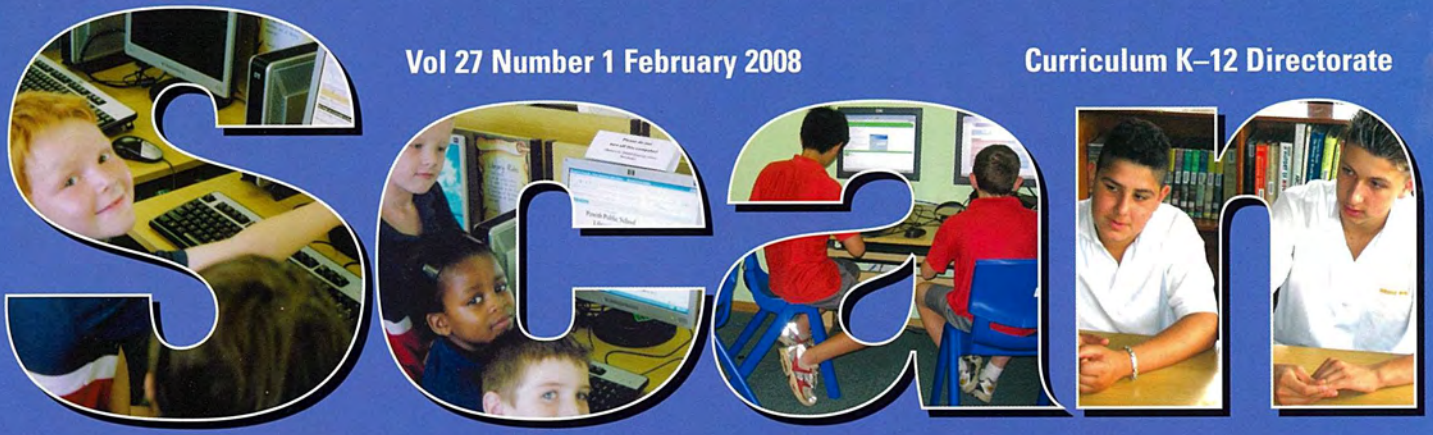


Vol 27 Number 1 February 2008

Curriculum K-12 Directorate



In this issue

OASIS Web Enquiry

Digital movie making

Using Web 2.0

Managing change

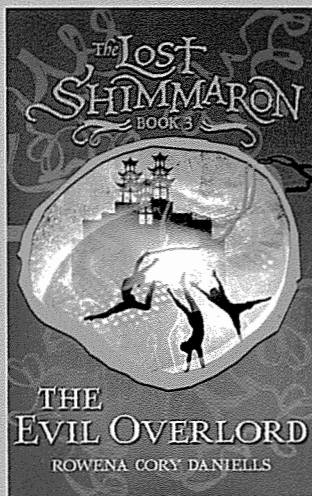
Working with community

Planning & programming support

ABC Kids Fiction

FICTION

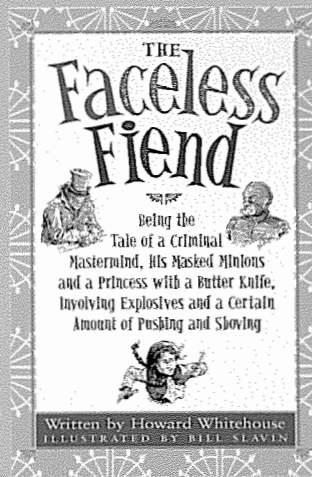
The Lost Shimmaron Book 3: The Evil Overlord By Rowena Cory Daniells



Summoned by the lost Wizard Shimmaron, Sam and Lincoln find themselves transported to a strange kingdom where nothing is quite as it seems. The brothers must find the wizard and get back to Amethyst, or face life in the Evil Overlord's sinister army. The third book in this shared-world series created by Australia's leading writers for children.

RRP \$12.95 - ISBN 9780733320286

The Faceless Fiend By Howard Whitehouse



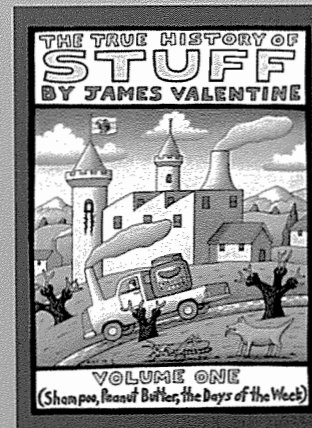
At eccentric Aunt Lucy's house fourteen-year-old aviatrix Emmaline Cayley; co-pilot Robert 'Rubberbones' Burns; and Princess Purnah of Chillgrit, recent escapee from St. Grimelda's School for Young Ladies, are merrily jumping off the roof at the request of their new tutor, the nutty American inventor Professor Bellbuckle. But trouble is on the horizon for this madcap crew: St Grimelda's wants Purnah back, the government wants her to return to the school and, worst of all, a terrifying master criminal known as The Faceless Fiend wants to kidnap her!

Also available *The Strictest School in the World*

RRP \$14.95 - ISBN 9780733321689

The True History of Stuff

By James Valentine
Illustrated by Reg Mombassa

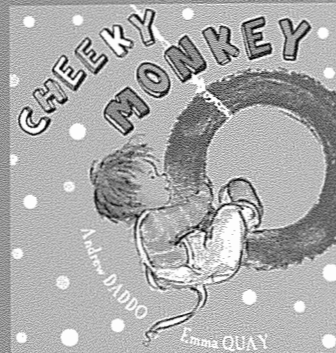


Discover how a lot of ordinary stuff was invented in a country no one has ever heard of! A book that will fill you with wonder, amazement and give you some really big snorty laughs!

RRP \$19.95 - ISBN 9780733321580

PICTURE BOOKS

Cheeky Monkey By Andrew Daddo Illustrations by Emma Quay

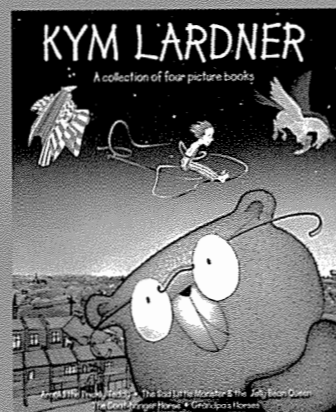


From the team who snuggled you down and tucked you in with *Good Night, Me, Cheeky Monkey* is about the games we love to play in the morning.

Available March '08

RRP \$24.95 - ISBN 9780733321009

Kym Lardner: A collection of four picture books By Kym Lardner

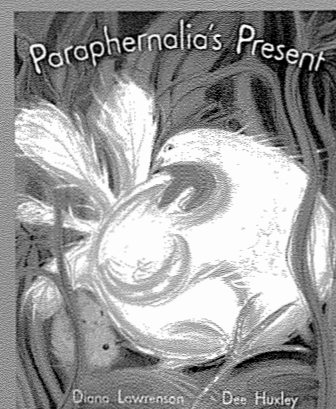


A classic collection of Kym's four best-selling picture books including *Arnold the Prickly Teddy*, *Grandpa's Horses*, *The Coat-hanger Horse* and *The Sad Little Monster and the Jelly Bean Queen*. All the stories have a strong message for children and show Kym's sensitivity and understanding of young readers.

RRP \$24.95 - ISBN 9780733320248

Paraphernalia's Present

By Diana Lawrenson
Illustrations by Dee Huxley



Dottie and her hen, Paraphernalia, share breakfast, trips into town, even afternoon tea! But one day Dottie has an accident and Paraphernalia surprises her with the greatest gift of all. A charming tale about friendship brought to life by Dee Huxley's vivid illustrations.

RRP \$27.95 - ISBN 9780733317422

Published by ABC Books,
distributed by Allen & Unwin.
Available from ABC Shops, ABC
Centres, all good bookshops and
online at www.abcshop.com.au



Editor: Cath Keane

Review Coordinator: Michele Busch

Assistant Editor, Resources: Carol Thomas

Guest Editor: Rhonda Parnis

Graphic Designer: BIAGDESIGN

Subscription enquiries:

Scan

Fax: (02) 9886 7413

Web: <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.

©2008 Curriculum K-12 Directorate, NSW Department of Education and Training.

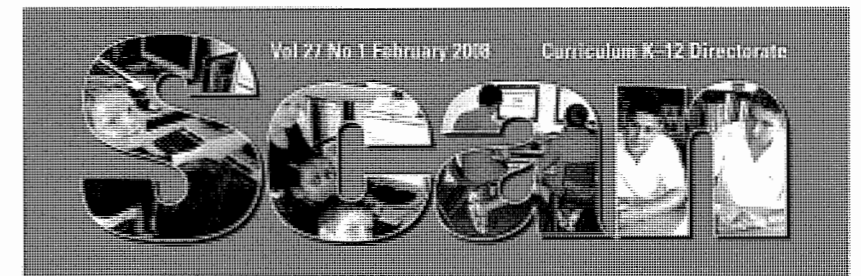
ISSN 07264127, SCIS 752744.

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>

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 Currents

2

3

Teaching and Learning

OASIS Web Enquiry welcomed – Colleen Foley	4
Exploring OASIS Web Enquiry for Web 2.0 – Ian McLean	7
OASIS Web Enquiry supporting young readers – Robert Ferry	9
Students using OASIS Web Enquiry – Kate Westoby	11
Using OASIS Web Enquiry to support teaching and learning – Julie Williams	12
Digital movie making in the library – Rhonda Parnis	14
Technology and learning: demystifying Web 2.0 technologies – Tracy Considine	16
Girls: engaging and participating in ICT activities – Ulla Bendt and Deborah Weeks	20
Winds of change – Terry Wylie	26
Embracing and managing change – Robyn Morley	27

Research Columns

Research columns one, 2008: Shared learning, shared knowledge – Dr Ross Todd	30
Collaboration: force or forced? Part 2 – Dr Linda Gibson-Langford	31

Curriculum Support

Working with community to support reading – Margaret Cossey	38
Planning, programming and assessing using English Programming Support – Annalies van Westenbrugge	42
The Premier's Reading Challenge: a journey of pleasure to destinations unknown – Trish Anderson	44

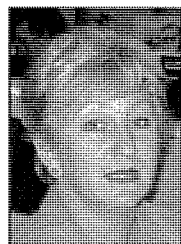
Noticeboard

Resource, rebuild and recollect. Part 2 – Anne Longworth	46
The State Library connects teachers and students with online resources – Vanessa Bond	48
How to run a successful and productive MS Readathon: minimum effort, maximum results – Linda Ralph	50
New Selective Schools Teacher Librarian Network – Helen Lee	51
Briefly...	51

Resources

Reviews of Internet sites	52
Professional reading	63
Literacy and Numeracy resources	67
Picture books	68
Fiction for younger readers	74
Fiction for older readers	78
Information, poetry and drama	82
Who reviews?	94
Indexes	95

From the Editor



This is the first issue of *Scan* for 2008. I would like to welcome new readers and thank our regular subscribers for

joining us for another year. The *Scan* team hopes you find the articles informative and enjoyable. We urge you to share the articles and resource reviews with your colleagues. Why not visit the *School Libraries and Information Literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries>

for further teaching ideas, annotations of *Scan* articles, and the database of resource reviews? The *Scan* subscription form/tax invoice is also available on the website.

Please note that, in keeping with current trends, <http://> no longer appears in URLs quoted in articles and reviews.

If you have suggestions for future articles, please contact me on (02) 9886 7501 or by email at <editor.scan@det.nsw.edu.au>.

Cath Keane
Editor

OASIS Web Enquiry welcomed

The new library browser provides opportunities for the integrated teaching of information and ICT skills. Downloading website records from SCISWeb, processing orders, and using the *Web Filter Check* are explained. This article is followed by practical examples of how *OASIS Web Enquiry* is supporting teaching and learning in four schools. Read on for some great suggestions including using the PRC booklists. **Page 4**



Digital movie making in the library

Rhonda Parnis & Geoff Maguire use *Movie Maker* to develop their students' ICT skills. This is an excellent example of the teacher librarian and classroom teacher working collaboratively to provide engaging opportunities for students to develop their skills and demonstrate deep knowledge and understanding of a topic. **Page 14**



Technology and learning: demystifying Web 2.0 technologies

Tracy Considine discusses the collaborative nature and ease of use of Web 2.0 technologies. She provides examples for using podcasts, vodcasts, wikis and blogs to enable teacher librarians to facilitate rich, authentic teaching and learning opportunities for students of all ages. Discover how simple it can be to integrate 21st century tools to revitalise your teaching and learning programs. **Page 16**



Girls: engaging and participating in ICT activities

Ulla Bendt & Deborah Weeks identified a lack of opportunity for girls in accessing ICT at their school. They developed basic computer knowledge tests and surveyed the students about their access to computers and the internet. Their detailed planning, programming, enthusiasm and explicit teaching produced exceptional results. **Page 20**



Winds of change

Principal Terry Wylie acknowledges that the teacher librarian's role is 'more significant than ever before and will continue to grow in importance'. Terry supports the teacher librarian, Robyn Morley, whose article follows, as she describes strategies employed to prepare students at Caringbah High School for the 21st century. **Page 26**



Research columns: Shared learning, shared knowledge

This is the second in a series on collaboration in which Dr Ross Todd's introduction to *Research columns* focuses on the importance for teacher librarians to reflect on current research to inform and implement best practice, and to engage in professional discourse. Dr Linda Gibson-Langford continues this theme in *Collaboration – force or forced? Part 2*. She urges teacher librarians to build quality relationships with teachers and students to create a climate for knowledge creation and sharing. **Page 30**

Ready to blog? Know about wikis? Curious? Join the Term 1

Wilfrid Gordon McDonald Partridge book rap.

It's easy! <www.schools.nsw.edu.au/raps>



Currents



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

Committed professionals constantly reflect on priorities and directions when responding to the ongoing challenges in learning and teaching. How will we respond to the new and emerging challenges and excitement of education in the connected world? What are the successes we can build on in order to do so? *Scan* and our School Libraries and Information Literacy team is committed to supporting teacher librarians working with their education partners to improve student learning. Some interesting synergies are explored in this issue.

OASIS Web Enquiry

This new library browser, launched in November 2007, is a great, supportive step forward into the connected, Web 2.0 world. It offers NSW government schools new and exciting opportunities for collaboration and effective support for teaching and learning. Read more and see how teacher librarians, teachers and students are using it in the related clustered articles starting on page 4 of this issue.

Professional learning update

We are looking forward to our state conference, *School Libraries Leading Learning*, jointly organised by our School Libraries and Information Literacy Unit and ASLA (NSW) Inc. The program promises an exciting array of speakers, panels, special guests and workshops. It will be held on

March 28 and March 29, 2008, in Parramatta. More information is available from related links on the *School Libraries and Information Literacy* web page at <www.curriculumsupport.education.nsw.gov.au/schoollibraries> and at the conference home page at <www.aslansw.org.au/learning/Conference/index.htm>. All are welcome.

This conference will be the major focus of Curriculum K-12 Directorate's School Libraries and Information Literacy Unit professional learning support for schools in Semester 1 2008. Introductory *OASIS Library* courses will be available throughout the year, along with workshops focusing on programming and planning K-12 during Semester 2. Additional information is available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/proflearn>. Teacher librarians can also explore workshops of interest offered by other cross curriculum and key learning area teams. Regional networks are welcome to contact <colleen.foley@det.nsw.edu.au> for additional professional learning support from the Unit at any time.

The NSW Department is also continuing its schedule of conferences, including the Early Years Conference, Tuesday 15 and Wednesday 16 July 2008, and a Middle Years Conference, Tuesday 7 and Wednesday 8 October 2008. For updates and information go to <www.detconferences.nsw.edu.au>.

School Libraries and Information Literacy website in 2008

Our website will continue to support those interested in collaborative teaching and school libraries

supporting ICT and literacy. Watch the site at <www.curriculumsupport.education.nsw.gov.au/schoollibraries> in 2008 for:

- the online version of *Information skills in the school* (now available)
- information skills matrix supporting planning and programming
- updated section on copyright for the *Handbook for school libraries*
- *Hot topics* and issues related to collaboration and ICTs
- practical examples of connected learning achievements and possibilities including using blogs and wikis, digital stories, games based learning
- full text of related *Scan* articles.

Your suggestions and contributions to our site, including news of successes and achievements, are welcome. Contact <colleen.foley@det.nsw.edu.au>.

Two recent online publications, linked from our site, may also be of interest for professional reading. The American Association of School Librarians has launched *Standards for the 21st-Century learner*. This document affirms the importance of school libraries, and reinforces the significance of information literacy skills. The updated 2008 (third edition) of *School libraries work!* Research Foundation Paper from Scholastic Library Publishing also reinforces the power of information literacy and the key role of school libraries in student learning.

I wish you all the best in your endeavours in 2008. ■

OASIS Web Enquiry welcomed

Colleen Foley, Manager School Libraries and Information Literacy, in consultation with Doug Jenkins, Senior Systems Analyst, introduces this selection of responses from teacher librarians to the new enquiry browser for school library catalogues in NSW Departmental schools. Some timely reminders about downloading websites from SCIS, and web filtering issues are also included.

School libraries: learning hubs

The new library browser was launched on 5 November 2007. The launch was hosted by Castle Cove Public School, and enthusiastically demonstrated by Kate Westoby, teacher librarian, and a number of Year 5 students. In launching the browser, Robert Randall, Director Curriculum, stated:

This is an example of the potential of technology. A school's library is a learning hub, which supports the school's teaching and learning priorities. It needs to be an exciting, welcoming place where students enjoy learning in this Web 2.0 world. OASIS Web Enquiry, while not a library system replacement, is a wonderful achievement in supporting learning.

Information Technology Directorate was recognised for its commitment to school libraries through the *Thin Client Project*, and their work with OASIS Web Enquiry as part of that. Members of the School Libraries and

Information Literacy team shared library and curriculum expertise to contribute to what is a beneficial teaching and learning tool. Robert Randall made special mention of Geoff Jones, Doug Jenkins and Anne Dowling for their important contributions to the project.

Exciting teaching and learning opportunities

With the browser, schools can flexibly manage the information displayed on the home page to suit their needs, whether it is an important weekly announcement, or best websites for current class work. The enquiry browser can be made available on all networked computers in the school, and can be accessed from staff and student portals. It is an exciting development for NSW government schools, offering powerful opportunities for teaching and learning relevant to the Web 2.0 world.

As outlined by the students and teachers in this article, the browser provides a user friendly, engaging tool, for ready access to the full range of resources available to students and teachers in the library catalogue. In this way it offers teacher librarians and teachers powerful opportunities for teaching information and ICT skills in an integrated way.

Value added extras, such as the link to the Premier's Reading Challenge (PRC) lists, offer an easy way for teacher librarians and teachers to see what titles in the list are available for students in their own school library, and to plan for additional titles they may wish to purchase. It also offers students easy access to the descriptions of PRC books in their library, to help them choose the books they may wish to read.

With the link to the *Resource review program*, teachers, and interested students, can also easily view Departmental resource reviews for a range of titles in the school's collection. This is very helpful in assisting teachers to fine tune their selections for the most useful resources for a particular unit of work, all within a few mouse clicks. Teacher librarians and teachers can also easily access the *Resource reviews* database for additional resource selection support, and ongoing planning for resources, including websites, that they might need.

Students will enjoy searching for information, for learning and leisure, finding various types of information such as websites, books, DVDs, and knowing very quickly from the friendly icons what type of resource they have located via the catalogue. They can then explore which sources offer the best information for their needs.

OASIS Web Enquiry is

- available to all NSW DET schools
- accessible from a shortcut on devices that use a kiosk account
- accessible from URL in the H3 option from OASIS Library
- linked to the student and staff portal pages.

N.B. Schools do not have to do anything before they start using OASIS Web Enquiry.

Website records for the catalogue

Those who have not previously considered downloading SCIS records for websites can now make the most of the new browser by doing so. Just as other resources are carefully

selected using appropriate criteria, based on their curriculum support for units of work, and appropriateness for enriching literacy and reading programs, so too are websites. The *Resource reviews* database ([Figure 1](http://www.schools.nsw.edu.au/resourcereviews)) may assist here. Teacher librarians may also find the SCIS *Special orders*, such as those for issues of *Scan*, and browsing recently catalogued websites in SCIS to be helpful. The updated FAQ ([Figure 2](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs)) from the *School Libraries and Information Literacy* website at www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs provides more guidance for downloading websites. Further information is also available in the article by Doug Jenkins in *Scan* 20(2).

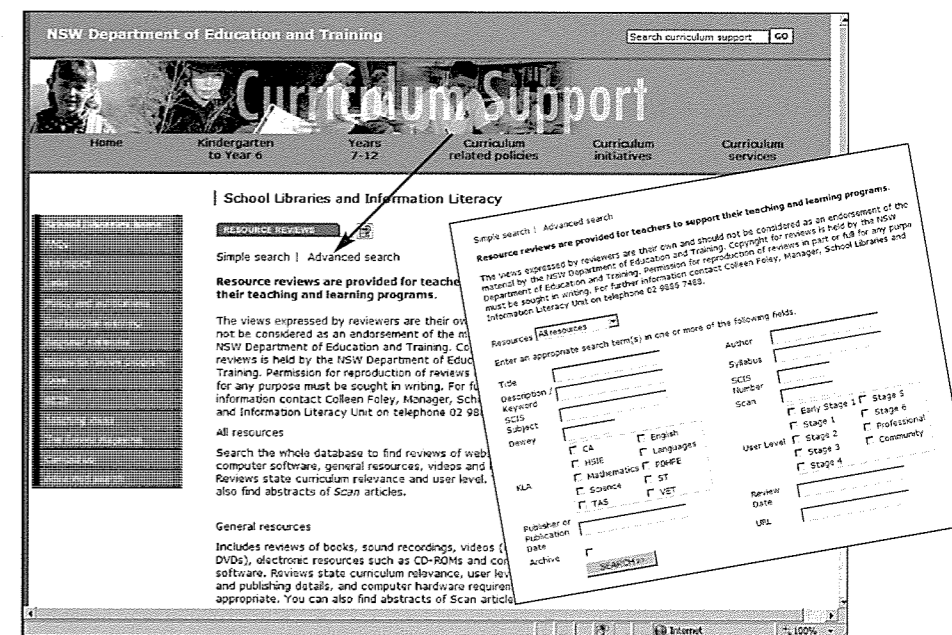


Figure 1 Search the Resource reviews database <www.schools.nsw.edu.au/resourcereviews> by Simple search or Advanced search

How are website records downloaded from SCISWeb? What about barcodes and accession numbers?

Website records are downloaded in the same way as records for other resources without ISBNs. The SCIS number is used as the order number in *Create orders*. By using the search facility in SCIS OPAC you can locate the record and then find the SCIS number at the top of the record.

Alternatively, use the *Resource reviews* database to search for sites and copy and paste the SCIS number of sites you wish to select into the *Create orders* field. You may also wish to consider the *Special orders* for websites reviewed in *Scan*, or the monthly website lists for recently catalogued websites from the menu on the SCISWeb welcome page at <scis.curriculum.edu.au/scisweb>.

Having two browsers open, the *Create orders* page, and either the *Resource reviews* database or SCIS OPAC, makes it easy to cut and paste SCIS numbers for selected sites into *Create orders*. This process is described in *SCISWeb handy hints* in *Connections* number 49 at <www1.curriculum.edu.au/scis/connections/cnetw04/49handy.htm>.

Processing a SCIS order for websites

- It is recommended that a separate order be sent for websites and a separate batch downloaded. This allows management tasks to be simplified.
- OASIS Library requires a barcode for each record and so it is recommended that a unique sequence of barcodes be given to websites.
- Ensure that you are familiar with the next barcode to allocate then overwrite it (making a note of the current barcode and accession number that is in each field) with a unique website barcode e.g. W00001. (You do not need a physical sticker nor do you need to produce a register with barcode stickers listed with the corresponding URL.)
- Once you have finished uploading the website order to OASIS Library, note the next website barcode to allocate in <B1 C1>.
- Then reset your barcode allocation ready for your next <R>esources upload to OASIS Library.
- There is no need for an accession number, you can blank this out (by pressing *Enter*) on the individual record when you download the SCIS records.
- Location should be given as WEB so that the item isn't initialised during annual Stocktake. The resource loan category should indicate not for loan.

Figure 2 Downloading website records to OASIS Library in FAQs

Web filtering issues

The Department's web filtering process determines the availability of websites to each user group. The changes introduced in October 2007 do not affect access for teachers. Briefly, the main criteria which impact whether websites are blocked or unblocked are:

- the Department's duty of care responsibilities to provide a safe network environment for students and staff, for example child protection requirements and providing a safe teaching and learning environment
- curriculum value and relevance
- appropriateness of website activities for the Department's network
- relevance and appropriateness of website material for specific staff and student user groups.

Curriculum Directorate, including the School Libraries and Information Literacy Unit, is liaising with the Web Filter Team on issues related to the availability of websites for groups of users. The Web Filter Team has been provided with details of the websites that have been catalogued by SCIS, and Anne Dowling, Cataloguing Coordinator, NSW SCIS Agency, forwards a monthly update. These websites are then unblocked for all teachers. From this issue of *Scan*, the reviews for websites to be published in *Scan* and the online database will be provided to the Web Filter Team to ensure that those sites are available to the Stages indicated by the *User levels* in the reviews. Michele Busch, Review Coordinator, has also been working through past issues of *Scan* to assist in making reviewed websites available to the recommended user levels. If you have a concern about the availability of a website reviewed in *Scan* or on the online database of resource reviews, please email the Unit at <colleen.foley@det.nsw.edu.au>. For questions about other websites catalogued by SCIS, contact <anne.dowling@det.nsw.edu.au>.

Using the Web Filter Check

Just as teachers preview videos or DVDs before using them with a class, checking a website before use is important when specific websites are to be used in class. This allows teachers to check whether a site is still available, and if it still includes the content it had when reviewed or last checked. There are of course issues related to the nature of the internet, in that sites will come and go, and internet users live with this reality. There are usually other choices if a particular website disappears, and today's students simply whiz round looking for another option.

The *Web Filter Check* is used to ensure the website is available for the Stages who will be using it. While teachers may use their own internet access to demonstrate specific websites as required, it is not appropriate to allow

students access via a staff member's password, for privacy, child protection reasons and because it contravenes Departmental policy on Use of Communication Devices.

The following provides an overview of accessing and using the *Web Filter Check*.

1. Access the *Web Filter Check* via *My applications*, and then *Account administration* in your staff portal (Figure 3).
2. Click on *Web Filter Check* (Figure 4) and follow the prompts to check one or more site URLs at a time (Figure 5). The results will indicate whether a site is blocked or unblocked and the Year levels for which it is available (Figure 6). Teachers can then elect to request a site be blocked or unblocked citing a curriculum rationale, and the appropriate Stage for its use. ■

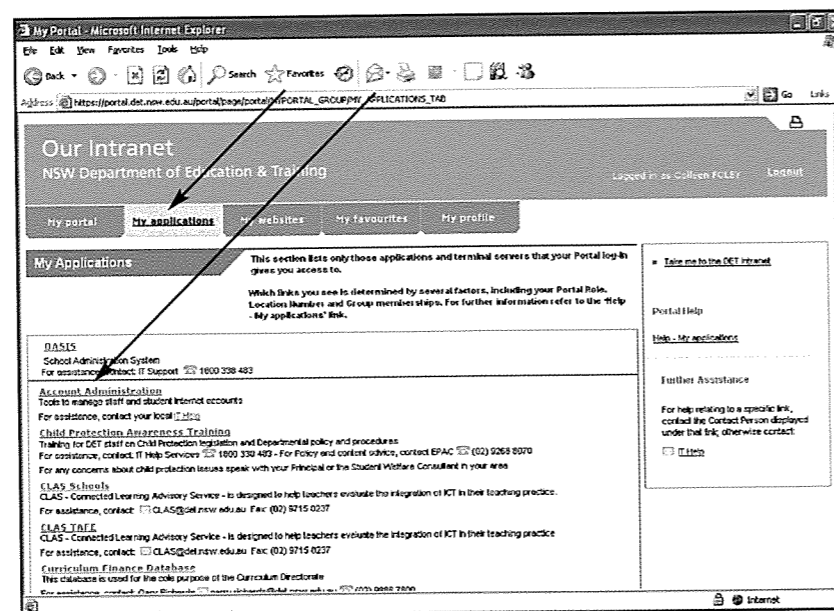


Figure 3 Accessing Web Filter Check from My portal

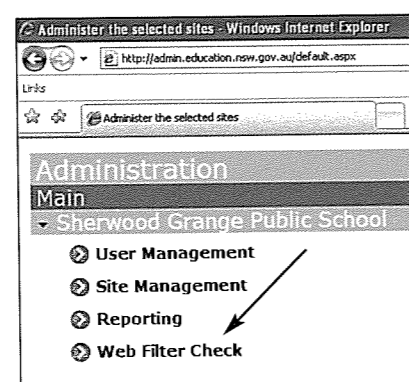


Figure 4 Click Web Filter Check

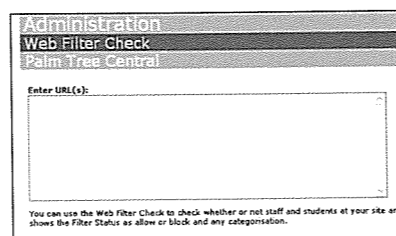


Figure 5 Enter URL to check

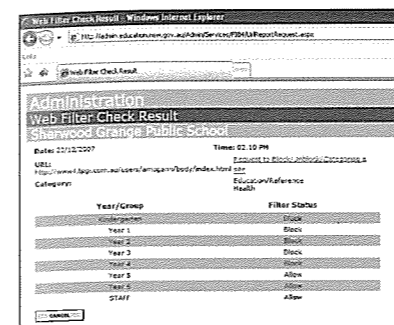


Figure 6 Web Filter Check result

Exploring OASIS Web Enquiry for Web 2.0



Ian McLean,
teacher librarian
at Penrith Public
School, shares
innovative

teaching strategies for integrating
OASIS Web Enquiry into teaching and
learning activities.

At Penrith Public School, most of our *Computers in schools* rollouts have been set up in banks in various locations around the school. When *OASIS Thin Client* was introduced in Term 2, it gave us an opportunity to add to our small bank of internet connected computers in the library. Two *OASIS Library Enquiry* terminals were replaced by state-of-the-art, internet capable computers. In Term 3, as a trial school for *OASIS Web Enquiry*, I used modelling and point-of-need specific teaching whenever individual students and teachers needed to use *Enquiry*. The students, particularly, were quick to adapt to any differences in screen layout and the functions of *OASIS Web Enquiry*, and everyone became quite

References and further reading

- Browning, K. (2007) 'Improved Internet security and access for NSW public schools', *Scan* 26(1), pp. 48-50.
- Dowling, A. (2007) 'SCISWeb Special order files and *Scan* journal websites', *Scan* 26(4), p. 47.
- 'Employer Communication Devices Staff Use Policy', *Policy & procedures*, NSW Department of Education and Training. Viewed 7 January 2008. <https://detwww.det.nsw.edu.au/policies/staff/ethical_behav/comm_dev/PD20020024_i.shtml>.
- Foley, C. (2007) 'Currents', *Scan* 26(4), p. 3.
- Jenkins, D. (2007) 'OASIS Thin Client and SCIS', *Scan* 26(2), pp. 46-47.
- Jenkins, D. (2001) 'Improvements to OASIS Library: enhancements to downloading SCIS records', *Scan* 20(2), pp. 30-33.



Figure 1 Early Stage 1 and Stage 1 students using OASIS Web Enquiry

The students, particularly, were quick to adapt to any differences in screen layout and the functions of *OASIS Web Enquiry*...

excited by the possibilities offered by its new features. Images of book covers have made identifying books on shelves easier. Readily identifiable icons indicate GMDs, and whether titles are featured on the Premier's Reading Challenge booklists, or which resources

have been reviewed in *Scan* and are available at the online *Resource reviews* database. Links to catalogued websites mean that users no longer have to scrawl URLs onto scraps of paper before moving to other computers and then logging onto the internet.

Savvy searching

One of my most enthusiastic groups of savvy searchers on the new browser is an intensive language support class of Early Stage 1 and Stage 1 students. Although these students are integrated into several other classes for their weekly library sessions, on Fridays the

class comes to the library for an additional lesson. The aim is to orientate them to the next week's literacy demands. We develop field knowledge of upcoming topics, brainstorm vocabulary and possible text types during *Circle time* (McLean, 2007), preview key picture books, and use the results of *OASIS Web Enquiry* searches to collect resources which are taken back to their classroom (Figure 1).

The students went on a treasure hunt to find the books their search had revealed, giving an impromptu speech as they went, *I'm heading to the Easy Fiction section because I'm looking for a made up story*, and *Here's the A shelf because the surname is Alborough and the call number is EF ALB* (Figure 2). They responded extremely well to the design of the search page. What is really exciting is that class teachers can repeat this lesson in the classrooms or the computer labs whenever it is convenient because *My library* is linked from the staff portal and the students' *Kidspace* portal.

Integrating this technology with the literacy program

During Term 4, the cyclic literacy program has focused on fables, for example Aesop's *The town mouse and the country mouse*. Using flashcards of vocabulary from our brainstorm session, the students were able to search *OASIS Web Enquiry* to find:

- other fables of Aesop
- other published versions of *The town mouse and the country mouse*
- factual books on mice
- factual resources about transport
- fictional texts on the topic of transport.

The search term *Transport – Fiction* revealed two very useful picture books. I had not previously discovered them, in my own searches under specific types of transport, because both texts featured the main characters mentioning a range of transport



Figure 2 Students have success locating resources on their treasure hunt

alternatives. The picture books, *Duck in the truck* by Jez Alborough and *Six hogs on a scooter* by Eileen Spinelli and Scott Nash have now been shared by all Early Stage 1 and Stage 1 classes. Student representatives from Language Support proudly demonstrated their search procedure on the computer for their English classes.

Customising our library enquiry home page

By following the downloadable manual, I quickly customised the home screen of the *Penrith Public School library enquiry* (Figure 3). I added our school logo to one top corner, using a full

colour graphic created by a local badge making company. Scanning the logo from a school letterhead, or even scanning an actual prefect's badge works just as well.

I elected to replace four of the five default URLs already listed in *My library* links with:

- *NSW Public Schools (DET)*
- *Penrith City Star* newspaper, where some of our students have had book reviews published this year
- *Penrith Public School home page*, our school website
- *Penrith PS library's wiki*, our first venture into the wonders of Web 2.0!

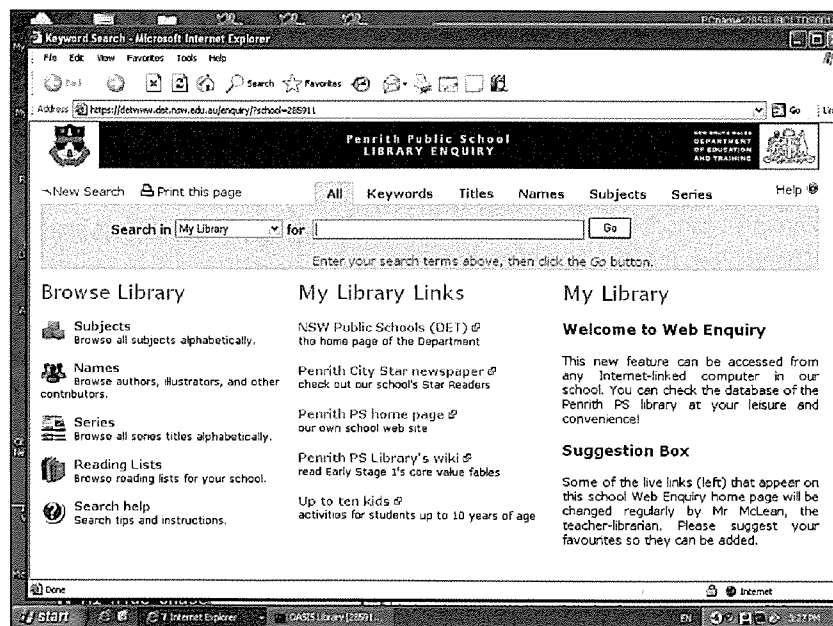


Figure 3 The customised Penrith Public School library enquiry home page

Early Stage 1 weaves a wiki

Students in Early Stage 1 have been developing collaboratively written fables based on our school's four school values: Learning; Cooperation; Respect; and Environment. Instead of using butcher's paper, our various brainstorms and drafts are typed (and edited) straight onto the wiki pages. Previous versions can also be referred to for comparison.

Because I have been promoting the wiki, and the fables, to all teachers and groups of students as they come into the library, there has been an expressed desire to have this URL freely available. The option to customise the home screen, and add the wiki's URL to *My library* links, has enabled it to be easily accessed from elsewhere in the school (Figure 4). ■

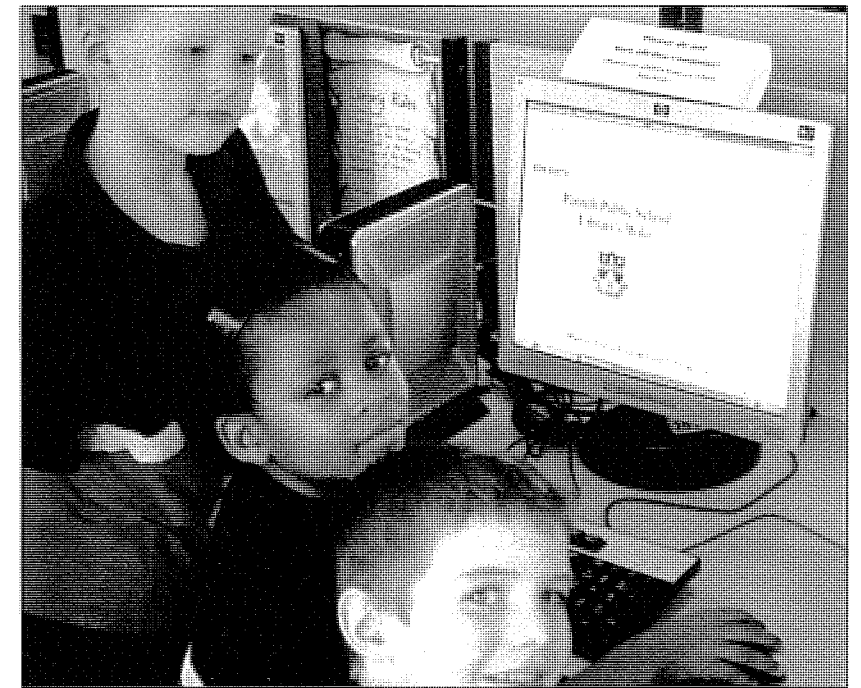
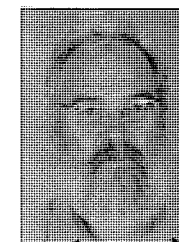


Figure 4 Our library's OASIS Web Enquiry home page has a link to our new wiki

References and further reading

- Alborough, J. (2000) *Duck in the truck*, Collins, London. SCIS 1024819
 McLean, I. (2007) 'Circle time and the school library: maximizing opportunities for talking and listening at Penrith Public School', *Scan* 26(4), pp. 4-7.
Pbwiki. Viewed 7 January 2008. <pbwiki.com>.
Penrith Public School library's wiki, I. McLean. Viewed 7 January 2008. <penrithpslibrary.pbwiki.com>.
 Spinelli, E. & Nash, S. (2000) *Six hogs on a scooter*, Orchard, NY. SCIS 1041749

OASIS Web Enquiry supporting young readers



Robert Ferry,
teacher librarian
at Young Public
School, writes
about how

students use the search facilities, links and websites on OASIS Web Enquiry.

Young Public School has a spacious, well equipped library catering for 22 classes. Each class has a 30 minute lesson in the library during the week, and can access the library at other times.

One of the more successful activities we have used to promote the use and understanding of *OASIS Web Enquiry* has been with Year 2 classes. Each student brings a junior novel to the computer and searches for that book using the new browser. They have to decide whether to look for the title, the author's name or the series of the book (Figure 1). During their search, they learn how to expand the list by clicking *Show all* and to return to the enquiry screen by clicking *New search*. The reward, of course, is matching their book cover to the screen record that has an image of the book's cover. This task works especially well with book series such as *Toocool*, *Rainbow magic*,



Figure 1 Gareth chose to search for the title, *Hercules*

Pony tails, and *Solo* (Figure 2). This activity also offers the opportunity to teach the location of the book, how many copies are in the library and whether they are available. The children return their junior novel to the correct location on the shelf, and then choose another to repeat the process. Much of this teaching is informal and



Figure 2 Elizabeth and Lizzie completed a Series search to locate and match their favourite books from the *Girlz rock!* series

mainly answering questions and showing alternative pathways. It is advantageous to put children in pairs with a computer. A further reward for successfully completing this task would be to click on the record's internet link and visit the publisher's website for the more popular series and authors among the junior novels.

The ability to have *My library links* displayed on our *Young Public School library enquiry* page is an added bonus, as it gives focus to a specific website for a planned activity. We subscribe to

World Book online, the link is on the screen, and the ID and password is listed on the second page of *School news*. The *School news* feature is beside *My library links* and is found under *My library*. An excellent comparative research activity for Year 6 classes involves student use of prepared research proformas coupled with a set of *World Book* encyclopaedias. This teaching and learning activity can be used to teach the identification of keywords in a question, and the use of guide words in a text. It also nicely balances the use of printed text and electronic text. Often, the less confident class members will choose to work with me and the encyclopaedia volumes, allowing for individual instruction such as scanning text for specific words, the use of headings in articles, and the structure of articles.

School news also provides an opportunity to encourage children to use *OASIS Web Enquiry*. We have featured authors, series of books, and subjects,

along with listed questions that requires the use of the interface to find the answers. General questions include:

- How many books by Daisy Meadows do we have in our library?
- Where are Tashi books shelved?

More specific questions include:

- Who illustrated *Swallows and Amazons* by Arthur Ransome?

In this sense, *School news* becomes an electronic activity sheet or noticeboard. This can be modified fairly quickly to accommodate classes and units of work. The internet links listed under the heading *My library links* can also be changed to match class units of work, themes or focus questions used during library lessons. These can be age and gender appropriate resources.

We have enjoyed exploring the possibilities presented by *OASIS Web Enquiry*. The new interface with our collection has sparked the children to actively explore the books and internet resources in our library. ■

Students using OASIS Web Enquiry

Kate Westoby, teacher librarian at Castle Cove Public School, describes how the Year 5 students confidently navigate the new web browser.

Castle Cove Public School hosted the launch of *OASIS Web Enquiry* on 5th November, 2007. Six Year 5 students and I (Figure 1) demonstrated its various functions to a group of visitors from other schools and from the NSW Department of Education and Training.



Figure 1 Kate Westoby and the Year 5 students who demonstrated the use of *OASIS Web Enquiry* at the launch

Making use of the IWB, I demonstrated how to access the new *Castle Cove Public School library enquiry* page (Figure 2). Under *My library links* there is a facility for each school to choose and display five websites for quick access. For example, as Stage 2 students were researching national parks, I placed a link to the NSW National Parks and Wildlife Service website onto this page for easy access. Stage 1 students were looking at dictionary use, so a British website, *Topmarks*, which has IWB activities on alphabetical order, was also placed onto this page. In *My library* we have the facility to place notices on, for

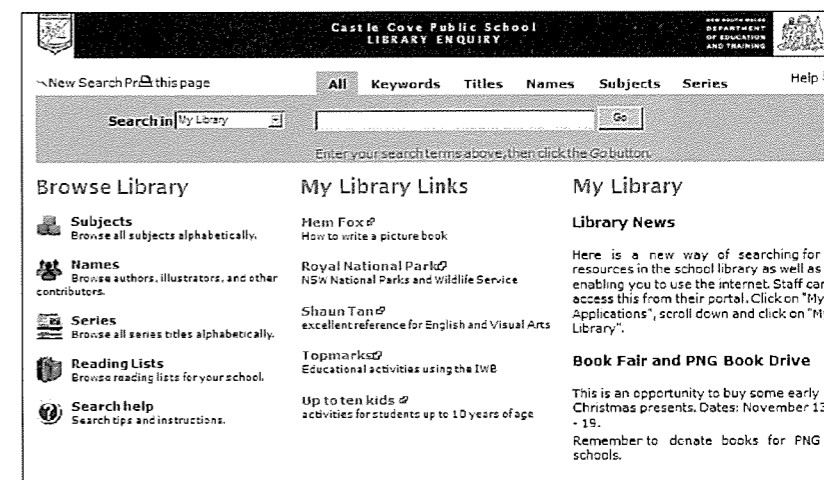


Figure 2 Castle Cove Public School library enquiry page

example, up and coming events or new resources. The *Search in* facility not only allows users to search within their own library but also allows them to search the collection data in up to eight other school libraries, once their permission has been granted. The books your library has in the Premier's Reading Challenge (PRC) can also be accessed from this section. Take note however, that if your PRC book has a different ISBN to that of the one in the official list, it will not be acknowledged as a PRC book. Teacher librarians will need to add different editions of listed resources themselves.


I then handed the proceeding over to my six very capable Year 5 students who each, in turn, described the search tab features of *OASIS Web Enquiry* (Figure 3). Eleisha, using the system with alacrity, showed by example how to make use of the *All* category. Monique looked at the *Title* category and, using *Once* by Morris Gleitzman as her example, showed how easy it was to find the information on this book. She then clicked on his name for the rest of his titles.

Monique really enjoyed this book so she clicked on one of the subjects to find a similar book. She found one and read it as well. Charley, Kam Ming, Laura and Tim continued the demonstration, with each of these students showing how easy it is to navigate.



Figure 3 The students enjoyed demonstrating the features of *OASIS Web Enquiry* at the launch


OASIS Web Enquiry is easy to read and manoeuvre but it is recommended to click on *New search* instead of using the repeated back arrow option to return to the main search screen. These Year 5 students are comfortable using the search options and links, and quickly access information to achieve learning outcomes. ■



Need a portable scanner?

Cipherlab 1166 CCD bluetooth wireless scanner

ONLY \$779



3 YEAR WARRANTY


includes with 2x rechargeable battery

The bluetooth wireless scanner includes communications/charger cradle, USB cable, power pack and two rechargeable batteries.

- Transmits documents within 30 metres
- Automatically stores barcodes in memory & out of range
- Portable, ergonomic and light weight
- Speed of 60 pages per minute
- Pre-programmed for library purposes including ISBN 13

Further product details: http://www.curriculum.com.au/scis/resources/scanners_cipherslab1166
Order form: <http://www.curriculum.com.au/scis/resources/orderform.pdf>

Schools Catalogue Information Service
Contact SCIS for further details
Email: scis@curriculum.nsw.edu.au
Telephone: 1300 337 405 or +61 2 9307 9600



Using OASIS Web Enquiry support teaching and learning



Julie Williams,
teacher librarian
at St Helens Park
Public School,
describes how

engaging OASIS Web Enquiry is for teaching and learning activities.

The library is a vibrant learning space in which the teacher librarian and staff work cooperatively. The executive and teachers are extremely supportive of the value of the library and the teacher librarian in achieving learning outcomes, and appreciate that school libraries have a proven impact on student learning.

Earlier this year, our school was approached by Doug Jenkins to be a part of the pilot scheme for trialling the new OASIS Web Enquiry. I was absolutely delighted to be part of the trial. I immediately showed the staff how OASIS Web Enquiry provided access to our school's library collection data, and demonstrated the use of this web interface with my Stage 3 RFF classes. Unfortunately, before any lessons could be started, all the computers that were used as enquiry terminals were stolen. Fortunately, students were able to access OASIS Web Enquiry through their Kidspace portal (Figure 1) and, once we discovered this ease of access, nothing could hold us back.

As the Stage 3 students were studying the COGs (D) unit: Making informed choices, I chose to focus teaching and



Figure 1 Information about the Web Enquiry links that are available from the student and staff portal pages are found on the School Systems website at <schools.dets.nsw.edu.au/schools/Projects/Web%20Enquiry.htm>

learning in the library on developing the students' locating and selecting skills. After defining the topic and brainstorming possible keywords, I led the students step by step through various types of searches, using the interface menu tabs: Keyword, Title,

Name, Subject and Series (Figure 2). In no time at all they were proficient users, using Enquiry worksheets to track their searches and record information about the identified resources. This process took four lessons. The students loved using

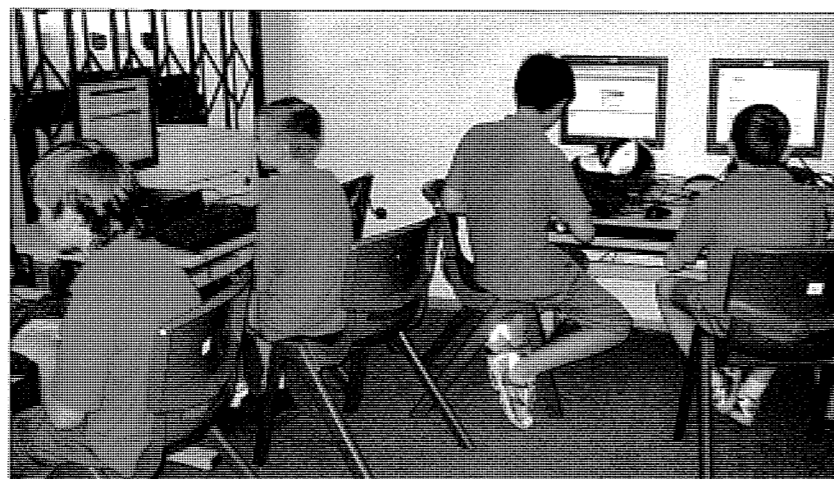


Figure 2 Stage 3 students use the OASIS Web Enquiry search options to develop their locating skills

OASIS Web Enquiry to complete their search tasks, and even asked to come in at lunchtime to do extra work. The rewards flowed for us all.

The next step was to introduce the new screen to staff members, from whom I have had very positive feedback. I frequently use the new web interface as a quick access to resources. Of course, the old version of OASIS Enquiry is still available and is used in our office if we need further information such as barcodes, accession dates or place of purchase.

One of the best features of OASIS Web Enquiry is that information on our

One of the best features of OASIS Web Enquiry is that information on our school resources is available for students and staff, and is accessible via computers in the library and in their classrooms.

school resources is available for students and staff, and is accessible via computers in the library and in their classrooms.

During 2008, our younger students will become familiar with OASIS Web Enquiry, and I expect as much success and rewards. I keenly await the arrival of our replacement computers in the library so that we can have specific computers, with the screen constantly in view to encourage frequent use of OASIS Web Enquiry, to locate and use the resources available to our school population. ■



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.**

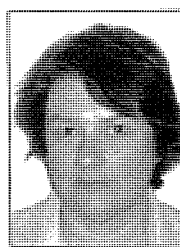
Fun cartooning education experiences for ALL children
on-site at school

Still only \$3 each student !



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

Digital movie making in the library



Rhonda Parnis,
teacher librarian at
Sherwood Grange
Public School, and
Stage 3 teacher,

Geoff Maguire, worked together to provide students with an engaging ICT activity to develop their knowledge and enable them to achieve learning outcomes. Visit the School Libraries and Information Literacy website <www.curriculumsupport.education.nsw.gov.au/schoollibraries> to watch one of the videos.

Stage 3 classes at Sherwood Grange Public School were studying a unit, *Interviews with the famous*, about heroes and villains with reference to the Carole Wilkinson book, *Black snake: the daring of Ned Kelly*. This book looks at Ned Kelly and his actions through the eyes of different people living at the time. It gives the fictional, yet plausible, opinions and feelings of those people who were affected by Ned's exploits. The unit included the study of Pemulwuy, an Aboriginal freedom fighter of the early settlement in Parramatta, our local area. The teaching and learning focus for the students was to compare the motivations of each historical character and



Figure 1 Students filming an interview

decide if they were heroes or villains, or both. The unit is based on a *Middle Years* project in which our school was partnered with a local high school to develop a program of work in an area of study to cater for the transition of students from Stage 3 to Stage 4. Its focus on significant Australians whose lives have influenced our identities, values and beliefs links to the Stage 3 COGs (B) unit: *Identity*.

Integrating ICT

As part of an ICT Pedagogy program, Geoff Maguire and I decided to integrate an authentic ICT focus to the unit. To demonstrate their deep understanding of this topic, the students had to develop a script for a talk show interview and film it using the school video camera. Editing of the interviews would be done using the software *Windows Movie Maker*, available on all the Departmental

rollout computers. The students were very enthusiastic about filming. The class teacher modelled script writing, enabling the students to write their own scripts to develop the themes they wanted to express in their interviews as a result of their reading of the novel and their research on Pemulwuy and Ned Kelly. Filming techniques were explained by connecting the video camera to the television to show the effects of panning, close ups, framing and the rule of thirds.

Groups of four students were chosen: a camera person, interviewer, Pemulwuy and Ned Kelly.

The teacher resource room in the library was converted to a film studio with backdrop, seating, prompt card holder and camera on a tripod. Times were allocated for filming once the scripts had been written, edited, and printed (Figure 1). Rehearsals were done in the students' own time.

Students engaged and collaborating

Each group filmed their talk show during lunchtimes or lessons in the library. From the laughter coming from the makeshift studio, this part of the project was the most enjoyable! After filming was completed, each group downloaded their movie clips into *Windows Movie Maker* and edited them (Figure 2). This was a much larger task than we had anticipated. Group decisions had to be made about film effects and transitions, what to cut and where, titles and credits layout and other production issues (Figure 3). Students were collaborating and communicating for a real purpose and,

Students were collaborating and communicating for a real purpose...

once decisions had been made and the editing completed, the final interviews were saved on the school intranet for a wider audience. Sample movies were shown at the ICT Pedagogy display where viewers seemed impressed by what the students could produce.

The inclusion of the moviemaking activities in this unit, *Interviews with the famous*, increased the students' enthusiasm and active participation in

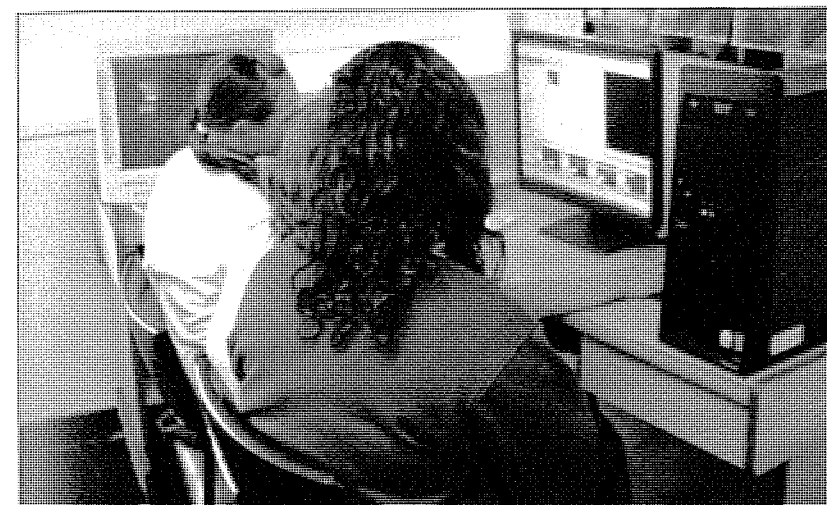


Figure 2 Students using Windows Movie Maker to edit their film

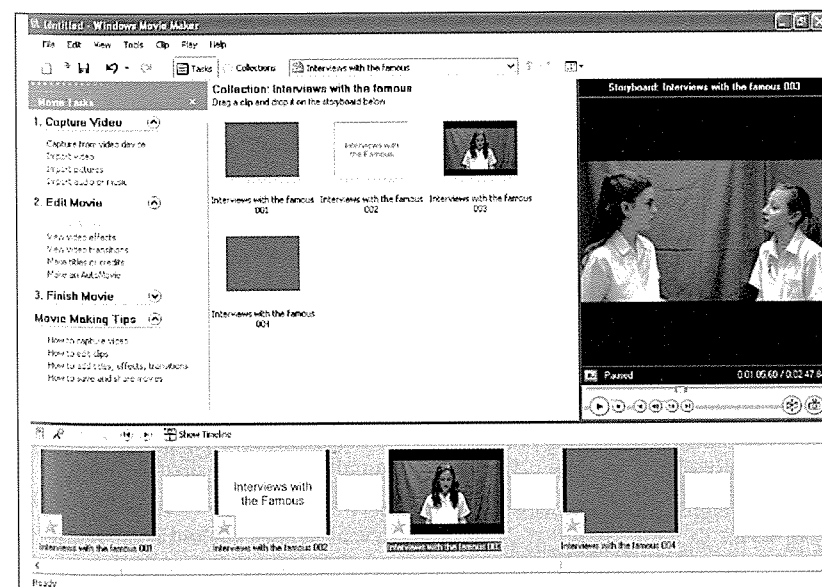


Figure 3 An example of the edit video features of Windows Movie Maker

the unit. Students developed their communication and negotiation skills within the group as well as on film. Creating scripts exposed them to a different way of writing and introduced them to the specific language of film. I am sure they will remember this unit of study. It definitely increased their achievement of related teaching and learning outcomes, and their videos demonstrate their increased knowledge and understanding of the roles of Ned Kelly and Pemulwuy in Australia's history.

The teacher librarian and teacher cooperation had significant benefits including:

- enhanced connectedness of lessons in the library with the increased status of the library in the students' eyes
- a lighter workload with two teachers sharing planning and lesson activities
- increased teaching support for each student.

The students were so proud of their abilities with the camera that they are filming their Year 6 biographies, instead of producing a year book. The skills they have learned will definitely enrich their future learning possibilities. ■

References and further reading

- Bent, U. & Weeks, D. (2008) 'Girls: engaging and participating in ICT activities', *Scan* 27(1), pp. 20-25.
- Cinematic terms: a film-making glossary*, Tim Dirks. Viewed 7 January 2008. <www.filmsite.org/filmterms9.html>.
- Considine, T. (2008) 'Technology and learning: demystifying Web 2.0 technologies', *Scan* 27(1), pp. 16-19.
- Davidson, V. (2007) 'From grace space to power place: Library 2.0 in action', *Scan* 26(3), pp. 12-14.
- Movie Maker for beginners*, Microsoft Corp. Viewed 7 January 2008. <www.microsoft.com/windowsxp/using/moviemaker/getstarted/default.mspx>. SCIS 1215757
- The on-line visual literacy project*, Pomona College, USA. Viewed 7 January 2008. <www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html>. SCIS 1093367

Technology and learning: demystifying Web 2.0 technologies



Tracy Considine
is a Middle Years
ICT Consultant in
the South Western
Sydney Region.

Tracy shares her thoughts about the use of technology as an effective teaching tool in the school library and classroom.

Ready or not, classrooms are brimming with a radically different generation of student commonly known as the digital native. To put it in perspective, this breed of learner has never known a world without computers or the internet. Consequently, they are tech-savvy, mobile, connected and adaptive. Their friendships are often in the hundreds, if not thousands, courtesy of MySpace, Bebo and Facebook, and their networks transcend borders, social status, culture, religion and race.

The screen is the digital native's preferred medium of communication and they are subsequently information rich to the extent that some might say overloaded. These students are also motivated, independent learners when the satisfaction stakes are high, and they are self and peer taught in a vast array of technological applications. Curiously, poor literacy or numeracy skills that may brand a few of them as achieving Band 2 in the Basic Skills Test (BST) do not impede their painstaking efforts in reaching the highest level in sophisticated games like Halo 3 <www.halo3.com> or RuneScape <www.runescape.com>.

Perhaps it is because the digital native's world is continually changing that they adjust so readily to new innovations, applications, problems and challenges. While scientists explore physiological evidence of differences in the way they think and learn, any parent of a 13 year old is already convinced, courtesy of an abundance of empirical data. If only my brain could manage to simultaneously text, chat, research a school project, watch *Futurama* and *YouTube* whilst uploading my latest song composition to MySpace with one ear plugged into my iPod!

Perhaps it is because the digital native's world is continually changing that they adjust so readily to new innovations, applications, problems and challenges. While scientists explore physiological evidence of differences in the way they think and learn, any parent of a 13 year old is already convinced, courtesy of an abundance of empirical data. If only my brain could manage to simultaneously text, chat, research a school project, watch *Futurama* and *YouTube* whilst uploading my latest song composition to MySpace with one ear plugged into my iPod!

The digital divide

This leads me to one of the most apparent differences between the digital native and previous generations of students: their often unintelligible 'digital tongue'. Phrases including *Just Google it, PC4PC?* and *have u read the blog I blogged on Blogger?* manage to further marginalise and confuse the rest of us who Mark Prensky (2001) has labelled digital immigrants. We, the incoherent foreigners, speak of dialling numbers and broken down records, and believe a mashup is what you have with your sausages. As an example, a digital immigrant will spend 10 minutes punching out a grammatically correct SMS inclusive of possessive apostrophes and full stops

for the price of a litre of petrol. On the other hand, the digital native will write an abbreviated-to-within-an-inch-if-its-life text that gets the same message across in 65 characters or less for only 25 cents. Now that's financial literacy!

Whilst we have been coming to terms with predictive text, the majority of digital natives have discovered a way to traverse the space-time continuum. From their perspective, they spend five days a week boarding time machines and travelling back to the Industrial Age where they are systematically prepared to graduate as factory fodder for a world long gone. While there have been exponential advances in knowledge and technology in almost every field over the past 50 years, the digital native's classroom does not look that much different to that of their great grandparents.

The school and 21st century disconnect is no more apparent than in the Middle Years of schooling.

Every time I go to class I have to power down.

(a teenage boy interviewed by Mark Prensky)

Is it more than just a coincidence that disengagement and the plateau of achievement are issues particularly facing educators of Year 5 to Year 10 students when we expect students to de-skill when they come to school? What are we doing for our kindergarten students who, motivated by a green dinosaur with yellow spots and four men in skivvies, could operate a DVD player at 18 months of age?

We must bridge the digital chasm to ensure our schools are inviting, relevant, connected and challenging places of learning and protect our endangered school libraries from

becoming museums for books as predicted by some. At least part of the solution lies in the reinvigoration of teaching and learning programs and the uptake of some of the 21st century tools our digital natives know and love. In conjunction with backward mapping curriculum and assessment using the four key questions that underpin the NSW Quality Teaching framework, Web 2.0 technologies including podcasts, blogs and wikis can be used to foster in our students a frenzy of online chatter, collaboration and critical discourse about literature, local and global issues, information products and metacognition.

Demystifying Web 2.0 technologies

For the benefit of the digital immigrants, let us demystify these technologies and their associated language, and explore some of the rich educational possibilities they can facilitate with authentic links to students' lives and the world in which they live. It is important to note that the beauty of these programs lies in their ease of use: there is no need for technical expertise or previous experience. All you need is a computer, the internet and a willingness to take a few pedagogical risks to reveal, rather than conceal, a relevant curriculum.

What is a podcast?

Podcast is a portmanteau word made up of iPod (Apple's popular MP3 player) and broadcast. Quite simply, it is an audio recording saved as a sound file that can be shared via a computer network, the internet or MP3 portable device. The term vodcast evolved from the word podcast and essentially describes a file containing audio and video.

How are podcasts used?

Radio stations have embraced podcasting to allow listeners to download and listen to their favourite radio shows on demand. If you miss your weekly fix

of Dr Karl's *Great moments in science*, you can visit his website and download the episode for free to your computer, or even transfer it to your MP3 for portable listening anytime, anywhere. Universities are using this technology to podcast lectures, giving students the flexibility to tune in at their convenience and providing off-campus students with access to resources which were previously unavailable to them. You can freely subscribe to your favourite podcasts and every time a new episode from the host website is available, it downloads automatically to your computer.

How can I use podcasts in teaching and learning?

Think of the infinite educational possibilities. Teacher librarians can facilitate rich and authentic opportunities for students to collaborate on podcast projects across the key learning areas. Students can plan, script, produce and broadcast an original radio show. In conjunction with classroom teachers, students can use podcasting to demonstrate deep understanding of an area of study and create original educational resources in a 21st century medium to share and discuss with a worldwide audience. In collaboration with the music faculty, students could compose original music scores or songs to be embedded in their podcast to support the messages being conveyed.

Students can interview writers, rave about a good book, share excerpts from a favourite poem or novel and discuss its significance to their world. With podcast and vox pod technology (e.g. an iPod mini and Belkin microphone) they can develop key questions relating to a topic of study and interview students, parents and teachers. Students can write and translate short stories into their home language to share with family and friends near and far, or use vodcasting to critique a particular book or create a book trailer to promote it.

Where can I find examples of podcasts?

Check out one of my favourite examples of student generated podcasts at <www.podkids.com.au> for inspiration. To search for free podcasts on virtually any topic, visit the *Apple iTunes store* <www.apple.com/itunes/store> or *podcast.com* <podcast.com>.

What do I need to make a podcast?

To record a podcast you will need a headphone and microphone set (less than \$10 from any department store or electronics shop). If you have an Apple computer you already have *GarageBand* to create a polished podcast. If you use a PC, download the free, open source program, *Audacity* as well as the *Lame MP3 encoder*. Publishing your podcasts and vodcasts is easy and free with such services as *Podbean.com* <www.podbean.com>.

To create a vodcast incorporating video or still images, use *Apple iMovie* in conjunction with *GarageBand*, or *Movie Maker* (Figure 2) or *Photo Story 3 for Windows* (XP only). NSW government schools' T4L computers are equipped with this software.

How do I subscribe to a podcast service?

The simplest way I find to subscribe to podcasts is by using *iTunes* or *Juice*. Each provides step-by-step instructions to guide you through the process.

What is a blog?

Like the term podcast, a blog is also a portmanteau made up of the words web and log. Blogging has changed the face of the internet and has empowered the masses who were, for years, confined to the passive consumption of other people's information. These days, just about anyone with a computer, the internet and the ability to string a sentence can launch

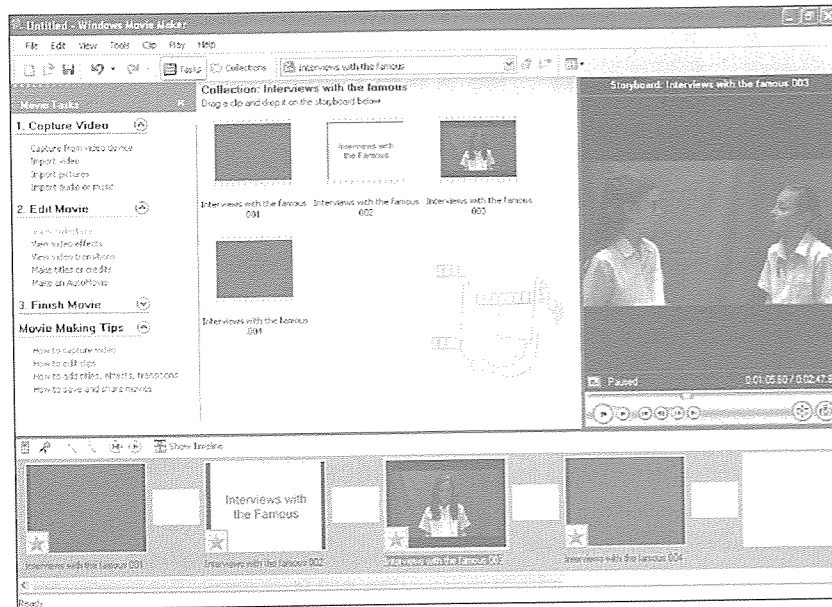


Figure 2 Use Movie Maker to create and edit videos. (See Rhonda Parniss article in this Scan, pp. 14–15)

themselves upon the cyber soapbox that is Web 2.0 and contribute to knowledge. Blogging allows users to share ramblings, ideas and opinions, and showcase talents (or lack thereof) with anyone who cares to read or view them. There is no need for technical expertise.

How can I use blogs in teaching and learning?

With free, open source blog hosts like *edublogs* <learnerblogs.org> and *Blogger* <www.blogger.com>, teacher librarians can facilitate student generated blogging as a means for students to engage with information. One of the most meaningful examples I have seen of students using blogs was by Stage 3 students from Merrylands Public School studying sustainability issues about land use in Kosciuszko National Park. The students' research of brumby culling in the park included the use of blogs to explore and understand various interest groups' perspectives.

Students can blog about their favourite writers, novels and poetry. Blogs can be written by students to encourage their peers to pick up the reading habit. Some examples are:

If you have a warped sense of humour and quirky personality,

you'll love the Eddie Dickens Trilogy by Philip Ardagh...

Are you the kind of Emo who revels in the misery of your own existence as well as the woes of others? Then Checkers by John Marsden is for you.

Educators can use blogs to host online discussions, and post resources and assignments. Check out *Technocrati: front page* to find fantastic existing blog sites, and David Warlick's blog spot, *2c worth*, which is about 21st century education, and is a favourite site.

These days, most blog sites have the added bonus of hosting your podcasts, videos and slideshows (see *RockYou!*



Figure 3 The amazing adventures of Albert the blogging bear are recorded by a Year 4/5 class in Western Australia

as well). Blog hosts provide step-by-step instructions for getting started. There are even guides for setting up and managing a group blog and restricting access for security and privacy of members. Search for the delightful *The amazing adventures of Albert the blogging bear* (Figure 3) for more inspiration.

What is a wiki?

If we want students to understand that knowledge is problematic, wikis are the way to go. A wiki is an open source piece of software that allows multiple authors to contribute information to a website. For example, Wikipedia is a well known reference tool that anyone can edit. It is the world's largest free content encyclopaedia, and a great example of the benefits of online user collaboration.

... a wiki can make an ideal collaborative learning portfolio ...

How can I use wikis in teaching and learning?

In school libraries, wikis can be used in a variety of ways to allow groups of students and, ideally, community members and field experts, to contribute content surrounding a

relevant topic, problem or issue. Alternatively, a wiki can make an ideal collaborative learning portfolio, documenting the group's thought processes, values, plans, actions and evaluations. As a wiki grows in popularity, it often becomes a self-regulating community with passionate membership that will censor inaccurate or offensive material in order to maintain the wiki's integrity.

However, that does not mean that information contained on sites like Wikipedia is always authoritative. Information found on wikis and blogs should be treated sceptically until verified by an official source. Wiki entries are open to tampering by people with vested interests, or to deliberate vandalism. They may also contain contributions that are incorrect. This is why a range of wikis should be explicitly deconstructed by students with the expert guidance of their teacher librarian, and then followed by opportunities for students to contribute to an existing wiki and create their own education wiki using, for example, *PBwiki*.

Students learn and apply essential 21st century skills and knowledge whilst working collaboratively in real time across classes, schools, towns, states and countries.

The collaborative, connected nature and ease of use of these Web 2.0 technologies are their greatest attributes. Students learn and apply essential 21st century skills and knowledge whilst working collaboratively in real time across classes, schools, towns, states and countries. They explore local and global issues in depth, contribute to knowledge, and create original products for a range of

purposes and audiences in a mode that feels more like fun than hard work for students and educators alike. Using these technologies requires students to apply a range of skills that business groups identify as desirable, if not necessary, attributes of graduates entering the current workplace in a global market. The identified skills are:

- high level creative
- decision making
- problem solving
- interpersonal
- communication
- intercultural skills.

If indeed ...the next divide in Australia will be between those students who have a global outlook and an international language and those who do not (Mackay, 2007) then, as educators of 21st century learners, we must be active in bridging this divide on a daily basis. The pedagogical and curriculum decisions we now make can either elevate us in the eyes of our students or lead us into extinction.

It is not necessary to change. Survival is not mandatory.

Dr W Edwards Deming

References and further reading

2c worth, David Warlick. Viewed 7 January 2008. <www.davidwarlick.com/2cents>.

The amazing adventures of Albert the blogging bear, Paul Fuller, Orange Grove Primary School. Viewed 7 January 2008. <www.albertthebear.com/Site/Welcome.html>.

Apple iTunes store, Apple Online Store. Viewed 7 January 2008. <www.apple.com/itunes/store>.

Audacity: the free, cross-platform sound editor, Audacity. Viewed 7 January 2008. <audacity.sourceforge.net>. SCIS 1279412

Davidson, V. (2007) 'From grace space to power place: Library 2.0 in action', *Scan* 26(3), pp. 12–14.

GarageBand, Apple Online Store. Viewed 7 January 2008. <www.apple.com/ilife/garageband>.

Great moments in science, ABC Online. Viewed 7 January 2008. <www.abc.net.au/science/k2/moments>.

Harriman, S. (2007) 'Online projects: powerful learning through quality pedagogy', *Scan* 26(4), pp. 26–30.

Juice: the cross-platform podcast receiver, The Juice team. Viewed 7 January 2008. <juicereceiver.sourceforge.net>.

Lame MP3 encoder, LAME. Viewed 7 January 2008. <lame.sourceforge.net>.

Mackay, T. (2007) 'Engaging young Australians with Asia', opening address presented at *Asia Education Foundation 2007 National Forum*, Sydney 20–21 May.

Marshall, J. 'Introducing Ebenezer Q. Emu', *Scan* 26(4), pp. 37–38.

Moore, D. (2007) 'Games-based learning: motivating students to become multiliterate', *Scan* 26(3), pp. 18–23.

O'Connell, J. (2006) 'Engaging the Google generation through Library 2.0: Part 2', *Scan* 25(4), pp. 41–46.

O'Connell, J. (2006) 'Engaging the Google generation through Web 2.0: Part 1', *Scan* 25(3), pp. 46–50.

Parnis, R. (2008) 'Making movies in the library', *Scan* 27(1), pp. 14–15.

PBwiki, PBWiki, Inc. Viewed 7 January 2008. <pbwiki.com/education.wiki>.

Photo Story 3 for Windows, Microsoft. Viewed 7 January 2008. <www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.aspx>. SCIS 1214287

Podbean.com, Podbean.com. Viewed 7 January 2008. <www.podbean.com>.

podcast.com, Podcast.com. Viewed 7 January 2008. <podcast.com>.

Podkids Australia, Year 4/5 students in Perth, Western Australia. Viewed 7 January 2008. <www.podkids.com.au>.

Premsky, M. (2001) 'Digital natives, digital immigrants', *On the Horizon* 9(5).

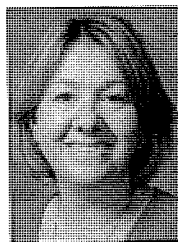
Quality teaching in NSW public schools: discussion paper, (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney. SCIS 1131553 [For the full range of *Quality Teaching* support materials go to <https://www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>].

RockYou!, RockYou. Viewed 7 January 2008. <www.rockyou.com>.

Movie Maker for beginners, Microsoft Corp. Viewed 7 January 2008. <www.microsoft.com/windowsxp/using/moviemaker/getstarted/default.aspx>. SCIS 1215757

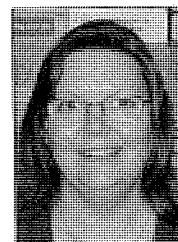
Technocrati: front page, Technocrati. Viewed 7 January 2008. <technocrati.com>.

Girls: engaging and participating in ICT activities



Ulla Bendt, Year 6 teacher, and

Deborah Weeks, Assistant Principal and STLA, share



their success in developing girls' ICT skills and describe some of the exciting

teaching and learning that occurs at Emerton Public School.

Emerton Public School

Emerton Public School is located in the Mount Druitt school district and has an enrolment of approximately 250 students. It is situated in a predominantly low socio-economic area and has a significantly high number of single parent families as well as families on low incomes. The mobility rate of families is high and impacts on long term programs. 34% of students who sat the Basic Skills Test (BST) in Year 3 had moved schools before the Year 5 BST. High absences also affect general learning programs we plan including this ICT Project. 30 % of our students are from Non English Speaking backgrounds (NESB) with a mix of many cultures. 17% of our students are from Aboriginal backgrounds.

Gender Equity

In May 2006, as part of the Priority Schools Program (PSP), Gender Equity invited our school to participate in the *Girls and ICT Project* focusing on Stage 3. Gender Equity requested a Stage 3 teacher and an additional teacher as support. We attended a planning

workshop run by Bruno Diodati, Project Officer, Gender, where we met representatives from other schools who were also participating in the research project. During this workshop, we developed our understanding of the lack of opportunities for girls in accessing computer technology.

Research was presented to us showing that boys generally dominated ICT lessons, thereby limiting the girls' opportunities. Research also suggests that girls feel intimidated and tend to play a passive role in these lessons (*Girls and ICTs framework for action*, 2003). The school received funding to pay for teacher relief days to attend workshops and some release from regular classroom teaching so that the girls could be taught the relevant computer skills without the boys being present.

Project outcomes

The aim of the *Girls and ICT Project* was for participating schools to improve learning outcomes in the area of ICT for Stage 3 girls through integrated and effective teaching programs which were consistent with the NSW Quality Teaching model and based on research in the area of girls and ICT.

The project began by assessing where our girls were at in terms of ICT skills and knowledge. We developed some basic computer knowledge tests and, based on the results of this testing, we considered the types of programs we could implement in order to increase the level of engagement and participation for girls in ICT activities, and teach the skills and knowledge that the majority of the girls needed to develop. We considered developing the girls' skills in creating a *Microsoft PowerPoint* presentation, but decided against this as we believed that their motivation would be mediocre as this program has been used on numerous occasions. We also considered web

page design. Our student surveys revealed that access to the internet outside of school was minimal.

Planning the project and professional development

We wanted an authentic learning experience that could produce an end result that would be enjoyed by teachers, students, parents and the community. Survey data showed that all students had either a PS2 or DVD player; an ideal situation for designing an authentic learning task which could be presented to an audience at home. Although our knowledge was limited, we chose *Windows Movie Maker* as the tool to develop the students ICT skills, and taught ourselves how to use it. It was a very easy program to learn and we found that it would provide the opportunity for the students to learn unique skills, such as importing and manipulating images and audio files (Figure 1), and burning files to a DVD. We produced a short movie to:

- inspire the girls
- build background knowledge so the girls could visualise what they would be creating
- provide a purpose for their learning.



Figure 1 Emily uses *Movie Maker* to manipulate images

We used our experiences to collaboratively plan and program a learning sequence to organise the focus, knowledge and skills to be developed, and the resources needed for each lesson (Table 1).

EMERTON PUBLIC SCHOOL: Stage 3 Girls and ICT Program – Term 3, 2006 MOVIE MAKER – learning sequence

Lesson	Knowledge/skills	Resources/reg.
<ul style="list-style-type: none"> • Motivation <p>As students had no experience with <i>Movie Maker</i>, a demonstration movie was made by the teacher and viewed by the students. The movie used funny photos of cats and dogs set to the music of <i>Don't worry, be happy</i>. Video clips were also incorporated.</p> <p>The intention is that, after viewing the movie, students will be motivated to create their own. Students choose subjects they would like to create a movie on e.g. extreme sports, pets, animals.</p> <p>LANGUAGE: Microsoft applications; Movie Maker</p>	<ul style="list-style-type: none"> • FOR THE TEACHER • Familiarisation with Microsoft <i>Movie Maker</i>. • Creating storyboards and manipulating timelines. • Downloading audio and visual materials. • Setting up folders. • Manipulating graphics. 	<p>Internet access</p> <p>Mp3 files</p> <p>Microsoft <i>Movie Maker</i> program: free download from <www.microsoft.com/windowsxp/downloads/updates/Movie Maker2.msp></p>
<ul style="list-style-type: none"> • Pre-assessment <p>Prior to actual commencement of the project, students will complete a computer skills assessment written by project teachers focusing on the skills and knowledge required to use Microsoft <i>Movie Maker</i>.</p>	<ul style="list-style-type: none"> • FOR THE STUDENTS • Knowledge of general computer skills, word processing skills, graphics and multimedia skills. 	<p>Written and hands-on assessment papers</p> <p>Access to computers for hands-on assessment</p>
<ul style="list-style-type: none"> • Logging on to the network – passwords • Locating and saving images <p>Students will begin the research project by logging onto the school network, locating and creating folders, logging onto the internet and saving pictures in their student file. The choice to save images instead of copying and pasting was taken so that students would have practise in creating, locating and opening folders.</p> <p>Students will create a new subfolder in their main folders (already created by teacher) and call it Pictures. Once this has been done, students will find suitable pictures on the internet and then save into their Pictures folders (save approximately 10 images).</p> <p>TERMINOLOGY: Log-on; files; folders; images; copy & paste; subfolder; drive; navigate; drop-down menu</p>	<ul style="list-style-type: none"> • Knowledge of passwords for school network and internet • Finding location of student folder on school network though using the drop-down menu • Creating a subfolder within a folder called Pictures • Understanding the difference between a folder and a file. • Searching internet for images. • Right clicking on desired pictures and saving to individual files. 	<p>Computers</p> <p>Internet access</p>
<ul style="list-style-type: none"> • Importing saved Images into Movie Maker <p>Students will open <i>Movie Maker</i> and save immediately. While saving, students will need to navigate to their own folder and save movie in that location so that it can always be found on the network.</p> <p>Once saved, remind students to save nearly every time they make a change, simply by clicking on the floppy disk icon. Show students that they can tell whether or not they have the correct folder open by reading the title bar. Discuss the difference between <i>save</i> and <i>save as</i>. Students will import pictures that were saved in their Pictures folder during the previous lesson. Once Pictures folder is open, students will click and drag to import multiple images. Once images have been imported into <i>Movie Maker</i>, students will drag into storyboard. Allow students time to manipulate placement of</p>	<ul style="list-style-type: none"> • Opening <i>Movie Maker</i>. • Navigating to individual folder and saving new project. • Location and purpose of the title bar. • Location and purpose of the floppy disk icon. • Importing images into <i>Movie Maker</i>. • Dragging and dropping images into storyboard. • Manipulating or deleting images. 	<p>Computers</p> <p>Internet access</p> <p>Microsoft <i>Movie Maker</i></p>

Lesson	Knowledge/skills	Resources/reg.
<p>images by dragging and dropping. Provide scenarios for rearranging or deleted selections. Explain undo icon. Students will play back their movies using full screen. To do this, students will need to first rewind their storyboard.</p> <p>TERMINOLOGY: import; click and drag; drag and drop; storyboard; delete; manipulate; save; save as; undo</p>	<ul style="list-style-type: none"> • Play movies in full screen. • Saving. 	
<ul style="list-style-type: none"> • Adding transitions in <i>Movie Maker</i> <p>Students will need to open project saved during the previous week. Once open, students will experiment with adding transitions to their movies. Students will play movie back so they can see the effect of their transitions, learning how to rearrange and delete in the process.</p> <p>TERMINOLOGY: transition; animations; play back;</p>	<ul style="list-style-type: none"> • Opening <i>Movie Maker</i>. • Navigating to student folder and opening project. • Drag and drop transitions between each slide. • Play movies in full screen. • Manipulating and deleting transitions. • Saving. 	
<ul style="list-style-type: none"> • Manipulating the timeline <p>Once projects are open, have students click on the <i>Time line</i> view as opposed to the <i>Storyboard</i> view. By clicking and dragging, students can manipulate the duration of each slide. Allow students to manipulate and play back movie.</p> <p>TERMINOLOGY: time line</p>	<ul style="list-style-type: none"> • Opening <i>Movie Maker</i>. • Navigating to student folder and opening project. • Clicking and dragging slides. • Playing back movies. • Saving. 	
<ul style="list-style-type: none"> • Adding titles and credits to <i>Movie Maker</i> <p>Once projects are open, direct students' attention to the <i>Make titles & credits Link</i>. Have students create a title for their movie. They will be able to manipulate fonts, background colours and animations. Once complete, students can then manipulate the duration of titles and credits using the <i>Timeline</i> view.</p> <p>TERMINOLOGY: titles; credits; background; fonts; animations; size; position;</p>	<ul style="list-style-type: none"> • Opening <i>Movie Maker</i> • Navigating to student folder and opening project. • Edit movie by adding titles and credits. • Changing fonts (size, font, position, colour). • Changing backgrounds. • Altering the duration of titles and credits. 	
<ul style="list-style-type: none"> • Adding music to <i>Movie Maker</i> <p>Once projects are open, students will import music into their movies. This will be done from a Music folder set up by the teacher prior to lesson. Direct students to the location of the folder. Discuss choosing music that is suitable for the theme of the movie. Students will drag and drop the music file onto their storyboard. Once done, have students look at their project in the <i>Time line</i> view. They will find that the music time line is much bigger than their slide timeline. Students will need to click and drag the music file to make it the same length as the slide show. They can then edit the music so that it fades out towards the end of the movie. Students can also experiment with using multiple music files.</p> <p>TERMINOLOGY: audio; MP3</p>	<ul style="list-style-type: none"> • Opening <i>Movie Maker</i>. • Navigating to student folder and opening project. • Importing audio (Mp3 files). • Manipulating audio files. • Playing back movies. • Saving files. 	Music folder set up by teacher with suitable songs, relevant to movie themes.
<ul style="list-style-type: none"> • Once projects are complete they can be burnt to DVD/CD and viewed. 		

Table 1 *Movie Maker* learning sequence for Stage 3 Girls and ICT program

What about the boys?

There were concerns about the boys and their right to equal access, and their role within this project was always in the back of our minds. During the initial stages of the project the boys expressed their feelings about being excluded. The purpose of the research project was explained to the boys but they still felt left out. We discussed the boys concerns and decided that the girls could teach the boys how to use *Windows Movie Maker* during their regular classroom computer lessons. For the duration of the project, the girls continued to pass on the skills and knowledge that they were learning to the boys. This helped to boost the girls' confidence and level of engagement during ICT lessons (Figure 2), and improved relationships between girls and boys.

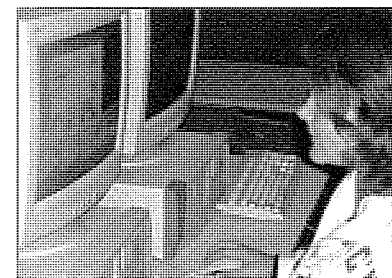


Figure 2 Hailey confidently edits her movie

The results

At the completion of the project, we reassessed the girls and found significant improvements in their general computer skills, word processing skills and graphics and multi media skills. More detailed information can be found in the following graphs (Figure 3).

Sharing

When the students' digital movie making projects were complete, we burnt them onto DVDs and the students presented them at one of our school assemblies. We received positive feedback and many teachers expressed the desire to undertake the same project with their classes.

Where to from here?

As a result of the enthusiasm expressed and the deep knowledge gained by our students by the end of the project, it was decided that all staff at Emerton Public School should learn to use *Windows Movie Maker*. With the support of our teacher librarian, Jo Tansley, all staff members were serviced on how to use this program, and all students are now in the process of creating a movie of their own (Table 2). Years K to 2 are creating a joint class construction linked to classroom programs and students in Years 3 to 6

are working individually, or in small groups, to create their movies, and our two special education classes are actively engaged in making a movie with the help of their teachers and teachers' aides. Owing to the simplicity of the program, all students no matter what age or level can be successful ICT learners.

All class projects will be burnt to DVD and distributed to students to take home and share. Emerton Public School has truly embraced the integration of ICT in teaching and learning. ■

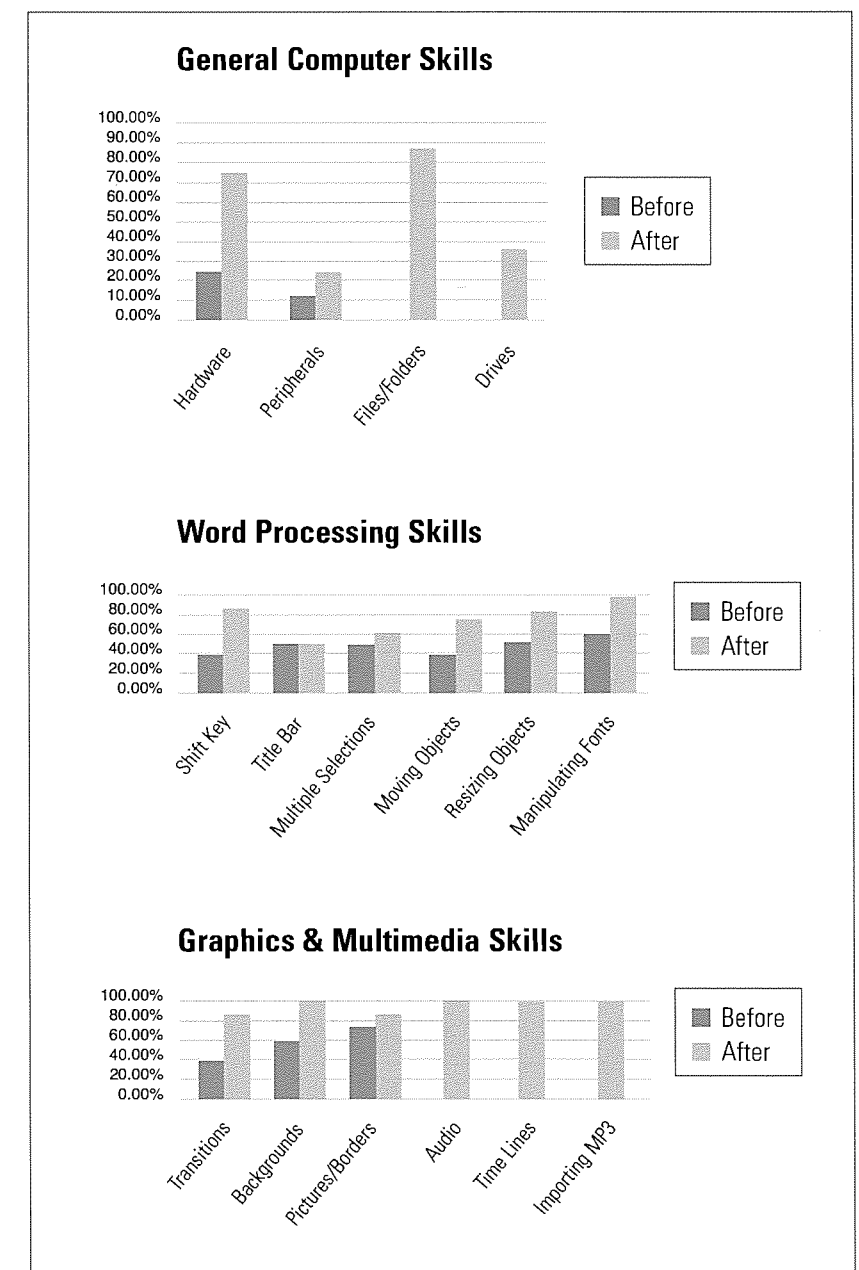


Figure 3 Graphs showing improvement in the girls' ICT skills

Movie Maker skills						
ICT skills	Curriculum links					
General computer skills	English	HSIE	SciTech	Maths	PDHPE	CA
Identifies hardware components eg. keyboard, mouse, monitor/screen	WS1.12		IC ES1.2 UT ES1.9 PS ES1.5 UT ES1.9			
Recognises the typical features of an applications window – title bar, toolbar, menu bar, status bar, scroll bar	WS2.12 WS3.12					
Has a knowledge of drop-down menus, what sub-menus they contain and conventions for activating them	WS3.12					
Discriminates in the choice of applications for a given purpose			PS S2.5 UT S2.9			
Selects menu items from a drop-down menu	WS1.12 WS2.12 WS3.12					
Starts an application and creates a document	WS1.12 WS2.12 WS3.12					
Names and saves a document in appropriate folder/directory	WS1.12 WS2.12 WS3.12					
Retrieves, revises and renames a document	WS1.12 WS2.12 WS3.12					
Understands difference between 'save' and 'save as'.	WS1.12 WS2.12 WS3.12					
Using computer-based technologies to manipulate, create, store and retrieve information and to express ideas and communicate with others						
Word processing	English	HSIE	SciTech	Maths	PDHPE	CA
Locates and uses return/enter, space, delete/backspace, shift, caps lock	WS1.9 WS1.12		IC ES1.2 UT ES1.9	ES1.4 M1.7a	CO S1.1 CO S2.1	
Uses appropriate terminology – font, upper/lower case, bold, italics, underline	RS1.8 WS1.12				CO S1.1 CO S2.1	
Inserts text	WS2.12 WS3.12				CO S1.1 CO S2.1	
Selects/highlights text	WS2.12 WS3.12		IC S2.2- UT S2.9	ES1.4 M1.7a	CO S1.1 CO S2.1	
Deletes text	WS2.12 WS3.12		IC S2.2 UT S2.9	ES1.4 M1.7a	CO S1.1 CO S2.1	
Varies font, size and style	WS1.12 WS2.12 WS3.12		IC S2.2 UT S2.9	ES1.4 M1.7a	CO S1.1 CO S2.1	
Understands cut, copy, paste	WS3.12					
Uses undo command	WS2.12 WS3.12					
Changes text alignment.	WS2.12 WS3.12		IC S2.2 UT S2.9	ES1.4 M1.7a	CO S1.1 CO S2.1	
Graphics	English	HSIE	SciTech	Maths	PDHPE	CA
Deletes selected objects	WES1.9 WES1.12		PP S1.4 UT S1.9 IC ES1.2 UT ES1.9	M2.1b M2.3 S3.2a	PH ES1.12	VA S2.2

Movie Maker skills – contd.						
Multi-media	English	HSIE	SciTech	Maths	PDHPE	CA
Copies/duplicates graphic elements	WES1.9 WES1.12		PP S1.4 UT S1.9 IC ES1.2 UT ES1.9	M2.1b, M2.3, S3.2a	PH ES1.12	VA S2.2
Inserts graphics from various sources eg. clip art, digital image	WS2.12 WS3.12				COS1.1 COS2.1	VA S2.2
Changes the size of displayed clip art/graphics	WS2.12 WS3.12				COS1.1 COS2.1	VA S2.2
Moves clip art/graphics within a document	WS2.12 WS3.12				COS1.1 COS2.1	
Understands animation/illusion of movement.						VA S3.2 VA S3.4
Multi-media	English	HSIE	SciTech	Maths	PDHPE	CA
Creates a simple slide show with text, images	WS2.12 WS3.12 TS2.2 WS3.9	CCES1 CCS3.1	ES S1.6 UT S1.9 IC S3.2 DM S3.8		COS3.1 GDS3.9	
Inserts slides	TS2.2 WS2.12 WS3.12 WS3.9	CCS3.1	ES S1.6 UTS 1.9 IC S3.2 DM S3.8		COS3.1 GDS3.9	
Chooses appropriate slide design and layout	TS2.2 WS2.12 WS3.12 WS3.9	CCS3.1	ES S1.6 UT S1.9 IC S3.2 DM S3.8		COS3.1 GDS3.9	
Adds sounds	TS3.1 TS3.2 WS3.12 WS3.9		IC S3.2 DM S3.8		COS3.1 GDS3.9	
Creates a master slide template	WS3.12	CCS3.1	IC S3.2 DM S3.8		COS3.1 GDS3.9	
Understands that a presentation is clear, concise and logical	WS3.12 WS3.9	CCS3.1	IC S3.2 DM S3.8		COS3.1 GDS3.9	
Understands navigation buttons/hyperlinks	WS3.12 WS3.9	CCS3.1	IC S3.2 DM S3.8		COS3.1 GDS3.9	
Recognises elements of a multi-media presentation.	WS3.12 WS3.9	CCS3.1	IC S3.2 DM S3.8		COS3.1 GDS3.9	

Table 2 Movie Maker skills integrated with ICT skills and syllabus outcomes

References and further reading

Bannon, R. (2004) 'Planning units integrating ICT using *Quality Teaching at Tathra Public School*', *Scan* 23(3), pp. 16–18.

Considine, T. (2008) 'Technology and learning: demystifying Web 2.0 technologies', *Scan* 27(1), pp. 16–19.

Davidson, V. (2007) 'From grace space to power place: Library 2.0 in action', *Scan* 26(3), pp. 12–14.

Diodati, B. (2006) 'Connected learning: action research and engaging girls', *Scan* 25(2), pp. 32–33.

Girls and ICTs framework for action 2003–2004: smart women – smart state, The State of Queensland (Brisbane). Viewed 7 January 2008. <education.qld.gov.au/it/learning/docs/girlsicts.pdf>.

Parnis, R. (2008) 'Digital movie making in the library', *Scan* 27(1), pp. 14–15.

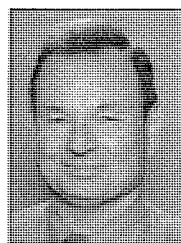
Quality teaching in NSW public schools: discussion paper (2003), Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney SCIS 1131553 [For a full range of Quality Teaching support materials go to <www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>]

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

Smart classrooms: report on the Girls and ICT framework for action 2003–2004, Department of Education and the Arts, Queensland. Viewed 7 January 2008. <<http://education.qld.gov.au/smartclassrooms/pdf/girls-ict-framework-report.pdf>>.

Southall, E. (2006) 'Improving ICT outcomes for girls in the primary school', *Scan* 25(2), pp. 34–35.

Winds of change



Terry Wylie
is Principal at
Caringbah High
School. Terry

outlines the important role of the teacher librarian in leading and supporting staff and students to becoming effective users of ICT in the 21st century. Terry acknowledges the leadership qualities of Robyn Morley, teacher librarian, whose article follows.

The role of teacher librarian is more significant than ever before and will continue to grow in importance. In an era when we have access to information that previous generations could not even imagine, an era in which digital immigrants are teaching digital natives, the integration of ICT has become a crucial part of that role. For my generation, no matter how ICT literate we imagine ourselves to be, the word *library* translates as rows of books, a hushed environment and date due stamps. In reality, the library is an information centre and the teacher librarian is the one who can

best provide guidance for both staff and students in using ICT to obtain, manipulate and store information.

The library should be the hub of learning in any school.

The library should be the hub of learning in any school. It is the place where content, methodology and technology come together as each student pursues their own path to understanding. It is where arbitrary curriculum barriers become irrelevant and authentic learning can take place more readily. In this context, the teacher librarian can be an agent for positive change, in the unique position of being able to spread knowledge and ideas about finding, manipulating and creating information, to every corner of the school.

This is particularly true in the case of ICT. In a high school such as mine, if a teacher or head teacher effectively uses a technology, they may have influence in their own faculty and perhaps take that influence into other corners of the school. If a teacher librarian uses the technology effectively, they can in turn influence teachers from most if not all faculties,

having a profound effect on learning across the curriculum.

The advent of citizen journalism through blogging, Wikipedia and other internet tools has created a greater than ever need for students to be discriminating in their selection of sources and careful about the content and quality of what they publish. There are more temptations than ever to plagiarise, with websites devoted to it. Internet safety with regard to predators and bullying has become a dominant issue for schools and parents. These issues overlay the effective use of technology in a technical sense. While all teachers should be and usually are addressing all of these matters, it is the teacher librarian who is best placed to lead the charge and to do so in a systematic, schoolwide manner.

I urge all teacher librarians to do as Robyn Morley has done. To take a lead and contribute to meeting the challenges mentioned above. As schools become more flexible and more technology oriented as they surely will, it will be the teacher librarian who can determine the degree of success we all have in meeting the learning needs of our students. The work done today will set the limits of our success in the future. ■

Embracing and managing change



Robyn Morley,
teacher librarian at
Caringbah High
School, relates the
strategies she

used to build on previous changes to the library by having a dedicated ICT room and air conditioning installed.

My unique, multi-faceted position as teacher librarian enables me to liaise with every staff member and student in the school, to implement and reinforce the Department's school initiatives, programs and agendas. The position's scope enables me to envision and motivate others, promoting lifelong learning. Within the environment of a selective high school, the role requires interpersonal and leadership skills to explore and implement a complexity of daily needs:

- KLA programs for Years 7 to 12
- implementation and use of technology
- literacy programs
- assisting with *All my own work* (AMOW) program
- resource selection and purchase
- management of library software
- assisting special provision students
- community liaison
- attending professional regional meetings and gaining knowledge of accelerated university courses.

The school library embraces and provides the heart for innovative teaching and learning strategies and

practices via proactive leadership. Students, teachers and parents are encouraged to embrace innovation, from the theoretical to the practical, to improve student outcomes and enrich teaching and learning. Ongoing and regular team meetings provide for in-house professional development for teachers in an allocated staff meeting time slot. The focus of professional learning sessions includes:

- different teaching and learning strategies
- new technologies
- multiple intelligences
- OHS.

The position of teacher librarian allows me to compare, discuss and adopt the best methods, and introduce them via peer tutoring across KLAs, to make conceptualisations more concrete. Through critical examination of methodologies, interpersonal skills, collaboration, and with available flexibility, best solutions have been implemented.

Most school libraries are thought of as the hub and focal point for a variety of teaching and learning practices within the school. For the teacher librarian to become a better decision maker as a manager, critical thinking and collaboration skills are necessary to envision and equip others, distributing empowerment for change to tackle the challenges of the future.

Community expectations and mentoring requires leadership to nurture enthusiasm, collaboration, cooperation, and to instil a sense of purposeful direction. Effective leadership skills enable change and innovation for quality teaching and learning programs and strategies.

It is the responsibility of a school leader to:

- guide, motivate and inform staff, students and the community regarding innovative practices
- improve academic understanding, interest and grades
- improve classroom management by creating better dialogue
- encourage staff to implement new methods and resources to open gateways, for example, using IWB technology to teach Year 7 library orientation skills, and to teach Year 11 students the plagiarism component of AMOW
- demonstrate the use of new technologies to regional meetings.

Encouraging change

After my appointment as Caringbah High School's teacher librarian in 1993, the real leadership challenge began. With the school located on a split site, and a recent change for the school to become selective, plus the added bonus of two independently operated libraries, my goal was to combine both and unite procedures and operations, preparing both for future *OASIS Circulation*. The massive move into a brand new building on the Annexe site occurred in 1999. Under the direction of the principal, I was given the task (as well as daily operational and teaching duties) of overseeing the complete liaison and development of the new library with the Properties Department, from start to finish. Within this task was the vision and opportunity for change, not only in location, but also to embrace new technologies, methodologies, resources and student and staff involvement.



SCHOOL LIBRARIES LEADING LEARNING
NSW STATE CONFERENCE 2008

- Ross Todd
- Lyn Hay
- Paul Stafford
- Kirsty Williamson

plus many more...

Have you reserved your seat at the NSW State Conference?

School Libraries Leading Learning

28th & 29th March

Visit www.aslansw.org.au/learning/
for more information about the program, venue & registration.

Presented by ASLA (NSW) Inc. in partnership with the
School Libraries and Information Literacy Unit (NSW Department of Education)

As teacher librarian, my role allowed the opportunity to extend myself professionally and personally with regard to educational interaction with staff and students by being a proactive agent of change. Not all people embrace change with the same degree of enthusiasm, or at the same rate. Tolerance, encouragement and reassurance about challenges work well.

Funding the technology room and the installation of air conditioning

During a staff meeting, our Principal, Terry Wylie, outlined opportunities for using federal grants via the *Investing in our schools* program. The idea of building on what had been achieved in the new library seemed too enticing to ignore. My budget did not allow for over and above current requirements, but a grant would enable the establishment of a dedicated ICT room, by utilising a room currently used as a meeting room. I envisaged that the new room would be used for a variety of purposes within the school and community.

Learning how to write a submission

I began writing a submission, determined to improve the library for the benefit of all, while simultaneously raising the profile of the library to encourage greater use of this vital resource.

The submission was not hard to do, but finding the time to write it was. I kept it simple. The submission comprised:

- Title page – outline the name of the project, school and author of submission.
- Initiative – list each initiative on a new page. For example, a Smart Board was requested.
- Rationale for requesting it – the specific item/s and educational reasoning/justification for its need.

Interested in writing for *The School Magazine* teaching units?

If you're an experienced K–6 teacher, brimming with ideas about how to use *The School Magazine* in Stages 2 and 3 English, we invite you to submit an expression of interest (EOI) for possible teaching unit writer vacancies. Please address the following criteria (in no more than two pages):

- Teaching experience K–6.
- Proven understanding of the English K–6 syllabus.
- Excellent writing skills, including a strong grasp of English grammar and punctuation.
- Demonstrated understanding of resources which support teachers to address multiliteracies in the classroom.

Please also include a short CV and the name of a referee.

Applicants may be asked to submit a sample teaching unit activity, using guidelines that will be provided. An eligibility list will then be generated to fill possible future vacancies. For further information and to submit an EOI contact <colleen.foley@det.nsw.edu.au>. EOIs are due by COB 25 February 2008.

It is also important to keep a note of the deadline for submissions.

With its corrugated iron roof, 30 metres of closed window skylights, minimal insulation, and little cross ventilation despite adequate windows, the new library was a sauna in summer (generating student and staff complaints!). With no other funding in sight, air conditioning was top priority in the submission (Figure 1).

The vision was for the meeting room to be fitted out with an IWB, in this

case a Smart Board (Figure 2), requiring a dedicated computer, laptop computer, VCR/DVD, amplifier and dedicated sound equipment, a presentation lectern, automated blinds (8m ceiling!), five computers for the attached mini lab (Figure 3), and a dedicated laser printer. Justification was by means of describing each item's intrinsic value towards the educational use for lessons, oral examinations, School Certificate and HSC special provisions student needs, community (P & C nights, information nights),

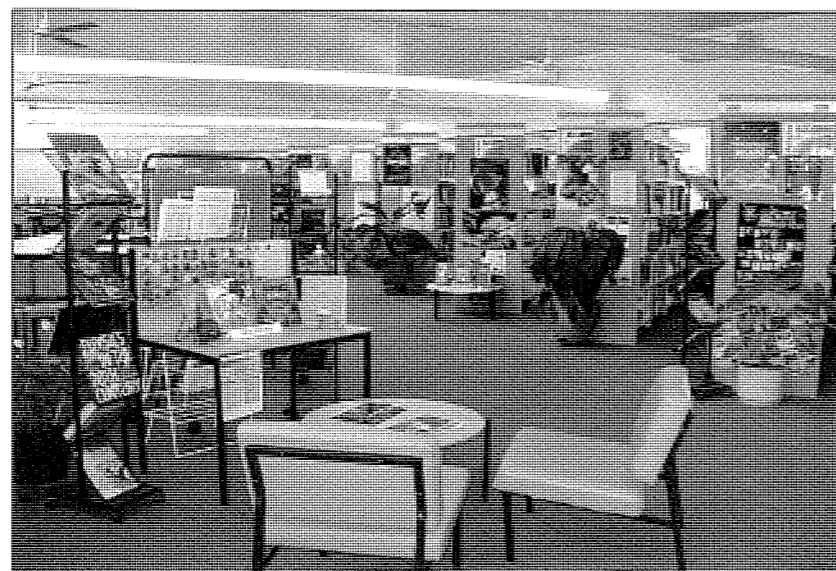


Figure 1 The installation of air conditioning has made the library an inviting work environment

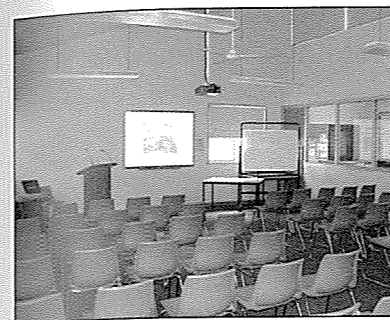


Figure 2 The Smart Board, lectern and associated technology make this an ideal space for teaching and learning, presentations and meetings

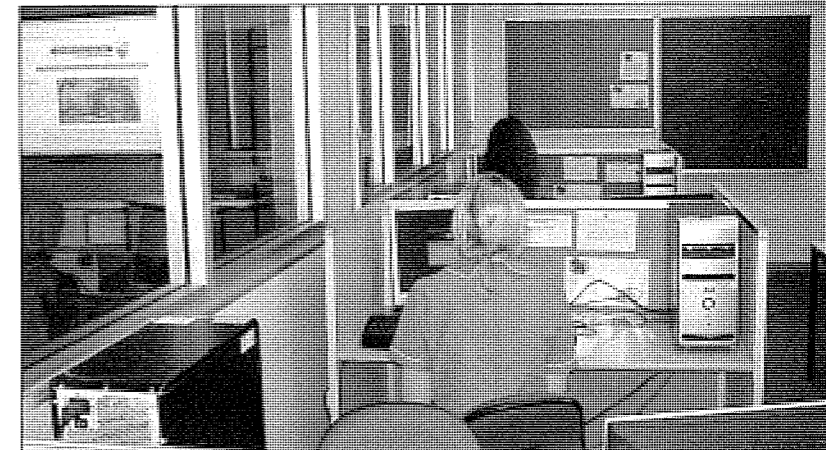


Figure 3 Five new computers are housed in an adjoining mini lab

and professional usage by the principal, executive and teacher librarian for network and Departmental regional meetings.

As the school is currently in the process of consolidating both sites onto the Annexe site, it is opportunistic to offer advanced technologies within the library and combine these technologies with established resources and teaching methods, and research opportunities currently available.

Outcomes and benefits of changes in the library

The implementation of advanced ICT within the library, through opportunity and leadership, has breathed life and opened gateways for staff,

students and the community. Examples of this change include:

- improved quality teaching and learning methodologies
- augmentation and increased access to a wider variety of curriculum support resources
- implementing strategies to cater for different learning styles, improving classroom management, student engagement and grades
- encouraging higher-order thinking skills and improved literacy levels
- better understanding of the role of technology to enhance ICT skills for life long learning
- fostering school relationships with other school leaders.

Leadership skills learnt along the way via the multiplicity of tasks, and under the guidance of a supportive and progressive principal, have helped me guide, motivate and inform staff, students and the community regarding contemporary practices. The new library improves opportunities for teachers and students to engage with new technologies and resources. ■

References and further reading

'Investing in our schools: grants and funding programme', *GrantsLINK: your government community grants site*, Australian Government. Viewed 7 January 2008. <www.grantslink.gov.au/Info.aspx?NodeID=6&ResourceID=625>.

Raps update

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

Term 1, 2008

- *Wilfrid Gordon McDonald Partridge* (Mar, Fox & Julie Vivasi, Stage 1 English)

Term 2, 2008

- Identifying and solving theme: Texts: 3A, Stages 3 and 4, English, HSC and Aboriginal Studies

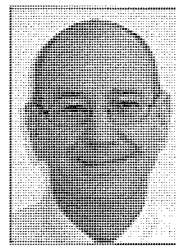
Term 3, 2008

- *Book Week 2008*: Texts: K-6, Stages 1-6, after publication of shortlist in April 2008

one 2008

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 the sharing of knowledge.

Shared learning, shared knowledge



Dr Ross J. Todd
is Associate
Professor, 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.

medical field, education and library science educators and researchers, school administrators and policy-makers gathered for the two day program of intensive discussion, input and challenge. It was provocative, challenging, and inspiring, particularly as we engaged in hearing how other fields of practice – medicine, architecture, and nursing – have engaged with evidence-based practice initiatives, and how groups of school librarians have established collaborative partnerships to build evidence-based practices in their schools and districts.

Several important themes pervaded the two day summit. The first centred on the essential foundation of building school library practice on a deep knowledge of the research that informs professional action, meshing this with professional wisdom and expertise to build a strong, informed and reflective practice that goes beyond drawing on a bag of tricks to survive the day. Critically engaging with the research of the field is the basis for shaping, supporting, and sustaining innovation, transformation and continuous improvement of school libraries, and for ensuring that the school library is a successful community of practice.

The second theme centred on the key idea that sustained growth and vitality of school libraries are not built on isolated library practice; rather, on they are built on negotiated values, and nurturing a participatory and collaborative culture that emphasises shared learning, group problem solving, and peer feedback. You want the whole school community to sense and know that there is something deeply special about your school library; one where its learning ethos permeates all that the school stands for, and gives meaning to all that you say and do.

Patterson, in reviewing a substantive body of literature on schools as collaborative cultures in his paper *Building collaborative cultures: seeking ways to reshape urban schools* (available at <www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0pet.htm>) identifies the following features as characteristic of collaborative cultures:

- regular opportunities for continuous improvement
- opportunities for career-long learning
- educators who are more likely to trust, value, and legitimise sharing expertise; seek advice; and help other educators

- decreased sense of powerlessness and increased sense of efficacy
- reduced sense of uncertainty associated with teaching and learning
- more team teaching and shared decision-making
- sharing resources and supplies; planning cooperatively; and developing a common sense of accomplishment, and a strong sense of efficacy
- increased confidence in and commitment to improvement of practice
- educators who regularly seek ideas from seminars, colleagues, conferences, and in-service workshops

- increased external professional networking with other teachers, schools, programs, and restructuring associations
- a place where continuous self-renewal is defined, communicated, and experienced as a taken-for-granted fact of everyday life in the school.

Some of these ideas are explored further in the research column in this issue of *Scan*. The column is Part 2 of *Collaboration: force or forced?* It is written by Dr Linda Gibson-Langford. Linda is a teacher librarian in The Centre for Learning and Leadership at The King's School in Sydney. A member of ACEL and ASLA (NSW), Linda marks for CSU MAppSci

(Teacher Librarianship). With a focus on collaboration and professional learning communities, Linda has been an invited keynote speaker for the SLANZA Conference 2007, for the ISASA Conference 2008 and for the *School libraries leading learning!* state conference 2008, jointly organised by ASLA (NSW) Inc. and the School Libraries and Information Literacy Unit (NSW Department of Education and Training). Recently appointed onto the IBSC Action Research team for 2008–2009, Linda is also co-coordinator of ASLA (NSW) CAR-TL, an action research initiative for teacher librarians. You can reach Linda at <lcl@kings.edu.au>. ■

Collaboration: Force or forced? Part 2

Dr Linda Gibson-Langford, teacher librarian at The King's School, Parramatta, continues her discourse on collaboration and the importance of building collaborative partnerships.

Collaboration: force or forced? (Gibson-Langford, 2007) focused on a brief review of the literature to re-contextualise the framework for the practice of collaboration. It was posited that collaboration has a deep intellectual and emotional edge and is foundational in the building of learning communities, that is, communities focused on knowledge as their product. Conceptually collaboration was set in the context of shared creation (co-creation). This is an essential understanding. As a concept, it accentuated the priority of relationships as key to leveraging teachers' tacit knowledge into community knowledge, a focus

quite different to how collaboration is interpreted in most teacher and teacher relationships and teacher and student ones. The literature suggested that the leveraging of the tacit knowledge of teachers, for example, to form new knowledge for the benefit of the learning community was paramount in developing a knowledge sharing culture; a collaborative culture. It was established that collaboration is:

- shared creation through a shared space
- about people, about relationships
- organised around a dense web of social interaction
- focused on the transformation of tacit knowledge to explicit knowledge leading to innovative change
- deeply rooted in empathy and mutual trust yet celebrates creative abrasion
- a far more generative concept than the more popular interpretation of working together.

Thus it was posited that the outcome of collaboration led to ever-renewing whole school knowledge, to continuous reflection, to innovative thinking – all centred on shared creation through shared spaces (Schrage, 2003).

Part 2 gives an overview of a research study based on a teachers' learning community. Although the study was neither explicitly on collaboration, nor within the praxis of teacher librarianship, through the analysis of how teachers create, share and use knowledge, the findings have important implications and applications as guiding principles in building collaborative partnerships that are very much a part of the intellectual and professional domain of the role of the teacher librarian. The application of the findings from the research sharpens the focus on the art of collaboration, thereby giving it a status that can truly be interpreted and enacted in a knowledge construction environment.

The purpose of this research study was to investigate how the dynamics of knowledge creation, knowledge sharing and knowledge use contributed to the ever-renewing knowledge pool of the teachers' learning community.

Purpose of the study

The purpose of this research study was to investigate how the dynamics of knowledge creation, knowledge sharing and knowledge use contributed to the ever-renewing knowledge pool of the teachers' learning community. It was assumed that such a community would have a knowledge orientation and would have structures and processes that facilitated the enactment of collaborative practices.

Originating out of a concern I held that the knowledge that teachers created as a result of both informal and formal professional learning was seldom shared or used across the various teachers' work units, I questioned how collaboration could be enacted if access to each other's tacit knowledge was not incorporated into the everyday practice of teachers. It appeared that teachers had little knowledge of their colleagues' expertises and often, for example, would duplicate work through not having fast access to new knowledge, or worse, would deem their new knowledge as being non-useable in an attempt to avoid disruption to the status quo (Cole, 2004).

The fact that professional knowledge often remained inside the heads of individual teachers highlighted my concerns about the lack of accessibility, connection and coherency of teachers' knowledge across the school.

This situation seemed to be further exacerbated when teachers left their work place and took with them their rich knowledge of practice, having rarely shared this knowledge with their colleagues nor used it in practice.

This is a real concern for us as teacher librarians considering we have an intrinsic mandate to work collaboratively with students and teachers in an effort to promote the continuous construction of knowledge.

Underpinning theories

Learning community and knowledge management theories underpinned this study. A learning community was considered as one in which its members' knowledge was viewed as not only an asset, but as core business and a driver in developing new ideas. It was also viewed as an investment in its future. Ideally, a knowledge-oriented culture would provide a continual focus on knowledge production. This focus on knowledge production guaranteed that knowledge was ever-renewing, that is, was continually being added and removed from the community through ensuring that, across work units, a strategically organised knowledge management infrastructure was in place (Fullan, 1999; Wiig, 1993). This, in turn, would rely on professional opportunities to develop dense social relationships thus fostering innovative thinking through rich knowledge creation and knowledge sharing activities.

Rationale

Implicit in co-creation of knowledge, leading to innovative thinking and change, is the necessity for teachers to collaborate – to converse deeply through structures and processes that convert their professional 'tacit knowledge to explicit knowledge on an ongoing basis' (Fullan, 1999 pp. 15–16). This is a key factor in the ability to embrace change.

Empowering teachers' learning communities to be comfortable with change drives the learning communities' purpose - to make a difference in the life-chances of its students. In making this difference, the learning community has an infrastructure that promotes deep conversations that convert teachers' knowledge into workable solutions and actions. These solutions and actions contribute to the knowledge pool of the community.

Significance of the problem

A major deterrent in unlocking the rich resources inside the minds of teachers is the school's organisational infrastructure that sets up information fiefdoms (Haeusler, 2002; Todd, 1999), creating significant barriers in terms of creating and sustaining a knowledge-oriented community. As Todd (1999, p. 40) notes:

one of the barriers to effective information flows and information utilisation is the 'information fiefdoms' that often exist in schools, centring on faculties, departments, staffrooms or the library. In these fiefdoms, the ownership of information resources, often including information technology, is jealously possessed, guarded and only reluctantly shared outside of the immediate grouping. Here, information and the knowing possessed by the group are used as a power base, creating hierarchies that sometimes generate conflict and struggle.

This can be quite a problem for teacher librarians who want to share their 'firm specific' knowledge on the how of learning, vis a vis guided inquiry, reading interventions, collaborative strategies and a range of other instructional frameworks. The study, however, assumed that good practices in knowledge creation, knowledge sharing and knowledge use dispensed with isolated practices. The community would have processes and structures that provided avenues for

critical dialogue, embraced creative abrasion and focused on the explicating of teachers' tacit knowledge as vital to building a connected and coherence making knowledge-oriented culture. Certainly, teacher librarians need to have these deep conversations with colleagues and to some extent, with students, in order to support the learning and teaching programs of their schools.

Often, the relationship is built on the principle of separation, rather than co-creation: that is, the teacher teaches content and the teacher librarian teaches information skills.

Unfortunately, the practice of collaboration is interpreted as working together to complete tasks with limited developing of new understandings through the dynamism of co-creation in a shared space. Often, teacher and teacher librarian or teacher librarian and student relationships do not get past the task delivery or information delivery stage. Often, the relationship is built on the principle of separation, rather than co-creation: that is, the teacher teaches content and the teacher librarian teaches information skills. Thus, the teacher librarian becomes more a resource than a collaborative teaching and learning partner; their tacit knowledge of the how of learning and how it contributes to deep knowledge and understandings remaining untapped for the most part.

The research question – getting it right!

The principal research question, designed to elicit rich descriptive data, focused on *How does knowledge*

creation, knowledge sharing and knowledge use work in a teachers' learning community? It was supported by three focus questions which in turn were further supported by two secondary questions. The focus questions were:

- How is knowledge created?
- How is tacit knowledge made explicit?
- How is explicit knowledge used?

Together these questions helped to tease out the barriers and enablers to how knowledge was created, shared and used within the eighteen case studies. The questions became not only a guiding framework throughout each case but provided a framework for data collection and data analysis.

Further, the technique chosen to collect data (critical incident combined with storytelling) was informed by the principal question. The focus questions provided the basis for an analytical framework.

Methodology – an overview

The research was designed from a qualitative interpretivist perspective (Stephens, 2002; Merriam, 1988). As the theory was grounded in the words and actions of the participants, data collection was based on how individuals interpret or construct meaning from an event of their own choosing (Dervin, 1992; Glesne & Peshkin, 1992); the voices of the participants as storytellers providing the critical data. This enabled development of the concepts, insights and understandings as patterns in the data emerged (Reneker, 1993): this in itself was indicative of a need to ground the study in a qualitative methodology.

Because the voices of the participants formed the main data for this qualitative research, based primarily on retrospective incidents (Flanagan, 1954) and shared through storytelling (Denning, 2000), the full complexity of human sense-making emerged. Throughout each story, freedom of expression for the participant and

precision in recording left no doubt as from whom the data arose – the voice of each participant was critical.

Data collection

As the study sought to understand a social phenomenon vis a vis how teachers' professional tacit knowledge is made explicit and is, in turn, used in a school, face to face interviews, combined with pre- and post-interview briefings, contributed to the provision of rich descriptive data. It was interesting to note that, overall, the post-interview discussions elicited a more candid response from each participant centred on their actions and behaviours when faced with knowledge creating and knowledge sharing opportunities. They continued to talk about enablers and barriers to their professional learning in a frank manner and they demonstrated their interest in structures and processes that would enable a knowledge-oriented culture to develop.

Qualitative interpretivist research concerns itself with discovery and certainly the critical incident technique of recalling one's thinking about a significant event elicited a stream of consciousness response in all participants. Each case was a discrete event. Hence this type of technique provided an environment in which participants felt comfortable and willing to contribute openly.

As the participants shared their stories, the processes of thinking about why they did what they did, or how they felt about what they did, provided a chance to reflect on the learning experiences they had had and the extent to which these experiences had shaped their willingness to create and share and use new knowledge.

Data analysis

The constant comparison technique, which is well developed in grounded theory research, was trialled in the pilot study as a framework for analysing the transcripts (Williamson,

2000; Dey, 1993; Patton, 1990; Lincoln & Guba, 1985). This was a manual analysis in which a simple matrix was developed based on the three main themes of this study. Each main theme was further divided into two sub-headings and these sub-headings were further divided into two more sub-headings. The framework for constant comparing of the data proved to be successful in allowing each datum, in the first instance, to be placed in several sub-headings and across themes if deemed necessary.

Analysing the several hundred pages of data, it became clear that there were real messages for us as teacher librarians as we engage in developing sound practice based on inquiry learning theory, or as we intervened in our students' learning experiences or entered into relationships that established our professional credibility. Of note, these lessons seemed to be framed around the intellectual and emotional scaffold of collaboration.

...collaboration is a deep intellectual and emotional activity.

Findings

The teachers' stories in this study provided rich data from which eighteen principles were identified (see Table 1) as fundamental in building the structures and developing the processes for a knowledge-oriented culture to flourish. These stories supported the notion that collaboration is a deep intellectual and emotional activity. They also emphasised the importance of the affective as well as the cognitive underpinnings of collaboration as being essential in transforming teachers' tacit knowledge into school wide organisational knowledge – the goal of a collaborative teaching community.

Knowledge creation

- Knowledge is created when teachers learn together.
- Knowledge is created when teachers are involved in critical dialogue.
- Knowledge is created when teachers further their study.
- Knowledge is created when teachers are appreciated.
- Knowledge is created when teachers' moral purpose is strong.
- Knowledge is created through serious play and through reflective practice.

Knowledge sharing

- Teachers prefer to share their knowledge in a social context.
- Teachers share their knowledge with reflective/ critical friends.
- Teachers share their knowledge when feedback is frequent and critical.
- Teachers need time to share their knowledge.
- Teachers' credibility influences how they share their knowledge.
- Teachers prefer informal structures when sharing their knowledge.
- Reflective practice enables knowledge sharing.

Knowledge use

- Teachers commit to new ideas that demonstrate relative and economic advantage.
- Level of abstraction is important to the adoption of new ideas.
- Teachers adopt new ideas through trialling.
- Observing new ideas in action influences how teachers' use knowledge.
- Teachers use new ideas that are deemed effective.

Table 1 Guiding principles for building collaborative relationships

There was an emphasis on the need for teachers to make sense of and feel safe in their teaching community if they were to create and share their knowledge for the good of the community. The findings endorsed the need to strategically organise and build a knowledge-oriented culture. Fundamental to this development of a knowledge-oriented culture was the embedding into everyday practice the shared spaces for teachers to co-create knowledge. Senge's (1992) systems thinking approach was also an important element in building a knowledge-oriented culture.

Although the findings are guidelines for interpretation at a whole school level, they are pertinent at a micro-level to teacher librarians as we consider the implications of inquiry learning and the social connectivity of Web 2.0, the collaborative learning spaces of many of today's learners.

Dense social interaction is necessary to leverage tacit knowledge

As part of the knowledge creating and knowledge sharing experiences, the findings emphasised the underlying importance of intentional development of structures and processes leading to social interaction. More than any other finding, the social aspect of knowledge creation and knowledge sharing was cited repeatedly, in one form or another, by every participant as being integral to their sense-making and connectedness within the learning community. This social interaction was evident in activities that promoted serious play, critical debate, observation, trialling, discussion, acting out or practising of ideas and importantly, the gaining of feedback in mutually affirming groups.

Teachers in this study strongly preferred informal structures and social processes that allowed them to trial, observe, engage in debate, in active reading and in demonstrations, and this is important, without fear of ridicule or the debilitating effects of groupthink. Developing trust and the building of an empathetic culture rested on the processes that affirmed and acknowledged the value of teachers' knowledge. Teachers in this study felt that being intellectually and emotionally involved in the application of new ideas removed the barriers to knowledge sharing and this in turn increased their interest and their confidence to involve themselves in collaborative partnerships.

Almost every participant alluded to the negative structures that prevented authentic knowledge creation and knowledge sharing. Most of these structures had their roots in didactic experiences perceived as information-giving or exchange of information for task implementation or in top down directions rather than in creative experiences that fostered new ideas. The key difference was in the quality of the relationships.

For teacher librarians as we enact our core work with both students and teachers, relationship building based on dense social interactions is key to sharing our knowledge and creating new knowledge.

Empathy is a faith thing, a trust thing, a mutual respect thing

Underscoring the social nature of knowledge creation and knowledge sharing was the importance of support for both the emotional and intellectual needs of teachers in pursuit of their moral purpose. In particular, empathy was acknowledged as the single most effective attribute in developing denser social interactions. Empathy building was a key element in the leveraging of personal tacit knowledge.

The importance of appreciative behaviours and the enjoyment of sharing ideas through intellectual challenges and critical feedback were significant in contributing to teachers' willingness to go beyond the mere exchange of information and to provide time for critical discussion. Trust and credibility were built and individual self-esteem grew through engagement in critical dialogue. This was an important understanding as time was indicated as a major barrier to sharing knowledge and yet, teachers would find that time to engage in deeper more meaningful discussion once critical relationships were built.

From an overall perspective of emotional and intellectual well being, the evidence was significant in the understanding that teachers wanted to feel safe and that once a relationship had been built, opportunities for knowledge-sharing and shared creativity opened.

...empathy is a touchstone in the development of collaborative cultures...

If empathy is a touchstone in the development of collaborative cultures, and if empathy opens opportunities for relationship building, then as teacher librarians we are well-positioned to develop the collaborative experience for our teachers and our students as we bring to the collaboration table our knowledge of the inquiry process of learning.

Economic and relative advantage speak volumes

Co-creation of knowledge has an endpoint – to be able to adopt or adapt ideas whether the new knowledge is to be used at the conceptual level (bringing changes to attitude or understanding), or the instrumental

level (bringing changes to behaviour or practice), or the strategic level, that is the manipulating of ideas for some gain (Huberman, 1992). Basically, teachers want to know what is in it for both their students and themselves. As Dibbon (2002) notes, *Just presenting the idea and assuming that because it is a good idea others will adopt it, does not work* and he warns that *Changing teaching practice ... can be a slow and arduous process and teachers have to feel there is some compelling reason for them to alter their practice.*

Hence, the context in which new ideas are presented and how these changes match the concerns of the user are significant factors in adoption and implementation of new ideas, that is, context needed to match teachers' concerns and teachers' needed to be involved in the change process. Coupled with these factors, involving the user in the research or the problem to be solved assures a higher incidence of changes being accepted (Westbrook, 1994; Leung, 1992).

Knowledge use in this study encompassed dissemination of an idea, that is receiving and understanding and appreciating an idea. As teachers used new ideas, whether they were strategic, conceptual or instrumental, matching concerns with context resulted in defined action and clear decisions. This led to innovative practice that was adapted and subsequently adopted.

The research clearly indicated that for new knowledge or new ideas to be used, they must be seen as credible, relevant, sensitive to teachers' concerns and issues, understandable in terms of context and content, practical and cost effective (time? money?) or supported in terms of resources. These conditions clearly reflected that economic or relative advantage were important considerations if new ways of thinking are to be adopted.

The research also confirmed that, in order to embrace change, teachers

need to be involved in the change experience through strategies that allow them to participate, observe, trial, model and assess ideas before they are implemented them.

The outcome of this new knowledge being tested against economic and relative advantage will be manifest in teachers' and teacher librarians' willingness to adapt and adopt new ideas.

The collaboration table, that shared space where knowledge creates more knowledge and ideas are tested against their usability, exists whilst sharing deep professional knowledge. The outcome of this new knowledge being tested against economic and relative advantage will be manifest in teachers' and teacher librarians' willingness to adapt and adopt new ideas.

Beyond this, the understanding of collaboration where co-creation is not a process can only lead to, at best, information transfer and thus the school's knowledge pool is not continuously refreshed.

Level of abstraction is important to the adoption of new ideas

Teachers in this study appreciated the need to tap into and connect to the wellspring of knowledge inside the minds of their colleagues. They understood the benefits of capturing this knowledge through processes that would promote trialling, observation, adaptation and evaluation of ideas. Based on economic or relative advantage, they made decisions on the value of this knowledge. They were conscious of the need to implement ideas that translated into informed

practice across their community. They understood the complexity of trust. However, despite these understandings, if teachers did not get a clear and readily understood picture of how the new idea could be implemented, they were passive to it.

The teachers in this study clearly indicated that sharing knowledge could lead to the diffusion and subsequent use of new knowledge across their work units but the new ideas needed to be clear and characterised by brevity, repetition and reinforcement. They needed to be introduced through a social process and at the appropriate level of abstraction. The participants demonstrated their willingness to apply complex strategies into their teaching but needed ideas to be deconstructed to the lowest level of abstraction required, repeating and reinforcing ideas until the complexity of the idea was understandable and hence readily applicable. This willingness dispelled any notion that teachers were interested only in ideas that could be acquired with ease.

Thus it is important to understand the intuitive criteria operating as to how teachers use new knowledge. This understanding will contribute to knowledge sharing by providing a common language (Backer, 1991) in which to discuss new ideas.

For knowledge to be used, it must resonate with the user. Being sensitive to a common language as we seek the right level of abstraction for communicating new knowledge is an important consideration for teacher librarians engaged in the new paradigms of 21st century learning.

Reflection

This qualitative interpretivist study, based on eighteen case studies melded into one in depth case, investigated how tacit professional knowledge can be leveraged to enrich the learning community. It demonstrated that the creating and sharing and using of

...co-creation of knowledge led to innovative thinking.

professional knowledge are based on developing deep social interactions. It posited that relationships were the key unit of analysis for establishing collaborative partnerships. It established a set of guiding principles for building collaborative relationships, principles that firmly support the literature on the characteristics of a learning community. It strongly situated collaboration as an act in which co-creation of knowledge led to innovative thinking.

The study suggests that planned and purposeful collaborative experiences embedded into teachers' everyday work practices comes with a greater uptake of new ideas by teachers...

The study suggests that planned and purposeful collaborative experiences embedded into teachers' everyday work practices comes with a greater uptake of new ideas by teachers, a greater connectivity across work units, a reduction in fragmentation of information across the school and moreover, fosters a teaching community that is capable of shifting mental models and embracing change. The research raises further questions, from a knowledge-oriented perspective, as to the probability of teachers' knowledge being viewed as core assets and core business of a school and the creativity that comes from the shared space of collaboration. The study suggests the following hypotheses for further research.

Hypothesis 1

Teachers are more willing and enabled to continue to create, share and use their knowledge if their knowledge is valued in the relationship.

Hypothesis 2

Teachers are more willing to share and to use ideas if there are strategically organised structures and processes for knowledge creation and knowledge sharing embedded into teachers' everyday work practices.

Hypothesis 3

Teachers will be flexible and innovative and embrace change when structures and processes for knowledge creation and knowledge sharing are socially constructed.

Hypothesis 4

A coherent and connected learning community will result from strategically organised structures and processes that focus on teacher learning and teacher sharing of their knowledge.

For teacher librarians, who believe in the power of collaboration, these hypotheses could be turned into small action research projects.

A starting point

The eighteen principles developed from this study also present a framework for teacher librarians to consider when designing collaborative opportunities.

In designing such opportunities based on collaboration as a generative and

creative process, a focus on professional learning should consider:

- how teacher librarians will capture and use teachers' knowledge
- how teacher librarians can foster the building and sustaining of a connected and coherence making community
- how teacher librarians will continue to learn whilst at the same time capture and share, use and refresh the community's knowledge. ■

[Author's note: A heartfelt thanks to Ms Di Laycock, teacher librarian at Barker College, Sydney, for the many hours of deep engagement in conversation around our collaboration table, peppered with just enough creative dissonance to keep us honest as well as a healthy dose of 'collaboration' as we shared our experiences and understandings of the deep social art of collaboration.]

References and further reading

Backer, T. (1991) 'Knowledge utilization: the third wave', *Knowledge*, March, pp. 225-240.

Cole, P. (2004) 'Professional development: a great way to avoid change' Incorporated Association of Registered Teachers of Victoria (IARTV), *IARTV Seminar Series Paper No. 40*, December 2004.

Denning, S. (2000) *The springboard: how storytelling ignites action in knowledge-era organizations*, Butterworth, Boston.

Dervin, B. (1992) 'From the mind's eye of the user: the sense-making qualitative-quantitative methodology', in *Qualitative research in information management*, J. Glazier & R. Powell (eds.), Libraries Unlimited, Englewood, pp. 61-84.

Dey, I. (1993) *Creating categories: qualitative data analysis*, Routledge, London.

Dibbon, D. (2002) 'Background: grassroots the diffusion of an innovation', *Innovation and education change: a study of grassroots in NIS school*. Viewed 7 January 2008. <www.rescol.ca/grassroots/e/resources/toolkit/Dibbon/page9.asp>.

Flanagan, J. (1954) 'The critical incident technique', *Psychological Bulletin*, 51(4), pp. 327-358.

Fullan, M. (1999) *Change forces: the sequel*, Falmer Press, London.

Gibson-Langford, L. (2007) 'Collaboration: force or forced?', *Scan* 26(4), pp. 19-25).

Glesne, C. & Peshkin, A. (1992) *Becoming qualitative researchers: an introduction*, Longman, NY.

Haeusler, M. (2002) *A professional learning community: is this the organisational network of the future?* Viewed 7 January 2008. <www.cybertext.net.au/tct2002/disc_papers/organisation/haeusler.htm>.

Huberman, M. (1992) 'Linking the practitioner and researcher communities for school improvements', address to the International Congress for School Effectiveness and Improvement (ICSEI) conference 1992, Victoria, Canada, January.

Leung, P. (1992). *Translation of knowledge into practice*, in Walcott & Associates, National Institute of Disability Rehabilitation Research (NIDRR) National CRP Panel, *Final report*, Walcott & Associates, Washington, DC, June.

Lincoln, Y. & Guba, E. (1985) *Naturalistic inquiry*, Sage, Newbury Park.

Merriam, S. (1988) *Case study research in education: a qualitative approach*, Jossey-Bass, San Francisco.

Patton, M. (1990) *Qualitative evaluation and research methods*, (2nd ed.), Sage, Newbury Park.

Reneker, M. (1993) 'A qualitative study of information seeking among members of an academic community: methodological issues and problems', *Library Quarterly*, 63, pp. 487-507.

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 the learning organisation*, Random House, Sydney.

Stephens, R. (2002) *Grounded theory*, Week 4 lecture, CEMS Faculty, UWE, Bristol. Viewed 7 January 2008. <www.cems.uwe.ac.uk/~rstephen/courses/UQC833hm/week4/lecture.html>.

Todd, R. (1999) 'Reading the future: knowledge management 2: processes and practices', *Scan*, 18(2), pp. 39-43.

Westbrook, J. (1994) 'Promoting change through information dissemination and utilization', *Regional Rehabilitation Exchange Update*, 2(1), Southwest Educational Development Laboratory, Austin.

Wiig, K. (1993) *Knowledge management foundations*, Schema Press, Arlington.

Williamson, K. (ed.) (2000) *Research methods for students and professionals: information management and systems*, CIS, Charles Sturt University, Wagga Wagga.

Working with community to support reading

Margaret Cossey is a non-Aboriginal Australian. She was a special needs teacher and, for more than a decade, Margaret has been involved in the development of the stories, lesson notes and AV materials for *Indij Readers* Ltd, in consultation with Aboriginal people.

Introduction by Dr Robyn Ewing, Acting Dean, Education Faculty, University of Sydney.

It is well known that the literacy levels of our Aboriginal students are of great concern in Australia. Some would describe them as in crisis. While according to international benchmarks (PISA) when compared with other western countries most Australian students are high literacy achievers, Aboriginal and Torres Strait Islander students do not perform at the same level. In addition, many Aboriginal and Torres Strait Islander students experience difficulty during their education and, consequently, are more likely to leave school early. Many fail to pursue further formal educational qualifications and find this lack of education an issue when pursuing satisfying employment possibilities.

Current literacy research (Cambourne, 2006; Loudon et al, 2005) coupled with research about quality pedagogy (Education Qld, 2000; Quality teaching in NSW public schools: discussion paper, 2003) demonstrates that cultural relevance, links with prior background knowledge and engagement are vital factors if children are going to learn to read. Aboriginal and non-Aboriginal students alike need opportunities to read and engage with Aboriginal stories.

Creating meaningful learning experiences

About fifteen years ago as a Reading Recovery and special needs literacy teacher in a small central school in south west NSW, I began making short illustrated stories, just for use in my classes, and based on the experiences of some of my students and other Aboriginal friends in our community.

From these modest beginnings *Indij Readers* Ltd was developed to support Aboriginal students learning to read with culturally interesting and informative texts. We also knew this could be a method of informing non-Aboriginal students and teachers across Australia, about contemporary Aboriginal Australia from a distinctly Aboriginal perspective and in a non-threatening and non didactic way. It required that all our authors and

illustrators be Aboriginal, and that all stories come out of their own or their family and community experience.

Today *Indij Readers* is a small publishing company, with a majority Aboriginal board. It is a charity and all profits generated by selling the materials into schools, go back into development and into Aboriginal literacy projects in schools.

The stories we publish fall into three main text types or genres:

- narratives (yarns)
- biographical recounts
- poetry (raps).

Aboriginal English occurs naturally in the stories (Figure 1). The yarns, in particular, are permeated with that classic, irreverent Aboriginal humour that many Australian conservatives, assign exclusively to the mythical white bushman of the early days of European settlement.



Figure 1 The *Indij Readers* website <www.indijreaders.com.au> highlights some available titles

Lesson notes, cultural notes and activity sheets accompany each story. Teachers are able to use these or modify them for their classroom needs. The cultural notes are particularly important as they cover the Aboriginal aspects of each story, as well as offering background information.

The teachers guides have been written by Aboriginal and non-Aboriginal teachers, who are currently teaching in schools and TAFE. The lesson notes are developed in consultation with Aboriginal education consultants, literacy curriculum consultants and literacy academics, and current reputable pedagogy underpins the ideas and suggestions in the lesson notes. The lesson notes and teachers guides are endorsed by the NSW Aboriginal Education Consultative Group Inc.

The lessons reflect some fundamental beliefs we have about how students, particularly those who experience delay, acquire literacy competency. They focus on:

- story and meaning at the centre
- an explicit teaching model for skills and concepts
- purposeful, success oriented activities
- an engagement with current communication technology
- explicit teaching of research skills
- an emphasis on thinking and talking
- the encouragement of age appropriate broad discussion of current Aboriginal issues
- how to form opinions, based on fact, research and reflection
- exploring a range of opinions and beliefs.

What has been the impact of *Indij Readers*' materials in schools?

Approximately 15% of schools across Australia are using *Indij readers for little fullas*, for *big fullas* materials as part of classroom reading resources. Teachers and Aboriginal Education Assistants (AEAs) at Crawford Public School in Doonside, NSW and MacFarlane School in Katherine, NT respond to questions about how these stories and lessons are used as part of their schools' reading programs (Figure 2).



Figure 2 Students engaged with the texts at MacFarlane School

How well do the stories engage with literacy learners?

Crawford: The texts are well illustrated short stories. The presentation of the stories allows for quality talking and listening activities (Figure 3). Students can relate to the themes of the books and life experiences. Aboriginal students can identify with the texts because they are written by Aboriginal people and the language and terms used are everyday language. When studying the texts with Aboriginal students, the teacher

needn't spend as much time on background knowledge, as Aboriginal students already have the context.

MacFarlane: Students and parents can identify with the characters and story lines portrayed in the books.

Are they, or how are they helpful for Reconciliation?

Crawford: The texts show all students that Aboriginal people have knowledge to share. The students are exposed to different Aboriginal terminology when reading the texts. They accept that the terminology used



Figure 3 AEA Daphne Bell, one of *Indij readers*' current authors, with some of her students at Crawford Public School

is appropriate for Aboriginal people to use. This then brings about an acceptance of Aboriginal English as a valued dialect. Language is important in creating and maintaining culture.

MacFarlane: The positive outcomes for Aboriginal and non-Aboriginal characters portrayed can only be of benefit to Reconciliation.

Do you think they represent contemporary Aboriginal culture and issues in a useful way?

Crawford: Successful Aboriginal people are written about and how they have overcome the obstacles and succeeded. Everyday situations and events are covered in the texts and people can identify with them.

MacFarlane: The stories represent contemporary Aboriginal culture in ways which are easily identifiable, often humorous and are therefore extremely useful in heightening interest in literacy skills with reluctant readers.

Are the teacher notes useful and beneficial for teachers?

Both: The notes are well set out and easy to read and understand.

There are good activities and ideas that can be completed with the students.

Developing the Community writers' kit (CWK)

The development of the CWK process has been highly consultative involving Aboriginal Elders, community workers and parents, relevant organisations in every state, state departments of education, other education providers, professional associations and many educators. Researchers from the Faculty of Education and Social Work from the University of Sydney, Robyn Ewing and Kathy Rushton, have also been involved as academic partners to enable the identification of the factors which build Aboriginal literacy and a community's capacity to develop culturally relevant

texts. Ultimately other culturally diverse community groups that wish to develop culturally meaningful texts will be able to use the process and will have access to the CWK. Permission has been given by all Aboriginal community group members in each context and all data collection methods were negotiated with the project participants.

The process has been hands on and labour intensive, and it is envisaged that the kit will help all students learn to read in their local school with stories of local relevance anywhere in Australia. Without exception, the stakeholders involved have been encouraging and confident of the educational value of this project (Figure 4).



Figure 4 Three of the CWK participants who are also Indij Readers' authors, (from left) Roslyn Thorpe, Leanne Taylor and Naomi Carr at Dareton Public School workshop

When complete, the virtual CWK will be accessible from the Indij Readers website and it will include the components to facilitate both the writing and book production process. A professional development program for teachers, teachers' aides and community workers will support the resource. Teachers, Aboriginal Education Assistants and local community members will be able to use these resources to develop their own stories for desk-top publication and classroom use.

Already these Indij Readers' projects have resulted in building community capacity in each of the research schools across New South Wales and Victoria. These discrete and distinctly different schools are:

- Koori Open Education College, Glenroy Campus (now the Victorian P-12 College of Koorie Education, Glenroy)
- Thornbury Primary School in inner city Melbourne
- Dareton Public School in rural NSW
- Doonside Technology High School, Mt Druitt, Sydney.

To date there have been four stages at each research site:

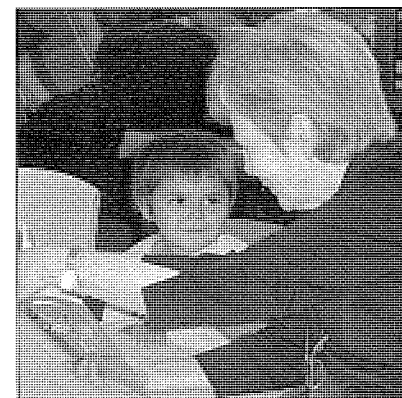
- meetings and discussions with Elders and other community members
- working with participants to develop stories
- setting up text production
- focus group discussions/interviews with participants about the CWK process.

All stages of the process are videoed and audio taped.

More recently a fifth site has been added: the team is working with Aboriginal educators in schools in the Northern Territory as they continue to refine the CWK.

Developing resources at Dareton Public School

Working with Aboriginal Education Assistants and the Aboriginal Community Liaison officer to develop four stories (Figure 5), followed a



(Figure 5) Margaret Cossey with Liam, the co-author of *Fat head, the bird*, which came out of the CWK research in Dareton. (Auntie Ros Thorpe and Auntie Naomi Carr co-authored *Fat head, the bird*)

more structured, step-by-step style including daily lesson plans with warm ups and ice-breakers. One of the stories focused around what the Murray River meant to them because the river was so central to their being. The focus group with the Dareton participants talked about the importance of children learning about their own culture and history and sense of place but also how critical it was for the Elders to pass down their culture, have a say in Aboriginal education and learn something about the resources in the school for teaching English.

The participants from Dareton have since presented on their involvement in the project to teachers at Broken Hill. These comments from the focus group demonstrate how much enjoyment of the process is critical for the participants:

I just loved every minute of it.

Participant 1

I love the talking bit, I don't like the writing much.

Participant 2

I'd be only too happy to be involved

in any sort of writing workshop that is going to help our children in education especially in the literacy area.

Participant 3

Developing resources at Doonside Technology High School

Community writers' workshops at Doonside incorporated enjoyable, confidence building activities incorporating drama which the AEAs could in turn use with their students (Figure 6).



Figure 6 Participants at the Doonside Technology High School CWK

To date all those who have participated in the CWK project have used their knowledge in the development of local stories and the sharing of the

process. They have made important suggestions about how to develop community involvement while acknowledging that it will be different in each context. A range of components that must be part of the resource itself have been identified.

It's not about Aboriginal people getting language acquisition but it's about us using our language as a platform to say well we're goin' to make sure our kids read and write in terms of who we are as Aboriginal people and our culture.... This is not the end it's only the beginning... we look forward to what comes next!

Kelli, a Thornbury Primary School focus group participant

Those Aboriginal educators, community workers and parents who have been involved, feel that their knowledge and experience have been valued in the process and their self awareness and confidence have improved markedly. Non-Aboriginal participants also feel they have a greater respect and understanding of Aboriginal perspectives. ■

References and further reading

- Aboriginal education K-12: resource guide*, (2003) NSW Dept. of Education and Training, Ryde. SCIS 1092008
- Berwick, C. (2005) 'The Review of Aboriginal Education', *Scan* 24(2), pp. 30-31.
- Cambourne, B. (2006) 'The marketing of literacy failure in Australia: why and how', in B. Doehke, M. Howie, W. Sawyer (eds) *Only connect: English teaching, schooling and community*, Kent Town, S.A.: Wakefield / AATE.
- Community consultation*, Aboriginal Education: resources, Board of Studies NSW. Viewed 7 January 2008. <ab-ed.boardofstudies.nsw.edu.au/go/resources/community>.
- Education Queensland (2000) New Basics: theory into practice*, New Basics Unit, Brisbane.
- Indij Readers*, Indij readers Ltd. Viewed 7 January 2008. <www.indijreaders.com.au>.
- Learning from each school's experience*, Aboriginal Education: Aboriginal Languages, Board of Studies NSW. Viewed 7 January 2008. <ab-ed.boardofstudies.nsw.edu.au/go/aboriginal-languages/learning-from-each-school-s-experience>.
- Lester, J. (2006) 'Focusing on Aboriginal students: leading and walking together', *Scan* 25(4), pp. 30-32.
- Lester, J. (2006) 'Time for a new approach', *Scan* 25(1), pp. 35-36.
- Lingard, R., Hayes, D.N., Mills, M. & Christie, P.H. (2003) *Leading learning: making hope practical in schools*, Open University Press, Maudenhead, UK.
- Lingard, R., Hayes, D. & Mills, M. (2003) 'Teachers and productive pedagogies: contextualising, conceptualising, and utilising', *Pedagogy, Culture and Society*, 11(3).
- Louden, B., Rohl, M., Barratt-Pugh, C., Brown, C., Cairney, T., Elderfield, J., House, H., Meiers, M., Rivalland, J., & Rowe, K. (2005) 'The study of effective literacy teaching practices in the early school years', *Australian Journal of Language and Literacy* 28(3), pp. 180-252.
- Percival, B. (2006) 'Caring for Place - Caring for Country: Stage 1 HSIE teaching kit', *Scan* 25(1), pp. 36-37.
- PISA: *The OECD Programme for International Student Assessment (PISA)*, OECD. <www.pisa.oecd.org/pages/0,3417,en_32252351_32235731_1_1_1_1_1_1_1,00.html>
- Quality teaching in NSW public schools: discussion paper* (2003), Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney SCIS 1131553 [For a full range of Quality Teaching support materials go to <www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>]
- Speakers of Aboriginal English and the 2005 Basic Skills Tests: teaching strategies Stage 1 to 3*, Aboriginal Education resources, The Flytrap book rap. NSW Department of Education and Training. Viewed 7 January 2008. <www.schools.nsw.edu.au/raps/flytrap/resources.htm>.
- Teaching strategies for Aboriginal English*, Aboriginal Education resources, The Flytrap book rap. NSW Department of Education and Training. Viewed 7 January 2008. <www.schools.nsw.edu.au/raps/flytrap/resources.htm>.
- Welsford, C. (2007) 'It's what you do before the reading that makes the difference!', *Scan* 26(1), pp. 26-29.

Planning, programming and assessing using English Programming Support

Annalies van Westenbrugge, Senior Curriculum Adviser, English K–6, Curriculum K–12 Directorate, directs teachers to the support material available on the English K–6 website.

English Programming Support <https://detwww.det.nsw.edu.au/curr_support/english_prog> is designed to support teachers and schools in the planning, programming and assessing of English, by accessing ideas and resources at point of need.

Access information by using *Teaching and learning cycle* diagram, the tabs at the top or the left navigation bar (Figure 1). This teaching and learning cycle was refined by trial schools in

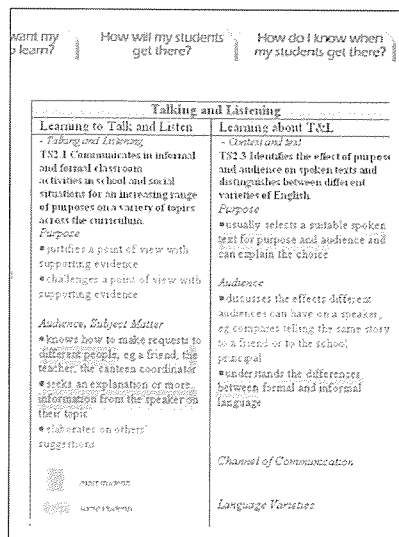
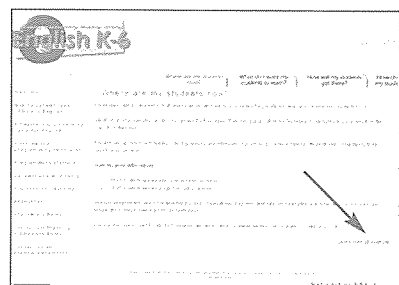
2006 and 2007, and used in workshops throughout 2007.

This cycle uses focus questions relating to a page on the website. Each page includes a process with suggestions and considerations. You can also access new and existing resources including syllabus and support material links. An example, by a Stage 2 class, has been included to show how a teacher has used this website to plan, program and assess.

The *Teaching and learning cycle* has no set time frame. During the workshops, teachers used this process for developing their class program. Some schools that plan collaboratively with their teacher librarian and support staff have used this cycle for English as part of their planning for all KLA's over a term. Following is a snap shot of how the website may be used for cooperative planning.

Where are my students now?

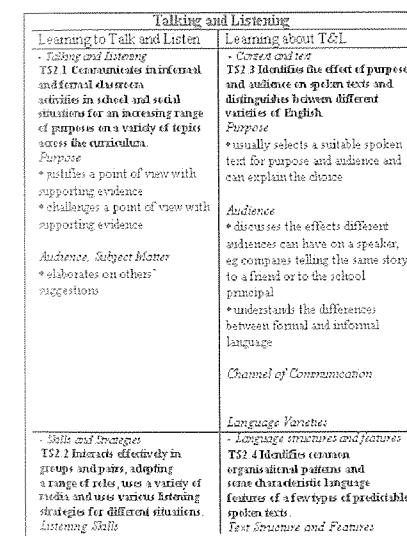
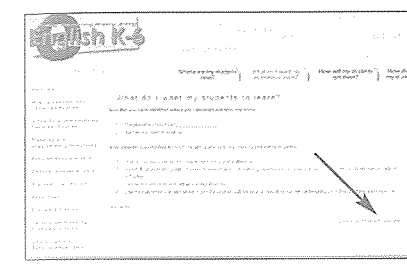
It is assessment and evaluation that drive good planning and teaching. When planning as a group, it is helpful to get a general sense of what students know and can do, and then use additional assessment data to fine tune this process. Gathering assessment and evaluation information throughout teaching ensures programs are regularly refined to meet student needs.



Where are my students now? Click to view an example: the Stage 2 example shows how a teacher has identified what most, some and few of her students can do

What do I want my students to learn?

When we know what students can do in English, we can then identify what they need to work on. This is also the opportunity to look at what will be taught in the other KLAs (e.g. a COGs unit and Mathematics) and identify what aspects of reading, writing, talking and listening from here can also be built into the program. The *Programming starters* give suggestions for English teaching alongside a chosen COGs unit.

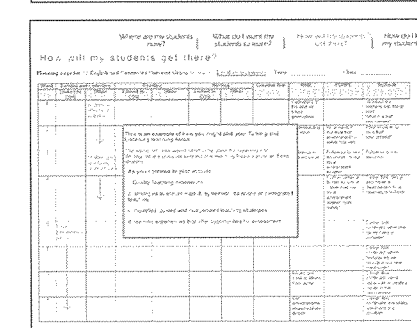
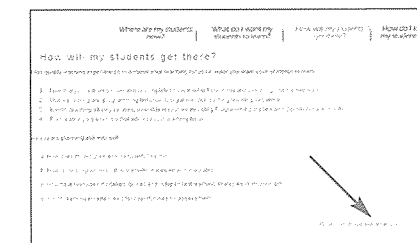


What do I want my students to learn? Click to continue with example: the Stage 2 example shows how a teacher has identified a teaching focus using the outcomes overview

The *outcomes overview sheet*, located in *Planning and programming templates*, is useful for identifying and recording the teaching focus. It then becomes the foundation for what is to be taught and assessed.

How will my students get there?

When all are involved in identifying a teaching focus, then the planning of the learning experiences is an effective shared decision. Schools that have used this process often take one *Planning and programming template*, gather resources and ideas, decide on who is doing what and when. The plan can then be copied and shared. The teacher librarian may take one part of this plan or reinforce lessons with related texts. This is where the *Connections with texts and Programming starters* are useful.

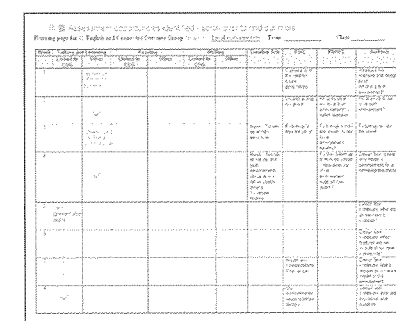
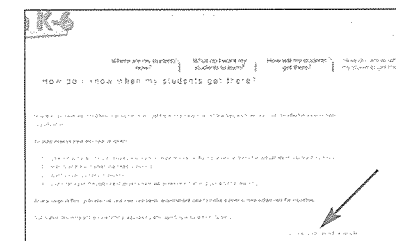


How will my students get there? Click to continue with example: the Stage 2 sample shows how a teacher has built English teaching alongside the COGs unit using a *Planning and programming template*

How do I know when my students get there?

Assessment is best when built into the planning process. When collaboratively planning, school teams can plot what learning experiences may be effective assessment opportunities. Schools using this process can identify at what points in time they are going

to assess, what they are looking for, who is going to gather the data and how. Gathering assessment data is then a team based approach to be used to inform reporting as well as further teaching.



How do I know when my students get there? Click to continue with example: the Stage 2 example shows how a teacher has built assessment into her plan

Further support

This website will be regularly updated with additional support materials. In 2008, *English Programming Support* workshops will also be offered in most regions. These workshops aim to offer schools and teachers the opportunity to put planning, programming and assessing into practice. To register for these workshops, go to <www.curriculumsupport.education.nsw.gov.au/prolearn08/index.htm>.

If you have any enquiries about these workshops or *English Programming Support*, please contact Annalies van Westenbrugge, English K–6 on (02) 9866 7718 or <annalies.vanwestenbrugge@det.nsw.edu.au>.

The Premier's Reading Challenge: a journey of pleasure to destinations unknown

Trish Anderson is Project Officer for the Premier's Reading Challenge.

The Premier's Reading Challenge is now in its seventh year and continues to draw enthusiastic readers. In 2007, nearly 139 000 students from 1812 schools completed the Challenge, collectively savouring more than 3 500 000 books!

The NSW Premier, Morris Iemma, and the Director-General of Education and Training, Michael Coutts-Trotter, joined special guests at Taronga Zoo to celebrate schools' and students' success in reading. In his address, the Director-General talked about a favourite book, *Olga the brolga*, and described reading as a journey of pleasure to destinations unknown.

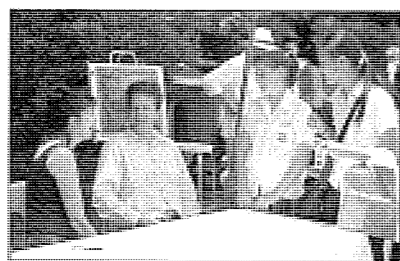


The Premier, the Hon. Morris Iemma, and the Director-General, Michael Coutts-Trotter, discuss one of the Premier's favourite books.

School representatives meet special guests

Representatives from 30 schools were chosen by ballot to celebrate their achievements in the Challenge. Lucky students were involved in poetry and book readings, drama and dress-up activities, and were able to meet some of Australia's best-known authors. Special guests included authors Duncan Ball, Ursula Dubosarsky, Anna Fienberg, Libby Gleeson, Toby Riddle, Emily Rodda, and Gordon Winch; illustrator, Kim Gamble; Kathleen de Leon Jones, from Hi-5; storyteller, Barbara Poston-Anderson and Taryn Woods, water polo gold medallist in the 2000 Olympic Games.

Guest speaker, Anna Fienberg, well-known for her *Tashi* and *Minton* book series, inspired guests and budding authors. She spoke about her love for books and reading, and the joy she gets from the writing process ... talking to people who don't exist.



Author, Anna Fienberg, and author/illustrator, Toby Riddle, meet students from Henry Kendall High School.

During the event, Kim Gamble completed two beautiful illustrations which were won by two lucky schools. Student, Nell Morgan, from Bronte



Author, Libby Gleeson, engages students in a discussion about books and writing.

Public School, spoke about how the Challenge has introduced her to *funny, exhilarating, happy and gripping* books and authors, and has allowed reading to be a cool activity.

The success and continuing growth of the Challenge reflect the commitment of our public and teacher librarians, classroom teachers, parents and caregivers who have encouraged students to read. In 2007, a record 2489 students received gold certificates in recognition of four years' completion of the Challenge.

The Challenge is an initiative of the NSW government to encourage all NSW students from Kindergarten to Year 9 to engage in reading more widely for leisure and pleasure.

The Challenge is an initiative of the NSW government to encourage all NSW students from Kindergarten to



The Premier with school representatives at Taronga Zoo

Year 9 to engage in reading more widely for leisure and pleasure. Each year, students in Years 3 to 9 are challenged to read 20 books, with at least 15 chosen from specially selected Challenge booklists. Students in K-2 must read or experience 30 books, with at least 25 titles selected from the booklists.

Support for the PRC

The Challenge team greatly appreciates all the work of classroom teachers, teacher librarians and public librarians who have embraced the Challenge as a voluntary program and made it a worthwhile experience in schools. They tell us how the Challenge has improved library borrowing rates, increased students' love of reading, broadened the choice of books and authors, and built positive partnerships between school and home. Through the Challenge, schools can demonstrate the literacy levels of students and display the work of professional educators.

The Premier's Reading Challenge is fortunate to receive support from its principal partners, the Dymocks Literacy Foundation and OPSM, and its media partner, *The Sun-Herald*.

Exciting changes for the 2008 Premier's Reading Challenge

The new look and feel website was launched in September last year.

New features are still being added, so schools are encouraged to regularly view the website at <www.schools.nsw.edu.au/premiersreadingchallenge>. Changes for 2008 include:

- displays of book covers in booklists
- suggested titles
- the updates and news section on the home page.

Online reading records

Once schools have registered in March, students will be able to access and complete their online personal reading records, using their own username and password on computers at home, at school or the local library. This is an exciting development which will increase students' responsibility and independence, and encourage even greater involvement by parents and caregivers in the reading process.

Booklists

For 2008, 268 individual titles and 47 new book series have been added to the booklists.

New books are flagged as **New** on the website and can be downloaded separately through the *Booklists* link.

The 7-9 booklist also shows the following symbols:

- * This title also appears on the 5-6 booklist.

- ⊛ This title is usually read by students in Year 9 and Year 10 and above.

Two books from each approved series can now be read from Challenge booklists and up to five titles in a series can be included in personal choice books. Approved series for each Challenge level can be viewed through the *Booklists* link on the web site.

Downloading booklists

Booklists can be downloaded alphabetically:

- by author or title with full details (annotations and publishing details)
- in short form (title and author only)
- as lists of new books only for each Challenge.

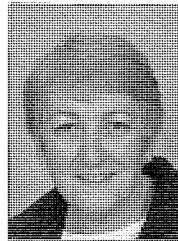
Access to Braille, large print, audio, tactile and visually enhanced books

The Premier's Reading Challenge team has been working closely with the Disability and Access Programs to provide everyone with the opportunity to choose to read. Texts on the booklists have been converted to include Braille, large print and audio, and in a laminated format with page 'fluffers' to support students who experience difficulties with page turning. Schools will be able to access kits with a range of alternate book formats included. For further information, schools can contact Steven Suen at Disability Programs Directorate on telephone (02) 9266 8487.

OASIS Web Enquiry access

NSW public schools can now access the PRC booklist resources in their own library collection on the new *OASIS Web Enquiry* homepage at *Reading lists* or *Search in*. Read more about this time saving option in the article commencing on page 4 in this issue of *Scan*. ■

Resource, rebuild and recollect. Part 2



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

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

It is Week 4 of third term and I have just returned from two days in Melbourne. As Year 11 Adviser, I took our 2008 school captains and vice captains to the Young Leaders Day. The first thing that greeted me upon my return to school was piles of books on the floor. The shelves which had been attached to the walls of the demountable library had parted company from the walls. Life in temporary accommodation has its challenges.

We have planned a full stock take in Week 5 so that all the destroyed resources can be written off. This week was chosen as being the least disruptive as Years 7 to 9 have exams and Year 10 have their School Certificate.

It will be an interesting week. The physical act of wandng the barcodes should not take a great deal of time. It will, however, have to be meticulous as we will not have the luxury of printing off lists of items missing from a section to double check their whereabouts. Rather than print off hundred and hundreds of pages of reports we



Figure 1 Computer access was available within a few weeks

aim to save them electronically and just print out the summaries.

Students and staff will be relieved to use OASIS Library knowing what is available in the library collection rather than a relying on a combination of what we used to have and what we now have. *Has such and such a resource been replaced?* has been a common question, and determining this by checking <C>opies can be tedious. All our records up until the end of Term 3 have been copied and are stored in Adlib for our reference. Having just our current stock will allow staff and students to become independent Enquiry users again. This will coincide with our connection to OASIS Web Enquiry.

Intensive care for reading

Maintaining a teaching and collaborative profile has been easy in some respects and challenging in others. Wide reading, as part of the English program, was one of the first areas which needed some intensive care.

Three metres of fiction books does not provide a great deal of choice for students. They were very unsettled and disinterested, so something had to be done. The day the first bookseller arrived all the books were spread over every table in the library. All staff and students were then invited to select a book, and a sticker with *This book has been chosen for our library by...* was placed in each book. Of course, we then had to work quickly so that the students could borrow their books! Our wide reading program was back on track. Thank you, Colleen Foley for the idea.

A whole school community approach

We were lucky to have most of our computers replaced within the first couple of weeks, and the full quota not long afterwards, so that students very early on had access to information (Figure 1). However, the need for a wider range of nonfiction resources was obvious. Replacement resources

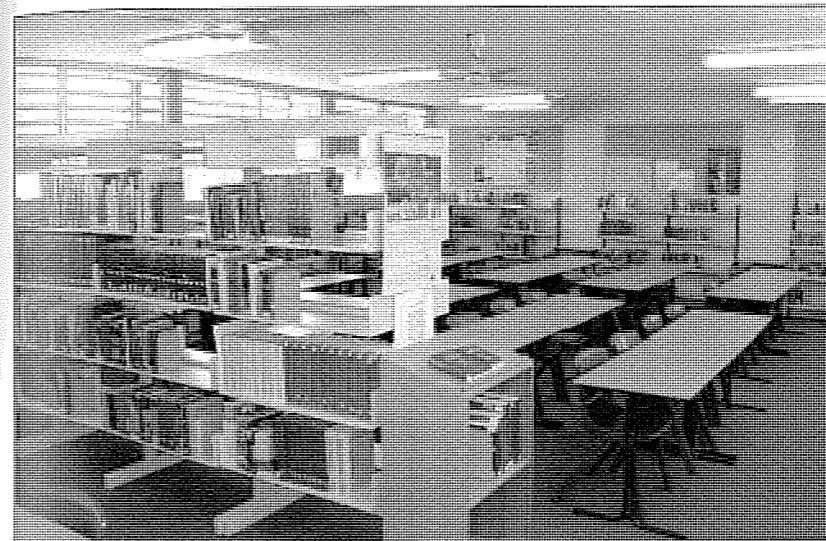


Figure 2 We now have well stocked shelves

for those purchased in the first half of the year had been arriving each week but we needed to extend the collection very quickly. We used the same process of selection of resources as we had used for fiction. Fifty crates of nonfiction books were delivered for inspection in one week and more than 1000 books were selected.

For a few hours each week,
individual community volunteers
covered books needed sooner
rather than later.

The processing of so many resources was a planned campaign. Resources were SCISed and labels prepared in large batches. The helpful school administration officer was available to attach labels, stamp and pocket books. During lunchtime, students offered to attach date due slips to pockets. For a few hours each week, individual community volunteers covered books needed sooner rather than later. The netball club came in on the last weekend of Term 3 and, in groups of six, we spent two days covering books. Over 900 books were covered in those two days. Staff and students

effectively. Walls of glass, metal shelving and very low ceilings cause sound to continually bounce off the various surfaces (Figure 3).



Figure 3 Finding space is still a challenge

Teachers with larger classes can choose to share the library with another class or book it for just their class. We have been able to cater for most research tasks. While there is no office as such for the teacher librarian, I have managed to create the semblance of a space using some freestanding shelving (Figure 4). It also means that I am literally part of every class which is booked in. This is great in most respects. It does however create its challenges. Volunteer book coverers and students share the same space. There is no small or quiet space in which individuals can work. Storage space is an issue. Taking or making any kind of phone call in what is literally the middle of a classroom has its moments.

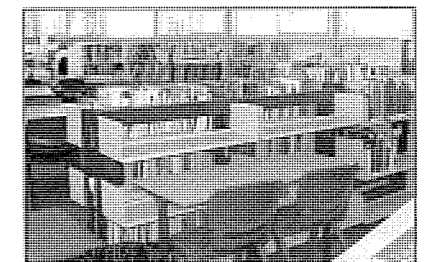


Figure 4 My office is a shared space

were somewhat surprised to find well stock shelves on the following Monday (Figure 2). The project was quite the talk of the town for the next few weeks.

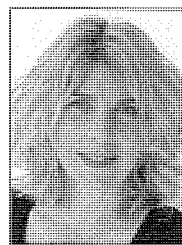
During Term 3, I was fortunate to be involved, once again, as a mentor for a teacher retraining as a teacher librarian. It is great opportunity to be able to support those new to the field. It is also a great opportunity for professional development and rethinking ideas.

Ongoing planning and teaching

Term 3 could only be described as intense. Term 4 has been more settled. We are now able to do more forward planning for resources instead of operating largely in day-to-day survival mode. The teaching experience in the library has changed for all of us. In the previous library there was space for up to five class groups of varying sizes, each involved in various tasks such as using videos, computers, a range of print material or quiet fiction reading. By comparison, our current space is small and very noisy. One large class and one very small class are as much as the space can tolerate. A large brick library with wooden shelving, curtains and cathedral ceilings absorbs sound very

Teaching and learning are the priorities. Flexibility is the key to ensuring it all happens. There have been some very long days and they will continue well into the future. A sense of humour is what holds it all together. ■

The State Library connects teachers and students with online resources



Vanessa Bond is Manager, Media & Communications at the State Library of NSW

Many of us click on Google in search of information, but accessing key resources specific to curriculum-based subjects can be a time consuming and frustrating process with often unsatisfactory results.

Teachers and students no longer have to waste precious time researching useful information for assignments and assessments. The State Library of NSW has provided a short cut to relevant information via an exciting range of online services and resources.

Teachers and students can now access thousands of local and international newspapers, journals, magazines, reports, and health and legal resources, many from the convenience of home.

The State Library's unique online services will help teachers and students locate relevant information quickly and easily. Parents will also be better placed to assist their children to locate key information without having to leave home.

Online access from home

All NSW residents have free access to thousands of online resources and full text articles relevant to primary and

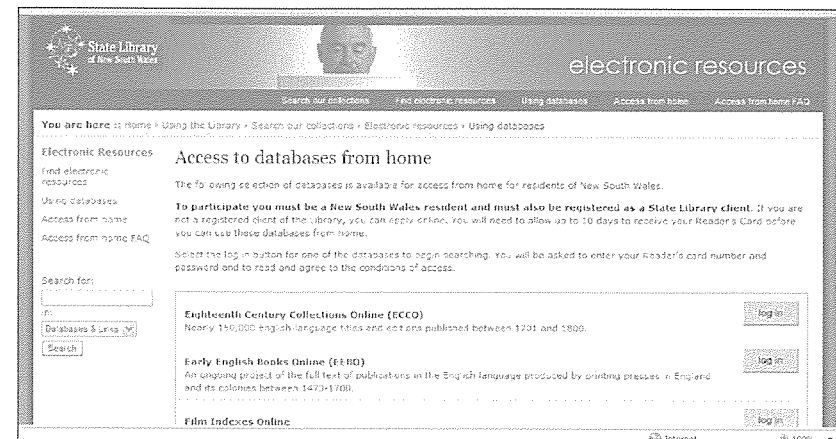


Figure 1 Access to databases from home <www.sl.nsw.gov.au/databases/athome.cfm>

secondary curriculum areas, including all HSC subjects. To gain online access to a selection of databases, simply register for a free Reader's Card at <www.sl.nsw.gov.au/databases/athome.cfm> (Figure 1).

Database selections

Some of the database highlights include:

- Literature Resource Center: a vital resource for all English units, it contains author biographies, literary criticisms, historical timelines, current journal articles and additional resources. There are also tips on how to conduct literary research online.
- ProQuest 5000: a collection that is appropriate for secondary and tertiary students, and is relevant for all HSC curriculum areas. Students can access almost 8 000 local and international journals, half of which provide full text articles.

- Film Indexes Online: relevant for Drama and English subjects, this collection contains a comprehensive record of films and film stars from over 170 countries dating back to early silent movies. It includes full production and cast details, and extensive plot summaries.

drug info @ your library

This unique website is an initiative of the State Library of NSW and Community Drug Strategies Branch, NSW Health. It brings together the latest and most reliable information and statistics on drugs and alcohol, including related health and social issues. *For students & teachers* (Figure 2) has information relevant to the PDHPE curriculum, and offers shortcuts to accessing key information for assessment work. The *A-Z Drugs* is among its most popular features. The website is supported by a collection of hard copy drug and alcohol resources available in all NSW public libraries.

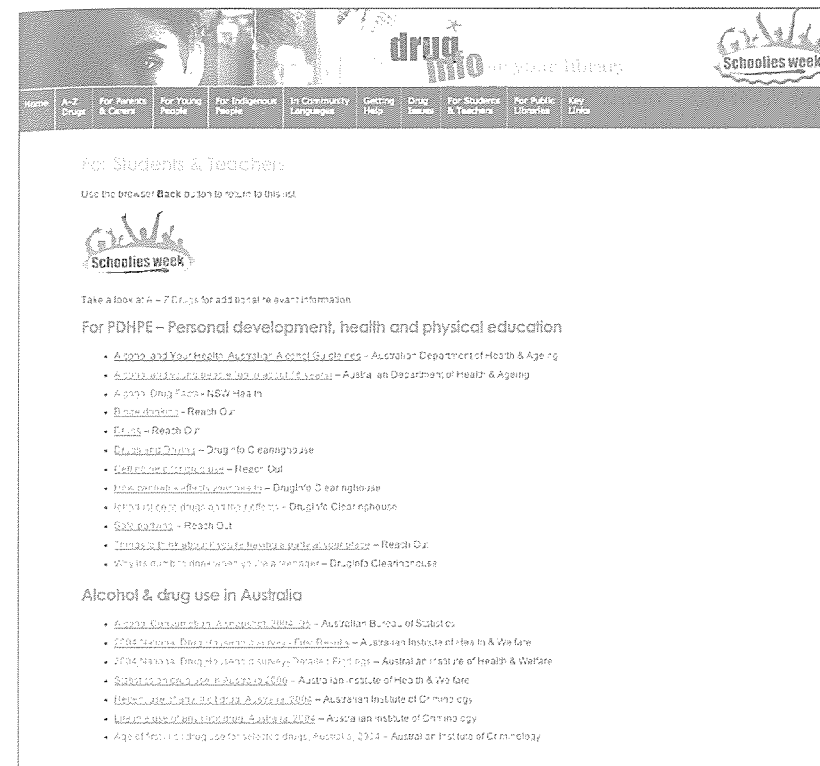


Figure 2 drug info @ your library: for students & teachers <www.druginfo.sl.nsw.gov.au>

Legal information access centre (LIAC): online resources

The *For students* section of the LIAC website (Figure 3) is an invaluable research tool that includes references to textbooks, web-based resources, links to cases, legislation and websites, as well as tips on locating magazine and newspaper articles from home. *Legal Studies research guide* is HSC

syllabus based, with topics arranged by area, such as *Human rights, Crime, World order* and *Family*. Also located on the *For students* page is *LIAC crime library*, a publication for Legal Studies students that provides summaries of well-known criminal cases, links to the full text of court decisions and strategies for locating media reports about the crime.

LIAC also publishes the *Hot Topics* magazine series available from all

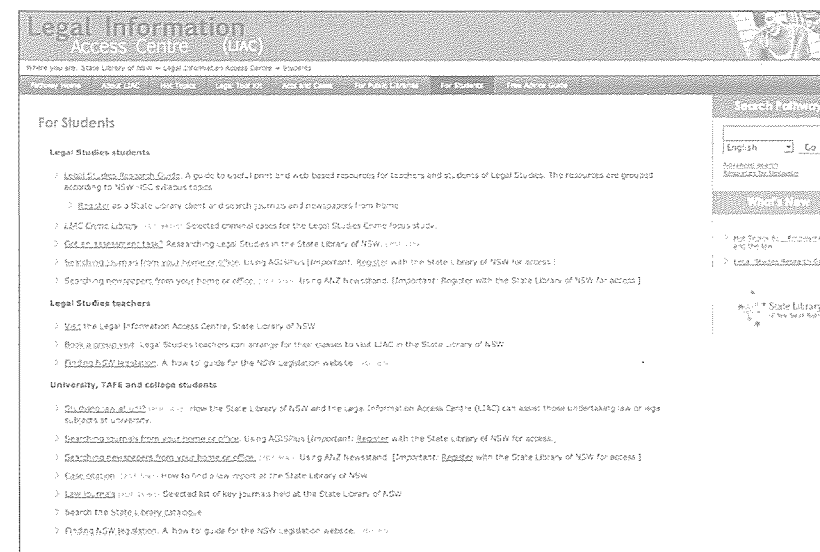


Figure 3 Legal information access centre (LIAC): for students <www.liac.sl.nsw.gov.au>

public libraries. Recent issues include *Employment law* and the *Australian legal system*.

HSC information online

Infocus is an innovative HSC information service that links students with over 2,000 HSC related resources selected from the State Library's Australian and international collections. Search online and order copies of rare and contemporary items, oral histories, photographs, diaries and memorabilia, including trench maps of World War 1. The resources represent a diversity of viewpoints and are specially chosen for their relevance to HSC topics, texts and issues. *Infocus* resources can be ordered by everyone and are delivered by mail or fax from the State Library to your home, school or library. Prepayment is required.

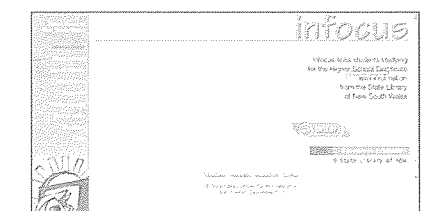


Figure 4 Infocus: linking people and information <www.infocus.sl.nsw.gov.au>

Students, parents and teachers can access the *Infocus* resources as hard copies by visiting the State Library, and many are available from local and school libraries.

These online services will enable more teachers and students from rural and regional areas in particular to access and engage with the State Library's rich collections, and with many of the resources unique to the Library. Students will also find that, as they move from secondary to tertiary study, the State Library's online services will remain an important research tool.

How to run a successful and productive MS Readathon:

minimum effort, maximum results

Linda Ralph, teacher librarian at Epping Heights Pubic School, explains her 10 step procedure for engaging students in one example of reading for a purpose.

1. Book a Community Representative from the MS Society to speak to students in your school who will be given the chance to participate. All Stage 1, Stage 2 and Stage 3 students were targeted in our primary school of 360 students. MS Readathon Community Representatives visit schools in April and May to educate students on multiple sclerosis and encourage them to read for the month of June.
2. Have some extra copies of the Registration Booklets to access because some students always manage to lose them.
3. Take a few minutes at the beginning of each library lesson to chat about the MS Readathon.
4. Display simple facts about the disease on a library notice board, for example:

- Some people get MS badly, while others only have mild symptoms
 - You can NOT catch MS
 - Our money will help Australian researchers find out which treatments help different people
 - We have no cure for MS yet
 - More women than men get MS. (Various students added to this display at lunch times by illustrating or adding other facts. Some even started a suggestion chart of good books to read that was added to by peers.)
5. Provide strong plastic library bags for students who forget their library bag but want to borrow to read for the MS Readathon.
 6. Suspend borrowing limits for the duration of the MS Readathon for all participants, but check that they are still borrowing appropriate resources for their ability.
 7. Provide 10 copies of the MS Society's booklet, *Has your mum or dad got MS?* for lunch time interest.
 8. Use puzzles, word finders and activities from the booklet for the

library monitors to organise as engaging lunchtime activities in the library.

9. As MS Society student participation results are received, acknowledge their achievements through awards presented at school assemblies.
10. Write newsletter items to alert parents of the great job the MS readers are doing, and to remind families about when to collect monies raised.

Students read at their own level, the use of the school library is promoted and the readers are really enthusiastic. Seventy-four of the 95 students who entered completed the MS Readathon, reading over 750 books between them.

Our small school raised over \$10,000 which was the highest amount from any NSW government school. I am very proud of them all.

For more information on getting involved in the MS Readathon in 2008, call 1300 677 323 or visit <www.msreadathon.org.au>. ■

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>

New Selective Schools Teacher Librarian Network

Helen Lee, teacher librarian at St George Girls High, invites teacher librarians from selective schools to join a network.

Following a discussion with my Principal, Ms Carole Knott, about the different needs of selective school students, I contacted teacher librarians from selective and partially selective schools and invited them to attend the inaugural meeting on 1st November 2007.

Eleven teacher librarians from city and country schools attended, and

discussed whether a selective schools network was needed. The result was a positive feeling that there was a need for this kind of forum. An informal discussion raised issues of common concerns that included

- problems associated with housing older style collections linked to past student affiliates
- the funding of the libraries and the quality of resources needed
- the standards of the libraries at new selective schools
- the need to have an effective collection for our students.

There was a strong feeling that we all have many resources to share, and the

first of these to be shared is a User Attitude Survey which was carried out across the whole school community at St George Girls High school earlier this year.

The network will meet twice a year, with our next meeting being held at North Sydney Boys High School at the end of Term 2.

All selective school teacher librarians who cannot attend are welcome to join our email list, if they have not already done so, and to participate through emails in the discussions. Please contact Helen Lee at <HELEN.LEE1@education.nsw.edu.au> for further information. ■

Briefly...

School libraries leading learning! conference 2008

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. 28–29 March 2008.

9th CBCA National Conference & Expo

All the Wild Wonders 2008 will be held at Melbourne Convention Centre from 2–4 May 2008. Visit <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: <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* <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 <www.alia2008.com> for details.

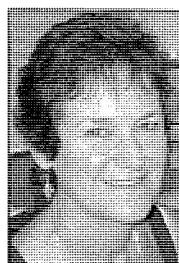
Award winning teacher librarians

Some teacher librarians who have recently received awards include:

- Melinda Beves, Kellyville High School, for a NSW Department of Education and Training 2007 Award for Excellent Service to Public Education and Training
- Jackie Hawkes, St Clair High School, for a NSW Minister for Education and Training & The Australian College of Educators Quality Teaching Awards 2007
- Di Johnston (pictured), Cambridge Park Public School, for a NSW Department of Education and Training Excellence in the Integration of Information and Communication Technologies Award Program 2007.



Congratulations to these teacher librarians. If you are aware of teacher librarians who have recently received awards, please let us know. We would be delighted to share the acknowledgements in *Scan*. ■



Michele Busch is Review Coordinator,
School Libraries and Information Literacy Unit
<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 <www.curriculumsupport.education.nsw.gov.au/schoollibrarians/>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online at <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>

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.

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

PLEASE: please be aware that the price of a text may change over the time we receive the resource and the publication of this resource review. Please include GST.

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.

How to search the World Wide Web

www.trinity.wa.edu.au/plduffyrc/web/find.htm

Written by a teacher librarian, this valuable site shows how to effectively undertake searching and research on the internet. The site outlines various search strategies, including browsing, specialised Australian, meta, and deep web searches. It provides links to many search engines. Strategies to search intelligently are discussed, and amongst these are using appropriate keywords and advanced search facilities. Techniques and tools to evaluate websites are helpfully reviewed. Links to related pages on searching the web are provided, although these would need to be checked for validity. This easy to navigate site will be appreciated by students and teachers using the internet for teaching and learning activities. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

SCIS SUBJECTS: Information literacy; Information skills; Internet
PUBLISHER: Trinity College, Australia
REVIEW DATE: 17/12/07 [025.04] SCIS 1333741

Behind the news

www.abc.net.au/tv/btn

Supplementing the television show, this great site has a multitude of solidly educational information on current issues and events. In Stories, students can read transcripts of episodes. Video allows the student to utilise the website to view the last four weeks of the program. Teachers provides ample support and resources such as lesson ideas, focus questions for discussion, and many student worksheets. Using BTN.PDF is also useful for classroom tips. The site caters for a variety of learning outcomes, improving literacy, broadening student knowledge on current events, social justice issues and history, while using interactive multimedia technology. Given teachers' online comments and the comprehensive nature of material, the site may be an especially useful tool for ESL teachers. Its cross-curricula applicability and contemporary nature makes it an extremely functional site for schools. A. Kokkotas



USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
SCIS SUBJECTS: Current events; General knowledge; Periodicals
PUBLISHER: Australian Broadcasting Corporation Online
REVIEW DATE: 17/12/07 [050] SCIS 1041702

Egyptian Museum

www.emuseum.gov.eg/

The museum has much to offer students of ancient Egypt with its collection of over 120 000 treasures from the prehistoric era to the Greco-Roman age, many of which can be viewed online. The site can be explored through: **Masterpieces**, 189 of the museum's most spectacular objects; **Restoration**, illustrating the steps involved in reassembling and conserving a statue, and **Pharaonic gods and Pharaonic eras**, with samples of objects from each era. There are some imaginative games and useful links. A second menu includes a **Virtual tour** and hundreds of objects from the **Collection**, with depictions of jewellery, sculpture, Tutankhamun and the funerary collection. The Tutankhamun pages alone display over 130 objects. The site is an excellent resource for the study of ancient Egypt in History 7-10 and 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 - Exhibitions; Egypt - Galleries and museums; Egyptian Museum (Cairo, Egypt)
PUBLISHER: Egyptian Museum, Egypt
REVIEW DATE: 17/12/07 [069.0962] SCIS 1092381

Changing faces

www.changingfaces.org.uk/

Some children are born with a facial disfigurement and adolescents may develop skin conditions such as vitiligo, acne or eczema. Living with a face or body which is visibly different may make a child uncomfortable in social situations and dealing with the staring and questioning is a difficult task. This UK charity has

extensive experience in supporting disfigured children and young people in helping to develop self-confidence. The website has 10 parents' guides and teacher resources to help children at different ages. **Young people** contains **Personal stories**, **Forums**, and advice on school, careers, families and relationships, including information on how to deal with bullying. This could be a useful resource for students, school counsellors and teachers. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS: Deformities; Physically disabled; Self-perception; Social welfare - Great Britain
PUBLISHER: Changing Faces, UK
REVIEW DATE: 17/12/07 [155.9] SCIS 1323754

Passover through archaeology and rare documents: a teaching site

www.passoversite.org/

A clear and well documented introduction to the historical significance of the Passover is presented on this site. It is organised into two sections: **Passover in historical perspective** and **Guiding questions**. The former has a selection of important sources, such as the **Merneptah Stele** and Haggadah documents dating from the 10th to the 20th century and accessed by a country graphic. The latter has specific questions related to sources. Students completing the Stage 6 Studies of Religion Depth Study: *Judaism* could find this a useful visual adjunct. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Studies of Religion 7-10; Studies of Religion Stage 6
SCIS SUBJECTS: Passover
PUBLISHER: www.passoversite.org, USA
REVIEW DATE: 17/12/07 [296.4] SCIS 1334312

EcoKids

www.ecokids.ca/pub/index.cfm

Providing a comprehensive group of interactive games, quizzes, puzzles, animated videos and activities suitable for Science students, this excellent website covers numerous topics such as energy sources, global warming, acid rain, pollution, fossil fuels and food chains. There are dozens of activities and many are supported with downloadable fact sheets and work sheets. The language used is consistently simple and appropriate, and the glossary explains terms at an appropriate level. The bright colours, sounds and overall interactivity will make this site extremely attractive to students. With this in mind, best use will be achieved with detailed teacher direction as students could easily lose focus on the set work. I. Mavin

USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Conservation of natural resources; Environmental protection
PUBLISHER: Earth Day Canada
REVIEW DATE: 17/12/07 [333.7] SCIS 1166517

Arizona Solar Centre

www.azsolarcenter.com/

Dedicated to enhancing the use of renewable energy, the centre uses its website to educate the public about this global issue. While

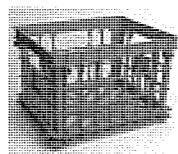
there is material relevant only to Arizona, some searching will expose a great deal of information for **Students** and **Educators**. In the latter, **Renewable energy: an overview** contains links to interesting content. While this would not be ideal as a sole resource for renewable energy, the text is fairly simple for a young audience, and the site is worth the time it takes to filter through for the relevant information. The website would be a suitable resource in relation to the Science and Technology Strand: *Earth and its surroundings*, and the Stage 3 COGs Unit (F): *Physical phenomena*. K. McCorkell

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Solar energy
PUBLISHER: Arizona Solar Center, USA
REVIEW DATE: 17/12/07 [333.792] SCIS 1334384

BPF: the home page for the UK plastics industry

www.bpf.co.uk/

Dealing with issues in plastics across the industry, this site provides educational and training information in **Plastics materials**. Animations help explain the production and processing methods used to develop and produce various types of plastics. There are detailed lists of plastic compositions and outlined examples of their use in various industries. **How to process plastics** contains information about recycling. The site is aimed at professionals and the language used is technical in some sections, making it a complex resource for students. It would be a useful site for Design and Technology syllabuses and the Senior Science Option: *Polymers*. A. Parnis



USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; Senior Science Stage 6
SCIS SUBJECTS: Plastics industry - Great Britain
PUBLISHER: British Plastics Federation, UK
REVIEW DATE: 17/12/07 [338.4] SCIS 1336100

DayMark Safety Systems: the leading provider of safety systems

www.daymark.biz/

DayMark is a company that specialises in products which help food service establishments deal with issues of food safety and personal safety. Their website provides information on personal safety education, including biohazards and first aid, food safety education such as labelling, and training and resources. The interactive **Virtual kitchen** is one of the site's most useful features and it is an excellent resource for students. Hospitality students attempting competency in *Follow workplace hygiene procedures* and *Clean premises and equipment* will find this a useful resource when learning about food hygiene, environmental hygiene and personal hygiene. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS; VET
SYLLABUS: Food Technology 7-10; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Accident prevention; Food - Safety measures; Safety education
PUBLISHER: Daymark Safety Systems, USA
REVIEW DATE: 17/12/07 [338.7] SCIS 1333851

Sydney Children's Hospital

www.sch.edu.au/

General information about the hospital's services and events are available on this bright and easy to use website. In **Education**, the **Factsheets** give information about a large range of childhood diseases, conditions and issues. The fact sheets use the same template, have Australian information and undergo review to ensure accuracy of information. The site is a valuable resource for investigating support services in the Community and Family Studies Core: *Parenting and caring* and the PDHPE 7-10 Strand: *Individual and community health*. The site is also an excellent model for website developers, owing to its clear layout, use of pop-up menus and the clever and unusually presented Virtual tour. For quick and easy viewing, the services in the Directory of services are in alphabetical order. B. Smith

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE; TAS
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6; Graphics Technology 7-10; PDHPE 7-10
SCIS SUBJECTS: Children's hospitals
PUBLISHER: Sydney Children's Hospital, Australia
REVIEW DATE: 17/12/07 [362.11] SCIS 1334218

Tramline

www.field-guides.com/

A large collection of virtual field trips (VFT) is provided on this site. Trips cross KLAs with a predominance of environmental and physical geography topics. Science topics do not include Australian conditions and there are some inaccuracies. The site is a fruitful place for History and English teachers looking for VFT ideas. **About** is a good place to start assessing the site's content and the concept of the VFT. There is much helpful material on the latter, including information on creating a VFT and a teacher discussion list on using VFTs. Some of the material here is written by students, such as the **Dark Ages** tour, and this could be useful as a model for student creators. Other material, for example an engaging **Photography** tour, suitable for Stage 4, is written by educators. R. Dircks

USER LEVEL: Stage 3 Stage 4 Professional
SCIS SUBJECTS: Elearning; Information skills; Literature - Study and teaching; Science - Study and teaching; Social sciences - Study and teaching
PUBLISHER: Tramline, USA
REVIEW DATE: 17/12/07 [371.33] SCIS 1031563

Classic children's stories

childhoodreading.com/

About 30 fairytales, poems and stories are available on this website. Authors and illustrators are cross referenced; they include Hans Christian Andersen, Robert Louis Stevenson, Aesop, and Grace James. The website only has the narrative text and illustrations of stories, but the print is large and the illustrations are superb. They are large and beautifully reproduced, and come from the original published texts. Some of the tales listed are less well known, and could provide the user with alternative fairytales to the more commonly used ones. The site developer has collected her favourite tales here and so the list is limited. A selected list of age graded books links directly to Amazon. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
SCIS SUBJECTS: Folklore
PUBLISHER: M. Northup, USA
REVIEW DATE: 17/12/07 [398.2] SCIS 1336148

The nine planets: a multimedia tour of the solar system

www.nineplanets.org

Over 100 pages of detailed information on the history, mythology, and scientific understanding of the objects in our solar system is provided on this very comprehensive site. Although the information is detailed and will challenge many students, paragraphs are short and keywords are hyperlinked to additional explanations. Most pages are enriched with tables of mathematical statistics and amazing pictures. Material is current, and the site shows Pluto's demotion from planet status. While sections such as the spacecraft explanation are useful, the most relevant section for schools is the **Solar system overview**, which provides much more simplistic material. This section is ideal as a teaching tool for Stage 4 Science students completing outcomes on the Newtonian model of the solar system and the components of the universe. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
SCIS SUBJECTS: Planets
PUBLISHER: University of Arizona, USA
REVIEW DATE: 17/12/07 [523.4] SCIS 995927

The electromagnetic spectrum

science.hq.nasa.gov/kids/imagers/ems/index.html

Using simple, scientifically relevant language, this excellent site allows students to easily research the seven main groups of waves that compose the electromagnetic spectrum. Every page is enriched with colourful graphics which encourage the reader to come to grips with each wave's unique properties. The site is extremely easy to navigate and its succinct information will be an advantage to students having comprehension difficulties with this material. For Science 7-10, the site is an excellent teaching tool when completing outcome 5.12a on the everyday uses of electromagnetic radiation as a communication tool. Physics students will find that this information is a good beginning for tackling the Physics Stage 6 Topic: *The world communicates*. I. Mavin



USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7-10
SCIS SUBJECTS: Electromagnetism
PUBLISHER: NASA, USA
REVIEW DATE: 17/12/07 [537] SCIS 1329124

Earth Science Australia

earthsci.org/

A great deal of care, time and money has gone into the creation of this extraordinary site. A large amount of absorbing information is carefully arranged into headings such as **Geological processes and structures**, **Energy and minerals**, **Flooding**, and **Fossils/time/space**. Within these, topics are very easily accessed and students will appreciate the clear explanations, animations,

and terrific imagery. The site is worth visiting for the diagrams alone. They are mostly simple line drawings but they communicate extremely well; the diagrams distinguishing P and S earthquake waves could be the clearest on the internet. The site has educational application beyond Science syllabuses, and teachers interested in **Cyber education** will be intrigued by what is done here and how it is done. R. Dircks

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; SciTech; TAS
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7-10; Geography Stage 6; Graphics Technology 7-10; HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Earth sciences
PUBLISHER: Earth Science Australia
REVIEW DATE: 17/12/07 [550] SCIS 1253288

Blustery beginnings

sln.fi.edu/tfi/units/energy/blustery.html

All things to do with wind are depicted on this site, and soundly supported by photographic and video graphic evidence. Navigation can be a little unwieldy at times, but users can find information, albeit in a sometimes roundabout fashion. Using inquiry based learning strategies, a series of explorations are detailed, leading users to discover the effect of wind on both humans and the environment. Spanning several KLAs, this site is most useful for teachers in determining scientific activities for students. A strong construction element runs throughout the activities, fitting perfectly within the Science and Technology K-6 ethos. There are links to websites and book resources, and the facility to log into projects being undertaken at other schools on this topic is a strength of the site. More useful perhaps for teachers than for students, this is a practical tool to support the Stage 3 Unit: *What's the weather?* G. Cale



USER LEVEL: Stage 3 Professional
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Winds
PUBLISHER: Franklin Institute, USA
REVIEW DATE: 17/12/07 [551.51] SCIS 1329953

The water cycle

ga.water.usgs.gov/edu/watercycle.html

With the facility to be multilingual, the valuable data presented here is applicable to students and teachers alike. Competent written text is supported by distinct photographs, diagrams, graphs and tables which are all clearly labelled and relevant. Topics can be accessed via the home page or within the text, and those that have been explored are highlighted on the home page for users. Navigation is simple and user friendly and the teaching aids are available as hard copy or online. The site is useful for the Stage 3 Science and Technology Unit: *What's the weather?*. It may also be viable for the Stage 2 Unit: *Cycles in our world*, with teacher assistance. G. Cale

USER LEVEL: Stage 2 Stage 3 Professional
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Water cycle
PUBLISHER: U.S. Geological Survey, USA
REVIEW DATE: 17/12/07 [551.48] SCIS 1329934

Dinosaur floorwww.cotf.edu/ete/modules/msese/dinosaur.html

The site uses a part narrative, part expository voice, to explain to young readers what happened to the dinosaurs. From the colourful main page, sections offer various explanations of the dinosaurs' fate, including volcanic explosions, orbital changes, disease, a supernova, and impact from an asteroid. In *Meet the dinosaurs*, the Triassic, Jurassic and Cretaceous periods are summarised via a map of the world. A sidebar leads to the diorama room where two or three dinosaurs from each of these periods can be studied. *Into the future* presents a staircase of all of the periods, with an invitation to think about what the future may hold. NASA sponsored, the site would be useful when studying dinosaurs as part of the Science & Technology Unit: *An ancient land*. J. Eade

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Dinosaurs
PUBLISHER: Wheeling Jesuit University, USA
REVIEW DATE: 17/12/07 [567.9] SCIS 1331339

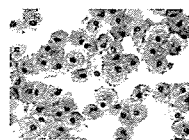
Australian dinosaur storywww.heritage.gov.au/dinosaur/index.html

A fantastic site for investigation of Australian dinosaurs, this site maximises the interest level of website technology with its interactive student content. A comprehensive resource, it offers students engaging information on dinosaurs, the world in which they lived, and the formation of Australia. Visually appealing graphics, animations and audio encourage users to explore the site. Teachers provides educators with a range of cross KLA lesson plans and activities, including interactive quizzes, graphs, and puzzles. The website has wide appeal and usefulness: primary students will enjoy the animated stampede and other visual activities, and older students will appreciate well written explanations of geological time periods that use scientific jargon in an approachable way. The site is a great source of information for students achieving outcomes in the Science and Technology Unit: *An ancient land*. K. McCorkell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; Science & Technology K-6
SCIS SUBJECTS: Animals - Australia - History; Dinosaurs
PUBLISHER: Dept. of the Environment and Heritage, Australia
REVIEW DATE: 17/12/07 [567.90994] SCIS 1284508

Microscope imaging stationwww.exploratorium.edu/imaging_station/index.php

Providing an opportunity to experience a microscopic view of cells, the museum has now uploaded their best images onto this excellent website. Biology students will enjoy the films and photographs of red blood cells, stem cells and the process of mitosis. The videos use simple, relevant language and fantastic pictures. The *Gallery* is spectacular. In the *Activities* section, pages of mini pictures can easily be cut and glued into a flipbook, allowing students to visually appreciate the process of mitosis. Science 7-10 students completing outcome 5.8.1 on cell division in growth, repair and reproduction, will greatly enjoy what this site offers. I. Mavin



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
SCIS SUBJECTS: Microbiology; Microscopes and microscopy
PUBLISHER: Exploratorium, USA
REVIEW DATE: 17/12/07 [570.28] SCIS 1329132

Children's tropical forests: saving rainforests for our children's childrenwww.tropical-forests.com/

The site features the work of a charity and it is a good model of connecting globally, as CTF is part of an informal international network of children's charities working to save the world's rainforests. The most useful resources are the information sheets in *Facts*. Students researching rainforests will be able to find information on *Rainforest animals*, *Peoples of the rainforest*, *Rainforest destruction*, and *What can be done to save the rainforests?* The Projects are well worth a look as they make the forests more topical and meaningful for students. *Google maps* showing the location of each of the project forests are great tools to use alongside atlases, and this would make a very valuable lesson in itself. G. Maugle

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
SCIS SUBJECTS: Nature conservation; Rainforest ecology; Rainforests
PUBLISHER: Children's Tropical Forests (U.K.)
REVIEW DATE: 17/12/07 [577.34] SCIS 1310478

Learning about rainforestswww.srl.caltech.edu/personnel/krubal/rainforest/serve_home.html

Focusing on tropical rainforests, this site includes simply worded *Lessons* on some aspects of rainforest ecology, *Plants*, *Animals*, *People* and *Preserving*. While the map shows tropical rainforest distribution worldwide, the information is limited to brief facts. Users are invited to take the quiz after viewing the site and this is most worthwhile as answers are given instant feedback in a positive and insightful manner which will satisfy the most demanding of users. Unfortunately, the photographs are uncaptioned and not sourced, but the *Quicktime movies* are well worth viewing. The site could be useful for students studying global environments. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; Science & Technology K-6
SCIS SUBJECTS: Rainforests
PUBLISHER: MT & PK Productions, USA
REVIEW DATE: 17/12/07 [577.34] SCIS 1336123

Animal homeswww.ngfl-cymru.org.uk/vtc/animal_homes/eng/Introduction/default.htm

A complete unit of work on farm animals and where they live can be found on this website. Teacher notes, background notes, work sheets, interactive activities and assessments are included. *Adobe Flash* is needed to run the online activities, which are colourful but fairly simple. An onscreen keyboard can be displayed for students to use, with a mouse to drag and drop letters into the response section of the



page, which can then be printed. The HSIE K-6 Units: *Meeting needs* and *The need for shelter* could make use of this website as an aid to incorporate ICT skills into class work. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Animals - Homes - Study and teaching; Classroom activities
PUBLISHER: National Grid for Learning, UK
REVIEW DATE: 17/12/07 [591.7] SCIS 1336165

Bugasaurus explorus!: NSW water bug surveywww.bugsurvey.nsw.gov.au/

Colourful drawings on an equally colourful home page make for instant appeal on this website. Strong ties to Science and Technology K-6 and the *Environmental Education Policy* for Schools are enhanced by the inclusion of objectives, outcomes and curriculum links, found in *Teacher stuff*. The many absorbing activities will drive students' desire to be involved in the online projects suggested. To this end, there are facilities for online registration to the program and the uploading of collected results. Suggestions for further research and links are an impressive feature of this site. The site covers the Science and Technology Strand: *Living things* and Science 7-10 outcomes on organisms in an ecosystem. It effectively deals with the skills of investigating and using technology, and the knowledge, skills and values outcomes in environmental education. This is a gem of a site. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Insects; Water animals
PUBLISHER: NSW Dept. of Natural Resources, Australia
REVIEW DATE: 17/12/07 [595.7] SCIS 1329938

Australian Reptile Parkwww.reptilepark.com.au/

An attractive, multimedia interface is the gateway to this interesting and informative site about reptiles and the work done at the park. Information on the *Latest news* and *Exhibits* is supplemented by useful material on snake and spider venom and excellent wildlife research on the rough-scaled python and the green and golden bellfrog. A *Media* section contains an online video about the park and images of the various creatures found there. *Kids only* contains online games which require a password, and printable puzzles based on various creatures can be accessed. The most beneficial information is in *Our animals*. There is an image and valuable information on birds, mammals, reptiles, spiders and amphibians, including their habitat, diet, reproduction, and behaviour. Overall, this is an enjoyable and informative site which supports the Science and Technology Strand: *Living things*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Reptiles
PUBLISHER: Australian Reptile Park, Australia
REVIEW DATE: 17/12/07 [597.9] SCIS 1331382

Whales-online.orgwww.whales-online.org/

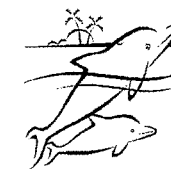
Dedicated to the protection of whales, dolphins and their habitat,

this site offers a selection of podcasts, short audio and video media, and scientific comment. Students will find information on whales' habitat, feeding and classification. The links and subheadings are easy to follow, although most users will have difficulty with the mix of small white writing on a bright blue background which continues throughout the site. *For kids* has some useful facts and the site has particular applicability to the Marine and Aquaculture Technology Optional Modules: *Biology*; *Ecology*; *Leisure and Employment*. K. McCorkell

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Marine & Aquaculture Technology CEC 7-10
SCIS SUBJECTS: Dolphins - Treatment; Porpoises - Treatment; Whales - Treatment
PUBLISHER: Whales-online.org, Australia
REVIEW DATE: 17/12/07 [599.5] SCIS 1334434

Dolphin Research Institutewww.dolphinresearch.org.au

Promoting the well-being of dolphins and marine environments, the site actively encourages visitors to adopt a dolphin. Our research, Education and Resources have some information of use to students studying dolphins and the sea. Resources profiles one species in detail, currently the pilot whale, and it has an interesting gallery with images of dolphins, whales, seals and birds, and interactive jigsaw puzzles. School projects has information on bottlenose dolphins, cetaceans and the marine environment. The site's images and its puzzles are suitable for use with the Science and Technology Strand: *Living things*. J. Eade



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Dolphins
PUBLISHER: Dolphin Research Institute, Australia
REVIEW DATE: 17/12/07 [599.53] SCIS 1331372

Body builderwww.activescience-gsk.com/module4/home.html?intro=0

What an interesting and engaging way to find out about the human body. The site's appealing and simple layout is very inviting and easy to navigate, encouraging students to discover organs and bones, and their functions. In the *Body fact file*, parts of the body can be investigated; a picture with a description is given and the part is clearly shown on a three dimensional body. Students use the *Interactive body builder* to place a body part in the correct place. The *Body fact file* can assist with this task, or students can have a go and receive friendly hints to guide them to the correct location. The body can be rotated and magnified, and the skeleton can be faded for a clearer focus on the organs. Students can compete *Against the clock* and teachers will find the work sheets complement this program. The site is a valuable tool to enhance the Science and Technology Strand: *Living things*. G. Maugle

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Human anatomy
PUBLISHER: GlaxoSmithKline, UK
REVIEW DATE: 17/12/07 [611] SCIS 1336119

Human anatomy onlinewww.innerbody.com/htm/body.html

Large and colourful diagrams feature in this site's comprehensive information about the systems of the body. Definitions and detailed explanations are given in pop-up text boxes and side bars as the user scrolls over a body image. The ability to zoom in on selected points helps to illustrate the structure and position of the various organs. The language of the site and the use of imperial measurement make it most suitable for advanced students. Navigation problems can occur when **Animations** is selected; try returning to the home page to continue selecting information. The site supports independent and group research for Science outcomes on the features and functions of living things. B. Smith

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
SCIS SUBJECTS: Human anatomy
PUBLISHER: Inner Learning Online, USA
REVIEW DATE: 17/12/07 [611] SCIS 1019088

Healthy Eating Club: creating a healthier universe one byte @ a timewww.healthyeatingclub.com

Designed for and directed towards the general public, this comprehensive site provides useful information for teachers of nutrition. Developed by Professor Mark Wahlqvist, the club promotes healthy lifestyles and products. To access all components of the site, a subscription fee is required. **Articles & fact sheets** has hundreds of information sheets relevant to Food Technology students, and these can be read online, printed or emailed. Quizzes accompany this section of the site. The rest of the site needs to be navigated with care as some of the links are sponsored sites and may well be biased towards making profit. Teachers should explore the site thoroughly if intending to use it in the classroom. K. Lissa

USER LEVEL: Stage 5 Stage 6 Community
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS: Diets; Health; Nutrition
PUBLISHER: Healthy Eating Club, Australia
REVIEW DATE: 17/12/07 [613] SCIS 1174881

Health newshealth.dailynewscentral.com

Are you looking for current news items on health research, public health and safety, new drugs and therapies, and family health topics, in a no frills format that loads quickly? This straightforward website may have the information you need. Written in news report format by researchers, medicos and staff health reporters, the articles are text only and will suit confident readers. The main menu lists articles by date, title and author. Alternatively, users can **Search** the site by keyword to access relevant articles. **Parenting and Children's health** are particularly relevant to the Community and Family Studies syllabus. B. Smith

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Diseases; Health; Physical fitness
PUBLISHER: Daily News Central, USA
REVIEW DATE: 17/12/07 [613] SCIS 1336611

**Kids' health**www.cyh.com/SubDefault.aspx?p=255

Written specifically for children and young people, this useful site offers straightforward, accurate, honest information and advice on a very large range of health and social topics of interest to its audience. It is regularly updated in response to user **Feedback**. Access is via a list of general topics which include **Your body, Your health, Your school**, an alphabetical list of all topics, or keyword **Search**. Two doctors add short pieces of professional advice on most of these. An engaging feature is the **Simply for you** section, which explains over 20 topics in simple language, profusely illustrated by relevant children's drawings. Young users' needs, anxieties and concerns are respected. Interactive games and quizzes will test knowledge and understanding. The site has significant potential for use in the PDHPE K–6 Strands: *Active lifestyle; Growth and development; Interpersonal relationships; Personal health choices and Safe living*, and Stage 4 students in the PDHPE 7–10 Strands: *Self and relationships and Individual and community health*. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS: Children – Care and health
PUBLISHER: SA Child, Youth and Women's Health Service, Australia
REVIEW DATE: 17/12/07 [613] SCIS 1336131

KidsHealth: welcome parentswww.kidshealth.org/parent

Spanning the years from birth to young adult, this great site offers practical advice about children's health. Written by doctors in a conversational style, the articles address many aspects of emotional, social and physical health. Site users can browse by precise topic or locate information through **Search**. Students will be well supported by the site when researching the Community and Family Studies Stage 6 Modules: *Families and communities and Parenting and caring*, and the PDHPE 7–10 Strand: *Individual and community health*. **Recipes** are a strong feature of the site with information for students with cystic fibrosis or who are vegetarian, lactose intolerant, or diabetic. B. Smith

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6; Exploring Early Childhood CEC Stage 6; PDHPE 7–10
SCIS SUBJECTS: Child development; Children – Care and health; Health education; Nutrition; Parent and child
PUBLISHER: Nemours Foundation, USA
REVIEW DATE: 17/12/07 [613.2083] SCIS 1156655

3D model builder: learn the language of PlayStationwww.3dkitbuilder.com/modelr/index.htm

The site is a graphic design program used to create rendered images of 3D objects. Tutorials are provided for step-by-step instructions on drawing organic shapes, curves, buildings, models and engineering products. The user must first download the CAD software from the website and then follow the detailed tutorials to construct the various models. Initial trial software is free with the option to



purchase additions to the basic package. Some designs are labelled as simple tasks for children, and examples of basic projects include building police cars, animals, buildings, boats and helicopters. Colourful and enthusiastically constructed, the site is an interesting learning tool for design and ICT topics. A. Parnis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Computing Applications CEC Stage 6; Design & Technology 7–10; Design & Technology Stage 6; Graphics Technology 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS: Computer-aided design; Graphic arts
PUBLISHER: TheyerGFX, Australia
REVIEW DATE: 17/12/07 [620] SCIS 1336091

How bridges workscience.howstuffworks.com/bridge.htm

The site takes an in-depth look at the three major types of bridges: the beam bridge, the arch bridge and the suspension bridge. It clearly and engagingly shows the forces dealt with in bridge design, construction and operation. The introductory page contains a video explaining the basics of how a drawbridge works. Other pages contain diagrams and images illustrating aspects of bridge design, engineering articles and video clips of related topics. The site's explanations and visuals are particularly suited to Engineering Studies. Current information and data is also relevant for Physics. A. Parnis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Engineering Studies Stage 6; Physics Stage 6; Science 7–10
SCIS SUBJECTS: Bridges
PUBLISHER: HowStuffWorks.com, USA
REVIEW DATE: 17/12/07 [624.2] SCIS 1198915

Don't buy it: get media smart!pbskids.org/dontbuyit

Colourful graphics and information on this entertaining and interactive site connect to much of the Commerce 7–10 Core: *Consumer choice* and the Option: *Promoting and selling*. Students will enjoy the site as an introduction to consumer decision making. **Advertising tricks, Buying smart, Your entertainment** and **What you can do** are the main selections and each opens windows of obvious appeal to young people. In **Teachers, the Tips for teachers** provide helpful approaches. The **Glossary** is superb. The site uses an entertaining game based approach, which most students will appreciate, and the content is up to standard for an individual or whole class activity based on the syllabus. N. McFayden

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Advertising; Consumer education
PUBLISHER: KCTS Television, USA
REVIEW DATE: 17/12/07 [640.73] SCIS 1137818

Centre for Informed Food Choices: changing the way people think about foodwww.informedeating.org/

The CIFIC advocates a diet based on whole, unprocessed, locally and organically grown plant foods. Their educational site has a view that industrial food systems and corporate influenced govern-

ment policies are a cause of problems in the areas of preventable public health, the environment and social justice. The site has an interesting **Blog**, plus **Articles, Lectures**, facts on eating well and food politics, and resources for promoting health. Students of the Food Technology Stage 6 Units: *Nutrition and Food manufacture* will find this site helpful when looking at the differences between processed and raw foods, the effect on the diet, and nutrition of the individual. M. Timperley

USER LEVEL: Stage 6 Community Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6
SCIS SUBJECTS: Health; Natural food; Nutrition
PUBLISHER: Centre for Informed Food Choices, USA
REVIEW DATE: 17/12/07 [641.3] SCIS 1333857

FabricLink: the educational resource for fabrics, apparel, home furnishings, and carewww.fabriclink.com/

Information on fibres, yarns, fabrics, finishes, end uses and new product developments can be found in this excellent resource. There is detailed information on recent innovations such as digital printing, ecospun and cocona fabrics. Site users have access to a technical centre where experts keep customers well informed on new textile products, and media releases give information on new fabrics and environmentally friendly finishes. **Career paths** is a good tool for students researching careers in textiles. The site is valuable for the Textiles and Design Areas of Study: *Properties and performance of textiles and Australian textile, clothing, footwear and allied industries*, where access to current industry information is required. M. Timperley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Fabrics
PUBLISHER: FabricLink, USA
REVIEW DATE: 17/12/07 [646] SCIS 1192517

Trendwatching.comwww.trendwatching.com

Emphasising the universality of business, the resource uses spotters to scan the globe for the most promising consumer trends and business ideas. Aimed at helping business marketers dream up new goods, services, experiences and potential consumer benefits, the site broadly overlaps much of the Business Studies Stage 6 Topics: *Marketing and Business management and change*. Part of the site requires subscription, but for teachers and dedicated students there is definite value in an extended study of the site. Some excellent definitions, together with an explanation of how tracking trends can lead to profitable innovation, are good starting points. For example, site users searching for *profitable innovation* will find detailed profiles of innovating companies, brainstorming links and even Maslow's hierarchy of needs. The main difficulty with the site is that researchers have to wade through so much material to find the hidden gems. Most students will hit information overload long before they find anything useful. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Consumers
PUBLISHER: Trendwatching.com, The Netherlands
REVIEW DATE: 17/12/07 [658.8] SCIS 1338239

How everyday things are made

manufacturing.stanford.edu/hetm.html

The website focuses on teaching people about manufacturing, with presentations on manufacturing processes. It launches with a narrator outlining the details of the site and students can choose to follow the prompts or select from the menu provided. Students select products under the main headings of **Transportation, Candy, Packing it up, and What you wear.** Multimedia presentations demonstrate how these products are manufactured. Students are encouraged to think about how products are made prior to the presentation. Upon viewing the multimedia presentation, students are then asked to complete an evaluation activity. Here they can share their response with others and view the instructor's response. The website is easy to navigate and the multimedia presentations are quick to load, clear and well narrated. A. Kokkotas



USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Design & Technology 7-10
SCIS SUBJECTS: Manufacturing processes; Technology
PUBLISHER: Stanford University, USA
REVIEW DATE: 17/12/07 [670] SCIS 1153904

Louvre

www.louvre.fr

Over 35 000 works of art, including extraordinary collections of Near Eastern, Egyptian, Greek, Etruscan and Roman antiquities, make the Louvre one of the world's great art galleries. This online selection of around 1500 masterpieces with expert commentaries is an excellent resource for many options in Ancient History. All commentaries appear in English, with the exception of those that accompany the virtual tour of the Egyptian antiquities rooms. The Greek, Etruscan and Roman antiquities pages display 271 works spanning Neolithic times to 500 AD, which can be sorted by period or theme. **Young people in Under 18s** has interactive multimedia resources that enable students to investigate the historical and artistic contexts of works. R. Darlington

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Ancient History Stage 6; History 7-10; Visual Arts 7-10
SCIS SUBJECTS: Art - Exhibitions; Classical antiquities - Exhibitions; France - Galleries and museums; Louvre
PUBLISHER: Louvre, France
REVIEW DATE: 17/12/07 [708.4] SCIS 1019008

Tall buildings

www.moma.org/exhibitions/2004/tallbuildings/index_f.html

The website of a 2004 exhibition takes a look at 25 of the world's tallest buildings, such as the new World Trade Centre, London Bridge Tower, Jin Mao and the New York Times HQ. Information for each includes the architect, design and floor plans, images, material structure and history. The site is easily navigated with *Flash* animations giving construction and contextual detail. As well as individual pages for each building, the website allows for comparison of the buildings in regard to their height, geographic

location, program distribution and total area. Students of design, engineering and architecture would benefit from using this site when looking at building designs. A. Parnis

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Engineering Studies Stage 6
SCIS SUBJECTS: Skyscrapers - Design and construction
PUBLISHER: Museum of Modern Art, USA
REVIEW DATE: 17/12/07 [720] SCIS 1313505

Cooper-Hewitt, National Design Museum

www.cooperhewitt.org/

More than 250 000 works form a comprehensive collection of historic and contemporary design objects in the museum's online **Collections.** Most relevant for students, with a substantial number of works, the collections encompass **Product design & decorative arts; Drawings, prints, & graphic design; Textiles and Wallcoverings.** The diversity of material can be used to generate ideas for new works, and students learning about the history of design can use the site as a resource to expand their understanding of design. **Exhibitions** is the other area of significance for students. Material dates from 1975, and recent exhibitions host podcasts and blogs relating to the works and curatorial concepts of the exhibition. This is a useful way for students to gain insight to the role of the curator and to consider the way in which design concepts have been explored. R. Kirsten

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6; Visual Design 7-10
SCIS SUBJECTS: Design; United States - Galleries and museums
PUBLISHER: Cooper-Hewitt, National Design Museum, USA
REVIEW DATE: 17/12/07 [745.4074] SCIS 1336416

Ludwig van Beethoven: the magnificent master

raptusassociation.org/

Beethoven opened new realms of musical expression and he was a profound influence on composers throughout the 19th century. The site refers extensively to primary sources, citing letters, program notes, journal articles and critiques of performances. The information is comprehensive, detailing every stage of Beethoven's life, creativity and development. His music is organised into compositional genres, including analyses of the works. The two **Creation histories** sections detail how Beethoven composed each of his works, where they were first performed, and how they were received. There is a section dedicated to musicians' comments on Beethoven, with a piece by E.T.A. Hoffman on Beethoven's instrumental music, and reflections on performing his music by violinist Yehudi Menuhin. A. Wisdom



USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music Stage 6
SCIS SUBJECTS: Beethoven, Ludwig van; Composers, German
PUBLISHER: Raptus Association for Music Appreciation, Canada
REVIEW DATE: 17/12/07 [780.92] SCIS 1331393

Radio Africa & podcasts: experience Africa with your ears!

www.nmfa.si.edu/radio_africa/index.html

The site showcases the traditional art and music of Africa. Music streams in **Radio Africa**, in complete tracks that demonstrate the diverse and complex nature of African music. Users can select **Recording info** for information about the track playing. **Playtime!** gives information about traditional instruments, complete with images and audio examples. **Art and programs** includes online exhibitions of artworks that may be viewed in traditional, contemporary or mixed collections. **Collections** gives background information about the diversity and imagery used in African art. Podcasts are available to listen to or download. The podcasts include interviews with curators and cultural observations relating to contemporary African art. R. Kirsten

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Art, African; Music, African; Songs, African
PUBLISHER: National Museum of African Art, USA
REVIEW DATE: 17/12/07 [780.96] SCIS 1336441

The pure drop: an exploration and celebration of world music

thepuredrop.com.au

In 11 episodes, the site comprises stories about musicians, performing in Australia, who have multicultural origins. Multicultural Australia is the theme for this exploration of traditional and world music. Each episode focuses on one artist and one aspect of music, for example throat singing, by combining short video presentations with interactive activities. The videos can be downloaded for free, as can the numerous audio examples in MP3 format and a wealth of extra videos containing footage of musicians and groups performing in a similar style. Each episode is accompanied by examples of audio, scores and lyrics. This is an excellent resource. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music Stage 6
SCIS SUBJECTS: Folk music; Music - Ethnology; World music
PUBLISHER: Ether Multimedia, Australia
REVIEW DATE: 17/12/07 [781.6] SCIS 1331403

The woodwind fingering guide

www.wfg.woodwind.org/

Woodwind teachers and students will love this site because they can access the fingering charts of the main woodwind instruments, plus unusual instruments such as the **Charanga flute, Irish uilleann pipes, Shakuhachi flute and the Sarrusophone.** Questions and concerns can be addressed in the forum and further research accessed via the links page. Music students can learn more about woodwind performance techniques because the charts for each instrument are set out sequentially, from beginner to advanced, and in progressive octaves from first, to second, then third and fourth. An **Alternate fingering chart** and **Trill fingering chart** are best located through the site map. The site is a treasure trove for woodwind players. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA

SYLLABUS: Creative Arts K-6; Music 7-10; Music Stage 6
SCIS SUBJECTS: Wind instruments
PUBLISHER: T. Reichard, USA
REVIEW DATE: 17/12/07 [788] SCIS 1331413

GridClub

www.gridclub.com.au

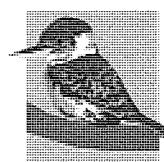
An Australian adaptation of a British site, the site is available to schools under a subscription system, which also allows access for students and staff at home. Online activities relate to all areas of the curriculum and students aged 7-12. There are over 500 interactive literacy and numeracy learning games, with a reference section and parents' area. Lesson notes and online work sheets are useful, even with British references to pullovers and hedgehogs and English pounds. The site is vibrant and colourful with most activities using *Adobe Shockwave* and *Flash* animation. There is a lot to do onsite, perhaps an overload of detail for some students, with some activities being too jolly and others being overly didactic. The illustrated **Site map** will help teachers assess the site's usefulness. Overall, the site is safe, enjoyable and educational. R. Parnis

USER LEVEL: Stage 1 Stage 2 Stage 3 Community Professional
SCIS SUBJECTS: Clubs; Educational games
PUBLISHER: Grid Learning, Australia
REVIEW DATE: 17/12/07 [790.1] SCIS 1342905

Australian screens

australianscreen.com.au

From *The story of the Kelly gang* (1906) to *Kenny* (2006), this site is a growing and dynamic collection of Australia's film and television heritage. Containing over 1600 clips from media such as short films, feature films, newsreels, and advertisements, the site organises material by genre. An **Indigenous** page lists films with Aboriginal content. In **Education** there are many clips with teachers' notes usefully categorised by topics such as values, and sport and health. **Other content** includes some valuable teaching resources. The site is a fine resource for film studies as the clips have curators' notes and are cross referenced to similar resources. For a contemporary film such as *Ten canoes*, analytical clips from television movie shows, where the film is discussed and critiqued, support study of the film. Designed for international promotion and educational purposes, the site is a strong resource for schools. C. Thomas



USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6; History 7-10; Modern History Stage 6; Photography, Video & Digital Editing CEC Stage 6
SCIS SUBJECTS: Film industry - Australia; Films, Australian; Television - Australia
PUBLISHER: Australian Film Commission
REVIEW DATE: 17/12/07 [791.430994] SCIS 1328716

Dance, National Arts Centre: step up to dance!

www.artsalive.ca/en/dan/

With six sections of reference and interactive content, the site usefully provides educational support for Dance students and

teachers in the areas of performing, composing and appreciating. Extensive links are provided for, but not limited to, Canadian companies and artists. The site is easy to navigate and content is accessed in small chapters. **Dance 101** includes glossaries and definitions of dance and anatomical terms, plus information on safe dance practice and dance styles. **Understanding dance** relates to appreciation and includes strategies to develop simple skills in viewing, discussing and reading about dance. Composition content is found in **Making dance**, with information on stimulus and choreographic tools, and the choreographic process of selected choreographers. **Your turn!** includes a simple interactive tool based on the choreographic software *Danceforms*, which will assist students in the structure of movement sequences. R. Kirsten

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Dance 7-10
SCIS SUBJECTS: Dancing
PUBLISHER: National Arts Centre, Canada
REVIEW DATE: 17/12/07 [792.8] SCIS 1336428

Shakespeare searched

shakespeare.clusty.com

Site users can search characters' dialogue in the plays, and lines in the sonnets on this site. The entire dialogue of a character can be displayed and then followed up with lines before and after. Dialogue is cross referenced to a given list of topics, for example the concept of fear in *Hamlet*. The site utilises cluster searching and it could be used to identify thematic and content connections across works. Teachers will find some interesting ideas for using the resource in **For teachers** and **For students**. **About Shakespeare searched** explains useful search techniques, and students may benefit from a look here. The site is Shakespearean text only with no analysis or other information, and it has no advertisements, making it an excellent resource for student use. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Shakespeare, William - Quotations; Thematic approach
PUBLISHER: Clusty Labs, USA
REVIEW DATE: 17/12/07 [822.3] SCIS 1332536

Learning4fun

www.learning4fun.org/

Focusing mostly on history, with some geography thrown in, this site is well worth a visit for school topics on the First Fleet or WWI. Although the site is designed for Year 7 students, the reading level is still appropriate for most late Stage 2 and Stage 3 students to access. It provides clear and simple instructions for student and teacher use, as well as having a number of useful links that are easily navigated. Practical features include a cursor activated word bank, games, puzzles, and activities to promote visual literacy. The printed text is large and includes many pictures, photographs and maps with links to further information. The site also provides an end of topic review and best of all, answers are provided. M. Whitfield

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10; HSIE K-6
SCIS SUBJECTS: Geography - Problems, exercises, etc
 History - Problems, exercises, etc;

PUBLISHER: T. Edwards, Australia
REVIEW DATE: 17/12/07 [907] SCIS 1332684

Eyewitness to history

www.eyewitnesstohistory.com/

From The ancient world to the 20th century, this site is an exceptional collection of primary source material, offering an overview of significant historical events, with a strong American and British basis. The sources are participants, such as Pliny the Younger, radio reporters, photographs, Voices of 20th events, and film clips in **History in motion**. **Snapshots** is an excellent photographic history of America. The site could be used for a wide range of historical studies, especially to introduce historical events such as **Gladiators 50 AD** and **The execution of Tsar Nicholas II and Armistice 1918**. Source studies, especially on the role of film in historical investigations, are well supported by the site. Senior students will find it has limited curriculum application, but what it does have is well worth a look. B. Hull



USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7-10; Modern History Stage 6
SCIS SUBJECTS: United States - History; World history
PUBLISHER: Ibis Communications, USA
REVIEW DATE: 17/12/07 [909] SCIS 1182026

Gander Academy's ancient Egypt

www.cdli.ca/CITE/egypt.htm

Created by a teacher to help colleagues integrate the internet into their teaching, this resource contains lessons and activity sheets. Lesson topics and activities cover **Hieroglyphics**, **Daily life**, **Clothing**, **Pharaohs**, **Mummies**, **Pyramids**, **Gods** and famous Egyptians. There are, for example, nine linked sites on pharaohs, including sites devoted to Akhenaton, Khufu, Amenhotep III, the Valley of the Kings and a site with building instructions for a pharaoh's death mask. The site has not been updated since 2000 and some links are dead, especially concerning Tutankhamun. The site is designed for a primary audience, but many of the activities are very suitable for History 7-10 students. R. Darlington

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7-10
SCIS SUBJECTS: Classroom activities; Egypt - History - To 332 B.C. - Study and teaching
PUBLISHER: Gander Academy, Canada
REVIEW DATE: 17/12/07 [932] SCIS 1329527

WW2 people's war: an archive of World War Two memories

www.bbc.co.uk/ww2peopleswar/

When the BBC asked for contributions from the British public regarding their experience of WWII, they were inundated with 47 000 stories and 15 000 images. Considering the volume of documentation they have included, the site is efficiently laid out and easy to navigate. Documents can be searched via categories of **Home front**, **Armed forces**, **Internment** and **Occupation**. Especially handy is the timeline, which gives fact files for over 140 major events and provides links to stories and images. The

Learning zone has an enormous amount of teaching ideas. The site is a fantastic way to explore Britain in wartime through primary sources. P. Gilchrist

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
SCIS SUBJECTS: World War, 1939-1945
PUBLISHER: BBC, UK
REVIEW DATE: 17/12/07 [940.54] SCIS 1331326

Legends of America: a travel site for the nostalgic & historic minded

www.legendsofamerica.com/

Although aimed at the American tourist market, this fascinating site contains a wealth of information on pre-20th century American history. Topics investigated include significant people, the gold rush, land grants, the Civil War, indigenous Americans, and the role of women. Topics, especially those which relate to people and society, offer some intriguing support for the study of the Americas in Stage 4 History. The site has plenty of primary material for interest and analysis. Campfire tales of the old west and stories from ghost towns complement the site's information and support the telling of oral histories in HSIE K-6. A forum provides the opportunity to discuss American history. A. Frost



USER LEVEL: Stage 3 Stage 4 Professional
KLA: English; HSIE
SYLLABUS: English K-6; History 7-10; HSIE K-6
SCIS SUBJECTS: Legends, American; United States - History
PUBLISHER: www.legendsofamerica.com, USA
REVIEW DATE: 17/12/07 [973] SCIS 1333745

New York divided: slavery and the Civil War

www.nydivided.org/VirtualExhibit/

Containing an enormous collection of material, the site is a virtual exhibition exploring how the issue of slavery and the Civil War divided New York. Overwhelming in its sheer detail and not especially exciting visually, the material is aimed squarely at an American audience. Nevertheless, it is worth a look for students investigating the history of race relations in the United States. Artefacts on the site include newspapers, posters, art works, and diaries. The classroom support materials are more thorough than engaging, but there are some good work sheets about the analysis of documents and images, which may be of more general application. P. Gilchrist

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
SCIS SUBJECTS: New York (State) - History; Slavery - History; United States - History - 1861-1865, Civil War
PUBLISHER: New York Historical Society, USA
REVIEW DATE: 17/12/07 [973.7] SCIS 1331332

Pacific stories learning

www.pacificstories.com.au

Visually attractive and easy to navigate, this wonderful site is packed with information and features for students and teachers. Videos, maps and classroom activities focus on Pacific and

Melanesian regions, including Papua, Tonga and Vanuatu. Site users can view and download short clips of interviews with journalists and indigenous people, use an engaging **Interactive map** which has material on **Shipwrecks**, **History**, **Trade** and **Marine life**, and access lesson plans and work sheets directly linked to NSW syllabuses. In the **Teachers guide**, the interview with a journalist in **Bougainville** would be useful for the study of *Frontline* in Stage 6 English. The site has a wealth of material for Modern History. Links to further resources and films are an added bonus. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6: *Advanced*; Geography 7-10; History 7-10; Modern History Stage 6
SCIS SUBJECTS: Pacific Islands
PUBLISHER: Film Australia
REVIEW DATE: 17/12/07 [990] SCIS 1324641

GBR explorer

www.reefed.edu.au/home/explorer/

The site provides in-depth information about the **Animals**, **Plants**, **Landscapes** and **Maps** of the Great Barrier Reef. Students will love using the site as it is visually pleasant and well written. Appealing photographs of the reef and segmented subtitles and subsections provide a concise resource which is easy to skim for information. The **Glossary** is a helpful tool for students checking on specific terminology within the site. **Hot topics** is worth a look by all Science teachers as this section keeps opening out to a large amount of material as diverse as action plans for K-6 and technical data on the crown-of-thorns starfish. The site is a valuable resource for the Science and Technology Strand. *Living things*. K. McCorkell

USER LEVEL: Stage 2 Stage 3 Professional
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Great Barrier Reef; Marine biology
PUBLISHER: Great Barrier Reef Marine Park Authority, Australia
REVIEW DATE: 17/12/07 [994.3] SCIS 1334388

Professional reading

Resources are in Dewey order.

Viewpoint: fourteen years on books for young adults

/ edited by P. Macintyre & S. Lees & B. Welch & S. La Marca
 University of Melbourne, Vic, 2007

ISBN 0734036744 [028.5]

More light-hearted than academic, this compilation definitely comes to grips with the interesting issues of young adult literature in contemporary Australia. Many texts are mentioned, and the book's thoughtful analyses will help educators select and creatively work with the texts discussed. Written for teachers and teacher librarians, the book usefully supports a dialogue with adolescents

resources

about the nature of books, stories and writing. Contributors are teacher librarians, academics, reviewers, and a large number of authors including Tim Winton, Matthew Reilly, Shaun Tan and David Almond. Material is a pleasant mix of critical articles and interviews, on topics such as selecting graphic novels and analysing picture books. There is some excellent information, by and about writers, on specific texts of interest to schools. C. Thomas

USER LEVEL: Professional
Paper \$49.95 SCIS 1322440

De BONO, Edward

How to have creative ideas: 62 exercises to develop the mind

Vermilion, UK, 2007

ISBN 9780091910488 [153.4]

Creativity is a key skill students develop when they are exposed to learning experiences that extend their thinking skills. De Bono treats creativity as a skill that can be learned, developed, practised and applied. The resource contains a plethora of simple yet intriguing thinking games that take students into a world of lateral thinking by challenging ideas, perceptions and concepts. De Bono claims that by using the thinking games as a playground for the mind, students can be engaged in the serious fun of developing their creativity. The games are based on the selection of random words, applying logic and building patterning systems. The list of random words is extensive with many identifiable in current syllabuses; simple substitutions will reflect a more Australian cultural background, for example jackaroo in place of cowboy. F. Plummer

USER LEVEL: Professional
Paper \$27.95 SCIS 1319767

ROWAN, L. & GAULD, J. & COLE-ADAMS, J. & CONNOLLY, A.

Teaching values

PETA, NSW, 2007

ISBN 9781875622696 [370.11]

Filled with carefully selected primary sources from the National Museum, this resource has ideas for sequences of learning that contribute to the discourse on values education. It is explicitly linked to the nine values in the national framework. In her introduction, Rowan connects life choices, community differences, and issues of significant community debate with values. Each of the values is defined and analysed through a lens, such as respect through the lens of disability. The book contains a wide range of photographs and written texts chosen to stimulate student responses. The book encourages student interaction, with many activities and questions. The material is useful across KLAs, with special application to the teaching and learning of Australian history. F. Plummer

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
Paper \$28.00 SCIS 1329741

MidLink magazine: highlighting exemplary student work from the most creative classrooms around the globe

www.ncsu.edu/midlink

A cursory look at this wonderful interactive site will hook teachers who are either familiar with or contemplating using technology for

classroom work. The site has original and technologically creative student work, with the benefit of academic editing prior to publication. A scrolling bar outlines the site. Users click on any item in the bar to reveal a top menu of useful choices. Projects have an emphasis on the *learn to* rather than *learn about* aspects of audio, podcast, multimedia and WebQuest creations. Newest projects are current and they invite student participation, providing an exceptional online set-up to guide teachers and students through tasks viable across KLAs. The Archives have a great range of past projects, for example: **Statistics: a curiosity factor**; **Evidence of plate tectonics**; **Multimedia Macbeth** and **Coming to answers in different ways**. In **Web 2.0** teachers can investigate educational issues; **Resources** has librarian evaluated tools for utilising technology in creative tasks. Rich in content and inspirational in skills and strategies, the site shows what 21st century learners can achieve. C. Thomas

USER LEVEL: Professional
SCIS SUBJECTS: Computers in education; Internet
PUBLISHER: SAS Institute, USA
REVIEW DATE: 17/12/07 [371.3] SCIS 986944

Film Australia: digital learning

www.filmaust.com.au/learning/

This award winning website has been specifically constructed for film educators. The accessible layout with simple choices provides online educational resources, including free for education video clips and the Australian film archive collection. The site boasts over 400 resources, featuring Australian life from the 19th century to the present. It can be searched via subject and syllabus area, and via thematic studies such as work and war, immigration and Aboriginal Australia. An extensive range of Teachers notes are available, a **Television guide** lists free to air films, and **Online ordering** is available. The great benefit of this site is that the majority of resources are linked to the NSW curriculum. J. Webber

USER LEVEL: Professional
SCIS SUBJECTS: Australia – Study and teaching; Documentary films; Educational resources; Films – History and criticism
PUBLISHER: Film Australia
REVIEW DATE: 17/12/07 [371.33] SCIS 1212021

KUHLTHAU, C. Carol & MANIOTES, Leslie K. & CASPARI, Ann K.

Guided inquiry: learning in the 21st century

Libraries Unlimited, USA, 2007

ISBN 9781591584353 [371.39]

Guided inquiry provides a framework for teaching and learning which actively involves students in developing deep knowledge and deep understanding. Based on her six stage information search process, Kuhlthau, with her daughters, has written the foundational text for using this timely and groundbreaking method of meeting the ever changing needs of the global information world, and developing information literacy, through the school library. Stressing that the process is not only for teacher librarians, but for the whole school community, they set out the what, why, and how of the process. The authors include the theory and rationale behind it, offer models for incorporating it into teaching and learning programs K–12, and explain the zones of intervention. This is a very useful resource for contemporary educators to help students conquer the information challenges of the 21st century. M. Busch

USER LEVEL: Professional
Paper \$79.00 SCIS 1346205

NATION, Paul & GU, Peter Yongqi

Focus on vocabulary

Macquarie University, NSW, 2007 (Focus on series)

ISBN 9781741382082 [428.1]

Teaching vocabulary is a concern for many teachers in a range of educational settings. While this text is aimed at teachers of English as an additional language, the examples of activities which help to integrate the teaching of vocabulary into the mainstream classroom could be valuable for any teacher. The teaching of vocabulary is thoroughly explored and linked to reading and writing, through suggestions for what vocabulary needs to be taught, how it may be taught and how vocabulary knowledge may be assessed. The text is well referenced for those interested in further reading, and appendixes provide vocabulary tests and very useful tools for teachers. The book is an excellent reference for any teacher interested in the development of vocabulary. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6: ESL
Paper \$29.95 SCIS 1311356

BROWN, Gail

Question skills teacher manual. Level C: a program for learning how to write answers to questions

Designed Learning, NSW, 2007

ISBN 9780958037242 [428.207]

Trialled in Australian primary classrooms, the manual provides texts, work sheets and answers, and rubrics to aid comprehension. The manual uses the Here, Hidden, Head levels of comprehension, and is mainly suitable for Stage 2 and Stage 3. It concentrates on students finding keywords to answer who, what, when, where and why questions. In six sections, the manual gradually moves from literal comprehension to more inferential tasks. Some written pieces are usefully developed through the sections, and this concept will be helpful for students needing extra support. It is well laid out, with large print utilising a limited but clever use of colour, and small, ordinary illustrations. An accompanying CD makes it possible for students to work through the activities using a computer. Student work books and posters are available as extras. C. Thomas

USER LEVEL: Professional
Paper \$247.50 SCIS 1341818

Newton's apple: teacher guides by alphabet

www.newtonapple.tv/TeacherGuides_alphabet.php

A useful portal, this site contains many topics listed alphabetically. Some have a video accompaniment. Each topic contains a focus question(s) and detailed overview, a vocabulary list of key terms, and a number of activities. A bibliography is included. **Virtual reality**, **Aerobic exercise**, **Reflexes**, **Fat free foods** and **Frisbee physics** are examples of the topics investigated. Linked to a television programme in the USA, the videos can be quickly and easily downloaded, or the information contained in each topic can stand alone to be incorporated into teaching activities. This site is easy to navigate, and would be useful to assist development of innovative strategies to teach a number of topics across KLAs. A. Frost

USER LEVEL: Professional
SCIS SUBJECTS: Science; Technology

PUBLISHER: Twin Cities Public Television, USA
REVIEW DATE: 17/12/07 [500] SCIS 1333708

The art of teaching primary science

/ edited by Vaile Dawson & Grady Venville. Allen & Unwin, NSW, 2007
ISBN 9781741752892 [507.1]

An excellent reference for primary teachers, this compact volume is packed with information to enrich the teaching of science with appropriate emphasis on hands-on investigations and fair testing. Of particular significance is the chapter **Inquiry and investigation in primary science**, which enlarges on an inquiry oriented approach to learning. It describes the scaffolding and facilitation of student learning, integrated with authentic experience and the manipulation of materials as students become scientifically literate and active in the learning process. The chapter on resources gives ideas for storage and maintenance of kits as well as referring to websites, funding, competitions and facilities available. Lesson samples give tips and insights into lesson planning. This text will enhance the implementation of the new *Primary connection science units* and support professional development. D. Johnston



USER LEVEL: Professional
Paper \$45.00 SCIS 1329662

Stem cells ClearlyExplained.Com

clearlyexplained.com/nature/life/cells/stemcells.html

NSW Science syllabuses do not yet refer to stem cells but, since it is such a topical issue, teachers may want to access background information on the subject. The site suits that purpose because of the brevity and clarity of information and the links to scientifically reliable sites for teachers who want more detailed explanations. The site uses diagrams, a note-like phraseology, and some Q&A sections to outline the classification of stem cells and the possible benefits of stem cell research. Links to news items which are related to the topic keep the site's information current. R. Dircks

USER LEVEL: Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Stem cells
PUBLISHER: ClearlyExplained.Com, Australia
REVIEW DATE: 17/12/07 [616] SCIS 1332541

PCA education corner

www.packcoun.com.au/education.htm

Information and resources relevant to packaging in a modern world can be found on this site. The resource aims to provide the public with a better understanding of the roles, benefits and issues regarding packaging. **The pack pack** is a comprehensive new resource targeting primary aged students, but only sample activities can be inspected. **Secondary teachers** has design and geography perspectives in lesson material available for purchase. Freely available in **Newsletter** are news articles suited to Stage 6 Food Technology. Practical and useful fact sheets and **Online lessons** are relevant for students of Food Technology. **Useful links** is particularly beneficial for teachers requiring more information. K. Lissa

USER LEVEL: Professional
KLA: SciTech; TAS

resources

SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Science & Technology K–6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Packaging
PUBLISHER: Packaging Council of Australia
REVIEW DATE: 17/12/07 [658.5] SCIS 1330783

An anthology of graphic fiction, cartoons, and true stories

/ edited by Ivan Brunetti. Yale University Press, USA, 2006
 ISBN 9780300111705 [741.5]

Chronicling the evolution of graphic texts, this excellent book of excerpts is a worthy reference. Extensive information is provided on the composition of cartoons and the intricacies of the artistic process. Texts range from single frame cartoons to longer, more complex graphic novels, but the lack of contents, index and internal headings compromises research. A wide range of issues is addressed including slavery, capitalism and political extremism. Coarse language and sexually overt images will need to be considered by teachers and the book dispels the myth that graphic texts are simple visuals for young readers. H. Gardiner

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6; Visual Arts 7–10; Visual Arts Stage 6
 Paper \$59.95 SCIS 1316697

Smithsonian Global Sound: lesson plans and activities

www.smithsonianglobalsound.org/teaching_activities.aspx

Many styles of music show the influence of particular cultures, so this collection of a wide range of traditional music is especially valuable. The Smithsonian has developed materials based on their recordings, helpfully organising them into activities, lessons, articles and education kits. The interactive activities contain video, audio, quizzes and instrument mixing activities. Lessons are available in PDF and they link directly to video and audio material on the site. This is a great technique for a musical resource. Articles from the archives celebrate the heritage of specific cultures in music, video and text. Education kits are available for purchase and there are sample chapters available for free downloading. A. Wisdom

USER LEVEL: Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6
SCIS SUBJECTS: Folk music – Study and teaching; Music and society – Study and teaching; Music – Ethnology – Study and teaching
PUBLISHER: Smithsonian Global Sound, USA
REVIEW DATE: 17/12/07 [781.607] SCIS 1331384

The improvisation game: discovering the secrets of spontaneous performance

Nick Hern, UK, 2006
 ISBN 9781854596680 [792.02]

Promoting the value of improvisation in drama, dance and music, this book offers a detailed analysis of improvisation as a useful means of communication. Drawing on a vast range of theorists and practitioners, the author presents the development and uses of the technique. Anecdotal evidence of the benefits of using improvisa-

tion in a range of contexts, including psychoanalysis, conflict resolution, and education, gives a clear idea of its scope. Beyond the theoretical commentary there are many practical exercises and activities that can be employed with various groups. Teachers in the performing arts will find this work inspiring and instructive. C. Sly

USER LEVEL: Professional
KLA: CA
SYLLABUS: Dance Stage 6; Drama 7–10; Drama Stage 6; Music Stage 6
 Paper \$39.95 SCIS 1317765

The literature network

www.online-literature.com

A searchable online literature database can be a useful resource for teachers. This database is enhanced by forum posts where discussion topics are occasionally illuminating on teaching and learning issues within English. The extensive **Quotes** database can be searched by author, work and keyword. **Shakespeare** and the **King James Bible** justifiably get their own sections. An author search helpfully leads to works by the author, letters to and from, essays about, quizzes on and discussion question and answers from other site users. For an author such as Jane Austen, these primary and secondary sources will interestingly supplement units of work in English. The forums, plus flashing advertisements and audio distractions limit the site to professional use. C. Thomas

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
SCIS SUBJECTS: Literature – Collections; Literature – History and criticism
PUBLISHER: Jalic, USA
REVIEW DATE: 17/12/07 [808.8] SCIS 1332524

The Australian Script Centre

www.ozscript.org/

Clear and businesslike, the site is fundamentally a script finding service that allows visitors to buy plays. Considering so many good, contemporary Australian play and radio scripts go unpublished, it is a very useful resource. **Prize winning scripts** describes some of the more fascinating options. **The scripts** allows visitors to search for scripts according to cast size, length, and cast age. **Drama teachers** outlines the benefits of becoming a member, including borrowing scripts, and the creation of tailored lists of scripts to suit individual requirements. Budding dramatists will find **Playwrights** interesting, and this section has the essential script layout needed for competitions and publication. P. Gilchrist

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10
SCIS SUBJECTS: Australian drama; Dramatists, Australian
PUBLISHER: Australian Script Centre
REVIEW DATE: 17/12/07 [A822.008] SCIS 1273147

Best of history web sites

besthistorysites.net/

This portal provides quick and efficient access to good, history oriented websites. With links to hundreds of sites on prehistory, ancient, medieval and modern history, American history, art history and oral history, along with lesson plans, activities, games and animations, the site is extremely comprehensive. The lesson plans alone come from over 50 sites. Modern History links include such

excellent sites as **Cold War: from Yalta to Malta** (CNN) and the **Internet modern history sourcebook**. There are links to multimedia resources and primary sources, games and animations. The links are arranged chronologically and thematically, and they are usefully annotated and briefly evaluated. They do reflect what is taught in American schools and there is nothing here on Australian history. R. Darlington

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10; Modern History Stage 6
SCIS SUBJECTS: Classroom activities; History – Computer-assisted instruction; History – Study and teaching
PUBLISHER: Center for Teaching History with Technology, USA
REVIEW DATE: 17/12/07 [907] SCIS 1329518

Literacy and Numeracy resources

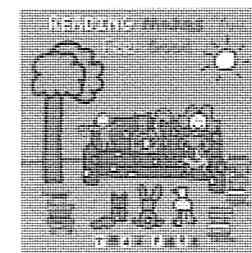
The NSW State Numeracy Plan 2006–2008 and State Literacy Plan 2006–2008 underpin our work in Key Learning Areas, and teacher librarians have a vital role to play. Scan publishes reviews of a range of resources, including some Internet sites, to support literacy and numeracy. Some of these resources would 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.

PARR, Todd

Reading makes you feel good

ABC, NSW, 2007
 ISBN 9780733319792 [028.5]

Fluorescently bright and colourful, this book shows the beginning reader how much fun reading can be. Simple written text takes the reader from the classroom to faraway places, showing the different places where you can read a book and how reading can help you understand the world. The illustrations have been computer generated and students could try duplicating them in computer programs such as *Corel*



Paint. The book is a motivator that could be used to help switch young children onto reading. R. Parnis

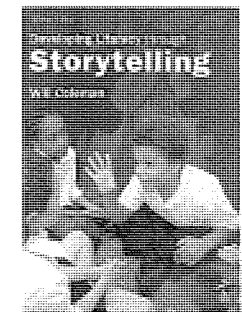
USER LEVEL: Early Stage 1 Stage 1
 Paper \$14.95 SCIS 1328069

COLEMAN, Will

Brave Tales: developing literacy through storytelling

Continuum International, UK, 2007
 ISBN 9781855392250 [428.0071]

For any teacher keen to develop narrative skills, this book is an invaluable and explicit resource. The focus is on plot and working at the text level, using *Red Riding Hood* to model the approach. It spells out a number of strategies for oral work with hesitant students, introduces chooser boards to support students at the word and sentence level and develops skills for using storyboards. Ways to create story transformations are outlined and students are shown how to develop dot point skills for plot summary. The text provides evidence for the improvement of writing skills through oral work. An accompanying DVD shows the author demonstrating a number of his strategies with a very responsive class, plus examples of student work. M. Davis



USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
 Paper \$69.95 (inc. DVD) SCIS 1329512

TRUSS, Lynne

The girl's like spaghetti: why, you can't manage without apostrophes!

Profile Books, UK, 2007
 ISBN 9781861971685 [428.2]

An amusing look at the importance of the apostrophe, this picture book will provide imaginative ideas for the teaching and learning of punctuation. It focuses on the alterations to meaning made by the misuse of the apostrophe, with cartoon sketches drawing attention to absurdities. Picture for yourself the differences between a tiny cat's home and a tiny cats' home. A handy feature is a two page overview of the whole text in thumbnails, with explanations of the changes in meaning caused by the apostrophe's placement. The book has a good chance of converting the intelligent writer who is recalcitrant about the importance of the apostrophe. M. Davis

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
 \$24.95 SCIS 1329515

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.

Picture books

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

AHLBERG, Allan & INGMAN, Bruce

Previously

Walker Books, UK, 2007
ISBN 9781844280629

Innovative in concept, this picture book treats fairytales in reverse. Major characters are introduced and their steps retraced to what happened previously in their story, linking them to another fairytale. This approach gives an altogether new slant on the phrase *once upon a time*. The resource will delight readers, and teachers will find it a useful tool to discuss and model predictive text, recounts, and story progression. It will also challenge readers in the area of sequencing. Childlike colour illustrations complement the well ordered, neatly arranged text. They can be used as picture clues to discover the content before the book is read. The book is a wonderful trip down memory lane. G. Cale

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1331164



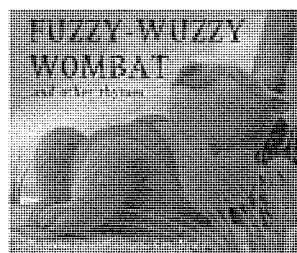
BITA, Natasha & NEALE, Kim

Fuzzy-wuzzy wombat and other rhymes

Koala, NSW, 2007
ISBN 9780864617156

Gorgeous, vibrant illustrations make this delightful picture book a joy to share with young listeners. Written in rhyming verse with engaging sound and movement words on every page, it invites audience participation. Each page focuses on one Australian animal and its antics, allowing it to tie in with any unit of work on Australian wildlife. The computer generated illustrations are strikingly detailed and colourful, bringing the animals to life and giving them the appearance of leaping off the page. Planned learning experiences using the book could feature rhyming words, constructing simple poetry, or Australian animal research. L. Doyle

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.99 SCIS 1323974



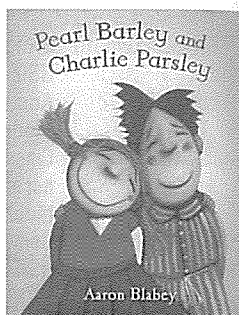
Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

BLABEY, Aaron

Pearl Barley and Charlie Parsley

Penguin Group (Australia), 2007
ISBN 9780670070947

A heartening tale of friendship between two seemingly very different children is the basis for this picture book. Charlie is shy and quiet while Pearl is adventurous and outgoing. How can they be best friends? The story explains in single sentences how their differences balance and support each other in difficult situations. They actually complement each other and this is illustrated by quirky acrylic paintings that are humorous and insightful. The text could be very useful in lessons dealing with friendship. R. Parnis



USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1319967

BOWLER, Ann Martin & TAY-AUDOUARD, Lak-Khee

Adventures of the treasure fleet: China discovers the world

Tuttle, USA, 2006
ISBN 9780804836739

The early 15th century voyages of a massive Chinese fleet through South East Asia to parts of Africa and the Middle East are the subject of this picture book. The format features detailed and culturally imbued illustrations. Two narratives run through the text: a story teller's narrative and a historian's version. The exotic illustrations capture the reader's attention, stimulating imagination and reinforcing the text. Admiral Zheng He's adventures while serving his emperor make historical fiction accessible to a variety of ages, while allowing the reader to enjoy multiple readings. This resource could be used to illustrate the hallmarks of, and differences between, images of events, oral and documented versions of history. N. Chaffey

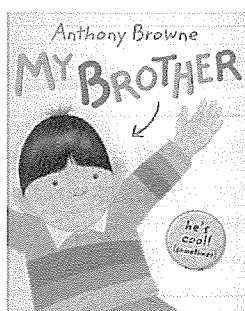
USER LEVEL: Stage 2 Stage 3 Stage 4
\$24.95 SCIS 1308318

BROWNE, Anthony

My brother

Random, UK, 2007
ISBN 9780385611046

An obvious companion to the earlier *My dad* and *My mum*, this deceptively simple picture book shows the characteristics, exploits and achievements of an older brother from his younger brother's admiring point of view. Flat, colourful pencil drawings reinforce the childlike perspective, reflecting and extending the uncomplicated and unambiguous statements in the text. With its companion volumes, this may be a useful model for students' own writing, and it may prompt discussion of the effects of overuse of a single descriptor. Older students might fruitfully compare this book with Browne's other recent work, *Into the forest*. The book has relevance within the HSIE K-6 Strands: *Identifying us* and *Families past and present*. W. Smith



USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
\$32.95 SCIS 1325613

CARTHEW, Mark & GOSS, Mini

Five little owls

New Frontier, NSW, 2007
ISBN 9781921042553 [A821]

The simple storyline of owls going off to play hide and seek with animals they would normally hunt, belies the exquisite detail within this very visual text. The use of bold, bright colours for the environment and its creatures contrasts with the blue black night sky. The text also features wordless pages where the reader is encouraged to participate in the story by finding the animals as they hide. The rich language is highly evocative and employs tools such as onomatopoeia, alliteration and personification. The sense of rhythm makes this beautifully illustrated picture book a delight to read aloud. It is sure to capture the imagination of the younger reader. M. Whitfield

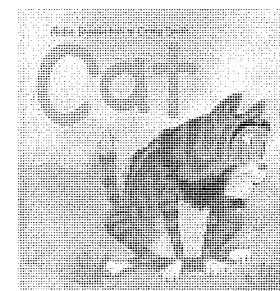
USER LEVEL: Early Stage 1
\$24.95 SCIS 1318934

DUMBLETON, Mike & SMITH, Craig

Cat

Working Title, SA, 2007
ISBN 9781876288808

Cat's peaceful moments in the backyard are shattered by unexpected interactions with a dog, a mouse, a sprinkler, a bird, a bike and a bottle of milk. Each scenario lasts a few pages with visually descriptive one or two word labels, and is concluded with a repeated coda to engage students in choral reading. Smith's exaggerated illustrations capture the cat's movements, frozen in time like a series of cartoon stills and inspire empathy while providing clues to predict the outcome of each encounter. The endpapers are useful tools to sequence each set of complications and resolutions, creating a story map of cat's day that can then be used to support an oral retelling of the story. This deceptively simple picture book will engage students in a variety of teaching and learning activities related to the narrative text. C. Keane



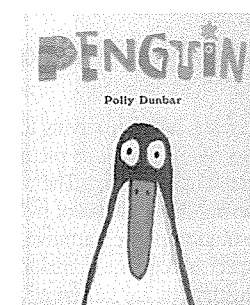
USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1319590

DUNBAR, Polly

Penguin

Walker, UK, 2007
ISBN 9781844280650

This charming picture book makes generous use of white space with wistful drawings of young Ben and his new, seemingly mute, penguin. They evoke the charm of a bygone era, with sometimes challenging colour selections. All of these elements combine with the sparse text to create an engaging tale that focuses on Ben's unrelenting



attempts to communicate with the penguin he has received as a gift. Students may be guided to wonder if the penguin and blue maned lion are intended to be real animals or toys and to what extent Ben's imagination propels the action. The book would be a useful resource in a variety of thematic units focusing on methods of communicating. I. McLean

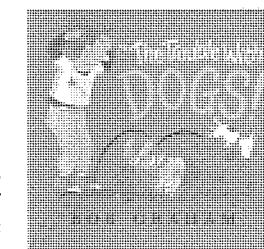
USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1319311

GRAHAM, Bob

The trouble with dogs

Walker, UK, 2007
ISBN 9781403303384

In this sequel to *Let's get a pup!*, Dave the puppy is proving rather too lively and exuberant, but none of the family feels up to disciplining him. Enter the Brigadier, the man from *Pup Breakers*, whose training methods are so harsh that all the spirit seems driven out of Dave, reducing him to defeated, dispirited gloom. The wisdom of young Kate and Dave's natural resilience overcomes the severe control of the Brigadier, leading to a warmly satisfying conclusion. A sense of wonder and delight in simple things, and the close, loving acceptance of children and pets for themselves, shine through on every page. W. Smith



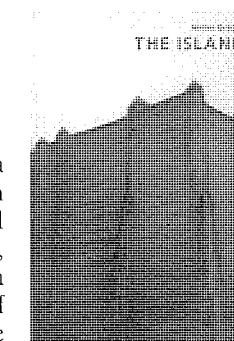
USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$27.95 SCIS 1320866

GREDER, Armin

The island

Allen & Unwin, NSW, 2007
ISBN 9781741752663

How would a community react if a stranger was to unexpectedly arrive in its midst? According to this powerful text, newly translated from German, violence, brutality and ostracism would prevail. Ignorance and a fear of difference would incite such extreme reactions. Issues such as human rights, racism and xenophobia are raised. Stark illustrations and a harrowing narrative interweave to create an ominous and thought provoking narrative. There is much to discuss in the book, such as historical parallels, the stranger's vulnerable nudity, and the human fear of the unknown. This remarkable picture book will resonate with the reader and it has plenty of depth for the study of picture books in English 7-10. H. Gardiner



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
\$29.95 SCIS 1320542

GREENWOOD, Mark & WILSON, Mark

Fortuyn's ghost

University of Western Australia Press, 2007
ISBN 9781920694777

Western Australia's shipwreck coast is the setting for this interpretation of the disappearance of the Dutch ship *Fortuyn* in 1724. Using artistic maps and evocative watery images in rich colour, the

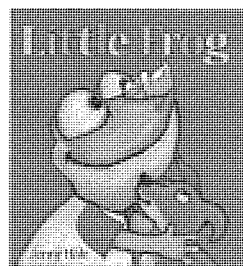
narrative describes the trials of the journey: becalming, scurvy, destruction in a storm at Australia's edge, and the legend of a ghost ship haunting the shipwreck coast. The story is told with drama and detail, not skimping on descriptive nautical language, and illustrations are a strong support. An historical page and thorough source list could be used for extension work. The picture book could usefully introduce Gary Crew's novel *Strange objects*, which is also set in this time and place. The resource would be useful for the picture book component in Year 7 English. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
 \$26.95 SCIS 1319744

HALE, Jenny
Little frog

Hachette, NSW, 2007
 ISBN 9780734410139

For his birthday, Little Frog receives a duckling from his mother in this endearing and humorous picture book. The duckling is scared by Little Frog's dog and hides behind the fridge. Little Frog spends the rest of the day trying to entice the duckling out and commenting on how he is missing all the birthday fun. Meanwhile, the duckling is getting into mischief in the backyard. This book requires students not only to read or listen to the text, but to pay close attention to the colourful illustrations in order to discover what the duckling is up to. They are privy to the subplot occurring while Little Frog is worrying about his new pet. K. McCorkell



USER LEVEL: Early Stage 1
 \$28.95 SCIS 1329286

HEINRICH, Sally
The most beautiful lantern

Hachette Livre Australia, NSW, 2007
 ISBN 9780734408600

Mei-Ling takes us on her week long quest to find the perfect lantern to carry in the Mid-autumn Festival. Each day she searches for a beautiful lantern, and another legend from Chinese folklore is related. The picture book contains vibrant illustrations and enchanting stories of evil rulers, emperors and mooncakes. The use of a range of literary techniques such as similes and alliteration, combined with the question of which lantern Mei-Ling will choose, makes the text appealing to both student and teacher. This is an excellent resource for the HSIE K-6 Unit: *Celebrations* and it also highlights the importance of sentimentality rather than external beauty. Perfect for reading aloud, the text is an insight into Chinese culture. K. McCorkell

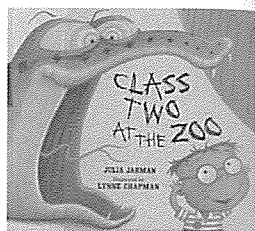


USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$28.95 SCIS 1318880

JARMAN, Julia & CHAPMAN, Lynne
Class two at the zoo

Hodder Children's, UK, 2007
 ISBN 9780340911600 [821]

Laughter and squeals of delight are guaranteed side effects of reading this beautifully presented and skillfully written picture book. It is written in rhyme, with varied fonts and text layout that flow around the busy textured illustrations. As the comical tale of a class excursion to the zoo unfolds the author cleverly builds suspense, telling of all the things the children see and the one thing they do not see that results in disaster. The text is a wonderful classroom addition, engaging and humorous, perfect for reading aloud, experimenting with expression, studying interesting vocabulary and focussing on rhyming words. L. Doyle

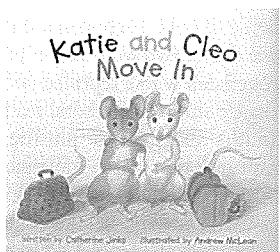


USER LEVEL: Early Stage 1 Stage 1
 \$28.95 SCIS 1324521

JINKS, Catherine & McLEAN, Andrew
Katie and Cleo move in

Penguin Group (Australia), 2007 (Viking)
 ISBN 9780670040988

When the mice arrive at their new home, they are unhappy with the food, furnishings, and the lack of electricity. So Katie and Cleo sneak out at night and find some goodies to eat. They use doll's house furniture for their fish tank home and create an ingenious way of making electricity. But it is then that they realise they have nothing to read, and they make the shocking discovery that there are no books in the house. As the mice prepare to leave this bookless house, the television breaks down and the family is distraught. Of course, the mice fix the problem and there is a nice little twist at the end. But one is left slightly disappointed with this picture book, because although the dilemma of the broken television is fixed, what about the books? G. Maugle



USER LEVEL: Stage 1 Stage 2
 \$24.95 SCIS 1317425

KNAPMAN, Timothy & MESERVE, Adria
The mermaid, the prince and the happy ever after

Penguin Books Ltd, UK, 2007 (Puffin)
 ISBN 9780140569995

A classic tale of marrying for love with a complication in the happily ever after phase, this picture book is an amusing and well written take on an old idea. The prince meets and marries a mermaid, and solving the problem of living together forms the complication and resolution of the narrative. Characters are drawn to emphasise the aspect of happiness, making the book a pleasure to read and view. Illustrations are satisfyingly detailed, with a king, castle and dragon adding interest. Students will enjoy the language of the story as it utilises some quirky and thoughtful expressions, and is laid out to aid an enthusiastic read aloud experience. C. Thomas

USER LEVEL: Stage 1 Stage 2
 Paper \$14.95 SCIS 1330647

LAGUNA, Sofie & REDLICH, Ben
Boris Monster, scared of nothing

Scholastic, NSW, 2007
 ISBN 9781865044071

Nothing scares Boris except the sight of himself. He deals with this insecurity by being an annoying problem student. When he ends up in ballet class, he is surrounded by mirrors and has to dance with his eyes closed. Boris learns through the discipline of dance that he can accept his appearance and be happy. The illustrations in this picture book are superb. Children love monsters and there are plenty of monsters to be seen here. Teachers will recognise the Boris's within their classrooms and the themes of self confidence and personal growth make this story useful in dealing with behaviour and bullying issues in a positive non confrontational way. This is one monster's journey of discovery. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
 \$24.99 SCIS 1321490

LAYTON, Neal
Oscar and Arabella and Ormsby

Hodder Children's, UK, 2007
 ISBN 9780340884546

Oscar and Arabella's friendship is tested upon the arrival of Ormsby in this humorous picture book about friendship. Oscar does not take to Ormsby, and becomes jealous when Arabella decides that Ormsby is quite a groovy mammoth. Colour changes in the background of the illustrations align to the changing emotions of the characters as do the changes in the scribbling effect used for the mammoths' fur. Exploring themes of friendship, relationships and feelings, the book could provide discussion starters that examine what friendships are and ways of solving problems fairly. It supports the Stage 1 COGs Unit (D): *Getting along* and the PDHPE Early Stage 1 Module: *Me and my friends*. D. Croker

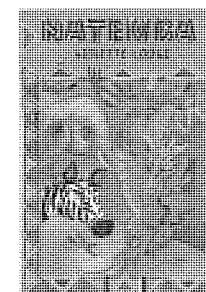


USER LEVEL: Early Stage 1 Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$28.95 SCIS 1319384

LODGE, Annette
Natemba

ABC, NSW, 2007
 ISBN 9780733319457

Many African Vervet monkeys are orphaned each year and this story was inspired by their resilience. Natemba's mother has been hit by a car and this picture book tells the simple and moving story of her search for a sense of belonging. Each African animal she encounters takes her closer to her final destination. The colourful illustrations illuminate the pages with vibrancy and compassion. The essence of the African jungle is captured in a gentle and non-threatening manner. Children will be able to relate to Natemba's feelings of loss and



longing for family, and they will be delighted when she finally reaches her home. This is an absolute gem of a book which has been dedicated to all the animals of the world. G. Maugle

USER LEVEL: Early Stage 1 Stage 1
 \$27.95 SCIS 1317297

LOFTHOUSE, Liz & INGPEN, Robert
Ziba came on a boat

Penguin Group (Australia), 2007 (Viking)
 ISBN 9780670028610

Lovingly illustrated in Robert Ingpen's whimsical style, this beautiful picture book readily captures the poignant sadness of a young girl's brave journey to a new life far from home. As the soggy old fishing boat creaks and moans across the sea, Ziba remembers all that she has left behind in her village in Afghanistan, including when she and her mother ran through the night to escape the threatening gunfire. Inspired by stories told to the author by Hazara refugees from Afghanistan who have settled in Perth, the lyrical story is full of sadness and hope for a peaceful, new land. J. Eade

USER LEVEL: Stage 2 Stage 3
 \$29.95 SCIS 1315296

McG, Shane
I'm freezing!

Koala, NSW, 2007
 ISBN 9780864617606

A zany and outlandish tale of polar bear Clem who feels the cold, this is a colourful and entertaining narrative of Clem's search to find warmth. Leaving the North Pole, he travels around the world and into space to find a solution to his problem. The expressive language and interesting layout of the large font will capture the audience's attention. Brightly coloured illustrations dominate each page of this picture book. Humour is added as Clem proceeds through a series of absurd situations, in a variety of settings and an array of characters, to eventually find an old fashioned solution, thanks to a space colony of robotic shepherds. N. Chaffey

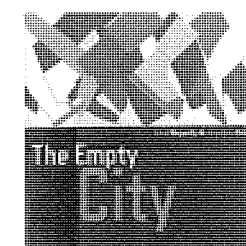


USER LEVEL: Early Stage 1 Stage 1
 Paper \$14.99 SCIS 1323980

MEGARRITY, David & OXLADE, Jonathon
The empty city

Hachette Livre, NSW, 2007
 ISBN 9780734410122

How does a young child view shopping in the big city? This picture book takes the reader on such a journey, dragged through uninteresting places, desperately wanting to be somewhere else. For a time it is as if the child gets lost both physically and in his own imagination. The text is organised as a series of linked, but not always sequenced, thoughts. A varied font size, colour and style draw attention to the child's view of the world around him. The large and busy collages feature a lot of dark backgrounds and are very intricate. This text is an excellent visual



literacy resource for examining character perspectives in stories. M. Whitfield

USER LEVEL: Stage 1 Stage 2 Stage 3
\$28.95 SCIS 1329070

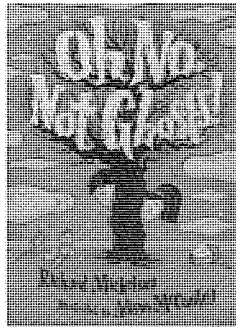
MICHELSON, Richard & MCCAULEY, Adam

Oh no, not ghosts!

Koala, NSW, 2007
ISBN 9780864617682

[811]

With catchy rhyming text and haunting illustrations after the style of Maurice Sendak, this picture book will raise the hair on the necks of many younger readers. All the usual scary archetypes are present to scare and delight in this gripping tale. It unfolds to include witches, ghosts, giants, demons, and skeletons. Readers will readily identify with the main characters, as a big brother leads his little sister through a stormy night. Much angst is caused but, as in all such stories, a hero emerges. Suggestive lettering in the text is an excellent foil to the vibrant, evocative illustrations. G. Cale



USER LEVEL: Early Stage 1 Stage 1
Paper \$14.99 SCIS 1324532

MORECROFT, Judith & BANCROFT, Bronwyn

Malu kangaroo: how children first learnt to surf

Little Hare Books, NSW, 2007
ISBN 9781921272028

All the elements of a Dreaming story combine here to make a modern day picture book. Malu Kangaroo gives the first children a gift, which is to show them how to play with the ocean. Steeped in Aboriginal Dreaming tradition to explain how surfboards came to be, this will grab the imagination of many a young reader. It may inspire them to revisit more traditional Dreaming stories. A comparison could be made, and the question of what makes a Dreaming story considered. A striking feast of colour and vibrancy pulses through the pages. This story, evolving from a family tragedy, is a stunning tribute and a book to which students will be able to relate. G. Maugle



USER LEVEL: Stage 1 Stage 2 Stage 3
\$24.99 SCIS 1319741

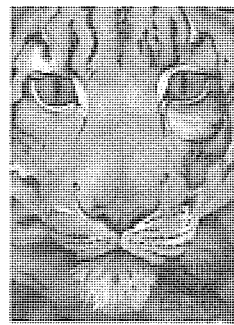
MORRIS, Jackie

The snow leopard

Francis Lincoln Children's, UK, 2007
ISBN 9781845076009

According to legend high in the Himalayan Mountains there is a sacred Mergich Realm where pure and powerful anamorphic mergichans dwell. As a snow leopard mergichan watches over an isolated village from the rugged ice capped mountains, it sings the

natural rhythms of the world, such as sunrise, moons and seasons. However, there is danger when the village is raided by soldiers, leaving only a sleeping child. It is this child who travels with the snow leopard and takes over as its time on Earth ends. The exquisite watercolour illustrations in this beautiful picture book complement the delicate lyrical language of the text's spiritual and environmental messages. R. Higginbottom



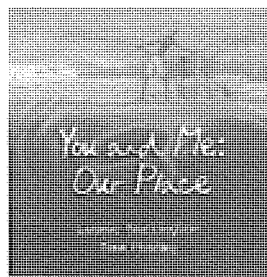
USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1319315

NORRINGTON, Leonie

You and me: our place

Working Title Press, SA, 2007
ISBN 9781876288792

With illustrations rich in detail and text filled with imagery, this picture book tells the story of Uncle Tobias and two boys as they experience a day of fishing and gathering. The text raises Aboriginal education issues such as coexistence, integration, loss of identity, culture, family relationships and homelessness, and provides inspiration for discussions about community life and experiences. The book is a potential starting point for an alternative to the study of *Aboriginal Peoples connection to the Murray-Darling* in the Stage 3 COGs Unit(C): *Interconnecting growth and change*, as the book focuses on the Larakia people from the Darwin area. It also supports learning experiences in the Stage 2 HSIE Unit: *Living in communities* as the text offers possible comparisons between students' lives and those of the book's characters. D. Croker



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1321100

O'CONNOR, Jane & JAMES, Ann

Ready, set, skip!

Penguin Group (Australia), 2007 (Viking)
ISBN 9780670071197

[152.3]

The main character in this rollicking picture book is a young girl who clearly demonstrates that she can leap, creep, twirl, skate, slurp, burp, blow bubbles and whistle. All of this, however, is unimportant to her as all she really wants is to be able to skip like all the other kids. Finally her mum teaches her how to skip by hopping from one foot to the other. Whimsical colour sketch illustrations readily complement the simple, lyrical text, and the book could easily be incorporated into a lesson on movement where young students could demonstrate how they can do all of the things in the story. J. Eade



USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1317459

ROBERTON, Fiona

Porkchop and Mouse

Penguin Group (Australia), 2007 (Puffin)
ISBN 9780143501909

Brightly illustrated with deceptively simple coloured drawings, this picture book recounts the story of Porkchop a doughnut loving cat, and Mouse, a rodent who loves to nibble. When Porkchop discovers Mouse eating one of her beloved doughnuts, she initiates a mammoth chase through the house, countryside and city that develops into a grand adventure for them both. As well as colour recognition activities, this text offers an excellent story to reinforce the values of cooperation, sharing and getting along with others. Additionally, the text uses adjectives that educators could use in exposing students to language features, in English outcomes for Stage 1. D. Croker

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$14.95 SCIS 1312818

SAXBY, Claire & ROSSELL, Judith

A nest for Kora

Windy Hollow Books, NSW, 2007
ISBN 9781921136030

Headstrong Kora, about to lay her first egg, proves that it takes time to put an old head on young shoulders. She has her own ideas about how this special event is to be achieved and is determined and intoxicated by this milestone in her life. But, she fails to hear the advice on patience from her loving granny until, having done everything the way she wants it, she discovers the joys of granny's experience. The action, setting and theme of this picture book are calm and reassuring; celebrating the ordinary, yet extraordinary events which punctuate all lives. The resource is useful for supporting units of work on living things and life cycles N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1319742

SILVEY, Craig & MARTINEZ, Sonia

The world according to Warren as told to Craig Silvey

Fremantle Arts Centre Press, WA, 2007
ISBN 9781920731212

Warren is a badly behaved guide dog puppy. But he has a good heart and big dreams, and when he meets Eleanor Rigby, she teaches him to ignore distractions and focus on safeguarding her from a dangerous world. This great picture book can be read on multiple levels. The intricate plot and images have a dreamlike quality that explores trust, dreams and happiness with an acerbic humour that should pique the interest of older readers. Beautiful and detailed illustrations add layers of meaning, artistic and cultural, making the book suitable for analysis in Year 7 English. New meaning can be found each time the book is read. H. Gardiner

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$26.95 SCIS 1325619

TREWIN, Trudie & BLAND, Nick

I've lost my kisses

Scholastic, NSW, 2007
ISBN 9781865044217

A delightful character, Matilda Rose, a calf, needs to find the kisses she appears to have lost as Papa is arriving that afternoon. The warm and gentle story is well supported with wonderful black and white illustrations with random illuminating splashes of colour. There is much to be observed within the pictures which portray familiar scenes in a young child's life. The writing ignites the feel, taste and sound of kisses in a simple and reassuring way which will delight young children. Of course there is a happy ending as kisses are never really lost. They are always there when we need them. G. Maugle

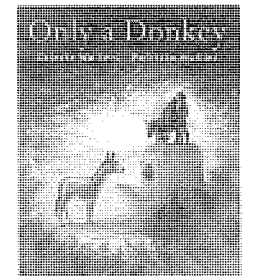
USER LEVEL: Early Stage 1 Stage 1
\$19.99 SCIS 1315910

WALTERS, Celeste & MULLINS, Patricia

Only a donkey

Penguin Books (Australia), 2007 (Viking)
ISBN 9780670041688

Two interrelated stories are presented and explored in this picture book. The fictional tale of a little donkey's battle for acceptance by other rural animals takes a turn for the better after he dreams of a magical place. The farm animals follow the donkey on an arduous expedition, which leads them to Melbourne, the location of a bronze statue of ANZAC hero John Simpson Kirkpatrick and his famous donkey, Duffy. The bronze donkey statue relates the story of Simpson and Duffy. The animals' return journey is very different and they demonstrate many learnt heroic qualities. The book would prove useful for the investigation of ANZAC Day in HSIE K-6 and for demonstrating the values of respect and cooperation. I. McLean



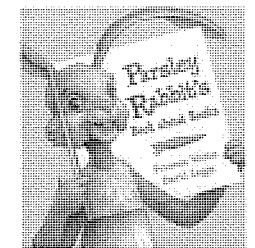
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 1306112

WATTS, Francis & LEGGE, David

Parsley Rabbit's book about books

ABC, NSW, 2007
ISBN 9780733321450

In this book about books, Parsley Rabbit takes the young and inexperienced reader on a journey through how and why books are created and designed. It will prove a very effective tool for teacher librarians, as Parsley Rabbit poses questions to the reader, and encourages active participation with every page. The character of Parsley is lively and engaging and the use of speech bubbles makes the information he presents quite accessible. With every page featuring large and colourful illustrations, this picture book could be productively and easily shared



with the class, and the lift out flaps will be a hit with the younger reader. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1328058

WILLEMS, Mo

Don't let the pigeon stay up late

Walker, UK, 2005
ISBN 9781406308129

Fans of Willems' pigeon stories will feel immediately comfortable with the familiar style of his latest picture book. A pyjama clad man, who looks remarkably like the bus driver from a previous pigeon tale, asks the audience to make sure that the pigeon does not stay up late, thus engaging the reader from the title page. Pigeon tries many tactics to persuade the audience and the deft use of crayon and blue wash cleverly capture his exaggerated gestures to support the humorous written text. Suitable for studying visual literacy and the tone and use of persuasive language, this story avoids stereotypical characters as it describes a common event that occurs in many households at bedtime. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
Paper \$15.95 SCIS 1313869

WILSON, Tony & JELLETT, Tom

Harry Highpants

Scholastic, SA, 2007
ISBN 9781862916036

Harry Highpants lives in a town where people wear their pants at different heights, just like any other town: some are a fraction high, others are low. Harry wears his up under his arm pits. The picture book has a humorous feel, but a serious issues underlies the content. Running for mayor, Roy Bland declares that if elected, all pants will have to be worn at normal height. Freedom of choice would be denied. It is the youngsters who organise a protest, and it is Harry who defends the townfolk's right to wear their pants however they want. This would be a good story to read as an introduction to the issues of dictatorship, freedom of choice and democracy. It would be particularly valuable for the Stage 3 COGS Unit (D): *Making informed choices*. G. Maugle

USER LEVEL: Stage 2 Stage 3
\$27.99 SCIS 1329015

WINCH, John

Fly, kite, fly: a story of Leonardo and a bird catcher

Little Hare, NSW, 2007
ISBN 9781921049811

Presented in a similar style to his previous book, *Run, hare, run: the story of a drawing*, this beautiful picture book tells the imaginary version of how Leonardo da Vinci met a 10 year old boy, Giacomo, who became his life long friend. Colourful, realistic illustrations greatly enhance the simple story of a boy's attempts to capture a red tailed kite for an Italian prince. After all of his traps fail he stumbles upon Leonardo making a kite of his own design. An author's note at the end of the book provides brief biographical information on Leonardo providing readers with an interesting introduction into his life and work. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.99 SCIS 1315850

Fiction for younger readers

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

ADORNETTO, Alexandra

The shadow thief

HarperCollins, NSW, 2007 (The strangest adventures)
ISBN 9780732286187

Reminiscent of Lemony Snickett and inspired by Peter Pan, this captivating well written narrative considers the underlying notion of greed and its impact on society. Milli and Ernest live in Drabville, a town where residents' shadows are stolen. The thief, Aldor, takes the shadows to become immortal and powerful. To the residents, their shadows represent their individual spirits. Milli and Ernest discover many secrets that could save the town, hidden within the gothic castle. Their afternoon adventure turns sour when they are held captive by Aldor as he awaits the Great Guzzle Ceremony where he will swallow the shadow of all the town's residents. Milli and Ernest do battle in order to save them all from this greed. Middle school students will eagerly await for the next book in the series. A. Frost

USER LEVEL: Stage 3 Stage 4
\$19.99 SCIS 1324437

ARONSON, Linda

Naturally Rude

Penguin Group (Australia), 2007 (Puffin)
ISBN 9780141310633

After an overwritten and slow start, which presents every cliché possible about all girls thinking they are fat, the pace of this story quickens when a hooning incident shatters the cello of Ian's girlfriend, Tash. Following other books about Ian Rude, this present tense comedy has Ian and his friends attempting to earn the repair money, before Tash finds out, by working for an eccentric family at Pokey's Safari Park. Hard work, goodwill and determination win out, but Ian must first win over the Pokey children and deal with a spell wielding unstable cook, romantic rivalry, Tash's father's attempts at sabotaging the park, a bus load of foreign tourists and a pessimistic cello mender. F. Crum

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1325821

BOUCHET, Bruno

Captain Wetbeard

ABC, NSW, 2007 (ABC kids fiction)
ISBN 9780733320705

Emily and Daniel's parents have booked them into a dubious, pirate themed adventure tour to keep them entertained while the adults enjoy their vacation. Unfortunately, a decrepit, real pirate

turns up instead, and kidnaps the children for his pirate crew! Emulating the Aussie bites series, this title features a strong and engaging storyline with supportive illustrations in a compact format. The humorous, fast paced story features well realised characters, slapstick action, and a featherless parrot called Duckie, who is the source of a secret, tattooed treasure map. The children demonstrate resourcefulness and resilience as they plot to thwart their captors. David Cox's cartoons enhance enjoyment of the text. I. McLean

USER LEVEL: Stage 1 Stage 2
Paper \$11.95 SCIS 1323466

BOURAS, Gillian & PIGNATARO, Anna

Aphrodite Alexandra

Hachette Livre Australia, 2007 (Giggles)
ISBN 9780734409966

A clash of cultures and personalities is the underlying thread in this endearing short chapter independent reader text. A granddaughter is very close to both her grandmothers, although the women do not speak to each other. Stories of the grandmothers' different childhoods are related and these include farm life, a one teacher school with pens and ink wells, walking the goat under olive trees, and baking and weaving at home rather than school. The contrasting family origins are reflected in muted black and white illustrations. Conciliation comes when both sides of the family are needed to help because of an accident. This story is useful to support a study of heritage and to give insight into the differences in family cultures. D. Johnston

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1324347

BROAD, Michael

The robot dinner lady

Penguin Books Ltd, UK, 2007 (Jake Cake)
ISBN 9780141320885

Newly independent readers will love escaping into the mischievous life of Jake Cake. Trouble seems to follow this imaginative boy whose life is filled with excitement. In this instalment, he is surrounded by robot lunch ladies who cannot cook chips, television loving green goblins and lolly shop owning witches. The book is three short stories, each more unbelievable than the last. The book features large print, simple sentences and humorous black and white illustrations on each page. Students will lose themselves in this easy to read and entertaining story; they will love Jake's amusing adventures and may be inspired to explore their own imaginations. K. McCorkell

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 SCIS 1317494

COLFER, Eoin

The legend of the worst boy in the world

Penguin Books Ltd, UK, 2007
ISBN 9780141318929

Innovative similes, a quirky telling of a walk along a straight line, and engaging tales of family interactions combine in this treat for



independent readers, especially those who share their home with brothers. Will, the second of five boys, needs a confidant. His grandfather has plenty of time to listen but he also frustrates Will as he constantly tells amazing sob stories which make Will's efforts pale into insignificance. It is difficult to imagine how a large jelly baby could be the trigger for all out sibling rivalry, but Will's retelling of the straight line story becomes legendary. Even grandad is impressed. The moral of their Saturday complaining sessions becomes clear to Will and to the readers, who will benefit from this cleverly constructed narrative. C. Keane

USER LEVEL: Stage 2
Paper \$12.95 SCIS 1321131

DAWE, Bruce

Smarty-cat

Penguin Group (Australia), 2007 (Puffin) (Aussie Bites)
ISBN 9780143302537

In the adventures of the Dimwiddie family and their talking cat, Dawe takes a light-hearted swipe at quiz shows, as we follow Barry the cat's stardom rise to stardom and subsequent fall. The plot develops quickly and easy to read chapters are supported by clear black and white drawings. Human characteristics are given to the animal characters, with the traits of greed, pride and egotism explored in an amusing fashion. In a multilayered text, readers may recognise well known personalities as the story progresses. Young independent readers will enjoy this book. It lends itself to readers' theatre and other performance opportunities. G. Cale

USER LEVEL: Stage 1 Stage 2
Paper \$11.95 SCIS 1322124

DEARY, Terry

Terry Deary's Greek tales [series]

A&C Black, UK, 2007

Providing humorous historical fiction for younger readers, these short chapter books are a quirky combination of Aesop's fables and ancient Greek legends. Each colourful cover illustration epitomises the quirky version of the traditional story within. The intriguing black and white illustrations appearing page by page enhance the story line. The origins of the Olympic Games are portrayed in *The tortoise and the hare*, Archimedes' inventiveness is the basis for *The lion's slave*, and the Trojan horse story and Spartan attitudes are the starting points for the other tales in the series. Including moral messages, the books provide a popular selection to engage students who will also benefit from the information in the narrative. D. Johnston

USER LEVEL: Stage 2 Stage 3
\$14.95 each

Reviewed titles in this series:

<i>The boy who cried horse</i>	SCIS 1320564
<i>The lion's slave</i>	SCIS 1325388
<i>The tortoise and the hare</i>	SCIS 1320566
<i>The town mouse and the Spartan house</i>	SCIS 1320570



EDWARDS, Luke

Ock Von FiendScholastic, SA, 2007
ISBN 9781862917484

Edwards has given us a delightfully well crafted book with wonderful illustrations. It will undoubtedly lure readers into discovering what lies between the delectable covers. Ock is a vampire and as such is a little different from your average human being. One cannot help but be drawn in by this playful and affectionate character who only bites people on special occasions so that the townsfolk do not get suspicious. Ock the vampire would make a great character study to undertake with students. The author tells us he spends a lot of time indoors, writing and drawing and does not get much sunlight. Let's hope he remains indoors and creates some more little gems like this. G. Maugle

USER LEVEL: Stage 2 Stage 3
\$16.99 SCIS 1319807

FAVRETTO, Robert

Lost for words [sound recording]Louis Braille Audio, Vic, 2007 (60 min.)
ISBN 9781921104831

The torture of past spelling bees comes flooding back for those of us who might remember. Arnold's journey from the classroom to the national stage is chronicled in this well written tale, ably read by Don Bridges, a well known and respected actor. His clear vocal quality and excellent characterisation make this audio resource a valuable asset for the classroom. Possible uses include individual or group exploration via headphones or sharing as a whole class listening exercise. Three minute tracking enables forward planning and ease of access when unpacking the content. If the printed resource is available, exploration of intertextuality would be possible. G. Cale

USER LEVEL: Stage 2 Stage 3
\$23.51 SCIS 1316334

FLYNN, Pat

BeewareUQP, Qld, 2007 (Adventures of Danny)
ISBN 9780702236228

A brand new Australian character has been created in Danny. He is a breath of fresh air and deserves to be welcomed into all primary classrooms. The book contains five short stories, each divided into short chapters. The stories grab attention using humour entwined with the reality of a child's world. Danny encounters the problem of making up stories and dealing with the consequences, magpie attacks, swarming bees, annoying mosquitoes and a killer dog. His behaviour is far from perfect but Danny is definitely a most endearing character. He will reawaken the child in all of us. Each bite sized story will leave children wanting more; they are perfect for sharing with a class. This promises to be a wonderfully popular series. G. Maugle

USER LEVEL: Stage 2 Stage 3
Paper \$16.95 SCIS 1326280

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

GEORGE, Jessica Day

Dragonskin slippersBloomsbury, UK, 2007
ISBN 9780747587187

Creel thinks her luck can't get any worse when her aunt forces her to go to a dragon's cave to be rescued by a noble prince. She makes a deal with the dragon to let her go unharmed and Creel leaves the cave with a beautiful pair of shoes. These shoes are not ordinary slippers and they lead her on a journey to the king's seat. Here she befriends a golden dragon and finds that the fate of the people of the kingdom and many dragons rests on her shoulders. The feisty and quick witted character of Creel, combined with an intriguing plot full of mystery and twisted relationships, provides readers with a book that is impossible to put down. K. McCorkell

USER LEVEL: Stage 3
Paper \$15.95 SCIS 1325129

HARDIE, Titania

Frangipani fairies [series]

Simon & Schuster, UK, 2007

Friends of plants, animals and insects, the frangipani fairies spend their days helping children in need. There are three stars in this enchanting series which capitalises on the current popularity of fairies. Franni helps children find the humorous side to any situation, Plum provides others with energy and Leya helps children find courage. *The sunlight fairy* tells the story of how Franni helps a girl find the funny side of her messy room and in *The sunrise fairy* Leya joins a fearful Minty on her first day of school. This series contains a combination of simple and complex sentences, a plethora of descriptive language and large print which is perfect for the newly independent reader. K. McCorkell

USER LEVEL: Stage 1 Stage 2
Paper \$9.99 each

Reviewed titles in this series:

The sunlight fairy SCIS 1327009
The sunrise fairy SCIS 1327011

HEFFERNAN, John

Eric & EinsteinPan Macmillan, NSW, 2007
ISBN 9780330423175

Eric Wimpleby is a young boy whose life is fairly miserable. He is the frequent target of the school bully and teachers, and he desperately wants his parents to notice him more than they do their own careers. Eric also wants a pet. Enter Einstein a genetically modified mouse who has escaped from the evil scientist who created him. He is academically gifted and takes Eric on a journey of discovery about friendship and success. The book is an excellent resource for enticing readers and for dealing with the issues of bullying, resilience and loyalty. The language used is lively and entertaining with highly effective pencil illustrations throughout. With themes such as friendship, family, personal journeys and success, there are many links to PDHPE outcomes. M. Whitfield

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$12.95 SCIS 1319696

HEFFERNAN, John

The boot thiefHachette Livre Australia, 2007 (Giggles)
ISBN 9780734410009

Boots left on the verandah of the farmhouse begin to disappear one at a time. At first, it is humorous seeing Dad heading off with odd boots, until one of Lucy's riding boots goes missing. Lucy and her brother Jack decide to investigate and they invent an alarm system. They track the culprit to its hideout, where an enterprising animal, not usually tolerated on farms, is protecting its offspring. The children devise an unusual resolution to their dilemma. The descriptive language gives an insight into Australian rural life in this very readable narrative which is suitable for beginning independent readers. The text is well supported by black and white illustrations. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1324350

MACDONALD, Alan

Dirty Bertie [series]

Koala, NSW, 2007

Disgusting in every way, Dirty Bertie and his antics will have readers, especially boys, rolling on the floor with laughter. Each title is three short stories written in a well constructed narrative format. Although many of the topics are risqué, they and the language employed are relevant to the target audience. Black and white pencil drawings support the text both in context and content. Several twists emerge in each story, and though many of them are very predictable, they are eagerly awaited as the plot unfolds. Many of the same characters emerge in each title, which is a reassurance to readers and provides a pivotal link between titles. Excellent as resources for independent readers, this series would also be wonderful in a shared reading situation. G. Cale

USER LEVEL: Stage 2 Stage 3
Paper \$10.99 each

Reviewed titles in this series:

Fleas! SCIS 1324509
Pants! SCIS 1324507
Worms! SCIS 1324506

MACDONALD, Alan

Troll trouble [series]

Bloomsbury, UK, 2007

When a family of trolls moves next door to the Priddles, they are not impressed. Not only do their new neighbours look strange, being tall, green and hairy, but they also follow some very extraordinary customs, such as building a huge mountain in their backyard. The trolls find it hard to fit in too as they like to live in a noisy, smelly environment, hide under bridges and eat goats. This hilarious series contains many adventures in which the trolls try to fit in, although they are often misled by the uptight Priddles. Ultimately, the troll family always manages to scrape through. Written in short chapters complemented by humorous sketches, this series will appeal to young readers. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 each

Reviewed titles in this series:

Trolls go home! SCIS 1320494
Trolls united! SCIS 1320495

MANKELL, Henning

Shadows in the twilightAndersen, UK, 2007
ISBN 9781842706206

Translated from Swedish, this short novel is filled with idiosyncratic characters, crazy events and a disarmingly strange charm. We are drawn into the twilight world of 11 year old Joel who, living only with his father, shows great independence in his daily life, trying to understand the vagaries of the adult world and feeling the responsibility for being the subject of a miracle. Joel was saved by chance from being run over by a bus. Mankell presents Joel as a naive and innocent character who is beginning to see the more despicable aspects of adult behaviour. However, his rich fantasy life keeps him going in his plans to repay the miracle and to find out why his mother left. H. Cobban

USER LEVEL: Stage 3
Paper \$17.95 SCIS 1322533

MOLONEY, James

The trolley boysPenguin Group (Australia), 2007 (Aussie chomps)
ISBN 9780143303145

This amusing novel details the life of Brent, who is stuck doing a summer job as a trolley boy in his local shopping centre as a way of earning money to pay his brother back for destroying his bicycle. With a typical narrative structure, the text features a fast paced and witty plot and it is a suitable introduction to chapter books. It explores themes such as roles and responsibilities, communicating, friendships and problem solving, and could offer students opportunities to examine and discuss such issues within a fictional environment. It provides a sound connection to outcomes treated within the PDHPE K-6 syllabus. D. Croker

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$12.95 SCIS 1317818

MORGAN, Christopher

Pirates drive busesAllen & Unwin, NSW, 2007
ISBN 9781741751468

In this comical tale of two students, Billy and Heidi are reunited with an old pirate acquaintance and his pig, who thinks he is a parrot. They set off on an adventure on the pirate's bus to reclaim his stolen ship. So ridiculous it is funny, the book is filled with loads of made-up pirate vocabulary, absurd logic and funny word play. It contains many black and white line drawings, and a varying font to emphasise expressions or an event. Ideal for independent readers in the middle years of primary school, this book could be a tool for encouraging young readers. L. Doyle

USER LEVEL: Stage 2
Paper \$12.95 SCIS 1329667

OVEREND, Jenni

Stride's summerAllen & Unwin, NSW, 2007
ISBN 9781741140842

The death of his father, the selling of the family home, the making of new friends and the sharing of his father's pet sulphur crested cockatoo's affections are all happening too fast for Stride. He fights the changes stubbornly until a bushfire reveals the truly important things in his life. Stride realises that changes can be good and sometimes you need to let go and trust others. Overend deals with these issues in a tender and understanding way as the reader is drawn into Stride's world and his emotional journey. References to the Australian bush and its creatures help create an authentic Australian coming of age story. R. Parnis

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1326404

SAGE, Angie

FrognappedBloomsbury, UK, 2007 (Araminta Spook)
ISBN 9780747583486

The Spooks, like the Addams Family, are an extended family, complete with obsessive knitter Uncle Drac and resident ghost Uncle Horace. Central character Araminta takes everything literally, which annoys everyone. When accused of taking Uncle Barry's trained acrobatic frogs she decides to become a detective and find them. With her cousin Wanda, Araminta sets off on the trail, overcoming minor obstacles and cold leads to uncover a centuries old family feud as well as discovering the thief. Creative use of literal and figurative language makes this an entertaining read, especially for *Septimus Heap* fans. Although the third in the series this text stands alone as an entertaining narrative. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
\$14.95 SCIS 1325372

SOUTHBY-HALBISH, Eloise & LAWRENCE, David

Anna FlowersGSP Books, Vic, 2007
ISBN 9780975836293

The book's underlying thread of good natured humour makes this an enjoyable read for those with an attraction to netball. Anna moves to a new school after her mother dies. She joins the netball team, even though she is being bullied by the captain. The subplot of bullying is fairly well developed for the target age, although the bully is not redeemed. The narrative follows a predictable path through the highs and lows of the netball season, with a strong sporting theme running through the novel. The contemporary language is well suited to its target audience and the story moves along at an even pace. The only real negative is the simplistic, two dimensional and unlikable characters of the opposing coach and school principal. The narrative ends positively, and it includes netball skills and healthy eating ideas. R. Cox

USER LEVEL: Stage 3 Stage 4
Paper \$16.95 SCIS 1324999

Walker stories [series]

Walker Books, UK, 2007

Short fiction books by well known authors, these books build reading confidence as students enjoy the entertaining stories they

contain. The large, well spaced text is interspersed with many line drawings, adding to the reader's comprehension and enjoyment. The vocabulary is simple, and each book contains three short stories linked by one character, making the texts entirely manageable and setting readers up for a successful experience. Stories include the adventures of a classroom toy when he goes home with students for the weekend, the difficulties of triplets trying to buy each other birthday presents, and the realisation of a young boy that his mother is not so bad after all. L. Doyle

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 each

Reviewed titles in this series:

Happy birthday x 3 SCIS 1331309
Jack's little party SCIS 1319360
Robin Hood's day SCIS 1319365

WALLACE, Neil Montagnana & SCHWARZER, Mark

Megs & the vootball kidsBounce, Vic, 2007
ISBN 9780980316704

Edward Morrison, or as he prefers to be called, Megs, has just moved to Australia with his parents, leaving behind his old friends and his old school. Even the days of playing football are gone, or so he thinks. He soon discovers that football, or soccer, is played all around the world and he finds a group of friends to play with at his new school. However, to play competitively they must find a coach. Co-written by well known Australian goalie Mark Schwarzer, the author uses interesting football terminology, as well as local knowledge of the suburbs of Sydney, to create an entertaining and fast moving story. It shows how football can break down the barriers between cultures, nationalities, and the young and the old. V. Roach

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS1320890

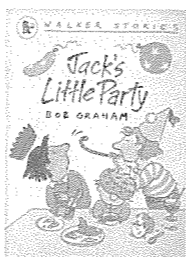
Fiction for older readers

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

BINGHAM, Kelly

Shark girlCandlewick, USA, 2007
ISBN 9780763632076 [811.6]

Fifteen year old Jane has her arm amputated after being attacked by a shark. After a period in hospital, where she meets a young boy who is also an amputee, she begins her long recovery. Written in first person from Jane's perspective, this is a realistic and moving account of accepting both physical and emotional loss. The



internal dialogue of this verse novel is excellent in giving the reader an insight into someone's struggle to be normal when something abnormal has happened. The character development of Jane and those around her is authentic and readers are encouraged to feel great empathy for Jane in her journey of acceptance and reinvention. F. Campbell

USER LEVEL: Stage 4 Stage 5
\$24.95 SCIS 1322310

CHENG, Christopher W.

The melting pot: the diary of Edward, Chek CheeScholastic, NSW, 2007 (My Australian story)
ISBN 9781865049755

Investigating the life of a fictitious individual in Australian history, the novel explores the innocence of young Edward as he struggles to understand the consequences of having an English mother and a Chinese father in Sydney in the early 1900s. Set during the time of the White Australia policy, the diary cleverly explores racism, immigration and Australian society through the eyes of a child narrator. It also provides insights into the treatment of the Chinese during gold rush days and up until the early 1900s. History teachers might consider using this text for extension tasks for Stage 5 History students. J. Webber

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History 7-10
\$17.95 SCIS 1324960

CORRIS, Peter

Blood brothersHachette, NSW, 2007 (Lothian)
ISBN 9780734410061

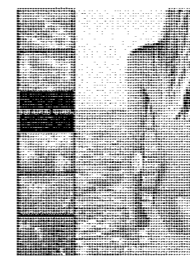
Bart and Jack are best mates, until, in the book's opening scene, Jack deliberately breaks Bart's leg in a football game. Bart's attempt to find out why drives the book to its conclusion with a minimal sense of anticipation and mystery. His mother is in a new relationship and Bart is entering the age of teenage sexuality, but these aspects of the plot are fairly shallow. There is little for the reader to do, as Corris explains too much and the book's issues are not deep. A writing style appropriate for a Stage 3 and Stage 4 audience, coupled with subject matter that requires a Stage 5 and Stage 6 audience makes this an odd mix. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1329290

COOPER, Michelle

The rage of sheepRandom House, NSW, 2007
ISBN 9781741662405

Cooper explores how family and beliefs can affect one's life, through the experiences of 15 year old Hester. The book touches on a wide range of issues, from evolution versus creationism to homophobia. Other themes relate to Hester's growing up and her desire for independence, and how she has to reconcile her Christian beliefs with her school experiences and the demands of



friendship. She is also confronted with racism in a number of guises. Hester has to learn to negotiate and make decisions about her life directions. Cooper's takes a softly softly approach to these subjects, allowing readers to reach their own conclusions. Character development is minimal, and characters are vehicles for the issues explored. B. Hull

USER LEVEL: Stage 5
Paper \$17.95 SCIS 0329026

EARLS, Nick & SPARROW, Rebecca

Joel and Cat set the story straightPenguin Group (Australia), 2007
ISBN 9780143006916

Joel and Catriona are in the same English extension class and they dislike each other intensely. It comes as a blow when their teacher partners them in writing a story and matters become even more stressful when Joel's mother and Cat's father begin dating. Chapters in this humorous novel are written alternately from Joel's perspective, by Nick Earls, and from Cat's perspective, by Rebecca Sparrow. The two main characters are extremely likeable and witty and although we can see a happy ending coming right at us, it is the journey that is so much fun. The supporting characters are strongly drawn and very amusing. Capable readers will enjoy the verbal duelling between Joel and Cat as they compose their tandem story, paragraph by bizarre paragraph, as an amusing end to each chapter. E. Chase

USER LEVEL: Stage 5
Paper \$19.95 SCIS 1326567

EATON, Anthony

SkyfallUniversity of Queensland Press, 2007 (Darklands trilogy)
ISBN 9780702235504

In post apocalyptic outback Australia, huge uranium deposits have been devastated by earthquake. The survivors divide into two cultures: the sanitised techno bureaucracy with a high fertility rate, and the free ranging outsiders who are on the verge of extinction. An entropy scenario draws nigh as two adolescents from opposite sides of the divide grow to understand their situations and make life choices. Strong characterisations and snappy dialogue create a complex and fast moving narrative that students will enjoy. The book has obvious potential as supplementary reading for the English Stage 6: *Extension 1 Elective: Retreat from the global*. The outsiders are the heroes in environments that resonate with our own. V. Davidson

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
Paper \$23.95 SCIS 1320905

EDWARDS, Rebecca

The River SaiUniversity of Queensland Press, 2007
ISBN 9780702236112

When young Harumi investigates the curiosities in the back of an old Japanese souvenir shop, she begins a strange journey into the

supernatural. A jizo, a small granite statue, waits in the shop for just such a person. The bewitched statue takes Harumi into a world of witches and spirits, mysterious creatures and strange children; all part of the adventures set on the banks of the fearsome River Sai. Written from the young girl's experience, this is a Japanese ghost story of devils and demons, spirits and mythical beasts. The cultural aspects are intriguing, but some readers may find the book's imagery disturbing. F. Campbell

USER LEVEL: Stage 5
Paper \$16.95 SCIS 1321349

GEASON, Susan

Rebel girl: a tale of friendship and survival in Taiping China

ABC Books, NSW, 2007
ISBN 9780733321733

A suitable companion to novels such as *Chinese Cinderella* and *Mao's last dancer*, Geason's novel is set during an earlier conflict, the 19th century Taiping rebellion which resulted in upheaval for thousands of Chinese. Simply written with historical references clearly explained, the story of 13 year old Su-Yin is one of human endurance and courage in the face of despair and chaos. In spite of being sold into slavery, journeying to a distant city, living as a cook's assistant, and, finally, being captured by the Taiping rebels, Su-Yin reveals a steadfast spirit of independence and resilience. A comfortable mix of description and conversation, fast paced plot developments, and some coincidental resolutions of complications, make this a gripping read. H. Cobban



USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1329932

GERAS, Adele

Cecily's portrait

Usborne, UK, 2007 (The historical house)
ISBN 9780746073124

In conservative England, 1895, 12 year old Cecily meets Rosalind, a female photographer, and realises her vocation. Written from Cecily's viewpoint, the book is one of a trio of stories, written by different authors, which centres on the inhabitants of one house from 1764–1969. Living with her younger brother and recently widowed father is difficult for Cecily, as they come to terms with their mother's death. The emerging technology of photography and themes of grief, friendship, family and love are simply and delicately woven into this story. It is a tale of a young girl coming to terms with the death of her mother, and accepting new relationships and dreams for her future. F. Campbell

USER LEVEL: Stage 4
Paper \$12.99 SCIS 1319541

GREEN, Nick

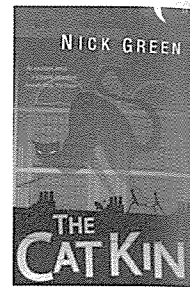
The cat kin

Faber, UK, 2007
ISBN 9780571234813

Ben and Tiffany are facing overwhelming obstacles. Ben and his mother are about to lose their house to an unscrupulous developer

and Tiffany's family is on a desperate hunt to find a miracle cure for her brother's debilitating illness. The teenagers' worlds collide when they meet at Mrs Powell's fitness class. The class is not what the pair expects as it teaches people to discover and use their hidden feline powers. As the intriguing plot unfurls, readers are drawn into a sinister world where greed and money lead to persecution. Strong characterisation adds to the overall appeal of this cleverly crafted story. It is a quirky and enjoyable read for older readers. H. Gardiner

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1325139



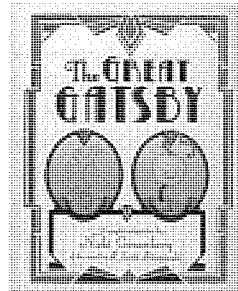
GREENBERG, Nicki

The great Gatsby

Allen & Unwin, NSW, 2007
ISBN 9781741751338

The idea of a graphic adaptation of Fitzgerald's classic novel has much appeal, especially now that the original text has returned to the English prescribed texts list. In some ways, Greenberg has captured the mood of the novel with a quirky interpretation, sombre tones and brown-green graphics, but the exuberance and allure of the indulgent American dream is missing. There is little relief from the busy monochromatic illustrations which suggest the wasteland of Fitzgerald's novel without the sparkling decadence of the parties and fashion. The ambiguity of *Gatsby*, represented as a charming and imaginative seahorse, is elusive. Representations of other characters, particularly Nick as a slug like creature, Jordan as a squid, a large and monstrous Tom and a delicate Daisy, bring both humour and pathos to this adaptation. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Advanced*
\$39.95 SCIS 1329672



HARLEN, Jonathan

Dangerous games

Scholastic, NSW, 2007 (Fletcher Smith sports)
ISBN 9781741690194

Fletcher Smith is a young sports investigator working at the Canberra Institute of Sport. His latest case involves a lucky charm that empowers the holder with increased sports ability, and the onus is on Smith to solve the theft of the charm before it gets into the wrong hands. The book uses a hard boiled detective style and lots of short sentences, making it suitable for teenage readers. The first person narration allows for quick witted, adventurous and personal insight into Smith's thoughts as he sets about solving the crime. Smith's innocence and humour engage the reader and the adventure mystery genre allows for the exploration of friendship, honesty and sportsmanship. This is a great novel that could have special appeal for boys. J. Webber

USER LEVEL: Stage 4 Stage 5
Paper \$14.99 SCIS 1329111

HARTNETT, Sonya

The ghost's child

Penguin Group (Australia), 2007 (Viking)
ISBN 9780670029457

The vivid imagery of this novel engages readers from the start, involving them in both the present time and the reflective subplot. When an unknown young boy visits Matilda, she is unaware that her life has reached its conclusion. The boy's questions about her journey through life are a catalyst for Matilda's insightful reflections on love, family and beauty. More experienced readers will appreciate Hartnett's use of fantasy in exploring Matilda's thoughts about acceptance, belonging and the value of life. It is not until the story's conclusion that the powerful significance of the young boy and the title are revealed. J. Webber

USER LEVEL: Stage 5 Stage 6
\$24.95 SCIS 1323866

HEFFERNAN, John

Marty's shadow

Scholastic Australia, 2007 (Omnibus)
ISBN 9781862917323

Marty, the novel's tree planting anti-hero, does not relate to people very well. That he is mentally unstable is revealed through his shadowy recollections and imaginations of a mysterious man who visited his mother when his father was away. Traumatized by this, and his drunken mother's desertion, Marty has a slightly overworked obsession to identify the mystery man. His unpleasant father and a new girl at school, an Iranian refugee, nicely complicate the plot. Marty's internal conflict, and the novel's descriptions of sexual infidelity, paternal bullying, and community racism, culminates in a skillful climax and a realistic and positive denouement. Marty is brought to the brink of suicide before his family saves him. The novel is well constructed, well written, and interestingly contemporary. It will suit a mature young adult audience. C. Thomas

USER LEVEL: Stage 6
Paper \$17.99 SCIS 1319690

HERRICK, Steven

Cold skin

Allen & Unwin, NSW, 2007
ISBN 9781741751291

[A821]

A master of the verse novel, Herrick uses an economy of words to present a disturbing tale set in an outback mining town after WWII. The interchanging dramatic monologues of several characters expose personalities and further the action of the narrative. The focal character, young Eddie Holding, is caring, upstanding and hopeful, yet he hates school and one teacher's constant animosity towards him. Against his father's wishes, Eddie wants to leave school and become a miner. This superbly delivered story juxtaposes cowardice and courage, with the little town of Burruga operating as a microcosm of society and all its elements of good and evil, including a horrific murder. A compelling story, it is a fascinatingly different approach to crime fiction with a wealth of thought provoking issues to promote discussion. C. Sly



USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1329641

HIRSCH, Odo

Will Buster and the crucible choice

Penguin Group (Australia), 2007 (Puffin) (Will Buster trilogy)
ISBN 9780143302360

Set in the future, the novel explores loyalty, kinship and friendship between humans, robots and the machines that serve them. The crucible choice is between the benefits of science and its misuse by people seeking personal power. Will has the power to decide the future of the world but he faces a moral dilemma. This final book of the Will Buster trilogy can be read by those unfamiliar with the series. The action packed narrative contains suspenseful incidents and the young characters are portrayed as independent and self-reliant. Hirsch explores futuristic travel, education and family life, giving interesting perspectives. This text will appeal to science fiction fans and it is a good introduction to the genre. R. Higginbottom

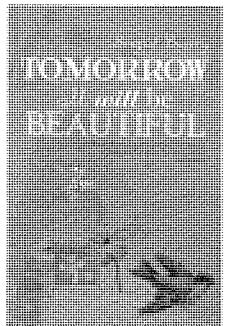
USER LEVEL: Stage 3 Stage 4
Paper \$17.95 SCIS 1323789

LOWRY, Brigid

Tomorrow all will be beautiful

Allen & Unwin, NSW, 2007
ISBN 9781741751604

Like a platter of dainty appetisers, this book offers a variety of taste sensations, some bitter and others sweet. They can be selected and savoured, as each piece has its own integrity. Presented in a bricolage of literary forms and text types, it conveys anecdotes of day to day existence from a female point of view. Poems, short stories, letters, emails and illustrations are woven into a collection that captures those meaningful moments often buried somewhere in the unconscious – moments of friendship, love, fear, sadness or joy. A wonderful example of postmodern writing, this delightful book has great potential for modelling a variety of writing styles. C. Sly



USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1327685

MOLONEY, James

Master of the books

Angus & Robertson, NSW, 2007
ISBN 9780207200830

The possession of magical powers may lead to an idyllic life but nothing can be further from the truth for Marcel. His magic is raw and unharnessed. In order to repel the wicked war machine of his nemesis, Ismar, Marcel must learn to refine his powers. His epic journey is detailed in this exciting tale of fantasy, sorcery and deceit. A multitude of enigmatic characters fill this adventure as Marcel engages in a classic battle of good versus evil. References are made to the book's predecessor so it may be beneficial to read *The book of lies* to clarify events. For lovers of fantasy, this excellent book should prove to be popular. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$19.99 SCIS 1319559

OSWALD, Debra

Getting air

Random, NSW, 2007
ISBN 9781741662702

Inspired by real events in Deniliquin, this novel has a teenager trying to convince a rural council to build a skate park. It frames much deeper contemporary issues, and in Zac's town, life is sometimes boring and sometimes challenging for teenagers. Zac tells the reader he wants to be totally honest about life in Narragindi. The novel very cleverly and successfully integrates ideas of grief and loss, perseverance and friendship. Characters, speech patterns and situations have an authentic feel that should resonate with many adolescents. The novel has some short notes by Oswald, and an online link to a reading guide. R. Cox

USER LEVEL: Stage 4 Stage 5
Paper \$17.95 SCIS 1329084

OTTLEY, Matt

Requiem for a beast: a work for image, word and music

Hachette Livre Australia, 2007
ISBN 9780734407962

A powerful contemporary work, this multimodal text incorporates picture book, graphic novel, and musical aspects. There are two complex and emotive voices, plus a third person narration, requiring a reader's thoughtful engagement. In two storylines, the reflections of an elderly woman of the Stolen Generations are mingled with a stockman's obsession to catch a wild bull. Cleverly thought out and controlled aspects of culture, landscape, murder, history, and art will have older students immersed in this outstanding resource. A hauntingly beautiful CD accompanies the book, combining a 12th century requiem and music composed by Otley with traditional Aboriginal music. Extremely strong visual elements enhance the written text. Mature Year 10 English students would find this a most rewarding picture book study, and Visual Arts students will appreciate Otley's creative use of motif and music, oils and coloured pencil in this masterly depiction of Australia. Teachers should note there are contextual issues of language. J. Webber & C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; Music Stage 6; Visual Arts Stage 6
\$39.95 SCIS 1324498

PAUSACKER, Jenny

Crime seen

Hachette Livre Australia, 2007 (A Lothian Children's book)
ISBN 9780734410016

Harris's fascination with death and murder becomes very real when Jim, his uncle, wrangles some work experience in the city's forensic unit. While clerking in the grief counselling section, Harris types Jim's lecture notes on an old bus crash and realises that the past stays with people. Then Jim's daughter is found murdered and those close to Jim are targeted, including Harris. What follows is a riveting story about crime detection and forensics as Harris becomes obsessed with solving the crime while he finds himself

instrumental in its unravelling. Set in contemporary Australia and told in the first person, the novel's themes include family, friendship, trust, honesty, self identity, belonging and justice. F. Crum

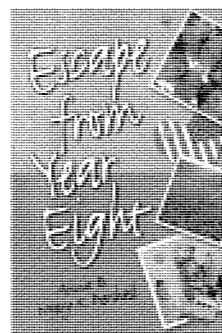
USER LEVEL: Stage 5 Stage 6
Paper \$17.95 SCIS 1324485

PERSHALL, Anna & PERSHALL, Mary K.

Escape from year eight

Penguin Group (Australia), 2007
ISBN 9780143303190

With the next instalment of Kaitlin's life comes an unexpected announcement from her mother. Kaitlin's mother wants to move to America for three months to undertake a course of study. It seems like a lifetime to Kaitlin who has finally settled happily into high school and found some friends she can trust. The trip however, turns out to be a wonderful life experience for Kaitlin. In a small country town, she meets new and interesting people, including Leon, a boy who has been isolated through a set of circumstances beyond his control, and Jazz and Amy who become her friends. Kaitlin and her mother's lives change in ways unexpected. This is a chronological tale covering six months of growing up day by day. K. McCulloch



USER LEVEL: Stage 4
Paper \$16.95 SCIS 1325632

The anthology of colonial Australian gothic fiction

/ edited by Ken Gelder & Rachael Weaver. Melbourne University Press, Vic, 2007
ISBN 9780522854220

Gothic fiction was a popular genre in colonial Australia, so the introduction to this anthology is of great interest, providing an outline of stories which challenge notions of promise and optimism. Seventeen stories from 1859 to 1932 reveal concerns common to the genre, challenges to our sense of order and certainty, in landscapes that are characteristically Australian. Similarly, the Australian vernacular gives a distinctive voice to each story that we rarely see in gothic fiction. The use of some offensive terms, such as gin to describe Aboriginal women, must be considered in the context of composition but nevertheless some readers may be affronted by this language. This anthology complements other gothic texts to bring balance to the study of gothic fiction in English Stage 6. H. Cobban

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$32.95 SCIS 1331311

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

THOMPSON, Kate

The last of the high kings

Bodley Head, UK, 2007
ISBN 9780370329260

An enchanting tale set in Ireland, this book centres on the rather eccentric Liddy family. Perhaps the strangest of the four children is 11 year old Jenny, who avoids going to school and spends her days up on the hillside near a rock pile, known as the beacon. Here she communicates with a púca, a mythical goat-like creature, and a ghost. Jenny and her supernatural friends stymie the attempts of archaeologists who try to excavate the site. Much later in the story Jenny discovers the reasons behind her own weird powers. A wonderful adventure in a whimsical setting, this narrative takes fantasy into the misty realms of the Irish countryside. The book includes a glossary of obscure words and the first six chapters of its prequel, *The new policeman*. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$27.95 SCIS 1331159

WALTERS, Celeste

Treading the boards

Little Hare, NSW, 2007
ISBN 9781921049804

A highly entertaining novel about Tom, a Year 8 student, this narrative describes his life as it goes from ordinarily dysfunctional to being really complicated when Tom is assigned a minor role in the school play. The novel's humour includes his parents living in separate residences, no television as neither parent believes in it, a well meaning but slightly deaf and dotty grandmother, and Tom's passion for caterpillar races at the back of the hall during assembly. It is an amusing account of preparation for the play, teenage crushes, and Tom's machinations to ruin his father's suspected new relationship. F. Crum

USER LEVEL: Stage 4
Paper \$14.99 SCIS 1322506

WILKINSON, Lili

Scatterheart

Black Dog, Vic, 2007
ISBN 9781921167850

After being falsely accused of stealing jewellery, Hannah is transported to the colony of Sydney. The book dramatically reconstructs 19th century London, and the new colonies of Sydney and Parramatta. The main part of the narrative is taken up with the severe difficulties faced on the convict ship, and the characters' subsequent journey on land. It is a journey racked with hardship, but characters have the conviction to continue on regardless of circumstances. Fantasy themes are mingled with the journey of a young girl on a convict ship, who dreams of meeting her beloved tutor again in Australia. An imaginary tale of a bear is interwoven with the romantic plot. F. Campbell

USER LEVEL: Stage 5
Paper \$19.95 SCIS 1327299

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

Information, poetry and drama

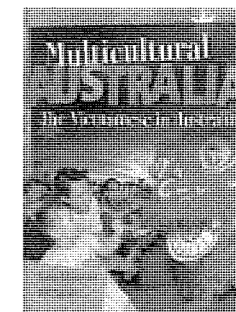
Resources are in Dewey order.

CHAPMAN, Garry

Multicultural Australia [series]

Macmillan Education Australia, Vic, 2007

The background, historic imperatives and cultural heritage of six migrant groups in Australia are outlined in the informative texts in this series. The format includes a geographic summary of each group's homeland, the social and living conditions on their departure, their arrival, and in the present. High profile migrant Australians' stories are featured as well as the festivals, traditions and the ethnic group's contribution to Australian identity and culture. Government policies on immigration and particular ethnic groups are highlighted, along with places to experience each culture. The implications for Australia's economic and cultural development of colonisation, gold rushes, the Depression, war, and immigration, are clearly presented and explained. N. Chaffey



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10; HSIE K-6
\$29.50 each

Reviewed titles in this series:

- The Chinese in Australia** SCIS 1322229
- The English in Australia** SCIS 1322235
- The Greeks in Australia** SCIS 1322236
- The Italians in Australia** SCIS 1322225
- The Lebanese in Australia** SCIS 1322217
- The Vietnamese in Australia** SCIS 1322243

DIESENDORF, Mark

Greenhouse solutions with sustainable energy

UNSW Press, NSW, 2007
ISBN 9780868409733 [333.79]

Filled with solutions to the biggest environmental problem of our time, this outstanding reference is essential reading for all teachers of environmental issues. The book provides realistic details about how our society can design a more sustainable future. Science 7-10 teachers, when completing outcome 5.11 on analysing the impact of human resource usage, will find the book to be an excellent reference point. It is enriched with detailed current graphs, flowcharts and tables of data for easy classroom usage. The book is also a great source of significant information on alternative sources of energy in the Earth and Environmental Science Option: *Organic geology*. The detailed appendixes, glossary, key readings and website links will allow readers to further their knowledge. I. Mavin

resources

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science 7–10
 Paper \$49.95 SCIS 1321539

WOODFORD, Chris

Energy

Dorling Kindersley, UK, 2007
 ISBN 9781405318730 [333.79]

A foldout showing the sun as the source of all energy and life on Earth is symbolically placed at the centre of this attractively presented book. It examines energy in all its forms, manifestations and uses, including new, emerging and future forms and sources. Each double page spread almost hums with energy, as relevant and exciting graphics, extended by well written comments and captions, explore many aspects of the subject. Creative design, including colour, layout and page orientation, reinforces the feeling of power and movement. An excellent glossary, index and timeline are included. The book has significant potential for the study of resource systems and physical phenomena in primary syllabuses. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 \$24.95 SCIS 1319001

COOPER, Sharon Katz

Using water

Raintree, UK, 2007 (Exploring Earth's resources)
 ISBN 9781406206203 [333.9]

Simple terms explain where water comes from, how it is used and how it can be conserved in this resource where large sized, well set out accessible text is ably supported by excellent photography. Information is presented in a clear and concise manner as a response to question chapter headings. The resource would be valuable for use in the HSIE K–6 Unit: *Wet and dry environments* and the Science and Technology Strand: *Living things*. It would be an excellent text to introduce the function of nonfiction resources, especially the contents page, index and simple glossary, the entries of which are bolded throughout the text. It also links strategically to work within environmental education. G. Cale

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
 \$22.00 SCIS 1313639

Air Australia [videorecording]

Film Australia, NSW, 2006 (165 min.)
 ISBN none [338.4]

Writer and director Alan Lindsay's slick series focuses on a handful of individuals he believes were crucial to the development of Australia's aviation industry. The first episode deals with the exploits of pioneers, from WWI fighter pilots to Australia's first commercial airline. The second covers the period between Kingsford Smith's famous flight and the bombing of Darwin. The sequence exploring Kingsford Smith and comrades as fighter aces is particularly well done. The final episode shows how airlines became big business and the province of powerful entrepreneurs. The series cleverly melds dramatic recreations, historic footage and contemporary interviews. The resource could be a useful springboard

for explorations of such issues as Australia's place in the world, our creation of national icons, and the power of the media. Teaching notes have some interesting accompanying activities. P. Gilchrist

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7–10; History 7–10; Modern History Stage 6
 \$169.00 SCIS 1320435

The law in Australia [series]

Heinemann Library, Vic, 2007

Covering a range of topics pertaining to Australian law, this fascinating series contains concise well presented information that would be useful when studying Federation, government, parliament, the constitution, and elections in the Stage 3 COGs Unit (D): *Making informed choices*; and the Australian legal system in the Commerce 7–10 Option: *Law in action*. Each double page discusses a topic with colour photographs, and fact boxes highlight significant information. Summary tables, a glossary, contents page and index facilitate understanding, and further research suggestions may enhance learning. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10; HSIE K–6
 \$29.95

Reviewed titles in this series:

Breaking the law SCIS 1324249
Making the law SCIS 1324247

Stay safe [series]

Macquarie University, NSW, 2007 [363.13]

Written for the Adult Migrant English Program, each 16 page book supports English language teaching and learning for African migrants in Australia. With a focus on safety in the home, these texts target areas of potential danger such as *The kitchen*. Explicit language and photographs communicate safe and unsafe practices, using universally recognised symbols of a cross and a tick to reinforce the safety messages. Labelled photographs of appliances and tools reinforce vocabulary. These texts would not be used in isolation but as shared readers and discussion starters in adult education classes. The use of everyday language and visual support make this series a relevant vehicle for introducing safety concepts for NESB students, and emergent readers, and they are ideal for sharing as home readers. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Community
KLA: English; PDHPE
SYLLABUS: English K–6; PDHPE K–6
 Paper \$9.95 each

Reviewed titles in this series:

The bathroom and laundry SCIS 1311340
The kitchen SCIS 1311334
The living room and bedroom SCIS 1311337

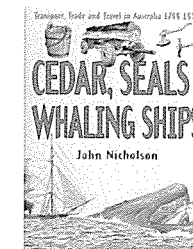
NICHOLSON, John

Cedar, seals and whaling ships

Allen & Unwin, NSW, 2007 (Transport, trade and travel in Australia)
 ISBN 9781741750034 [381.0994]

Nicholson has once again brought early Australian times to life for the student historian. This topic has his usual thorough research in

language and image. The book's beautifully artistic illustrations are visually appealing and the readable text has plenty of historical detail for student researchers at Stage 5 level. Maps and tables give succinct information about places, people and animals in the growing colony from 1788–1830. Style and tone emphasise the wonder and adventure of time and place, and the text is sure to appeal to History students. Teachers could use the books for the Stage 2 COGS Unit (G): *Our fleeting past*. R. Parnis



USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 \$29.95 SCIS 1327706

HAMMONDS, Heather

My book of manners: a lift the flap book

Hinkler, Vic, 2007
 ISBN 9781741574920 [395.1]

Four cartoon characters guide young readers through a series of scenarios to model acceptable behaviour. How to deal with coughs and sneezes, taking turns, table manners and welcoming a new student are examples of situations that are dealt with in a positive, no-nonsense manner in this brightly coloured board book. Each page features a lift the flap section which models an oral response and reinforces acceptable social behaviour in answer to a question. Although this sturdy book has relevance for teaching values education and could be used in a small discussion group activity, it is more suited to shared reading experiences at home. C. Keane

USER LEVEL: Early Stage 1 Stage 1 Community
 \$9.95 SCIS 1325161

GREENWOOD, Elinor

Easy peasy Chinese: Mandarin Chinese for beginners

Dorling Kindersley, UK, 2007
 ISBN 9781405318631 [495.1]

Colourful and informative, this book and CD set makes learning elementary Mandarin Chinese an enjoyable experience. Following an introduction of the Pinyin system of spelling out the sounds of Chinese in Roman letters, the Chinese writing system and basic grammar are explained. Readers learn how to speak and write about the various aspects of daily life in China. The CD follows the book's text, helping with correct pronunciation. The book covers a wide field of Chinese culture, including chapters on weather, food and hobbies. Each is supported by an attractive page layout, illustrations and colour photographs. This resource would support non-background speakers of Chinese for independent study, as well as those studying Chinese culture. J. Shih

USER LEVEL: Stage 3 Stage 4 Community
KLA: HSIE; Languages
SYLLABUS: Chinese K–10; HSIE K–6
 \$24.95 SCIS 1321217

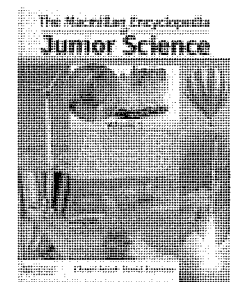
JAKAB, Cheryl & KEYSTONE, David

The Macmillan encyclopedia of junior science

Macmillan, Vic, 2007 (Macmillan library)
 ISBN 9780732999742 [503]

Accurate and eye catching, this 10 volume set will enhance the

study of Science and Technology by junior students. Each entry has a clear definition, science branch tab and a variety of visual cues which display scientific information including diagrams, graphs, timelines, and contemporary photographs. There is also a **Fast fact** which adds a relevant point of interest and **See also** reference to assist young students with other keywords to research. Particularly well presented topics on space include a satellite image of bright city lights as seen from space. The series offers excellent Science and Technology support to stimulate young and enquiring minds. D. Johnston

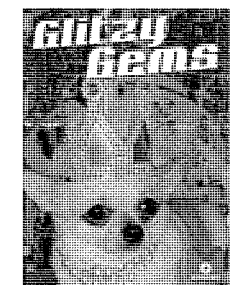


USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
 \$350.00 SCIS 1327478

Winners: Earth science [series]

Macmillan Education Australia, Vic, 2007

Colorful and informative, this series would serve students well as they explore Earth and its surroundings. Each book incorporates a feature article, a comic strip and a variety of text types and visuals. Interesting elements include a list of contents in the form of questions, a picture glossary, a **Read on bar** at the bottom of the page to help students anticipate what comes next, and a pronunciation guide for difficult words. These elements are especially useful for students who need extra support. However, an attempt to keep sentences simple makes for over repetitive syntax. The series provides starter information in an attractive form and offers models for students' own writing. Teacher information inside the front cover lists the concepts covered, vocabulary used and details about the text types incorporated into the articles. M. Davis



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
 Paper \$8.95 each

Reviewed titles in this series:

A hole in the ozone SCIS 1326133
Earth's rock makes Earth rock SCIS 1326154
Eclipses and other moon facts SCIS 1326161
From elephant dung to paper SCIS 1326169
Glitzy gems SCIS 1326152
Horrendous hurricanes SCIS 1326145
Ice on the move SCIS 1326149
Weather watch SCIS 1326163

TWIDALE, C. R.

Ancient Australian landscapes

Rosenberg, NSW, 2007
 ISBN 9781877058448 [551.41]

Written to explore the age of Australian landscapes, the book looks closely at regions and explains how different landforms are scientifically dated. Biographies of Australian geologists who pioneered our understanding provide the reader with a better historical perspective of where we are today with our geological knowledge.

and the journey of understanding. Unfortunately, the book lacks significant links to Earth and Environmental Science, but it has a strong collection of geological photographs and diagrams that clearly illustrate land formations. The book will serve as a fine teacher reference, particularly because of the illustrations of Australian landscapes and the detailed descriptions in scientific language. A comprehensive glossary and extensive reference list and index support the text. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6
Paper \$39.95 SCIS 1310994

WHITAKER, Richard

All about the weather

New Holland, NSW, 2007
ISBN 9781921073052 [551.6]

The climate of Australia and the many aspects of its weather patterns are thoroughly described in this easy to navigate information book. Photographs with concise captions are used to explain weather topics, including measuring the weather, winds, rain, clouds, synoptic charts, climate change and alternative energy. The **Big picture** details how weather is affected by the sun, Earth's rotation and the oceans. The water cycle is also clarified. There is also a section on how Aboriginal people can read signs in nature to predict the weather. An excellent glossary, quiz and activities are included. This resource would be useful when studying *Earth and its surroundings* in Science and Technology. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$19.95 SCIS 1304521

STRAUSS, Rochelle

One well: the story of water on Earth

ABC Books, NSW, 2007
ISBN 9780733320798 [553.7]

Current and relevant, the need, use and abuse of water on planet Earth is clearly discussed and explained in this visually appealing text. It is engaging and informing through a colourfully illustrated and segmented narrative and fact boxes, and readers will become aware of the need to conserve and share this precious and unique resource. The interconnectedness and reliance of all living things and water are stressed; whether as a habitat, for survival, as part of the water cycle or through the many ways in which water is used by humanity. Comprehensive teacher notes are included. The absence of a contents page does not diminish this resource's usefulness as a discussion starter on all aspects of water in our world. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$15.95 SCIS 1319879

BRADLEY, Timothy J.

Paleo sharks: survival of the strangest

Chronicle, USA, 2007
ISBN 9780811848787 [567]

A comprehensive reference resource for primary students, this book provides information on a myriad of prehistoric sharks.

Organised chronologically, there are colourful illustrations and detailed descriptions of sharks such as the Helicoprion with its buzz saw-like jaw. The contents page, glossary and phonetic spelling for each shark will enable students to find information quickly and pronounce the difficult names. Imperial measurement units are used but the comparisons are still of value, especially the graphics comparing each of the ancient sharks to a great white shark and a human. There is also a section on each page comparing prehistoric sharks to those that can be found in our waters today. Shark lovers of all ages will be fascinated by this text. K. McCorkell

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$26.95 SCIS 1329459

NORMAN, Mark

The Antarctica book: living in the freezer

Black Dog, Vic, 2007
ISBN 9781921167867 [591.998]

Stunning colour photographs complement this easy to read text. The book details some species that inhabit Antarctica, examining what it is like in Antarctica through its past, present, and future. A variety of plants and animals, including whales, squid, seals, birds, penguins and fish, are described. Scientific names are provided, predators named, food source identified and migration patterns outlined. A visual comparison between the size of an average human and the animal is illustrated. This is a suitable resource when studying global environments in HSIE K-6 and continental patterns in Geography 7-10. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
Paper \$16.99 SCIS 1327054

BINGHAM, C. & MORGAN, B. & ROBERTSON, M.

Buzz

Dorling Kindersley, UK, 2007
ISBN 9781405320504 [595.7]

Crammed with illustrations, facts, comparisons, measurements and other data, this excitingly presented, lavishly produced book is designed to appeal to young readers familiar with multimedia presentations. Lacking a conventional table of contents, but with an excellent glossary and index, the book relies on the inherent interest of its subject matter, presented in visually exciting ways, to stimulate wonder, delight and amazement in its readers. Large double page landscape openings, illustrated with photographs, diagrams, and maps, and featuring cutaways, enlargements and cartoons, enliven the pithily written text. There is even a recipe for chocolate covered grasshoppers. Aficionados of nonfiction will relish this outstanding book. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
\$39.95 SCIS 1318721

SCHNEIDER, Katrina

Protecting Australian wildlife [series]

Macmillan Education Australia, Vic, 2007

These information books have been produced specifically for Australian students. Each book first examines declining populations

in each general animal class, the **Causes**, ways of **Protecting wildlife**, and **Reducing the risk**. Then six animals are selected for more detailed case studies which include paragraphs on their **Appearance**, **Life cycle**, **Shelter and habitat**, **Food and feeding habits**, **Distribution**, **Threats**, **Saving them** and related **Internet resources**. Particularly useful is the **Recovery plan** for each animal. Clear colour photographs and diagrams add to the usefulness of the information presented. Each Australian state has a list of local species at risk and website addresses to access information. The series would be useful when studying the Science and Technology K-6 Strand: *Living things*. G. Maugle

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$29.50 each

Reviewed titles in this series:

Birds SCIS 1322204
Fish and frogs SCIS 1322206
Mammals SCIS 1322205
Reptiles SCIS 1322208

CURTIS, Lee K.

Wallabies, wombats and other mammals of Australia

New Holland, NSW, 2007
ISBN 9781921073045 [599.0994]

Superb presentation and layout, combined with a wealth of information and glorious wildlife photography, make this text an essential teaching and learning tool when studying Australian fauna. The book features a large map of Australia with an easy to follow key showing the different habitats of the mammals covered in the text. Information is presented in short clear paragraphs and captioned photographs. Key terminology throughout is written in bold type and explained in the extensive glossary. Activity pages could be used as a topic quiz or an extension activity for students. Content relates to the *Living things* Strand of the Science and Technology syllabus. M. Whitfield

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$19.95 SCIS 1318486

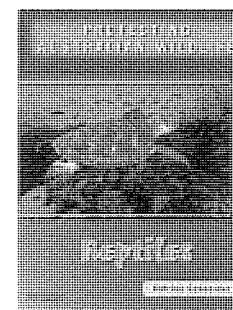
Other reviewed titles:

Snakes, lizards, crocs and turtles of Australia SCIS 1292678
Snappers, stingers and stabbers of Australia SCIS 1292682
Spiders, snails and other minibeasts of Australia SCIS 1317447

Physical education [electronic resource]

e-Teaching, Vic, 2007
ISBN none [612]

As a motivational tool, these two CDs are an excellent addition for senior PDHPE teaching, specifically suitable for the PDHPE Stage 6 Core: *Factors affecting performance* and the Option: *Improving performance*. The Preliminary Core: *The body in motion* is also addressed. Good work sheets and laboratory exercises are valid and well targeted, although the Victorian context means a sifting of material needs to be undertaken by teachers. Because of this, the



resource is best suited to be used as a supplementary teaching and learning device. The majority of students will gain renewed energy from exposure to the CDs, and the resource will help in the revision and consolidation phase of their studies. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SPOA (available from <www.eteaching.com.au>) SCIS 1316983

Rough Guides [series]

Rough Guides, UK, 2007

Attractively presented and written in simple language, these books will be appealing to students. Information on cloning is especially useful for Biology students completing the Topic: *Blueprint of life*. The key questions and answers are extremely valuable as they contain questions always asked by classes when beginning a unit of work on cloning. Unfortunately, after the first couple of chapters, the material becomes too advanced for most Biology students. Each book is enriched with numerous quality photographs and graphics throughout, and a detailed and useful resource section. Both books provide a comprehensive exploration of some of the most current and interesting aspects of biology. I. Mavin

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7-10
Paper \$24.95 each

Reviewed titles in this series:

The rough guide to genes and cloning SCIS 1326365
The rough guide to the brain SCIS 1325775

PILL, Shane

Play with purpose: a resource to support teachers in the implementation of the game-centred approach to physical education

ACHPER, SA, 2007
ISBN 9781863520348 [613.7]

By enhancing students' confidence in transferring skills across various game sense categories, this resource offers very relevant support to PDHPE 7-10. It follows the game sense approach of Strand 2: *Movement skill and performance* and increases students' involvement in their learning on a physical and cognitive level. Included are practical, easy to use applications for the teaching of modified games with clear diagrams, concise instructions, game progressions and example key questions. The activities are designed to increase students' understanding of games in engaging and challenging environments. The resource also has links to the PDHPE 7-10 Strand: *Lifelong physical activity* through promoting lifelong commitment to physical activity. T. Paton

USER LEVEL: Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$39.95 SCIS 1318402

GREENE, Meg

Obesity

Mason Crest, USA, 2007 (Gallup major trends and events)
ISBN 9781590849675 [616.3]

Greene gives insight into an increasing problem for many societies.

She investigates Body Mass Index (BMI), explains how it has increased and provides a table and instructions on how to calculate the BMI. Public and political responses are shown on the global impact of obesity. The book analyses the causes and costs of obesity, and it investigates children's diets and exercise patterns. It examines the roles of multinational fast food corporations and the supersizing concept. The book presents some solutions and an annotated bibliography of useful internet resources on nutrition, exercise and obesity. It could be an important tool when studying the impact of food manufacturing technologies and analysing the impact on individuals, groups and society, within the Food Technology Stage 6 Core Strand: *Food manufacture*. M. Timperley

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
\$39.95 SCIS 1320426

Constructing Australia [videorecording]

Film Australia, NSW, 2007 (165 min.)
ISBN none [624.0994]

These three DVDs describe the construction of the Sydney Harbour Bridge, the Kalgoorlie Pipeline, and the Overland Telegraph. Archival images and a narrative that emphasises the human drama in these engineering feats make the films a strong and interesting resource for the study of Australian history, especially the HSC History Stage 6: *Extension Option: The bush legend*. The films, and the supporting book, emphasise the social aspect of the constructions, including personal triumph and tragedy, and political machinations. They are a detailed and absorbing look at Australia from the mid 1800s to 1932. Events such as Federation, gold mining and the activities of the New Guard are explained within the vivid context of these three technologically ambitious ventures. The supporting book offers fine background reading, with large graphics and quotations emphasising the intriguing identities behind the constructions. C. Thomas

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*
\$169.00 SCIS 1330460

Other reviewed title:
Constructing Australia SCIS 1309329

SPEARRITT, Peter

The Sydney Harbour Bridge: a life

UNSW Press, NSW, 2007
ISBN 9780868409252 [624.2]

In the Sydney Harbour Bridge's 75th year, this is a colourful and appealing contribution from amongst the many books which have appeared on the topic. This update by Spearritt of his 50th anniversary book is very accessible and visual. It reflects a personal enthusiasm for this Sydney icon exemplified by the fact that most objects amongst the many excellent illustrations have come from his private collection. It is a thorough, fast moving and often amusing survey of the history and significance surrounding the bridge past and present, and includes a chapter on artistic responses to it. A bibliography and index contribute to its usefulness in studies of Australian social and architectural history. G. Spindler

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: History 7–10; Visual Arts 7–10; Visual Design 7–10
Paper \$29.95 SCIS 1308551

CHENG, Christopher

Locally wild: keeping native animals as pets

Pluto, Vic, 2007
ISBN 9780980292459 [636.088]

The focus of this book is the care of native animals. The text is well set out, with a wealth of information presented in manageable sections separated by coloured headings and text boxes. Plenty of diagrams and photographs add to the book's visual appeal. Issues addressed include how to be a responsible pet owner, how to preserve a native animal's natural habitat, keeping native animals at school and how to attract them to backyard environments. Featured groups of animals include insects, fish, amphibians, reptiles, birds and mammals. Readers interested in this specific area will find this book a useful resource, and teachers will find useful information for the Science and Technology Units: *Environment matters* and *A change for the better*. L. Doyle

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
Paper \$26.95 SCIS 1326626

SKURRAY, Geoffrey

Decoding food additives: a comprehensive guide to food additive codes and food labelling

Hachette, NSW, 2007
ISBN 9780733622243 [664]

Excess weight, ill health and food additives are increasingly seen as causes of food allergies and intolerances. The book explains genetically modified foods and ethical concerns, the use of additives in the industry and the role of the regulators controlling these additives. Food labelling laws, sample labels and how they protect consumers are discussed. Food allergies, anaphylaxis, food intolerances such as gluten and lactose, and hyperactivity and its link with food additives are analysed. The book has an extensive list of food additives used in everyday foods, outlining the source, function and effects on the body. It would be a useful source of information when studying the production and processing of food in the Food Technology Stage 6 Core Strand: *Food manufacture*. M. Timperley

USER LEVEL: Stage 6 Community Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
Paper \$19.95 SCIS 1330447

BON, Francois

Jacques Villegle

Flammarion, France, 2007
ISBN 9782080305541 [702.81]

In 1949, Villegle and collaborators began creating works from torn poster fragments from the streets of Paris. They then removed these shreds and attached them to canvases to produce what was cleverly termed inaction paintings. The works of Villegle and his long term co-artist Raymond Hains have a freshness and vitality that belies their age. They became known as de-collage after the ungluing process of removing the ripped examples from the walls. The book documents the artists' conflict with the legal system about the right to hang posters at all. This is an inspiring source book with arresting photographs. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
\$75.00 SCIS 1325381

McAULIFFE, Chris

Linda Marrinon: let her try

Thames & Hudson, Vic, 2007
ISBN 9780975730324 [709.2]

Linda Marrinon is an emerging contemporary Australian artist. Her body of work reflects skill across a range of mediums, including painting, drawing and sculpting, with clear reference to periods in art history. Portraits, landscapes and quirky clay interpretations of famous landmarks, such as the MCG, are the key themes Marrinon explores within her work. Simplistic yet expressionist brushwork on her paintings makes them lovely to view, and the book is full of well produced reproductions. The text is written in an academic essay style, describing her intentions and development, but senior students will find the content fairly easy to read. N. French



USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
Paper \$39.95 SCIS 1320271

VERGINE, Lea

When trash becomes art: TRASH rubbish mongo

Skira, Italy, 2007
ISBN 9788876247286 [709.03]

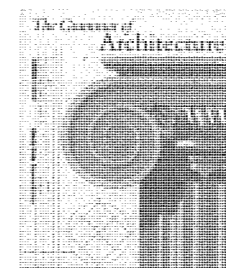
The use of the discarded has long been a feature of art making, and here we have a pictorial review of well known and not so well known examples in this field. Of interest are works that show little mediation on the part of the designer except in the initial choice of trash. The very adept senior Visual Arts student would gain useful information to address the cultural frame and conceptual framework area, as there are interesting references to artists such as Picasso, Tapies and Warhol and their use of discarded materials. Students could be inspired to create as they view the many images of works, for example Calder's toy horse made from recovered wood, cloth and wire. K. Ashley

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
Paper \$35.00 SCIS 1324863

The grammar of architecture

/ edited by Emily Cole. Thames & Hudson, Vic, 2007
ISBN 9780975768488 [720.9]

Students can discover the structures of many famous landmarks in this comprehensive resource. The book details the history of architecture, with examples from ancient cultures through to the Industrial Revolution. Each chapter puts the work into context, describing features and styles in concise paragraphs and detailed drawings and prints. The book has extensive information on architectural



features, such as columns and stairways, cross referenced to period examples. Construction techniques and specific buildings as an expression of culture are shown in great detail in this fascinating insight into the built environment. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; HSIE; TAS
SYLLABUS: Ancient History Stage 6; Design & Technology 7–10; History 7–10; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
Paper \$59.95 SCIS 1320539

STOKLOSSA, Uwe

Advertising: new techniques for visual seduction

Thames & Hudson, UK, 2007
ISBN 9780500513408 [741.6]

A most evocative resource tool for students of visual design, this book presents compositional solutions to a whole range of design briefs under such tantalising headings as *Seeing in context* and *From eyes to brain*. The strength of the digitised image in advertising gives the book a contemporary edge and the wonderful visuals make the book a pleasure to investigate. Stoklossa writes simple and clear explanations on the use of optical tricks, and the use of colour and humour in word and image. This is a very useful reference for students exploring design and the structural frame in the art arena, and it vividly supports the teaching of visual literacy in English. K. Ashley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English; TAS
SYLLABUS: English 7–10; Graphics Technology 7–10; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
\$105.00 SCIS 1312945

ADAM, Robert & ROBERTSON, Carol

Intaglio: acrylic-resist etching, collagraphy, engraving, drypoint, mezzotint: the complete safety-first system for creative printmaking

Thames & Hudson, UK, 2007
ISBN 9780500513439 [765]

In this inspirational manual for the art of printmaking, students and teachers will find a range of skills, techniques and works to explore. Covering all stages of the printmaking process, the book's precise instructions and emphasis on safety cater for beginners, while more experienced printmakers will find the ideas and techniques relevant to classroom practice. Working methods, equipment and safe working practices are detailed and supported with demonstrative photographs and artworks highlighting creative possibilities. A brief history of printing puts this artistic practice into context. The book is a useful resource to extend the creativity of teachers and students. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
\$85.00 SCIS 1312970

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

HINDSON, M. & BARBELER, D. & BLOM, D.

Music composition toolbox

Science Press, NSW, 2007

ISBN 0855835648

[781.3]

Three prominent Australian composers have collaborated to produce this invaluable collection of modules for teaching music composition. Each module contains examples and exercises to introduce and illustrate a variety of compositional techniques. The text is directed towards the student and written in a relaxed, accessible style that makes it easy to follow. The techniques are all illustrated with notated examples by contemporary Australian composers, and the audio examples are on an accompanying CD. A second CD containing a full version of *Finale songwriter* software comes with the book. Appendix one includes 20th century symbols, terms and signs and appendix two contains a table of instrument ranges. This book is an essential addition to a music student's resources. A. Wisdom

USER LEVEL: Stage 5 Stage 6 Professional**KLA:** CA**SYLLABUS:** Music 7–10; Music Stage 6

Paper \$64.95

SCIS 1285548

TWEED, Phil & TWEED, Jodi

'sPlat [kit]

Style Music, NSW, 2007

ISBN none

[782.1]

As one of a suite of strategies to introduce and teach the concepts of the core values, this kit could be very useful. There are three CDs and one DVD, the latter with excerpts from a school performance, which contain the musical production 'sPlat. The full script of the musical, songs and the words of the songs are provided. The musical is set in a platypus colony and tells the classic tale of a youngster who goes on a quest and learns about what is important in life. The story is interrupted a little too often by an explanation of each value. The most effective use would be one scene per lesson to introduce the value and song, followed by activities to explore the value further. A. Souther

USER LEVEL: Stage 1 Stage 2 Stage 3**KLA:** CA**SYLLABUS:** Creative Arts K–6\$240.00 (available from <www.stylemusic.com.au>)

SCIS 1320893

History songsheets [series]

A&C Black, UK, 2007

New methods to explore familiar topics are always welcome, and these two songsheets are certainly an interesting tool for a study of ancient Greek and Viking culture. Each resource is fundamentally one song, complete with sheet music, lyrics, and a CD. The recording includes the song in full performance, followed by tracks to aid in its learning. The songs are upbeat and catchy, but a Stage 4 audience who take pop music seriously might find them uninteresting. At only three minutes in length, neither song is content rich and some purists may find the attempts to contemporise the lyrics dissatisfying. The emphasis in the accom-



panying notes is on how to teach the song, allowing for some interesting cross KLA possibilities. P. Gilchrist

USER LEVEL: Stage 3 Stage 4**KLA:** CA; HSIE**SYLLABUS:** Creative Arts K–6; History 7–10

\$24.95 each

*Reviewed titles in this series:***Ode to the ancient Greeks: a cross-curricular song** SCIS 1320605**Viking rock: a cross-curricular song** SCIS 1320596**Who was-? [series]**

Grosset & Dunlap, USA, 2007

Well constructed, this series focuses upon important historical figures from modern history and popular culture. Presented in a chapter format, timelines detail both the individual's lifespan as well as worldwide events to provide the reader with an historical perspective. The language used is uncomplicated and suited to recreational readers as well as students of history. The text is peppered with black and white illustrations and is suitable for initiating research on modern historical events and key figures. Additionally, the layout of the series, particularly the biographical language and bibliography, could provide Stage 4 students and teachers with introductory perspectives on how to conduct and set out history research projects that focus on the History 7–10 Topic: *Shaping the modern world*. D. Croker

USER LEVEL: Stage 3 Stage 4**KLA:** HSIE**SYLLABUS:** History 7–10

Paper \$8.95 each

*Reviewed titles in this series:***Who was Anne Frank?** SCIS 1322370**Who was Harry Houdini?** SCIS 1322418**Who were The Beatles?** SCIS 1322379

CROZIER, Richard

Musical instruments for children

Hamlyn, UK, 2007

ISBN 9780600615712

[784.19]

Although directed towards parents and teachers, this book is useful for anyone wanting to learn a musical instrument, including adult learners. The general advice provides information on how to choose an instrument, different learning styles and ways to choose a teacher. It also contains pointers on which instruments suit learners of various ages and temperaments. The bulk of the book is a dictionary of the most commonly taught musical instruments. Of particular interest is the summary of how each instrument works and is taught, how the sound is produced and a guide to its repertoire. Practical issues are also considered, such as how much space it takes up at home and in the car, and of course, the cost. A. Wisdom

USER LEVEL: Stage 2 Stage 3 Stage 4 Community**KLA:** CA**SYLLABUS:** Creative Arts K–6; Music 7–10

Paper \$14.95

SCIS 1331320

DRAKE, Nick

Romulus, my father: screenplay

Currency, NSW, 2007

ISBN 9780868198101

[791.43]

Based on Raimond Gaita's memoir, this screenplay focuses on the

nobility and goodness of his father, a man who suffered immensely from mental illness and the decisions of his troubled wife. Sparse on dialogue, the script relies on images and moving performances to present a steady minded sympathy for the suffering it depicts. Though fairly close to the film script, the screenplay includes important and very powerful scenes that were not shot. Gaita discusses this in his worthwhile introduction, which explores the process of turning a book into a film. Of particular interest are his musings on the importance of place, and on the connection between artistic creation and representations of reality. P. Gilchrist

USER LEVEL: Stage 5 Stage 6**KLA:** CA; English**SYLLABUS:** Drama 7–10; Drama Stage 6; English 7–10

Paper \$21.95

SCIS 1330718

COLE, Stephen

Shrek: the essential guide

Dorling Kindersley, UK, 2007

ISBN 9781405318457

[791.43]

An amusing visual guide to the films, this book is designed to entertain rather than enlighten, and it does this very well. Using maps, photographs from the films, and witty descriptions, the book will have strong appeal to students who understand and enjoy the quirkiness of fairytale satire. It does not give background information or analysis, it merely describes. However, it does this enthusiastically, detailing, for example, gross features of the films, such as Shrek's food. An understanding of the fairytale genre will increase student appreciation. The book does not add to knowledge about the films, but it beautifully depicts characters and locations in a way that will support student viewing and class work with fractured fairytales. C. Thomas

USER LEVEL: Stage 2 Stage 3**KLA:** English**SYLLABUS:** English K–6

\$24.95

SCIS 1319928

GRANTHAM, Barry

Commedia plays: scenarios, scripts, lazzi

Nick Hern, UK, 2006

ISBN 9781854598714

[792.2]

In the successful training of actors and production of theatre in the style of Commedia dell'Arte, Grantham acknowledges that improvisation is important, but he suggests the effective development of the style is difficult without a framework. Hence his collection of eight new plays, each one based on a different period or style of Commedia. The book has some great features. Each play's introduction outlines the cast, props, costumes, and stage requirements, with an explanation of the source of the script. A brief scenario will prove a useful tool for later improvisation. Footnotes suggest the appropriate places for memorised comic stage business or lazzi, and over 60 of these lazzi are described in detail. These features make the book an extremely useful tool for educators introducing the joys of Commedia to students. P. Gilchrist

USER LEVEL: Stage 5 Stage 6**KLA:** CA**SYLLABUS:** Drama 7–10; Drama Stage 6

Paper \$39.95

SCIS 1310491

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

In the driver's seat: the nature of authority: stage 6 English [kit]

RTA, NSW, 2007

ISBN 9781877070297

[808.04207]

ABSTRACT

This resource, a booklet, CD-Rom and DVD, has a dual purpose. It is a road safety education program for Stage 6 English students in NSW and an exploration of the idea of authority and freedom in a civil society. Teaching and learning activities have been designed, developed and written by the English Teachers Association (ETA) around texts provided by the Roads and Traffic Authority of NSW (RTA). The resource is the senior part of the RTA's education program for students K–12. Materials address the learning outcomes for the Stage 6 Preliminary English curriculum in NSW. The resource aims to assist students with the issue of driving safely and to give them a sense of responsibility towards self regulation. It is designed to help students use these social understandings as analogies for the processes of responding, composing and reflecting.

USER LEVEL: Stage 6 Professional**KLA:** English**SYLLABUS:** English Stage 6

\$POA

SCIS 1332312

Speaking in public: never be at a loss for words again

Penguin Group (Australia), 2007

ISBN 9780143005797

[808.5]

A short quote starts each chapter in this pocket sized book and a checklist finishes the chapter. The size and colloquial style make it easy to use as a reference. Material deals with all aspects of public speaking, from the use of visual aids to thanking a bishop. The book is structured around dos and don'ts, and teachers might find it a useful tool to help students focus on some aspect of public speaking in the classroom or school. The book summarises debating, but students who participate in public speaking or debating competitions will need more specific detail. It is a useful resource for teachers and community members who want to quickly refresh their ideas about public speaking. K. Rushton

USER LEVEL: Stage 3 Stage 4 Stage 5 Community

Professional

KLA: English**SYLLABUS:** English K–6; English 7–10

Paper \$14.95

SCIS 1321396

FORSHAW, Barry

The rough guide to crime fiction

Rough Guides, UK, 2007

ISBN 9781843536543

[809.3]

Teachers and students will find this a useful introduction to the elements, history, and development of the genre. Its compact form belies the amount of information, including short outlines of films and novels, author biographies and subgeneric features. Ian Rankin's brief foreword outlines the enduring appeal and current issues of crime fiction: intrigue with the deeper motives, the blurred lines between criminal and observer, and the role of society in making the criminal. Chapters on psychological crime; types of detectives; class, race and politics; and crime in translation are clearly presented. While the ideas are fairly conventional and focused on British and American fiction, the book does provide a comprehensive reading list – great for English Stage 6: *Extension 1*

students who cannot find that additional text. H. Cobban

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Extension 1; Extension 2*
 Paper \$16.95 SCIS 1331245

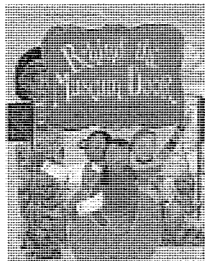
Behind the museum door: poems to celebrate the wonders of museums

/ selected by Lee Bennett Hopkins. Abrams Books for Young Readers, USA, 2007

ISBN 9780810912045

[811]

An interesting and eclectic mix of poetry about museums, museum exhibits and museum patrons is brought together in this colourful text. The stunningly detailed, earthy toned or boldly coloured illustrations by Stacey Dressen-McQueen complement each poem. Knights, Egyptian mummies, dinosaur fossils, mammoths, trilobites, wheels, Native American artifacts, and ancient tapestries are some of the topics covered. Poets represented include Jane Yolen, Myra Cohn Livingston and Rebecca Kai Dotlich. This book will prove useful when preparing students for a museum excursion to supplement HSIE and Science and Technology syllabuses. It could also help when seeking an effective way of recording observations of the exhibits in a poetic form. I. McLean



USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE; SciTech
SYLLABUS: English K–6; HSIE K–6; Science & Technology K–6
 \$26.95 SCIS 1319708

ROSEN, Michael

What's so special about [series]

Walker Books, UK, 2007

Despite a slightly patronising tone, these books are entertaining and informative. Their aim is to lure young readers into reading classic authors. They provide historical background and commentary on the morality, psychology and social setting of the period. There are strong comparisons between the world then and now and a close look, with quotes, at four texts. A timeline is included with entertaining cartoon illustrations. There is an account of the legacy of the authors, including the many transformations into film, drama, cartoon and other modes. These texts offer extension for more able readers who are hungry for substance, and they are a good model for a sophisticated author study, with insights for teaching many aspects of English 7–10. M. Davis

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K–6; English 7–10
 \$14.95 each

Reviewed titles in this series:

What's so special about Dickens? SCIS 1319491
What's so special about Shakespeare? SCIS 1319486

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review.

Penguin great journeys [series]

Penguin Books Ltd, UK, 2007

At around 100 pages relating adventures in magnificent landscapes, these extracts are a great resource to tempt young readers. Bird's 19th century letters and Shackleton's journal are descriptive, well written and excitingly set in wild and challenging places. They are excellent supplementary reading for the *Physical journey* in the English Stage 6 Area of Study: *The journey*. The other reviewed books, containing primary source material successfully selected for interest, support the teaching of History. Herodotus describes the customs and culture of Egypt, and his style of objective recording is matched by the journals of Dampier, Cook and de Vaca. In all the books, the writing has an immediacy and forthrightness that will appeal to students, especially visual learners. Danger, culture clash, strange customs and amazing vistas, are explained beautifully in these unpretentious accounts of travel and exploration. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7–10; English Stage 6; History 7–10; HSC History Stage 6: Extension
 Paper \$12.95 each

Reviewed titles in this series:

Adventures in the Rocky Mountains – Isabella Bird SCIS 1329050
Escape from the Antarctic – Ernest Shackleton SCIS 1328825
Hunt for the Southern Continent – James Cook SCIS 1329058
Piracy, turtles and flying foxes – William Dampier SCIS 1328811
The shipwrecked men – Alvar Nunez Cabeza de Vaca SCIS 1329065
Snakes with wings and gold-digging ants – Herodotus SCIS 1329077

TYLDESLEY, Joyce

Egypt

Five Mile, Vic, 2007 (Insiders)

ISBN 9781741784893

[932]

Tyldesley, a well known Egyptian historian, has produced a lavish pictorial overview of aspects of ancient Egyptian life. With two pages per topic, minimal text and detailed illustrations with clear captions, the reader is able to appreciate and learn about pyramids, religion, crafts and the history of the civilisation. This text could be used in note taking exercises from visual sources, with its dioramas, timelines, maps, cross sections, and photographs. The colour, vibrancy and computer generated appearance of this book enhance its appeal. Students completing the History 7-10 Topic: *Societies and civilisations of the past*, would find this an accessible visual guide. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
 \$19.95 SCIS 1321648

A month at the front: diary of an unknown soldier

Miegunyah Press, Vic, 2007

ISBN 9780522854138

[940.4]

The WWI recollections of a private in the British East Surrey regiment are taken from an original journal found in a box of books donated to the Bodleian Library. Internal clues reveal it to be by

one of a handful of injured soldiers, possibly written in hospital during convalescence in 1917. It is a graphic and illuminating firsthand account of trench life in Flanders, on the Western Front, from the viewpoint of an ordinary soldier, and is of universal relevance. Presented in a mock leather diary cover, there is a detailed introduction providing suitable background information and several photographs and facsimile documents. This little book offers excellent and evocative primary source material for History students. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 \$19.95 SCIS 1318597

McLACHLAN, Mat

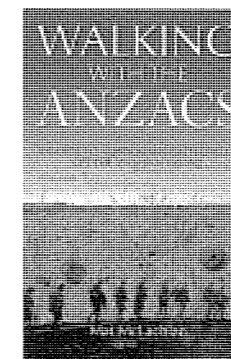
Walking with the Anzacs: a guide to Australian battlefields on the Western Front

Hachette, NSW, 2007

ISBN 9780734409072

[940.4]

Written as a guide for Australians visiting WWI battlefields in France and Belgium, this is a fine reference for the history of Australia's role in that tragic conflict. The book groups the battlefields into five general areas in which Australian troops fought: Belgium, French Flanders, the Somme, the Hindenburg Line and the Aisne. For each battle site, the author provides information on objectives, participants, major events of the battle and its consequences. Each site is described in a step-by-step walking tour, with directions to war cemeteries and memorials. A major strength of the work is the author's conveyance of what these places must have been like during the fighting. The book is an excellent resource for the History 7–10 Topic: *Australia and World War I* and the Modern History Core: *World War I*. R. Darlington



USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 Paper \$40.00 SCIS 1310074

YOUEL, Duncan & EDGELL, David

The Somme: ninety years on: a visual history

Dorling Kindersley, UK, 2006

ISBN 9781405317474

[940.4]

A commemorative edition, published for the 90th anniversary of the Battle of the Somme, this is a worthy addition to the vast body of literature on the Somme campaign. Written text is a concise narrative, supported by maps, photographs, quotations from participants, and a DVD of interviews and archival footage. The book looks at the Somme today, and gives input from 21st century soldiers and those who maintain the memory in cemeteries and memorial services. The most distinctive feature of the publication is the attention given to each specific section along the entire Somme front and the experiences of the Pals, the mainly working class English battalions. The book is an outstanding visual resource for the Modern History Core: *World War I*. R. Darlington

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 \$69.95 SCIS 1320171

SPIEGELMAN, Art

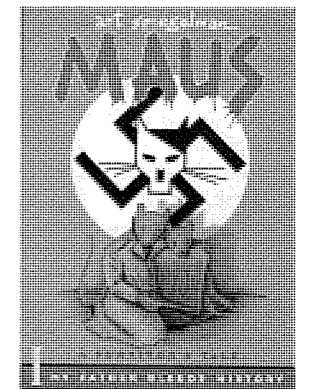
Maus.1, My father bleeds history: a survivor's tale

Pantheon, USA, 1986

ISBN 0394747232

[940.53092]

A classic in the genre and a Pulitzer Prize winner, this graphic novel has been published several times. The narrative has Polish Jews as mice and Nazis as cats during WW11, in a discussion between a businessman caught up in events as a young man, and his adult son, an artist who is recording the oral history. The narrative flicks between the father's recount, which is a real biography, and the present, using the difficult father-son relationship as a stark and often humorous contrast. In their dialogue, the written text cleverly uses Jewish idiosyncrasies in language and cultural outlook. More comic-like than many graphic novels, the black and white drawings and simply told story use a matter-of-fact tone and a simple form to create an unusual, moving and very personal interpretation of the Holocaust. The book is an excellent resource for the picture book component in English 7–10 and the exploration of narrative history in English Stage 6. C. Thomas



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
 Paper \$29.95 SCIS 398423

FRENCH, Jackie & SHEEHAN, Peter

Gold, graves and glory: 1850-1880

Scholastic, NSW, 2007 (Fair dinkum histories)

ISBN 9781865049731

[994.03]

Australia in the gold rush era was a wild and rapidly changing place. French has written a history of the times with humorous support from Sheehan's ample drawings. The truth behind the discovery of the first gold nugget, the Eureka Stockade, the rise of the bushrangers and the changes to the colonies, is dealt with in a straightforward and entertaining manner that will appeal to the young reader. Illustrations, numerous headings and fact boxes present the information in an approachable way. Life for the Chinese is discussed at length, and the beginnings of a farming nation and federalism are touched on. Units of work dealing with early Australia, such as the Stage 3 COGS Unit (G): *Traditions and heritage*, will be ably supported by the resource. R. Parnis

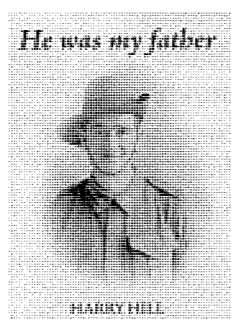
USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
 Paper \$14.99 SCIS 1324956

HILL, Harry

He was my fatherRosenberg, NSW, 2007
ISBN 9781877058554

[994.04092]

This emotional portrayal of a life gives the reader a wonderful overview of country life between the wars, around the Tumut and Gundagai area. Organised into perceptions of the author's father – soldier, rabbit and shearer – the biography provides a personal snapshot of daily life at this time. Students may appreciate the opportunity to compare simple descriptions of everyday events and jobs like supplying ice, with their own lifestyles, living standards and leisure activities. Written in a non-threatening conversational style and supplemented by primary sources, photographs and sketches, it provides a readily accessible social account of this period of Australia's history for students. While similar to other biographies, its strength lies in its focus on the everyday detail and this makes it more personable for a young reader. B. Kervin



USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
Paper \$29.95 SCIS 1322377

Who reviews?

Reviewers for *Scan* and the *DET* website are selected from teachers and teacher-librarians across the state.

Kristin Ashley, Newcastle HS
Michele Busch, Review Coordinator, *Scan*
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
Victor Davidson, Birrong Girls HS
Meg Davis, Literacy Consultant
Ruth Dircks, Dungog HS
Lee Doyle, Matthew Pearce PS
Jan Eade, Lane Cove West PS
Nicole French, Cranebrook HS
Amanda Frost, The Hills Sports HS
Heather Gardiner, Kanahooka HS
Paul Gilchrist, Strathfield GHS
Ruth Higginbottom, Tomaree PS
Bronwyn Hull, Goulburn HS
Di Johnston, Cambridge Park PS
Cath Keane, Editor, *Scan*
Bede Kervin, Bowral HS
Rachael Kirsten, CA Curriculum K–12 Directorate
Anita Kokkotas, Chifley College, Shalvey Campus
Karen Lissa, Mt Annan HS
Gillian Maugle, Wiley Park PS
Ian Mavin, Jamison HS
Karen McCorkell, Lethbridge Park PS
Karen McCulloch, Jannali HS
Noel McFayden, teacher
Ian McLean, Penrith PS
Rhonda Parnis, Sherwood Grange PS
Adam Parnis, Greystanes HS
Trudie Paton, PDHPE, Curriculum K-12 Directorate
Francis Plummer, AGQTP
Vanessa Roach, Meadowbank PS
Kathleen Rushton, teacher
Judy Shih, Cabramatta West PS
Cathy Sly, Barrenjoey HS
Birgit Smith, Mudgee HS
Wendy Smith, Tamworth PS
Alison Soutter, Student Services and Equity
Graham Spindler, Parliament House, NSW
Carol Thomas, School Libraries and Information Literacy
Michelle Timperley, The Entrance HS
Jodie Webber, Gosford HS
Merryn Whitfield, Bald Face PS
Anne Wisdom, teacher

Articles – Authors

A
ANDERSON, Trish 44
B
BENDT, Ulla 20
BOND, Vanessa 48
C
CONSIDINE, Tracy 16
COSSEY Margaret, 38

F
FERRY, Robert 9
FOLEY, Colleen 4
G
GIBSON-LANGFORD, Linda 31
L
LEE, Helen 51
LONGWORTH, Anne 46

M
McLEAN, Ian 7
MORLEY, Robyn 27
P
PARNIS, Rhonda 14
R
RALPH, Linda 50
T
TODD, Ross 30

V
van WESTENBRUGGE, Annalies 42
W
WEEKS, Deborah 20
WESTOBY, Kate 11
WILLIAMS, Julie 12
WYLIE, Terry 26

Articles – Titles

C
Collaboration: force or forced? Part 2 31
D
Digital movie making in the library 14
E
Embracing and managing change 27
Exploring *OASIS Web Enquiry* for Web 2.0 7
G
Girls: engaging and participating in ICT activities 20
H
How to run a successful and productive MS Readathon: minimum effort, maximum results 50

N
New Selective Schools Teacher Librarian Network 51
O
OASIS Web Enquiry supporting young readers 9
OASIS Web Enquiry welcomed 4
P
Planning, programming and assessing using English Programming Support 42
Premier's Reading Challenge: a journey of pleasure to destinations unknown, The 44

R
Research columns one, 2008: Shared learning, shared knowledge 30
Resource, rebuild and recollect. Part 2 46
S
State Library connects teachers and students with online resources, The 48
Students using *OASIS Web Enquiry* 11
T
Technology and learning: demystifying Web 2.0 technologies 16

U
Using *OASIS Web Enquiry* to support teaching and learning 12
W
Winds of change 26
Working with community to support reading 38

Internet sites – Titles

3D model builder: learn the language of PlayStation 58

A
Animal homes 56
Arizona Solar Centre 53
Australian dinosaur story 56
Australian Reptile Park 57
Australian screens 61
Australian Script Centre, The 66
B
Behind the news 53
Best of history web sites 66
Blustery beginnings 55
Body builder 57
BPF: the home page for the UK plastics industry 54
Bugasaurus explorus!: NSW water bug survey 57
C
Centre for Informed Food Choices: changing the way people think about food 59
Changing faces 53
Children's tropical forests: saving rainforests for our children's children 56
Classic children's stories 54
Cooper-Hewitt, National Design Museum 60

D
Dance, National Arts Centre: step up to dance! 61
DayMark Safety Systems: the leading provider of safety systems 54
Dinosaur floor 56
Dolphin Research Institute 57
Don't buy it: get media smart! 59
E
Earth Science Australia 55
EcoKids 53
Egyptian Museum 53
electromagnetic spectrum, The 55
Eyewitness to history 62
F
FabricLink: the educational resource for fabrics, apparel, home furnishings, and care 59
Film Australia: digital learning 64
G
Gander Academy's ancient Egypt 62
GBR explorer 63
GridClub 61
H
Health news 58
Healthy Eating Club: creating a healthier universe one byte @a time 58
How bridges work 59
How everyday things are made 60

How to search the World Wide Web 52
Human anatomy online 58
K
Kids' health 58
KidsHealth: welcome parents 58
L
Learning about rainforests 56
Learning4fun 62
Legends of America: a travel site for the nostalgic & historic minded 63
literature network, The 66
Louvre 60
Ludwig van Beethoven: the magnificent master 60
M
Microscope imaging station 56
MidLink magazine: highlighting exemplary student work from the most creative classrooms around the globe 64
N
New York divided: slavery and the Civil War 63
Newton's apple: teacher guides by alphabet 65
nine planets: a multimedia tour of the solar system, The 55

P
Pacific stories learning 63
Passover through archaeology and rare documents: a teaching site 53
PCA education corner 65
pure drop: an exploration and celebration of world music, The 61
R
Radio Africa & podcasts: experience Africa with your ears! 61
S
Shakespeare searched 62
Smithsonian Global Sound: lesson plans and activities 66
Stem cells ClearlyExplained.Com 65
Sydney Children's Hospital 54
T
Tall buildings 60
Tramline 54
Trendwatching.com 59
W
water cycle, The 55
Whales-online.org 57
woodwind fingering guide, The 61
WW2 people's war: an archive of World War Two memories 62

Resources – Authors

A
ADAM, Robert 89
ADORNETTO, Alexandra 74
AHLBERG, Allan 68
ARONSON, Linda 74
B
BANCROFT, Bronwyn 72
BARBELER, D. 90
BINGHAM, C. 86
BINGHAM, Kelly 78
BITA, Natasha 68
BLABEY, Aaron 68
BLAND, Nick 73
BLOM, D. 90
BON, Francois 88
BOUCHET, Bruno 74
BOURAS, Gillian 75
BOWLER, Ann Martin 68
BRADLEY, Timothy J. 86
BROAD, Michael 75
BROWN, Gail 65
BROWNE, Anthony 68
C
CARTHEW, Mark 69
CASPARI, Ann K. 64

CHAPMAN, Garry 83
CHAPMAN, Lynne 70
CHENG, Christopher 88
CHENG, Christopher W. 79
COLE, Stephen 91
COLE-ADAMS, J. 64
COLEMAN, Will 67
COLFER, Eoin 75
CONNOLLY, A. 64
COOPER, Michelle 79
COOPER, Sharon Katz 84
CORRIS, Peter 79
CROZIER, Richard 90
CURTIS, Lee K. 87
D
DAWE, Bruce 75
De BONO, Edward 64
DEARY, Terry 75
DIESENDORF, Mark 83
ORAKE, Nick 90
DUMBLETON, Mike 69
DUNBAR, Polly 69
E
EARLS, Nick 79
EATON, Anthony 79

EDGE, David 93
EDWARDS, Luke 76
EDWARDS, Rebecca 79
F
FAVRETTO, Robert 76
FLYNN, Pat 76
FORSHAW, Barry 91
FRENCH, Jackie 93
G
GAULD, J. 64
GEASON, Susan 80
GEORGE, Jessica Day 76
GERAS, Adele 80
GOSS, Mini 69
GRAHAM, Bob 69
GRANTHAM, Barry 91
GREDER, Armin 69
GREEN, Nick 80
GREENBERG, Nicki 80
GREENE, Meg 87
GREENWOOD, Elinor 85
GREENWOOD, Mark 69
GU, Peter Yongqi 65

H
HALE, Jenny 70
HAMMONDS, Heather 85
HARDIE, Titania 76
HARLEN, Jonathan 80
HARTNETT, Sonya 81
HEFFERNAN, John 76, 77, 81
HEINRICH, Sally 70
HERRICK, Steven 81
HILL, Harry 94
HINDSON, M. 90
HIRSCH, Odo 81
I
INGMAN, Bruce 68
INGPEN, Robert 71
J
JAKAB, Cheryl 85
JAMES, Ann 72
JARMAN, Julia 70
JELLETT, Tom 74
JINKS, Catherine 70
JOHNSTON, Chris 68
K
KEYSTONE, David 85

KNAPMAN, Timothy 70
KUHLETHAU, C. Carol 64

L
LAGUNA, Sofie 71
LAWRENCE, David 78
LAYTON, Neal 71
LEGGIE, David 73
LODGE, Annette 71
LOFTHOUSE, Liz 71
LOWRY, Brigid 81

M
MACDONALD, Alan 77
MANIOTES, Leslie K. 64
MANKELL, Henning 77
MARTINEZ, Sonia 73
McAULIFFE, Chris 89
McCAULEY, Adam 72
McG, Shane 71
McLACHLAN, Mat 93
McLEAN, Andrew 70
MEGARRITY, David 71
MESERVE, Adria 70
MICHELSON, Richard 72
MOLONEY, James 77, 81
MORECROFT, Judith 72
MORGAN, B. 86

Resources – Titles

A
Adventures of the treasure fleet:
China discovers the world 68
Advertising: new techniques for visual
seduction 89
Air Australia [videorecording] 84
All about the weather 86
An anthology of graphic fiction,
cartoons, and true stories 66
Ancient Australian landscapes 85
Anna Flowers 78
Antarctica book: living in the freezer,
The 86
anthology of colonial Australian gothic
fiction, The 82
Aphrodite Alexandra 75
art of teaching primary science, The 65

B
Beeware 76
Behind the museum door: poems to
celebrate the wonders of
museums 92
Blood brothers 79
boot thief, The 77
Boris Monster, scared of nothing 71
Brave Tales: developing literacy
through storytelling 67
Buzz 86

C
Captain Wetbeard 74
Cat 69
cat kin, The 80
Cecily's portrait 80
Cedar, seals and whaling ships 84
Class two at the zoo 70
Cold skin 81
Commedia plays: scenarios, scripts,
lazzi 91
Constructing Australia [videorecord-
ing] 88
Crime seen 82

D
Dangerous games 80
Decoding food additives: a compre-
hensive guide to food additive
codes and food labelling 88
Dirty Bertie [series] 77
Don't let the pigeon stay up late 74
Dragonskin slippers 76

E
Easy peasy Chinese: Mandarin
Chinese for beginners 85
Egypt 92
empty city, The 71
Energy 84
Eric & Einstein 76
Escape from year eight 82

F
Five little owls 69
Fly, kite, fly: a story of Leonardo and a
bird catcher 74

MORGAN, Christopher 77
MORRIS, Jackie 72
MULLINS, Patricia 73

N
NATION, Paul 65
NEALE, Kim 68
NICHOLSON, John 84
NORMAN, Mark 86
NORRINGTON, Leonie 72

O
O'CONNOR, Jane 72
OSWALD, Debra 82
OTTLEY, Matt 82
OVEREND, Jenni 78
OXLADE, Jonathon 71

P
PARR, Todd 67
PAUSACKER, Jenny 82
PERSHALL, Anna 82
PERSHALL, Mary K. 82
PIGNATARO, Anna 75
PILL, Shane 87

R
REDLICH, Ben 71
ROBERTON, Fiona 73

Focus on vocabulary 65
Fortuyn's ghost 69
Frangipani fairies [series] 76
Frognapped 78
Fuzzy-wuzzy wombat and other
rhymes 68

G
Getting air 82
ghost's child, The 81
girl's like spaghetti: why, you can't
manage without apostrophes!,
The 67
Gold, graves and glory: 1850-1880 93
grammar of architecture, The 89
great Gatsby The 80
Greenhouse solutions with sustain-
able energy 83
Guided inquiry: learning in the 21st
century 64

H
Harry Highpants 74
He was my father 94
History songsheets [series] 90
How to have creative ideas: 62
exercises to develop the mind 64

I
I'm freezing! 71
I've lost my kisses 73
improvisation game: discovering the
secrets of spontaneous perfor-
mance, The 66
In the driver's seat: the nature of
authority: stage 6 English [kit] 91
Intaglio: acrylic-resist etching, collagra-
phy, engraving, drypoint, mezzotint:
the complete safety-first system
for creative printmaking 89
island, The 69

J
Jacques Villegle 88
Joel and Cat set the story straight 79

K
Katie and Cleo move in 70

L
last of the high kings, The 83
law in Australia [series], The 84
legend of the worst boy in the world,
The 75
Linda Marrinon: let her try 89
Little frog 70
Locally wild: keeping native animals
as pets 88
Lost for words [sound recording] 76

M
Macmillan encyclopedia of junior
science, The 85
Malu kangaroo: how children first
learnt to surf 72
Marty's shadow 81
Master of the books 81

ROBERTSON, Carol 89
ROBERTSON, M. 86
ROSEN, Michael 92
ROSSELL, Judith 73
ROWAN, L. 64

S
SAGE, Angie 78
SAXBY, Claire 73
SCHNEIDER, Katrina 86
SCHWARZER, Mark 78
SHEEHAN, Peter 93
SILVEY, Craig 73
SKURRAY, Geoffrey 88
SMITH, Craig 69
SOUTHBY-HALBISH, Eloise 78
SPARROW, Rebecca 79
SPEARRITT, Peter 88
SPIEGELMAN, Art 93
STOKLOSSA, Uwe 89
STRAUSS, Rochelle 86

T
TAY-AUDOUIARD, Lak-Khee 68
THOMPSON, Kate 83
TREWIN, Trudie 73
TRUSS, Lynne 67
TWEED, Jodi 90

Maus.1, My father bleeds history: a
survivor's tale 93
Megs & the vootball kids 78
melting pot: the diary of Edward, Chek
Chee, The 79
mermaid, the prince and the happy
ever after, The 70
month at the front: diary of an
unknown soldier, A 92
most beautiful lantern, The 70
Multicultural Australia [series] 83
Music composition toolbox 90
Musical instruments for children 90
My book of manners: a lift the flap
book 85
My brother 68

N
Natemala 71
Naturally Rude 74
nest for Kora, A 73
O
Obesity 87
Ock Von Fiend 76
Oh no, not ghosts! 72
One well: the story of water on Earth 86
Only a donkey 73
Oscar and Arabella and Ormsby 71

P
Paleo sharks: survival of the strangest
86
Parsley Rabbit's book about books 73
Pearl Barley and Charlie Parsley 68
Penguin 69
Penguin great journeys [series] 92
Physical education [electronic
resource] 87
Pirates drive buses 77
Play with purpose: a resource to
support teachers in the implemen-
tation of the game-centred
approach to physical education 87
Porkchop and Mouse 73
Previously 68
Protecting Australian wildlife [series] 86

Q
Question skills teacher manual. Level
C: a program for learning how to
write answers to questions 65

R
rage of sheep, The 79
Reading makes you feel good 67
Ready, set, skip! 72
Rebel girl: a tale of friendship and
survival in Taiping China 80
Requiem for a beast: a work for
image, word and music 82
River Sai, The 79
robot dinner lady, The 75
Romulus, my father: screenplay 90
rough guide to crime fiction, The 91
Rough Guides [series] 87

TWEED, Phil 90
TWDIALE, C. R. 85
TYLDESLEY, Joyce 92

V
VERGINE, Lea 89

W
WALLACE, Neil Montagnana 78
WALTERS, Celeste 73, 83
WATTS, Francis 73
WHITAKER, Richard 86
WILKINSON, Lili 83
WILLEMS, Mo 74
WILSON, Mark 69
WILSON, Tony 74
WINCH, John 74
WOODFORD, Chris 84

Y
YOUEL, Duncan 93

S
Scatterheart 83
shadow thief, The 74
Shadows in the twilight 77
Shark girl 78
Shrek: the essential guide 91
Skyfall 79
Smarty-cat 75
snow leopard, The 72
Somme: ninety years on: a visual
history, The 93
Speaking in public: never be at a loss
for words again 91
'sPlat [kit] 90
Stay safe [series] 84
Stride's summer 78
Sydney Harbour Bridge: a life, The 88

T
Teaching values 64
Terry Deary's Greek tales [series] 75
Tomorrow all will be beautiful 81
Treading the boards 83
Troll trouble [series] 77
trolley boys, The 77
trouble with dogs, The 69

U
Using water 84

V
Viewpoint: fourteen years on books
for young adults 63

W
Walker stories [series] 78
Walking with the Anzacs: a guide to
Australian battlefields on the
Western Front 93
Wallabies, wombats and other
mammals of Australia 87
What's so special about [series] 92
When trash becomes art: TRASH
rubbish mongo 89
Who was-? [series] 90
Will Buster and the crucible choice 81
Winners: Earth science [series] 85
world according to Warren as told to
Craig Silvey, The 73

Y
You and me: our place 72

Z
Ziba came on a boat 71



SMART Interactive Response System
Technologies

What Did Your Students Learn Today?

Are you getting the right answers?

With the Senteo™ Interactive Response System, your students can tell you with a click of a button.

Senteco provides a direct connection between you and your students and gives you instant feedback on whether your students are learning.

This highly intuitive system allows each student to have their own remote. A central receiver and powerful software let you quiz, survey and assess with ease.

By providing instant student feedback, Senteco increases vital one to one interaction in your classroom. Sparking excitement and improving classroom outcomes.

Fully integrated with SMART's Notebook software, Senteco links you to numerous educational resources and is the perfect partner for your classroom's SMART Board™ interactive whiteboard.

Knowing that your students are learning has never been easier.

When can you get Senteco into your classroom?
Call us today to find out.



ELECTROBOARD
Leaders in Innovative Education Technology

For a Free Demonstration at Your School

1800 622 800

www.electroboard.com.au
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

BRING ON 2008 - IT'S GOING TO BE GREAT!

Welcome to our first edition of Library News for the year. We hope you had a great summer break and well earned rest. Now that the new year is in full swing, we thought it best to remind you that there is no need to replace your ASP Portable / Z4 DataTraq Portable Barcode Reader if you only have a USB port on your PC. Read on to find out how...

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!

\$270 or \$255 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

Special Bundled Offer
TSP100, GC36 Cash Drawer and box of 24 thermal rolls **\$625!*



Library eNews Don't forget to register for Library e-News online at 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 April 2008.
- Please specify code L31 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.

