Effects of growth & change	- Interconnecting growth & change
- Healthy choices	- Getting along	- Working together	- Making informed choices
- Our needs	- Products & services	- Products, services & systems	- Global & social issues
- Moving	- Powering on	- Machines	- Physical phenomena
	- Our stories	- Our fleeting past	- Traditions & heritage
	- Understanding ourselves	- Understanding each other	- Symbol systems
- Physical Education	- Physical Education	- Physical Education	- Physical Education
</div>
<div data-bbox=)

Figure 1 How do Connected Outcome Groups (COGs) work? (*Getting the balance right: the Department's response to Time to teach, time to learn: information for primary teachers in NSW government schools, 2005, p. 7*)

lumsupport.education.nsw.gov.au/timetoteach/cogs/connectdescript.htm> (Figure 2). Using this curriculum planning framework, organisational decisions are made to:

- develop an odd and even year scope and sequence
- locate all of the resources supplied by the Department

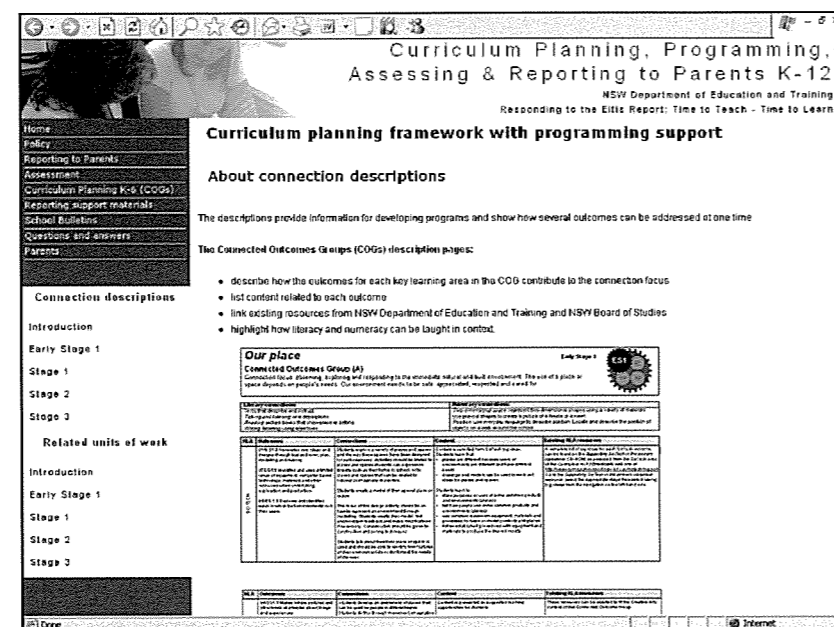


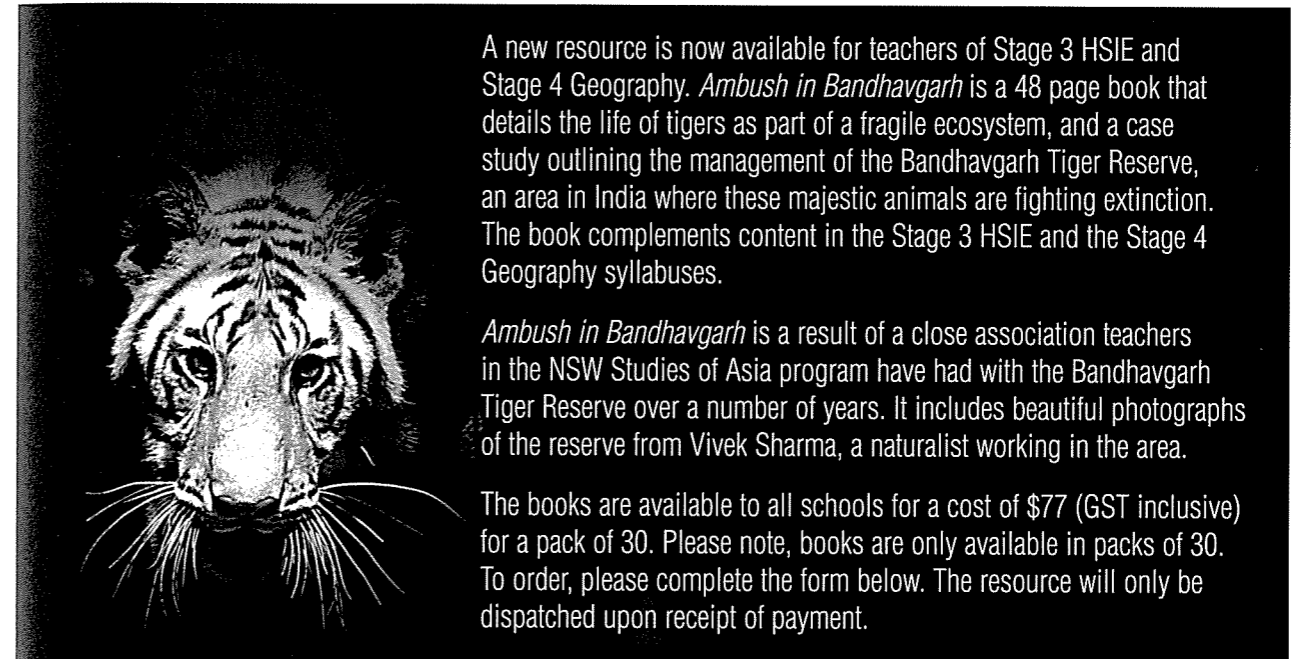
Figure 2 Curriculum planning framework with programming support: about connection descriptions <<http://www.curriculumsupport.education.nsw.gov.au/timetoteach/cogs/connectdescript.htm>>

Principals, teacher librarians, teachers of Stage 3 HSIE, Stage 4 Geography



## Ambush in Bandhavgarh Tigers and the management of their habitat

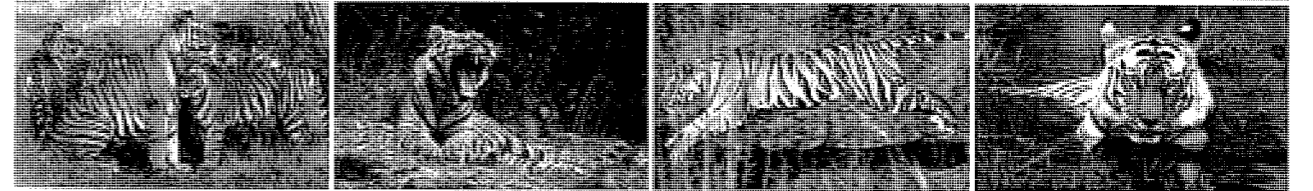
Stage 3 HSIE, Stage 4 Geography  
\$77 (GST incl.) for a pack of 30 books



A new resource is now available for teachers of Stage 3 HSIE and Stage 4 Geography. *Ambush in Bandhavgarh* is a 48 page book that details the life of tigers as part of a fragile ecosystem, and a case study outlining the management of the Bandhavgarh Tiger Reserve, an area in India where these majestic animals are fighting extinction. The book complements content in the Stage 3 HSIE and the Stage 4 Geography syllabuses.

*Ambush in Bandhavgarh* is a result of a close association teachers in the NSW Studies of Asia program have had with the Bandhavgarh Tiger Reserve over a number of years. It includes beautiful photographs of the reserve from Vivek Sharma, a naturalist working in the area.

The books are available to all schools for a cost of \$77 (GST inclusive) for a pack of 30. Please note, books are only available in packs of 30. To order, please complete the form below. The resource will only be dispatched upon receipt of payment.



### Ambush in Bandhavgarh Tigers and the management of their habitat

TAX INVOICE AND PAYMENT  
ABN 40 300 173 822

Name	
School	
Address	
Town	Postcode
Phone	

Number of Packs	Each pack contains 30 books Cost for 30 books is \$77 (GST inclusive)	Total Amount

#### Preferred method of payment:

Enclosed is a cheque or money order made payable to NSW Department of Education and Training with a copy of this order to **Finance Unit, Private Bag 3, RYDE NSW 2112**

OR

Credit card payment. Please charge \$ \_\_\_\_\_ to the following:  Visa  MasterCard

□□□□ □□□□ □□□□ □□□□ Expiry date \_\_\_\_ / \_\_\_\_

Cardholder's name: \_\_\_\_\_ Cardholder's signature: \_\_\_\_\_

If paying by credit card, please fax this order to: (02) 9886 7571

Event No. 5334



- locate other useful resources in the library, around the school and elsewhere
- utilise the expertise of the support staff, and be aware of time management needs of all staff members for lesson implementation.

...classes can share experiences

inside and outside school...

The school scope and sequence

The grouping of the four KLAs under one banner needs consideration in the school scope and sequence. At our school, we made the decision that all classes in Stage 1, Stage 2 and Stage 3 would complete the same String at the same time. Also, after reading through the units, I felt that some were more suited to Term 1 and Term 4. For example, our school selected String B units (focusing on Australia) and String C units (about growth and change) for implementation in Term 1, while for Term 4 we selected String H units (about various religions and celebrations) and String E units (budgeting for parties and gatherings). The advantages to this organisation are many, as classes can share experiences inside and outside school, and whole school activities take on a new meaning when all students are involved with the same knowledge base. When assessment is shared by staff, a school continuum is obvious as the knowledge base spirals upward with the age of the students.

Locating Departmental resources

Many of the resources listed in the units of work are readily available on school library shelves. If they cannot be located, many can be purchased from *School curriculum resources for sale* <[https://www.det.nsw.edu.au/doingbusiness/product\\_service/schcurrensource/index.htm](https://www.det.nsw.edu.au/doingbusiness/product_service/schcurrensource/index.htm)>. Some

resources, for example *Enter art* (1999) are out of print. Why not borrow them from the *Equity Resource Library* or from a neighbouring school? Another option is to check art websites on the Resource reviews database <<http://www.schools.nsw.edu.au/resourcereviews>> for reviews and links to wonderful sites such as *Life on the goldfields: a State Library of Victoria virtual exhibition* <[http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv/\\_exhibitions/goldfields](http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv/_exhibitions/goldfields)> and *Inside art: an adventure in art history* <<http://www.eduweb.com/insideart/index.html>>.

Each KLA provides curriculum support pages on the Department's website at <<http://www.curriculumsupport.education.nsw.gov.au>>. Many resources are available for purchase or downloading such as those on the HSIE K-6 website pages (Figure 3).

Locating other useful resources

Using a combination of library resources and a few newly purchased resources will ensure that the units of work are successfully taught. I check DVD catalogues and book sellers' pamphlets to ensure that my budget is

well spent on key resources that would be really useful for lesson implementation and concept clarification for students. During the past two years I have mainly focused my library purchases around nonfiction, reference and DVD resources.

Articles in *Scan* and *Curriculum support*, planning and programming ideas and resources in *Raps and book raps*, and units of work in the Teaching ideas section of the *School Libraries and Information Literacy* website provide a wealth of support for teacher librarians and teachers.

Making decisions about teaching and learning

As SciTech and computer education lessons were taught during RFF lesson allocations, and I taught HSIE in a team teaching situation with each classroom teacher, it seemed a natural progression to continue teaching these subjects in this way once COGs was implemented. For this transition to be implemented effectively, someone has to take responsibility for planning the lesson content for individual teachers. All KLA outcomes have been tracked across Stages in the COGs Strings, but not all KLAs are addressed in each COG. For example, in Stage 3 COGs

(G): *Identity* there are no connected outcomes for Science and Technology, so the staff member responsible for creating the KLA overview sheet would highlight this. As Science and Technology outcomes are all covered in the school's scope and sequence, it provides opportunities for the RFF teacher to teach lessons that focus on another KLA or sport programs.

Departmental support for COGs

If the ignition key is turned before the motor is started you are more likely to have a smooth ride. So, if the organisation is well thought out and planned before the units are implemented, the likely outcome will be more successful. There are many support links for using COGs to maximise learning opportunities for students. The *Curriculum planning framework with programming support* website is a real treasure chest of information. It contains

- overviews for English and Mathematics
- all the units of work in Stages
- multi stage units of work,
- work samples
- assessments from all areas of the state
- assistance with report comments.

I travel on the COGs journey with them ...

My school is currently involved in a program that will offer further support with assessment, and teaching and learning suggestions. As the teacher librarian, I feel that part of my role is that of a cheerleader. I offer resources that are linked to the units of work being taught. I am available for the emergency call, *I need ... and, I have no idea of what I could use*. I assist teachers to devise best practice assess-

ment tasks and implement them. I travel on the COGs journey with them and, thus far, it has been a reasonably

happy trip. We like what we do and intend to continue getting our teaching into gear with COGs. ■

References and further reading

Brown, L. & van Westenbrugge, A. (2005) 'Connected outcomes groups (COGs) making teaching manageable and meaningful', *Scan* 24(3), pp. 41-43.

Connelly, S. (2006) 'COGs: helping to manage the curriculum: a cooperative approach to teaching and learning', *Scan* 25(3), pp. 4-8.

*Curriculum planning framework with programming support: using connected outcomes groups (COGs)*, Curriculum K-12 Directorate, NSW Department of Education and Training. Viewed 10 September 2007. <<http://www.curriculumsupport.education.nsw.gov.au/timetoteach/cogs>>.

*Enter art*, (1999). N.S.W. Dept. of Education and Training, Curriculum Support Directorate, Ryde. SCIS 965972

*Equity Resource Library*, State Equity Centre, NSW Department of Education and Training, Erskineville. Viewed 10 September 2007. <<http://equityresourcelibrary.det.nsw.edu.au>>.

*Getting the balance right: the Department's response to Time to teach, time to learn: information for primary teachers in NSW government schools*, (2005). N.S.W. Dept. of Education and Training, Sydney. SCIS 1251202

*Inside art: an adventure in art history*, Educational Web Adventures, Sanford. Viewed 10 September 2007. <<http://www.eduweb.com/insideart/index.html>>. SCIS 1104096

*Life on the goldfields: a State Library of Victoria virtual exhibition*, State Library of Victoria. Viewed 10 September 2007. <[http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv/\\_exhibitions/goldfields](http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv/_exhibitions/goldfields)>. SCIS 1021258

*Making connections - more about the curriculum planning and programming materials*, (2006). N.S.W. Dept. of Education and Training, Sydney. A PowerPoint accessed from *School Libraries and Information Literacy website*. Viewed 10 September 2007. <<http://www.curriculumsupport.education.nsw.gov.au/schoolibraries/teachingideas>>.

*Raps and book raps*, School Libraries and Information Literacy Unit. NSW Department of Education and Training. Viewed 10 September 2007. <<http://www.schools.nsw.edu.au/raps>>.

*School Libraries and Information Literacy*, School Libraries and Information Literacy Unit. N.S.W. Dept. of Education and Training. Viewed 10 September 2007. <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>>.

Southwell, A. (2006) 'Planning, programming, teaching and resourcing COGs units: the teacher-librarian has a vital role', *Scan* 25(4), pp. 13-17.

van Westenbrugge, A. (2006) 'Curriculum planning frameworks in practice: making connections for teachers', *Scan* 25(1), pp. 7-10.

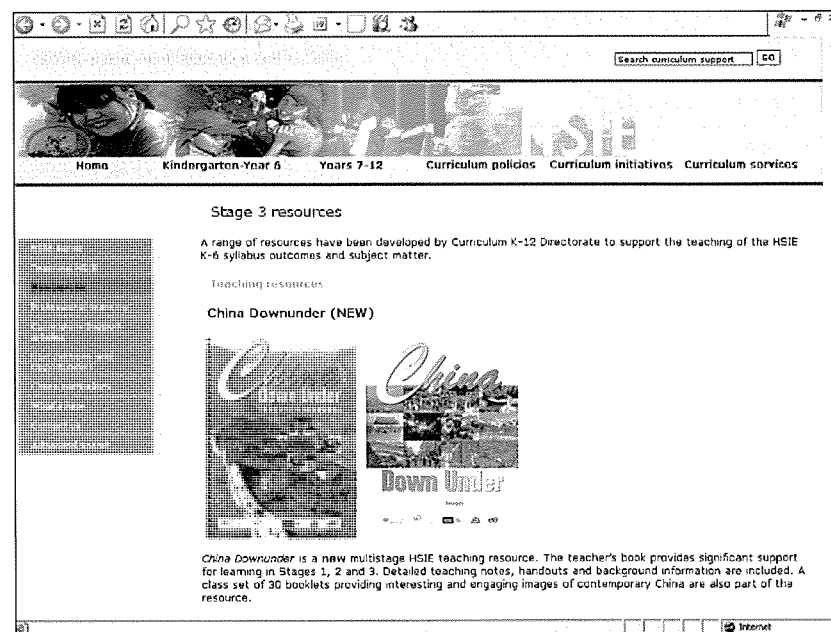


Figure 3 HSIE Stage 3 resources <<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources/stage3resources.htm>>



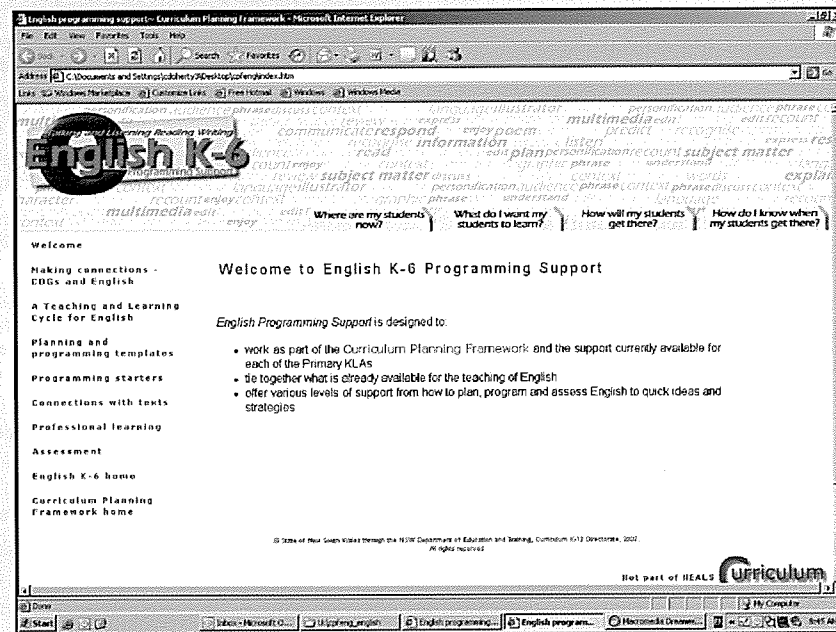
Authorised by NSW Dept of Education & Training (www.schools.nsw.edu.au/pfs)  
**Hands-on, energetic, motivating, positive learning workshops**  
*appropriately paced for ALL class levels K- 6*  
 Helping students access their own creative energies, graphic and cartooning abilities **PLUS**  
*Discover the cartoon power of expressing themselves with line drawing and colour. And much, MUCH more.*  
 Fun cartooning education experiences for **ALL** children  
 on-site at school

Still only \$3 each student !

Phone: (02) 9774 1347; mob: 0413 434 661 or [www.tonymurphycartoons.com](http://www.tonymurphycartoons.com) for more information and 2008 BOOKINGS

# A taster of forthcoming English programming support for COGs

**Catherine Thomson**, Project Officer, English K-6, previews English programming support for COGs. This can be accessed through the English K-6 website or the Curriculum planning framework with programming support website. These snapshots are merely a taster for an article that will appear in Scan 27(1).



The English K-6 programming support website offers suggestions for planning, programming and assessing English.

Teaching Focus	Strategies	Resources
What do I want my students to learn?	How will my students get there?	
<b>Describing</b> *Relating verbs is, are, has, have *Feeling verbs - I think... I like... Pronouns it, he, you Plurals/singular nouns, chairs	Oral description: Of classroom or known place. Model writing simple sentences. E.g. Our classroom has... It has... (Pronouns) There are... (for plurals). There are... (for plurals).	ENG K-6 Modules p.85-92  Noun word bank cards Adjective word bank cards
nouns adjectives simple sentences;	Deconstruction: Identify the type of description- factual or literary and the purpose of the text. Identify and create word bank of nouns (e.g. bed, chairs, table) Identify and create word bank of adjectives (size, colour, texture, materials, shape)	
building noun groups (e.g. the big blue pen)	Oral describing Visual of Van Gogh's Bedroom and labelling	Van Gogh's bedroom link

Programming starters provide examples of teaching focus points, and highlight how English can be taught in context at the same time as a COG unit.

Connections with texts	Brief description
These lists of texts may be used to form part of your English program to be taught alongside a COG unit or with a particular focus area in mind.  The current lists are mostly literary texts as the COG units predominantly use factual texts. The English connections with texts have been developed to complement the Connection focus.  These texts offer the opportunity to address English Syllabus outcomes and were chosen for their literary features such as how the writer has shaped meaning, use of imagery and vocabulary.	series of books with facts about animals, including photographs of habitat  describes animal babies and their mothers in grasslands, polar lands, the rainforest  Annie is upset when someone else curls up in her chair  Dan learns about nature, the land and his Aboriginal culture  exploring a fantasy place  celebrates the serene beauty of the world at night when everyone else is asleep  teaches children and adults about respecting all creatures  living in the Australian bush and finding joy in everyday things  illustrated blank verse for the very young that explores nature  the perfect place to hang out with friends & family  about trying to find the perfect place  factual descriptions of weather as kids play  classic tale about the importance of water and sharing  picture book related to the use of space and place by a monkey family

These lists of texts complement the connection focus of each COG unit and address English syllabus outcomes

English connections with texts	ES1 A – Our place
<b>Connection Focus:</b> observing, exploring and responding to the immediate natural and built environment. The use of place or space depends on people's needs. Our environment needs to be safe, cared for, appreciated and respected.	
Title, author, reference	Brief description
<i>Adventures with ... Kolah the koala, Rufus the rhinoceros, Lena the lion, Timba the tiger*</i> Jan Latta and Jon Resnick True to Life books, 2004	<ul style="list-style-type: none"> <li>series of books with facts about animals, including photographs of habitat</li> </ul>
<i>Animal babies in ... (variety of environments)*</i> Schofield, Jennifer Kingfisher, 2004	<ul style="list-style-type: none"> <li>describes animal babies and their mothers in grasslands, polar lands, the rainforest</li> </ul>
<i>Annie's chair*</i> Niland, D ISBN 067004298, Penguin books Ltd, 2005	<ul style="list-style-type: none"> <li>Annie is upset when someone else curls up in her chair</li> </ul>
<i>Dan's grandpa*</i> from his grandpa Sally Morgan & Bronwyn Bancroft ISBN 1863681590; Fremantle Arts Centre Press, 1996	<ul style="list-style-type: none"> <li>Dan learns about nature, the land and his Aboriginal culture</li> </ul>
<i>Drac and the gremlin*</i> Allan Baillie ISBN 014054142X, Penguin, 1991	<ul style="list-style-type: none"> <li>exploring a fantasy place</li> </ul>
<i>I took the moon for a walk*</i> everyone else is asleep Curtis, Carolyn & Jay, Alison (ill) ISBN 1841486027, Barefoot books, 2004	<ul style="list-style-type: none"> <li>celebrates the serene beauty of the world at night when everyone else is asleep</li> </ul>
<i>Little Tawny*</i> Dale, Kim ISBN 0734407564, Thomas C Lothian Pty Ltd, 2005	<ul style="list-style-type: none"> <li>teaches children and adults about respecting all creatures</li> </ul>
<i>Lizzie Nonsense*</i> Ormerod, Jan ISBN 187700359X; Little Hare, 2004	<ul style="list-style-type: none"> <li>living in the Australian bush and finding joy in everyday things</li> </ul>
<i>Out and about (poetry)*</i> Hughes, Shirley ISBN 1844294735, Walker Books, 2005	<ul style="list-style-type: none"> <li>illustrated blank verse for the very young that explores nature</li> </ul>
<i>Tales from the waterhole*</i> Graham, Bob ISBN 0744565936, Walker Books, 2004	<ul style="list-style-type: none"> <li>the perfect place to hang out with friends &amp; family</li> </ul>
<i>The little crooked house*</i> Wild, Margaret & Bentley, Jonathan (ill) ISBN 0733315828; ABC Books, 2005	<ul style="list-style-type: none"> <li>about trying to find the perfect place</li> </ul>
<i>The rainy day*</i> Milbourne, Anna & Gill, Sarah (ill) ISBN 07465212X, Usborne Publishing Ltd, 2005	<ul style="list-style-type: none"> <li>factual descriptions of weather as kids play</li> </ul>
<i>Tiddalick, the frog who caused the flood*</i> Roennfeldt, Robert ISBN 0410503498; Puffin Australia, 2005	<ul style="list-style-type: none"> <li>classic tale about the importance of water and sharing</li> </ul>
<i>Too many monkeys*</i> Wild, Margaret ISBN 1862915482; Omnibus Press, 2004	<ul style="list-style-type: none"> <li>picture book related to the use of space and place by a monkey family</li> </ul>
*books on the Premier's Reading Challenge booklet This is a teacher resource. It is the responsibility of the teacher to read all books before deciding upon using them with students.	

The colour of the banner indicates the Stage, the texts were chosen for their literary features, PRC books are identified, and author websites are hyperlinked

four 2007

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 challenges teacher librarians and teachers to reflect on our profession, the nature of collaboration, and implications for the future.

## Collaboration or co-creation?



**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.

**R**ecently I had the privilege of speaking at the Australasian Association of Distance Education Schools international conference in Brisbane. In accepting the invitation to give a keynote address, I was drawn by the theme *Engaging the learner*. Given the complexities of providing school education through distance and flexible learning, and a strong focus on contemporary information technologies to deliver learning, it was particularly refreshing to see the focus on pedagogy, and the expression *pedagogy before technology* echoed throughout the various presentation and workshops.

One of the keynote addresses was given by Nigel Paine who is head of People Development for the BBC. He made several points that I want to touch on here, as a prelude to the theme on collaboration that will unfold in the next four Scan research columns. Paine identified a number of fundamental shifts in the educational landscape that provide a framework for thinking about effective pedagogy. These include moving from subjects or courses to learning communities; moving from content to processes and outcomes; moving from systems to personalised and shared environments; and moving from classes to leaning spaces (both virtual and physical). According to Paine, motivated leadership is at the heart of engaging learning. Motivated leadership, backed by deep support, focuses on the development of deep learning, and engages children in deep experiences. In the context of the diverse information landscape, increasingly underpinned by information technology, he posited that the development of deep learners requires a pedagogy that goes well beyond a superficial grasp of the information environment, and a superficial understanding of the information-to-knowledge competencies that enables deep learning. Deep learning comes

from immersion in diverse ideas, admitting ignorance and lack of knowledge, looking sideways and backwards, developing complex thinking and reasoning skills, and through the sharing of diverse experiences and expertises.

### Deep learning comes from immersion in diverse ideas.

Paine also presented the notion that deep learning is a co-creation. This term resonated with me, particularly in the context of this column's focus on collaboration. As I see it, collaboration puts emphasis on the instructional team; co-creation shifts that emphasis, and puts focus on the outcome. It shifts the focus from the blending of authorities and expertises, to conceptualising the learning goals and developing the complex instructional interventions that reach and demonstrate those goals.

I was also inspired this week by reading an article by Allison Zmuda, who is Educational Consultant with Education Connection in Litchfield, Connecticut. In her article (2006), Zmuda asks: *Where does your authority come from?* Given the potential for the school library and teacher librarians to be an integral part of the learning fabric of the school, Zmuda identifies a key problem that has challenged the profession for decades since the emergence of cooperative program

planning and teaching (CPPT) as an integral dimension to professional practice in school librarianship. The problem is this: how do teacher librarians get authority to teach students? Zmuda argues that true authority does not come from principals or classroom teachers. Nor does it come from asserting the particular competencies that teacher librarians bring to the table, such as information literacy. It comes from a deep understanding of student achievement, and in particular, a deep knowledge of the gaps in achievement as identified in a range of outcomes measures. According to Zmuda, *this achievement gap is the chasm between the academic expectations for learners and the current achievement levels of students within the school* (2006, p. 2). While teacher librarians have been appropriately vocal about these gaps and have lobbied for improved staffing, resources, budgets and technological access, the major stumbling block is evidence. Where is the data that illustrates the gap? It comes clearly back to two central concepts: evidence-based practice that provides the data that show current achievement levels, and the leading of

learning with a common intent of high quality learning outcomes. As this is about co-creation, not collaboration, I pose the critical questions.

- Do your students learn anything in the school library?
- If they do, what does this learning look like?
- How do you know?
- What evidence do you have that goes beyond convenience data such as increased circulation statistics?
- What knowledge and skills do your students demonstrate through your instructional interventions?
- What gaps does this indicate and how are you developing a cycle of continuous improvement?
- What instructional tools and exemplars are you able to provide classroom teachers that show your commitment to co-creation, and where collaboration is a logical and natural follow-on?

Against this backdrop and these challenges, the research column begins to unpack one of the most pervasive, and perhaps problematic, concepts in school librarianship: collaboration. The column is authored by Dr Linda

Gibson-Langford, and is the first of two papers that she will present. Dr Gibson-Langford began her career as a teacher librarian in 1989, opening a Commonwealth funded (Bicentennial) school library in Alice Springs. Her journey has taken her from Alice Springs to Charles Sturt University to a primary school in Sydney and now to her current position as teacher librarian at The King's School, Sydney. Throughout her journey she has never wavered far from her abiding interest in the notion of learning communities. Dr Gibson-Langford is an experienced keynote speaker at national and international conferences. Her PhD focused particularly on learning communities and developing a deeper understanding of how classroom teachers collaborate, create and share their deep knowledge of practice. ■

#### References and further reading

Zmuda, A. (2006) 'Where does your authority come from? Empowering the library media specialist as a true partner in student achievement', *School Library Media Activities Monthly* XXII (1). Libraries Unlimited. Viewed 24 September 2007. <<http://www.schoollibrarymedia.com/features/articles/Sep06.html>>

## Collaboration: force or forced?

**Dr Linda Gibson-Langford** is teacher librarian at The King's School, Parramatta, NSW.

Collaboration is a promising mode of human engagement but in order to become more than a passing fad, a theoretical structure and framework are needed to guide individuals and groups toward successful collaboration (John-Steiner, 1992).

**T**eacher librarians have been responding to the call for collaborative program planning and teaching (CPPT) since the mid-1980s (Haycock, 1985). Remember the poster *Advocate or perish* from many years ago? I do, including the orange bow tie on the comic character; a sort of razzle dazzle side show artist. Newly inducted into the world of teacher librarianship, it left an impression on me that we, as teacher librarians, had to be out there leading our colleagues in cooperative, collaborative program planning and teaching or else suffer an enormous

sense of failure; a loss of self-esteem and self-efficacy. Perhaps what we faced was not collaboration but *collaboration* (Perkins, 2003), characterised by time wasted on minor issues, chaotic patterns of conversations and groupthink; a phenomenon where people agree too readily and without deep thought on an issue. The sense that collaboration was our core process for change, that CPPT was the medium and that we needed to advocate our role as CPPT agents, gave teacher librarians a false start in the collaborative stakes. False start? For many teacher librarians, yes! We went

running headlong into partnerships with colleagues, with the information process under our arms, and program planning tools at the ready, assuming that they would want to embrace our ideas as salient to the delivery of their teaching plans. Haycock (2006, online), with a twist of irony, summarises our attempts at CPPT and extends the narrative. However, even though he considers *partnerships, resources [and] collaborative cultures and time, trust [and] communication* as prerequisites, collaboration has a far more complex nature that holds enormous implications for community growing. Evidence to date tells us that many teacher librarians were confused, demoralised, maligned and even soundly informed that their role was to manage and deliver resources to support the curriculum (Gawith, n.d.; Hallein & Phillips, 1991; Nimon, 2004; Rich 1996). It was a thinly veiled message that collaboration happened between subject teachers or work unit teachers but not with teacher librarians. Despite numerous successes by many teacher librarians, especially those placed in primary schools (Scheffers, 2006), to initiate what became known as CPPT, the sustainability of such partnerships was tenuous and often at the discretion of school executive (Hartzell, 2003).

How could an ideal that placed the specialist and the class teacher in a partnership for learning and teaching suffer so many setbacks, such as low levels of engagement in collaboration and poor mental models of collaboration, over several decades (Todd, cited in Kenney 2006)? In our zeal to engage more actively in teaching partnerships, did we really fully grasp this practice called collaboration? Did we understand the complexities of human relationships that underpin collaboration? Did we realistically establish its possibilities? Did we invest time preparing the social environment in which to begin a collaborative process with our classroom teachers before we set out

on such a significant professional agenda? Did we ever weigh up the notion that collaboration may be something not possible in human relationships due to the complexity of human behaviour? Is it possible that collaboration is a concept that is misused, misunderstood and misguided, under the belief that teachers working in close proximity are enabled to be collaborative in their approach to learning and teaching?

### Key notions and characteristics of collaboration

This paper explores key notions and characteristics of collaboration as identified in the wider literature. It considers aspects of collaboration from a knowledge transformation perspective, that is, from the perspective of collaboration as a generative and creative force in transforming a person's tacit knowledge into explicit knowledge. The paper situates collaboration as essential in developing a learning community, and it establishes, through a brief review of the literature, the notion of learning communities as knowledge-oriented cultures and as collaborative cultures. It establishes key questions that lead to an investigation into how knowledge is created, shared and used in a teachers' learning community. This research will be presented in *Scan* 27(1).

### Collaboration: close up and uncomfortable

Set against our contemporary world of unbounded social networks with promises of generative knowledge creation and knowledge sharing, a review of the story of collaboration in educational settings portrays a somewhat naive analysis of its complexity. It reveals a superficial understanding of its integration into the professional practices that cut across different disciplines and educational traditions. If collaboration was thought of as an art, perhaps it would be given serious consideration as a

force in shaping the processes and structures in learning communities that place shared creation (Schrage, 1995) as the highest form of human engagement, free from destructive and debilitating elements such as group-think and manipulation (Fullan, 1999), as well as poor communication structures and paucity of time.

In its purest sense, collaboration is what humans should be capable of building into their social experiences. It involves developing a sensitivity to and deep understanding of the conditions and principles that lead to the transformation of tacit knowledge, the knowledge that is buried deeply in the minds of people and thus more difficult to write down, to explicit knowledge. Explicit knowledge can be more readily expressed in words or numbers and shared through discussion or writing and recording into various documents (Nonaki & Takeuchi, 1995; Polanyi, 1967; Prusak, 1997; Tsoukas, 1996, von Glasersfeld, 1995). What seems simple to enact however, is not.

Whilst collaboration as a force for bringing together a coherent and connected community of endeavour is not constructed as a set of processes requiring clear social structures, it will continue to be a clichéd concept for change in the way learning communities will create, share and use knowledge.

*... there is a lack of consensus as to its definition and a limited understanding of the process of collaboration.*

Montiel-Overall, 2005

This lack of clarity and process in collaboration resonates in Huberman's (1993, p. 34) comment that cooperative work amongst teachers was sparse because *...collaborative planning and execution were not grafted onto a pre-existing web of dense social interaction*. This is despite teachers' willingness to collaborate and to explore their untapped knowledge to make it accessible to others. Even the psychologist

Vygotsky (1978) held that people learn and communicate best through socially constructed activities. Such learning requires a far deeper engagement than cooperation and collegiality.

The outcome of collaboration leads to whole school knowledge, to continuous reflection, and to innovative thinking. It is centred on shared creation. Leonard-Barton (1995, p. 3) envisaged collaborative cultures as knowledge reservoirs where tacit knowledge transforms to explicit knowledge on a continuous and renewing basis; where the flow of ideas form wellsprings that are *... constantly replenished with streams of new ideas ... constituting an ever-flowing source of corporate [school] renewal*. This ideal of corporate renewal rests on successful processes and structures that encourage shared creation, which is the central tenet of learning communities (Senge, 1992; Shaw, 1999).

If schools are considered to be collaborative environments, and if learning is a more generative experience through the notion of collaboration, then why have schools generally been unsuccessful in transforming teachers' knowledge into whole school knowledge. Could it be that collaboration as a force for transforming knowledge from the tacit to the explicit domain, and thereby contributing to a school's knowledge reservoir, is forced? Could it be that collaboration is understood only at a superficial level, as working cooperatively, albeit often in knowledge silos (McHugh, 2002), and not as a theoretical underpinning for a whole school knowledge-oriented culture? What then constitutes a collaborative culture, one where collaboration is a force and not forced?

### Representations of collaborative cultures

Montiel-Overall (2005) argues that *... various notions of working together have been confused with collaboration*. She proposes *...four models to distinguish*

*collaboration from other joint efforts such as coordination and cooperation* and describes numerous attributes, such as collegiality, respect, and trust, which are needed for collaboration to be effective. Montiel-Overall continues that

*These attributes contribute [to] collaborative activities, such as shared thinking, shared planning and shared creation...*

Identifying enablers and barriers to collaboration, Montiel-Overall considers time and administrative support as salient to the enactment of collaboration.

Overlaying Montiel-Overall's interpretation of collaboration is the critical understanding of how knowledge is constructed from both cognitive and emotional perspectives. If we as teacher librarians are committed to engaging in across-school collaboration, then it is crucial to understand how teachers create, share and use their knowledge. To do this, it is valuable to review the extensive literature on learning organisation theory from a knowledge-oriented perspective. Using this focus, collaborative cultures can take on various descriptors such as:

- communities of practice (Sergiovanni's sense of deep community 1999; Wenger & Snyder, 2000)
- learning communities (Kruse & Lillie on shared norms, values, dialogue, inclusivity, 2000; Shaw on enactment of teachers' learning community, 1999; Starratt on characteristics of learning communities, 1996)
- communities of commitment (see Kofman & Senge on commitment as ownership and participation, 1993)
- professional learning communities / professional community of learners (Hord's review of the literature on learning communities, 1997; Louis, Kruse & Bryk on scoping of school-based communities, 1995; Louis, Kruse & Marks

on collaboration through teachers' interacting in purposeful ways, reflective dialogue and de-privatising practice, 1996)

- communities of continuous inquiry and improvement (Dewey on human relationships in schools as communities of inquirers, 1915; EDC on denoting the work of faculty inquiry teams, 2003-2004; Grundy, 1999)
- knowledge building communities (Fullan on inside collaboration, 1999; Groundwater-Smith & Sachs on activist professional, 2002; Hargreaves on knowledge creating school, 1999).

The common factor in these representations is the recognition that learning communities are complex organic entities with their own specific logic of practice (Bourdieu, 1990) influencing their activities.

Underpinning these various representations, however, is a shared understanding that firstly, collaboration is about people. It is organised around relationships, creating *...social structures that bond people together in a oneness* binding them to a *...set of shared values and ideas* (Sergiovanni, 1999, p. 15). Secondly, and importantly, collaboration is focused on the transformation of knowledge as central to eliciting change (Todd, 2001; Todd, 1999a). Thus, it can be assumed, that collaboration is centred on the co-construction of meaning and the co-creation of knowledge and that, although acknowledging the importance of environment, relationships are the key unit of analysis (Lincoln & Guba, 1985).

Increasing attention is given to the instructional role of the teacher librarian that focuses on the transformation of information into deep knowledge and understanding (Todd & Gordon, 2007). It is timely to re-examine the dynamics of collaboration so that our students will be in a better position to analyse, synthesise and create new meaning from the

enormous infusion of information that has become status quo in our society. Such an examination also has the potential to create, for the teaching community, a richer environment of shared creation, where unsafe ideas can be expressed, knowing that the community supports and encourages *creative abrasion* (Leonard-Barton, 1995, p. 63).

...collaboration is organised around relationships

Lessons to learn

As stated earlier, collaboration is organised around relationships (Schrage, 1995). People want to make sense of their lives, their workplace, their ideas, their impressions, their feelings and their experiences. They want to share their ideas. This is a natural act of being human. Similarly, teachers want to be seen as capable of contributing knowledge in areas beyond their work unit; to be seen as credible and significant members of their teaching community. They want to feel that their knowledge is genuinely valued. They want to contribute to the school's knowledge reservoir, to that dynamic wellspring of knowledge that is ...constantly replenished with streams of new ideas and constituting an ever-flowing source of corporate [whole school] renewal (Leonard-Barton, 1995, p3) and, thus, a shared creation! Teachers want to be a part of a collaborative school that is relationship savvy with its

...commitment to shared resources, power, and talent: [ensuring] no individual's point of view dominates, authority for decisions and actions resides in the group, and work products reflect a blending of all participants' contributions.

John-Steiner, Weber & Minnis cited in Montiel-Overall, 2007

However, where collaboration is not built on supportive relationships

(Fullan, 1999), creating and sharing knowledge becomes, at best, a superficial transferring of explicit knowledge. It becomes Perkins's collaboration!

The art of shared creation

In a cogent examination into the art of collaboration, Schrage (1995), states that collaboration is a process of shared creation and, more importantly, shared space. Simply put but very complex to enact. Shared creation, according to Schrage, centres on the act of engaging in collaborative learning through a shared space. Virtual or physical, on a restaurant napkin or in a wiki, without the shared space, the shared creation is lost. Avery (2006), reflecting on Schrage's ideas, notes:

*The issue is that collaboration doesn't happen in a vacuum. It happens about or on something and that something is the shared space.*

The implication for teacher librarians is significant, especially now with emerging social technologies opening up the possibilities of more accessible shared spaces.

It is interesting to note, however, that Perkins suggests that collaboration as shared creation fails because the essential shared space is missing or, more importantly, leaders have not interpreted the challenge of collaboration deeply (Perkins, 2003). Thus, it is important to emphasise that shared creation, the outcome of collaborative cultures, cannot just happen because teachers work together. Through the notion of shared spaces, it is quite possible that the outcome of shared creation and shared discovery has the potential of becoming a far more generative concept than CPPT.

However, and in fairness to teacher librarians, moving towards a shared space with colleagues can be fraught with difficulties. One reason may be as a result of our teacher training. Teachers had little, if any lessons or experiences, in the art of deep

collaboration (Fullan, 1999). As individuals, we learnt to stock pile our information. We jealously possessed, guarded and only with reluctance shared our learning and teaching strategies, hence developing an entrenched mentality resulting in individual powerbases and creating conflict and struggle (Todd, 1999b, p. 40). We appeared to have limited experience in transforming our ideas through a deep and critical dialogue - nay healthy sparring - with our colleagues for the benefit of the common weal (Leonard-Barton, 1995). Unfortunately, as noted earlier, leadership also lacked the necessary preparation in developing the collaborative forces that enabled knowledge-oriented cultures to develop (Perkins, 2003).

To get to the creative and productive space of shared creation, there are lessons to be learnt. What are they? What should be considered before we, as teacher librarians, embark on our mission of CPPT or information literacy, or even, in today's logic of practice, guided inquiry (Kuhlthau & Todd, 2007)?

Lessons in collaboration need to include or consider:

- the barriers that work against collaboration, such as lack of time (Stoll & Fink, 1996; WestEd, 2001); lack of feedback (Gilbert, 1978; James, 1958; Senge, 1992); overload, fragmentation, incoherency (Fullan, 1999)
- the enablers that aid collaboration, such as serious play (Linder, Roos & Victor, 2001; Schrage in Connor, 2000-2004; Skyrme & Wyllie, 1997)
- that every person wants to know something yet, at the same time, wants to rely on his or her own thinking, ideas and opinions
- that every person wants to share his or her knowledge in some way; to know that it is valued (Hargreaves, 1999)
- why people are protective of their ideas (Fullan, 1999)

- human emotion because, no matter where we stand with our views on collaboration, it is a people-centric concept.

Conditionally, these considerations must be developed around relationships overlaid on a palette of shared spaces designed to create, share and use teachers' knowledge in a bid to sustain and renew the school's knowledge pool.

Questions informing the research study

Although my research (to be presented in Scan's next Research Column) looks at knowledge creation, knowledge sharing and knowledge use in a school community, it rests on the ideals of collaboration, collaborative cultures, knowledge-oriented cultures and learning communities. Throughout the study, questions raised and carefully considered include:

- What does a collaborative school feel like?
- What are the measurable, as well as the affective, benefits of a collaborative culture?
- How does the prevalent learning and teaching pedagogy support collaboration?
- What processes and structures are in place to foster and to sustain a collaborative culture; one that is oriented to deepening the pools of knowledge in its communal wellspring (Leonard-Barton, 1995, p. 3)?
- What are the enablers to and the barriers against collaboration?
- Can collaboration be forced?
- What are the forces of collaboration?

Placing the concept of collaboration into a knowledge society paradigm, further questions include:

- How is the dynamism of change and innovative thinking in schools fostered?
- In what way is knowledge, as a prime outcome of collaboration, created, shared and used?

...collaboration has a deep intellectual edge.

- How does the school contribute to a knowledge community?
- How does the school contribute to a knowledge society?

How does the teaching cohort demonstrate a sense of continuous practitioner research through knowledge-of-practice, knowledge-for-practice and knowledge-in-practice as a shared and ongoing focus for teachers' renewal (*Quality teaching in NSW public schools: discussion paper*, 2003; IARTV's *Professional learning: a great way to avoid change*, 2004; *The Continuing Professional Development Policy - supporting the maintenance of accreditation at professional competence*, 2007; King, 2005)?

These are key questions that all teacher librarians need to understand and connect with because they are at the heart of engaging a whole school in the information-to-knowledge journey. Throughout my research, I observed teachers wanting to collaborate but because of the manner in which their work place was organised, they were forced into discrete groups, a kind of academic cleansing, which promoted little, if any, deep interaction across teachers' work units. I observed a lack of effective structures and clear processes for knowledge creation and knowledge sharing. I observed teaching and learning as a decentralised activity and watched the extremely effective building of knowledge silos, an anathema to community building. Ironically, it seemed that collaboration was more like war, like a series of skirmishes that wore down the spirit of collaboration.

The razzle dazzle side show artist never really did have a chance to advocate collaboration whilst the school perceived it as cooperation, collegiality and congeniality, the modus operandi of most teacher interactions.

Dialogue, creative dissonance, egos subsumed for the greater good?... more lessons

It is posited that, if knowledge as a product is at the core of a collaborative school, then the school will be an active community of communication with rich dialogues amidst the sound of *we*. Effective people-centred structures and processes will facilitate the dense social interactions necessary for knowledge transformation. It is further posited that genuine collaborative enactment will be innermost to this transforming of deep and personal knowledge into explicit organisational knowledge.

The broader educational literature on collaboration establishes that collaboration has a deep intellectual edge. For instance, collaboration, in its true sense, actively works against forces such as groupthink and hierarchical decision making (Perkins, 2003; Stoll & Fink, 1996) in the pursuit of deeper levels of cognitive development across the learning community. A deeper level of community knowledge is reliant upon the affective enactment of the principles that lead to the continuous transformation of knowledge from what I know to what we know. To enable this transformation, teachers require a deeper understanding of adult learning, including the importance of serious play. Learning together in shared spaces will help to build a conduit for individual knowledge to flow into the community's wellspring of knowledge (Johnson, 1999; Linder, Roos & Victor, 2001; Newmann & Wehlage, 1995; Schrage, 1995). Somewhere in this knowledge flow, there exists an understanding of the theory that underpins knowledge as an active process of constructing realities (Malhotra, 1999; Sveiby, 1996).

Thus it follows, that collaboration is underpinned by knowledge creation and knowledge sharing through leveraging each others' tacit

knowledge in a mutual quest for shared creation, with little regard for promotion of self and full regard for promotion of the community as a knowledge-oriented culture. Let's not forget that collaboration is also deeply rooted in empathy.

Looking back, the slogan *Advocate or perish*, unfortunately, sent most of us forward into skirmishes with Information Literacy as our shield and CPPT as our weaponry, but with limited understanding of the theory underpinning the tactics for engaging in shared creation. If collaboration is not happening, it may be that the foundation for community building is missing.

### Building collaboration

What the existing literature suggests is that collaboration needs to move from being a buzzword to being ... *a theoretical structure and framework ... to guide individuals and groups toward successful collaboration* (John-Steiner, 1992).

Collaboration is not a given because teachers work together. Collaboration must be enacted

- from an intellectual discourse on how teachers create, share and use knowledge

- on identifying the cognitive and the emotional factors that ensure professional relationships prosper
- by recognising that the product of collaboration springs from shared creation
- by understanding that knowledge is created through intense relationships that transform tacit knowledge to community knowledge.

It takes a deep understanding of the barriers that thwart the establishing of a collaborative culture, and then some hard work in building the enabling structures and processes, to allow such a culture to flourish.

As teacher librarians, we are called upon to take advantage of blossoming social technologies that enhance the collaborative construction of knowledge. We also continue to employ more traditional practices that transform knowledge from the implicit to the explicit form. However, we are hindered in moving from our natural tendency to share our knowledge to the enactment of shared creation because relationships matter in collaborative cultures. At its heart is human emotion. This is a pivotal principle in

working toward a collaborative culture, a collaborative relationship (Gibson-Langford & Laycock, 2007). We need to focus on the quality of our social interactions and to be sensitive to the collaborative moment.

For collaboration to transform knowledge from what I know to what we know, we need to study the literature, sift ideas, feel the weight of the ideas, analyse the ideas and take what has meaning for us into our collective consciousness. We must have an underlying belief in the power of collaboration as a force for generative and creative learning. We must find that shared place, that part of working together, when talking turns to innovative thinking and change and shared creation.

Collaboration does not just happen. It never has and it never will until such time as the lessons have been studied and the lessons have been learnt.

Part two of *Collaboration: force or forced?* centres on a qualitative research investigation into how knowledge is created, shared and used in one teacher's learning community. ■

### References and further reading

- Avery, C. (2006) 'Shared space supports collaboration for innovation', *Christopher Avery's blog*. Viewed 24 September 2007. <<http://www.christopheravery.com/blog/shared-space-supports-collaboration-for-innovation>>.
- Bourdieu, P. (1990) *The logic of practice*, Stanford University Press, Stanford.
- Connor, M., 'Our shared playground: an interview with Michael Schrage', *Learning in the new economy*, LiNE Zine. Viewed 24 September 2007. <<http://linezine.com/3.1/features/msmcosp.htm>>.
- The Continuing Professional Development Policy - supporting the maintenance of accreditation at professional competence* (2007), NSW Institute of Teachers. Viewed 24 September 2007. <<http://www.nswteachers.nsw.edu.au/CPD-Policy.html>>.
- Dewey, J. (1915) *The school and society*, (2nd ed.), University of Chicago, Chicago.
- Fullan, M. (1999) *Change forces: the sequel*, Falmer Press, London. SCIS 1023356
- Gawith, G. 'A short and personal account of recent developments,' *Information literacy: teacher-librarianship in New Zealand*, Information Literacy Online (NZ). Viewed 24 September 2007 <<http://infolit.unitecology.ac.nz/readings/account.html>>.
- Gibson-Langford, L. & Laycock, D. (2007) 'So they can fly ... building a community of inquirers', Paper presented at *ACEL 2007 international conference: New imagery for schools and schooling: challenging, creating and connecting*, Sydney, October 10–12.
- Gilbert, T. (1978) *Human competence*, McGraw-Hill, New York.
- Groundwater-Smith, S. & Sachs, J. (2002) 'The activist professional and the reinstatement of trust', *Cambridge Journal of Education*, (32)3, pp. 341–358.
- Grundy, S (1999) 'Partners in learning: school-based and university-based communities of learning' in *Learning communities in education*, J. Retallick, B. Cocklin & K. Coombe (eds.), Routledge, London, pp. 44–59.
- Hallein, J. & Phillips, J. (1991) 'Australian primary schools: is CPPT working?' *Emergency Librarian*, (19)1, pp. 29–31.
- Hargreaves, D. (1999) 'The knowledge creating school', *British Journal of Educational Studies*, 47(2), pp. 122–144.
- Hartzell, G. (2003) 'Principals' support of school librarians', *Connections* 46, pp. 1–3.
- Haycock, K. (1985) 'Strengthening the foundations of teacher-librarianship', *LINES* 1(2), pp. 27–36.
- Haycock, K. (1999) 'Fostering collaboration, leadership and information literacy: common behaviors of uncommon principals and faculties', *NASSP Bulletin*, 83(605), pp. 82–87.

- Haycock, K. (2006) *Collaborative program planning and teaching (CPPT)*, PowerPoint. Viewed 24 September 2007. <[http://www.kenhaycock.com/media/ppt/Schools\\_Collaboration.ppt](http://www.kenhaycock.com/media/ppt/Schools_Collaboration.ppt)>.
- Hord, S. (1997) *Professional learning communities: communities of continuous inquiry and improvement*, Southwest Educational Development Laboratory, Austin, TX.
- Huberman, M. (1993) 'The model of the independent artisan', in *Teachers' work: individuals, colleagues and contexts*, J. Little & M. McLaughlin (eds.), Teachers College Press, New York, pp. 30–37.
- James, W. (1958) *Talks to teachers*, WW Norton, New York.
- John-Steiner, V. (1992) 'Creative lives, creative tension', *Creativity Research Journal* 5(1), pp. 99–108.
- Johnson, M. (1999) 'Meeting the challenge', in *Learning communities in education*, J. Retallick, B. Cocklin & K. Coombe (eds.), Routledge, London, pp. 26–43.
- Kenney, B. (2006) 'Ross to the rescue: Rutgers' Ross Todd's quest to renew school libraries', *School Library Journal*, Viewed 24 September 2007. <<http://www.schoollibraryjournal.com/article/CA6320013.html>>.
- King, B. (2005) 'Leadership for quality pedagogy', keynote address presented at *Pedagogy in practice* conference, Newcastle, NSW 19–20 January.
- Kofman, F. & Senge, P. (1993) 'Communities of commitment: the heart of learning', *Organizational Dynamics* (22)2, pp. 5–19.
- Kruse, S. & Lillie, T. (2000) 'Professional communities: supporting organisational cultures in support of inclusion', *Disability Studies Quarterly* (20)4, pp. 1–13. Viewed 24 September 2007. <[http://63.240.118.142/articles\\_pdf/2000/Fall/dsq\\_2000\\_Fall\\_05.pdf](http://63.240.118.142/articles_pdf/2000/Fall/dsq_2000_Fall_05.pdf)>.
- Kuhlthau, C. & Todd, R. *Guided inquiry*, Center for International Scholarship in School Libraries (CISSL), Rutgers University. Viewed 24 September 2007. <[http://cissl.scils.rutgers.edu/guided\\_inquiry/introduction.html](http://cissl.scils.rutgers.edu/guided_inquiry/introduction.html)>.
- Leonard-Barton, D. (1995) *Wellsprings of knowledge: building and sustaining the sources of innovation*, Harvard Business School, Boston.
- Lincoln, Y. & Guba, E. (1985) *Naturalistic inquiry*, Sage, Newbury Park, CA.
- Linder, M., Roos, J. & Victor, B. (2001) *Play in organizations – working paper 2*, Imagination Lab. Viewed 24 September 2007. <<http://www.imagilab.org/pdf/wp01/WP2.pdf>>.
- Louis, K., Kruse, S. & Bryk, A. (1995) 'An emerging framework for analyzing school-based professional community', in *Professionalism and community*, K. Louis, S. Kruse & Associates (eds.), Corwin, Thousand Oaks, CA, pp. 23–44.
- Louis, K., Kruse, S. & Marks, H. (1996) 'Schoolwide professional community', in *Authentic achievement: restructuring schools for intellectual quality*, F.M. Newmann et al. (eds.), Jossey-Bass, San Francisco, pp. 181–183; 179–203.
- Louis, K., Kruse, S. & Raywid, M. (1996) 'Putting teachers at the center of reform: learning schools and professional communities', *NASSP Bulletin*, 80(580), pp. 9–21.
- Malhotra, Y. (1999) 'Knowledge management for organisational white-waters: an ecological framework', *Knowledge Management (UK)*, March, pp. 18–21.
- McHugh, J. (2002) 'Knowledge management, new product development and nonprofit publishing', *Knowledge Center*. ASAE & The Center. Viewed 24 September 2007. <<http://www.asaecenter.org/PublicationsResources/whitepaperdetail.cfm?ItemNumber=12231>>.
- Montiel-Overall, P. (2005) 'Toward a theory of collaboration for teachers and librarians', *School Library Media Research*, American Library Association. Viewed 24 September 2007. <<http://www.ala.org/ala/aals/aalspubsandjournals/slmrb/slmrcontents/volume82005/theory.cfm>>.
- Newmann, F. & Wehlage, G. (1995), *Successful school restructuring*, Center on Organisation and Restructuring of Schools, Madison, WI.
- Nimon, M. (2004) 'School libraries in Australia', *Australian Library Journal*, Viewed 24 September 2007. <<http://www.alia.org.au/publishing/alj/53.1/fulltext/nimon.html>>.
- Nonaka, I. & Takeuchi, H. (1995) *The knowledge-creating company*, Oxford University Press, Oxford.
- Perkins, D. (2003) *King Arthur's Round Table: how collaborative conversations create smart organizations*, John Wiley & Sons, Hoboken, NJ. SCIS 1153906
- Polanyi, M. (1967) *The tacit dimension*, Routledge & Keegan Paul, London.
- 'Professional development: a great way to avoid change', (2004) *IARTV Seminar Series*, Paper 140, December. Incorporated Association of Registered Teachers of Victoria (IARTV).
- Prusak, L. (1997) *Knowledge in organizations*, Butterworth-Heinemann, Boston.
- 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>>.]
- Rich, W. (1996) 'CPPT: fraud, farce, or failure?', *Orana*, 32(4), pp. 248–55.
- Scheffers, J. (2006) 'Teachers and teacher-librarians supporting higher-order thinking skills', *Scan* 25(1), pp. 28–34. Viewed 24 September 2007. <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/shefferscpptresearch.pdf>>.
- Schrage, M. (1995) *No more teams: mastering the dynamics of creative collaboration*, Currency (Doubleday), New York.
- Senge, P. (1992) *The fifth discipline: the art and practice of learning communities*, Currency (Doubleday), New York.
- Sergiovanni, T. (1999) 'The story of community', in *Learning communities in education*, J. Retallick, B. Cocklin, & K. Coombe (eds.), Routledge, London, pp. 9–25.
- Shaw, P. (1999) 'Purpose and process in effective learning communities', in *Learning communities in education*, J. Retallick, B. Cocklin, & K. Coombe (eds.), Routledge, London, pp. 149–170.
- Skyrme, D. & Wyllie, J. (1997) 'Knowledge management'97', *I3 UPDATE Special Edition*. Viewed 24 September 2007. <<http://www.skyrme.com/updates/km97.htm>>.
- Starratt, R. (1996) *Transforming educational administration: meaning, community, and excellence*, McGraw-Hill, New York. SCIS 887115
- Stoll, L. & Fink, D. (1996) *Changing our schools: linking school effectiveness with school improvement*, Open University Press, Buckingham.
- Sveiby, K. (1996), *Corporate Knowhow*, The Knowledge Organisation. Viewed 24 September 2007. <<http://www.sveiby.com/Portals/0/articles/KOS4.html#CorporateKnowhow>>.
- 'Theory and research supporting AIM at middle grades results design element three', *AIM at middle grades results*, Education Development Center, Inc. (EDC). Viewed 24 September 2007. <[http://www.takingaim.org/aboutaim/research\\_element\\_3.htm](http://www.takingaim.org/aboutaim/research_element_3.htm)>.
- Todd, R (1999a) 'Reading the future: Knowledge management 2. Processes and practices', *Scan* 18(2), pp. 39–43.
- Todd, R. (1999b) 'Reading the future: Knowledge management 4. Towards a community of learning', *Scan* 18(4), pp.43–46.
- Todd, R. (2001) 'Building a knowledge-sharing culture', *Connections* 37, pp. 1–3.
- Todd, R. & Gordon, C. (2007) *A guided inquiry approach for learning in the school library: transforming information into deep knowledge and deep understanding*, Center for International Scholarship in School Libraries (CISSL), Rutgers University, NJ.

# Online projects: powerful learning through quality pedagogy

**Susan Harriman** is a Senior Project Officer, Curriculum K-12 Directorate. Susan's article presents the experiences of several classes, from Year 2 to Year 11, as they participated in a variety of online projects. It draws on a research study that explores how online projects, as one form of online activity, contribute to the learning outcomes of students and to the effective use of internet technologies in K-12 school settings.

As schools become increasingly networked and individual classrooms are connected to the internet, expectations are high that online technologies will provide opportunities and benefits for student learning, with links to information literacy.

The internet's characteristic feature is the ability to be connected to information, to people and to products. In NSW schools, the internet is most frequently used for connection to information via online encyclopaedia, web searching, and WebQuests, and the associated learning activities (Performance audit report, 2000; Cooper, Jamieson-Proctor, Crawford, & Nuyen, 2001). There is growing interest in educational products, such as learning objects, online activities, and manipulatives, which will provide teaching and learning activities for direct use by students.

Internet activities to connect people include direct email contact between students, and with other people;

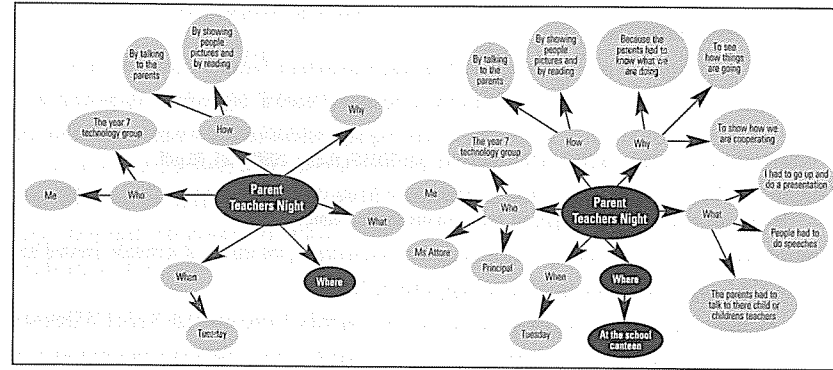


Figure 1 A progressive mindmap of items for the news article for Newsday

participation in online discussions or mailing lists; and participation in projects with students in other places that often make a contribution to real-world activities. The latter types of activity are online projects. Online projects appear in a variety of forms, ranging from simple information sharing or internet publishing activities, which promote motivational effects through interaction between students in distant and varied locations. More complex projects bring together problem-based learning approaches and opportunities for collaboration with people and organisations beyond the school. They offer significant changes to class practices, demonstrating many aspects of quality pedagogies.

All Australian education systems contribute to *OzProjects* at <http://www.ozprojects.edna.edu.au>. The website provides a central registry of local and international projects. Online projects are currently implemented in pockets of schools and classes, in Australia and internationally.

### Online projects in action

The projects selected for the NSW study introduced a complex, purpose-

ful task (either a collaborative design activity or a problem to solve) and extended student activity beyond the school. The use of online technologies was a pivotal part of each project. An overview of the four projects is provided in Table 1.

This selection of projects demonstrates the diversity of age level and subject focus of online projects provided for schools. Each project is a complete unit of work that reflects commonly described characteristics of project-based learning approaches (Moursund, 2002; Thomas, 2000). These are being implemented as a central part of the class curriculum. The projects promote increased student autonomy, while engaging students in constructive investigation around concepts of Significance, through realistic tasks or challenges.

### Online projects produce powerful learning

At the heart of each project is the expectation that students will develop subject or KLA specific knowledge and skills. Analysis of activities and work products provided substantial evidence of attainment of required course or syllabus outcomes. Gains in both quantity and quality of student

Project	Age level & curriculum focus	Synopsis	Provided by
Bunyip project	Stages 1-2 English Creative Arts	A large-scale 3D bunyip is jointly designed and constructed by partner classes - one class designs the front end, the other the back end. Each class writes descriptions and procedures for making their half. Procedures, and clarifying questions and answers, are shared online. Both classes follow the instructions to create the whole bunyip and compare their finished products that are posted on the project website at <a href="http://www.itag.education.tas.gov.au/projects/bunyips">http://www.itag.education.tas.gov.au/projects/bunyips</a> .	Department of Education, Tasmania
Murder under the microscope	Stages 3-4 Science and Technology	All the ingredients of a murder mystery are here: a victim, dead in suspicious circumstances; forensic scientists providing a complexity of test results; an array of suspects; witnesses and bystanders who give contradictory accounts of events; all presented by a world-weary investigator in the field. Students take on the role of eco-detectives, to piece together the information and clues to lead them to the solution: identifying the victim, the crime site, the villain and probable cause of the fatality. Available at <a href="http://www.microscope.cdu.edu.au">http://www.microscope.cdu.edu.au</a> .	NSW Environmental Trust NSW and NSW Department of Education and Training (2007)
Newsday	Stages 3-5 English	The project simulates the processes of writing and publishing the news. Science and Technology Students create their own news articles and compile a full edition of a newspaper to be published online. News stories are shared between participating schools via the project website.	NSW Department of Education and Training
Middle East simulation	Stage 6 Modern History	Students take on the roles of significant characters in contemporary Middle East affairs, using Internet technologies to interact and play out the action in a likely, if not real, political scenario. For the bulk of the time, action takes place online via e-mail, chat sessions, planning spaces and information sources provided on the project website. The project culminates with players meeting face-to-face in a series of peace conferences. Available at <a href="http://www.mq.edu.au/mcc/sim">http://www.mq.edu.au/mcc/sim</a> .	Macquarie University Centre for Middle East and North African Studies

Table 1 Overview of online projects implemented by classes in NSW schools

...talk about their breadth and depth of learning.

products, especially in creating realistic texts, resulted from the depth of students' engagement with concepts and life-like practices. There were particular benefits for some individuals, especially for students for whom usual school activities were less motivating or less likely to yield reward. The Modern History students, for example, were keen to talk about their breadth and depth of learning, highlighting an appreciation of both sides of the Middle East conflict as perhaps the most valuable outcome of their involvement.

*So it's like learning in 3D – because it's not just like this is this and this is that, it's like 'maybe' – and there is also this side – different ways of looking at it!*

Student participant in Middle East simulation

Activity shifted from finding out about events and consequences in a more traditional content driven approach, to one that required students to participate in the processes of investigating, building empathy, making decisions and developing solutions.

*... obviously we learnt about the conflict – but more. You know it's so easy to stand back and criticise the way that politics work. Everyone is so stubborn... it's so much harder to be so neat about it now – to criticise when you've been there... It was an experience, not just a lesson, or an essay...*

Student participant in Middle East simulation

In all four projects, the range of outcomes was extended, providing a greater emphasis than usual on the learning processes of the respective subjects. In solving the *Murder under the microscope* mystery, students engaged in an investigative process that required them to gather, interpret and share information, think carefully

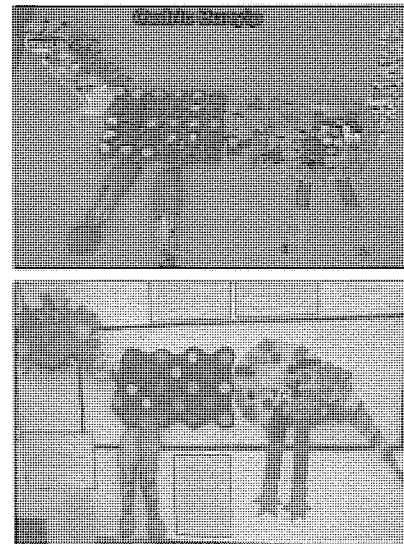


Figure 2 Two Cedric Bunyips produced by partner schools

about relationships between pieces of data, make links and see causal relationships, and substantiate ideas through reference to evidence from the data provided or information gathered. Higher-order thinking skills of analysis, evaluation and synthesis of ideas, are emphasised in *Newsday* and the *Bunyip project* (Figure 2) as students were required to make decisions, respond to the ideas of others and design their products, in age-appropriate ways.

Less obvious to teachers at the outset were the opportunities offered for students to demonstrate achievement of broad learning outcomes or learner dispositions described as 21st century skills. Students demonstrated a range of such additional learnings, especially about working in groups, about managing actions and about the nature of evidence and information. The latter was described by many students as the most significant outcome of the projects.

The projects offered opportunities for truly collaborative group activity. While the primary classes were described as used to working in maths and reading groups, the teachers reflected that these typically involve students participating in individual activities within a group structure. The projects' requirement that

students collaborate to arrive at a shared product created an elevated need to really work together. As one teacher described it:

*It really is a team effort, isn't it, to do this.*

Teacher, Bunyip project

Some students were not used to working in this way. They openly discussed how hard it was to collaborate, even though they found it enjoyable at the same time. Where the groups worked well, the interaction built up the students' understanding and confidence in the subject matter, and developed their skills and strategies for working collaboratively. These effects were reliant, however, on the effective functioning of the group. Students were quick to point out when others could hide behind the group, hanging back or providing minimal input to group tasks. Over time a balancing effect was noticed. Students had to trust that information being provided by other groups was accurate, with the reciprocal effect of creating an imperative for all groups to produce worthwhile contributions to the shared information pool. The pressure to make a contribution, in the knowledge that it might be the pivotal piece of information, resulted in a greater willingness to complete activities and share findings. Improved learning relationships involving trust in, and respect for other class members, developed during the projects.

Online projects support quality pedagogy

The most significant feature of each project was the change in the way the learning was achieved. The project structures supported the teachers in shifting cognitive responsibility to the students (Scardamalia, 2002). This was especially so as the teachers do not know the answer to the open-ended project tasks. Students are supported by the projects, and by each other, as they collectively direct the course of the activities. Even in

*Murder under the microscope*, where there is a correct answer, it remains a well kept secret throughout the project. Teachers are unable to shape the direction of the investigation or lead the class to the solution, even inadvertently. Not knowing the answer is only possible because the project is presented online, with clues and data revealed through weekly television broadcasts, also available online, and regular updates and information inputs provided on the project website. Arriving at the solution involves a truly open investigation for students, who argue for their ideas based on the evidence gained through hands-on experiments or research tasks.

Depth of engagement with concepts is demanded of students.

Depth of engagement with concepts is demanded of students. Each project presents a challenge that requires students to make immediate use of the information they locate, select and interpret, involving them in a process of applying new information to the project task. Students cannot rely on information retrieval or simple, literal readings of reference materials. The immediacy of application and interaction with other students promotes higher-order engagement with the subject content, requiring synthesis of ideas for a real purpose and audience. Accuracy and clarity of the student products are the critical elements, as described by the teachers in the *Bunyip project* where the Year 2 students create procedural texts:

*[They're] more aware of need to be clear—make sure [the procedure] makes sense; didn't miss anything out—even for us to follow—the children didn't make the same section that they designed.*

Teacher A, Bunyip project

*Expectation from us was higher!*

Teacher J, Bunyip project

What is striking about this comment is the teachers' realisation that the combination of the purposeful task and real audience lifted their expectations of students' performances, as well as motivating the students themselves. The writing had to work for the real children who would be using it.

The stand out feature of online projects is their contribution to making learning significant for students, through their strong connection to and reflection of real-world conditions: in *Newsday* and the *Bunyip project* because texts were written for a real and immediate audience; in the case of *Murder under the microscope* and the *Middle East simulation* through the complex problems that are contentious and complicated by multiple viewpoints and vested interests. As occurs in many online projects, the *Middle East simulation* and *Murder under the microscope* both offered students access to experts. Expert involvement, however, was not limited to answering individual questions. In each case, the projects were developed for school use through partnerships between the disciplinary experts and educationalists. This also works as quality assurance for teachers considering embarking on a project-based activity. Teachers were enormously appreciative of the project resources that added to their own understanding, just as they valued the opportunity for their students to learn from external specialists.

Benefits of online projects

How much of these effects were the results of the projects being presented online? It is certainly conceivable to suggest that the project activity could have taken place in face-to-face classroom environments. However, being online adds several significant dimensions related to the progressive building of knowledge, the learning supports provided through the project infrastructure, and the positioning of students that enhance the authenticity

of the task. The immediacy of response from partner schools and the progressive unfolding of events are only possible through the online environments of the projects. In the *Middle East simulation* and *Murder under the microscope*, this not only maintained the momentum of the investigations over several weeks, but also helped students cope with the amount and complexity of the information being provided. The ongoing availability of the accumulated materials allowed students to retrieve and review them as required.

...increased participation of all students and access to expertise beyond the school...

Some expected benefits were obvious, such as increased participation of all students and access to expertise beyond the school, and this extended the audience for student activity. Shifting the major activity away from a face-to-face interaction increased students' ability to:

- construct arguments in considered ways
- work collaboratively to explore ideas
- plan actions
- respond to the initiatives of other characters, without being interrupted (Wills & Ip, 2002).

Student interactions (substantive communications) take centre stage; the construction of ideas takes place between students, both in the classroom and online. The technologies themselves (the computer and the network) recede into the background of complex learning tasks, perhaps more so than in other styles of online activity.

Each project provides a variety of support materials:

- age-appropriate reference materials



- formats for organising and presenting information
- lists of web resources for students
- planning and scheduling advice
- suggested sequences of lessons
- assessment formats for teachers, elaborating possible implementation strategies and ways to manage the knowledge building processes.

Most importantly, involvement of project partners or multiple schools was only possible by working online. Students commented that this enhanced the sense of realness of the situation, adding new perspectives and a greater range of ideas and unpredictable responses, as well as the real and immediate audiences. In the Middle East simulation this had particularly potent effects. As students did not know the others involved, they communicated entirely in role (Figure 3). Even when players were familiar, working online enabled real identities to be masked so that existing relationships were minimised. Communication occurred between the characters rather than friends and classmates (Figure 4).

*It didn't feel like just talking to kids!*

Student, Middle East simulation

Students were asked if they would recommend the project to others. An overwhelmingly positive response was tempered only by some reservations about the amount of time it took away from other set tasks and the difficulty found by some in working in their allocated groups. Projects are time consuming and access to reliable ICT facilities continues to be problematic, especially for younger classes. Most notably, success of the online projects relies on the timely participation of all partners. The problem of unresponsive partners was experienced to some degree in each of the case study projects.

The teachers would all participate again, too... *but not all the time!* They acknowledged that the projects created a style of learning that was



Figure 3 Preparing a response in the conference



Figure 4 The media provide information to all players

both enjoyable and rewarding, providing tangible learning benefits for children. The teachers all saw the projects as a way of supporting them

to bring more student centred, problem-based pedagogies to the classes, creating real-world links they were unable to achieve on their own. It does, of course, require a balance. Many students openly acknowledged that the projects had not been easy, but they were emphatic that they were worthwhile because of the challenges presented and the sense of achievement that resulted.

*You're still learning but it's in an interesting way. It was hard - and fun. It was hard fun.*

Year 5 student, Murder under the microscope

Online projects present a purposeful teaching and learning approach for using the internet because they promote changes in teaching and learning practice that are concerned with much more than just the technology. ■

#### References and further reading

- Ask an expert sites, CIESE: The Center for Innovation in Engineering and Science Education. Viewed 10 September 2007. <<http://www.k12science.org/askanexpert.html>>.
- Brunsdon, A. (2000) *Online projects – making the links*, paper presented at the 16th Australasian Computers in Education Conference: Learning Technologies, Teaching and the Future of Schools, Melbourne, Victoria, 2000.
- Clark, M. (2002) *Linking learners through project-based adventures*, paper presented at Linking Learners: the Australian Computers in Education Conference, Hobart, Tasmania, 11–13 July 2002.
- Cooper, T., Jamieson-Proctor, R., Crawford, J., & Nuyen, A. (2001) *SOCCI market research report*, Schools Online Curriculum Content Initiative (SOCCI), Brisbane.
- GSN internet projects registry, Global SchoolNet. Viewed 10 September 2007. <<http://www.globalschoolnet.org/GSH/pr/index.cfm>>.
- Information skills in the school, [1989] NSW Department of Education. SCIS 488633
- 'Information process summary' from *Information skills in the school*, [1989] NSW Department of Education. Viewed 10 September 2007. <[http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/info\\_skills/index.html](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/info_skills/index.html)>.
- Moursund, D. (2002) 'The case for PBL' in *Project-based learning using information technology* (2nd ed.), International Society for Technology in Education, Eugene.
- Oz projects: online projects for teachers and their students, Education Network Australia (EdNA). Viewed 10 September 2007. <<http://ozprojects.edna.edu.au>>. SCIS 1063480
- Performance audit report: computers in schools: providing and using computers for teaching and learning in NSW public schools, (2000). The Audit Office of New South Wales.
- Roach, M. (2004) *Integrating curriculum in the Middle Years using online problem based collaborative learning*, paper presented at the Australian Computers in Education Conference 2004, Adelaide, South Australia, 5–8 July 2004.
- Scardamalia, M. (2002) 'Collective cognitive responsibility for the advancement of knowledge' in B. Smith (Ed.), *Liberal education in a knowledge society*, Open Court, Chicago, pp. 67–98.
- Thomas, J. W. (2000) *A review of research on project-based learning*, The Autodesk Foundation, San Rafael.
- Wills, S., & Ip, A. (2002) *Online role play as a complementary learning design for the first fleet database*, paper presented at Linking Learners: the Australian Computers in Education Conference, Hobart, Tasmania, 11–13 July 2002.

# Building Bridges: enterprise learning, the Middle Years and technology

Steve Montgomery is Coordinator, Vocational Learning at the Vocational Education in Schools Directorate (VEiS). Steve, in collaboration with Lyndall Foster, Manager Technology K–12 and Julie Bell, Leader Vocational Learning, raises our awareness of cross curriculum enterprise learning projects that aim to prepare our Middle Years students with skills for the future.

## Overview of the Building Bridges project

More than 50 government primary, secondary, central and specific purpose schools across all regions of NSW have participated between 2005 and 2007 in the NSW Department of Education and Training's Building Bridges: enterprise learning in the Middle Years project.

The Building Bridges initiative involved students in Years 5–8 and their teachers working together on enterprising projects that focused on the Stage 3 sections of the *Science and Technology K–6 syllabus* and the Stage 4 sections of the *Technology (Mandatory) Years 7–8 syllabus*. Thus, the four bridges addressed by the initiative include:

- enterprise learning
- Middle Years (Years 5–8)
- curriculum embedded learning located in the process of designing and making in the *Science and Technology K–6 syllabus* and *Technology (Mandatory) Years 7–8 syllabus*
- partnerships with businesses, parents and the community.

The initiative promoted student directed learning. It involved students practising enterprising capabilities by negotiating, designing and producing quality solutions that resolved authentic needs and opportunities in their local communities.

Some examples of projects undertaken as part of Building Bridges include:

- a viewing platform for astronomy
- a new menu for the school canteen
- a proposal for a recreational area for young teenagers
- a communication strategy to inform the local community about RSPCA services
- a drought resistant native garden (Figure 1)
- a website to provide information about activities in the local community.

For more information about these Departmental projects, go to the website at <<http://www.enterpriselearning.nsw.edu.au/enterprisingprojects.php>>.

## Demonstrating enterprising capabilities

Examples of the enterprising capabilities demonstrated by learners, and promoted by the Building Bridges initiative, include:

- identifying opportunities
- thinking up creative ideas
- obtaining resources and planning their use
- finding out what needs to be known through research
- developing skills to do quality work
- identifying and assessing risks and dangers in doing the project
- taking responsibility for how the decisions in the project may effect others and the environment
- working and communicating effectively with team members and others
- persisting to get the project done.

The Building Bridges project was funded as part of the Australian

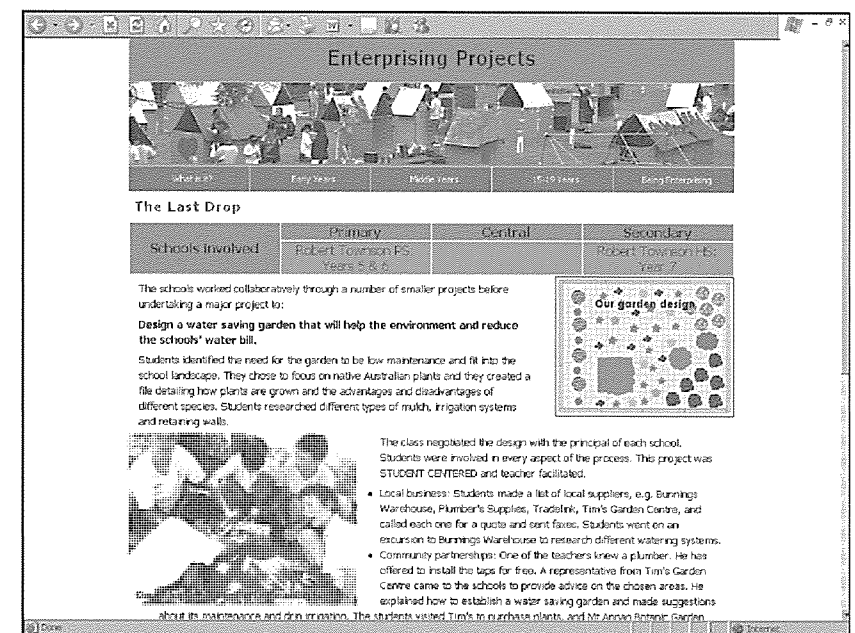


Figure 1 The last drop <<http://www.enterpriselearning.nsw.edu.au/enterprisingprojects.php?pg=lastdrop>>

Government's Enterprise Learning for the 21st Century initiative, and was managed by the NSW Department's Vocational Education in Schools Directorate and Curriculum K-12 Directorate.

### All young people require opportunities to develop enterprising capabilities.

#### Why enterprise learning?

All young people require opportunities to develop enterprising capabilities that enable them to successfully and confidently manage their life, learning and work into the future. In a world that is increasingly characterised by complexity and change, the need for young people to be enterprising, to cope and thrive, has never been greater.

Enterprising young people are typically optimistic about their future, with raised aspirations for further education and training, employment and self-employment.

Developing an enterprising culture is, therefore, vital to Australia's social and economic prosperity. Schools have a fundamental role to play through the provision of opportunities for students to learn to be enterprising. The Building Bridges initiative has sought to build a culture that values and promotes enterprise learning opportunities for students across NSW government schools.

Enterprise learning is a concept which is supported by Goal 2.4 of the *The Adelaide declaration on national goals for schooling in the twenty-first century: preamble and goals*, which reads:

*In terms of curriculum, students should have:*

2.4 participated in programs and activities which foster and develop enterprise skills,

*including those skills which will allow them maximum flexibility and adaptability in the future.*

The concept for Building Bridges was sparked by a Department of Education, Science and Training (DEST) report on *Enterprise education: case studies from the project: Action Research to Identify Innovative Approaches to, and Best Practice in, Enterprise Education in Australian Schools* (2004). This report provided the motivation for the NSW Department to consider how best practice principles for enterprise learning could be addressed in NSW government schools. Some of the needs identified in the report that underpinned the Building Bridges project were:

- engaging students in connecting school learning and its application in the wider world and in the curriculum
- creating an authentic learning environment which provides students with real tasks, responsibility and self-direction, and requires teachers to have an ability to facilitate student directed learning opportunities
- delivering *Quality Teaching* practices that promote Intellectual quality and opportunities for students to achieve higher-order thinking, and challenging learning outcomes
- modelling school leadership that takes a holistic view of enterprise learning which permeates throughout the whole school community
- connecting students to their communities, the wider world, business and the workplace
- broadening students' understanding of work and career pathways, with a focus upon the self-management of their career development and life choices
- using authentic, holistic, evidence based approaches to assessing and reporting student outcomes, including the assessment of student enterprising skills.

### ...opportunity to pursue enterprise learning in a Middle Years context...

A further driver for the Building Bridges initiative was the opportunity to pursue enterprise learning in a Middle Years context in line with emerging NSW Departmental approaches. Known characteristics of this group included a potential time for disengaging with school. The Middle Years focus has also enabled a broadening and a lead-in to the Department's *School to work* program that has historically targeted Years 9-12 students.

### The areas of enterprise learning and technology learning are consistent in educational purpose.

Additionally, the alignment between enterprise learning and the *Science and Technology K-6 syllabus* and *Technology (Mandatory) Years 7-8 syllabus* was recognised and supported by the Department's Curriculum K-12 Directorate. The areas of enterprise learning and technology learning are consistent in educational purpose. The technology learning area provided an excellent vehicle for Middle Years learners to simultaneously meet intended curriculum outcomes and develop enterprising capabilities, particularly by following a quality process of design.

The importance of students becoming creative, enterprising and innovative is now recognised in the Department's Stages of learning plans for Early Years, Middle Years and students aged 15-19.

### Key stakeholders and participants

In setting up the Building Bridges project, partners were sought at a project management level representing key stakeholders in enterprising learning. Stakeholders included representatives of industry, community, parents, enterprise and transition specialists, science and technology professionals and educational specialists. Stakeholders were sought in areas of curriculum, vocational education and training, e-learning and educational measurement. Representatives from these stakeholder areas formed the project's reference group, which has provided advice and guided the project's direction at a state level.

### ...based strongly upon a desire to support young people in authentic school learning...

At a more local level, project partners were sought in regions and schools to drive school-based projects forward. These partners also included key stakeholders who formed connections with schools around individual projects. Motivations for parents and business to participate at the local level were based strongly upon a desire to support young people in authentic school learning that is set in the local context.

### Key evaluation findings

The *Final report on the evaluation of the Building Bridges enterprise learning in the Middle Years project* (The *Final report*) provides quantifiable evidence that Building Bridges supported student entrepreneurial and enterprising skill development particularly in areas such as decision making, leading, initiative, self-reflection and working in cooperative teams.

The *Final report* also identified that, as a result of participation in Building Bridges, Middle Years students

- of mixed abilities were able to gain benefit from the project
- were able to identify and articulate their growth as enterprising learners
- identified greater awareness of the cross-curriculum nature of their learning
- felt more engaged as learners, more connected to school and community, more resilient, more self-efficacious and better placed to make ethical judgements
- were more engaged in and felt more ownership of the learning.

In relation to schools and curriculum, the *Final report* found that Building Bridges allowed curriculum requirements to be met relatively easily. It also boosted confidence in the notion of linked and sequential curricula between primary and secondary schools. In some schools, the project led to a focus on curriculum pedagogies, which allowed for increased student skill development and an ability to apply these skills in authentic situations.

### Features of enterprising projects

Enterprising projects allow students to draw on and develop enterprising capabilities in a holistic or related way. They are authentic when

- the project addresses the needs of those beyond the immediate classroom by producing an outcome for an identified user or client
- students relate project processes and activities to real world processes and activities
- support for project development is provided by outside experts or those with relevant vocational skills
- students receive recognition and feedback from those whose needs are being met by the project.

Enterprising projects are connected to business and/or community organisations when

- businesses and/or community organisations provide the need or purpose to be addressed by a project
- businesses and/or community organisations act in partnership with students to develop and resolve a project.

They involve a significant degree of student ownership supported by a teacher facilitator when

- students explore an area of need and, as a result of the exploration, negotiate a defined brief for their project
- students engage in project planning and take responsibility for project management
- project results are developed from ideas that are generated by students
- students accept responsibility for evaluating and modifying idea.

Enterprising projects follow a systematic process of design when students

- explore and define a task
- generate and develop ideas in response to a defined brief
- produce and evaluate a practical outcome recognising the consequences of their decisions.

### Building Bridges: the final word

According to the final report:

*The credibility of Building Bridges has come to reside very significantly in the fact that it enabled teachers to address student learning outcomes in the curriculum. The 'cascade' concept underpinning the model can only be truly effective when enterprising learning is embedded deeply in the learning of all students. The most legitimate place for enterprising learning is in the curriculum.*

Further details on enterprise learning are available at *Enterprise learning* <<http://www.enterpriselearning.nsw.edu.au>> or contact:

Vocational Education in Schools Directorate  
Julie Bell  
Leader Vocational Learning  
Ph: (02) 9266 8014  
<[julie.bell@det.nsw.edu.au](mailto:julie.bell@det.nsw.edu.au)>

Curriculum K-12 Directorate  
Lyndall Foster  
Manager Technology  
Ph: (02) 9886 7623  
<[lyndall.foster@det.nsw.edu.au](mailto:lyndall.foster@det.nsw.edu.au)>

**References and further reading**

*The Adelaide declaration on national goals for schooling in the twenty-first century: preamble and goals*, Department of Education, Science and Training. Viewed 10 September 2007. <[http://www.dest.gov.au/sectors/school\\_education/policy\\_initiatives\\_reviews/national\\_goals\\_for\\_schooling\\_in\\_the\\_twenty\\_first\\_century.htm](http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/national_goals_for_schooling_in_the_twenty_first_century.htm)>.

*Enterprise education: case studies from the project: Action Research to Identify Innovative Approaches to, and Best Practice in, Enterprise Education in Australian Schools* (2004), Department of Education, Science and Training. SCIS 1184484

*Enterprise learning*, NSW Department of Education and Training. Viewed 10 September 2007. <<http://www.enterpriselearning.nsw.edu.au>>.

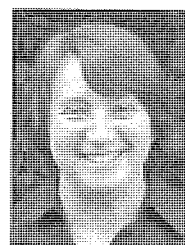
*Enterprise learning for the 21st century initiative*, Department of Education, Science and Training. Viewed 10 September 2007. <[http://www.dest.gov.au/sectors/career\\_development/programmes\\_funding/programme\\_categories/key\\_career\\_priorities/Enterprise\\_education/enterprise\\_learning\\_for\\_the\\_21st\\_century\\_initiative.htm](http://www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/Enterprise_education/enterprise_learning_for_the_21st_century_initiative.htm)>.

*Enterprising projects*, NSW Department of Education and Training. Viewed 10 September 2007. <<http://www.enterpriselearning.nsw.edu.au/enterprisingprojects.php>>.

*Final report on the evaluation of the Building Bridges enterprise learning in the Middle Years project*, Atelier Learning Solutions. Viewed 10 September 2007. <<http://www.enterpriselearning.nsw.edu.au/middeyears.php?pg=projectevaluation>>.

*School to work*, NSW Department of Education and Training. Viewed 10 September 2007. <<https://detwww.det.nsw.edu.au/regions/riverina/equity/vet/schooltowork>>.

# Developing cultural understanding in the primary classroom



**Anne Southwell**,  
Senior Curriculum  
Adviser HSIE K-6,  
poses questions  
about our

understanding of culture and identity, and how this understanding is reflected in our teaching.

**E**nhancing cultural understanding for students is complex. As teachers we are often challenged personally and professionally by situations and events we deal with in different aspects of own personal and professional lives. The language around discussing issues

related to culture can be controversial and emotive. So with no intent to offend, but with the intent to provide an active discussion, I present this quote from Bruner: *for any subject taught in primary school, we might ask is it worth an adult's knowing, and whether having known it as a child makes a person a better adult.* (1960, p. 52). This article endeavours to provide some direction for the teaching of cultural understanding.

Each person's understanding of culture and identities is different, to varying degrees. Our understandings are based on individual heritage, experiences and values and attitudes. These intuitive understandings of culture reflect how we develop teaching and learning activities on culture in our classrooms. When we are developing

cultural understanding in a classroom context, we need to consider what is the fundamental purpose of developing the concepts of cultural identity and understanding? Are we trying to:

- enhance the quality of life and the way people interact in a positive way
- develop an understanding of individual and group differences
- enhance the quality of community identities
- initiate our young people as citizens in our society
- address some of the above, or all of these and more?

Have we evaluated how our own understanding of culture and identities affects the how and what of our classroom teaching?

## What is culture?

The following definitions of culture (and there are many others) can help to clarify what culture looks like in our own life context.

*Culture is the acquired learning of a group that gives its members a sense of who they are, of belonging, of how they should behave, and of what they should be doing; culture makes that group, recognizably different from other groups.*

Cornes, 2004

*The body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environments.*

*Human Society and Its Environment K-6 syllabus*  
BOS NSW 1998 &  
*Geography Years 7-10 syllabus* BOS NSW 2003

*Culture refers to the knowledge, ways of thinking, feeling and behaving that give each society its coherence and its distinctive way of life. Culture is demonstrated by the beliefs, customs, values, laws, arts, technology and artefacts people generate and use as they interpret meaning from their world and solve present and future problems.*

*Society and Culture Stage 6 syllabus*  
BOS NSW 1999

*Culture is the way we do things around here.*

Source unknown

Is it fair to consider that culture is:

- multifaceted, variable and dynamic
- created through interaction rather than a pre-existing construct
- fundamentally related to our understanding of who we are and that cultural learning involves reflection on self, others and one's own reaction to both?

## Considerations on current practices

The above points provide some guides when having conversations with other teachers about teaching cultural understanding. Some teachers have expressed a sense of confusion related

## ... a sense of confusion related to what it is we need to teach.

to what it is we need to teach. Is teaching about culture only related to multicultural education, or about other cultures? This is related to the concept that some people might think there is no Australian culture. Are we able, and should we teach about Australian identities and cultures? These two issues do need to be clarified in the minds of teachers as they reflect on classroom practice. For example, some teachers in highly multicultural school communities tend to emphasise the multicultural nature of the community with little input into developing Australian identities for their students, while teachers in communities with little multicultural diversity tend to emphasise a more traditional focus on being Australian. In other words, teachers are emphasising the status quo of the local community. In doing this, are teachers preparing their students for active participation in the wider Australian community? Are students in schools with a high proportion of students with a cultural heritage from another country, particularly those who also speak another language, being prepared to participate actively and equally in all facets of life in Australian communities? Conversely, are those students who attend a school with very little cultural diversity being prepared to interact with people in the wider Australian community who have backgrounds that are very different to what they know and understand? As teachers, how are we preparing our young people to live and work in an increasingly diverse community with trust and cooperation for a safe and secure future?

These issues can be reflected upon to clarify the learning needs of students in different community contexts.

Teachers can use these questions to provide learning support for all students to become active, tolerant and informed citizens who are united in a diverse community.

## Cultural understanding in the HSIE K-6 syllabus

These needs are supported by the teaching and learning included in the HSIE K-6 syllabus, and include:

The aim of Human Society and Its Environment is to develop in students the values and attitudes, skills, and knowledge and understandings that:

- enhance their sense of personal, community, national and global identity
- enable them to participate effectively in maintaining and improving the quality of their society and environment.

The objectives related to studying cultures:

By studying cultures, students should develop knowledge and understandings about cultures in Australia and other places, their diversity and similarities and how they influence people's identities and behaviours.

Knowledge and understandings:

In learning about cultures, students develop understandings about themselves, both as individuals and as members of groups. They identify and appreciate human similarities and differences. Understanding cultures helps students to relate to others in appropriate and socially just ways and to recognise the fact that, in democratic and culturally diverse societies, there are a variety of viewpoints that different people hold, and that these can influence behaviours.

Students learn that culture is transmitted by the shared understandings and practices of various groups based on inherent birthright, language, religion

and belief systems, education, moral and ethical codes, the arts, symbolism, customs, rituals and practices. Students need to understand the diverse cultures of Australia and their origins, including Aboriginal and Torres Strait Islander cultures and the shared Australian culture. They need to appreciate that cultures are dynamic and evolve over time.

These learnings are included in the outcomes and syllabus subject matter. The subject matter clarifies and defines the learning in HSIE and is always used to define the scope of the outcomes. The outcomes alone do not give a curriculum guarantee of student learning.

When teaching about cultural understanding a variety of opportunities arise for students to clarify values. Public schools teach a diverse range of students and, therefore, family values may also be quite diverse. This provides many opportunities for exploring values when teaching about cultures. Many consider this to be one of the strengths of public education. At times, some of the values expressed may be considered controversial, but this should not be a reason to avoid opportunities for students to clarify their own values. Teachers can be guided by the context of the Department's *Controversial issues in schools* policy.

### How does the HSIE team support teachers?

A range of resources have been developed by Curriculum K-12 Directorate to support the teaching of the HSIE K-6 syllabus outcomes and subject matter for Stages 1, 2 and 3. Some print and website resources developed to support teachers' and students' engagement with aspects of the *Cultures* strand are available at <<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources>>, and include those in Figure 1.

COGS units in the B string address cultural understanding K-6, along with additional units in H string



Figure 1 HSIE resources for the Cultures strand

Stage 2 (*Understanding each other*) and Stage 3 (*Symbol systems*).

Further resources are available for downloading from the Multistage

units page at <<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/teaching/multistage>>. ■

### HSIE professional learning workshops 2008

The HSIE team also provides professional learning workshops for teachers. The following workshop will be available in 2008 at various locations and dates.

Course title	Teaching about culture in the primary curriculum (DET schools only, fee \$110)
Target group	K-6 primary teachers and school curriculum managers
Course description	Develops teacher's background knowledge and understanding of the teaching about cultures related to identity and cultural diversity, with particular emphasis given to Stages 2 and 3 HSIE. The workshop supports teachers to improve teaching for cultural understanding and includes: curriculum links, teaching strategies and opportunities; controversial issues related to cultural diversity; resources and support that are available for teachers to use with their students.

HSIE professional learning workshops 2008 <<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/prolearn/courses>>

### References and further reading

- Bruner, Jerome S. (1960) *The process of education*, Harvard University, Cambridge. SCIS 11344
- 'Controversial issues in schools' in *Policies & procedures*, NSW Department of Education & Training. Viewed 10 September 2007. <[https://detwww.det.nsw.edu.au/policies/curriculum/schools/cont\\_issue/PD20020045\\_i.shtml?level=>](https://detwww.det.nsw.edu.au/policies/curriculum/schools/cont_issue/PD20020045_i.shtml?level=>)>
- Human society and its environment K-6 syllabus*, (1998). Board of Studies, Sydney. SCIS 944354

# Introducing Ebenezer Q. Emu

Julia Marshall is a Project Officer at the Centre for Learning Innovation.

The adventures of Ebenezer Q. Emu (Figure 1) is a project designed by the Centre for Learning Innovation (CLI), specifically targeted to Early Years learners and teachers. *The Adventures of Ebenezer Q. Emu* encourages students to design an adventure, take digital images of Ebenezer in a variety of settings, and choose sound effects to enhance their story. One of the highlights is the ability to record the story in both English and another language.

The project incorporates a story building tool that enables students to create a product by thinking about the story, preparing their Ebenezer (colouring, painting, costuming), posing for and taking digital images, and reading their creation on the computer or in a printed version. It is a highly engaging activity that supports literacy, the integration of ICT and the achievement of syllabus outcomes.

...actively contributing to and engaging in the activity.

Teachers have reported that students who are not usually enthusiastic about writing have whole-heartedly embraced the process, and are actively contributing to and engaging in the activity. Beyond the initial activity, some students have independently created new story scenarios and costuming, eagerly sharing their ideas with others. Parents have commented

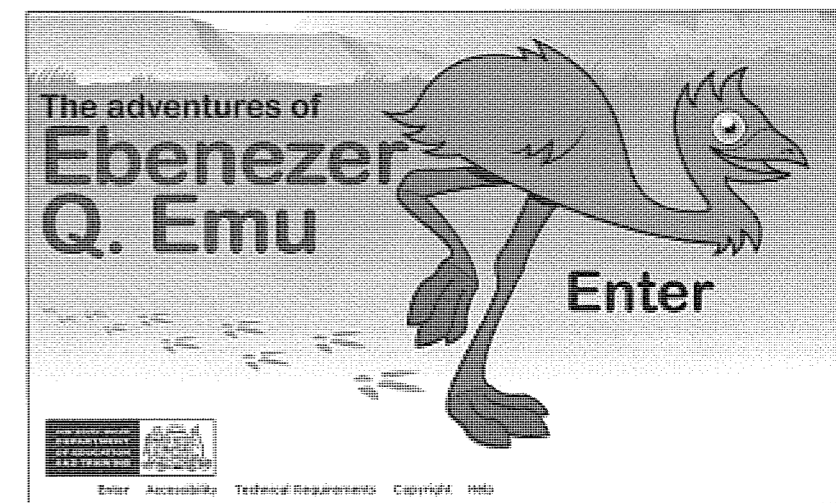


Figure 1 The adventures of Ebenezer Q. Emu <<http://www.cli.nsw.edu.au/ebenezer>>

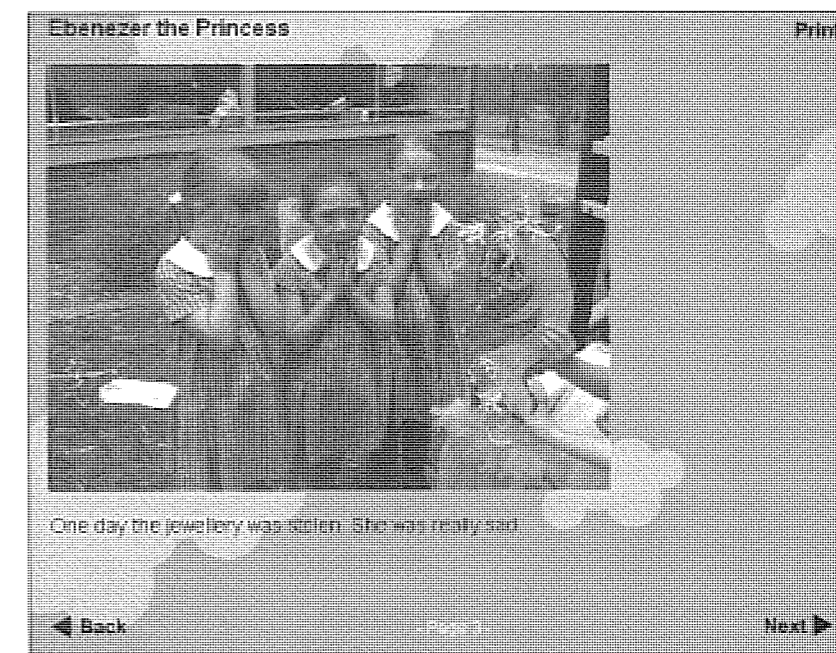


Figure 2 Page 3 from *Ebenezer the princess* created by Stage 1 students

positively about the enthusiasm their children have expressed regarding the activity.

The Ebenezer StoryBuilder consists of two mandatory parts: written text and an imported digital image (Figure 2). Students, with teacher guidance, write a six page adventure. Each page contains a maximum of 30 words, and a digital image, taken by students with Ebenezer, is imported. The

StoryBuilder allows the students to revisit and edit the adventure at a later time. It is as simple as drag and drop.

There are several optional functions, which may be used in all, some or none of the pages. Six sound effects (Ebenezer coughs, laughs, scratches, whistles, chuckles and sneezes) are included, and students may decide to use up to four of them on any page (Figure 3).

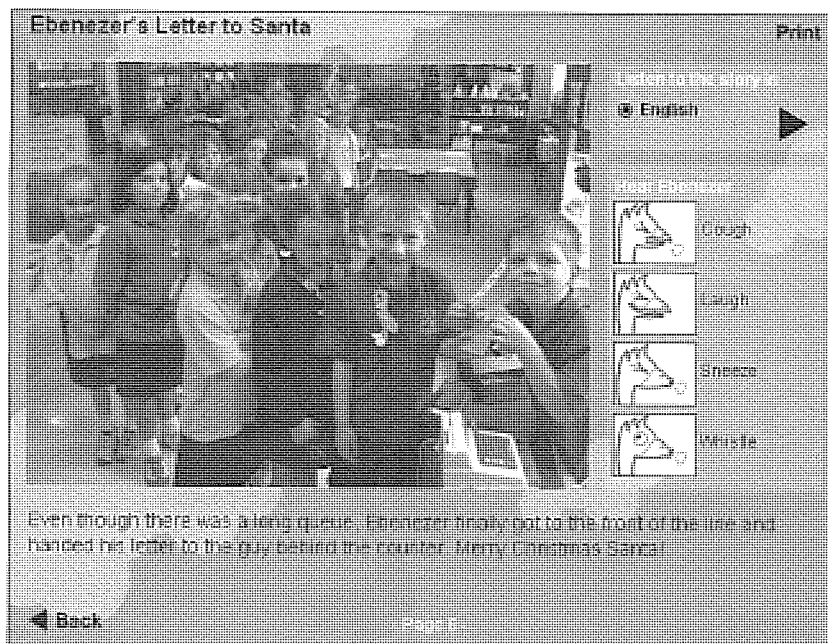


Figure 3 Sound effects are included in this Early Stage 1 story, Ebenezer's letter to Santa

**It also reinforces written text with auditory assistance...**

One of the most exciting aspects of the Ebenezer StoryBuilder is the ability to include audio files of the story in English and in a language other than English. This makes the tool viable for use with bilingual students or students wishing to highlight a community language. It also reinforces written text with auditory assistance for students who may need additional support in literacy. Older students may design an adventure to be read by younger students. As the students use the Ebenezer StoryBuilder, ICT skills

are introduced and reinforced within the context of the curriculum.

**The adventures of Ebenezer Q. Emu**

<http://www.cli.nsw.edu.au/ebenezer>

**ABSTRACT**

This is a creative activity which encourages students to talk, listen, read, write and use ICT for different purposes. Employing a motivational story building tool, students are helped to create an adventure using their own words, with digital images and sound effects. The StoryBuilder template includes digital pictures and optional sound recordings. Completed adventures may be submitted to the website project manager for inclusion in the site's Library. The library currently has four texts to view. There is an option to record the adventure in a language other than English. Students will refine and extend their literacy skills and understandings as they explore themselves and their world, while completing activities that involve Ebenezer across KLAs. Teaching support includes COGs links.

**USER LEVEL:** Early Stage 1 Stage 1 Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
**SCIS SUBJECTS:** English language – Composition and exercises – Computer-assisted instruction; Writing (Authorship) – Computer-assisted instruction  
**PUBLISHER:** Centre for Learning Innovation, Australia  
**REVIEW DATE:** 10/09/07 [808] SCIS 1332353

Working with the tool encourages students to communicate effectively with others, verbally and in writing. The Ebenezer StoryBuilder may be utilised with a whole group or in smaller groupings, potentially moving from a teacher directed to an independent student controlled activity.

The adventures of Ebenezer Q. Emu website may be accessed through

- the internet at <http://www.cli.nsw.edu.au/ebenezer>
- Centre for Learning Innovation: connected learning projects [http://cliwww.det.nsw.edu.au/cli/connected\\_learning/cl\\_projects/cl\\_projects.shtm](http://cliwww.det.nsw.edu.au/cli/connected_learning/cl_projects/cl_projects.shtm)
- the Primary section of TaLe <http://www.tale.edu.au>. ■

# National Literacy and Numeracy Week 2007



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

National Literacy and Numeracy Week (NLNW) was held throughout Australia from 3 September to 9 September, 2007. NLNW is an Australian Government initiative, run in collaboration with all state and territory governments and the three educational sectors, which aims to:

- promote successful practices in literacy or numeracy teaching
- acknowledge publicly the achievements of schools with quality literacy or numeracy programs that have raised the performance of their students
- affirm the importance of the role of parents and caregivers in supporting students' literacy and numeracy skills
- raise community awareness of the commitment of schools to the teaching of literacy and numeracy skills
- build on national initiatives to improve literacy and numeracy standards among young Australians.

At the national ceremony of the NLNW awards on 16 August, 2007, 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. A new award for 2007 is

the Excellence in Numeracy Award which was presented to three schools. The Minister also recognised the achievements in literacy and numeracy of several notable Australian individuals by presenting each with an award.

The funding of NLNW is supported by the sponsors: Australia Post, Network Ten, Scholastic Books and Franklin Electronics.

**NSW National Literacy and Numeracy Week awards**

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

The Minister, the Hon. John Della Bosca, MLC announced the results of the NLNW awards on 28 August in a formal ceremony conducted at the ANZ Conservation Theatre at Taronga Zoo.

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

- Christian Brothers' High School, Lewisham
- Holy Family Primary School, Emerton
- Warnervale Public School

In other states and territories, Excellence Awards of \$10 000 were received by:

- Rushworth P-12 College, VIC
- Pomona State School, QLD
- Braeview Junior Primary School, SA
- Scotch College, Torrens Park, SA
- St Monica's Parish School, Walkerville, SA
- East Narrogin Primary School, WA

St Leonards Primary School, TAS  
 Ludmilla Primary School, NT  
 Aranda Primary School, ACT

Excellence in Numeracy Awards of \$10 000 were received by:

- Holy Family Primary School, Menai, NSW
- Shepparton High School, VIC
- Campbell Primary School, WA

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

- Berne Education Centre
- Coonamble High School
- Dee Why Public School
- Empire Bay Public School
- Erina High School
- Kangaroo Valley Public School
- Our Lady Star of the Sea Catholic Primary School, Terrigal
- Presbyterian Ladies College, Armidale
- St Agatha's Catholic Primary School
- Warrawong High School
- Westdale Public School
- Wiley Park Public School

**Program outlines from the award winning schools in NSW**

The four schools that received Excellence Awards were able to clearly demonstrate value-added results in their innovative and effective literacy or numeracy programs. Outlines of their programs follow.

Warnervale Public School is located in a rapidly developing area on the Central Coast of NSW and is committed to meeting the diverse needs of students through provision of Quality Teaching programs in an inclusive, caring and supportive environment.

Do you have a great idea for a future *Scan* article? Please ring The Editor on 02 9886 7501 or email [editor.scan@det.nsw.edu.au](mailto:editor.scan@det.nsw.edu.au)

## Curriculum support

In 2000, the school's Year 3 and Year 5 Basic Skills Test results demonstrated that the majority of students were below the state average. The school has embraced a program of school improvement in the teaching of Mathematics. The staff realised that a cultural shift in teaching and learning in numeracy was imperative (Figure 1). When an opportunity for training in the *Count me in too* program arose, it signalled a chance to change teaching practices. Teachers embraced the professional learning opportunities provided, especially those targeting the development of their knowledge of the Mathematics syllabus and supporting documents.

The staff set targets to:

- improve numeracy outcomes for all students
- develop *Quality Teaching* practices
- commit funds to purchase additional resources that would be accessible from a central location to all staff members
- support each other's classes to facilitate attendance at conferences and workshops
- access Departmental expertise to work with staff in classrooms.

An independent evaluation of the *Count me in too* program found that it was having a significant effect on Year 3 numeracy performance in the schools in which it had been implemented. This model became a catalyst for teacher self-reflection and the culture of teaching of Mathematics in the school. Then, by unpacking the *Quality Teaching* framework with particular reference to *Intellectual Quality*, lessons were analysed in teams with an emphasis on substantive communication to develop students' deep knowledge and deep understanding in Mathematical concepts. The framework became a driving tool in the teaching and learning cycle of planning, explicit and systematic teaching and continuous assessment for learning.

To further develop school and community partnerships, a parent tutor program in Mathematics was

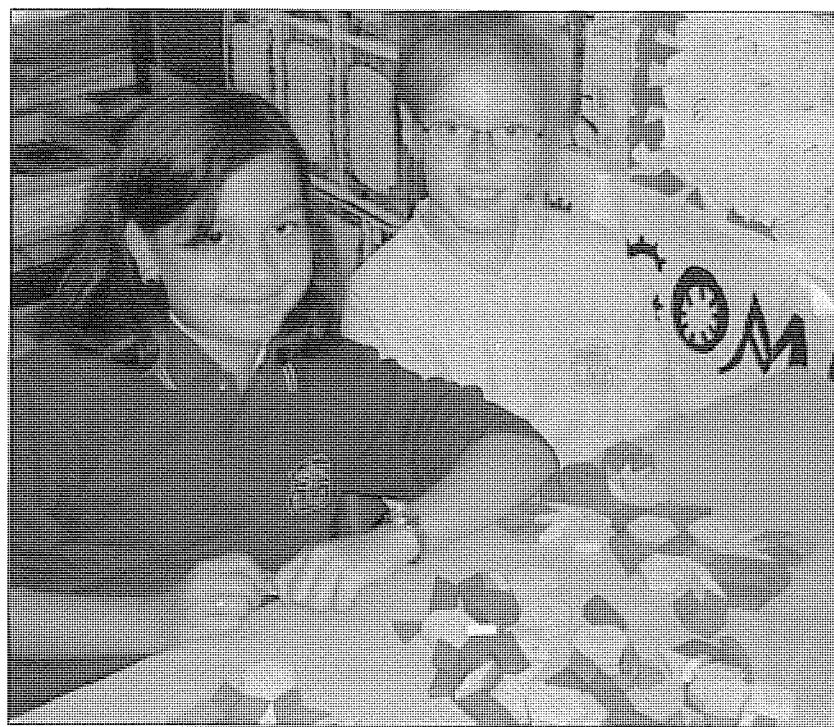


Figure 1 Students from Warnervale Public create tessellated and symmetrical patterns

introduced to support students requiring personalised learning plans. Parent workshops demystified the curriculum and enhanced parental knowledge of current Mathematical practices. Now the achievement of student outcomes has significantly passed the state average in both growth rates and achievement levels in statewide testing.

Christian Brothers' High School, Lewisham developed the *Paragraph power* program as a result of the school's participation in a Literacy and Numeracy in the Middle Years of Schooling Initiative Forum. The specific skill addressed in the program is the writing of a descriptive paragraph chosen on the basis of recent NSW statewide test results. The program was implemented across Years 5–8 and involved explicit and systematic teaching, student mastery, cumulative review, immediate feedback, visual stimulus, humour and ICT integration. A number of elements of paragraph writing were taught in 22 fifteen minute segments. Results indicated that the program was highly successful in improving boys' writing, as measured by external exams, pre and post-

criterion tests and teacher feedback. Implementation has expanded to all Key Learning Areas. *Paragraph power* has been presented at meetings and conferences and subsequently adapted by other schools. Development of the program includes an exciting joint venture with Macquarie ICT Innovation Centre to produce an online version (Peters, 2007).

At Holy Family Primary School, Emerton, the way in which students are taught and how they learn literacy skills has been transformed through professional learning, enthusiasm and a commitment by the entire school community. The staff realised that, in order to meet the needs of students now and in the future, it was essential to implement a new way of looking at the teaching of oral language, reading and writing. This, supported with rich learning tasks using technology, has resulted in significant improvement in both teacher skill and student learning. The implementation of a home reading programme for Aboriginal students clearly improved language and reading skills. Careful assessment, planning and intervention have led to improvements in the language skills of every student.

Holy Family Primary School is located in Menai in southern Sydney, with an enrolment of 804. A standardised Mathematics program pro forma was introduced across the four streams in the school, with particular emphasis being placed on pre and post-testing, tracking students, the creation of higher-order thinking activities and developing the language of Mathematics. A numeracy coordinator was appointed and a Numeracy Project Team formed. Now K–6 numeracy programs are planned collaboratively each term for each grade. Explicit teaching occurs around a daily one hour numeracy block and each student

in Years 1 and 2 is interviewed twice annually to allow comparisons in their development. Clear improvement can be seen in students' skills, confidence and application.

Throughout NSW, regions celebrated and showcased literacy and numeracy achievements within their schools during NLNW. Activities included: schools describing their literacy or numeracy journey (Hunter and Central Coast); an environmental day with literacy and numeracy activities (Illawarra and South East); literacy strategy packs, bush poetry competition, Sudoku championship, and literacy–numeracy days (New

England); numeracy stories (Northern Sydney); maths challenges and creation of numeracy problems book (Riverina); literary texts created based on the wonders of science (South Western Sydney); *Scrabble* competition and activities (Sydney); *Photo Story* literacy and numeracy activities (Western NSW); and multimedia activities on the theme of *Making a difference* (Western Sydney). ■

### References and further reading

Peters, C. (2007) 'Paragraph power', *Scan* 26(3), pp. 42–44.

Pryor, P. (2006) 'National Literacy and Numeracy Week 2006', *Scan* 25(4), pp. 35–36.

INVITATION TO A MAJOR PROFESSIONAL EVENT

## School libraries leading learning!

**When:** Friday 28 March – Saturday 29 March 2008

**Where:** The King's School, Parramatta

This state conference, jointly organised by ASLA (NSW) Inc. and the School Libraries and Information Literacy Unit (NSW Department of Education and Training) will focus on the ways school libraries can empower teaching and learning through three main strands:

1. *Quality Teaching*
2. School libraries in a Web 2.0 world
3. Literacies

### Quality Teaching

Explore powerful pedagogy for school libraries making a difference. What are the future directions for collaboration? Share practical ideas and a professional commitment to constructivist teaching and learning, for engaging students in authentic learning for higher order thinking and information literacy into the future.

### School libraries in a Web 2.0 world

Be inspired by the range of ways school libraries can create responsive, information services and integrative, interactive teaching and learning environments. What works for millennial students who are digital, connected, social learners? What tools can we harness to support learning into the future?

### Literacies

What does critical and visual literacy look like in a digital world? How can school libraries support multiliteracies, reading and information literacy for lifelong learning? What do the authors have to say?

### Keynote speaker news

Dr Ross Todd will join us as a leading keynote speaker and workshop presenter.

For more information about the exciting range of keynote speakers and workshops visit *ASLA (NSW) Inc.* <<http://www.aslansw.org.au>> or *School Libraries and Information Literacy* <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>>.



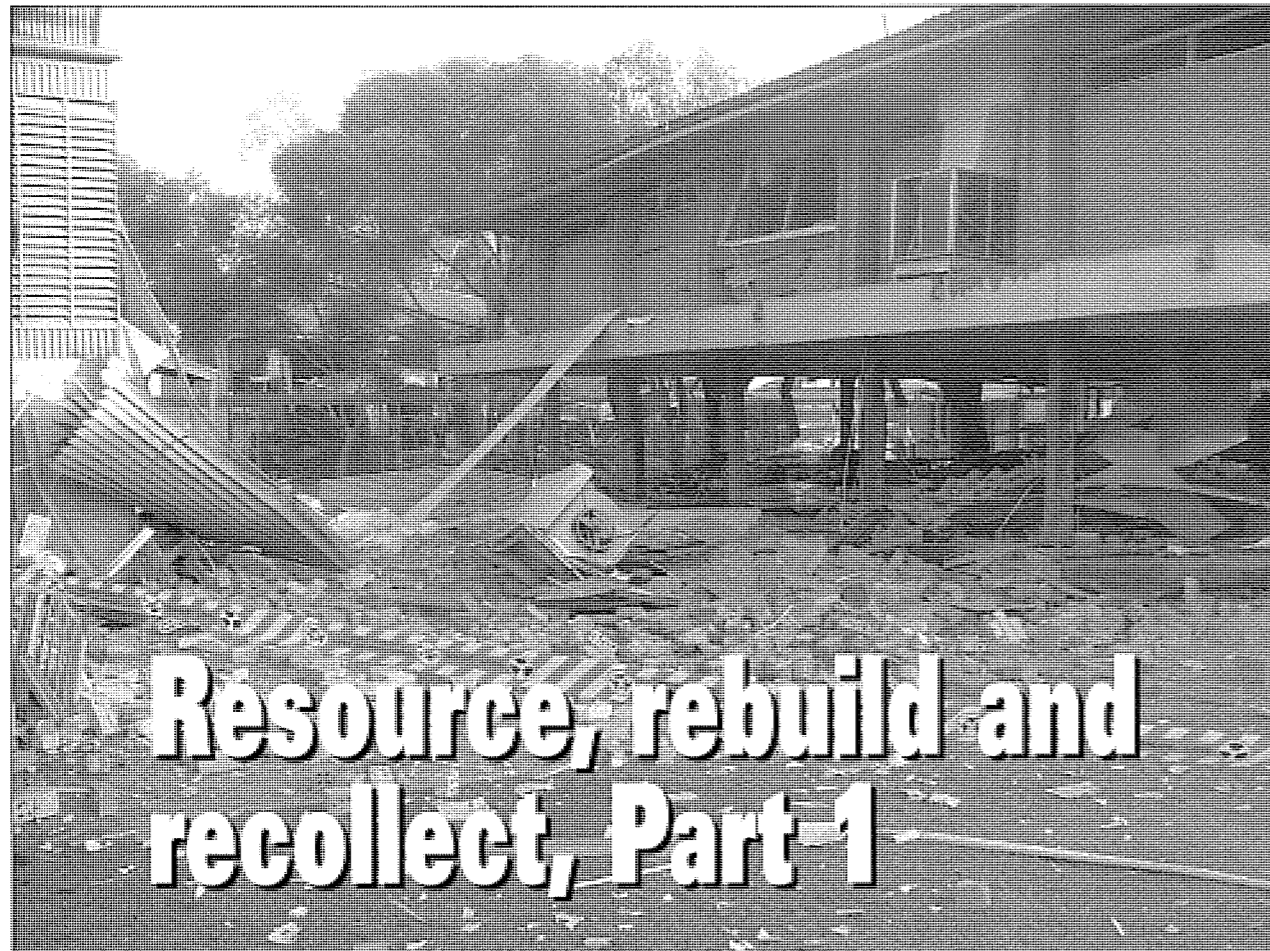
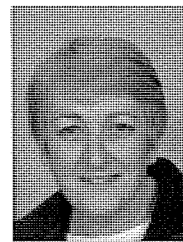


Figure 1 The library was destroyed in a gas explosion



**Anne Longworth**  
is teacher librarian  
at Hay War  
Memorial High  
School. This is

the first part of a diary of sorts,  
about rebuilding the collection after  
destruction.

**I**n the early hours of 3 July 2007 our library, two science laboratories, a classroom and the metal technology room were destroyed in a gas explosion (Figure 1). The multi-purpose centre was extensively damaged.

Stage 1: By the end of the school holidays, eight demountable buildings had been installed on the hockey field

as temporary replacements for the lost learning spaces. To have the school ready for students to begin third term was a truly outstanding effort by the NSW Department of Education and Training, the Department of Commerce and our local tradespeople.

Stage 2: The day after the explosion, I contacted the team at the School Libraries and Information Literacy Unit and the OASIS support team to explain what had happened and to ask for advice. What do I do? Where do I begin? Where is the manual? Teacher librarians in other schools who have experienced a disaster and have had to set about rebuilding the collection know it is an awesome task for which there is no manual.

Stage 3: The first weeks were difficult. Staff, students and the community were in various stages of shock, disbelief, bewilderment and grief. The

### In spite of this the jobs of teaching and learning continued.

blast site was cold and soulless. There was a very strong feeling of dislocation. In spite of this the jobs of teaching and learning continued. The library staff was homeless for the first week until the carpet was laid in the long demountable. It was not an easy week. We found some space in the staff common room until tables, chairs, computers and some shelving became available in the library. Fortunately OASIS Library was available. We began by ordering through Q Stores the vast array of materials required for processing resources. We moved into our premises at the beginning of the second week. Replacement computers for students and library staff were installed

that week. A couple of hundred books, mostly from the reference section, about twenty video recordings and most of the archives relating the Hay and district's war service and the history of the school built to commemorate them were retrieved. Anything else which had survived the blast was too dirty, wet, mouldy or embedded with glass to salvage (Figure 2). We now had a functioning library. It was a good feeling to have a space and a purpose.

Stage 4: The prospect of rebuilding the collection was, to say the very least, utterly overwhelming. When I rang my main supplier to explain the situation and discuss how we might approach the task of organising orders he reminded me that he had our last ten years of orders on file. How obvious! So our starting point was asking our various suppliers to re-supply the most recent editions of the last two to five years of resources. There was no need to compile lengthy orders as the school organised to pay on the invoices. As resources arrive, orders are created using SCISWeb and then downloaded to OASIS Library. Community members come in and cover books. At this early stage in the rebuilding process, this seems to be the best way to satisfy the many



Figure 2 Anything that survived the blast inside the library was too dirty, wet, mouldy or embedded with glass to salvage

generous offers of help and to also satisfy a deep community need to help. It is, for our community, an important part of the healing process. The community can see the collection developing and growing.

Stage 5: It is now the end of August and we have processed and shelved 1384 resources. This has taken five weeks. Eight weeks after the explosion the very systematic demolition of the buildings is complete. The jack hammers are at last silent. No evidence of the upstairs library remains. What has gone from a series

of great learning spaces to something resembling a bomb site is now an area of freshly laid soil. I have become used to operating from a library at ground level and the fog, in which I have been muddling for the last eight weeks, has at last lifted.

While we have quite a few years work ahead, there is now a little breathing space in which to plan the next stages. ■

[Editor's note: Part 2 of Anne's diary: *Resource, rebuild and recollect* will continue in Scan 27(1). It will be interesting to share Anne's journey and discover how she maintains her teaching and collaborative profile in difficult circumstances.]

## A tribute to Joyce Fardell

**Margaret Sim**, retired teacher librarian, compiled this moving tribute to the work of Joyce Fardell. Other contributors are noted at the end.

**J**oyce Fardell, for 20 years head of Library Services, formerly called School Library Service, died on 15th July at the age of 84. I was lucky enough to be one of Joyce's students at Penrith High

School, and it was she who inspired me to become a teacher librarian. Her contribution to the development of school libraries in NSW was, without doubt, outstanding.

During her days at Portland Central and Goulburn High School, libraries were usually a few glass fronted bookcases at the back of a room. They were occasionally unlocked for student access. Joyce was to be one of the people to change that.

With her first teaching appointment at Portland Central School, Joyce was given responsibility for managing a small school library by the principal.

She was then appointed as teacher librarian at Penrith High School in a purpose designed library. While she was there she studied for the Registration Examination of the Library Association of Australia, thus achieving status as a professional librarian as well as a trained teacher.

In 1956 she joined the School Library Service and was one of the three officers travelling the state assisting teacher librarians to understand their role and to help them organise their libraries.

In 1959, Joyce became the Officer in Charge of School Library Services and her role included offering advice to Departmental planners and decision makers.

Joyce was responsible for Small School Box Libraries, a function previously carried out by the Public Library of NSW. Much care was given to the choice of materials to go into each of these boxes. The boxes were changed and sent out regularly to small schools so children could have access to a changing range of new materials.

Before SCIS and *Scan*, Joyce initiated the Central Cataloguing Bulletins 1961–1981, much appreciated by those with little formal training in librarianship. This saved teacher librarians much time.

Joyce was responsible for the purchase of establishment grants for new school libraries in a rapidly expanding public education system. The baby boomers had arrived. In the 1960s, primary schools received a \$400 grant and secondary schools received \$1000. Her staff enjoyed being told to go out and spend \$1000 in a city bookshop.

The 1960s was a time of pressure to improve school libraries and Joyce Fardell played a significant role. The Library Association of Australia (LAA) brought Sarah Fenwick, a professor of librarianship in the U.S.A., to Australia in 1964 to report on school libraries. Her report in 1966 painted a rather gloomy picture. Joyce made sure NSW had its own report, which she co authored. The *Report on school libraries* (1969) demanded that libraries be better provisioned than they had been in the past and pointed out that one week courses to prepare teacher librarians were inadequate.

Joyce's love of literature and depth of knowledge was passed on to her staff and those who attended training courses conducted by her. She provided guidance to the Children's Book Council, and practical help in the setting up of the annual exhibition during Children's Book Week. She supported the Children's Section and the School Libraries Sections of LAA (later called ALIA). In 1982, she received the Lady Cutler Award for Distinguished Services to Children's Literature in NSW.



Joyce Fardell

Joyce Fardell provided leadership nationally. Officers in charge and supervisors from South Australia, Western Australia and Queensland all trained in NSW and spent time learning from her. She also made a significant contribution to the setting up of the International Association of School Librarianship in 1971 by hosting the meeting on school libraries held as part of the World Conference of Organisations of the Teaching Profession in Sydney in 1970, and was a director of this association 1976–1979.

Joyce knew how important training was for those working in school libraries. The one week courses were expanded to become 10 days and later 6 weeks. For many years, these courses were seen as lifesavers by

those working in school libraries. People still speak in glowing terms of those short courses but Joyce knew they were not sufficient for the growing demands on teacher librarians in the new information age. She supported the setting up of the B.A. Dip. Ed. at Macquarie University in 1971 with its specialisation in school librarianship, and the one year course set up at Kuring-gai CAE in 1975. The tradition of the dual qualification was now established.

Joyce Fardell never had any doubts about what she was doing. She believed in giving children the best. She knew that through literature they could grow. Her belief in the power of libraries for good educational outcomes was unlimited, and underpinned all her work. She was able to transmit this belief to others. Most people who came in contact with her described her as inspiring. After writing a letter for help, former teacher librarian June Bailey received a two day visit in Wollongong from Joyce. 'Those were the two most important days of my life. I learned enough about managing a library to last me until the next holiday course Joyce ran,' June recalled.

As one former Director of Services in the NSW Department of Education, Mr H.K. Carey said, 'There are many teachers and students who owe much to this wonderful woman. She encouraged a love of reading, brought students and teachers to see the library as a crucial tool to aid learning, and led many to discover the excitement and satisfaction of library based research. ■

*Thank you former Library Services officers, Georgia Phillips, Colin Hyndes, Ann Parry, Bev Fathers and Heather Sykes, for contributing to this tribute.*

## Africa Day: celebrating Book Week at St Paul's Primary School, Woodbridge

*Trish Beard is teacher librarian at St Paul's Primary School, Woodbridge, Queensland.*

This year's Book Week theme, READiscover, inspired us to read and discover more about our African students' heritage by highlighting aspects of their culture during our one day celebration.

The school's student population has been boosted in recent years by students from different parts of Africa, yet little was known of their background and even less of their traditions and stories.

**Students participated enthusiastically in all activities, which centred on African art, music, food tasting, dancing and storytelling.**

Students participated enthusiastically in all activities, which centred on African art, music, food tasting, dancing and storytelling. Prior to the day, teaching and learning activities in the library focused on increasing the students' understanding of African cultures, and many African stories and fables were shared. African masks were researched, designed and made during art classes in readiness for a parade on the day.

Highlights of the day included a performance by the local Burundi



Local Burundi dancers perform



Prize winning African masks

Dancers, a dance performance by our African students, and the colourful African mask parade. After the parade, a group of students presented a short dramatisation of the picture book, *Gezani and the tricky baboon* by author Valangha Khoza, who was the guest storyteller for the last session of the day.

The day was a great success and contributed a great deal towards a better awareness of African cultures and the promotion of cross-cultural understanding, thereby enriching the lives of all our students. ■





## Children's Book of the Year Awards

The awards were announced by the Children's Book Council of Australia (CBCA) on 17 August.

### PICTURE BOOK OF THE YEAR

- Winner: TAN, Shaun (2006) *The arrival*, Lothian Books. SCIS 1288145, reviewed *Scan* 26(2)  
 Honour: RIPPIN, Sally (2006) *The rainbirds*, Lothian Books. SCIS 1282917, reviewed *Scan* 26(2)  
 Honour: SPUDVILAS, Anne (2006) *Woolvs in the sitee*, Penguin/Viking. SCIS 1257559, reviewed *Scan* 25(4)

### BOOK OF THE YEAR: EARLY CHILDHOOD

- Winner: GLEESON, Libby & BLACKWOOD, Freya (2006) *Amy & Louis*, Scholastic Press. SCIS 1306010, reviewed *Scan* 26(2)  
 Honour: COSTAIN, Meredith & ALLEN, Pamela (2006) *Doodledum dancing*, Penguin/Viking. SCIS 1250502, to be reviewed in *Scan* 25(3)  
 Honour: WILD, Margaret & NILAND, Deborah (2006) *Chatterbox*, Penguin/Viking. SCIS 1273894, reviewed *Scan* 26(1)

### BOOK OF THE YEAR: YOUNGER READERS

- Winner: BATESON, Catherine (2006) *Being Bee*, University of Queensland Press. SCIS 1285059, reviewed *Scan* 26(3)  
 Honour: FLYNN, Pat (2006) *The tuckshop kid*, University of Queensland Press. SCIS 1276560, reviewed *Scan* 26(1)  
 Honour: LAGUNA, Sofie (2006) *Bird and Sugar Boy*, Penguin Books. SCIS 1269108, reviewed *Scan* 26(1)

### BOOK OF THE YEAR: OLDER READERS

(These books are for mature readers)

- Winner: LANAGAN, Margo (2006) *Red spikes*, Allen & Unwin. SCIS 1285030, reviewed *Scan* 26(3)  
 Honour: CORNISH, D.M. (2006) *Monster blood tattoo: Book One. Foundling*, Omnibus, Scholastic. SCIS 1262848, reviewed in *Scan* 26(3)  
 Honour: DUBOSARSKY, Ursula (2006) *The red shoe*, Allen & Unwin. SCIS 1258260, reviewed *Scan* 25(4)

### EVE POWNALL AWARD FOR INFORMATION BOOK OF THE YEAR

- Winner: NORMAN, Mark (2006) *The penguin book: birds in suits*, Black Dog Books. SCIS 1285049, reviewed *Scan* 26(2)  
 Honour: DAVIDSON, Leon (2006) *Red haze: Australian & New Zealanders in Vietnam*, Black Dog Books. SCIS 1252925, reviewed *Scan* 25(3)  
 Honour: FENTON, Corinne & GOULDTHORPE, Peter (2006) *Queenie: one elephant's story*, Black Dog Books. SCIS 1274878, reviewed *Scan* 26(1)

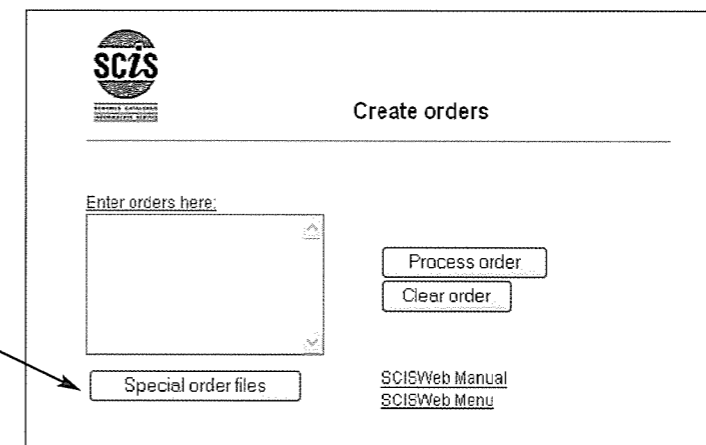
### CRICHTON AWARD FOR CHILDREN'S BOOK ILLUSTRATION

- AGOSTINO, Vincent (2006) *When elephants lived in the sea*, Lothian Books. SCIS 1261155, reviewed in *Scan* 26(3)  
 Reviews of the above resources are available online at <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/resrev/index.htm>>.

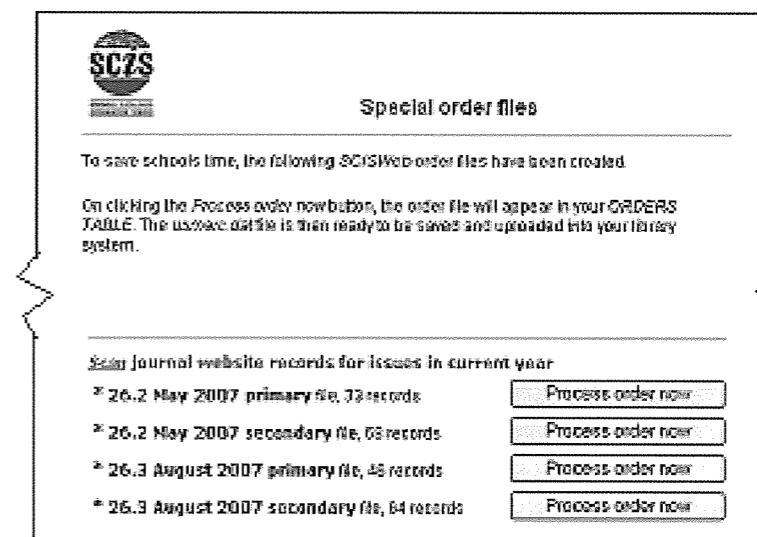
# SCISWeb Special order files and Scan journal websites

Anne Dowling is Cataloguing Coordinator for the New South Wales SCIS (Schools Catalogue Information Service) Agency, School Libraries and Information Literacy Unit.

For each issue of *Scan*, the journal's listed websites are available as a single file of SCIS records via SCISWeb's Special order files.



The Special order files is linked from the Create orders and Upload orders pages of SCISWeb.



The reviewed websites, published in *Scan* are listed by issue, and organised into primary and secondary levels. Clicking the Process order now button will create the records as a single file in the Orders table ready for saving on your computer.

[Editor's note: As you do not need to stocktake websites, they do not need a barcode. When loading marc records, change the first barcode number to W00000001 or WEB000001 and leave the accession number blank. Keep a record of the last barcode entry for your next batch.]

# Briefly...

## Syba Signs seminar

Leading learning through the school library: Part 11: transforming information into deep knowledge. 21 November 2007 at Dockside Conference Centre, Cockle Bay Wharf, Sydney. Details: <<http://www.sybasigns.com.au>>.

## School libraries leading learning! NSW state conference

Jointly organised by ASLA (NSW) Inc. and School Libraries and Information Literacy Unit (NSW Department of Education and Training), the conference will be held on 28–29 March 2008 at The King's School, Parramatta. Visit ASLA (NSW) inc. <<http://www.aslansw.org.au>> or School Libraries and Information Literacy <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>> for information.

## 9th CBCA National Conference & Expo

All the Wild Wonders 2008 will be held at Melbourne Convention Centre from 2–4 May 2008. Visit <<http://www.iceaustralia.com/cbca2008>> for details.

## ASLA Online III Conference - 2008

The theme for this international online conference is *Under construction: a world without walls*. Date: 5–26 May 2008. Details: <<http://www.asla.org.au/pd/online2008>>.

## CBCA Children's Book Week 2008

The 2008 theme is *Fuel your mind*. Date: 17–23 August. Children's Book Council of Australia <<http://www.cbc.org.au>>.

## Dreaming 08, ALIA Biennial Conference

The ALIA 2008 Biennial Conference will be held in Alice Springs at the Alice Springs Convention Centre from 2–5 September 2008. See <<http://www.alia2008.com>> for details.

## ASLA Citation 2007

Lyn Hay, lecturer in the School of Information Studies with Charles Sturt University, is the recipient of the 2007 ASLA Citation. ASLA recognises Lyn's outstanding service as a national leader who has dedicated a career to ensuring Australian school libraries are dynamic and innovative learning communities. Visit <<http://www.asla.org.au/advocacy/citation/citation2007.htm>> for details.

## ALIA Library Technician of the Year

Jennifer Dyer, Birrong Girls High School, is the 2007 ALIA Library Technician of the Year. Congratulations Jennifer. A list of award recipients is found at <<http://www.alia.org.au/awards/merit/library.technician>>.

## Access online HSC resources from home

The State Library provides NSW residents free access to thousands of local and international newspapers, journals, magazines, rare books, and history, literary and film resources from the convenience of home. The extensive range of online resources, many of which are not freely available, are relevant for HSC assessments and exam work. To access the State Library's online resources, register for a readers' card at <<http://www.sl.nsw.gov.au/databases/athome.cfm>>.

## 2007 Dorothea Mackellar Poetry Awards

Elizabeth Waldron from Haberfield Public School has taken top national honours in Australia's biggest poetry writing competition for school students. A list of winners, runners-up and their poems are available at <<http://www.dorothea.com.au>>.

If anyone is interested in working with us at Ryde State Office as a guest editor for two days a week, please ring Michele Busch on (02) 9886 7478 to discuss the possibility.

## Raps update

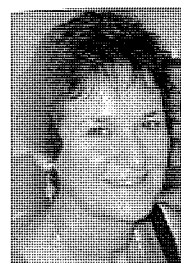
\*For more information, contacts and resources for the following raps and those that are archived go to the website at <<http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>>

**Term 1, 2008**

- Wilfrid Gordon McDonald Partridge, Mem Fox & Julie Vivian, 'Stages', English.

**Term 3, 2008**

- Book Week 2008, Terms 1, 2 and 3, after publication of shortlist in April 2008.



Michele Busch is Review Coordinator, School Libraries and Information Literacy Unit <[michele.busch@det.nsw.edu.au](mailto:michele.busch@det.nsw.edu.au)>

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 their own and should not be considered as an endorsement of the material by the NSW 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 full for any purpose must be sought in writing. For further information contact <[colleen.foley@det.nsw.edu.au](mailto: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
- 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.

COGs indicates the Connected Outcomes Groups from the Planning and programming framework.

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

All prices in the availability statement include GST.

Images for internet sites are from Microsoft clip art and media <<http://office.microsoft.com/en-us/clipart/default.aspx?lc=en-us>>.

## 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 website 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.

## Take an interactive bionics tour

<http://blog.wired.com/images/bionicanimation.html>

Bionics is a rapidly expanding discipline, where biomedical engineering aims to emulate the structure and function of parts of organisms. The resource utilises a simple diagram of a human on which 13 hot spots pinpoint areas using biomaterials and biomedical devices. An illustrated information box briefly explains how the bionic implant functions to improve quality of life. Examples include the cochlear implant, an artificial heart and hand, and retinal implant. The resource could be used to introduce the Senior Science Module: Medical technology – bionics, as, although the explanation is succinct, it gives a link to each company or research site developing the implant. S. Lockwood

USER LEVEL: Stage 6  
 KLA: Science  
 SYLLABUS: Senior Science Stage 6

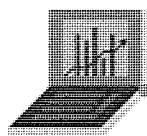
## resources

**SCIS SUBJECTS:** Bionics – Research  
**PUBLISHER:** CondeNet, USA  
**REVIEW DATE:** 10/09/07 [003] SCIS 1321023

### Computer knowledge

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

Comprising an up-to-date glossary, articles, a Q&A section on hot topics, and general computer news, this resource will be a useful tool for keen technology students. News has information on various topics that are relevant to computer systems, hardware, software and security. The FAQs section provides answers on questions of how, what and why. The only tutorial, a **Computer virus tutorial**, meticulously discusses the topic of viruses, including history, protection and characteristics. For the software programming enthusiast, File extension information is a database of file extensions. A. Kokkotas



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Information Processes & Technology Stage 6; Information Software and Technology 7–10; Software Design & Development Stage 6  
**SCIS SUBJECTS:** Computer literacy; Computer programs; Computers  
**PUBLISHER:** Computer Knowledge, USA  
**REVIEW DATE:** 10/09/07 [004] SCIS 1316779

### Basic HTML

<http://memory.loc.gov/ammem/ndlpedu/educators/workshop/html/basic.html>

The rules, building blocks and basic processes of HTML are shown on this simple site. **What is HTML?** provides a brief introduction to Hypertext Markup Language, and site users are helped to build a simple HTML document. Students can select **Exercise**, build a document and then learn about the **File structure**. Once the document is completed, students are provided with a variety of online resources to assist them in the development of a website. The resource is ideal for an introduction to the topic of website design but it is not suitable to use as a continuing tutorial with a practical project. This website has relevance to the Information and Software Technology Topic: *Design, produce and evaluate*, and the Option: *The internet and website development*. A. Kokkotas

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** TAS  
**SYLLABUS:** Information and Software Technology 7–10  
**SCIS SUBJECTS:** HTML (Computer program language); Websites – Design and construction  
**PUBLISHER:** Library of Congress, USA  
**REVIEW DATE:** 10/09/07 [006.7] SCIS 1316766

### Conduit connect

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

A useful site that facilitates the creation of toolbars, this resource could be of use to teachers developing a community or school website and for students to develop their own toolbar. The free toolbars will help internet users locate relevant information instantly. Following the **Community** and **Gallery** links, site users can type in any topic to access a plethora of already created toolbars, or visit the site that created the toolbar. For example, a search on *environment* provides a host of environmental organisa-

tions, and a search on *library* provides links to various libraries. Toolbars are easy to create and download, with simple and direct instructions. A. Frost

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Information Technology Stage 6  
**SCIS SUBJECTS:** Web browsers; Websites – design and construction  
**PUBLISHER:** Conduit, USA  
**REVIEW DATE:** 10/09/07 [006.7] SCIS 1324417

### EasyBib: the free automatic bibliography composer

<http://www.easybib.com>

Flashing freebies aside, this very useful site will help site users develop a Harvard style bibliography list. Users identify an information source from a pull down list and identify how the resource was found. The list includes email, online database, website, scholarly project, abstract, advertisement, book, letter, film, painting, and performance. A variety of fields is identified depending on the resource type; this information will provide the bibliographic record. The lists are alphabetised and correctly formatted. Each record can be edited or erased, and annotations added if required. Lists may be exported to print, saved as a *Word* document, or viewed online. Old lists can be retrieved. Instructions are easy to follow, and descriptions of the components of a bibliography are sound and clear. The site is a valuable tool for students undertaking the *HSC: all my own work* program. A. Frost

**USER LEVEL:** Stage 5 Stage 6 Professional  
**SCIS SUBJECTS:** Bibliography  
**PUBLISHER:** ImagineEasy, USA  
**REVIEW DATE:** 10/09/07 [010] SCIS 1318751

### EconEdLink: a premier source of classroom tested, internet-based economic lesson materials for K–12 teachers and their students

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

Loaded with useful material, the site has some excellent articles and activities which are particularly suitable for Commerce, Business Studies and Economics students. Teachers will find the site worth investigation for materials that can be easily adapted to student needs. A huge number of case studies and online lessons include work on GDP, inflation, Henry Ford, China, and the eternally interesting **Online mayhem 1: Metallica versus Napster**. American statistics and examples are a limiting factor with some material, but not all. **CyberTeach** and the site's internet and data links have a large number of interesting resources worth further research by teachers. P. Sheppard

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Commerce 7–10; Economics Stage 6  
**SCIS SUBJECTS:** Economics – Study and teaching  
**PUBLISHER:** National Council on Economic Education, USA  
**REVIEW DATE:** 10/09/07 [330.07] SCIS 1316649

### Energy quest

<http://www.energyquest.ca.gov/index.html>

Containing the usual hints and experiments, this website goes a little further into some energy issues than most online educational

resources. Most of the site is text dense, suiting more serious research by young students. **Energy vampires** provides the main interactive opportunity, where students can check the electrical energy used by household appliances, and research household consumption and costs. **Energy story** is an engaging, illustrated online book, laid out in chapters. The **Science projects** include a nuclear chain reaction demonstration and a number of solar projects. **Games** must be printed out and completed on paper, and **Devoured by the dark** is a banal, didactic story which will fail to engage students. The Californian focus limits applicability for Australian students, but some parts of the site are very useful. W. Smith



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Energy resources  
**PUBLISHER:** California Energy Commission, USA  
**REVIEW DATE:** 10/09/07 [333.79] SCIS 1325937

### Vital water graphics: an overview of the state of the world's fresh and marine waters

<http://www.unep.org/vitalwater/>

Based on a 2002 United Nations study, this impressively visual water study uses graphs, maps, and diagrams to illustrate growing concerns about climate change and water issues. The effects of water usage, trends and threats to water resources are discussed, as are biodiversity, species distribution, and population changes. Strategies for the management of water resources are outlined. **Freshwater resources** identifies quantity and distribution, explains the water cycle, and shows the relationship between precipitation, evaporation and runoff. **Coastal and marine waters** looks at integrating management of water resources, the protection of marine environments, and the monitoring of changes in ecosystems and climate. Quality diagrams and explanations provide valuable support for the study of water resources and management research in the Geography syllabuses. The site is especially useful for the Geography Stage 6 Topic: *Ecosystems at risk* and the Earth and Environmental Science Topic: *Water issues*. J. Hawkes & A. Frost

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE; Science; TAS  
**SYLLABUS:** Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Marine & Aquaculture Technology CEC 7–10  
**SCIS SUBJECTS:** Sustainable development; Water conservation; Water resources – Management; Water supply  
**PUBLISHER:** United Nations Environment Programme, Kenya  
**REVIEW DATE:** 10/09/07 [333.91] SCIS 1324384

### Communications Law Centre

[http://www.comslaw.org.au/main\\_ver4.asp](http://www.comslaw.org.au/main_ver4.asp)

An independent organisation specialising in promoting public debate of media and communications law, the CLC aims to present contemporary issues on its website. The simple layout and use of headings will help students find material there is plenty to find. And the site has extensive lists of online legislation and resources related to such topics as **Free speech & defamation**. One article here is a submission to the Attorney General concerning proposals for a national defamation law. In **Broadcasting**, another article covers commercial radio standards and case law. For Legal Studies students, the site is a treasury of links, and it demonstrates how

lobby groups try to influence law makers. For English students who are investigating the media's role and influence in society, the site offers some useful analysis and commentary on the behaviour of media operators. P. Sheppard

**USER LEVEL:** Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** English Stage 6: *Extension 2*; Legal Studies Stage 6  
**SCIS SUBJECTS:** Law – Australia; Lobbying – Australia; Mass media – Law and legislation; Telecommunications – Law and legislation  
**PUBLISHER:** Communications Law Centre, Australia  
**REVIEW DATE:** 10/09/07 [343.94] SCIS 1316612

### Copyright????!!

<http://richmond.k12.va.us/schools/jones/Copyright%20Kids/>

Students are often confused about what copyright means when it comes to using material found on the internet for their projects and presentations. The website provides information on what is and is not permissible in terms of written text and graphics. Information is detailed but not overwhelming, as the site uses illustrations, a short narrative, and direct address throughout. Material is laid out in consecutive pages and students can navigate it as they would a book. Site users can make decisions and practise the skills taught, and a multiple choice test at the end of the module is useful for self assessment. A beneficial feature is that the site gives examples of how to put website text in students' own words, and how to give credit to sources. Overall, this resource is user friendly and practical, and it may be of benefit prior to beginning internet research on a topic. L. Doyle

**USER LEVEL:** Stage 3 Stage 4 Community Professional  
**SCIS SUBJECTS:** Authors and publishers; Copyright; Plagiarism; Publishers and publishing  
**PUBLISHER:** George Washington University, USA  
**REVIEW DATE:** 10/09/07 [346.04] SCIS 1320942

### Lifeline's just ask

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

This rural mental health information service, for people with mental health problems and those supporting them, will help all concerned to acknowledge the problem while reassuring them about dealing with the issues. In **Learn more**, then **Publications**, the brochure **Because life happens** identifies topics of concern for students, teachers and parents. In **Lifeline information service** a range of toolkits give clear help sheets and suggestions for surviving specific circumstances such as domestic violence, drought, and bushfires. Those which specifically target Aboriginal communities have obvious use across the board. A comprehensive set of internet links to general mental health, youth, depression, carers, anxiety, ADHD and alcohol difficulties sites, could also be of further use for the general public. The site map is an excellent place to research the site's content. A. Soutter

**USER LEVEL:** Community Professional  
**SCIS SUBJECTS:** Country life – Australia; Mental health – Care and treatment  
**PUBLISHER:** Lifeline Australia  
**REVIEW DATE:** 10/09/07 [362.20994] SCIS 1315972

### The history of fingerprints

<http://onin.com/fp/fphistory.html>

Tracing the history of the use of fingerprints as an identification tool, this interesting site provides background information as to why fingerprints have remained a primary tool in forensic science.

The site is laid out in a linear chronology, from prehistoric uses of fingerprints to the development and use of fingerprint identification in recent times. Clear diagrams and illustrations complement the easy to read text and there are many links to examples of fingerprints. A search tool facilitates use of the site. Latent fingerprint, palm print and footprint examination is detailed. Links to FBI fingerprint cards, discussions on the science of fingerprints, and fingerprint dictionaries are provided. A. Frost

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science  
**SYLLABUS:** Science 7–10  
**SCIS SUBJECTS:** Fingerprints – History  
**PUBLISHER:** Onin.com, USA  
**REVIEW DATE:** 10/09/07 [363.2509] SCIS 1318755

### Australian Institute of Criminology

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

The role of the institute is to conduct research on crime and criminology and disseminate information on its finding so that government has the necessary knowledge base for policy making. This is a very useful site for the Legal Studies Focus Study: *Crime*. To locate contemporary articles on a range of issues pertinent to their studies, students should enter *trends and issues* into Search. This reveals a rewarding report on *Trends and issues in crime and criminal justice*. An article within, on *Consumer scams in Australia: an overview*, will be of interest to Commerce 7–10 students. The site is large and pathways are sometimes dislocated, but, once articles are discovered, teachers and students will find many of them inviting to read. P. Sheppard



**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Commerce 7–10; Legal Studies Stage 6  
**SCIS SUBJECTS:** Crime – Australia; Justice, Administration of – Australia  
**PUBLISHER:** Australian Institute of Criminology  
**REVIEW DATE:** 10/09/07 [364.994] SCIS 1140386

### Study guides and strategies

<http://www.studygs.net/>

A comprehensive set of strategies for learning, this skills resource is very well written by an educationalist. Students are the audience and the simple black and white layout is echoed in the writer's direct and clear style. There are no advertisements and no distractions in content and page design. Creative and practical sections explain thinking skills, study systems, online learning, better classroom participation, undertaking group tasks, preparing for and taking tests, how to research, and basics of writing. Attaining skills in mathematics and science gets a special mention. Every secondary teacher will benefit from a look at this resource. It promotes a love of learning for learning's sake. The site is full of information to help students take charge of their learning. A. Soutter

**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**SCIS SUBJECTS:** Learning, Psychology of; Study methods  
**PUBLISHER:** J. Landsberger, USA  
**REVIEW DATE:** 10/09/07 [371.3028] SCIS 1320762

### Science talk

<http://www.cli.nsw.edu.au/cli/sciencetalk/index.htm>

ABSTRACT

An online teaching resource, the site promotes teaching and

learning in Science and Mathematics. The site's educational sections are: *Chemistry practicals* (8), *Physics practicals* (16), *Maths practicals* (7), *Virtual experiments* (9), and *Games and puzzles* (3). Sections are laid out in headings which equate to lesson ideas. Each of these is an audio and visual presentation by a scientist, and site users can view a transcript of the lesson. The site is developing, and will feature more lessons, including video interviews and master classes. The site provides information on technological help for teachers using the material.

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** Mathematics; Science  
**SYLLABUS:** Chemistry Stage 6; General Mathematics Stage 6; Physics Stage 6; Senior Science Stage 6  
**SCIS SUBJECTS:** Chemistry; Educational games; Mathematics; Physics; Science – Experiments  
**PUBLISHER:** Centre for Learning Innovation, Australia  
**REVIEW DATE:** 10/09/07 [500] SCIS 1330754

### Fibonacci numbers and the Golden Section

<http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/>

Fibonacci applications, including Rabbit generations, Pascal's triangle, and Pythagorean triangles, are exhaustively illustrated on this site. Laid out with many headings, a simple colour palette and a linear sequence, site users will still need persistence to follow number sequence progressions. The site has a useful summary page and a *What's new?* section, with mathematical imagery, knots and planet shapes, tessellations, iterated fractal knots, puzzles, graphic designs, two-way faces, and impossible columns. Senior students are catered for with interactive result generators for Fibonacci, magic squares, permutations and combinations. Stage 4 students can be shown the brick wall puzzle, rectangle and shell spirals and how to draw them. Lower difficulty levels escalate quickly to complex conceptual levels. Mathematics teachers could extract material and guide their students. The site includes tertiary level content. M. Gary

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; Mathematics  
**SYLLABUS:** General Mathematics Stage 6; Mathematics 7–10; Visual Arts 7–10  
**SCIS SUBJECTS:** Number theory; Sequences (Mathematics)  
**PUBLISHER:** University of Surrey, UK  
**REVIEW DATE:** 10/09/07 [512.7] SCIS 1271038

### Inconstant moon

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

Describing itself as both an introduction to lunar astronomy for the beginner and an ongoing reference point for the more experienced observer, this site will be best used by students who have some prior knowledge of lunar terminology. Maps, photographs, explanations and animations proliferate on these striking blue and white pages. MIDI music files form background music and teachers may find it necessary to access the *Music* menu and mute the music due to its distracting nature. The site would be ideal to use with Science 7–10 students when completing work on the Newtonian model of the solar system. Quality images of the planets and their moons, along with league tables of their physical characteristics, are a strong feature of the site. There is some moon lore and information on lunar exploration. Considering the rapid rate of recent moon discoveries, this fine site is a good reference source when searching for current lunar details. I. Mavin

**USER LEVEL:** Stage 4

**KLA:** Science  
**SYLLABUS:** Science 7–10  
**SCIS SUBJECTS:** Moon  
**PUBLISHER:** PlanetWorks Media, UK  
**REVIEW DATE:** 10/09/07 [523.3] SCIS 1307874

### The water cycle

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

Water science basics are shown here in thorough diagrams and easy to read summaries. Major aspects of the water cycle are clearly explained and vocabulary in articles often leads to expanded explanations in other water cycle topics, including *Precipitation*, *Ground water storage*, and *Surface runoff*. Each related topic features a brief definition followed by well illustrated and understandable content. The options of *Quick summary* or *Complete summary* facilitate the adaptation of information for interest and ability levels and increase the site's relevance for a number of syllabuses. Although some statistics are dated and predominately based on American examples, the format, content and other features of the site will ensure that it is a valued and well used resource. J. Hawkes

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Earth & Environmental Science Stage 6; Geography 7–10; Geography Stage 6; Science 7–10; Senior Science Stage 6  
**SCIS SUBJECTS:** Water cycle  
**PUBLISHER:** U.S. Geological Survey, USA  
**REVIEW DATE:** 10/09/07 [551.48] SCIS 1329934

### Encyclopedia of the atmospheric environment

<http://www.ace.mmu.ac.uk/ae/english.html>

Highly relevant and well presented, this information will inform students about the atmospheric environment and atmospheric pollution. Icons from *The Simpsons* are utilised to give two levels of information: a simple definition and a more advanced level. Most pages have photographs, graphs or other visual stimulus material to enhance the written text. This site is a very good resource for the Chemistry Core: *Chemical monitoring and management*, with many of the outcomes on greenhouse gases, ozone and the atmosphere covered extremely well in appropriate language for students. Science 7–10 students investigating the greenhouse effect will also benefit in using this fine site. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Chemistry Stage 6; Science 7–10  
**SCIS SUBJECTS:** Atmosphere  
**PUBLISHER:** Atmosphere, Climate & Environment Information Programme, UK  
**REVIEW DATE:** 10/09/07 [551.51] SCIS 1322878

### Active science: humans and animal habitats

<http://www.activescience-gsk.com/games/index.cfm?module=2>

Simple and appealing, this site looks at various habitats and the animals that are suited to live in them. It is set up in the form of a quiz game. A choice of habitat is given, including the Antarctic, Desert, The sea, and *Tropical rainforest*. Upon clicking the habitat, the user is asked questions, via text and a well modulated and pleasant audio, as to whether this habitat would suit a variety of different animals. Written information is provided on each of the habitats and the user is given a choice of answers from which to choose. Correct and incorrect answers are given a brief explanation.

tion. The graphics are clear and simple which makes the resource work well. It would be useful for the Science and Technology Strand: *Living things*, especially the outcome LT S2.3. G. Maugle

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** English; SciTech  
**SYLLABUS:** English K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Animals – Homes – Problems, exercises, etc; Dwellings – Problems, exercises, etc  
**PUBLISHER:** GlaxoSmithKline, UK  
**REVIEW DATE:** 10/09/07 [591.56] SCIS 1332963

### Building a Healthy, Active Australia

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

Aiming to tackle Australia's current health issues head on, this site works effectively by informing, encouraging and practically assisting people to make better lifestyle choices and to lead healthier lives. Obesity in Australia is currently a major focus area of the site, and this excellent and extremely comprehensive resource provides a wealth of material on this and other issues. Information on initiatives, challenges, and survey results will keep teachers up-to-date with teaching and learning issues. The site has reports in *Background*, a range of useful *Publications*, helpful *Recommendations and guidelines*, and relevant links to other sites. Teaching programs related to nutrition and physical activity will be strongly supported by this site. K. Lissa

**USER LEVEL:** Community Professional  
**KLA:** PDHPE; TAS  
**SYLLABUS:** Food Technology 7–10; Food Technology Stage 6; PDHPE 7–10; PDHPE Stage 6; Physical Activity & Sports Studies 7–10; Technology (Mandatory) 7–8  
**SCIS SUBJECTS:** Health; Nutrition; Physical fitness  
**PUBLISHER:** Dept. of Health and Ageing, Australia  
**REVIEW DATE:** 10/09/07 [613] SCIS 1226691

### Somazone

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

Developed by young people, this educational site utilises youth friendly design concepts to practically explain youth issues, especially regarding substance use. The site has many excellent features, including an anonymous Q&A service that provides unbiased answers from a panel of health professionals to questions about drugs, sex, sexual health, mental health issues, harassment and abuse, relationships, body image and eating disorders. There is a searchable database of online Australian health services and organisations catering for young peoples' needs. The fact sheets are particularly helpful; for example, why people self harm, what friends can do and whether body piercing is a form of self harm. A. Soutter

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7–10; PDHPE Stage 6  
**SCIS SUBJECTS:** Adolescents – Care and health; Adolescents – Mental health; Body image; Drugs and adolescents; Human relations; Sexual behaviour  
**PUBLISHER:** Australian Drug Foundation  
**REVIEW DATE:** 10/09/07 [613] SCIS 1055171

### The Drachen Foundation

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

Kites, kites and more kites. Kite building, and kites and culture are feature topics on this wonderful site. DF kites in the classroom

has much information about kite design, kite flying, and kites within Japanese and Korean cultures. This section illustrates the interdisciplinary nature of design and it shows teachers how to use kites as a teaching tool in several areas of the curriculum. Information is detailed but it is logically laid out and includes readings for students on a wide range of kite related topics. The site has lesson plans and kite design downloads with clear instructions. The resource could productively be used to support designing and making in TAS 7–10 and Science and Technology K–6, especially in the Unit: *Sailing, sinking, soaring*. It could also be a high interest student activity in COGs design tasks. L. Doyle

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** SciTech; TAS  
**SYLLABUS:** Science & Technology K–6; Technology (Mandatory) 7–8  
**SCIS SUBJECTS:** Kites – Study and teaching  
**PUBLISHER:** The Drachen Foundation, USA  
**REVIEW DATE:** 10/09/07 [629.133] SCIS 1320986

### LandLearn

<http://landlearn.netc.net.au>

Supporting environmental education in Victorian schools, this informative site is highly applicable for the study of sustainable agriculture in Agriculture Stage 6. The site has up-to-date material on sustainable agriculture and natural resource management. Information includes Resources, Curriculum activities, an online Newsletter, and worksheets in Fieldwork which may be useful for Agriculture and Science teachers. Careers is practically useful, with profiles of scientists and stories of young people at work in related fields. Issues of biodiversity, food production, sustainability, weeds and fruit fly are discussed. There are word searches, experiments and cloze passage activity sheets. L. Buttsworth

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science; TAS  
**SYLLABUS:** Agricultural Technology 7–10; Agriculture Stage 6; Science 7–10  
**SCIS SUBJECTS:** Agriculture – Australia; Sustainable agriculture  
**PUBLISHER:** Victorian Dept. of Primary Industries, Australia  
**REVIEW DATE:** 10/09/07 [630.994] SCIS 1302863

### CRC for innovative dairy products

<http://www.dairyrc.com>

Agricultural Technology students will find the site provides a basic introduction to genetics and how genetics can be modified in agricultural situations. The site would also be useful for the Biology Module: *Blueprint of life* and the Option: *Genetics: the code broken?*. In GenEd for schools, the *All about genes* game will provide an entertaining introduction for students. This section has primary and secondary areas, with a high school teachers' guide. Research questions to be used with students are appropriate for experimental analysis and research in plant and animal systems in Stage 6 Agriculture. This highly useful site has sections on news, business publications and community information. L. Buttsworth

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agricultural Technology 7–10; Agriculture Stage 6  
**SCIS SUBJECTS:** Dairy industry – Australia – Research; Dairy products – Research  
**PUBLISHER:** Cooperative Research Centre for Innovative Dairy Products, Australia  
**REVIEW DATE:** 10/09/07 [637.072] SCIS 1317171

### Mekong River Textiles

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

Well laid out and simple to use, this site contains photographs of remarkable handwoven cottons and ikat silk designs from mainland Southeast Asia. Although designed and directed towards the textiles consumer, Textiles and Design students will find this site useful for examining the *Influence of culture on design* within the Area of Study: *Design*. Students will admire the patterns and fabrics displayed, and they may gain some inspiration from products and processes exhibited. About us briefly describes how products are made. Current fabrics are shown in Fabric and specials and students can research ikat fabric in this section. Creative corner has examples of products in quilting and sewing photographs, and students can also view Patterns designed for use with these exquisite fabrics. Textiles students and teachers may also appreciate the opportunity to purchase scrap bags of gorgeous fabric online. K. Lissa

**USER LEVEL:** Stage 6  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design Stage 6  
**SCIS SUBJECTS:** Dressmaking – Patterns; Fabrics  
**PUBLISHER:** Mekong River Textiles, USA  
**REVIEW DATE:** 10/09/07 [646.4] SCIS 1291364

### Food product design

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

Interactive and packed with information for Food Technology students, this resource looks deeply and extensively into current food issues such as trans fatty acids, nuts and allergies, nutrition, obesity, packaging, food fads and fashions. Food product categories, Ingredient types, and Industry insights list subheadings that will aid student researchers to find precise, informative and readable articles. The site provides Webinars, free online seminars, and the opportunity to interact with food industry professionals online. News stories, e-books, journal articles and archived articles will be useful for students wanting to access current information on the food industry. M. Timperley

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community Professional  
**KLA:** TAS  
**SYLLABUS:** Food Technology 7–10; Food Technology Stage 6  
**SCIS SUBJECTS:** Food; Food industry; Nutrition  
**PUBLISHER:** Virgo, USA  
**REVIEW DATE:** 10/09/07 [664] SCIS 1323014

### Wool production, testing & processing: educational resource material

<http://www.awta.com.au/Education/Education.htm>

For students researching technical aspects and current issues within Australia's wool industry, these educational materials will prove valuable, if a little complex in places. The site contains an intensive explanation of wool production and testing technology, along with a brief look at contextual issues such as the history of wool. The online brochure *Testing the woolclip* is suitably presented to engage students, despite its technical language. Wool: fibre of the gods is a CSIRO produced film, short and colourful, which boldly illustrates the structure of wool fibre. Teachers may need to guide students through the site's material, but it is certainly a fine resource for formulating and understanding wool industry issues. M. Timperley

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agriculture Stage 6; Textiles & Design Stage 6  
**SCIS SUBJECTS:** Wool  
**PUBLISHER:** Australian Wool Testing Authority  
**REVIEW DATE:** 10/09/07 [677] SCIS 1323005

### Fabric

<http://www.woolfurnishings.com/inforoom/fabric/fabric.html>

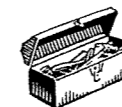
Designed for the general public, this site has some informative pages for students on wool. It analyses wool fibre and its use in furnishings, and the use of wool in carpets and in bedding. It concisely explains the wool fibre with regard to weaves, knitted fabrics and the worsted and woollen yarns. It explains the care and cleaning required to keep woollen furnishing in good condition. The site also provides information on the merino, the benefits of wool, colouring, and the Woolmark symbol and blend. Site users will find it easy to navigate their way around the site and to obtain relevant syllabus related information. M. Timperley

**USER LEVEL:** Stage 6  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design Stage 6  
**SCIS SUBJECTS:** Fabrics; Upholstery; Wool  
**PUBLISHER:** Woolmark, Australia  
**REVIEW DATE:** 10/09/07 [684] SCIS 1322986

### Building and construction toolbox

<http://www.tds.holmesglen.vic.edu.au/toolbox/bctoolbox/home.htm>

Building techniques and workplace related topics are interestingly presented in this resource. The site is very easy to navigate with an interactive site supervisor to show students how to get the most from the website. Colourful, cartoon style graphics support the written text in explaining different aspects of the construction industry, and interactive quizzes help reinforce concepts taught. The site covers workplace communication, carpentry, plastering, tiling, painting, bricklaying, and demolition. OH&S forms an element of each topic. The site is current, informative and pleasant to use, making it particularly suitable for TAS and VET students. A. Parnis



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS; VET  
**SYLLABUS:** Construction Curriculum Framework Stage 6; Design & Technology Stage 6; Industrial Technology 7–10; Industrial Technology Stage 6; Metal & Engineering Curriculum Framework Stage 6  
**SCIS SUBJECTS:** Builders – Training; Building – Study and teaching; Vocational education  
**PUBLISHER:** Holmesglen Training and Development, Australia  
**REVIEW DATE:** 10/09/07 [690.07] SCIS 1318073

### Beyond the picket fence: Australian women's art in the National Library's collections

<http://www.nla.gov.au/exhibitions/fence/picket.html>

With works spanning the last 200 years, this online exhibition aims to make these artists accessible to a larger audience. The works celebrate the 1994 anniversary of International Women's Day and the collection has six broad categories. Information on artists and the work depicted is brief but it will serve as an informative starter

for student researchers. The Introduction provides an insightful overview of female colonial artists. Some thumbnail images are a little pixilated, but when expanded to full view the image quality improves. Works are an excellent source of primary material for students of Australian history. The exhibition contains drawings, contemporary photography and images of textiles, and it may also be useful for students investigating 2D forms in Visual Arts. R. Kirsten

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** CA; HSIE  
**SYLLABUS:** History 7–10; Visual Arts 7–10  
**SCIS SUBJECTS:** Art, Australian – Exhibitions; Artists, Australian – Exhibitions; Photographers – Exhibitions; Women in Australia  
**PUBLISHER:** National Library of Australia  
**REVIEW DATE:** 10/09/07 [704] SCIS 1320060

### Archkideature: architecture for children

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

For primary teachers this excellent website will support teaching and learning within Science and Technology, especially for gifted and talented students. Integrating mathematics, science, technology and visual arts, the site has downloadable lesson plans, resource suggestions, and a word of the week feature. Resources include About materials and an Archkideature blog, which may not be available to all schools, and a Play with archkideature area. Teachers will need to invest a small amount of time in teaching students how to navigate this site, as the pages are crammed with information and tend to be cluttered. Despite this, it is a fabulous resource for integrating mathematics, visual arts and science into a real world theme or topic. The open ended activities encourage creative thinking. An explanation of *Origamic architecture* as an art form is a feature, as are links to the works of Escher with web links to pages on tessellations. The site is particularly suitable when teaching Stage 2 COGs Unit (A): *Local environments* and the Science and Technology Strand: *Built environments*. D. Croker

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA; Mathematics; SciTech  
**SYLLABUS:** Creative Arts K–6; Mathematics K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Architecture; Building; Educational resources; Teaching – Aids and devices; Thematic approach  
**PUBLISHER:** Archkideature, USA  
**REVIEW DATE:** 10/09/07 [720] SCIS 1332954

### Picturing words: the power of book illustration

<http://www.sil.si.edu/exhibitions/PicturingWords/>

Showing the texts used in a Smithsonian exhibition, the site is mainly a visual resource of 50 plus texts created over a time span of the last 1000 years. Online material is laid out under Inspiration, Information, Influence, and Process, with, generally, two illustrations from the text, bibliographical data and a very short comment. A simple site to use, it offers some insight into book illustrations, their purpose and significance for the artist and audience. Stage 4 Visual Arts students would find this to be a moderately useful resource in achieving outcome 4.2, while Stage 5 students working towards outcome 5.4 would benefit from following the Process link which provides a historical perspective on illustration. This is the site's most detailed section, and it includes photography. K. McCorkell

**USER LEVEL:** Stage 4 Stage 5

**KLA:** CA  
**SYLLABUS:** Visual Arts 7–10  
**SCIS SUBJECTS:** Illustration of books – Exhibitions  
**PUBLISHER:** Smithsonian Institution Libraries, USA  
**REVIEW DATE:** 10/09/07 [741.6] SCIS 1313516

### Nature's bounty: quilts and more

<http://www.wku.edu/library/onlinexh/naturesbounty/>

Predominantly a site on quilting, this resource provides some useful information for students and teachers interested in this activity. Textiles contains inspirational photographs of quilts dating back to the early 1800s. Education provides some social and political history, resources, and a quick reference guide to techniques and terms. The downloadable *Quilting education guide* is a fine resource for schools. Activities and worksheets are age graded and these could be easily and productively adapted to fit NSW syllabus content. Online resources is a useful database of websites for further research into quilting. K. Lissa

**USER LEVEL:** Stage 6  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design Stage 6; Textiles Technology 7–10  
**SCIS SUBJECTS:** Quilting  
**PUBLISHER:** Western Kentucky University, USA  
**REVIEW DATE:** 10/09/07 [746.46] SCIS 1321617

### Plants and textiles: a legacy of technology

<http://www.hort.cornell.edu/plantsandtextiles/>

The focus of this site is learning about the connections between plants and textiles through hands-on activities. Topics covered are Indigo dyeing, Mat weaving, Net knotting, Paper making and Rope making. Addressed within each of these are the use of tools and techniques. While the fundamentals of each craft are dealt with in detail, many of the tools and materials required to undertake the suggested activities are complicated and involved. Construction activities will not be practical for some classrooms. Activities involve a great deal of teacher preparation and input, and the site may be useful for capable students who would enjoy extension work in this area. L. Doyle



**USER LEVEL:** Stage 4  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7–10  
**SCIS SUBJECTS:** Plants – Problems, exercises, etc; Textile crafts – Problems, exercises, etc  
**PUBLISHER:** Cornell University, USA  
**REVIEW DATE:** 10/09/07 [746.076] SCIS 1320991

### Biomedical Image Awards. 2006

<http://www.wellcome.ac.uk/en/bia/>

Featuring a stunning collection of microscopic forms of organisms, these 26 images are primarily scientific and also artistic photographs. Selected from Wellcome's recent acquisitions, each image displays a colourful and highly structured insight into the microscopic world. Images include bread mould, goblet cells, stem cells, and the surface of a stinging nettle leaf. All the images were produced with the purpose of illustrating scientific investigations, and each is accompanied with a link to the researching scientist and a techniques page explaining the imaging technologies employed. Students studying micro-organisms in Stage 4 Science will find these images appealing as well as informative. S. Lockwood

**USER LEVEL:** Stage 4  
**KLA:** Science  
**SYLLABUS:** Science 7–10  
**SCIS SUBJECTS:** Biological specimens – Pictorial works; Biology – Pictorial works; Micro-organisms – Pictorial works; Microphotography; Photomicrography  
**PUBLISHER:** Wellcome Trust, UK  
**REVIEW DATE:** 10/09/07 [779] SCIS 1321014

### The Internet Chinese music archive

<http://www.ibiblio.org/chinese-music/>

Audio files of many styles of Chinese music can be downloaded from this archive. The site is in Chinese and English, and although there appears to be a problem with the Chinese language font, everything else works. The collection includes traditional music and children's songs. Modern Chinese music is categorised according to political era, with collections of popular music, ceremonial music, and an anthology. A list of mirror sites provides FTP access to the archive. The sound quality is very good and the size of the wave files averages around 1.3MB. Some are available as MP3. The site is a valuable resource for musicology students. A. Wisdom

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Music 7–10; Music Stage 6  
**SCIS SUBJECTS:** Folk music, Chinese; Music – Ethnology; Music, Chinese  
**PUBLISHER:** N. Xie, USA  
**REVIEW DATE:** 10/09/07 [781.62] SCIS 1316915

### Ragtime

<http://memory.loc.gov/cocoon/ihas/html/ragtime/ragtime-home.html>

The Library of Congress has a variety of rare and valuable resources for secondary music students and teachers. An example is the ragtime collection. This resource contains essays on the history and development of ragtime, landmark compositions, and Christensen's Ragtime Review. Biographies of composers and performers have links to historic audio performances and images of original sheet music. The collection is rich with primary sources, including videos of interviews and performances, and sheet music arrangements which contain all the instrumental parts. Learn more links to more resources in the library on the same topic. Students selecting ragtime as a topic of study should begin here. A. Wisdom

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** CA  
**SYLLABUS:** Music 7–10; Music Stage 6  
**SCIS SUBJECTS:** Music, American – History and criticism; Ragtime music; Ragtime music – History and criticism  
**PUBLISHER:** Library of Congress, USA  
**REVIEW DATE:** 10/09/07 [781.64] SCIS 1316929

### The throat singers of Tuva

[http://www.mikalina.com/Texts/tuva\\_singers.htm](http://www.mikalina.com/Texts/tuva_singers.htm)

The Music Topic: *Music of a culture* provides students with the opportunity to investigate any culture. For teachers, the difficulty is finding material that explores the function of music within that culture, analyses the music using musical terminology, and shows an understanding of the concepts of music. This online article provides an in-depth study of the function and technique of throat

singing in the republic of Tuva in Siberia, relating its function to the legends and the landscape. The physiology of the human voice is examined in terms of producing harmonics. Vocal techniques (breathing and vibrato), stylistic variations (scale and melodic embellishments), and expressive devices (breathing, phrasing and dynamics) are explained. This is an excellent introduction to the genre, with unfortunately no audio samples. A. Wisdom

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Music 7–10; Music Stage 6  
**SCIS SUBJECTS:** Folk songs, Russian – History and criticism; Music – Ethnology; Singing; Voice  
**PUBLISHER:** MysticAsia Inc, Taiwan  
**REVIEW DATE:** 10/09/07 [782.42162] SCIS 1316899

### The symphony: an interactive guide: a journey into the great composers' finest symphonies

<http://library.thinkquest.org/22673/>

A simple, well organised guide to the symphony that will assist students in middle years to learn about the instruments, the form and the composers. The menu is well thought out, with a short description of the subject matter in each area. Each section contains links embedded in the text when further description or explanation is needed. RealAudio files of live performances by the Queensland Youth Symphony are engaging and useful, but some schools will probably have difficulty accessing this section of the site. A. Wisdom

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** CA  
**SYLLABUS:** Music  
**SCIS SUBJECTS:** Composers; Orchestras; Symphonies  
**PUBLISHER:** Oracle ThinkQuest Education Foundation, USA  
**REVIEW DATE:** 10/09/07 [784.18] SCIS 1316922

### The New York Philharmonic kidzone!

<http://www.nyphilkids.org/main.phtml>

Young students of music will find much to stimulate, interest and educate them in the many sections of this richly interactive musical resource. Composition workshop allows users to compose and listen to a sixteen-bar minuet, then email it to a friend or download the full version. In the Instrument lab, instructions are given for making a wide variety of exciting and interesting instruments. Users can read about performers and conductors in the Musicians' lounge and Composers' gallery, and soloists and conductors feature in the Dressing rooms. In the Instrument storage room, users can listen to, and read about, the major orchestral instruments. Games offers a wide range of relevant and engaging activities. W. Smith



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6  
**SCIS SUBJECTS:** Orchestral music; Orchestras  
**PUBLISHER:** New York Philharmonic, USA  
**REVIEW DATE:** 10/09/07 [784.2] SCIS 1136807

### Australian stage online

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

Aimed at those who take their live performances seriously, this bold site offers a plethora of information about Australia's contemporary theatre. The site replaces the Sydney stage online website, which can still be accessed via an archive search. A searchable What's on and

The news will help teachers and students keen to expand their experience and appreciation of live performance. Students will benefit from exposure to the language of stage and theatre on the site. Reviews are extensive, with ample and varied models for students experimenting with this difficult text type. They will be of special interest to Stage 6 Drama students creating a Portfolio of theatre criticism as an Individual project, as will information on the annual Pacific Opera Young Critics Award. P. Gilchrist

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Dance 7–10; Dance Stage 6; Drama 7–10; Drama Stage 6  
**SCIS SUBJECTS:** Performing arts – Australia; Performing arts – Reviews  
**PUBLISHER:** Australian Stage Online, Australia  
**REVIEW DATE:** 10/09/07 [790.2] SCIS 1326300

### Types of text game

<http://www.bbc.co.uk/skillswise/words/reading/typesoftext/game.shtml>

Simply set out and enjoyable to play, this Game asks students to identify a variety of text types. Having nominated whether a text is persuasive, instructive, informative or descriptive, students are then challenged to find the language features relevant to the text's purpose. The Quiz is less interesting, but it provides a useful revision tool, especially as it has three levels of difficulty with clear and detailed explanations of answers. The site has a Factsheet and a Worksheet on each of the four text types, though these are more notable for their clarity than depth. For tutors is a good place for teachers to assess site content and worth, with links to some good lesson ideas, and to the enormously varied resources of the BBC. P. Gilchrist

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
**SCIS SUBJECTS:** Educational games; English language – Composition and exercises; Literature – Problems, exercises, etc  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 10/09/07 [808] SCIS1326212

### Poetry on display: poems to make, watch & hear: a showcase of visual poetry

<http://www.bbc.co.uk/arts/poetry/ondisplay/>

This uniquely interactive poetry site displays eight poems accompanied by different animation techniques that support the text. A poppy by Peter Howard illustrates plays on words in a quietly sophisticated condemnation of war, while Today is lemonade by Ingrid Ankerson portrays a steady stream of thoughts and memories of summer days. These could serve as models for students to develop their multimedia skills by adding sound or animation to their own poems using simple programs like Flash or PowerPoint. Animated poems has an extended definition of a poem, in poetic form with graphics. Word play enables students to enjoy constructing free verse poems. Leaf poems has examples of simple acrostic poems. The wealth of examples provided for creating with words and images ensures that this will be a well used site. H. Cobban

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
**SCIS SUBJECTS:** Poetry  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 10/09/07 [808.1] SCIS 1295581

**Celtx: media pre production: film, video, animation, machinima**<http://www.celtx.com/>

Celtx provides free software on this site, to plan, write, edit and publish a screenplay from beginning to end. It is a comprehensive program with the ability to track character development, narrative outlines, settings and locations, costumes, and props. Some aspects of the program are more complex than they initially appear, and teachers who have detailed knowledge of the software will get the most use from the site. Learning to use the techniques of the program is facilitated with easy to follow support videos in **Feature tour** and the inclusion of an extensive example of a film script of *The wizard of Oz*, complete with scene breakdowns and character profiles, budgeting and calendar. Components provide invaluable structure for developing writers. Features include formats to write scripts for screenplay, theatre or plain text, and storyboards with drop and drag images. H. Cobban

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6: *Extension 2*  
**SCIS SUBJECTS:** Script writing  
**PUBLISHER:** Celtx, Canada  
**REVIEW DATE:** 10/09/07 [808.2] SCIS 1295585

**Writers talk: Sydney Writers' Festival**<http://www.cli.nsw.edu.au/cli/WritersTalk/index.htm>

## ABSTRACT

The site comprises educational material and video interviews with 12 writers who took part in the 2007 Sydney Writers' Festival. Site users access these via a portrait icon. Video interviews are segmented into headings relating to inspiration and writing processes. Each segment is supported by pre-viewing questions directed at students, and each has a repetitive musical introduction. There is a list of related internet resources and Stage specific teaching notes identify outcomes, cross KLA applicability and *Quality Teaching* connections. The site provides information on technological help for teachers using the material.



**USER LEVEL:** Stage 3 Stage 4 Stage 5 Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Authors; Teaching – Aids and devices  
**PUBLISHER:** Centre for Learning Innovation, Australia  
**REVIEW DATE:** 10/09/07 [820.9] SCIS 1330737

**The Charles Dickens Museum: virtual tour**<http://dickensmuseum.com/vtour/>

The museum in the former London home of Charles Dickens can now be accessed online. The site is predominantly visual and the information presented is about the museum and its artefacts rather than Dickens' works. The easiest way to explore this site, especially with students, is via the **Tour tutorial**. The tutorial provides a detailed explanation of how to use the site, its layout and options. The site is student friendly. Links are easy to access and site users can go backwards and forwards throughout the rooms of the museum. It is a clever site that has some potential for the study of literature related technologies in English classrooms. J. Webber

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** English  
**SYLLABUS:** English 7–10

**SCIS SUBJECTS:** Authors, English; London (England) – Buildings; Museums – Exhibitions  
**PUBLISHER:** Charles Dickens Museum, UK  
**REVIEW DATE:** 10/09/07 [823] SCIS 13205099

**Miss Potter: the life of Beatrix Potter is the most enchanting tale of all**<http://www.enjoyenglandsnorthcountry.com/misspotter/>

In advertising the film *Miss Potter*, the site offers some insight into the characters of Beatrix Potter's stories and the geography of the area that inspired the writer. A brief **Synopsis** of the film, an overview of the cast and the biographical information will be most useful for primary students, with teacher input. This is a tourism site with well written and visually appealing information on the local attractions and scenery in England's dramatic Lake District. As such, the site could fruitfully be used to support class work on location and authorial inspiration within a film study by older English students. K. McCorkell

**USER LEVEL:** Stage 4 Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Authors, English; Children's literature, English – Biography; Country life – England – Biography; Illustrators, English; Lake District (England) – Biography; Voyages and travels England's North Country, UK  
**PUBLISHER:**  
**REVIEW DATE:** 10/09/07 [823] SCIS 1321679

**Earth from Space**<http://www.earthfromspace.si.edu/>

Online support for an exhibition touring North America until 2010, the site uses digital satellite images to present a spectacular pictorial display of global weather patterns, geological events, and human impact. Images are thematically presented, with a useful descriptor over thumbnails to help site users locate the most relevant for enlargement. Photographs are large and dramatic, and annotated with geographical context and readable scientific based descriptions of what can be seen and how information can be used. Part of the site is very relevant to the Senior Science Topic: *Information systems*. The site explains remote sensing in detail, how geostationary satellites work and how such great images are collected. Science 7–10 students completing outcomes on technology and different types of electromagnetic waves will find that much of the material presented is intriguing and useful. Lesson plans are American but quite adaptable to the NSW curriculum. I. Mavin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Geography 7–10; Science 7–10; Senior Science Stage 6  
**SCIS SUBJECTS:** Earth – Photographs from space  
**PUBLISHER:** Smithsonian Institution, USA  
**REVIEW DATE:** 10/09/07 [910.22] SCIS 1322886

**Archaeology**<http://www.bbc.co.uk/history/archaeology/>

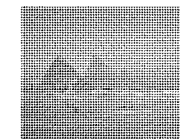
An outstanding resource for student research into archaeology, this resource explains techniques, tools, fascinating digs and some archaeological controversies. Among the many treasures of this site are articles on wreck diving, battlefield archaeology, marine archaeology, carbon dating and aerial surveys. The site also explores the

ethical issues involved in excavating human remains. The main focus is on archaeological sites in Britain but there is enough good material here, from prehistory to D-Day, to stimulate the imagination of students. Interactive games and virtual tours are very suitable for History 7–10. Site material is particularly suitable for the Ancient History Topic: *Investigating the past: history, archaeology and science*. R. Darlington

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7–10  
**SCIS SUBJECTS:** Ancient history; Archaeology; Civilisation, Ancient  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 10/09/07 [930.1] SCIS 1306851

**The pyramids of Giza**<http://www.mnsu.edu/emuseum/prehistory/egypt/architecture/gizapyramids.html>

Providing a wealth of fine material on ancient Egyptian studies, the resource has sections on daily life, art, military, architecture, hieroglyphs, religion, government, maps, history and archaeology. There are online exhibits, pages of information, photographs and diagrams. Information is laid out under multiple headings, and research for specific topics will probably require cross checking throughout the site. Layout does not aid this research especially well. The site is a good resource for the History 7–10 Topic: *Societies and civilisations of the past*, and parts of the resource offer detailed material to support the study of Egypt in Ancient History. R. Darlington



**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7–10  
**SCIS SUBJECTS:** Egypt – Civilisation; Egypt – History – To 332 B.C.; Egypt – Social life and customs – To 332 B.C.; Pyramids  
**PUBLISHER:** Minnesota State University, USA  
**REVIEW DATE:** 10/09/07 [932] SCIS 1326209

**Tutankhamun**<http://www.civilization.ca/civil/egypt/egtut01e.html>

Including a virtual tour of Tutankhamun's tomb, this site has much of interest for students on the pharaoh's life and times, his death and funeral, tomb treasures and the myth of the mummy's curse. Each section has links to more detailed articles, including a fascinating piece on a CT scan which provides evidence on the murder theory. There are many excellent images of the mummy and artefacts, with site photographs and stills of dramatic reconstructions. The site is visually appealing and well laid out; it is an outstanding resource to fire the imagination of students in History 7–10. The articles are worthwhile resources for the study of New Kingdom Egypt in Ancient History Stage 6. R. Darlington

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7–10  
**SCIS SUBJECTS:** Egypt – Antiquities; Egypt – History – To 332 B.C.; Tutankhamun, King of Egypt  
**PUBLISHER:** Canadian Museum of Civilization, Canada  
**REVIEW DATE:** 10/09/07 [932] SCIS 1326219

**Ancient Greece**<http://www.ancientgreece.com/>

Among the many websites catering for students of ancient Greece, this site is in the minority that are accessible for Stage 4 while providing useful material for Stage 6. Students can easily navigate the site to find information on **Art and architecture**, **Geography**, **History**, **Mythology**, **Olympics**, **People**, and **Wars**. For each topic the site provides basic information followed by more complex and detailed articles along with some excellent links. Other links are much less impressive and not necessarily reliable and several lead only to advertisements. Despite this, the site is a worthwhile resource for the History 7–10 Topic: *Societies and civilisations of the past*. It also provides some good resources for the study of ancient Greece in Ancient History Stage 6. R. Darlington

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7–10  
**SCIS SUBJECTS:** Architecture, Greek; Art, Greek; Greece – History; Mythology, Greek; Olympic Games  
**PUBLISHER:** Universal Artists, USA  
**REVIEW DATE:** 10/09/07 [938] SCIS 1027055

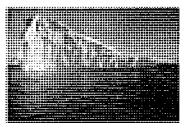
**Bureaucrats & barbarians: Minoans, Mycenaean & the Greek Dark Ages**<http://www.wsu.edu/~dee/MINOA/CONTENTS.HTM>

Several aspects of this early period of Greek history are presented in this easy to navigate site. Topics include women and religion, and online resources include a bibliography, an atlas and maps, and cultural readings. While students may use the resource as an introduction to this period of history, information is merely text on screen with only a couple of black and white visual sources. The site generally describes this time and place, although the language can be quite complex. Few primary sources are used. Students completing the Ancient History Options: *Greece: the Bronze Age – society in Minoan Crete* and *Greece: the Bronze Age – Mycenaean society* may find this site of limited use. B. Hull

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6  
**SCIS SUBJECTS:** Greece – History – To 500 B.C.; Minoans  
**PUBLISHER:** Washington State University, USA  
**REVIEW DATE:** 10/09/07 [938] SCIS 1317094

**EducaPoles: the educational website of the International Polar Foundation**<http://www.educapoles.org/>

Entertaining and interesting, this blue washed site has information on the importance and fragility of polar environments. Comic strips, animations, news, and articles provide insight into polar environments. Topics, such as energy and fauna, are explained for a primary school audience. The importance and impact of climate change is detailed, with students being encouraged to think about their local climate and strategies to minimise climate change. Links to a variety of polar research projects are provided. In **Educational materials**, resources include **Tales**, **Pictures**, and **Multimedia animations**. The site will be very useful when teaching and learning about polar environments and climate change in HSIE K–6, and global environments in Geography 7–10. A. Frost



## resources

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Professional  
**KLA:** HSE; SciTech  
**SYLLABUS:** Geography 7-10; HSE K-6; Science & Technology K-6  
**SCIS SUBJECTS:** Antarctica - Study and teaching; Antarctica - Environmental aspects; Arctic regions - Study and teaching; Arctic regions - Environmental aspects; Climate; Global warming; Greenhouse effect  
**PUBLISHER:** International Polar Foundation, Belgium  
**REVIEW DATE:** 10/09/07 [998] SCIS 1305128

### Professional reading

Resources are in Dewey order.

### FactCheckEd.org: Annenberg classroom fact check

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

Encouraging high school students to be smart consumers of information gathered on the internet, this resource is an interesting and well developed tool. Using a five-step framework for analysing information, students learn to examine the facts, to understand misinformation and prejudice, and to evaluate the evidence logically. A number of lesson plans highlight the necessity for students to critically examine information presented, with strategies suggested to verify the accuracy of information. Within each lesson plan, objectives and background information are provided, as well as resources and exercises. Students may submit questions to the site's authors. A. Frost

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Information literacy; Information skills - Problems, exercises, etc.; Internet - Research  
**PUBLISHER:** Annenberg Public Policy Center, USA  
**REVIEW DATE:** 10/09/07 [001.4] SCIS 1324396

### Learning technologies: Western Sydney Region

<http://www.westernsydney.sreg.education.nsw.gov.au/index.htm>

#### ABSTRACT

A collection of resources to help teachers integrate teaching and learning with ICT, this site's sections are: K-12 ICT skills, which are mapped to outcomes; Policies related to technology; Email hints; and Teacher resources. The latter includes simulated student portals, so teachers can view how the screen should appear to students, COGs units, Learning Federation objects and catalogues. Email information includes instructions for creating a signature and attaching documents, and how to work with PowerPoint presentations. The site shows teachers how to use email in the classroom and it has a collection of email tasks ready for teacher implementation.

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Information technology - Study and teaching

**PUBLISHER:** Western Sydney Region, Australia  
**REVIEW DATE:** 10/09/07 [004.071] SCIS 1320544

### Literacies in place: teaching environmental communications

/ edited by Barbara Comber, Helen Nixon & Jo-Anne Reid. PETA, NSW, 2007  
ISBN 9781875622689 [333.7071]

Teachers will enjoy reading and reflecting on the successes of their peers in this enjoyable book which showcases initiatives and lessons of primary educators who live in the Murray-Darling Basin. The resource reports on teachers who share a commitment to effective environmental communication. It reflects what happened when they amalgamated studies on the environment, literacy and information technology. The stories are enhanced with pictures, student quotes, samples of work and, more importantly, the processes involved in working towards the end product. A key theme reinforced throughout is that of ensuring that class work is regionally significant and relevant to all students. The crucial role that literacy plays in effective teaching of environmental studies is extremely well showcased in this enjoyable book. I. Mavin

**USER LEVEL:** Professional  
**KLA:** English; HSE; SciTech  
**SYLLABUS:** English K-6; HSE K-6; Science & Technology K-6  
Paper \$28.00 SCIS 1312155

### Digital library: learning resources collection

<http://nsdl.exploratorium.edu/nsdl/welcome.do>

This detailed and comprehensive database of science and mathematics resources is easy to navigate, clearly set out and highly relevant for NSW educators. Lessons are categorised into the following topics: *Earth and space science*, *Life sciences*, *Mathematics*, *Physical sciences* and *The nature of science*. With a clear focus on electronic media, available resources include lesson plans, videos, hands-on activities, images and website links, all of which can be freely used and printed for educational use provided credit for the resource is attributed. Searches for resources can be completed by topic, grade level, or resource type and searching is a painless process. The site contains a wealth of information and is an extremely valuable resource for Science teachers. D. Croker

**USER LEVEL:** Professional  
**KLA:** Mathematics; Science; SciTech  
**SYLLABUS:** Mathematics K-6; Mathematics; Science 7-10; Science & Technology K-6  
**SCIS SUBJECTS:** Educational resources; Lesson plans; Mathematics; Science; Teaching - Aids and devices  
**PUBLISHER:** Exploratorium, USA  
**REVIEW DATE:** 10/09/07 [371.33] SCIS 1332949

### Ezene

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

Abounding with interesting and challenging activities for most curriculum areas, this subscription based website has much to offer teachers wishing to integrate e-learning into their classrooms. Teacher access via trial allows for an exploration of menu items and will give a good overview of the purpose and content of the site. Teacher access after subscription allows the creation of student passwords, the selection of topics, teaching and learning activities, and PDF documents for printing. Students access topics chosen by their

teacher, they then work on tasks, research using selected hotlinks and complete evaluation activities. A feature of the site is the opportunity to interact through Forums created and monitored by teachers. The website is bright, well designed, and uncluttered. Levels of support include clear documentation and school workshops. The home page describes the trial and subscription rates. B. Smith

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Classroom activities; Elearning; Teaching - Aids and devices; Websites  
**PUBLISHER:** Troppo, Australia  
**REVIEW DATE:** 10/09/07 [371.33] SCIS 1332398

### Smart Technologies

<http://www.education.smarttech.com/ste/en-us/>

Enhancing the facility of interactive whiteboards, this site has a plethora of relevant IWB lesson plans and Educators resources. In the latter, investigate Software applications available for useful material. Using Speller software, students can spell words to match colour images of words, drag letters to create words, import word lists and be challenged by work of appropriate difficulty. In Number cruncher, students can solve basic equations or fill in the missing numbers, write answers and drag movable icons to help visualise concepts. Finale notepad will support those students whose preferred mode of learning is musical. Students can compose original pieces, and create background music to enhance video editing compositions. The applications can be used once SMARTboard software has been loaded onto the school network. Conveniently, lesson preparation by teachers can be done without the IWB connection. D. Johnston

**USER LEVEL:** Professional  
**KLA:** CA; English; Mathematics  
**SYLLABUS:** Creative Arts K-6; English K-6; Mathematics K-6  
**SCIS SUBJECTS:** Educational technology; Teaching - Aids and devices  
**PUBLISHER:** Smart Technologies, Canada  
**REVIEW DATE:** 10/09/07 [371.33] SCIS 1320248

### Teach with technology: 4Teachers.org

<http://4teachers.org/>

A very rich source of free tools and resources, the site will help teachers embed technology in a wide range of classroom practices. For example, Rubistar creates amendable rubrics and gives access to samples already produced. TrackStar enables teachers to create online lessons and activities and to use those created by others. Teachers can log in for more complete access to a wealth of information and short cuts for planning topics which include adaptable checklists for written reports, multimedia projects, oral presentations, science projects which enable peer and self evaluation, access to WebQuests and student created websites. Academic skill builders includes interactive maths and word games. There are links to tutorials on many aspects of internet usage. M. Davis

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Computer-assisted instruction; Educational technology; Elearning; Information technology; Teaching - Aids and devices; Teaching methods  
**PUBLISHER:** ALTEC, USA  
**REVIEW DATE:** 10/09/07 [371.33] SCIS 1324737

All prices in the availability statement include GST.

### Trocadero Digital Library

<http://www.trocaderopublishing.com>

Teacher librarians are often faced with the problem of limited access to copies of books that are highly suitable for student use. For multiple user access to appealing and up-to-date resources in the study of Australian history, civics and citizenship, the Pacific region, and current scientific issues, this subscription service could provide the answer. Teachers may already be familiar with books from this publisher, through series such as *Australian issues*, *Defending Australia* and *Shaping Australia*. Presented here in PDF format, each title features one click navigation from the contents and index pages, bright headings, fact boxes, clear photographs and relevant hyperlinks. See the homepage for information about subscription rates, titles available and a two week trial. B. Smith

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Elearning; Teaching - Aids and devices  
**PUBLISHER:** Trocadero, Australia  
**REVIEW DATE:** 10/09/07 [371.33] SCIS 1332410

### Verizon thinkfinity: literacy, education and technology

<http://www.marcopolo-education.org/home.aspx>

An extremely comprehensive site, this resource features a plethora of downloadable lesson plans, web based materials and printables for K-12 educators to use across a variety of subjects and key learning areas. Although the site is American, its content is highly suitable for Australian students. Simple to navigate with lessons clearly categorised within each subject area, it is easy to find the type of lesson required. Lessons and units of work feature assessment rubrics aligning them to NSW syllabus outcomes. Most useful are the K-12 web based tools, such as the flip-book notetaker and comic creator, which can be used within suggested lessons, on their own, or integrated into teacher created tasks. The scope and potential of this invaluable teaching and learning tool is enormous. D. Croker

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Educational resources; Educational technology; Lesson plans; Teaching - Aids and devices  
**PUBLISHER:** Verizon Foundation, USA  
**REVIEW DATE:** 10/09/07 [371.33] SCIS 1332945

### Bullying solutions: evidence-based approaches to bullying in Australian schools

/ edited by Helen McGrath & Toni Noble. Pearson, NSW, 2006  
ISBN 9780733971644 [371.5]

Of the many books about bullying, this is one of the most practical for teachers and schools. Written by acknowledged experts from the National Coalition Against Bullying the book will help to minimise this problem in a school. Sections give overviews on: the research about prevalence; preventative solutions; and management solutions including effective ways of working with parents. There is a template for developing policies and procedures. Few books cover legal perspectives on bullying, and these are outlined here in a helpful chapter by Alastair Nicholson. There are international perspectives provided by Ken Rigby, and Andrew Fuller provides a resilience based approach. A. Soutter

**USER LEVEL:** Community Professional  
Paper \$49.95 SCIS 1242382



**SEN teacher: free special needs teaching resources**<http://www.senteacher.org/index.php>

Functional links and quick downloads will help teachers use this valuable collection of free literacy and numeracy resources for students. Information is straightforward with links to relevant organisations. The **Printables** page has resources which, when printed, are of high quality. The vetted **Links** page lists websites and the **Files** page has free educational software. *Google Search* tools facilitate further research. A plethora of worksheets, certificate makers, 3D models, labels, and game cards are available, and internet links to a variety of medical conditions are provided. The site is a great resource for teachers working with students who have learning difficulties and special needs. A. Frost

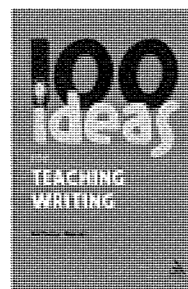
**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Special education – Study and teaching; Teaching – Aids and devices  
**PUBLISHER:** Senteacher.org, USA  
**REVIEW DATE:** 10/09/07 [371.9] SCIS 1318761

HAYNES, Anthony

**100 ideas for teaching writing**

Continuum, UK, 2007 (Continuum one hundreds series)  
 ISBN 9780826483096 [428.2071]

Decidedly practical, these ideas for fiction and factual writing are a useful stimulus particularly, but not exclusively, for English teachers. Written in readable and direct language, the book has much to offer beginning teachers in a succinct overview of what to do and what not to do when teaching writing. The book shows the key stages of the writing process, with some interesting writing tasks and sure-fire lesson prompts. Haynes condenses much that has already been said about drafting, editing and publishing, and he also offers his favourite writing ideas, revealing a wealth of practical experience. The book is an insight into the teaching practices of a very experienced and enthusiastic teacher. E. Chase



**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10; English Stage 6  
 Paper \$24.95 SCIS 1313402

**Fossweb**<http://www.fossweb.com/>

Excellent web based lessons on a variety of Science topics are the overall theme of this site, which is easily integrated into any K–6 Science and Technology teaching and learning program. Essentially divided into three sections: **K–2 modules**; **3–6 modules** and **Middle school modules**, the site covers a huge range of topics. Every module features an online *Java* or *Shockwave* activity, picture and movie clip database, website list, book and software list. Students can read responses to previously asked questions or post their own on the focus topic through the **Ask a Scientist** link. Each module has downloadable PDF teacher summaries containing lesson ideas and the science concepts behind them, which will aid teachers in building up Science units around the modules. It is not prescriptive and teachers will need to teach students how to navigate the modules. D. Croker

**USER LEVEL:** Professional

**KLA:** Science: SciTech  
**SYLLABUS:** Science 7–10; Science & Technology K–6  
**SCIS SUBJECTS:** Science; Educational resources; Teaching – Aids and devices  
**PUBLISHER:** University of California, USA  
**REVIEW DATE:** 10/09/07 [507] SCIS 1332960

MASON, P. &amp; SWAN, K. &amp; STONE, A.

**ABC guide to fit kids: a companion for parents and families**

Murdoch, NSW, 2007  
 ISBN 9781921259487 [613.7]

Targeting parents, the guide is easy to read, with excellent photographs, illustrations and charts. Each chapter has a clear outline of content, and boxed quick tips are concise and valuable. Information emphasises nutrition and physical activity, and includes child development, food groups, recipes, marketing awareness, beverage choices, and working with food intolerances. Designed to answer questions arising from debates about obesity, the guide aims to empower parents with skills and knowledge for better family health and well being. K. McCulloch

**USER LEVEL:** Community Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K–6  
 Paper \$27.95 SCIS 1309850

**Panic Anxiety Disorder Association Inc. (PADA)**<http://www.panicanxietydisorder.org.au>

Anxiety is a normal experience. Panic disorder in children is a very disabling condition which often affects a child's school performance. This site has information for adults on recognising and dealing with anxiety. There are links to causes, prevention, **Treatment**, **Self-help**, **The recovery process**, as well as other helpful **Resources**. **Secondary conditions** gives information about conditions which lead to anxiety. Anxiety almost always impairs students socially, and it can lead to a lot of other problems, as described in **Childhood anxiety**. This section has helpful hints for parents and teachers, including information on **School refusal**. A clearly written and carefully explained site, this is a good resource for school counsellors and Year advisors. A. Soutter

**USER LEVEL:** Community Professional  
**SCIS SUBJECTS:** Depression (Psychology); Mental health – Care and treatment; Panic disorders  
**PUBLISHER:** PADA, Australia  
**REVIEW DATE:** 10/09/07 [616.85] SCIS 1320738

STRONG, Dellene

**Focus on art [series]**

Macmillan Education Australia, 2007 (Macmillan teacher resources)

A superb and creative series linked to outcomes from all Australian states, these books enhance the exploration of Science and Technology by students and support the AGQTP *Primary Connections* units. Each of the volumes contains 40 lesson plans using a variety of art media including collage, digital and sculpture, as well as helpful blackline masters. Every lesson plan includes **Vocabulary**, **Workstation materials**, and suggested



Questions. Useful resources include everyday examples as well as the websites of recognised art galleries and a detailed Assessment checklist. The introductory pages are packed with tips on display, framing work, **Exploring texture**, Recipes for clays and glues and drawing techniques. Lessons will help students to develop the literacies of science and appropriate metalanguage. The full colour photographs of works will assist teachers and inspire students. D. Johnston

**USER LEVEL:** Professional  
**KLA:** CA; SciTech  
**SYLLABUS:** Creative Arts K–6; Science & Technology K–6  
 Paper \$42.95

*Reviewed titles in this series:*

**Focus on art in science. Ages 5–8** SCIS 1316137  
**Focus on art in science. Ages 8–10** SCIS 1316129  
**Focus on art in science. Ages 10+** SCIS 1316134

JAEGER, Anne-Celine

**Image makers, image takers: the essential guide to photography by those in the know**

Thames & Hudson, UK, 2007  
 ISBN 9780500286623 [770.92]

Well known photographers such as David LaChapelle, Rinke Dijkstra and Alec Soth, talk about their art making process and particular images in this fascinating book. Material is presented in an interview Q&A format. Images are predominantly portraits from around the world, representing such diverse fields as fashion, war, advertising, art and documentary. While some of the images are confronting and not suitable for schools, the questions asked by Jaeger are thought provoking and designed to explore Ansel Adams' idea that photographs are made, rather than taken. The book is a fine resource for a school photography class, with teacher discretion. K. Ashley

**USER LEVEL:** Professional  
**KLA:** CA  
**SYLLABUS:** Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts 7–10; Visual Arts Stage 6  
 Paper \$55.00 SCIS 1316960

**People like me: dance style locator**<http://www.worldartswest.org/main/locator.asp>

An online resource to support an annual ethnic dance festival, the site presents a wide range of cultural material for Dance and Music students. *Dances by year* is an archive of the program with biographical notes of performers and links to artists' websites. **Dance style locator** provides information about various forms of cultural dance, and could be used for appreciation activities in Dance 7–10. This section has links to information about dance artists and musical instruments integral to the form. The **Activity pages** include a range of offline activities for Stage 3 students. Having particular interest for teachers: *Music is math*, an activity which explores the rhythms of North Indian classical music, and, in **Thinking and talking**, the dance activity *Muscle memory*. R. Kirsten

**USER LEVEL:** Professional  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6; Dance 7–10; Music 7–10  
**SCIS SUBJECTS:** Dancers; Dancing – Biography  
**PUBLISHER:** World Arts West, USA  
**REVIEW DATE:** 10/09/07 [793.3] SCIS 1320080

**Rick Riordan: Percy Jackson and the Olympians**<http://www.rickriordan.com/children.htm>

Teachers studying Riordan's novels with their students will find this informative and entertaining multimedia site to be a valuable resource. The site explores the *Percy Jackson and the Olympians* series, and A teacher's guide to Percy is packed with activities for students, a wide selection of questions, and tasks for classes to complete. Links are all worth exploring. Most interesting are the current **Author's blog** and the option to hear Riordan read excerpts from his novels. Teachers seeking extension ideas could investigate the contextual links on Greece and Olympia, and the interview with Riordan. J. Webber

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Adventure stories – History and criticism; Authors, American; Children's literature  
**PUBLISHER:** R. Riordan, USA  
**REVIEW DATE:** 10/09/07 [813] SCIS 1320486

**Literacy and Numeracy resources**

The NSW State Numeracy Plan 2006–2008 and State Literacy Plan 2006–2008 underpin our work in key learning areas, and teacher-librarians have a vital role to play. Scan publishes reviews of a range of resources, including some Internet sites, to support literacy and numeracy. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy and numeracy experts in order to provide an accurate appraisal of resources and to show how resources might support these initiatives.

**Reading rockets: launching young readers**<http://www.readingrockets.org/>

PBS television and this online advice combine to create a dynamic website dedicated to educating users about how children learn to read, ways we can teach them and strategies to help. **Books and authors** contains video interviews and podcasts of the PBS programs. The site is a thought provoking and useful resource for professional development because of its articles and other reading materials, its practical emphasis in **Teaching reading**, webcasts and teleconferences. In **Kids who struggle**, material in **Target the problem** allows teachers to pinpoint an area of reading difficulty,

## resources

such as fluency, word decoding, and phonemic awareness, and the site provides strategies to help students. K. McCorkell

**USER LEVEL:** Community Professional  
**SCIS SUBJECTS:** Books and reading; Children – Language; Literacy; Reading  
**PUBLISHER:** WETA, USA  
**REVIEW DATE:** 10/09/07 [428.4] SCIS 1321611

### No matter what shape your fractions are in <http://math.rice.edu/~lanius/Patterns/>

Colourful and student friendly, this resource shows geometrical shapes relationships and uses Java applets for interactive problem solving with fractions. No algorithms are used and activities target geometry and number skills in Stage 3 and Stage 4 by the use of selection and rotation of onscreen components. Activities are challenging; students can work independently or with guidance. Teachers can use this as a classroom online activity to reinforce equivalent fractions, addition, subtraction, ordering and identifying shapes and properties. Links lead to excellent mathematical sites, with lesson plans for topics such as rate of change, geometry and calculus, and cover symmetry, plus mathematics history and algorithms for Egyptian fractions. M. Gary

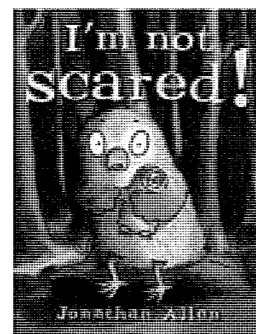
**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K–6; Mathematics 7–10  
**SCIS SUBJECTS:** Fractions; Size and shape; Mathematics – Problems, exercises, etc.  
**PUBLISHER:** Rice University, USA  
**REVIEW DATE:** 10/09/07 [513.2076] SCIS 1065409

### Picture books

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

ALLEN, Jonathan  
**I'm not scared!**  
 Koala, NSW, 2007  
 ISBN 9780864617286

A common childhood concern, fear of the dark, is addressed in a warm, kindly and humorous way in this attractive picture book. The energetic and distinctive illustrations are full of life, movement and personality. A young owl makes his first solo night time excursion, meeting various familiar animals along the way. The role of friends, neighbours, and especially the father, in reassuring his son in this first attempt at independence, is emphasised. Young readers are supported by the story's repetition and predictability, and they will find its circular shape and happy conclusion emotionally satisfying. The book may have value



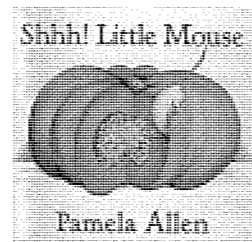
in classroom discussions of personal fears, and strategies for overcoming them. W. Smith

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
 Paper \$12.99 SCIS 1308232

### ALLEN, Pamela **Shh! little mouse**

Penguin Group (Australia), 2007 (Viking)  
 ISBN 9780670070688

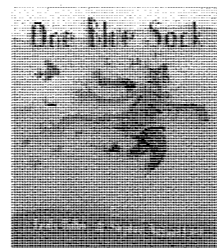
In another beautiful contribution to children's literature, an enduring game of cat chases mouse is played out with a dramatic twist when glass shatters on top of the escapée. The author cleverly uses the device of anticipation where the written text pre-empts the pictures about to be seen at the next opening. Hence the reader is intrigued to turn each page. Interestingly, several openings have no words and this may encourage children to create their own verbal dialogue. Clear, bright illustrations add to this high quality resource. S. Taylor



**USER LEVEL:** Early Stage 1 Stage 1  
 \$24.95 SCIS 1312793

BALLOU, Emily & KING, Stephen Michael  
**One blue sock**  
 Random House, NSW, 2007  
 ISBN 9781741660838

An amusing, lively paced picture book, this resource celebrates the humour of the ridiculous. The storyline centres around an unlikely hero, a boy named Theo Leo who eats worms and hops on one foot to protect his one precious blue sock. Quirky illustrations capture the essence of the eccentric and appealing characters. The style incorporates a rambling font which adds to the whimsical nature of the text. Best of all, this story encourages children to be themselves and accept and embrace the uniqueness of others. S. Taylor



**USER LEVEL:** Early Stage 1 Stage 1  
 \$27.95 SCIS 1315848

BEAMES, Margaret & DRISCOLL, Rachel  
**The mouse that danced**  
 Scholastic New Zealand, 2007  
 ISBN 9781869437633

Beautifully illustrated, this enchanting picture book relates how Fay Mouse loves to dance. Unfortunately, she attracts a crowd to her performance, and their applause makes a lot of noise. This disturbs the humans below and leads to timid Nonny Mouse's quest to find the perfect place for Fay to perform her ballet steps. Dangers lurk at each potential venue, with Enor Mouse continually saving the day in the nick of time. A sweet story that will enthral young children, the message of never giving up is entwined in the simple narrative. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1  
 \$24.99 SCIS 1315852

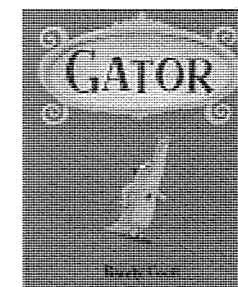
BOOTH, Christina  
**Purinina: a devil's tale**  
 Hachette Livre Australia, NSW, 2007  
 ISBN 9780734409942



Perfect for reading aloud, this picture book is an appealing mix of fact and fiction. From inside her mother's pouch we see how Purinina, a Tasmanian devil, grows and develops. Through detailed descriptions we learn of her habitat, food source and the impact of humans on the Tasmanian devil's vulnerable existence. Illustrations consist of a well contrasted mix of light and dark shades, with brilliant colours and an engaging text layout. Readers cannot help but be drawn into the life of Purinina and her family. The narrative is supported by information about the Tasmanian devil, including physical description, habitat, defence mechanisms and life expectancy. This book could easily be used as the basis of an information report. K. McCorkell

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
 \$28.95 SCIS 1311195

CECIL, Randy  
**Gator**  
 Candlewick, USA, 2007  
 ISBN 9780763629526



Gator, a merry-go-round alligator, leaves his increasingly quiet amusement park to find some real alligators. His poignant journey of self discovery takes him through a dark forest and finally into a zoo where he realises that he would rather be back with his carousel friends. Colourfully illustrated with some page borders and written text in vignettes, the picture book will need teacher explanation of some vocabulary, like carousel and calliope. The book has plenty of capacity for extension work, with concepts such as the hole in Gator's heart where the carousel pole was. Students will empathise with the lonely Gator and rejoice with him as the crowds return to the amusement park. F. Moore

**USER LEVEL:** Stage 1 Stage 2  
 \$24.95 SCIS 1309370

COOPER, Ilene  
**The golden rule**  
 Abrams Books for Young Readers, USA, 2007  
 ISBN 9780810909601

A small boy and his grandfather view a billboard containing the words *Do unto others as you would have them do unto you*. Discussion ensues in which it is pointed out that the world's major religions have this golden rule in their holy writings. Paraphrased examples of these are given. Grandfather asserts that the application of the rule begins with each of us individually and the first step is to imagine how another person may be feeling. Beautiful, medieval style paintings accompany the easily understood written text. A potentially life changing narrative, this significant book will have great appeal to children. It will also be a useful resource for the Stage 2 COGs (H) Unit: *Understanding each other*, and the HSIE K–6 Strand: *Cultures*. A. Beedles

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** English; HSIE

**SYLLABUS:** English K–6; HSIE K–6  
 \$26.95 SCIS 1306899

DALE, Penny  
**The boy on the bus**  
 Walker, UK, 2007  
 ISBN 9781406301472



Young students will love to act out jumping on board the bus and singing along with this popular and familiar rhyming story. Highly suitable for classrooms studying the farm, the picture book introduces children to a variety of common farm animals and their sounds in large and colourful illustrations. Repetitive and entertaining words in big and bold print will encourage shared reading. It could be used innovatively as a basis to create a joint class construction. The book will be an enjoyable and active reading experience in the early childhood classroom. M. Whitfield

**USER LEVEL:** Early Stage 1  
 \$24.95 SCIS 1309390

DALLIMORE, Paul  
**The unhappy goldfish**  
 Scholastic, NSW, 2007  
 ISBN 9781862916845

Simply told, this colourful picture book contrasts the unhappy life of a pet goldfish living in the tiny fishbowl, with the exciting activity filled life of a pet dog. Friendship and acceptance of individual circumstance are the themes of the story, as the dog takes the goldfish on an exciting journey to see the world around their town. The bright illustrations capture the wide ranging emotions of the goldfish. Having great appeal for Early Stage 1 students, this book illustrates how friends can care for each other. F. Moore

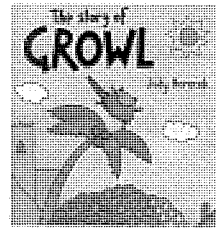
**USER LEVEL:** Early Stage 1  
 \$14.99 SCIS 1307898

FRANKEL, Elizabeth  
**What do you think?: a story about the plight of the River Murray**  
 E. Frankel, SA, 2004  
 ISBN 0975690302

From the 100 per cent recycled paper upon which it is printed to the salient theme that rivers need to flow in order to survive and support the indigenous flora and fauna which depend on them, this picture book gives a clear environmental message and is a passionate plea for people to change. The contents skilfully reveal the river ecosystem through hallmark storytelling, repetition and revelation, evidence and implication. The text would make a good introduction to the Stage 3 COGs (C) Unit: *Interconnecting growth and change*, particularly for ESL students. Schools in the Murray-Darling basin and participants in *Special forever*, the environmental communications project, will find the facts behind the fiction well presented, giving a platform of understanding upon which change and conservation can begin. N. Chaffey

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K–6; Science & Technology K–6  
 Paper \$9.00 SCIS 1213785

HORACEK, Judy

**The story of Growl**Penguin Group (Australia), 2007 (Viking)  
ISBN 9780670070459

When Growl's neighbours complain about her growling, leading the police to ban it, Growl does not know what to do. Then a robber attempts to steal the neighbour's tea set. Growl saves the day and her neighbours change their opinion of her. Simple and colourful drawings help to convey this heart warming story which teaches the reader that we are all individuals and we should appreciate our differences. When Growl's neighbours learn to appreciate her they discover the rewards of compromise. Large text size makes the book ideal for developing readers and for reading aloud. With the explicit beginning, complication, and conclusion, this picture book could be a useful model when teaching narrative writing. K. McCorkell

**USER LEVEL:** Early Stage 1 Stage 1  
\$22.95 SCIS 1313003

KATZ, Danny &amp; VANE, Mitch

**A little election**Black Dog, Vic, 2007  
ISBN 9781921167591

This resource has unrealised promise for students who are researching democracy and voting in Australia. The concept is great, and the students' actions mirror the democratic process with positive outcomes. The picture book could inspire meaningful classroom discussion of the Westminster system, as well as providing some modelling for students to set up their own political parties and candidates. Unfortunately, some inappropriate language content and stereotyping compromises its relevance for schools. C. Keane

\$24.99 SCIS 1327059

KNAPMAN, Timothy &amp; MILLWARD, Gwen

**Guess what I found in Dragon Wood**Penguin Books Ltd, UK, 2007 (Puffin)  
ISBN 9780141500577

This is the delightful tale of Benjamin, a young boy who is found in the woods by a friendly dragon, and then taken home to visit the dragon's world. Benjamin returns the favour, taking the dragon to visit his family and local neighbourhood. Unusually and beautifully told through the dragon's point of view, the story explores the traditional perspective of dragons in a lighthearted and humorous manner that will appeal to young children. Gorgeous illustrations actively enhance the written text and will aid younger readers. The picture book investigates human nature and feelings in a manner that is unthreatening and very suitable for a young audience. D. Croker

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$14.95 SCIS 1309100

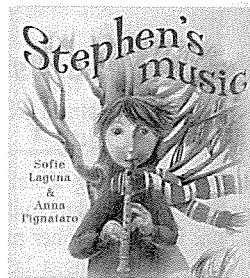
LAGUNA, Sofie &amp; PIGNATARO, Anna

**Stephen's music**Hachette Livre Australia, NSW, 2007 (Lothian Children's)  
ISBN 9780734410160

Music cascades from the pages of this inspirational picture book. The endpapers, depicting a collage of whitewashed sheet music

scattered with objects found in the book, hint at the magic within. When Stephen hears flute music for the first time, it transforms his world. He simply has to get a flute, but his parents worry about the cost. Through persistence and practise, Stephen learns to play the recorder, then the tin whistle and, yes, finally the flute. The book can be experienced in many different ways. For example, using questions to examine the illustrations, students' higher-order thinking skills can be developed. Teachers could use the text and encourage students to discover tin whistles and listen to flute music; perhaps they will enter an imaginative world, as Stephen does. G. Maugle

**USER LEVEL:** Stage 1 Stage 2  
\$28.95 SCIS 1318883



LAREAU, Kara &amp; MAGOON, Scott

**Ugly fish**Scholastic, NSW, 2007  
ISBN 9781741690033

Wickedly funny, this slightly warped picture book is about an ugly fish that eats any other fish added to his tank. He decides, too late, that he is lonely and that someone to play with would be nice. Unfortunately for him, the next fish that joins him is bigger and faster, which leads to a rather unhappy ending. There is a very definite lesson to be learnt from the main character's unfortunate demise. Clearly outlined watercolours and the placement and style of fonts will capture reader interest, as will the frank writing style. Planned learning experiences could include drawing and writing a description of invented fish. L. Doyle

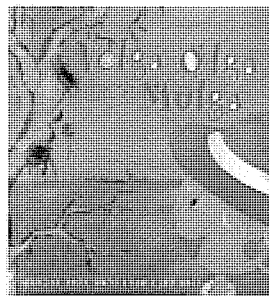
**USER LEVEL:** Stage 1 Stage 2  
\$19.99 SCIS 1303234

LARKIN, Veronicah &amp; GIBSON, Robert &amp; PRATT, Jody

**Volga Olga from the mulga**Hachette Livre Australia, NSW, 2007  
ISBN 9780733621727

A plan to retain the local cinema eventuates in two ambitious children planning and producing a movie featuring their friend, a retired Russian actress. Each colourful page is fully filled with a composition of large offbeat painted arrangements in stark contrast with the first two full pages of storyboards in sepia. The almost hidden references to Russian culture may be overlooked by young readers, but books such as *Nyet nyet Nanette* will make teachers smile. Students could be helped to understand the cultural implications of the contrasting cultural *objet d'art* and subtly placed book titles by creating parallel lists of Australian and Russian items. This unique picture book would be suitable for a visual literacy study. D. Johnston

**USER LEVEL:** Stage 2  
\$28.95 SCIS 1311188

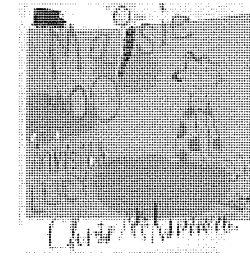


McKIMMIE, Christopher

**Maisie Moo and Invisible Lucy**Allen & Unwin, NSW, 2007  
ISBN 9781741751345

Maisie Moo loves her lazy dog, her invisible friend, Lucy, and playing the drums. Her life in the Australian town of Venice is busy during the tourist season. Mum expects her to help in their discount store but Lucy conveniently provides excuses for Maisie's mishaps and tardiness. Happiness ensues when Dad, a long distance truck driver, returns with stories of his travels to fuel Maisie's imagination. This is reflected in the eclectic mix of acrylic, watercolour, pencil and paper illustrations, sometimes reminiscent of Chagall's paintings, which mirror the naive style of the written text. Although it will not appeal to everyone, this unique picture book would be a useful resource for studying alliteration. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$24.95 SCIS 1308256

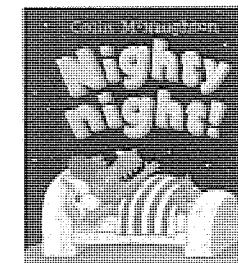


McNAUGHTON, Colin

**Nighty night!**Walker, UK, 2007  
ISBN 9781406301793

McNaughton's humorous style makes this adorable story about the familiar issue of settling young children to sleep a winner. As *LittleSaurus* procrastinates with *Daddysaurus* and *Mummysaurus* about going to bed, he comes up with many excuses to stay up. Finally, the universal *No!*, illustrated in large and bold letters, gets through. However, the resolution is not quite what is expected. McNaughton's brightly coloured, watercolour illustrations make this a feast for the eyes of young students. Areas of big and bold text will encourage student participation, in the form of choral reading of sections of the story. F. Moore

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.95 SCIS 1309380



MELENHORST, Glenn &amp; O'CONNOR, Sharon

**The sock monster**Hachette Livre Australia, NSW, 2007  
ISBN 9780734409911 [A821]

A quirky picture book, this humorous tale puts a different spin on a child's fear of monsters under the bed. This monster will not hurt or steal, he puts smelly socks on sleeping children. Bright and bold illustrations fill the pages. The energetic style is similar to an animated movie, making the book very attractive to young readers. Large type and satisfying rhyming language help build the suspense through the story, as the reader wonders what terrible thing is about to happen to the targeted victim. The book



can be usefully discussed in visual literacy terms, and readers will like searching for the book itself hidden in some of the illustrations. Artwork and written text dispel a fear of monsters. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
\$28.95 SCIS 1311201

MEWBURN, Kyle &amp; BLACKWOOD, Freya

**No room for a mouse**Scholastic, NSW, 2007 (A Scholastic Press book)  
ISBN 9781865046594

Young Christopher and Sneaky, his pet mouse and best friend, live in a huge, many roomed house with Christopher's mother, who seems rather eccentric and self absorbed. While she is busy maintaining her list of things to do, the generous Christopher begins inviting all manner of people to take up residence in their house. A bag lady, a homeless family, an orchestra, and a circus full of performers manage to move in without Christopher's mother noticing. Blackwood's illustrations are wonderfully detailed, with the giant abode resembling a doll's house. When the house reaches capacity, there is no room even for text, and yet the story continues enthusiastically in every cramped room. Christopher's mother eventually realises the value of *carpe diem*. I. McLean

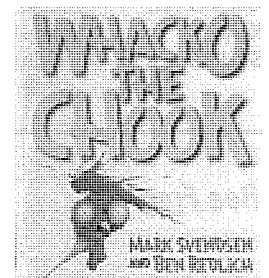
**USER LEVEL:** Stage 1 Stage 2  
\$24.99 SCIS 1307902

SVENDSEN, Mark &amp; REDLICH, Ben

**Whacko the chook**Hachette Livre Australia, NSW, 2007 (Lothian)  
ISBN 9780734409843

A hilarious parody of *Henny Penny*, this flamboyant, uninhibited picture book is a feast of well integrated text and Redlich's carefree, egg-centric caricatures. Whacko, a forlorn hen, yearns for a friend. When repeatedly rejected by other poultry in the chicken coop, Whacko finds her own unique solution, complete with moral. Students and adults will enjoy noticing the often bizarre details in the illustrations: gloomy Whacko is, at first, pursued by a rain cloud; Pennyfeather has been plucked, ready for the oven; and Henny-wise cooks her juicy grub as a spit roast. The book is useful for comparisons with similar parodies, such as *Blossom Possum*, or more traditional versions of *The little red hen*. I. McLean

**USER LEVEL:** Stage 1 Stage 2  
\$28.95 SCIS 1315091



THOMPSON, Colin

**Dust**ABC, NSW, 2007  
ISBN 9780733320736

A collaboration between Thompson and 13 internationally acclaimed artists, this book was inspired by the 2005 humanitarian disaster in Niger. Direct and confrontational in word and image, it is not for young children. The text takes a child's point of view and bluntly retells the death of mother and child. On each double page spread, the artists bring a visual interpretation to the narrative. Although their styles are different, the emotionally

charged words bind the story. The book begins with a statement on the donation of royalties to Save the Children, and it ends with thumbnail images of each page and a short biography of the artists. The book has relevance for English and Creative Arts faculties, especially in a study combining contemporary themes, picture books and illustrative styles. J. Eade

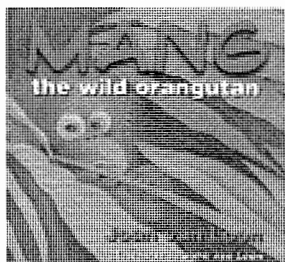
**USER LEVEL:** Stage 4 Stage 5  
**KLA:** CA; English  
**SYLLABUS:** English 7–10; Visual Arts 7–10  
 \$24.95 SCIS 1317301

VAN LOON, Joan & VAN LOON, John

**Mang the wild orangutan**

Hachette Livre Australia, NSW, 2007 (Lothian)  
 ISBN 9780734410023

Beautifully illustrating the sadness of animals in captivity, this picture book is a feast for the eyes and the heart. From the jungles of Borneo to the cage of a zoo, Mang's journey is told in bold and evocative, language in the first person. Large and colourful pencil drawings support the words and highlight the plight of wild and endangered fauna in captivity. The book has a thought provoking storyline, and it would be valuable in developing discussion and writing topics in the area of conservation. It is a valid resource that would ably support the Science and Technology Unit: *What's alive?*, the Early Stage 1 Unit: *Growing up*, and the Stage 1 COGs (C) Unit: *Growing and changing*. G. Cale



**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; SciTech  
**SYLLABUS:** English K–6; Science & Technology K–6  
 \$28.95 SCIS 1315053

WADDELL, Martin & FIRTH, Barbara

**Bee Frog**

Walker, UK, 2007  
 ISBN 9781844285419

Soft pastel endpapers open and close this gentle story with which small children and busy parents will identify. Bee Frog uses her imagination playing games and she looks to her parents for validation of her efforts. Acknowledged, but feeling largely ignored, Bee decides to leave the family home and set off on her own. At first, Bee enjoys her new solitude. But, she begins to realise she misses Mum and Dad, who of course come looking for their offspring. Smiles all round complete this tale as the happy frog family hop home together for tea. With a little judicious questioning, young listeners could be encouraged to apply this situation to their own family circle. A. Beedles



**USER LEVEL:** Early Stage 1 Stage 1  
 \$24.95 SCIS 1306892

All prices in the availability statement include GST.

WESTLAKE, Lynelle Zita

**Molog the frog**

Boolarong, Qld, 2006  
 ISBN 1921054913

More than a simple story about a frog, this narrative incorporates a detailed account of the green tree frog's interactions with other creatures. Single sentences are interspersed with onomatopoeic words describing the frog's animal and human encounters, and the surrounding environment. Wonderfully realistic, the full page close up illustrations enhance the story, as do two large and detailed diagrams depicting the parts of a frog and its life cycle. The book is a valuable resource as an enjoyable picture book, and as a support for the Stage 1 COGs (C) Unit: *Growing and changing* and the Stage 2 COGs (C) Unit: *Effects of growth and change*. J. Eade

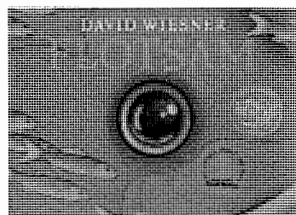
**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
 Paper \$14.95 SCIS 1308989

WIESNER, David

**Flotsam**

Houghton Mifflin, USA, 2006  
 ISBN 9780618194575

It is easy to see why this intriguing wordless picture book has recently won two major children's literature awards. The journey of an underwater camera and the young lives it connects with and visually records is the highly complex story of the written and visual text. The camera is flotsam and it is found, in turn, by a number of young people who photograph themselves and send it off into the sea once more. The brilliant use of graphics, revealing pictures within pictures, creates a multilayered effect that modern young readers will be familiar with in their own highly technical lives. Students will admire the book's cleverness and originality. S. Taylor



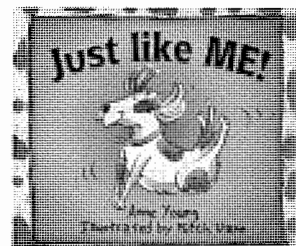
**USER LEVEL:** Stage 2 Stage 3  
 \$35.00 SCIS 1299354

YOUNG, Anne & VANE, Mitch

**Just like me!**

Koala Books, NSW, 2007  
 ISBN 9780864617736

Enthusiastic readers will delight in the watercolour illustrations that capture the movement and portray the energy in this picture book. The varying dreams of individual members of a family are explored, with Reuben, the much loved family dog, playing a special role in each of them. With some tricky words, and an ending which will leave a smile, stimulating discussion is sure to follow any shared reading of this feel good tale. There is also opportunity for learning how a plan of action and striving for success help to achieve goals. This could lead to explicit teaching opportunities centred around students writing about their own aspirations for the future and how they plan to achieve them, as well as a focus on the use of interesting verbs when constructing text. L. Doyle



**USER LEVEL:** Stage 1 Stage 2  
 Paper \$12.99 SCIS 1303607

**Fiction for younger readers**

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

BATES, Sonya

**Midnight ghost** [sound recording]

Louis Braille Audio, Vic, 2007 (50 min.) (Out loud! alive audio) (Little stirrers)  
 ISBN 9781921104879

In this thrilling ghost story, read by Rebecca Macauley, four girls camp out in a backyard tent and Bec tells a ghost story about a little boy who died in the neighbour's yard many years before. Dreams, sleepwalking and a cat fight build the tension, and when the girls follow the wandering Bec next door, they find themselves among old treasures in a dark shed. The satisfying resolution identifies the truth about the tragedy and the identity of the midnight ghost through the device of an old letter. The audio book allows this exciting story to be accessible to students with learning difficulties, and those who benefit from an aural learning style should also enjoy listening to this short narrative. F. Moore

**USER LEVEL:** Stage 2 Stage 3  
 \$29.95 SCIS 1316335

CATRAN, Wendy

**Summer Tiger**

Hachette Livre Australia, NSW, 2007  
 ISBN 9780734409393

Amber spends the summer at her cousins' wildlife park, where she encounters the fearful Tiger. Tiger's welfare is discussed at length in the narrative, as the story revolves around the park and the family that run it. As the story progresses, Amber learns to respect and love Tiger, and in the end she is prepared to risk her life to save his. The opening chapters lack coherence and unity, which unfortunately makes for a difficult start to the story. For those readers who stay with it, the novel is an enjoyable read, with a happy ending. K. McCulloch

**USER LEVEL:** Stage 3 Stage 4  
 Paper \$15.95 SCIS 1305733

CLARK, Margaret

**Hester the jester**

Penguin Group (Australia), 2007, (Puffin) (Aussie bites)  
 ISBN 9780143302483

Exploring the delicate subject matter surrounding gender issues, Hester suggests to readers that they can do anything they set their minds to, regardless of gender, race or societal position. Readers follow Hester in her quest to become the first female court jester in any kingdom. With the help of comical characters, Hester discovers that she will never know what she is capable of until she tries. Laced with incredibly silly jokes which readers will love, the story could provide stimulus for discussion about gender issues

and the stereotypical roles of men and women in society, both past and present. K. McCorkell

**USER LEVEL:** Early Stage 1 Stage 1  
 Paper \$11.95 SCIS 1313617

COSTAIN, Meredith

**Rosie to the rescue**

Penguin Group (Australia), 2007 (Puffin) (Aussie nibbles)  
 ISBN 9780143302858

Rosie is obsessed with the colour red, and so it is no surprise that she loves fire engines. Helping the local fireman and making her billycart for the Country Fire Service picnic look like a fire engine keep Rosie happy. However, insisting her parents buy a discarded fire engine when they need to update the family car is not so acceptable. In protest, Rosie insists she and friend Ned hide in her lookout tower tree house instead of going to the picnic. When a fire is spotted, Rosie and Ned alert the picnic goers and the firemen. Having saved the town, a reward is offered. What does Rosie ask for? It will need a lot of red paint! Expressive pencil drawings add personality and impact to the plot. N. Chaffey



**USER LEVEL:** Stage 1 Stage 2  
 Paper \$10.95 SCIS 1313588

CUMMINGS, Phil

**Danny Allen was here**

Pan Macmillan, NSW, 2007  
 ISBN 9780330422949

Set in an Australian country town, these warm, descriptive tales are based on the author's own childhood adventures. Remembered fondly, the stories feature sibling interactions with snakes, dry creek beds, cubby houses and forbidden secret tadpole hunting missions down at the dam. There is an undercurrent of tension due to drought and the bank's pressure on the family. Too busy with their daily adventures, the children are blissfully unaware of the potential consequences of this pressure. Eventually the bank forecloses on the mortgage, and the family is forced to move to the city. They try to look ahead with a positive attitude, albeit tinged with apprehension. Students studying the Stage 3 COGs (A) Unit: *Living land* will gain insight from these short stories. A. Beedles

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
 Paper \$14.95 SCIS 1307502

DADDO, Andrew

**Run, kid, run!**

ABC Books, NSW, 2007 (ABC kids fiction)  
 ISBN 9780733319280

In this enjoyable tale of Harrison and Jess, the siblings are forced to accompany their mother to work at a local television station, as there is nobody at home to look after them. But, they are not allowed to be there. The story provides readers with an amusing romp through a TV station, describing a typical day in television as well as briefly



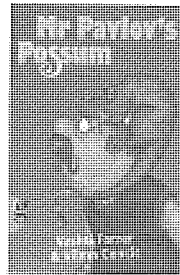
detailing the steps involved in filming a TV program. This book lightly supports the study of information and communication in Stage 3, due to the technical language used. D. Croker

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; SciTech  
**SYLLABUS:** English K-6; Science & Technology K-6  
 Paper \$11.95 SCIS 1307400

FARRER, Vashti & CENCIC, Vilma

**Mr Pavlov's possum**

Hachette Livre, NSW, 2007 (Giggles)  
 ISBN 9780734409546



This delightful and engaging story is based on the behaviour modification theory of Pavlov's dog. The reader is immediately introduced to Mr Pavlov's love of dogs and his desire to have them well trained. In typical third person narrative, the death of his dogs comes quickly and unemotionally, leaving Mr Pavlov sad and alone. Enter a possum and the events gather pace. The reader begins to empathise with Mr Pavlov's need for order as the adventurous possum does everything in its power to create disorder. Through the creative use of understatement, the wily little possum turns the tables and has poor Mr Pavlov salivating at the sound of a bell. A humorous story with a twist for the younger reader, this book explores the need for companionship in life. M. Whitfield

**USER LEVEL:** Stage 1 Stage 2  
 Paper \$10.95 SCIS 1315059

FRANKLAND, Richard J.

**Digger J. Jones**

Scholastic Australia, NSW, 2007  
 ISBN 9781865048567

The fictional diary of Digger is set in Victoria in 1967 at the time of the Aboriginal referendum. Digger is comfortable in both his Melbourne home and his mother's traditional home in central Victoria, but when his family become involved in the Yes campaign, he begins to innocently ponder the values of kinship, friendship, loyalty and family. He questions his peers and extended family on democracy, citizenship, and self determination, and the narrative interprets the answers through the eyes of an 11 year old. An accessible language style makes good use of Digger's voice and playground colloquialisms. The novel could be a valuable shared reading experience. R. Higginbottom

**USER LEVEL:** Stage 3 Stage 4  
 Paper \$14.99 SCIS 1305889

FUSILLO, Archimede

**The great switcheroo**

Penguin Group (Australia), 2007 (Puffin) (Aussie bites)  
 ISBN 9780143302568

Prankster Raymond and his mates are the terrors of the neighbourhood. Their great plan this time is to switch everyone's pets around while all the neighbours are at the local council's street party. Meanwhile, preparations for his sister's Scottish themed wedding are going on in the background. Raymond narrates, adding some interesting social observations about the neighbourhood environment. The entertaining events of the novel culminate in a light punishment, where Raymond and accomplices are

suitably kitted up for the wedding. Mitch Vane's black and white illustrations will certainly add to the amusement of young readers. R. Parnis

**USER LEVEL:** Stage 2  
 Paper \$11.95 SCIS 1305382

GALLATE, Bernard

**Monkey come home**

ABC, NSW, 2007 (ABC kids fiction)  
 ISBN 9780733320996



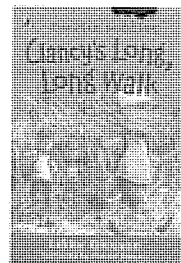
When Avery Bloom rescues a monkey in his backyard, little does he know that this is the beginning of an astronautic mystery that began years ago. Where did the monkey come from and how can Avery keep his presence a secret from his parents? Written in short chapters, this book is an excellent resource for young independent readers. The story is filled with intrigue and humour as Avery gradually finds out the truth about his intelligent and resourceful visitor. Black and white illustrations accompany each chapter, adding to the overall appeal of this refreshing, simply written novel. J. Eade

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
 Paper \$11.95 SCIS 1315102

GLEESON, Libby

**Clancy's long, long walk**

Penguin Books (Australia), 2007 (Puffin) (Aussie nibbles)  
 ISBN 9780143302889



A classic tale of the youngest child's belief that he is not too little, this book features themes of growing up and overcoming obstacles, and will certainly appeal to the targetted audiences. In order to humanise the characters and events for the reader, the author has taken on the voice of Clancy's big sister. Through her insights we watch with empathy as Clancy struggles to finish the bush walk. His family encourages him, through distraction and magic walking sticks, to make the distance. With a typically happy ending, this story is a pleasant read, full of Australiana and a message that nothing is impossible, even if you are little. M. Whitfield

**USER LEVEL:** Stage 1  
 Paper \$10.95 SCIS 1305383

GLOVER, Richard

**The joke trap**

ABC Books, NSW, 2007 (ABC kids fiction)  
 ISBN 9780733320552



When Jesse and Ben try to cure their fathers of perceived social faux pas, the discoveries that they make are quite amazing. The story will appeal to pubescent youngsters who find their parents embarrassing, although many readers will have heard the jokes. As the storyline evolves, Jesse and Pete subconsciously mimic their fathers, before having a revelation about them. The light-hearted tone entertainingly depicts the generation gap that can occur in those most difficult years. Ably supported by its black and white

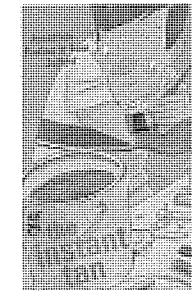
drawings, this is an excellent resource for independent readers. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
 Paper \$11.95 SCIS 1307405

HARLEN, Jonathan & JELLET, Tom

**The instant tan**

Hachette, NSW, 2007 (Giggles)  
 ISBN 9780734409553



Blake McCarthy is jealous of his friend's holiday tan, and when he happens across an open tin of golden brown varnish in his father's shed, Blake decides to use it for an unusual purpose. Humorous and entertaining, this simple story is a quick and purposeful reading experience. Blake's actions are extreme and drastic, and so is the solution to his painted on tan. Students will easily identify his mistakes and poor choices regarding personal grooming and body image. The book offers opportunities to explore these issues. In a happy and clever ending, Blake takes responsibility for his poor decisions. D. Croker

**USER LEVEL:** Stage 2  
 Paper \$10.95 SCIS 1311102

HARRIS, Christine

**Cool bananas**

ABC, NSW, 2007 (ABC kids fiction)  
 ISBN 9780733321108

Claudia tries to hide her fear from others, sometimes even from herself. Holidays should be fun, she has the wardrobe and location but when she meets her grandfather at the airport, he is not what she expected. Claudia is not sure she wants to get to know him. Who else walks a bird in its cage, wears loud and odd clothes, and takes their false teeth out and licks them? Of course there is her fear and Grandpa's too. This odd couple do establish a relationship, and the complications of their own insecurities add humour to the telling of this family tale. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3  
 Paper \$11.95 SCIS 1315115

HARSH, Leanne

**I miss daddy**

Joshua Books, Qld, 2006  
 ISBN 9780977571765

Dealing with the death of a parent, this book, like the similar titles listed, is a gentle and insightful story for young students. Written from a child's point of view and illustrated with children's drawings, these books are about the difficulties of living in families split by death or divorce. There is only a sentence or two on each page but they provide helpful information for young children. *It must be my fault* details a child's feelings from the time her father leaves the family until she realises that he did not leave because she was naughty. *Daddy's new family* explores a child's feelings of abandonment when her father remarries. A. Soutter

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
 Paper \$12.95 SCIS 1307642

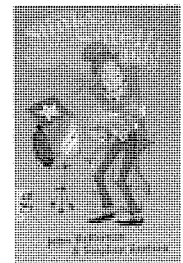
Other reviewed titles:

**Daddy's new family** SCIS 1307652  
**It must be my fault** SCIS 1307648

HEFFERNAN, John & AXELSEN, Stephen

**Stinky, the tale of a smelly dog**

Hachette, NSW, 2007 (Giggles)  
 ISBN 9780734409089



A very adventurous, very smelly dog hides himself in his owners' suitcase and stows away on their holiday. He has comical run-ins with a cruel magician and a garbage truck. He even falls out of a plane, all in the adventure of finding his way home again. This easy chapter book has a well paced plot, large text and plenty of line drawings, contained within short chapters. The humour and simple language combine to encourage developing readers to drop everything and read for pure enjoyment. L. Doyle

**USER LEVEL:** Stage 1 Stage 2  
 Paper \$10.95 SCIS 1311108

HEISS, Anita & the students of La Perouse Public School

**Yirra and her deadly dog, Demon**

ABC, NSW, 2007  
 ISBN 9780733320392

In this narrative, Demon is a large Siberian huskie living with Yirra and her family at La Perouse, Sydney. Demon creates all sorts of problems for Yirra as she tries to train him to behave. Students contributed their own experiences and language to the story, which provides a good example of contemporary Aboriginal life in an Australian city. Illustrations by Adam Hill add to the vigour of the tale, especially the flick drawings of Demon running across the top of the pages. Location maps, a glossary and authors' photograph ably support the narrative. This would be a great book to read to a class to balance more traditional stories of Aboriginal life. R. Parnis

**USER LEVEL:** Stage 1 Stage 2  
 Paper \$14.99 SCIS 1317292

JORGENSEN, Norman

**Another fine mess 002**

Fremantle Arts Centre Press, WA, 2007  
 ISBN 9781921064555

The reader is taken on an amusing journey in this action filled novel about best friends, Michael and Woody. The narrative has a clever, circular structure, beginning and ending amidst the graduation of the protagonists from Chard Valley Junior High. The storyline focuses on the antics and mishaps of these two likeable characters. Michael's attempt at writing a spy novel allows Jorgensen to make humorous authorial comments about novel writing. References to figures such as Dan Brown, J. K. Rowling, and Eminem, place this entertaining novel in a modern context, and will contribute to its enjoyment by young readers. J. Webber

**USER LEVEL:** Stage 3 Stage 4  
 Paper \$16.95 SCIS 1315393

All prices in the availability statement include GST.

KLEIN, Robin

**Birk the berserker**Omnibus, SA, 2007  
ISBN 9781862916814

Cowardly and kind, this Viking boy does not fit the fierce mould of his peers. When he cannot avoid going on a raid any longer, he turns the tables and defends the innocent, falling in love at the same time. The attractive cover of this reprinted favourite will beckon readers, and bright and appropriate descriptive language enriches the narrative's dialogues. Expressive and humorous black and white sketches are spread throughout the text describing Viking culture and helping the reader to visualise the story. The book should be a big hit with students and give them food for thought about war and fighting versus peace and kindness. D. Johnston

**USER LEVEL:** Stage 2  
Paper \$12.95 SCIS 1312099

MASSON, Sophie

**Thomas Trew and the hidden people**Hodder Children's, UK, 2007 (Thomas Trew series)  
ISBN 9780340894842

In contemporary London, Thomas lives with his father until messengers from another world arrive to tell him he is a rymen, someone who experiences things before everyone else. For independent readers, this charming chapter book details Thomas's adventures into the dreams and magic of another world. The book has a fantastical and medieval flavour, and will be an entertaining story for students who enjoy magic, fantasy and adventure stories. The plot is enjoyable and humorous, although it can be complicated at times, so is not suitable for all readers. D. Croker

**USER LEVEL:** Stage 2 Stage 3  
Paper \$15.95 SCIS 1311115

MATTHEWS, Penny

**Fairy four-eyes**Penguin Group (Australia), 2007 (Puffin) (Aussie bites)  
ISBN 9780143302773

Lucy lives and breathes ballet. Her position as the star pupil in Madame Figg's ballet class is threatened when Lucy is forced to wear glasses. Imagine the sugar plum fairy with glasses! After coming to terms with this, a greater complication emerges when a talented, male dancer joins the class. Bitter rivalry results, but misunderstandings are eventually overcome. This engaging story deals with friendships, jealousy, fears, ambition and the problems of childhood diabetes in a realistic way. Emma Quay's sketches support major events in the narrative and help the reader to visualise the emotions experienced by the characters. C. Keane



**USER LEVEL:** Stage 2  
Paper \$11.95 SCIS 1308308

**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: [michela.busch@det.nsw.edu.au](mailto:michela.busch@det.nsw.edu.au)

MORGAN, Christopher &amp; CURTIS, Neil

**Pirates eat porridge** [sound recording]Louis Braille Audio, Vic, 2007 (30 min.) (Out loud! alive audio)  
ISBN 9781921104954

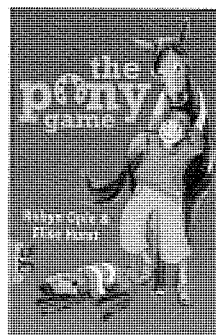
Billy and Heidi are a brother and sister who have an unforgettable encounter with a porridge eating pirate and his pig. Audiences will be treated to a mix of humour and cheekiness in this story read by acclaimed performer Don Bridges. The reading is clear and audible, with careful attention paid to expression. Voice changes for different characters are sure to hold children's attention. The CD will support auditory learners and encourage listening skills. The narrator paints a clear picture, enabling students to visualise characters and setting. Possible classroom activities include acting out different scenes, drawing characters based on readers' interpretations of the story, or stopping the CD before its completion and having students discuss or write the possible ending. L. Doyle

**USER LEVEL:** Stage 2  
\$24.95 SCIS 1316337

OPIE, Robyn &amp; HURST, Elise

**The pony game**Hachette Livre Australia, NSW, 2007 (Giggles)  
ISBN 9780734410054

The moral of the grass always being greener on the other side fits well with this narrative. Lucy has always wanted a pony of her own, but her parents have resisted. That is why she plays the pony game, in which her dog Beauty acts as the pony. When the opportunity arises for her to look after a horse in the stables next door Lucy eagerly takes it. Ultimately, she comes to realise that her friendship with Beauty is more special than an equine relationship. Written in short chapters containing simple sentences and engaging illustrations, this story will appeal to young readers who are fond of animals. J. Eade



**USER LEVEL:** Stage 1 Stage 2  
Paper \$10.95 SCIS 1315105

ROBERTS, Tansy Rayner

**Seacastle: a tale of the shimmeron**ABC, NSW, 2007 (The lost shimmeron)  
ISBN 9780733320262

From its intriguing prologue through to a satisfying conclusion, this novel captures realistic sibling banter as young Thomas and brother Nick, plus new friend, Catya, face the challenges confronting Habitat. Thomas is in mental communication with an ancient alien being in Lake Shimmer. The boys enter a curious underwater dimension, where they attempt to save a city of mermaids and mermen, and they begin to solve the mystery of the scattered, shape shifting shimmerons. The children demonstrate both resilience and bravery. This is the first instalment of a promising seven part, shared world fantasy series. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1317278

ROSS, Stewart

**Curse of the crocodile god**Dorling Kindersley, UK, 2007 (DK readers. 4, Proficient readers)  
(DK graphic readers. 4)  
ISBN 9781405318389

In a clever combination, a classic tale from the ancient world meets a very modern format in this graphic novel. The storyline is action packed and peppered with gruesome forms of torture, mummified bodies, and attacks from wild animals. An extensive illustrated glossary adds interesting facts. Fairly complex notions are played out in cartoon style format. Young male readers in particular will be drawn into the accessible and exciting storyline via the artwork and themes. S. Taylor

**USER LEVEL:** Stage 2 Stage 3  
Paper \$9.95 SCIS 1308563

ROY, James

**Problem child**University of Queensland Press, 2007  
ISBN 9780702236044

Max Quigley is in Year 6 and he considers himself an expert in the art of observing his fellow students, and persuading them to his point of view. Always ready with a justification for his actions, he regards his teachers and parents as unreasonable and unfair. After a particularly heinous act during a class excursion, Max is grounded. Deprived of TV, computer and pocket money, he is forced to acknowledge his victim and to get to know him as an equal. How this works out for Max and the painfully shy Triffen is the core of this wonderful novel. Ideal for reading aloud, the book could form the basis for lively classroom discussion about bullying and how to deal with it. W. Smith

**USER LEVEL:** Stage 3  
Paper \$16.95 SCIS 1306629

SACHAR, Louis

**Someday Angeline**Bloomsbury, UK, 2007  
ISBN 9780747587231

It is difficult being different and this book explores some of the issues of being markedly different from the general population. Angeline is a genius who faces up to the difficulties of trying to fit in with her peers, her surroundings and her father, who is also a little frightened of her intelligence. It is an entertaining story about finding oneself. Whilst readers will not all be gifted, students will be able to relate to the concept of not quite fitting in, as we all experience this feeling at some stage. This amusing story explores relationships from different angles, and it should engage young readers. K. McCulloch



**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95 SCIS 1313394

All prices in the availability statement include GST.

WADDS, Gillian M.

**Sea secrets**Hachette Livre Australia, NSW, 2007 (Zena and her mates)  
ISBN 9780734409782

An adventure novel set in a small coastal and multicultural community in contemporary Victoria, this narrative has a young Christian Lebanese girl as the protagonist. Zena finds a hessian bag full of fresh abalone and gives some to her friends, one of whom is the local policeman's son. After being told of the dangers of the illegal abalone trade, Zena and her friends turn detective when Tran, a school friend, goes missing. Told in easy to read chapters, the novel uses plenty of dialogue and the drama is supported by notes on abalone fishing in Victoria, internet addresses and even some recipes. F. Crum

**USER LEVEL:** Stage 3 Stage 4  
\$15.96 SCIS 1315110

WHATLEY, Bruce &amp; SMITH, Rosie

**The giant horse of Milan**ABC Books, NSW, 2007 (Danny da Vinci)  
ISBN 9780733319150

In this creative story, readers follow the adventure of two boys who help their uncle sculpt a statue for the Duke of Milan, encountering challenging obstacles along the way. The layout loosely resembles a comic book format. It has varying font size and style, a humorous plot, colour illustrations and many historical puns in the clever character and place names. Students with a particular interest in art or history will enjoy the references to the designing and sculpting process, as well as the links to historical places, buildings and events. An added feature is a historical section about Leonardo da Vinci and the Horse of Sforza, allowing readers to make a connection between fiction and history. L. Doyle



**USER LEVEL:** Stage 2 Stage 3  
Paper \$11.95 SCIS 1313071

WHITING, Sue

**The Hairy Legs heist**New Frontier, NSW, 2007 (A Britt Brady mystery)  
ISBN 9781921042133

Motivated by the theft of a much loved local identity, a loud mouthed galah, from the front of the pet shop, child detectives Britt Brady and friends stubbornly pursue leads to recover their feathered friend. They uncover a bird smuggling racket in the process. Set in southern Sydney, the characters are multicultural and the atmosphere is contemporary. The plot keeps readers engaged with just the right amount of detail, complication and suspense. A variety of family types, relationships, situations and ages add to the plot, along with the embedded animal welfare issues. Visual interest and textual variety are added to the format through the use and inclusion of character profiles, graffiti, headlines and excerpts from newspapers within the narrative. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
Paper \$14.95 SCIS 1310234

## Fiction for older readers

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

BONDOUX, Anne-Laure

**The killer's tears**

Allen & Unwin, NSW, 2007  
ISBN 9781741751048

Focusing on the metaphysical journey of three people, this dark, award winning novel begins brutally with the killing of parents who live in an isolated part of Chile. Angel spares the child, Paolo, and over time, Angel begins to open his soul to Paolo, desiring reformation from his hideous past. When the stranger Luis enters their world, there is rivalry for Paolo's affection as the characters travel in search of supplies. A metamorphosis of the central characters occurs, and this well written narrative has some intriguing social commentary. The novel should engage and enlighten older readers. A. Frost



**USER LEVEL:** Stage 5 Stage 6  
Paper \$17.97 SCIS 1313416

CIDDOR, Anne

**Night of the fifth moon**

Allen & Unwin, NSW, 2007  
ISBN 9781741148145

Set in pagan Ireland, this interesting tale is about Ket who, along with five other fosterlings, is competing to be a druid. The novel is rich in druid and Irish knowledge, and the competitors undergo training and face tests utilising this knowledge. The creative inventiveness of Ciddor's language gives an insight into ancient times and should interest imaginative readers. The author is knowledgeable in this area and the novel will have special appeal for students who have an interest in these issues and in this time and place. There is also a strong message of awareness and care for our environment. R. Higginbottom

**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.95 SCIS 1315697

CONDON, Bill

**Dare devils**

University of Queensland Press, 2007  
ISBN 9780702236242

Jack Watson has led a safe, unexceptional life, until Tony, a new boy at his school, befriends him. Tony has a list of important activities he needs to undertake before he dies. When he engages Jack as an accomplice, Jack realises that he has been merely cruising through his own 16 years of life. Tony lives day to day with an

obvious *joie de vivre*, and this readily infects Jack. A delightful tale, driven by its memorable, rather eccentric characters, this book is truly engaging. It deals with some disturbing issues in a sensitive manner and cultivates an appreciation of personal differences. A wry sense of humour and a positive approach to life make for an uplifting story, and the inevitable end is handled with sensitivity. C. Sly

**USER LEVEL:** Stage 5  
Paper \$18.95 SCIS 1315945

DADDO, Andrew

**Muffin top** [sound recording]

ABC, NSW, 2006 (211 min.) (ABC audio)  
ISBN 0733390285

Daddo seems to know what makes adolescents tick. Here he presents a compilation of hilarious family situations from the perspective of a teenage son. In three CDs, as author and narrator, he addresses issues including adolescent obesity and body image. He very skilfully satirises the desire for popularity and acceptance as well as the search for spirituality, health and wellness. The family attends some strange dance lessons and a photographic session; they bump into an array of sleazy characters and end up in a health and wellness clinic. Daddo's well modulated and expressive voice makes the most of many colloquialisms, and it will engage young listeners. The humour is sometimes coarse and the narrative's themes are most suitable for students older than nine years. D. Johnston

**USER LEVEL:** Stage 3 Stage 4  
\$34.95 SCIS 1296617

**Dark alchemy: magical tales from masters of modern fantasy**

/ edited by Jack Dann & Gardner Dozois. Bloomsbury, UK, 2007  
ISBN 9780747590569

Here is another wonderful anthology of fantasy stories written by outstanding composers such as Garth Nix, Neil Gaiman, Jane Yolen and Orson Scott Card. English teachers looking for texts in the fantasy or Gothic genres, search no further! A key feature of this volume is its variety in theme and style, with stories ranging from medieval fantasy, wizards and witches, to characters using magic in contemporary settings. Each story has a useful, short introduction that will point readers to further works by that writer. Features of the fantasy genre are generally observed by the writers, allowing readers to enjoy the narratives and learn what makes an effective short story. With accessible language, well devised plots and appealing characters, this anthology will have wide appeal. H. Cobban



**USER LEVEL:** Stage 4 Stage 5  
Paper \$24.95 SCIS 1317863

All prices in the availability statement include GST.

FRENCH, Jackie

**Pharaoh: the boy who conquered the Nile**

HarperCollins, NSW, 2007  
ISBN 9780207200823

Set in pre-Dynastic Egypt, this book is an engaging fictional account of the rise to kingship of Narmer, the pharaoh who united Egypt. From his home of Thinis on the banks of the Nile, to the lands of Punt and Sumer, Narmer's journey awakens him to advances in technology, such as the wheel, canals and writing. It is also a journey of maturation as he recovers from wounds caused in an accident. Narmer reveals an inner strength and tenacity, and themes of regnal responsibility, family relationships, love and loyalty are explored. This book will be enjoyed by readers who have an interest in ancient Egypt. B. Hull

**USER LEVEL:** Stage 4  
Paper \$15.99 SCIS 1311330



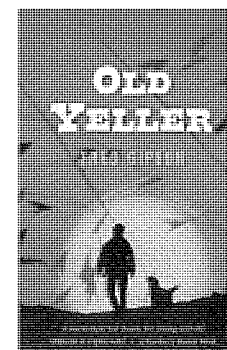
GIPSON, Fred

**Old Yeller**

Allen & Unwin, NSW, 2007  
ISBN 9781741751543

In this American classic, young Travis is left in charge of the farm and family when his father goes off on a cattle drive. The book's humour, its likable young protagonist, its pioneering anecdotes, and its cast of rampaging wild animals, will have strong appeal for students. When an ugly stray dog wanders onto the farm, he becomes Old Yeller, a clever and protective member of this mid 19th century family. The narrative is a rolling series of incidents, retold by 14 year old Travis in an authentic and approachable Texan dialect. The novel's setting and action is in stark and welcome contrast to the introspective nature of much contemporary young adult fiction. The novel would make an excellent class set. C. Thomas

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95 SCIS 1315694

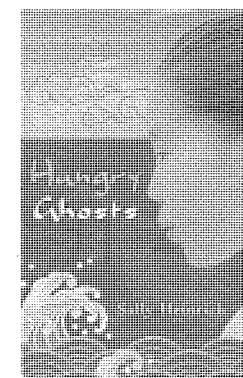


HEINRICH, Sally

**Hungry ghosts**

Hachette Livre Australia, NSW, 2007  
ISBN 9780734409805

After eating a yam cake placed out for ghosts during a Chinese festival, Sarah meets Pei, a sad and hungry ghost. Pei is pining over the loss of her lover, who was meant to follow her out from China in the 19th century. Told in the first person by Sarah, this novel is set in the present and interlaced with Pei's viewpoint as the sad ghost. Chinese superstitions and spiritual practices are



reflected in the relationship between a young girl and the ghost she sees and hears. A friendship develops as Sarah seeks to give closure to Pei's search for her lost love. This delicately told story provides an insight into Chinese immigration and culture in Australia in the 19th century. F. Campbell

**USER LEVEL:** Stage 4  
Paper \$15.95 SCIS 1315056

HIGSON, Charlie

**Double or die**

Penguin Group (Australia), 2007 (Puffin) (Young Bond)  
ISBN 9780141322032

In this action packed thriller, the adolescent James Bond is a student at Eton who is easily drawn into adventures involving the exposure of criminals. When a professor disappears, leaving a mysterious letter containing seven cryptic clues, Bond and his friends realise they have only a brief time to unravel the clues in order to avert an extreme disaster. The action takes place over three days, with Bond and his allies in many dire situations in which the protagonists are dogged by ruthless villains. A thrilling tale, this page turner will keep readers on the edge of their seats from beginning to end. It could be an exciting introduction to the espionage genre. C. Sly

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1303042

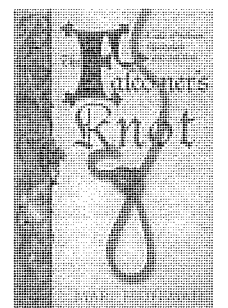
HOFFMAN, Mary

**The falconer's knot**

Bloomsbury, UK, 2007  
ISBN 9780747582755

Silvano and Chiara live very different lives in Italy in the year 1316. Silvano is accused of a murder he did not commit and his powerful father organises sanctuary in a friary; Chiara is forced by poverty to enter a nunnery. In this meticulously researched historical novel, the friary and the convent stand side by side, and, when a series of murders occur at the friary, Silvano and Chiara are united in their desire to prove Silvano innocent. Able readers with a strong interest in historical fiction and medieval sights and sounds should enjoy this novel, despite the large number of clichés in the writing. Hoffman provides fascinating information about mural painting as a subplot, with many insights into gender and class relations in the 14th century. E. Chase

**USER LEVEL:** Stage 4 Stage 5  
\$26.95 SCIS 1313405

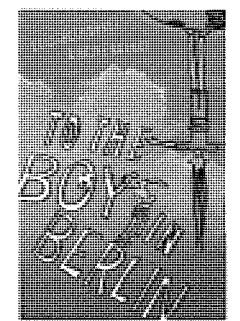


HONEY, Elizabeth &amp; BRANDT, Heike

**To the boy in Berlin**

Allen & Unwin, NSW, 2007  
ISBN 9781741750041

While holidaying in a beach house in Cauldron Bay, Henni stumbles on a mystery about a German boy who lived in the same house, around the time of WWI. She contacts a boy in Berlin, and eventually they embark on an email journey, exploring the conflicts of race, religion and politics involving a family leaving Germany at the beginning of WWI. This family must also deal with the antagonism



## resources

against them in Australia when war broke out. The text varies in font and style and some of the pictures, documents and illustrations align well with the narrative. This is an interesting story about trying to understand the humanity across political, religious and racial divides. F. Campbell

**USER LEVEL:** Stage 4  
Paper \$15.95 SCIS 1308789

HOOPER, Mary

### *The remarkable life & times of Eliza Rose*

Bloomsbury, UK, 2006  
ISBN 9780747575825

Eliza, 15, runs away from her cruel stepmother to find her father in London in 1670. After being thrown into prison for stealing food, she is rescued by a brothel owner and befriends her daughter Nell, mistress of King Charles II. Eliza's quest is to find her identity in an English world where women often fight to survive. The novel is interesting enough, showing Eliza's naivety coming from an English country town into the hazards of 17th century London. There is a lot of emphasis on women being used as sexual partners, either willingly or unwillingly, although particular situations are not explicitly depicted. Eliza does triumph in the end, finding a sense of self and identity, but the story becomes pedestrian and predictable. F. Campbell

**USER LEVEL:** Stage 5 Stage 6  
Paper \$16.95 SCIS 1292714

HOSSEINI, Khaled

### *A thousand splendid suns*

Bloomsbury, UK, 2007  
ISBN 9780747582977

Hosseini has given us another beautifully crafted novel, affirming his place as a most important contemporary author. While *The kite runner* concentrated on relationships between men in Afghanistan, this time the author focuses on the plight of women, and the hardships of their lives. The two main characters are brought together by the circumstances of war. Threatened, thrashed and abused by their repugnant husband, the bond that ties them becomes that of mother/daughter/sister/friend. Much of what happens in this story is hard to believe, but more than likely it is a reality for many women in Afghanistan. Repression of women, oppression by the government, heartbreak, friendship and love, make this a hauntingly memorable tale which could support the English Stage 6 Area of Study: *The journey*. M. Busch

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6  
Paper \$32.95 SCIS 1321943

HUGHES, Carol

### *Dirty magic*

Allen & Unwin, NSW, 2007  
ISBN 9781741751079

A clever fantasy novel, this narrative simultaneously reveals a world to the reader and to Joe, 10, the protagonist. Joe's ordinary family life changes when he is sucked into another world and becomes entangled with feuding warlords, and dangerous challenges



from fetchers and skulkers. Joe journeys through this unknown land, relying on his adept blind guide, Spider. He has just as many questions about this new world as the reader does, and it is not until the end that the narrative is pieced together for both. The novel is beautifully concluded when Joe returns to his family, happy with his place within that unit. J. Webber

**USER LEVEL:** Stage 5  
Paper \$15.95 SCIS 1301669

JINKS, Catherine

### *Living hell*

Allen & Unwin, NSW, 2007  
ISBN 9781741148282

This chronicle of incident and aftermath, retold by the central character Cheney, is suspenseful and engaging reading. Cheney, 16, lives peacefully on an ark type spaceship, until war changes everything. The application of human biological systems to innate objects gives this science fiction thriller an unusual and interesting twist. Technical jargon is explained in simple terms, and scenarios should prove excellent for stimulating ongoing classroom discussion. Readers will identify with the young characters and respond well to the narrative's pattern of plan, attempt, and re-group. The novel explores humanity, and issues of survival, sacrifice and friendship are developed throughout. B. Kervin

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1313393

KLADSTRUP, Kristin

### *The book of story beginnings*

Walker, UK, 2007  
ISBN 9781844282821

Lucy and her family move into the family farmhouse where nearly 100 years earlier, Oscar lived and mysteriously disappeared. Lucy finds Oscar's notebook and within it she writes about a girl whose father is a magician. Soon after, her father turns into a crow and flies off, and Lucy realises that her story is endangering her father's life. When Oscar appears from another world, he and Lucy journey to this other world, where stories are realities. The excitement of Lucy's father's disappearance, Oscar's plight, and the search for the happy ending is well written and entertaining. Although the middle of the novel tends to dawdle, outstanding descriptions and reflections on family dynamics should keep students reading. A. Frost

**USER LEVEL:** Stage 3 Stage 4  
Paper \$16.95 SCIS 1309374

MARTYN, Eve

### *Killer Mackenzie*

Hachette Livre Australia, NSW, 2007  
ISBN 9780734410269

Teenage Alexandra has lived in England with her mother and rich stepfather for so many years she cannot remember her early years in a rural town, or her father, who she has not heard from since she left Australia. The book is about her return to Australia and to a father who has remarried. Alex is aghast at all the chores that are expected of her on the sheep and cattle farm, in what she considers to be substandard living condi-



tions. The characters are stereotypical and the plot predictable as it ambles along at the supposed pace of the rural community. Alex gradually accepts the rural Australian lifestyle and reclaims her heritage through a series of outback events. R. Higginbottom

**USER LEVEL:** Stage 4 Stage 5  
Paper \$17.95 SCIS 1311160

METZENTHEN, David

### *Black water*

Penguin Group (Australia), 2007  
ISBN 9780143005612

An atmosphere of impending doom enshrouds this narrative which is set on Swan Island, off the Victorian coast. After his father's death in a storm at sea, young Farren Fox awaits the return of his elder brother from Gallipoli. However, on Danny's return, physically and mentally maimed by war, things take a turn for the worse. When Souki, a precocious little girl rescued by Danny from a shipwreck, enters their world, life improves for the Foxes. This is an engrossing story that exposes the impact of WWI upon a remote fishing village. Both the historical and physical settings play a highly significant role in a novel that offers a fascinating glimpse into the lives of ordinary folk during this era. C. Sly

**USER LEVEL:** Stage 4 Stage 5  
Paper \$18.95 SCIS 1308833

PALMER, Tony

### *Break of day*

Penguin Group (Australia), 2007  
ISBN 9780143004721

Murray Barrett is the 'everyman' of Australia's involvement in WW II. Through the dual narratives of life in the Papua New Guinea jungles and a small country community in Australia, the story reveals Barrett's journey out of adolescence. He seeks to understand his family, his own nature and his place in an unstable world. It is only when he must face his own hatred, fear and impending death that he comes to understand that the cumulative actions of a lifetime cannot be changed by a single moment. Or can they? The novel deals with the Kokoda Trail, war, mateship, community, family, love, courage, cowardice and empathy. It is an engrossing narrative. F. Crum

**USER LEVEL:** Stage 5 Stage 6  
Paper \$17.95 SCIS 1304208

PANCKRIDGE, Michael

### *The cursed*

Black Dog Books, Vic, 2007  
ISBN 9781921167553

Set in a boarding school and the Amazonian jungle, this novel evokes the worlds of Harry Potter and Indiana Jones, while ultimately deriving its main inspiration from the conspiratorial milieu of Dan Brown. The teenage protagonist battles a misguided vigilante group as they attempt to discover the secret of his amazing powers of invisibility. Before settling down to a traditional narrative, the initial exposition is a montage of types of text which invite the reader to guess at the conspiracy. This technique might allow an educator to incorporate a variety of literacy activities. The novel is certainly quickly paced, with the action coming thick and fast, and it cleverly creates characterisation and atmosphere. P. Gilchrist

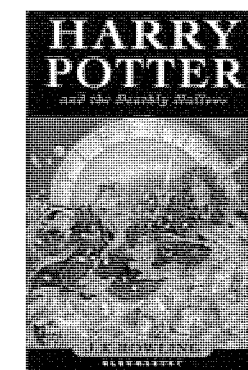
**USER LEVEL:** Stage 5  
Paper \$16.95 SCIS 1314041

ROWLING, J.K.

### *Harry Potter and the deathly hallows*

Bloomsbury, UK, 2007  
ISBN 9780747591078

Another rollicking read from Rowling finishes the epic adventures of Harry and his friends aptly and adroitly. From the opening encounter with the Death Eaters to the climactic battle, Harry proves himself to be a genuine hero, sometimes through luck, but eventually through emotional and moral maturity. Many of the episodes demonstrate character development, such as Harry and Ron's realistic conflict, Harry's poignant visit to his parents' grave and the leaving of Hogwarts. Rowling remains true to form in that the voices are authentic and consistent, the dangers are deadly, the villains are real, and the heroes are bold. Rowling's consistency in plot, theme and characterisation ensures that the events of previous books satisfyingly connect with this final instalment. Astute readers will also pick up some authorial comment on the books within the dialogue. Although the sense of anticipation has gone, the plot complexities will ensure that students will be reading and re-reading Harry Potter for years to come. It has been a long and magical journey for readers and characters alike. M. Busch & C. Thomas



**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
\$49.95 SCIS 1330394

SAUER, Tammi

### *Dear Jack*

FutureTrack, WA, 2007  
ISBN 9781876603144

Laney is in Year 8 when her mother develops breast cancer and rejects chemotherapy because she is pregnant. Beautifully written, this touching story describes Laney's struggle with the possibility that her mother may die. A secondary plot explores Laney's plan to snare Andy Carter, a student at her school. These elements co-exist comfortably because of the book's authentic and direct tone. Laney is an extremely likable character whose first person voice is honest and engaging. She is able to reach out for the support and love of friends and family, and she possesses humour, strength and resilience. The resource book contains a wide range of resources which will be appreciated by teachers seeking to use creative, higher-order activities. E. Chase

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.95 SCIS 1308749

*Other reviewed title:*

**Dear Jack resource book: photocopyable activities for use with Dear Jack** SCIS 1308757

#### 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](mailto:michele.busch@det.nsw.edu.au)



## Information, poetry and drama

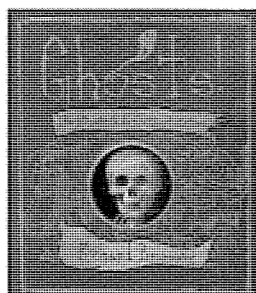
Resources are in Dewey order

BRASSEY, Richard

**Ghosts!: the ultimate guide for ghost hunters**Orion Children's Books, UK, 2006  
ISBN 9781842555279

[133.1]

From the clever hologram on the front cover to the final page, this text will delight, enlighten, frighten and captivate readers. The ghost phenomenon is explained, and famous ghosts and stories of haunting in history are explored, including ghostly animals, people, places and objects. Very detailed colour illustrations, presented in an almost comic strip format, are sure to engage readers. Factual accounts of sightings in famous places are fascinating. Written in very accessible language, this text will appeal to a wide audience and boys in particular could be enthralled. G. Cale



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
\$28.95

SCIS 1314429

MORONEY, Trace

**When I'm feeling jealous**Five Mile, Vic, 2007 (Feelings)  
ISBN 9781741783599

[152.4]

Jealousy is one of the negative feelings we must learn to deal with and this colourfully illustrated picture book explores this topic and some of its causes. It gives strategies to cope with this emotion. Useful for parents and educators, the text would prove a valuable and viable addition to personal, classroom and general libraries. Simple in language, but with a plethora of depth in the levels of meaning, it would ably support HSIE K-6 Topics: *School days* and *This is me*, and the Science and Technology Topic: *Growing up*. English classrooms could also use the text as reader's theatre. G. Cale

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; HSIE K-6; Science & Technology K-6  
Paper \$POA

SCIS 1315035

**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](mailto:michele.busch@det.nsw.edu.au)

HODGSON, David

**The buzz: a practical confidence builder for teenagers**Crown House, UK, 2006  
ISBN 9781904424819

[155.5]

With a linked website, the book aims to inform and motivate young people to make positive life choices. There are sections, on personality, behaviour and action, each of which has short, illustrated chapters with multiple headings. The tone is direct and student friendly, and young people are the book's target audience. These chapters will help readers identify their personality type, showing them how to use that knowledge to improve their learning and thinking. The book has many hands-on activities to keep young people engaged. The final chapter explains the theory on which the approach is based. School counsellors will find it useful and it is a very attractive book for students to use. A. Soutter

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**Paper \$23.95** SCIS 1316175

VINCENT, Erin

**Grief girl: my true story**Pan Macmillan, NSW, 2007  
ISBN 9780330422987

[155.9]

Simple, direct prose will engage readers in the autobiography of Erin, who is 13 when her parents die suddenly. Ensuing problems for Erin and her siblings include possessions taken into safe keeping and never returned, and trust money not being released. Captivatingly portraying the stages of grief in an authentic adolescent voice, this swift paced recount is written in the present tense, and a narrative style. It includes elements of humour during a time of immense loss, with some swearing in context when Erin expresses her grief. Readers will sympathise with her feelings of abandonment and rejection after the funerals. The book deals with the process of grief and acceptance very well, and it could be helpful for students who have experienced loss. A. Frost

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English; PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; English Stage 6  
Paper \$16.95

SCIS 1311331

DAY, Malcolm

**100 characters from classical mythology: discover the fascinating stories of the Greek and Roman deities**ABC, NSW, 2007  
ISBN 9780733319204

[292.103]

A comprehensive guide to deities and heroes from Greek and Roman mythology can be found in this book. Each character is presented in a set format: a family tree; an illustration, such as a statue, painting or coin; and a brief biography, including the character's notable feats. From Chaos and Gaia, to Athena and Neptune, the reader is given a concise introduction to each personality, with helpful mythological connections clearly shown. Characters include Oedipus and his family, and the protagonists of the Trojan War. The language of the book is quite sophisticated, but it does provide a useful summary of personalities, and a handy reference point for mythological allusions. Stage 4 History students will find some of the book helpful, and Stage 6 Ancient History

students may appreciate the book's visual approach for Case Study 6: *Homer and the Trojan War*. B. Hull

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7-10  
Paper \$32.95 SCIS 1309558

MARSH, Tracy

**I can make a difference**Tracy Marsh, SA, 2007  
ISBN 9781875899395

[302]

Aimed at raising awareness and providing practical ways in which everyone can make a difference in the world, this visually appealing book gives suggestions for action in the local and larger world. Ideas on raising money for charity, volunteering time, promoting awareness of important issues such as the environment or just how to lend a hand to friends in need are included. Using photographs and comic strips, the bright graphics and simple, direct language help to relate these ideas effectively. The book could be used by individuals and schools for fund raising or community activities. Its positive approach does not preach to the reader and it will help students who are thinking about their role in the world. R. Parnis

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$14.95

SCIS 1315265

JAKAB, Cheryl

**Global issues [series]**

Macmillan, Vic, 2007

Focusing on six environmental issues, this excellent series examines the causes of environmental problems and offers realistic solutions for a sustainable future. Each book is embedded with relevant Australian examples and most pages have an interesting **Fast fact** section. Stunning pictures and useful graphs and tables of information help enhance this collection. When completing outcome 4.9 on the greenhouse effect, Science 7-10 students will find the material in the title *Climate change* quite useful. Each visually appealing page uses simple language in a large font, although the information does not go into any great depth. I. Mavin

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; Science  
**SYLLABUS:** Geography 7-10; HSIE K-6; Science 7-10  
\$29.50 each

Reviewed titles in this series:

*Biodiversity* SCIS 1316050  
*Clean air and water* SCIS 1316045  
*Climate change* SCIS 1316036  
*Energy use* SCIS 1316009  
*Natural resources* SCIS 1316011  
*Overpopulation* SCIS 1316010

All prices in the availability statement include GST.

CHURCHER, Ben

**Think local!: a celebration of your school and your community [electronic resource]**Astarte Resources, ACT, 2007  
ISBN 0980307805

[307.07]

A CD-ROM, supported by 133 blackline masters and an instruction booklet, forms this local history investigative toolbox. A great resource, it overflows with well designed activities that support HSIE K-6, in particular the civics and citizenship components. The history and nature of schools, families and local communities, heritage and democracy issues, local and national, are explored through clever and involving activities. A relevant and practical classroom resource, it will help to create *Quality Teaching* practice and contribute to improved learning outcomes for students in HSIE. D. Giorgi

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$95.00

SCIS 1299037

WOLDRING, Klaas

**How about our republic?**BookSurge, Vic, 2006  
ISBN 1419631756

[321.8]

A useful book for Legal Studies and Modern History students, this is an interesting and robust addition to contemporary Australian debate. It discusses the head of state issue, outlines 15 contemporary world presidencies and how they are elected, and comparatively analyses the Westminster system. The book provides a well documented historical overview of various republican systems, including a brief history of republicanism in Australia. Very much of the view that Australia's constitutional monarchy is outmoded and irrelevant for Australia's present and future needs, the author critically analyses the constitution and the republican movement of the 1990s, and summarises major changes that have been recently advocated. D. Giorgi

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; Legal Studies Stage 6; Modern History Stage 6  
Paper \$POA

SCIS 1313340

FORSTATER, Mathew

**Economics**ABC Books, NSW, 2007 (Little book of big ideas)  
ISBN 9780733316760

[330.15]

A wonderful handbook for Economics students, the book uses simple language and clear explanations in looking at the great schools of economic thought and tracing the revolutions in economic thought and action. The book is laid out with simple graphics and in chronological chapters which summarise pre-classical and neoclassical economics, Keynesian economics, and development economics. These are explained via the key economic thinkers, and chapters are structured around economic identities. Readers will be delighted to read how Aristotle was the first thinker on economic activity, and how John Kenneth Galbraith was a proponent of regulation of the economy by government. The book is a handy reference for students and teachers. P. Sheppard

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Commerce 7-10; Economics Stage 6  
\$19.95

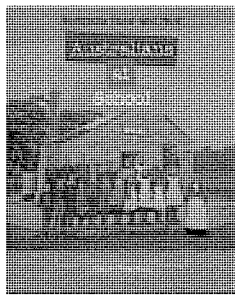
SCIS 1309755

PEARSON, Jane

**Australia then and now** [series]

Echidna Books, Vic, 2007

These informative books allow students to look into how Australians lived in the past, and encourage them to compare observations with their own personal experience. Some things remain relatively unchanged, while others are quite different. Each page features large, historical photographs with clear, simple explanatory text and questions asking students to express their own thoughts and interpretations of Australian life. Due to the range of content, the books may be useful within various Strands of the *HSIE K-6 syllabus* including *Change and continuity*, *Cultures*, and *Social systems and structures*. This is a comprehensive set, ideally suited to the target audience. M. Whitfield



**USER LEVEL:** Stage 1 Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$29.95 each

*Reviewed titles in this series:*

<b>Australians at home</b>	SCIS 1313534
<b>Australians at play</b>	SCIS 1313535
<b>Australians at school</b>	SCIS 1313541
<b>Australians at work</b>	SCIS 1313544

WHITEHEAD, Lara

**Disaster alert!** [series]

Heinemann Library, Vic, 2007

The dramatic, eye catching covers of these books beckon the curious to embark on a comprehensive and instructive examination of all aspects of each natural disaster. Encompassing geographical and scientific perspectives, they focus exclusively on Australian disasters, up to 2006. The phenomenon, location, incidence, predisposing factors and role of relevant authorities are explained. A timeline of major occurrences since settlement, a case study, emergency services perspective, survival strategies and the environmental impact of each disaster type add to the understanding of each emergency situation. Information is presented through a variety of text types and visual devices, including personal accounts, comic strips with multicultural characters, lists, diagrams and maps. The series supports the Stage 3 Science and Technology Unit: *What's the weather?*. N. Chaffey

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
 \$29.95 each

*Reviewed titles in this series:*

<b>Bushfire</b>	SCIS 1311300
<b>Cyclone</b>	SCIS 1311303
<b>Flood</b>	SCIS 1311304

**Ned Kelly's Jerilderie letter** [sound recording]

/ edited by Carole Wilkinson. Louis Braille Audio, Vic, 2007

(40min.) (Out loud! audio)

ISBN 9781921104992 [364.15]

Skillfully edited and narrated, Ned Kelly's letter is a passionate exhortation defending his motives and actions. Behind the facts, as

the infamous bushranger relates them, his anger and sense of injustice make this version of history both moving and entertaining. The audio book provides an excellent example of a primary source made acceptable to young historians. Background information gives students the opportunity to compare sources and detail. With the rich, deep voice of Francis Greenslade's narration, the resource has potential as a discussion catalyst regarding Kelly and the society in which he lived. N. Chaffey

**USER LEVEL:** Stage 3 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10; HSIE K-6  
 \$24.95 SCIS 1316340

SCUTT, Craig

**Mary Bryant: the impossible escape**

Black Dog, Vic, 2007 (The drum)

ISBN 9781921167614 [364.15]

A combination of fictional diary entries, historical accounts and descriptions, this story of convict Mary Bryant brings to life the experiences of women in the early days of the NSW colony. Well researched, and making reference to a range of primary and secondary sources, this book could provide an excellent introduction to the skills of the historian for Stage 3. Well chosen graphics complement the written text, and attention to historical detail and referencing supports the use of the book in Stage 5 History. The book could be used to examine specific details of life in the colony during 1788-1791. It is also an interesting text for English, with wide scope for analysis of fact and fiction in the development of a compelling narrative. A. Byron



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; History 7-10; HSIE K-6  
 Paper \$16.95 SCIS 1314410

**Wal-Mart: the face of twenty-first-century capitalism**

/ edited by Nelson Lichtenstein. New Press, USA, 2006

ISBN 9781595580214 [381.0973]

The book explores the Wal-Mart phenomenon from sociological, cultural and economic perspectives, explaining how the corporation has the power to rezone cities and set wage standards and how it is transforming business practices throughout the world. The chapter *A global corporation* is perhaps the most useful for Australian students who are investigating the fascinating and depressing effect of massive corporations on consumers and global trade patterns. Statistics in the book take the Wal-Mart story up to 2004 and, considering the rapid growth of the company, some of the information will already be out of date. The book has merit nevertheless, due to the depth of its coverage of Wal-Mart's methods and structure, and its historical information on global retailing. P. Sheppard

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Geography Stage 6  
 Paper \$35.00 SCIS 1316198

PEACOCK, John

**Fashion since 1900: the complete sourcebook**

Thames & Hudson, UK, 2007

ISBN 9780500513453 [391]

Peacock's drawings are meticulously produced designs with beautifully rendered lines, patterns, shapes and colours. In this revised edition, fine illustrations of clothing, underwear and accessories are presented on models, with each page covering a five year spread. Categories include bridal, couture, day and evening wear. Each section has a written description of the garments depicted, outlining the construction, fibre and fabric. Black and white outlines will make the book a useful resource for students who are beginning fashion drawing. There are biographies of featured couturiers and designers and useful tables which summarise the trends in five year blocks. M. Timperley

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; TAS  
**SYLLABUS:** Textiles & Design Stage 6; Visual Design 7-10; Visual Design CEC Stage 6  
 \$75.00 SCIS 1316958

SMITH, Michele

**Reeling them in: a critical literacy anthology**

Oxford University Press, Vic, 2006

ISBN 0195558529 [428]

A valuable textbook that could easily be adapted to English programs, this text focuses on supporting existing units of work with accessible comprehension tasks, rather than as a stand alone textbook. A variety of texts have analytical activities over a range of outcomes, including visual literacy, composing, reading and understanding. Modern texts such as brochures, picture book illustrations, letters, fractured fairytales, and newspaper articles, will maintain student interest with their diversity. The main fiction extracts come from *The lost thing*, *The curious incident of the dog in the night-time*, and *Whale rider*. The book could be used for homework, with individualised questions corresponding to class work. J. Webber

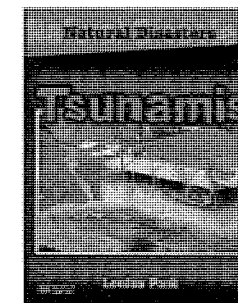
**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10  
 Paper \$26.95 SCIS 1285266

PARK, Louise

**Natural disasters** [series]

Macmillan Education Australia, 2007

Acknowledging students' curiosity of this subject, this series provides facts on different types of disasters, and describes real disasters in a vivid and insightful way. Captioned photographs and illustrations explain the forces at work when nature becomes destructive. Clear formatting with varying font styles will sustain readers' interest. Succinct information in fact boxes throughout the books provide concise information and statistics. Explanations are given in short paragraphs with highlighted words explained in a comprehensive glossary. The resources could be used within the Science and Technology Unit: *An ancient land*. R. Parnis



**USER LEVEL:** Stage 3

**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
 \$29.50 each

*Reviewed titles in this series:*

<b>Droughts</b>	SCIS 1310790
<b>Earthquakes</b>	SCIS 1310794
<b>Hurricanes</b>	SCIS 1310795
<b>Tornadoes</b>	SCIS 1310792
<b>Tsunamis</b>	SCIS 1310788
<b>Volcanoes</b>	SCIS 1310700

DAY, Trevor

**Water**

Dorling Kindersley, UK, 2007 (See for yourself)

ISBN 9781405318747 [553.7]

Visually appealing and rich in content, this book will be a very useful addition to the library, especially for ESL students and visual learners. It is a visual experience, with accessible information in diagrams, quality photographs, and creatively designed tables. These include facts on rivers, glaciers, clouds, and water content of the human body. The timeline showing some of the most significant water related events of the last four billion years is a good example of clever timeline design. The resource emphasises the wonder of water with its interesting facts and figures, information on global warming, fold-out pages, including a water cycle table, and an unusually comprehensive glossary and index. The text supports the Stage 3 COGs (C) Unit: *Interconnecting growth and change*. G. Maugle

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
 \$24.95 SCIS1312817

KUCHLING, Guundie

**See food!**

Windy Hollow, Vic, 2007

ISBN 9781921136023 [577.7]

Beginning with plankton, the book traces the fate of a succession of marine creatures. Each in turn is devoured by a bigger predator, until the final creature, a roper, is caught and consumed by a human. As many of the microscopic animals are not well known, the inclusion of the correct pronunciation is a welcome bonus. Each new sea creature is introduced via a cutout circle, mimicking a magnifier. This device is clever and attractive, but it makes the pages delicate. With its simple, lyrical language and large, colourful illustrations, this book would be an excellent resource to support the Science and Technology Strand: *Living things*. A note from the author contains information about ocean food chains. J. Eade

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
 \$27.95 SCIS 1311351

MOSS, Miriam & KENAWAY, Adrienne

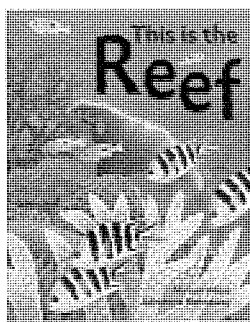
**This is the reef**

Frances Lincoln Children's Books, UK, 2007

ISBN 9781845075736 [577.7]

Bursting with alliteration and imagery, this book describes the creatures who cohabit in the Great Barrier Reef. The images created in beautiful watercolours, combined with the written text, draw the

reader into the reef environment to swim with the sharks and frolic with the fish. A complex vocabulary entices the audience to research the meanings, and the book poses questions which need answering. Included is a page dedicated to labelling all of the sea creatures which appear within the book, and another page which provides information about coral and endangered reefs. The engaging pictures and rhythmic flow of the text make this book very suitable for reading aloud, and it is interesting support for the Science and Technology Strand: *Living things*. K. McCorkell



**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
 \$27.95 SCIS 1309080

### Australian library [series]

Heinemann Library, Vic, 2007

Excellent historical photographs, succinct information and a straightforward layout, make this series a most valuable asset for readers. Each title has Australian only content, treating history, culture, environment and people. These resources would be a practical and valid addition for the classroom and primary school library. Bold, colour headings, links to further reading, appropriate websites and aids such as timelines and fact boxes, make this series very user friendly and beneficial for the independent reader and researcher. All three titles support the Stage 3 COGs (G) Unit: *Traditions and heritage*. G. Cale



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; SciTech  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
 \$29.95 each

*Reviewed titles in this series:*

**Australia in song** SCIS 1313551  
**Australia's inventions & innovations** SCIS 1313546  
**Prime ministers of Australia** SCIS 1313553

NIKIFORUK, Andrew

### Pandemonium: how globalization and trade are putting the world at risk

University of Queensland Press, 2007  
 ISBN 9780702236181 [614.4]

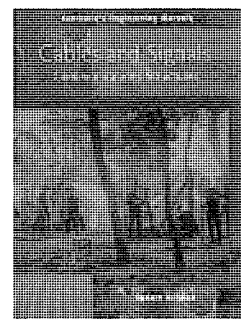
In critically examining globalisation and biological traffic, this resource is a wide ranging and troubling look at the world's microbial invaders. The author cites potential pandemics like avian flu, and diseases which affect food sources, such as mad cow disease, as being fed by global human movement on an unparalleled scale. Nikiforuk suitably mixes a storytelling style with scientific information on topics such as germs, disease, agricultural production, factory farming, marine invaders, climate change and the medical establishment. The book's well written and contemporary material offers interesting support for related issues in HSIE and Science. A comprehensive bibliography allows the serious reader options for further study. P. Sheppard

**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**KLA:** HSIE; Science  
**SYLLABUS:** Biology Stage 6; Geography 7-10; Geography Stage 6; Science 7-10  
 Paper \$26.95 SCIS 1315754

### Australia's engineering marvels [series]

Echidna, Vic, 2007

Covering a plethora of engineering topics, this impressive series contains concise and well presented information that would be useful when studying the history and science of the Snowy Mountains Hydro-Electric Scheme, bridges, railways, and communication. Double page topics tend to focus on a place, an event, or a construction process. Location drawings, maps, summary tables, in-depth feature boxes and fact panels complement the easy to read written text. Photographs are plentiful and most are historical. Processes used before current technology are described and this enhances understanding of the significance of these engineering feats. A. Frost



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE; SciTech; TAS  
**SYLLABUS:** Design & Technology 7-10; HSIE K-6; Science & Technology K-6; Technology (Mandatory) 7-8  
 \$29.95 each

*Reviewed titles in this series:*

**Cables and signals: communications structures** SCIS 1306256  
**Dams, tunnels and turbines: hydro-electric power schemes** SCIS 1306278  
**Sleepers and tracks: Australia's railways** SCIS 1306284  
**Spans and supports: Australia's bridges** SCIS 1306300

CLARKE, Penny

### Flight

Book House, UK, 2006 (Brain power)  
 ISBN 9781905087884 [629.1309]

The history of human flight, from the legend of Icarus and theory of Leonardo, to contemporary space travel and futuristic aircraft, are examined and displayed in this attractive book. Illustrated in detailed line drawings by five illustrators, there is a focus on the technical and design elements of significant aircraft developments, acknowledging the impetus for innovation and improvement provided by war. Double page spreads feature a *Famous flight*, a *Famous flyer* or a *Famous aviation moment* related to a discrete topic, with concise, wide ranging information, much of which is in graphical form. Readers who prefer nonfiction will be attracted by the book's clean design and explicit illustrations and by straightforward description and exposition in the written text. W. Smith

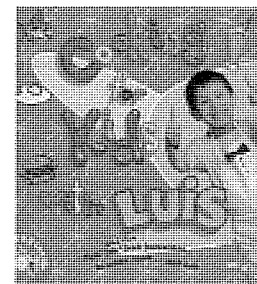
**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** Science; SciTech  
**SYLLABUS:** Science 7-10; Science & Technology K-6  
 Paper \$16.99 SCIS 1308247

All prices in the availability statement include GST.

### Cooking for kids with Luis

/ edited by Kathy Gerrard. Pluto, Vic, 2007  
 ISBN 9780980292435 [641.5123]

Eye catching and full to the brim with practical recipe ideas this cooking book and DVD stem from a television series and are guaranteed to attract young readers. Expressive and appealing, Luis tells us a little about himself and items of interest from the particular countries where the recipes originate. The menu covers *Morning kick-starters*, *Hunger busters* and *Sweet treats*. Recipes are explicitly arranged in clear procedures featuring animated photographs of Luis participating in the process. Healthy advice is given in regard to starting the day well with good food. The accompanying DVD has 10 episodes from the television series and will engage primary students and give them great ideas for the writing of and carrying out of procedures. D. Johnston



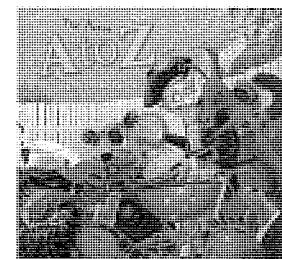
**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
 Paper \$24.95 SCIS 1307033

McKENZIE, Heath

### The Aussie A to Z

Black Dog, Vic, 2007  
 ISBN 9781921167447 [704.9]

Highly suitable for a visual study of Australian symbols and identity, this fantastic pictorial alphabet book has a wide range of iconic images and symbols, from the dual flush toilet to *Number 96*, giving it creative scope across several KLAs. It is an ideal resource for multistage units. Each letter is illustrated with one or two given words and a lavishly complex image containing numerous things beginning with the letter. A helpful glossary gives a brief explanation of what is depicted, including excellent caricatures of personalities past and present, inventions, foods, places, bands, films and TV shows, flora and fauna. It is an ideal text for visual reading and the study of Australiana. D. Croker



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; HSIE K-6; Science & Technology K-6  
 \$19.95 SCIS 1304537

LOWE, Pat

### In the desert: Jimmy Pike as a boy

Penguin Group (Australia), 2007  
 ISBN 9780143003083 [709.2]

A personal and engaging account of the life of Aboriginal artist Jimmy Pike, during his childhood and years working on a cattle station, this book gives great insight into life in the Great Sandy Desert during the 1950s and 1960s. Pike's story is told through a combination of his own words, in engaging childhood tales, and

those of the author. Material includes many personal experiences and references to local Dreaming stories that were central to his childhood. Giving interesting insights into family relationships and the importance of kinship, this book will grab the attention and imagination of young readers. 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 \$18.95 SCIS 1309064

MAUGHAN, Jocelyn

### Genre: the significance of the insignificant: drawings and paintings of everyday life

J. Maughan, NSW, 2004  
 ISBN 0646438425 [709.2]

Images of everyday life and objects are rarely so pleasurable to view. Maughan captures the essence of these subjects and inspires the audience to take another look at things normally considered boring and mundane. The large variety of techniques and mediums used will give senior students some ideas to extend their material practice, with possible techniques they could apply in their work. Dominated by large glossy images and sparse text, the book will inspire and motivate students and it could be a good starting point for students unsure of a theme for their artwork. N. French

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7-10; Visual Arts Stage 6  
 \$49.95 SCIS 1315764

### The 5th Asia-Pacific Triennial of Contemporary Art

/ edited by Lynne Seear & Suhanya Raffel. Queensland Art Gallery, 2007  
 ISBN 9781876509385 [709.5]

A diverse cross section of contemporary artmaking practices is shown in this rich resource from the Asia-Pacific region. The liberally illustrated book includes textiles and installations, plus the work of filmmakers and performers. Each short chapter is an investigation of an artist and subject matter, supported with concise and detailed written text in an essay format. The array of artworks is large in number, visually stimulating, and sometimes confronting. It will provoke the interest of senior students and generate class discussion. All images are opulent, quality reproductions. The book could be a good starting point to address contemporary art practices and issues. N. French

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts Stage 6  
 Paper \$59.95 SCIS 1313001

### Brought to light 11: contemporary Australian art 1966-2006: from the Queensland Art Gallery collection

/ edited by Lynne Seear & Julie Ewington. Queensland Art Gallery, 2007  
 ISBN 9781876509262 [709.94]

Spanning many well known artists, such as William Robison, Rosalie Gascoigne, Tracey Moffatt and an array of contemporary

Aboriginal artists, the text is an illustrated essay style critique of artistic practice. The book has plenty of artist quotations and quality reproductions of artworks and objects. The language is reasonably easy to read, but written pieces are detailed and lengthy. A diverse range of mediums, concepts and topics explored by artists can be found here, making the resource a good source of information for senior case studies. N. French

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7–10; Visual Arts Stage 6  
Paper \$85.00 SCIS 1315728

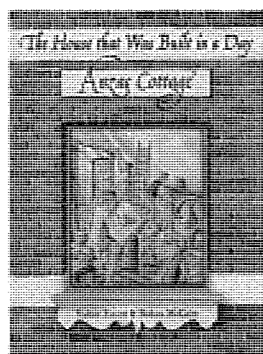
EVERETT, Valerie & MCGUIRE, Barbara

### **The house that was built in a day: Anzac Cottage**

University of Western Australia Press, 2007  
ISBN 9781920694715

[728.37]

A colourful book, this detailed recount has lively illustrations evoking a powerful community spirit. The book describes the building of Anzac Cottage, a Gallipoli memorial which was built in WA in 1916. It displays the sorrow felt by Australians and the wish of a community to make amends to Gallipoli veterans. The text shows what people can achieve when they work together, and it could be useful for Life Skills students in Stage 5 History. The written story lacks the spirit of critical inquiry that would make it widely useful as a classroom resource, coming across as old fashioned in its romantic and overly patriotic depiction of the fighting. However, this approach works well with the illustrations, which accurately depict aspects of daily life, such as clothing, in the early 20th century. D. Giorgi



**USER LEVEL:** Stage 3 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7–10; HSIE K–6  
\$27.95 SCIS 1311357

BLACKMAN, Cally

### **100 years of fashion illustration**

Laurence King, UK, 2007  
ISBN 9781856694629

[741.6]

Using drawings, paintings and photographs, the book shows fashion clothing and accessories from artists' collections, museums, and fashion magazines such as *Vogue*, *Women's Wear Daily* and *Harper's Bazaar*. Designs by Poiret, Chanel, Dior, YSL, Versace, and Stella McCartney feature on the pages of this visually entrancing book. The book shows a wide range of drawing styles, and students will enjoy trying to take on a new dimension of fashion illustration rather than simply producing a sketch on a page. The book will challenge student designers to extend themselves in fashion drawing as it gives them colourful and creative ideas for the presentation of their work. M. Timperley



**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; TAS  
**SYLLABUS:** Textiles & Design Stage 6; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6  
Paper \$75.00 SCIS 1313277

HETHERINGTON, Michelle

### **James Northfield and the art of selling Australia**

National Library of Australia, ACT, 2006  
ISBN 0642276196

[741.60994]

Many of Northfield's images are recognisable symbols of Australia's national identity. This beautifully illustrated book reminds us of the vital role that poster artists have played in the promotion of national pride and Australian products. It acknowledges the influence of European and Japanese design of the early 1900s and the embracing of the cheaper and speedier lithographic printing method. With detailed reference to image data and design, and pictorial style, the book is a valuable resource for Visual Arts, with particular support for teaching and learning cultural and structural frames. Large scale prints make for exciting visuals. Social values of the period are strikingly depicted in the images, and these primary sources strongly support the study of Australian history. K. Ashley

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** History 7–10; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6  
Paper \$29.95 SCIS 1282784

GRODY, Steve

### **Graffiti L.A.: street styles and art**

Abrams, USA, 2007  
ISBN 9780810992986

[751.7]

The book traces the development of wall writing in Los Angeles from the gang graffiti of the 1930s and the political anti-war sprays of the 1960s, to the rich and diverse pieces representing contemporary inner city life. Loaded with hundreds of photographs, including 200 on a CD-ROM with interviews, the book's visual focus will certainly appeal to spray can artists. Using photographs and first hand accounts, the book explains techniques and aesthetics, the language and social elements of the art form. As should be expected in a text of this nature, educationally problematic language and images occur, but these are infrequent. Discussion of individual style, animosity towards artists, a public appreciation of the art form, and the close cohesion of gangs, contributes useful information to the ongoing debate about graffiti's artistic merit. K. Ashley



**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7–10; Visual Arts Stage 6  
\$45.00 SCIS 1317138

### **Countries of South East Asia [series]**

Heinemann Library, Vic, 2007

Current and relevant information about countries in our region is offered in this attractive series. Each book has an introductory chapter with a factual and statistical summary, followed by 12 chapters providing information about the history, people, food, social life and customs, plant and animal life, landscapes and natural disasters unique to each country. An easy recipe for an authentic dish and a craft activity are highlights of each book. Information is presented in short paragraphs, supported by appropriate and well captioned illustrations. Maps, diagrams, a timeline, table of contents, glossary and index assist students in individual information retrieval. This quality series has value in the HSIE Strand: *Cultures*. W. Smith



**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
\$29.95 each

*Reviewed titles in this series:*

**Laos** SCIS 1306075  
**Myanmar** SCIS 1311314  
**Timor-Leste** SCIS 1311295

SAMPSON, Steve & SAMPSON, Ghy

### **Draw manga: step-by-step on your computer**

Ilex, UK, 2007

ISBN 9781905814015

[776]

Based on the use of *Photoshop* to enhance and colour a detailed manga image, this book teaches useful *Photoshop* functions, which could be applied when developing images from a sketch. Techniques and steps are clearly written and precisely supported with screen captures of toolbars, showing the progress of the artwork, step by step. All information is solely provided to complete the one supplied image, on which the book is based. This limits the usefulness of the resource, but it is still a good digital extension activity for a keen student willing to see this task through to completion. N. French

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Photographic & Digital Media 7–10  
Paper \$29.95 SCIS 1313408

RUSH, Michael

### **Video art**

Thames & Hudson, UK, 2007  
ISBN 9780500284872

[778.59]

Video art has become an acceptable art form for schools, and here, its history is traced from the original three minute information grabs to whole room installations within museums and art galleries. The book, a revised edition, depicts the work of well known video artists such as Jean-Luc Godard, Nam June Paik, Tracey Moffatt and Bill Viola. It is densely written in the jargon of the topic and



printed in heavy type, which makes the content difficult to read. Images are plentiful but it would be of greater benefit to actually watch the videos. Most students would find the resource hard going. K. Ashley

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** English Stage 6: *Extension 2*; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6  
Paper \$59.95 SCIS 1317279

### **Alan John theatre music [sound recording]**

Risky Records, NSW, 2006 (49 min.)

ISBN none

[781.5]

Alan John is widely regarded as Australia's leading composer of theatre music, and this collection covers a range of styles and genres. The resource has songs, instrumental pieces, and the spoken word set to music and performed by leading Australian actors, singers and musicians. The arrangements evoke moods and atmospheres which are heightened by the use of eclectic instruments. Items incorporate the haunting soprano sax of Sandy Evans, Winsome Evans' lively hurdy gurdy, Peter Northcote's distorted guitar, and the haunting vocal timbres of actors and singers such as John Bell and Cate Blanchett. The CD, with notes, is a useful resource for the study of Australian music and music in the theatre, within Music syllabuses. A. Wisdom

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA  
**SYLLABUS:** Music 7–10; Music Stage 6  
\$29.95 SCIS 1299857

### **Punk: the whole story**

Dorling Kindersley, UK, 2006

ISBN 1405316780

[781.66]

Containing a multitude of interviews, photographs, insider information and memorabilia on the music genre that influenced a generation, this book boldly highlights the heyday of punk rock. The book uses uncredited articles, probably authored by MOJO journalists and photographers, and the written and visual pieces pull no punches, containing every element of punk culture that should make teachers wary. It is an outstanding resource, particularly as a photographic record of the punk years, and its information should facilitate understanding of popular and rock music in Music 7–10 and Music Stage 6. The end of the punk scene and the new wave of punk are outlined. Well written, the resource could also be useful for the study of music journalism in English, and popular culture in Society and Culture. A. Frost

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** English 7–10; Music 7–10; Music Stage 6; Society & Culture Stage 6  
\$59.95 SCIS 1290490

SMITH, Sue

### **Bastard boys**

Currency, NSW, 2007  
ISBN 9780868198095

[791.45]

The 1998 Australian waterfront disputes were enormously controversial, as was the recently produced television miniseries *Bastard boys*, a fictionalised retelling of those events. Despite powerfully presenting

different sides of the case, the emotional heart of this script is the depiction of the union officials, John Coombs and Greg Combet. In an attempt to be true to the complexity of the political process, and to the humanity of those involved, the script is both thorough and long, representing nearly four hours of television. This might make it daunting for teenage readers, but it is an informative, engaging and socially important piece of drama. The book is illustrated with stills from the series. Teachers should be aware that the language reflects the colourful nature of the setting and its characters. P. Gilchrist

**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Drama Stage 6  
Paper \$29.95 SCIS 1316385

SLADE, Dennis G.

### Teaching attack & defence in team games: a TGFU approach

Stick2Hockey, NZ, 2005  
ISBN 0476015235 [796.071]

An invaluable resource for coaches, the book has a simple yet innovative layout, a relevant approach to current teaching practices, and original games which are sure to engage the interest of secondary students. The resource follows the game sense or TGFU approach, supporting PDHPE outcomes which highlight the need for students to participate in practical PE lessons, and also to be cognitively involved in games. Excellent diagrams and concise instructional text make this resource user friendly. Material includes learning objectives, equipment, formation, game organisation and rules, tactical and strategic considerations, questions and answers. T. Paton

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10  
Paper \$35.00 SCIS 1333094

CARBON, Sally

### I want to be a footballer

Fremantle Arts Centre Press, WA, 2007  
ISBN 9781921064012 [796.33]

Carbon is an Olympian and her intention in this book, a narrative supported by AFL information, is to encourage students to participate in sport. The narrative, written in first person, shows that hard work and determination are the keys to success at an endeavour. From Dane's under 9s' game to the National Schoolboy Championship, the reader follows his journey in AFL. Many students will understand the nature of the championship. The illustrations are large and colourful and represent the dynamic nature of the sport, incorporating inspirational words and AFL club jumpers into the graphics. K. McCulloch

**USER LEVEL:** Stage 2  
**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; PDHPE K-6  
Paper \$14.95 SCIS 1307312

WOODS, Bill

### Elmagic: the life of Hazem El Masri

HarperCollins, NSW, 2007  
ISBN 9780732284022 [796.333]

Told as a linear narrative from birth to the present day, the life of one of rugby league's more famous players is of equal substance

and interest to the sporting content. Set in great part against recent ethnic and social issues, the reader is able to appreciate the situation of a Muslim of Lebanese background proving himself and achieving success in the world of professional football, where macho values and standards often conflict with the ideals of professional sportsmanship. The book is enjoyable to read and explores issues such as cultural diversity, role modelling, peer pressure and personal values, showing how El Masri deals with these issues. This aspect may provide a useful insight for students studying the Stage 6 PDHPE Option: *Sport and physical activity in Australian society*. The book could also support Physical Activity and Sports Studies in Years 7-10. R. Cox

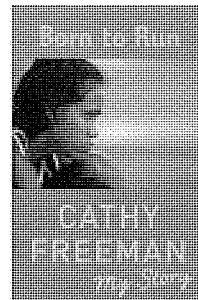
**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; PDHPE  
**SYLLABUS:** English 7-10; PDHPE Stage 6; Physical Activity & Sports Studies CEC 7-10  
Paper \$32.99 SCIS 1311688

FREEMAN, Cathy

### Born to run: my story

Penguin group (Australia), 2007 (Puffin)  
ISBN 9780143302384 [796.42]

Freeman's biography is a delightful account of her childhood and her lifelong dream of winning an Olympic gold medal. Even though we know that outcome, Freeman's story is still exciting and suspenseful as she describes the years that build to the book's climax: Sydney 2000. Athletics plays only one part in Freeman's story, albeit a strong influence on her life, as this story is primarily about Cathy the person. It's a story of courage and determination, as Freeman tells of the love that her family has for each other, and it is a happy story. Liberally illustrated with energetic photographs, this is an interesting biography which will engage and inspire students. K. McCulloch



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; English 7-10; PDHPE K-6; PDHPE 7-10  
Paper \$17.95 SCIS 1307511

SEXTON, Adam

### Master class in fiction writing: techniques from Austen, Hemingway, and other greats: lessons from the all-star writer's workshop

McGraw-Hill, USA, 2006  
ISBN 0071448772 [808.3]

The study of writing through selected and critical reading is beautifully explained in this writing manual. Writers are chosen to show particular aspects of the craft. For example, Austen's characterisation is analysed using *Sense and sensibility*. Sexton's study of critical reading in itself is a useful tool for teaching language and literature. The book has an encouraging and direct tone, presenting techniques that students can understand and execute with confidence. It takes a friendly workshop approach, printing the James Joyce story *Araby* and helpfully analysing the story's use of language. Literary terms are clarified, and the booklists of texts with literary clout will be appreciated by those students who seek good novels to expand their love of reading and learning. C. Thomas

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
Paper \$29.95 SCIS 1260942

### The wand in the word: conversations with writers of fantasy

/ edited by Leonard S. Marcus. Candlewick, USA, 2006.  
ISBN 0763626252 [809]

As the title suggests, there is magic in words, especially those penned by quality fantasy writers. An exquisite book for lovers of the fantasy genre, it presents conversations with 13 contemporary writers. With personalised question and answer sections, photographs and manuscript samples, this publication offers a rare insight into the writing process, background and motivations of writers, including Nancy Farmer, Ursula K. LeGuin, Madeleine L'Engle, Garth Nix, Tamora Pierce, and Philip Pullman. They share the dreams and experiences that have led them to create some highly memorable imaginative worlds. This is a wonderful book for fantasy enthusiasts and budding writers. C. Sly

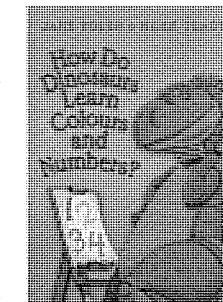
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
\$27.95 SCIS 1258429

YOLEN, Jane

### How do dinosaurs learn colours and numbers?

Harper Collins, UK, 2007  
ISBN 9780007244744 [811]

Bright illustrations accompany clear, colour coded, rhyming text in this simple but effective book. Everyday items within a young child's frame of reference are used to provide the focus for learning colours and counting. Older children will notice the labelling of pictures with dinosaur names, which may provide a stimulus for research. Upon re-visiting the text, youngsters will enjoy predicting what is coming next. How do children learn colours and numbers? The same way dinosaurs do with lots of repetition and this book will surely make the repetition an entertaining experience. A. Beedles



**USER LEVEL:** Early Stage 1  
\$19.99 SCIS 1307326

COLE-ADAMS, Jennet & GAULD, Judy

### Signed, sealed, delivered: our textual heritage

John Wiley, Qld, 2006  
ISBN 0731402812 [820.9]

Drawing upon the National Museum's wonderful collection of documents, this book will engage students in a fascinating exploration of material. Letters, cartoons, posters, advertisements, petitions, and other text types are presented in a colourful and accessible format. Activities explore content, context, conventions and the ways in which meaning is created. Content is enormously varied and includes issues of multiculturalism, sport, royal tours and mandatory detention. Brief historical backgrounds and curious

titbits of information make the texts all the more engaging. The book is handily organised into five units: correspondence, media, advertising, democracy in action, and the work of government. The latter two, with their focus on civics and citizenship, will prove valuable in HSIE. P. Gilchrist

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; History 7-10  
Paper \$21.95 SCIS 1286151

HERRICK, Steven

### Lonesome howl [sound recording]

Louis Braille Audio, Vic, 2006 (150 min.) (LBA unabridged Australian audio)  
ISBN 9780732032616 [A821]

Christopher Brown and Rebecca Macauley read Herrick's appealing story about teenagers searching for a lone wolf and for themselves. The unabridged audio would work best as support for the written text as there are no sound effects to lift the voices. These faithfully represent the Australian country accent, and Herrick's novel is poetic and moving in its description of family life, the landscape, and the developing relationship between the young protagonists. Issues of family violence and loneliness, love and spirituality are explored sensitively as Jake and Lucy overcome obstacles in their journey up Sheldon Mountain. The reading would be a great additional text for the English Stage 6 Area of Study: *The journey*. H. Cobban

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
\$32.95 SCIS 1315987

MURRAY, Les

### Fredy Neptune

Black Inc, Vic, 2007  
ISBN 9781863954020 [A821]

Murray's reissued verse novel will challenge most readers, at 250 plus pages of dense verse, but it is well worth the effort. Fredy Boettcher, a German-Australian sailor in WW1, travels through Turkey, Australia, the USA and Nazi Germany. His travels are imaginatively described in a mixture of the Australian vernacular and German phrases. The references to historical and cultural influences give the novel complexity and life; short phrases within sustained octets move the narrative and develop the individual characters. It is a confronting, moving, amusing, compelling and intellectual poem which explores shocking human events and the possibilities of multiculturalism. English Stage 6: *Extension 2* students interested in this exciting form should read Murray's intensely satisfying poem. H. Cobban

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Extension 2*  
Paper \$32.00 SCIS 1311091

NADIN, Belinda

### A goat in a boat

Koala Books, NSW, 2007  
ISBN 9780864617729 [A821]

The humorous tale of a goat in need of a ride from the sea to the shore, and his numerous attempts to get there, unfold in this poetical picture book. Written in rhyming verse, the book will be

a pleasure to share aloud as it invites audience participation. Containing a wealth of opportunities for discussion, the book delivers the message that we should not ignore what is right in front of us and wait for something better to come along, or we may miss out altogether. The font uses the shape of waves to complement the setting. Children will delight in the vibrant pictures and the easy flow of words. Explicit treatment of rhyming pairs and new vocabulary could follow shared enjoyment of the story. L. Doyle



**USER LEVEL:** Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6  
Paper \$12.99 SCIS 1303616

PATERSON, A. B.

### The collected verse of A. B. Paterson

Louis Braille Audio, Vic, 2007 (420 min.) (LBA unabridged Australian audio)  
ISBN 9780732032593 [A821]

Most of Banjo Paterson's poems, and all the best known works, are read here by actor Bill Conn. While the lengthy introduction is too detailed for student use, it is very suitable for teacher information. It outlines and analyses Paterson's life and the context of the poems, with some interesting use of primary source material. Conn's reading is clear, but it lacks passion. He can work up an appealing rhythm, and he attempts the voice of the poem's characters, but his slow and balanced rendition gives the reading a pedagogical feel rather than an artistic and emotive feel. Like the introduction, the approach to the poems is a little too dry to achieve dynamic student engagement. C. Thomas

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
\$96.95 SCIS 1316017

TAYLOR, Michelle A.

### If the world belonged to dogs

University of Queensland Press, 2007  
ISBN 9780702236099 [A821]

An anthology of whimsical and thought provoking poetry for young readers, this text has plenty of substantial ideas for students to enjoy. Taylor has an easy, jovial style as she wryly observes the world around her through a winking eye. Some verses rhyme and some experiment with free verse, the acrostic form, punning and shapes. *Bring me a dream* is a delightful Australian lullaby. The poems are entertaining and approachable, without pandering to a young audience, and they will give English teachers plenty to work with. Teachers will also find the Australian section useful for some HSIE and Science and Technology topics. I. McLean

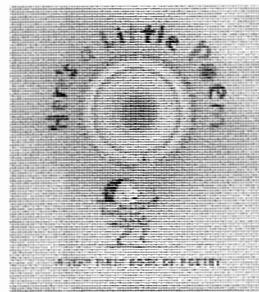
**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K-6; English 7-10; HSIE K-6; Science & Technology K-6  
Paper \$16.95 SCIS 1304182

All prices in the availability statement include GST.

### Here's a little poem: a very first book of poetry

/ collected by Jane Yolán and Andrew Fusek Peters. Walker, UK, 2007  
ISBN 9781844287536 [821.008]

Many classics as well as some delightfully less familiar ones can be found in this charming poetry anthology for the very young. Well spaced written text in large print allows the reader room to put themselves in every page. Similarly the illustrations are appealing and do not intrude on the rhythm and flow of the words. The poems are clustered around universal and timeless childhood themes: *Me, myself and I*; *Who lives at my house*; *I go outside and*, well placed at the conclusion of the anthology, *Time for bed*. S. Taylor



**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6  
\$37.95 SCIS 1309366

KEENE, Daniel

### The nightwatchman

Currency, NSW, 2007  
ISBN 9780868198019 [A822]

Poignant reminiscences about shared family life and delicate relationships dominate this short three act play. Blind and aged Gilles is selling the family home, helped and hindered by his children, Michel and Helene. The adult children have their own difficulties, revealed as they reconnect to help their father. Dialogue is spare, with the garden being a motif for past happiness and future possibilities. The dead mother's journal reflects her marriage to Gilles, presenting some unknown insights to Helene. The drama is tense, gentle, nostalgic, and uncertain, making it suitable for a mature audience. The play could supplement the English Stage 6 Area of Study: *The journey*, as Gilles comes to terms with his condition, unlike King Lear. H. Cobban

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6  
Paper \$14.95 SCIS 1317118

NOWRA, Louis

### The Boyce trilogy

Currency, NSW, 2007  
ISBN 9780868197982 [A822]

The plays in this work are: *Woman with dog's eyes*, *Marvellous boy* and *Emperor of Sydney*. These plays expose the joys and woes of the Boyce family. Malcolm Boyce, a Sydney property developer, has built a dynasty and his three sons stand to inherit the family business and associated wealth. Their father's ruthlessness has inevitably affected them in different ways, each has his own problems and there are many ghosts in the family closet. The trilogy is a wonderful dramatic presentation of relationships, love and alienation, although each of the plays has its own integrity and can stand alone as a dramatic piece. Realism and expressionism are interwoven in the emotionally charged scenarios. While they present a notable and significant contribution to the Nowra oeuvre,

the explicit language and sexual references would require sensitive use of this text in the senior school context. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Drama Stage 6  
Paper \$29.95 SCIS 1317126

OSWALD, Debra

### The peach season

Currency, NSW, 2007  
ISBN 9780868198057 [A822.3]

After a very successful first production in 2006, it is wonderful to see this play now available to a wider audience. Set in a family run orchard, a place suggestive of both innocence and potential, the play explores archetypal situations of mother and daughter ties, brother and sister relationships, and first love. All of this is done with a gloriously accessible simplicity that is both emotionally powerful and immensely funny. The relationship between Celia and her daughter Zoe, 17, as they negotiate the tightrope act of dependence and independence, could be of particular relevance to a teenage audience. The book includes Oswald's retelling of the myth of Demeter and Persephone, and an introduction which gives fascinating insights into the production process. Educators should be aware that the play has frequent coarse language and references to sex and drug usage. P. Gilchrist

**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Drama Stage 6  
Paper \$21.95 SCIS 1317129

### The gold rushes [series]

Macmillan, Vic, 2007

Information on the discovery of gold in Australia and events on the goldfields is clearly presented in this excellent series. Special features include travel and goldfield maps, and a creative *Gold News* bulletin. Each book has short chapters with plenty of subheadings, many drawings, and period photographs. Illustrations are a strong feature for student research. The text is written in simple sentences, with some usefully detailed sections, such as mining techniques and bushranger biographies. A summary chapter on how each aspect of the gold rush changed Australia forever is a valuable addition to the series. The resource supports the Stage 3 COGs (G) Unit: *Traditions and heritage*. J. Eade



**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$29.50 each

*Reviewed titles in this series:*  
*Everyday life in the goldfields*  
*Gold rush journeys*  
*Riots, robberies and rebellions*  
*The discovery of gold*

SCIS 1315429  
SCIS 1315421  
SCIS 1315428  
SCIS 1315424

### Who reviews?

Reviewers for *Scan* and the DET website are selected from teachers and teacher-librarians across the state.

Kristin Ashley, Newcastle HS  
Aveen Beedles, Flinders PS  
Michele Busch, Review Coordinator, School Libraries & Information Literacy  
Lynda Buttsworth, Jamison HS  
Angela Byron, Professional Support Officer  
Gayle Cale, teacher librarian  
Francie Campbell, teacher librarian  
Nell Chaffey, Tamworth PS  
Elizabeth Chase, Chifley College, Bidwill Campus  
Heather Cobban, Fort Street HS  
Robert Cox, Morisset HS  
Donna Croker, Old Bar PS  
Frances Crum, teacher  
Robert Darlington, teacher  
Meg Davis, Literacy Consultant  
Lee Doyle, Matthew Pearce PS  
Jan Eade, Lane Cove West PS  
Nicole French, Cranebrook HS  
Amanda Frost, The Hills Sports HS  
Maree Gary, Holroyd HS  
Paul Gilchrist, Strathfield GHS  
Daniela Giorgi, NSW Parliament  
Jackie Hawkes, St Clair HS  
Ruth Higginbottom, Tomaree PS  
Bronwyn Hull, Goulburn HS  
Di Johnston, Cambridge Park PS  
Cath Keane, Editor *Scan*, School Libraries & Information Literacy  
Bede Kervin, Bowral HS  
Rachael Kirsten, teacher  
Anita Kokkotas, Chifley College, Shalvey Campus  
Karen Lissa, Mt Annan HS  
Susan Lockwood, Mt Austin HS  
Gillian Maugle, Wiley Park PS  
Ian Mavin, Jamison HS  
Karen McCorkell, Lethbridge Park PS  
Karen McCulloch, Jannali HS  
Ian McLean, Penrith PS  
Fiona Moore, Beaumont Hills PS  
Rhonda Parnis, Sherwood Grange PS  
Adam Parnis, Greystanes HS  
Trudie Paton, PDHPE, Curriculum K-12 Directorate  
Pauline Sheppard, HSIE, Curriculum K-12 Directorate  
Cathy Sly, teacher  
Birgit Smith, Mudgee HS  
Wendy Smith, Tamworth PS  
Alison Soutter, Student Services and Equity  
Susan Taylor, Lindfield PS  
Carol Thomas, Assistant Editor, Resources, School Libraries & Information Literacy  
Michelle Timperley, The Entrance HS  
Jodie Webber, Hurlstone Agricultural HS  
Merryn Whitfield, Bald Face PS  
Anne Wisdom, teacher

## Articles – Authors Vol 26

**B**  
BEARD, Trish 4:45  
BELL, Julie 4:31  
BROWNING, Kristy 1:48  
BUSCH, Michele 2:24

**C**  
CILONA, Ric 3:28

**D**  
DAVIDSON, Victor 3:12  
DOWLING, Anne 1:50, 2:48, 3:45

**E**  
EGGINS, Suzanne 3:4  
EVANS, Deborah 3:40

**F**  
FITZGERALD, Lee 2:30  
FOLEY, Colleen 2:4, 3:21  
FOSTER, Lyndall 4:31

**G**  
GIBSON-LANGFORD, Linda 4:19

GORE, John 3:36  
GOULD, Peter 1:40

**H**  
HARRIMAN, Susan 4:26  
HAY, Lyn 3:21  
HUNTER, Jane 2:41

**I**  
IMISON, Di 1:24

**J**  
JENKINS, Doug 2:46

**L**  
LOCKWOOD, Anne 3:15  
LONGWORTH, Anne 4:42

**M**  
MARSHALL, Julia 4:37  
MASON, Ruth 1:45  
McKEE, Ian 2:41  
McLEAN, Ian 4:4  
MIGAN, Fiona 2:44

MONTGOMERY, Steve 4:31  
MOORE, Darcy 2:18  
MORRISON, Jill 4:8  
MURRAY, Michael 1:19

**N**  
NAY, Audrey 1:8  
NORRIE, Lee 4:12

**P**  
PETERS, Claire 3:42  
PRYOR, Bernard 4:39

**Q**  
QUAY, Emma 1:4

**R**  
RADFORD, Marie L. 1:31

**S**  
SAWLE, Glen 3:34  
SEALEY, Jocelyne 2:48  
SHANAHAN, Lisa 1:4  
SILIPIGNI CONNAWAY, Lynn 1:31

SIM, Margaret 4:43  
SOUTHWELL, Anne 4:34  
STAFFORD, Paul 2:6

**T**  
TESTER, Ric 1:43  
THOMSON, Catherine 4:16  
TODD, Ross 1:30, 2:28, 3:20, 4:18

**U**  
UNSWORTH, Len 1:13, 2:10

**V**  
VASSILA, Harry 2:38

**W**  
WALL, June 3:15  
WEBB, Helen 3:8  
WELSFORD, Cathy 1:26

## Articles – Titles Vol 26

**A**  
Africa Day: celebrating Book Week at St Paul's Primary School, Woodbridge 4:45

**B**  
Building Bridges: enterprise learning, the Middle Years and technology education 4:31  
Building your own library intranet 1:43

**C**  
Children's Book of the Year Awards 2007 4:46  
Circle time and the school library: maximising opportunities for talking and listening at Penrith Public School 4:4  
Collaboration: force or forced? 4:19  
Copyright for NSW public schools 2:44  
Cultural Understanding Board Endorsed Course 3:36

**D**  
day in the life of a small school teacher-librarian, A 1:24  
Dead Bones Society, The 2:6  
Developing cultural understanding in the primary classroom 4:34  
Developing integrated literacy: the unique contribution of *The School Magazine* 3:4  
Developing the teacher librarian's collaborative planning role 4:8

**E**  
Exploring the potential of graphic novels 1:19

**F**  
From grace space to power place: Library 2.0 in action 3:12

**G**  
Games-based learning: motivating students to become multiliterate 2:18  
Getting into gear with COGs 4:12

**I**  
Implementing *HSC: all my own work*. Is it a lot of work? 3:15  
implications of ISBN13 for ordering SCIS records, The 2:48  
Improved internet security and access for NSW public schools 1:48  
Introducing Ebenezer Q. Emu 4:37  
Investigating Guided Inquiry: a beginning 2:30  
It's what you do before the reading that makes the difference 1:26

**K**  
Kids who read succeed 1:8

**L**  
Literacies of science 2:38

**M**  
Macquarie ICT Innovations Centre: professional learning to enhance teaching and learning, The 3:40  
Making the connection: TLF content and curriculum topics 1:45

**N**  
National Literacy and Numeracy Week 2007 4:39  
New improved website for the Education and Training Information Service (ETIS) 2:48  
News update... School libraries transforming learning 2:4  
No SCIS records – Oh dear, what will I do? 1:50  
NSW State Numeracy Plan 2006–2008: building upon strong foundations, The 1:40

**O**  
OASIS Thin Client and SCIS 2:46  
Online projects: powerful learning through quality pedagogy 4:26

**P**  
Paragraph power 3:42  
Podcasting: teaching tool or distraction 3:34  
Professional learning community on game-based learning 2:41

**R**  
Raps: opportunities for teacher-librarians to contribute to curriculum programs through collaboration 2:24  
Reporting to parents: what role can teacher-librarians play? 3:28  
Research columns four, 2007 4:18  
Research columns one, 2007: 1:30  
Research columns three, 2007: 3:20  
Research columns two, 2007: 2:28

**S**  
SCISWeb Special order files and Scan journal websites 4:47  
Screenagers and live chat reference: living up to the promise 1:31  
Serving the story: picture book collaboration 1:4  
Shaping our profession: teacher-librarianship into the future 3:21

**T**  
taster of forthcoming English programming support for COGs, A 4:16  
There is more to reading stories to students than meets the eye: a strategic approach to reading to students in order to support literacy development 3:8  
tribute to Joan Fardell, A 4:43

**U**  
Using e-literature and online literary resources in the primary and secondary school. Part 1 1:13  
Using e-literature and online literary resources in the primary and secondary school. Part 2: Practical approaches 2:10

**W**  
What's new in SCIS? 3:45

Resource, rebuild and recollect. Part 1 4:42

## Internet sites Vol 26

5 fun ways to health & fitness: simple ways for kids to eat right, play well and stay healthy 1:60

**A**  
A-Z Hinduism: the ultimate Hinduism resource 2:55  
Active science: humans and animal habitats 4:53  
Actnow.com.au 1:54  
adventures of Ebenezer Q. Emu, The 4:38  
Aged & Community Services Australia 3:49

AIM Business Solutions 2:60  
All about chickens for kids and teachers 1:61  
Alliant Energy kids 2:55  
American Museum of Photography, The 2:62  
AmphibiaWeb 2:59  
Ancient Greece 4:59  
Ancient Greek civilizations 1:66  
Anglo-Australian Observatory 2:58  
Archaeology 4:58  
Archives of American Art 2:61  
Archkitecture: architecture for children 4:55

ARTAgEs: art through the ages 3:56  
archive, The 1:63  
Artmedia Publishing: contemporary Australian and New Zealand literary & performing arts 1:64  
ASEE Engineering K12 Center: where to go for K-12 engineering education 3:53  
At home astronomy: hands-on science experiments for the entire family, 1:58  
Audacity: the free, cross-platform sound editor 1:54

Australia Day: celebrate what's great 3:49  
Australian Competition & Consumer Commission: promoting competition and fair trading 1:57  
Australian heritage 1:66  
Australian heritage directory 1:55  
Australian Hotels Association 2:56  
Australian Institute of Criminology 4:52  
Australian National Flag Association 2:65  
Australian stage online 4:57  
autobiography project, The 2:63

**B**  
BabyCentre Australia 3:55  
Baha'i Faith: the official website of the Baha'is of the United States, The 3:48  
Basic HTML 4:50  
Between the lions: get wild about reading 3:64  
Beyond the picket fence: Australian women's art in the National Library's collections 4:55  
Biomedical Image Awards, 2006 4:56  
Bird flu: the pandemic clock is ticking 3:51  
BookBox 1:54  
Building a Healthy, Active Australia 4:53  
Building and construction toolbox 4:55  
Bureaucrats & barbarians: Minoans, Mycenaeans & the Greek Dark Ages 4:59

**C**  
Cave of Lascaux, The 1:62  
CBBC art 2:61  
Celtx: media pre production: film, video, animation, machinima 4:58  
Charles Dickens Museum: virtual tour, The 4:58  
Chasing Crusoe 3:58  
Child safety education 1:56  
Chris Van Allsburg 2:63  
chronology of Aboriginal and Islander history, A 2:66  
Classrooms 3:49  
CLIMATE Schools 3:52  
Collection guide to dance, at the State Library of New South Wales 3:57  
Comic strip webquest 1:63  
comics reporter: Tom Spurgeon's web site of comics news, reviews, interviews and commentary, The 2:61  
Communications Law Centre 4:51  
Computer knowledge 4:50  
Conduit connect 4:50  
Contemporary postcolonial and postimperial literature in English 2:64  
Cooperative Research Centre for Greenhouse Accounting 1:56  
Copyright????! 4:51  
Countries of the world 2:64  
CRC for innovative dairy products 4:54  
Crick Primary School: numeracy 1:71  
Cubed 2:55  
Cultural spotlight 3:59  
Cyber security tips 2:53  
CyberNetrix: internet safety education for secondary schools 1:53  
CyberQuoll: Internet safety education for primary schools 3:46

**D**  
Dairy Australia 2:55  
DanceForms 1.0 choreography software 2:62  
Digital library: learning resources collection 4:60  
Disasters 2:64  
Discover: Te kohinga taonga 3:56  
Dole 5 a day: nutrition education for kids, teachers and parents 3:52  
Dollars and sense: making sense of your money 3:48  
Dr. E's energy lab 1:55  
Drachen Foundation, The 4:53

**E**  
Earth from Space 4:58  
Eastgate 3:47  
EasyBib: the free automatic bibliography composer 4:50  
EconEdLink: a premier source of classroom tested, internet-based economic lesson materials for K-12 teachers and their students 4:50

EducaPoles: the educational website of the International Polar Foundation 4:59  
Education activities for students: Australian War Memorial 3:60  
EekoWorld 1:55  
Einstein archives online 2:64  
Einsteinlight 1:58  
El Nino: making sense of the weather 1:59  
Encyclopedia of educational technology 1:68  
Encyclopedia of the atmospheric environment 4:53  
Energy kid's page 2:55  
Energy quest 4:50  
Evolution: a journey into where we're from and where we're going 1:59  
Ezene 4:60

**F**  
Fabric 4:55  
FactCheckEd.org: Annenberg classroom fact check 4:60  
Fibonacci numbers and the Golden Section 4:52  
Field guide x-ray astronomy 1:58  
Fitness files, The 3:53  
Five senses 3:51  
Folktales: a new look at old stories! designed for gifted and talented third and fourth graders 2:58  
Food 3:55  
Food product design 4:54  
For kids only: Earth science enterprise 1:59  
Fossweb 4:62  
Frankenstein's lightning laboratory: electrical safety 2:56  
Franklin the turtle: a telecollaborative project about Franklin the turtle, based on the books and characters created by Paulette Bourgeois and Brenda Clark 1:65  
FreeMind: free mind mapping software 1:53  
Frogland: allaboutfrogs.org 2:59  
Fuel Cell Institute of Australia Pty Limited 3:53  
Funbrain 1:70  
Fungi 4 schools: BMS materials for the classroom 1:60

**G**  
Galileo games, The 2:59  
Gettyimages 3:57  
Global warming facts & our future 1:56  
goldfields experience: project information, The 1:66  
Great Barrier Reef: virtual world 1:60  
Great sites K-3 for using the SMARTboard 1:69  
Grolier online 2:54  
Guardian Unlimited: children: once upon a time 3:57  
Guide to the orchestra! 1:63

**H**  
Hard spell 1:71  
HarperCollins children's 3:63  
healthy fridge, The 3:53  
Hercules: Greece's greatest hero 1:57  
Heywire 1:67  
history of fingerprints, The 4:51  
Holocaust chronicle, The 2:65  
How products are made 2:60  
HSC: all my own work 2:57  
Hydromechanics 3:54

**I**  
Ideal Resources: engaging interactive resources for today's classroom 1:68  
Impressionism 3:56  
In2English 1:57  
Inconstant moon 4:52

Inside Romans 2:65  
Institute of Foresters of Australia 1:61  
Instructables: step-by-step collaboration 2:60  
Interactive whiteboard resources 1:58  
Internet archive 3:59  
Internet Chinese music archive, The 4:56  
Internet detective: wise up to the web 1:52  
Into the wardrobe: the C. S. Lewis web site 3:63  
It's an honour 1:65  
It's fun to read: poetry 2:63  
It's my life 2:55

**J**  
J-Learning: your how to site for community journalism 3:47  
Jacket magazine homepage 3:62  
Joseph Rowntree Foundation 2:56  
Just a little bit: practical nutrition education resource 3:52

**K**  
kid's ag page, The 1:61  
Kids go wild 1:55  
Kids' vid 1:63  
KidsHealth: for kids 3:52  
Kidsreads.com 2:54  
Kimono, kimono fabric & Japanese clothing 3:49  
Kindersite: where children play and teachers learn 2:57  
KOALA: Kids Own Australian Literature Awards Inc. 1:25

**L**  
Landforms 1:65  
LandLearn 4:54  
Learn about volcanoes 3:50  
Learn the Net 2:53  
Learnimprov.com 1:69  
Learning technologies: Western Sydney Region 4:60  
Legends online: Jerry N. Uelsmann 3:57  
Lemony Snicket 2:63  
Libby Hathorn: let's play 3:58  
Library 3:59  
Lifeline's just ask 4:51  
lifetime of color: art products and resources for creative individuals from beginner to advanced, A 1:62  
Literacies in place: teaching environmental communications 4:60  
Livescience 2:58  
Longman atlas 2:64  
Lunar eclipses for beginners 3:50

**M**  
M. C. Escher: the official website 3:57  
MacquarieNet: Australia's online reference library 2:54  
magic key: adventures, The 1:70  
Mark Twain in his times 3:58  
Math playground 1:71  
MCA: Museum of Contemporary Art 3:56  
Media That Matters Film Festival 1:64  
Medieval English towns 2:65  
Mekong River Textiles 4:54  
Mike + Doug Starn 2:62  
Miss Potter: the life of Beatrix Potter is the most enchanting tale of all 4:58  
Move-me.com 1:64  
mummy's tomb, The 2:58  
Museum of Modern Technology 2:53  
My wonderful world 3:58  
mysteries of deep space timeline, The 2:58  
mystery box: new destinations in philately, history & fiction, The 1:63

**N**  
National Aboriginal & Torres Strait Islander education website 1:54  
National Hydrogen Institute of Australia 3:48  
National Museum of Australia 2:54  
Nature's bounty: quilts and more 4:56  
NEEDS: a digital library for engineering education 3:53  
nervous system, The 3:51  
Nettlesworth Primary School: the Romans 2:65  
Netty's world 3:47  
new misrule blog, The 3:59  
New York Philharmonic kidzone!, The 4:57  
Newseum: the interactive museum of news 1:54  
No matter what shape your fractions are in 4:64  
Nobelprize.org 2:52  
NSW DET Copyright Unit 3:60  
Nuremberg Trials and their legacy, The 2:66

**O**  
Official Flat Stanley Project: an international literacy and communications activity for primary and junior students, teachers and families 2:57  
On-line practice modules 1:53  
Organic chemistry help! 3:50  
Our wireless future: a wireless home of the future 2:57  
OZ fossils 3:51

**P**  
Panic Anxiety Disorder Association Inc. (PADA) 4:62  
Parenting Press 2:54  
Parenting SA 3:55  
People like me: dance style locator 4:63  
PetNet: promoting socially responsible pet ownership 3:54  
PhET: Physics Education Technology 2:58  
Physical activity 2:60  
Physics life 1:58  
Picturing words: the power of book illustration 4:55  
Planet ocean 3:51  
Plants and textiles: a legacy of technology 4:56  
Playmusic.org 1:64  
Poetry magic 2:63  
Poetry on display: poems to make, watch & hear: a showcase of visual poetry 4:57  
Poissonrouge.com 1:56  
Puffin at Penguin Books Australia. Teachers' section 3:63  
Puppy days story builder 3:57  
pyramids of Giza, The 4:59

**Q**  
Q4: live outside the box 1:60  
Quest Atlantis 3:48

**R**  
Rader's biology4kids! 2:59  
Radio 3 guide to world music 2:62  
Ragtime 4:56  
Reading rockets: launching young readers 4:63  
Reflex 2:61  
Renaissance connection: Allentown Art Museum, The 1:62  
Rhythmic movement for toddlers and preschoolers 3:59  
Rick Riordan: Percy Jackson and the Olympians 4:63  
RIPPER 11: growing kids on farms: an education resource for primary schools 1:56  
Romans, The 1:66







Road closed 1:77  
 Roar! 3:67  
 Rosie to the rescue 4:69  
 Rotters and squatters, 1820-1850 3:86  
 rough guide to blogging, The 2:84  
 Round fish square bowl 1:75  
 Ruby Rogers yeah, whatever... 3:71  
 Rumblewick letters: my unwilling  
 witch, The 3:68  
 Run, kid, run! 4:69  
 runaway dinner, The 1:72  
 Russell and the lost treasure 1:74

**S**  
 'S' word: a boys' guide to sex, puberty  
 and growing up, The 1:88  
 Samsara dog 1:74  
 Science news for kids [series] 2:84  
 Scout and Ace/Orchard colour  
 crunchies [series] 2:77  
 Sea secrets 4:73  
 Seacastle: a tale of the shimmaron  
 4:72  
 seasons [series], The 3:80  
 Sebastian Darke, prince of fools 3:70  
 Secret agent, Jack Stalwart [series]  
 2:77  
 secret cave, The 2:73  
 secret life of Maeve Lee Kwong, The  
 2:82  
 See food! 4:81  
 Selvakumar knew better 3:67  
 shadow brumby, The 3:71  
 Shakespeare book, The 2:92  
 Shakespeare's world: two plays about  
 the life and times of Shakespeare  
 1:91  
 Shaping Australia [series] 1:93  
 Share said the rooster 1:72  
 Shh! little mouse 4:64  
 Shoot the puppy: a survival guide to  
 the curious jargon of modern life  
 3:61  
 Shouldn't our grandchildren know?: an  
 environmental life story 3:60  
 Sigg & Flori 1:79  
 Signed, sealed, delivered: our textual  
 heritage 4:87  
 Sing, Peppi, sing! 1:79  
 sock monster, The 4:67  
 Sold 3:75  
 Someday Angeline 4:73  
 Songlines and stone axes 3:79  
 Soul eater 2:82

Spelling rules! Teacher resource book  
 ages 5-8 3:64  
 Sport psychology: a student's  
 handbook 2:91  
 Springboard 4 [series] 3:80  
 Star of the show 1:77  
 Start thinking: daily starters to inspire  
 thinking in primary classrooms  
 2:66  
 Stephen's music 4:66  
 Stinky, the tale of a smelly dog 4:71  
 Stormbreaker: the graphic novel 2:81  
 story of Growl, The 4:66  
 Story weavers 1:83  
 Stripes 1:90  
 Studies of religion 1:83  
 Studio design at work 2:90  
 Summer Tiger 4:69  
 surprise present!, A 2:73  
 Sustainable development workbook  
 for middle years of schooling 3:78

**T**  
 tale of two goats, A 1:72  
 Talking about Sydney: population,  
 community and culture in  
 contemporary Sydney 1:67  
 taste of lightning, The 3:73  
 Teachers who change lives 1:68  
 Teaching attack & defence in team  
 games: a TGFU approach 4:86  
 Teaching class clowns: and what they  
 can teach us 3:60  
 Teaching literacy in first grade 2:69  
 Teaching number: advancing children's  
 skills and strategies 3:65  
 Teaching the nation: politics and  
 pedagogy in Australian history  
 2:69  
 Ten things I hate about me 2:79  
 That rabbit belongs to Emily Brown  
 2:71  
 That's why! 2:71  
 Think local!: a celebration of your  
 school and your community  
 [electronic resource] 4:79  
 Thinking out loud: a program of  
 activities for developing speaking,  
 listening and thinking skills for  
 children aged 8-11 2:67  
 This is the reef 4:81  
 Thomas Trew and the hidden people  
 4:72

Thor's tale: endurance and adventure  
 in the Southern Ocean 3:75  
 thousand splendid suns, A 4:76  
 Tim & Tig 3:71  
 To the boy in Berlin 4:75  
 Tough ol' teddy 3:65  
 true person, A 3:67  
 tuckshop kid, The 1:76  
 Tutankhamun: the mystery of the boy  
 king 1:92  
 Twelfth night (William Shakespeare)  
 2:92  
 Twilight in the land of Nowhen 2:83  
 Tying the knot: folk tales of love and  
 marriage from around the world  
 1:86  
 tyranny of toads, A 1:77

**U**  
 Ugly fish 4:66  
 Under the spell of the moon: art for  
 children from the world's great  
 illustrators 1:90  
 Undys: let the games begin, The 3:72  
 unhappy goldfish, The 4:65  
 Unleashed! 1:78  
 Uno's garden 2:70  
 Upstaged: making theatre in the  
 media age 2:91

**V**  
 very important idea, The 2:71  
 Video art 4:85  
 Villains: murders, monsters & master  
 criminals 2:92  
 Visualizing ideas: from scribbles to  
 storyboards 1:90  
 Volcano 1:87  
 Volga Olga from the mulga 4:66

**W**  
 waddi tree, The 1:82  
 Waking Merlin 2:77  
 Wal-Mart: the face of twenty-first-  
 century capitalism 4:80  
 Waltzing Matilda 2:74  
 wand in the word: conversations with  
 writers of fantasy, The 4:87  
 Watchmen 1:22  
 Water 4:81  
 water report [series], A 1:84  
 Water witcher 3:68  
 We are the weather makers: the story  
 of global warming 1:87

**Y**  
 Yeh-Hsien 3:79  
 Yes we can! 2:73  
 Yilpinji: love art & ceremony 1:84  
 Yirra and her deadly dog, Demon 4:71  
 You 1:88  
 You must be joking 3:65

**Z**  
 Zac Power [series] 2:78

# Anything is Possible. The World Awaits.

To create enthusiastic learners and achieve classroom outcomes, school technology needs to motivate and engage students.

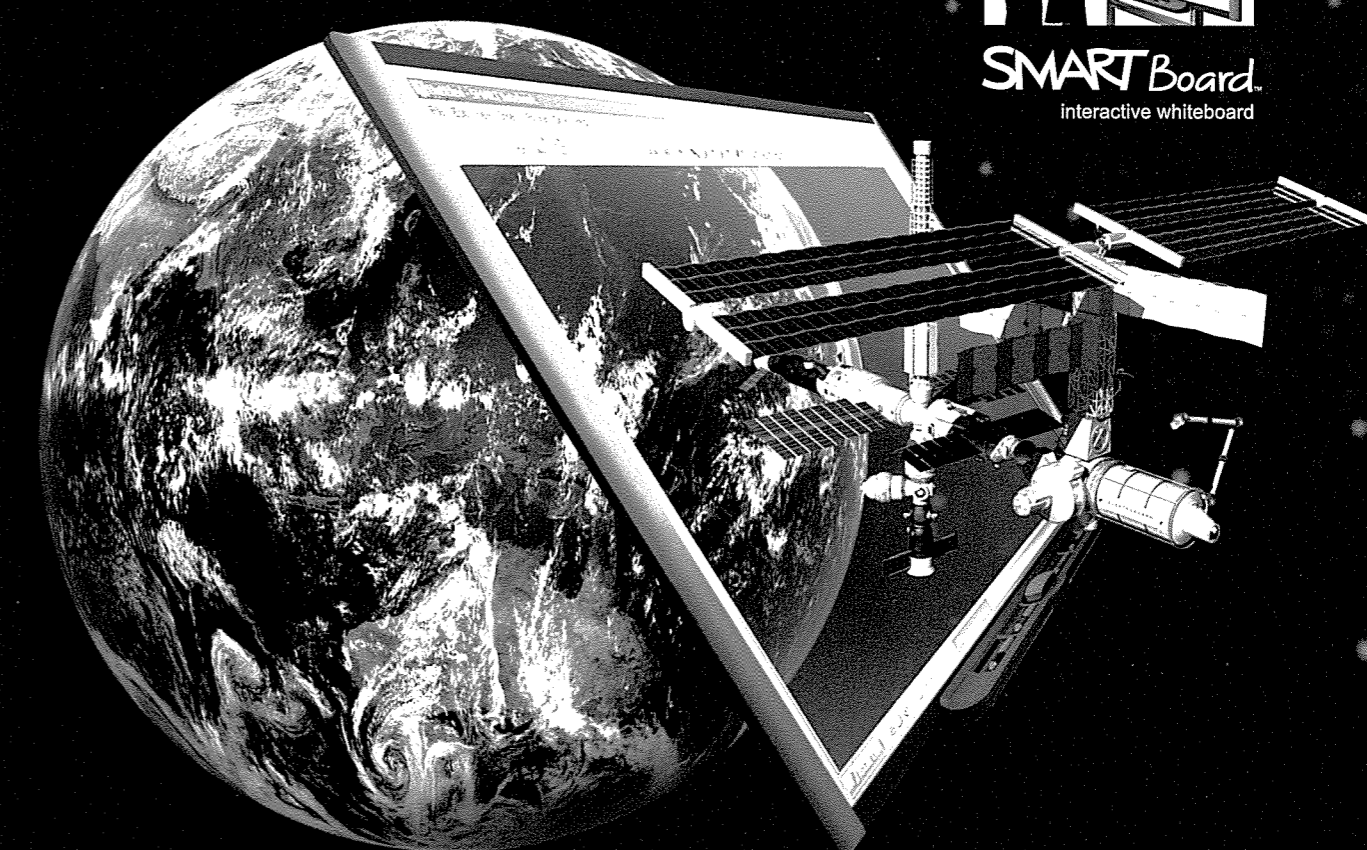
The SMART Board™ interactive whiteboard is the preferred choice of Australian schools to provide interactive learning opportunities and enhance student achievement.

By transforming students from passive observers to active learners, anything is possible.

The world awaits.



**SMART Board**  
 interactive whiteboard



**ELECTRO BOARD**  
 Leaders in Innovative Education Technology

For a Free Demonstration at Your School  
**1800 622 800**  
[www.electroboard.com.au](http://www.electroboard.com.au)  
[www.interactivewhiteboard.net.au](http://www.interactivewhiteboard.net.au)  
 Branches in all States

# Library News

# asp

ASP Microcomputers - 456 North Road Ormond VIC 3204

T: 03 9578 7600 F: 03 9578 7727 E: solutions@asp.com.au W: www.asp.com.au

TOLL FREE: 1800 061 642

Data Technology

Hardware • Software  
Design • Consulting

## LONG LIVE THE ASP PORTABLE BARCODE READER

**ATTENTION**

**NSW Schools using  
Oasis Thin Client**

**Does your school have one of  
our ASP portable barcode readers?**

Do you have one of the earlier models from the '90's? Are you using Oasis Thin Client? Does your computer only have a USB port?

The good news is that in most cases, upgrading your ASP portable reader to USB is simple and cost effective.

### The ASP USB Homebase™

Recently ASP has released the USB Homebase, which allows you, in most cases, to exchange the old Homebase, which connects to your RS232 or PS2 / Keyboard port(s) and replace it with the new USB Homebase, which connects direct to your USB port.

### How do I know if the ASP USB Homebase will work with my ASP Portable Barcode Reader?

The ASP USB Home Base works perfectly in all circumstances with Z4 DataTraq units fitted with V407 or later firmware. You may have a unit which is fitted with earlier firmware versions. All Z4 DataTraq units can be upgraded by ASP to V407.

To find out what firmware is installed on the portable reader in question, select 'FUNCTION 00' on the keypad. The firmware version will appear on the display.

### Using Generic PS/2 to USB Connectors.

There are a number of these generic connectors on the market and we have tested some, with varying success, but generally are not satisfied with their performance. When the generic connector was connected to a Z4 DataTraq fitted with V407 or later firmware, error free data transfer was achieved. Earlier firmware, and earlier models of the ASP Portable Barcode Reader, do not support the use of generic connectors to transfer data.

When the connector was attached to a Z4 DataTraq fitted with firmware earlier than V407, or earlier models of ASP Portable Barcode Reader, error free data transfer was not possible. Data transfer was corrupted or characters were lost. It may be possible in some circumstances, such as a very small amount of data (or single barcode scans) being downloaded, however this cannot be considered reliable.

To know more about this subject, contact ASP to receive our full report, outlining the various options and costs to upgrade.



Next generation  
Barcode Zapper -  
now with 5 year  
factory warranty!

\$299 or  
\$279 Loyalty



SlimScan BT -  
fast becoming our most  
popular Portable Scanning  
Solution. 5 Year  
Factory Warranty.

\$865 or  
\$850 Loyalty

Bluetooth

TSP100 - take a look  
at the thermal printer  
our school clients are  
raving about...

\$550 or  
\$510  
Loyalty



## ASP celebrates 30 years in 2007!

Way back in 1977, when ASP Microcomputers started, we definitely weren't thinking about our 30th birthday. From those humble beginnings, we've grown into a successful Data Technology company.

We would like to thank the ongoing efforts of our fantastic staff, the co-operation of suppliers, and especially the support of our wonderful school clients, here we are... 30 years on. We look forward to the next 30!

Special Bundled Offer  
TSP100, Barcode Zapper, GC36 Cash  
Drawer and box of 24 thermal rolls \*\*\$950!\*



**Library eNews** Don't forget to register for Library e-News online at [www.asp.com.au/reqlibnews.html](http://www.asp.com.au/reqlibnews.html)

## The ASP Loyalty Bonus

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

- All offers valid until end of December 2007.
  - Please specify code L30 on your School Order to receive these prices.
  - All prices shown exclude GST and freight.
- ASP MICROCOMPUTERS is a Division of Grayline Holdings Pty. Ltd. ABN 81 004 940 729. Prices are subject to change. Call for full range and latest pricing. ASP reserves the right to suspend or change the conditions of its Customer Loyalty Bonus without notice. Product names may be Trademarks of ASP Microcomputers or their respective company.

asp

30 years of  
innovation

